

Attack on Pearl Harbor

Content Standards

Social Studies C3 Framework

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Texas Social Studies TEKS

113.41 (7) History. The student understands the domestic and international impact of U.S. participation in World War II...

Next Generation Sunshine State Standards: Social Studies

SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.

Common Core State Standards for Language Arts

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Florida's B.E.S.T. Standards: Language Arts

ELA.11-12.C.1.4 Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.

ELA.9-10.C.1.4 Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.

Social Emotional Learning Performance Indicators

2A Recognize the feelings and perspectives of others.

Stage I.4 Demonstrate empathy with others in a variety of situations.

WIDA ELD Standards:

5. Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Texas ELPS:

1.A Use prior knowledge and experiences to understand meanings in English

1.E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment

Appropriate for:	Student Background Knowledge:
<ul style="list-style-type: none">• Students in grades 9-12• English Language Learners	Students should have some knowledge of: <ul style="list-style-type: none">• December 7, 1941 – Pearl Harbor Attack• Referred to as a “day which will live in infamy”

GBCStories Demo

Attack on Pearl Harbor

Essential Question: How did the Pearl Harbor attack affect the soldiers who were there?	✓
Learning Objectives: Students will : be able to analyze a primary source document for historic evidence.	

Video Assignment



Jim Hardwick - "Pearl Harbor"

Before viewing	<p>Bell Ringer:</p> <ul style="list-style-type: none"> ● Write in a visible spot for students, the words 'infamy' and luau" on the board. Pronounce each word for learners. Have learners write down three to five things that come to mind when they hear these words. Take some time to discuss their responses. ● During the discussion, focus on the irony between these two words and how they would not normally be prepared. ● Differentiation considerations: Prior to viewing the video, it may be helpful to discuss the following words/phrases from Mr. Hardwick's discussion: <ul style="list-style-type: none"> ● lives in infamy ● luau ● army squad camp ● torpedo run ● ruptured our hull ● waiting for the other shoe to drop ● that was a wash <p>Please refer to the many different activities included in GBC Stories' Social Emotional Handbook. It may be best to select the specific soft skills and related Social Emotional Learning activities from the handbook prior to teaching this lesson.</p>
During Viewing	<ul style="list-style-type: none"> ● Explain to learners that they are going to watch a video showing a special Pearl Harbor survivor. Explain that the words 'luau' and 'infamy' will take on a new meaning after viewing Mr. Hardwick's video. (Have learners complete the Video Reflection Take 2 handout. ● Differentiate: Aid learners who need additional assistance and second language learners by pairing them with peers to complete this portion of the lesson. ● Differentiate: Provide additional assistance by allowing learners to draw emojis reflecting the different feelings Mr. Hardwick likely experienced to answer the first column on the handout. ● Differentiate: Have learners watch the video a third time and pause it when they hear a fact about Pearl Harbor. They can record it before unpausing the video.

	Students may take notes on the Video Note-taking Guide in Reusable Resources .
After viewing	<p>Class Activity:</p> <p>Direction:</p> <ul style="list-style-type: none"> Place students in groups of three. Allow students to discuss their answers to the Video Reflection Take 2. From there, guide the groups to make a list of five to ten questions they have about Pearl Harbor. Provide learners with some time to research the answers to their questions. From there, assign learners a Google Slides presentation to create. Use the Pearl Harbor Project Rubric to guide this process. Encourage students to self-assess their presentation with the rubric to verify that all requirements have been met. (Alternatively, students could create a poster containing their facts and related pictures/drawings if a Google Slides presentation is not feasible due to technical limitations, etc.) Differentiate: Provide learners with questions to select from a list. <u>Options include:</u> <ul style="list-style-type: none"> When was Pearl Harbor? How many people died during Pearl Harbor? Where did the Japanese attack? How long did the attack on Pearl Harbor last? Why did the Japanese attack Pearl Harbor? How was Pearl Harbor part of WWII? What did the Japanese attack with? How did the American military do to respond to the Japanese attack?
Exit Ticket	Have students write a paragraph reflecting on the following question: How do you think the attack on Pearl Harbor changed Mr. Hardwick's life?
Extension Activity	<ul style="list-style-type: none"> Allow each group to present their Google Slides presentation. Assess each group's presentation using the project rubric that was previously discussed with them. Provide the Enrichment opportunities for learners who are interested. (Consider using this as extra credit or added learning for older students.) <ul style="list-style-type: none"> Have learners interview one person who has served in active duty. (Consider using The Biography Organizer handout for this process.) Have learners watch the following videos to gain varied insights into the Pearl Harbor/WWII attacks: Joseph Berg, Jr. - How the Japanese Viewed Americans After WWII; Jim Hardwick – Pearl Harbor; S. D. Houston – Surviving an Invasion. (Consider using The Video Note-Taking Sheet handout for this process.) <p>Please refer to the many graphic organizers, rubrics, and other materials in Reusable Resources for ideas for additional Extension activities.</p>

