

1925 – 1949

THE WAR: NEBRASKA STORIES

LESSON PLANS

	GRADE LEVEL	PAGE
Nebraskans Support the War Effort	4 th – 6 th	2
The Military, War, and Racism in Nebraska	10 th – 12 th	11
Respect and Forgiveness	4 th – 6 th	17
The Atomic Bomb, A Child's View	4 th – 6 th	23
The Atom Bomb	10 th – 12 th	33
 RESOURCES		 41

**Nebraskans Support
the War Effort**

By Bev Grueber, North Bend Central Public School

Lesson Grade Level: 4-6

Nebraska State Social Studies Standards:

- 4.1.1 By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.
- 4.1.6 By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.
- 4.1.10 By the end of fourth grade, students will identify and use essential map elements.
- 4.1.11 By the end of fourth grade, students will use maps and globes to acquire information about people, places, and environments.

Nebraska State Reading/Writing Standards:

- 4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.
- 4.1.4 By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.
- 4.4.1 By the end of the fourth grade, students will identify information gained and complete tasks through listening.
- 4.2.1 By the end of the fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization and spelling.
- 4.2.2 By the end of the fourth grade, students will write paragraphs/reports with focus, related ideas, and supporting details.
- 4.2.4 By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.
- 4.2.5 By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.
- 4.3.2 By the end of the fourth grade, students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.

Time: 5 days

Objectives:

Students at the end of this unit will understand the impact of World War II on various aspects of life in Nebraska. They will continue thinking about ways Nebraskans can contribute to our great state and nation today.

- Students will list specific actions on the home front provided by Nebraskans of all ages.
- Students will discuss ways in which children became involved with the war effort.
- Students will explain the connection between battle field and home front in Nebraska.
- Students will locate air bases used in Nebraska during World War II.

Introduction:

On October 12, 1942, President F. D. Roosevelt declared in one of his fireside chats to the American people, "This whole nation of 130 million men, women, and children is becoming one great fighting force." The President made a point of including children and non-combat women as part of the "fighting force". This week long lesson will examine how adults and children in Nebraska contributed to the WWII effort without leaving the state.

Resources:

- **Nebraska Studies 1925-1949, THE WAR: NEBRASKA STORIES**
http://nebraskastudies.org/0800/stories/0801_0600.html
- **Nebraska State Historical Society: Trailblazer**
<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21>
- various other classroom resource books

Materials:

- Poster board and markers
- At the end of this lesson plan:
 - Research Project Guide
 - "Fish" Graphic Organizer
 - Project Board and Pyramid Fold
 - Oral Presentation Rubric
 - Rationing Card
- Paper and writing utensils
- Access to the Internet

Vocabulary:

Axis Powers: The countries of Germany, Italy, Japan, and their allies during WWII.

Allies: The "big four" allies were Great Britain, United States, Soviet Union, and France.

Rationing: A fixed allowance of food and supplies.

The Process:

1. Students will access Nebraska Trailblazer, issue #21 at the above web site, as well as read the web page and watch the video on **The War: Nebraska Stories, Reactions at Home: War Changes Everything.**

http://nebraskastudies.org/0800/stories/0801_0601.html

They will review the reasons for United States involvement in WWII.

Recognizing that this may be a sensitive issue, the students will be asked how we in Nebraska have been and continue to be affected by war, currently the War on Terror. This list can be posted on the board or chart paper. Some answers will probably include friends and relatives who are currently in Iraq and Afghanistan, writing letters to soldiers, and news reports. Acknowledge that all these answers are important to those who are affected.

2. Now, students will access the web page and watch the video on **The War: Nebraska Stories, Reactions at Home: Nebraskans Pitch In.**

http://nebraskastudies.org/0800/stories/0801_0602.html

Ask the students to imagine how World War II might have affected Nebraskans. Again, write these on the board or chart. Students will most likely begin with some of the same answers. Through continuing probing questions, the teacher will lead the students to include more effects. Examples of questions:

- Which war had more soldiers serving, WWII or War on Terror?
- What are some of the wars affects on the economy?

