

## TGC Fellow Unit Template

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School/Location: Rio Rancho Elementary School/Rio Rancho, New Mexico

Subject: Reading, Social Studies & Science

Grade: 4 Gifted

Time Needed: 7 weeks

Interdisciplinary Unit Title: From Los Alamos to Hiroshima: The World's First Atomic Bomb

**Unit Summary:** In this interdisciplinary unit, students will explore concepts in social studies, science and global education through multimodal activities and 21st Century skills. Students will examine New Mexico's role in the creation of the atomic bomb and the effects of the bomb on Hiroshima, Japan. They will examine key people and events in New Mexico's WWII history; compare and contrast New Mexico's diverse cultures with Japanese culture; examine civil rights violations; describe the relationship between scientific discoveries, individuals and societies; engage in civil discourse by utilizing effective communication skills.

### STAGE 1: Desired Results

**ESTABLISHED GOALS:**

**NM Social Studies Standards: 4th Grade**

**1A New Mexico:** Describe how contemporary and historical people and events have influenced New Mexico.

**1B United States:** Understand connections among historical events, people, and symbols significant to United States history and cultures.

**2E Geography:** Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

**2E Geography 4.1:** Describe how cultures change.

**3 Civics and Government:** Understand the ideals, rights, and responsibilities of citizenship.

**3.1.** Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.

*Transfer*

*Students will be able to independently use their learning to:*

- Use knowledge of patterns of history to better understand the present and prepare for the future.
- Understand the relationship between geography, history and current events.
- Appreciate diverse cultures and our shared humanity.
- Advocate for human rights.
- Develop empathy.
- Consider diverse perspectives.
- Consider the consequences of scientific progress.

*Meaning*

UNDERSTANDINGS

*Students will understand:*

Beliefs can influence actions.

ESSENTIAL QUESTIONS:

Do wars have to be fought?

How does conflict create change?

<p><b>3.2.</b> Examine issues of human rights.</p> <p><b>NM Science Standards: 4th Grade Science &amp; Society: Benchmark I</b> Describe how science influences decisions made by individuals and societies.</p> <p><b>Common Core State Standards</b> <b>ELA RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Overcoming challenges sometimes requires thinking in new ways.</p> <p>We should respect alternative viewpoints and values.</p> <p>With citizenship comes roles, rights, and responsibilities.</p> <p>Individuals can have a great impact on history.</p> <p>Change and progress can have both positive and negative effects.</p>	<p>How can we look at New Mexico’s role in WWII from diverse perspectives?</p> <p>What are the roles and responsibilities of citizens in local, national and global communities?</p> <p>What were the immediate and long-term effects of the atomic bomb?</p>
<b>Acquisition</b>		
<p><b>ELA SL.4.1.A-D</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>National Association for Gifted (NAGC) Children Standards:</b> <b>Culturally Relevant Curriculum 3.5:</b> Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p><b>Global Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Investigate the world beyond the immediate environment.</li> <li>2. Recognize perspectives other than their own.</li> <li>3. Communicate ideas effectively with diverse audiences.</li> <li>4. Take action</li> </ol>	<p><i>Students will know:</i></p> <p>Japan and the US entered the war for different reasons.</p> <p>The Lab employed individuals from various fields and diverse backgrounds.</p> <p>Japanese-American citizens’ rights were violated by forcing them into internment camps.</p> <p>Navajo Code Talkers’ secret language helped the US win the war, yet they suffered discrimination and disrespect.</p> <p>Atomic warfare has catastrophic effects on people and the environment.</p> <p>Cultural elements stem from resources, traditions and beliefs, and change over time.</p> <p>Dialogue can be civil and constructive.</p>	<p><i>Students will be able to:</i></p> <p>Describe the attack on Pearl Harbor from Japanese and American perspectives.</p> <p>Identify scientists, leaders and spies who worked on the Manhattan Project in Los Alamos, NM.</p> <p>Describe the impact of internment camps on Japanese-American citizens.</p> <p>Describe the contributions and unfair treatment of Navajo Code Talkers in the US military.</p> <p>Describe the physical and emotional toll the atomic bomb had on Hiroshima.</p> <p>Employ ARE (Argument, Rationale, Evidence) as a communication tool for civil discourse.</p> <p>Effectively communicate with diverse audiences</p>

