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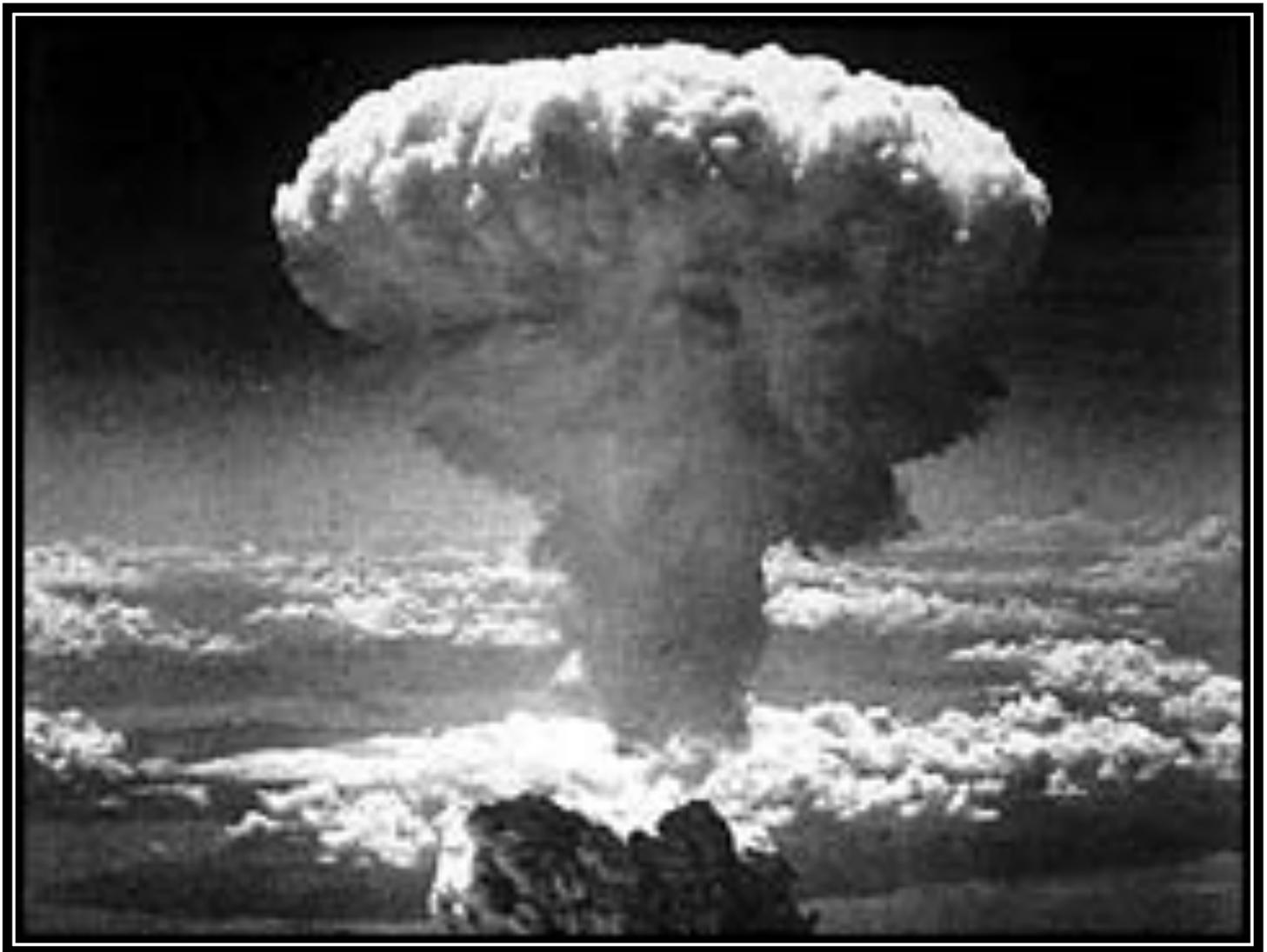
BLOCK: _____

- CENTRAL HISTORICAL QUESTION -

THE ATOMIC BOMB & THE ORIGINS OF THE COLD WAR:

HOW SHOULD THE BOMBING OF HIROSHIMA & NAGASAKI BE REMEMBERED?