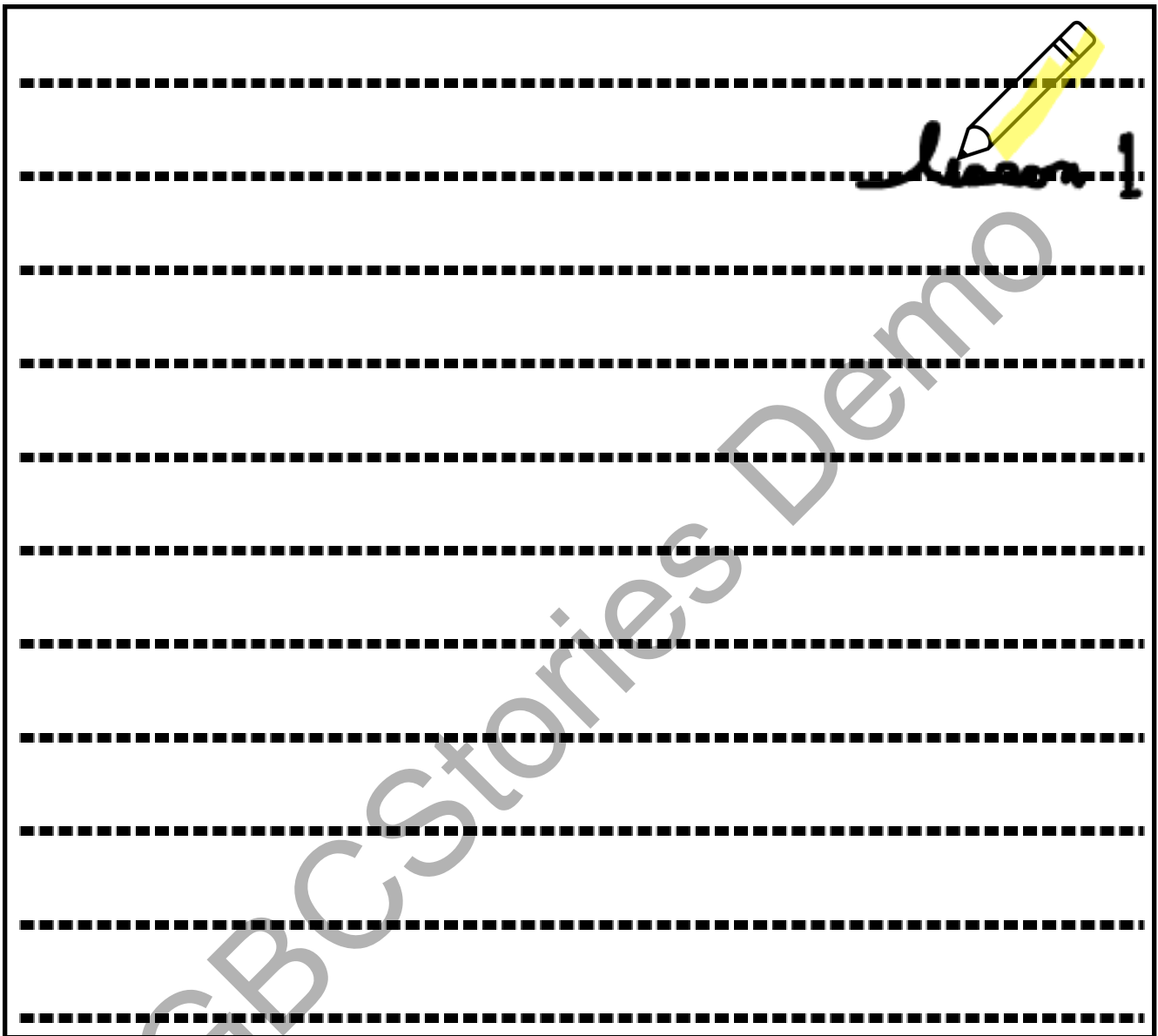
Printable/downloadable:
<ul style="list-style-type: none"> Video Reflection Take 2 Pearl Harbor project rubric The Biography Organizer Video Note-Taking Guide in Reusable Resources

Suggested Reading

- *What was Pearl Harbor?* by Patricia DeMuth
- *Remember Pearl Harbor: American and Japanese Survivors Tell Their Stories* by Thomas Allen and Robert Ballard
- *Eyes of the Emperor* by Graham Salisbury

GBCStories Demo

Teacher Notes:



Lesson 1

GBCStories Demo