<p><b>TECHNOLOGY USED:</b>  <a href="http://teacher.scholastic.com/activities/wwii/index.htm">http://teacher.scholastic.com/activities/wwii/index.htm</a> (Students will research attack on Pearl Harbor and bombing of Hiroshima; other WWII topics are available for optional research.) (A)</p> <p><a href="https://www.nationalww2museum.org/sites/default/files/2017-07/amendment-violation-lesson-plan.pdf">https://www.nationalww2museum.org/sites/default/files/2017-07/amendment-violation-lesson-plan.pdf</a> (Print information on Japanese American Internment &amp; Amendment Violations for students to complete.) (S)</p> <p><a href="https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/n/navajo-code-talker-dictionary.html">https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/n/navajo-code-talker-dictionary.html</a> (Navajo CodeTalkers Code) (S)</p> <p><a href="https://www.icivics.org/games/do-i-have-right">https://www.icivics.org/games/do-i-have-right</a> (Students will play the interactive game to clarify interpretation of Constitutional rights.) (M)</p> <p><a href="https://www.google.com/culturalinstitute/beta/entity/m03_3d">https://www.google.com/culturalinstitute/beta/entity/m03_3d</a> (Google Arts &amp; Culture - Japan - Students will research artifacts located in various Japanese museums.) (M)</p> <p><a href="https://www.google.com/culturalinstitute/beta/project/made-in-japan">https://www.google.com/culturalinstitute/beta/project/made-in-japan</a> (Google Arts &amp; Culture - Made in Japan - Students will investigate various Japanese arts) (M)</p> <p><a href="https://www.google.com/culturalinstitute/beta/search?q=navajo">https://www.google.com/culturalinstitute/beta/search?q=navajo</a> (Google Arts &amp; Culture - 836 Museum Items - Students will investigate various Navajo arts) (M)</p>	<p>Common people can bring about change by raising awareness about an issue.</p>	<p>both verbally and in writing.</p> <p>Identify peaceful activists and the methods they used to achieve or attempt to achieve their goals.</p>
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<p><a href="http://www.epals.com/#/connections">http://www.epals.com/#/connections</a> (Students will share language and culture by communicating with pen pals in Japan) (R)</p> <p>Google Slide Presentations:</p> <ul style="list-style-type: none"> <li>● Leaders, Scientists &amp; Spies</li> <li>● Hiroshima &amp; the World's First Atomic Bomb</li> <li>● Japan</li> </ul> <p>(Students will view images and information and complete associated activities during viewing and discussion.) (A)</p> <p><b>RESOURCES:</b>  <u>Sadako &amp; the Thousand Paper Cranes</u> by Eleanor Coerr  <u>Memories of Sadako</u> by Kiyo Okura  <u>The Green Glass Sea</u> by Ellen Klages  <u>Code Talker</u> by Joseph Bruchac  <u>The Unbreakable Code</u> by Sara Hoagland Hunter  <u>My Hiroshima</u> by Junko Morimoto  <u>The Second Movement</u>  <u>An Anthology of the Experiences of Hiroshima Atomic Bomb Victims</u></p>		
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**Stage 2 - Evidence**

<b>Assessment</b>	<b>Evaluation Criteria (Learning target or Student Will Be Able To)</b>
Assessments <b>FOR</b> Learning:	<p><u>KWL Chart</u>: Students will identify what they know about NM &amp; WWII, and clarify understanding throughout the unit.</p> <p><u>Cornell Notes</u>: In their journals, students will record information explaining why Japan and</p>