Pictured Mushroom cloud from the atomic-bombing of Hiroshima



LESSON OBJECTIVE

1.) **ANALYZE** the effectiveness & morality of the British Royal Air Force bombing of German civilians

PART I: DO NOW & DEBRIEF

DIRECTIONS: Respond to the prompt on the screen. As the mini-discussion continues, mark down any notes that may add to your growing understanding

PART II: MINI-LECTURE / BACKGROUND INFO

DIRECTIONS: In the space provided to the left, write down any information that is vital & unique to the narrative of the topic at hand.

**WWII FIGHTING IN THE PACIFIC &
THE BATAAN DEATH MARCH**



**THE MANHATTAN PROJECT & THE CREATION
OF THE ATOMIC BOMB**



**THE DROPPING OF THE ATOMIC BOMB ON
HIROSHIMA & NAGASAKI**



PART III: TWO HISTORICAL NARRATIVES OF THE ATOMIC BOMB

DIRECTIONS: Read the excerpts below & respond to the subsequent questions

Hiroshima as Victimization

Japanese still recall the war experience primarily in terms of their own victimization. For them, World War II calls to mind the deaths of family and acquaintances on distant battlefields, and, more vividly, the prolonged, systematic bombings of their cities.

If it is argued that the nuclear bombing of Hiroshima was necessary to shock the Japanese to surrender, how does one justify the hasty bombing of Nagasaki only three days later, before the Japanese had time to investigate Hiroshima and formulate a response?

Hiroshima as Triumph

To most Americans, Hiroshima—the shattered, atomized, irradiated city – remains largely a symbol of triumph – marking the end of a horrendous global conflict and the effective demonstration of a weapon that has prevented another world war.

It is hard to imagine that the Japanese would have surrendered without the atomic bomb. Japanese battle plans that were in place when the bombs were dropped called for a massive, suicidal defense of the home islands, in which the imperial government would mobilize not only several million fighting men but also millions of ordinary citizens who had been trained and indoctrinated to resist to the end with primitive makeshift weapons. For Japanese to even discuss capitulation (surrender) was seditious (against the law).

SOURCE: Excerpts from “Three Narratives of our Humanity” by John W. Dower, 1996.

Explain each narrative, in your own words, in the corresponding boxes.

<i>Hiroshima as Victimization</i>	<i>Hiroshima as Triumph</i>

Which narrative do you agree with more? Why?

PART IV: VICTIMIZATION vs. TRIUMPH NARRATIVE

DIRECTIONS: You and your group are historians who specialize in Japanese history. In particular, you are very familiar with the Japanese experiences of Hiroshima and Nagasaki. To prepare for a discussion with a group of American experience historians, go through the Atomic Bomb Documents packet. As you re-read with your group, highlight or underline quotes, facts, images, information, etc. that **supports the “Hiroshima as Victimization”** narrative. In other words, look for information that proves that America was wrong to drop the atomic bomb

- Record your main points in the space below.

JAPANESE EXPERIENCE EXPERTS

MAIN POINTS FROM THE DOCUMENTS USED AS SUPPORT FOR THE
“HIROSHIMA AS VICTIMIZATION” NARRATIVE

<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
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DOCUMENT A: Textbook

Even before the bomb was tested, American officials began to debate how to use it. Admiral William Leahy, Chairman of the Joint Chiefs of Staff, opposed using the bomb because it killed civilians indiscriminately. He believed that an economic blockade and conventional bombing would convince Japan to surrender.

Secretary of War Henry Stimson wanted to warn the Japanese about the bomb while at the same time telling them that they could keep the emperor if they surrendered. Secretary of State James Byrnes, however, wanted to drop the bomb without any warning to shock Japan into surrendering.

President Truman later wrote that he “regarded the bomb as a military weapon and never had any doubts that it should be used.” His advisers had warned him to expect massive casualties if the United States invaded Japan. Truman believed it was his duty as president to use every weapon available to save American lives.

SOURCE: American History Textbook, *American Vision*, pg. 615.

DOCUMENT B: *Thank God for the Atomic Bomb*

My division, like most of the ones transferred from Europe was going to take part in the invasion at Honshu (an island of Japan). The people who preferred invasion to A-bombing seemed to have no intention of proceeding to the Japanese front themselves. I have already noted what a few more days would mean to the luckless troops and sailors on the spot.... On Okinawa, only a few weeks before Hiroshima, 123,000 Japanese and Americans killed each other. War is immoral. War is cruel.

