

# 1925 – 1949

## NEBRASKA HELPS WIN THE WAR

### ACTIVITIES

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## Activity 1: The Enola Gay

**Activity Grade Level:**  
4<sup>th</sup> & 8<sup>th</sup> Grade

### Activity: Photograph Analysis

Analyze the photograph of The Enola Gay ([http://nebraskastudies.org/0800/stories/0801\\_0148.html](http://nebraskastudies.org/0800/stories/0801_0148.html)) and quotes located in the text of and answer the following questions:

- What is The Enola Gay and where was it built?
- Who was Paul Tibbets?
- In the *VJ-Day and the Nation Retools for the Atomic Age* story, what did Rose Marie Murphy Christensen and Tom Sherman have to say about dropping the atomic bombs on Japan? Do you agree or disagree with them? [http://nebraskastudies.org/0800/stories/0801\\_0149.html](http://nebraskastudies.org/0800/stories/0801_0149.html)

### Nebraska State Social Studies/History Standards

#### Standard 4.12 Students will develop historical analytical skills by:

- Identifying, analyzing, and making generalizations about how people in Nebraska lived, using primary sources, such as artifacts, diaries, letters, photographs, art, documents, and newspapers.
- Comparing documentary sources on historical figures and events with fictionalized characters and events to distinguish fact from fiction.

*Time, Continuity, and Change  
Culture*

#### Standard 8.2.7 Students will develop skills for historical analysis, such as the ability to:

- Identify, analyze, and interpret primary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.
- Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.
- Distinguish fact from fiction by examining documentary sources.
- Construct various time lines of United States history since 1877, such as landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.
- Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.

*Time, Continuity, and Change  
Individuals, Groups, and Institutions*

### Nebraska State Reading/Writing Standards

**Standard 8.1.1** By the end of the eighth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

## Activity 2: Truman's Announcement

**Activity Grade Level:**  
12<sup>th</sup> Grade

### Activity: Primary Source Analysis

First, access President Harry S. Truman's announcement of the dropping of the first atomic bomb on Japan. [http://nebraskastudies.org/0800/stories/0801\\_0147\\_01.html](http://nebraskastudies.org/0800/stories/0801_0147_01.html)

Then answer the following questions from the Library of Congress *Questions for Analyzing Primary Sources* <http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

1. Who created the source and why? Was it created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?
2. Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?
3. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?
4. Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?
5. Was the source meant to be public or private?
6. Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the recorder was trying to be objective or persuasive.) Did the recorder have reasons to be honest or dishonest?
7. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?

### Nebraska State Social Studies/History Standards

**Standard 12.1.10** Students will analyze major 20th century historical events.

**Standard 12.1.11** Students will demonstrate historical research and geographical skills.

**Standard 12.3.11** Students will demonstrate an understanding of the origins and effects of World War II, identifying events and factors.

**Standard 12.3.17** Students will develop skills for historical analysis.

### Nebraska State Reading/Writing Standards

#### Standard 12.1 Reading

The standards for Grade 12 presume that basic skills in reading have been taught before grade 4 and that students are independent readers. For those students who are still having difficulty in developing grade level reading skills, teachers should continue to work with students in those areas appropriate to the skills and needs of the individual student. Grades 8 through 12 should continue the emphasis on developing reading skills (skill building) while maintaining the emphasis on expanding the variety and depth of reading experiences.

**Standard 12.1.1** By the end of the twelfth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

**Standard 12.1.2** By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.

**Standard 12.2.2** By the end of the twelfth grade, students will write compositions with a clear focus, logically related ideas, and adequate supporting detail.

**Standard 12.2.4** Students will use a variety of forms to write for different audiences and purposes.

**Standard 12.2.5** Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

### Activity 3: Truman's Announcement & Letter to Hiroshima

**Activity Grade Level:**  
12<sup>th</sup> Grade

#### Activity: Primary Source Analysis

Compare and contrast President Harry S. Truman's announcement of the dropping of the first atomic bomb on Japan ([http://nebraskastudies.org/0800/stories/0801\\_0147\\_01.html](http://nebraskastudies.org/0800/stories/0801_0147_01.html)) with Truman's letter to Hiroshima in 1958 ([http://nebraskastudies.org/0800/stories/0801\\_0147\\_04.html](http://nebraskastudies.org/0800/stories/0801_0147_04.html)). Use the following questions as a basis for your analysis:

1. When was each document written? What is the significance of each date?
2. Compare and contrast the reasons stated by President Truman in each letter for dropping the atomic bomb.
3. Which arguments given by President Truman for dropping the atomic bomb do you support?
4. Which arguments given by President Truman for dropping the atomic bomb do you not support?
5. Do you personally think the atomic bomb should have been dropped on a Japanese City? Why or why not?

(For reference, here is the resolution made by the Hiroshima City Council in 1958: [http://www.trumanlibrary.org/whistlestop/study\\_collections/bomb/small/mb22a.htm](http://www.trumanlibrary.org/whistlestop/study_collections/bomb/small/mb22a.htm). Search the President Truman Library website for other artifacts regarding World War II: [http://www.trumanlibrary.org/.](http://www.trumanlibrary.org/))

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### RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/ndestandards/documents/SocialStudiesHistoryStandards.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

<http://www.kent.k12.wa.us/staff/LindaJancola/6Trait/6-trait.html>

Nebraska Trailblazer World War II (4<sup>th</sup> grade level)

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Educational Packet: *What Did You Do in the War?* Nebraska History. Volume 72. No. 4 Winter 1991.

<http://www.nebraskahistory.org/museum/teachers/material/nebdata/WWII.pdf>

**RESOURCES****National Archives  
Photograph Analysis Worksheet****Step 1. Observation**

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLEOBJECTSACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Step 2. Inference**

Based on what you have observed above, list three things you might infer from this photograph.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step 3. Questions**

A. What questions does this photograph raise in your mind?

\_\_\_\_\_

\_\_\_\_\_

B. Where could you find answers to them?

\_\_\_\_\_

\_\_\_\_\_

## RESOURCES

### National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter     | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent     | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report        | <input type="checkbox"/> Other                |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

3. DATE(S) OF DOCUMENT: \_\_\_\_\_

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: \_\_\_\_\_

POSITION (TITLE): \_\_\_\_\_

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

\_\_\_\_\_

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Why do you think this document was written?

\_\_\_\_\_  
\_\_\_\_\_

C. What evidence in the document helps you know why it was written? Quote from the document.

\_\_\_\_\_  
\_\_\_\_\_

D. List two things the document tells you about life in the United States at the time it was written:

\_\_\_\_\_  
\_\_\_\_\_

E. Write a question to the author that is left unanswered by the document:

\_\_\_\_\_  
\_\_\_\_\_