	<p>America entered the war.</p> <p><u>Matching Activities</u>: Students will correctly match images of the Los Alamos Ranch School, Project Y and Trinity Site with the corresponding captions. Students will correctly identify important figures at the Lab with the role(s) they played during WWII.</p> <p><u>Amendment Violation Matching Activity &amp; Discussion</u>: Students will determine which amendments were violated for each event or action and clarify any misunderstandings through class discussion.</p> <p><u>Think/Pair/Share</u>: During read alouds and Google Slides presentations, students will process information by discussing and sharing ideas.</p> <p><u>Compare/Contrast</u>: After researching traditional Japanese and Navajo arts, students will note the ways in which they are similar and different.</p> <p><u>Observation</u>: When presented with moral dilemmas, students will use ARE techniques effectively.</p> <p><u>Socratic Seminar</u>: Using the resources in this unit as a foundation, students will discuss the essential questions and understandings.</p>
<p>Assessments <b>OF</b> Learning:</p>	<p><u>News Article</u>: Students will write a news article from the perspective of a Japanese citizen and an American citizen, explaining why their countries decided to enter the war.</p> <p><u>Journal Entry</u>: Students will write a journal entry from the perspective of an interned child, interned business owner and/or American soldier.</p> <p><u>Amendment Violation Reflection Questions</u>: Students will demonstrate knowledge of Constitutional rights as they relate to the Japanese-American internment experience.</p> <p><u>Tree Map</u>: Students will discuss the ways in which Japanese and Navajo resources and beliefs affected materials and themes in their art, and the ways their art and culture has changed over time.</p> <p><u>Pen-Pal Communication</u>: Using epals.com, students will learn about life in Japan by communicating with Japanese students.</p> <p><u>Poetry</u>: Students will write poetry expressing personal reactions to the physical and emotional suffering and loss in Hiroshima and/or appropriate, possible sentiments of Hiroshima victims.</p> <p><u>Infographic</u>: Students will create infographics illustrating information about peaceful activists to share with their peers.</p> <p><u>Socratic Seminar Written Reflection</u>: After participating in seminar, students will reflect on what they learned in this unit. They will include a portion explaining how their learning affects them, their community and the world.</p>

Google Maps: Students will use Google Maps to demonstrate their learning on one of the topics or a generalized topic in this unit.

### Stage 3 - Learning Plan

#### Week One

- Introduce the unit by asking students to identify what they know about NM's involvement in WWII.
- Students will research the reasons why Japan attacked the US at Pearl Harbor and why the US declared war on Japan, Germany and Italy. (Cornell Notes & News Article)
- Through various matching activities, students will learn about WWII timeline events, Los Alamos, Trinity Site. (Think/Pair/Share)

#### Week Two

- Through Google Slides: Scientists, Leaders & Spies presentation, students will identify key figures who worked at the Los Alamos Laboratory. They will glue images in their notebooks and record information as they discover each figure's role at the lab.
- In small groups, students will analyze images of Japanese-Americans in various settings and discuss what they see. They will independently write journal entries imagining how an interned businessman, interned child and American soldier might view the internment camps and share with class.
- Students will complete the Amendment Violation activity in pairs. Grade and discuss as a class.

#### Week Three

- Read aloud the picture book, The Unbreakable Code by Sara Hoagland Hunter and discuss. (Think/Pair/Share)
- Students will compare and contrast the treatment of the Japanese-Americans and the Navajos through class discussion.
- Students will research the Navajo Code Talkers' code and write a short message to be deciphered by their peers.
- Individually, students will play the ICivics interactive game to clarify interpretation of Constitutional rights. Discuss as a class.

#### Week Four

- Read aloud the picture book, My Hiroshima by Junko Morimoto.
- Show students Google Slide presentation: Hiroshima & the World's First Atomic Bomb and discuss.
- Copy narratives from An Anthology of the Experiences of Hiroshima Atomic Bomb Victims and distribute to pairs of students. After reading, students will jot down words and phrases from the text which touched them and personal reactions (words and phrases) to the descriptions. When finished they will share with the class.
- Read several poems from the Japanese children's poetry book, The Second Movement. Using free form poetry or quatrains, students will write poems expressing personal reactions to the physical and emotional suffering and loss in Hiroshima and/or appropriate, possible sentiments of Hiroshima victims.