SOURCE: Paul Fussell, a World War II Soldier, *Thank God for the Atom Bomb*, 1990.

DOCUMENT C: Stopping Russia

“[Byrnes] was concerned about Russia's postwar behavior. Russian troops had moved into Hungary and Romania, and Byrnes thought it would be very difficult to persuade Russia to withdraw her troops from these countries, that Russia might be more manageable if impressed by American military might, and that a demonstration of the bomb might impress Russia.”

SOURCE: James Byrnes was one of Truman's advisors on the atomic bomb. In addition to defeating Japan, he wanted to keep the Soviet Union from expanding its influence in Asia and to limit its influence in Europe. Manhattan Project scientist Leo Szilard met with Byrnes on May 28, 1945. Leo Szilard wrote about his meeting with Byrnes in 1980.

Based off of these documents, what image from the set of pictures do you think should be included in an United Nations website commemorating the dropping of the atomic bomb?

DOCUMENT D: Survivor

One of my classmates, I think his name is Fujimoto, he muttered something and pointed outside the window, saying, "A B-29 is coming." He pointed outside with his finger. So I began to get up from my chair and asked him, "Where is it?" Looking in the direction that he was pointing towards, I got up on my feet, but I was not yet in an upright position when it happened. All I can remember was a pale lightening flash for two or three seconds. Then, I collapsed. I don't know much time passed before I came to. It was awful, awful. The smoke was coming in from somewhere above the debris. Sandy dust was flying around. . .

I crawled over the debris, trying to find someone who were still alive. Then, I found one of my classmates lying alive. I held him up in my arms. It is hard to tell, his skull was cracked open, his flesh was dangling out from his head. He had only one eye left, and it was looking right at me. . . . he told me to go away.

I, so, was running, hands were trying to grab my ankles, they were asking me to take them along. I was only a child then. And I was horrified at so many hands trying to grab me. I was in pain, too. So all I could do was to get rid of them, it s terrible to say, but I kicked their hands away. I still feel bad about that. I went to Miyuki Bridge to get some water. At the river bank, I saw so many people collapsed there. . . I was small, so I pushed on the river along the small steps. The water was dead people. I had to push the bodies aside to drink the muddy water. We didn't know anything about radioactivity that time. I stood up in the water and so many bodies were floating away along the stream.

SOURCE: *Yoshitaka Kawamoto was thirteen years old. He was in the classroom at Zakoba-cho, 0.8 kilometers away from the hypocenter. He is now working as the director of the Hiroshima Peace Memorial Museum, telling visitors from all over the world what the atomic bomb did to the people of Hiroshima.*

Based off of this document, what image from the set of pictures do you think should be included in an United Nations website commemorating the dropping of the atomic bomb?

DOCUMENT E: HIROSHIMA & NAGASAKI CASUALTIES

TABLE A: Estimates of Casualties

	Hiroshima	Nagasaki
Pre-raid population	255,000	195,000
Dead	66,000	39,000
Injured	69,000	25,000
Total Casualties	135,000	64,000

TABLE B: Cause of Immediate Deaths**Hiroshima**

Cause of Death	Percent of Total
Burns	60%
Falling debris	30
Other	10

Nagasaki

Cause of Death	Percent of Total
Burns	95%
Falling debris	9
Flying glass	7
Other	7

Based off of this document, what image from the set of pictures do you think should be included in an United Nations website commemorating the dropping of the atomic bomb?

JAPANESE & AMERICAN EXPERIENCE EXPERT EXCHANGE OF INFORMATION SHEET

THE OTHER GROUP'S MAIN POINTS ARE:

After speaking to the other expert group, our group has chosen the following image to be used on the United Nations website commemorating the dropping of the atomic bomb _____

We've chosen this image because _____

PART V: HOMEWORK

DIRECTIONS: Using pages 855 to 860 of the textbook, answer each of the following questions. Aim for 1-2 sentences per question!

Who met at the Yalta Conference? What were its goals? What was agreed upon?

How did the Soviet Union gain control of Eastern Europe?

How was Germany divided up between the Allies? (And where was Berlin?)

Define/make sense of each of the following:

Truman Doctrine

Marshall Plan

Berlin Airlift

Cold War

NATO

Warsaw Pact

What was brinkmanship & how does it connect to today's lesson?