

Developed Lesson Plan Format

Teaching American History Grant

Upon completion of the TCI Level I training, exposure to primary sources, and collaboration with TAH coaches develop your first quarter lesson plan into the following format:

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Standard (Include analysis skills): 11.7.7: Discuss the decision to drop atomic bombs and the consequences of the decision.

1. Key concepts (CA. Concepts Collection II)/Vocabulary:

Manhattan Project, Robert Oppenheimer, Hiroshima, Nagasaki, Atomic Bomb

Learning Outcome/ “Big Idea”/ “Essential Learning” (Objective): The students will be able to justify whether Truman made the right decision by dropping two atomic bombs on Japanese cities and use evidence to support their decision.

EL/Inclusion Strategies: preview activity, groupwork, graphically organized reading notes in the form of a T-Chart, teacher-lead group discussion, short video, artwork with thought bubbles, notebook activity

Materials: Notebook, TCI readings, papers for taking a vote, Hiroshima/Nagasaki video

Opportunities to Learn/Perform (Procedure):

1. **What will students need to do to achieve knowledge and skills identified in standards and learning outcomes?** The students will need to participate in the preview activity (in notebook and class discussion), individual reading (of which they will highlight different arguments) and the group TCI readings (groups will read 3 handouts and form group decisions/discuss as a class). The students will need to take accurate notes on their T-chart to have proper evidence to justify their positions (provided by a teacher/classroom discussion). The students will need to write out their decision on a piece of paper and turn into teacher. The students will need to watch a short video to attempt to persuade their decision. They will then be surveyed again to see if they changed their mind. The students will process the information in a visual activity in their notebook (instructions to follow). The students will write a five paragraph essay to support their decision on whether the atomic bombs should have been dropped. The essay will provide two supportive paragraphs and one paragraph to counter their argument (instructions to follow).

Technology Component: TV/VCR

Resources (Indicate primary sources): Reading from *Don't Know Much About History* entitled "Did Truman have to drop two atomic bombs on Hiroshima and Nagasaki?" TCI readings that include primary source information such as excerpts from a letter from Einstein, quotes from soldiers and various government officials, *The Americans* from McDougal Littell.

Assessment (Description of 2 or more assessment tasks with specific directions, questions, and prompts): **Processing assignment for the Interactive notebook instructions:** Draw heads and facial expressions reflecting each of the following person's reactions to the dropping of the A-bomb on Hiroshima and Nagasaki. Write a

thought bubble above each head that explains their reaction.

1. American G.I.
2. Japanese Civilian
3. Scientist who worked on creating the bomb
4. Joseph Stalin
5. You!

Formal assessment Instructions: Write a 5 paragraph essay that contains an introduction, two supporting argumentative paragraphs, one counter argument paragraph and a conclusion that responds to the following prompt. Explain the decision to drop the atomic bombs on Japanese cities and whether Truman's decision was justifiable. Offer evidence to support your arguments.

1. **Rubric to explain criteria (attach)** Notebook rubric is explained in the beginning of the year when notebooks are passed out. (Color, clarity, thoroughness of content, organization, competency) Essay rubric is school wide 6 point rubric, students are given a copy of this at the beginning of the year and reviewed before essay is given.

**Send this completed form to Jill either through
district mail (3rd Floor Ed. Center)
or
email (jmpiume@fresno.k12.ca.us)**