#### Week Five

- Using Google Arts & Culture, students will research traditional Japanese and Navajo art. They will create a pictorial tree map comparing these arts to traditional Spanish art they've previously learned about in social studies. Students will then research traditional architecture, religion and beliefs and add them to their maps. When completed, they will research modern forms of

these elements, identify what has changed, and discuss as a class why cultural elements change over time.

- Students will write questions for Japanese students and communicate with them using epals.com.

#### Week Six

- Teach students to use effective communication techniques by utilizing the ARE strategy. Once they understand the process, divide the class into groups of four and provide each group with a moral dilemma. Each group should use the ARE techniques to discuss the dilemmas and come to consensus as to how each dilemma should be resolved. For the final moral dilemma, tell students the US has created the first atomic bomb. They need to decide whether to drop it on a populated area of Japan, an unpopulated area in or near Japan to demonstrate their power, or find another means of ending the war. What should they do, and why?
- With students, brainstorm the pros and cons of conflict and peace. After defining peace and discussing the benefits of peaceful resolution to conflict, provide students with the names and brief summaries of internationally known peace activists (Karim Wasfi, Leymah Gbowee, Mahatma Gandhi, Malala Yousafzai, Nelson Mandela, Kailash Satyarthi, Jane Addams, Martin Luther King Jr.) . Students will choose one and research the following questions: What is the name of your peaceful activist? Where do they come from? • What is/was their goal? • How did they achieve or attempt to achieve their goal? • Why are/were their methods peaceful? • What characteristics do/did they have? Students will create infographics and share with peers by presenting to other classes and hanging them in the library or commons area.

#### Week Seven

- Students will participate in Socratic Seminar to discuss the essential questions and understandings. They will then reflect on what they learned in this unit, including a portion explaining how their learning affects them, their community and the world.
- Students will use Google Maps to demonstrate their learning on one of the topics or a generalized topic in this unit.

### VanSantNM&WWII Lesson Template

Lesson Title: Peaceful Activist Research    Subject: ELA/Social Studies    Prepared by: Michelle Van Sant

Materials Needed:

Computers with Internet access or hard copies of information on peaceful activists, Poster board (one per student), Markers, Glue

Global Competency: Investigate the world beyond the immediate environment, Recognize diverse perspectives, Communicate ideas, Take action

**Where is the lesson going?**  
(Learning Target or SWBAT)

Identify international issues activists worked to resolve.  
Identify how activists use(d) peaceful means to achieve their goals.

**Hook:**

**Tailored Differentiation:**

<p>On index cards, have students write their personal definitions of peace and share with the class. Ask: 1.) Can peace mean different things to different people? Why might this be? 2.) How do we deal with conflict? What are some peaceful ways to deal with conflict? 3.) Do we feel peace on the inside, the outside, or both?</p>	<p>Print hard copies of information for students who prefer printed handouts to a computer screen.</p>
<p><b>Equip:</b></p>	<p>Challenge: Students will research two activists and compare/contrast their personal characteristics, goals and methods.</p>
<p>Students will read a short biography of Martin Luther King, Jr. As a class, address the following questions: 1.) Where did he come from? 2.) What characteristics did he have? 3.) What was his goal? 4.) How did he attempt to achieve his goal? 4.) Why were his methods peaceful?</p>	
<p><b>Rethink and revise:</b></p>	
<p>Students will choose from a list of international peace activists. Using the internet or hard copies, they will research the questions we asked about Martin Luther King, Jr. Students will use their materials to create infographics based on their research.</p>	
<p><b>Evaluate:</b></p>	
<p>Students will present their infographics to their peers and share how their personal definitions of peace connect to the work of their activists. Infographics will be hung in the library or commons area.</p>	
<p><b>Notes:</b></p>	<p><b>Organization:</b></p>
<p>As an extension, students could identify issues of international human rights violations and consider peaceful methods of resolving the issues.</p>	<p>Have a list of websites printed out for students to quickly access appropriate information on their activists.</p>