

Pearl Harbor: Teacher's Guide

Grade Level: 9-12

Curriculum Focus: U.S. History

Lesson Duration: One to two class periods

Program Description

This stirring account of the Japanese attack on Pearl Harbor includes never-before-seen color footage and interviews with military and civilian survivors. Learn details of the surprise attack and America's response—its entry into World War II. Hear the story of a highly decorated, segregated Japanese-American battalion that fought in Europe.

Onscreen Questions

Part I— Before watching the video

- Think about what you know of the events leading up to the Japanese attack on Pearl Harbor.
- As you watch the program, look for examples of how the Japanese were able to surprise the United States. Note how the military and civilians at Pearl Harbor reacted to the attack.

Part I— After watching the video

- Discuss why leaders of the U.S. Navy believed a full-scale naval attack against Pearl Harbor was impossible.
- Considering the American position, analyze the Japanese strategy for attacking Oahu. In what ways did the Japanese take advantage of weaknesses in American defenses?

Part II— Before watching the video

- The attack on Pearl Harbor marked a turning point in American history. As you watch the program, think about the changes experienced by people living in Hawaii at the time.
- Pay attention to how their experience during World War II was different from that of Americans living on the mainland.

Part II— After watching the video

- The goal of the Japanese attack on Pearl Harbor was to destroy the fleet of American aircraft carriers. Discuss why the Japanese commanders called off the third wave of attacks.
 - Do you think this was a wise tactical decision for the Japanese commanders?
-

Lesson Plan

Student Objectives

- Research the events that took place at Pearl Harbor.
- Write an in-depth article as though they experienced those events firsthand.
- Discuss what lessons can be learned from Pearl Harbor.

Materials

- *Pearl Harbor* video and VCR
- Computer with Internet access
- Print resources about the history of dogs, service dogs, police dogs, and other dogs that help people

Procedures

1. Set the stage for the lesson by showing a few segments of the video *Pearl Harbor*. Encourage students to imagine what it was like when the military base at Pearl Harbor was surprised by the Japanese attack.
2. Tell students that their assignment is to write a newsmagazine story about Pearl Harbor as though they were living at the time. Students can write a general article about the attack or one from the perspective of military or medical personnel. Students could also write an article from a Japanese perspective.
3. Give students enough time in class to do their research; the Web sites below have helpful information. Suggest that students download pictures from the Internet to include in their articles. And encourage them to use vivid language to make the events come alive for the reader.
 - <http://teacher.scholastic.com/pearl/transcript.htm>
 - <http://www.execpc.com/~dschaaf/phraner.html>
 - <http://www.history.navy.mil/faqs/faq66-3b.htm>
 - <http://www.ibiscom.com/pearl.htm>
 - <http://www.historyplace.com/worldwar2/timeline/pearl.htm>
 - <http://www.ibiblio.org/hyperwar/USN/rep/Pearl/Medical.html>
 - <http://www.navy.mil/naval/arph.htm>
4. Have students share their articles with the class. Make sure they include in their presentations the perspective of their article and the experiences of the individuals featured.
5. Conclude the lesson by asking students what they have learned about Pearl Harbor that they can apply to the present day.



Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students completed their research carefully and thoroughly, wrote an informative, creative article, and were able to apply what happened at Pearl Harbor to the present day.
- **2 points:** Students completed their research, wrote a competent article, and made some comparisons between what happened at Pearl Harbor and the present day.
- **1 point:** Students did not complete their research, wrote an article with gaps and misunderstandings, and had a hard time applying what happened at Pearl Harbor to the present day.

Vocabulary

Battleship Row

Definition: The area where the U.S. battleships were moored and the target of the Japanese attack

Context: Eight battleships moored along Battleship Row were damaged during the attack, but after repairs six returned to service.

Pearl Harbor

Definition: A naval air base on the island of Oahu in Hawaii and the site of the surprise attack by the Japanese on December 7, 1941

Context: Immediately following the Japanese attack on Pearl Harbor, the United States entered World War II.

Franklin Delano Roosevelt

Definition: The President of the United States who served four terms, from November 1932 until his death in 1945

Context: On Monday, December 8, 1941, Franklin Delano Roosevelt signed the declaration of war presented by Congress.

U.S.S. *Arizona*

Definition: A U.S. battleship hit by the Japanese during their attack on Pearl Harbor

Context: The Japanese explosion destroyed the U.S.S. *Arizona*, causing her to sink to the bottom of the sea, along with 1,300 men who were onboard.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit link:

<http://www.mcrel.org/compendium/browse.asp>



This lesson plan addresses the following national standards:

- History – United States History: Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media; Writing: Uses the general skills and strategies of the writing process, Uses the stylistic and rhetorical aspects of writing, Gathers and uses information for research purposes

The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org>

This lesson plan addresses the following thematic standards:

- Power, Authority, and Governance
 - Global Connections
 - Civic Ideals and Practices
-

Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>