During the discussion, students should have built a curiosity as well as a working list of the effects on life on the home front during World War II.

3. Students will divide into one of the following research/interest groups:

- a. The North Platte Canteen

The Home Front: North Platte Canteen

http://nebraskastudies.org/0800/stories/0801_0116.html

http://nebraskastudies.org/0800/stories/0801_0117.html

- b. Victory Gardens

The Home Front: Victory Gardens

http://nebraskastudies.org/0800/stories/0801_0131.html

- c. Rationing

The Home Front: Nebraskans Tighten Their Belts

http://nebraskastudies.org/0800/stories/0801_0125.html

http://nebraskastudies.org/0800/stories/0801_0126.html

- d. Nebraska War Industries:

- Martin Bomber Plant
- Ammunition manufacturing and storage depots

Arsenal for Democracy (10 pages)

http://nebraskastudies.org/0800/stories/0801_0132.html

- e. Fort Robinson and K-9 Corp

Nebraskans on the Front Lines: Dogs of War

http://nebraskastudies.org/0800/stories/0801_0110.html

- f. Nebraska military airbases or satellite airfields

Nebraskans on the Front Lines: Nebraska's Army Airfields

http://nebraskastudies.org/0800/stories/0801_0108.html

http://nebraskastudies.org/0800/stories/0801_0109.html

4. Students will access the web page and watch the video on **The War: Nebraska Stories, Reactions at Home: Nebraskans Pitch In.**

http://nebraskastudies.org/0800/stories/0801_0602.html

Students may also access information through Internet sites, books, and other available media to prepare their written reports. They will create a research project guide or graphic organizer (at the end of this lesson plan).

5. After completing the organizer, the information researched will be put in written report form.
6. Each student will create a pyramid fold or project board to further illustrate and explain their research project (at the end of this lesson plan).
7. As students share reports, learners will actively participate by taking notes from classmates' oral reports.

Evaluation:

- Teacher will use oral presentation rubric (at the end of this lesson plan) or other rubric.
- Research paper may be graded using 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>

Extensions:

1. On November 8, 2001, President George W. Bush called on ordinary Americans by saying, “To serve by bettering our communities and, thereby, defy and defeat the terrorists”. In the same speech the President suggested ways the children of the United States could contribute to the war effort, just as the children of WWII had done. Students may be asked to consider that request, and remembering what they learned from the “home front” of WWII’s ordinary citizens contributions, what would work to help our troops yet today?
2. Students may design a poster to illustrate their home front war effort topic.
3. Letter writing activity. Share with students the online the poster “Be with Him at Every Mail Call” and share with students. This letter writing was considered important to the war effort of WWII. Students may write a letter to a soldier today.
http://images.library.uiuc.edu:8081/cdm4/item_viewer.php?CISOROOT=/tdc&CISOPTR=106&CISOBX=1&REC=2
4. Do an oral history interview. Many people can vividly recall life on the home front in Nebraska during WWII. One way historians gather information is by interviewing people about their experiences. Students could interview someone from their community (a family member, a neighbor, a teacher) who was about their age during WWII. Here are some sample questions that may be used.
 - Where did you live during WWII?
 - How old were you during WWII?
 - Where were you when you heard about the attack on Pearl Harbor?
 - How did rationing work at your house? What was hardest to do without?
 - Did you make a victory garden?
 - Did you collect scrap materials?
 - How did the war affect your family? Did anyone in your family go overseas?
 - How did WWII change your life?
5. Students may play the Rations Stamp Game.
 - T=10 minutes of telephone time
 - S=1 sweet: soda, cookie, anything with sugar in it
(Children with health issues may be exempt from this.)
 - V=30 minutes video game, television or DVD movie time.
 - M=10 minutes of music
 - a. Tell the class that for the next 24 hours, they will experience rationing first hand.
 - b. Hand out the rationing card (at the end of this lesson plan).
 - c. Tell the students when you use a stamp, simply mark an X through it. When you have used all of your stamps, you may have no more of that thing for the day.

Research Project Guide

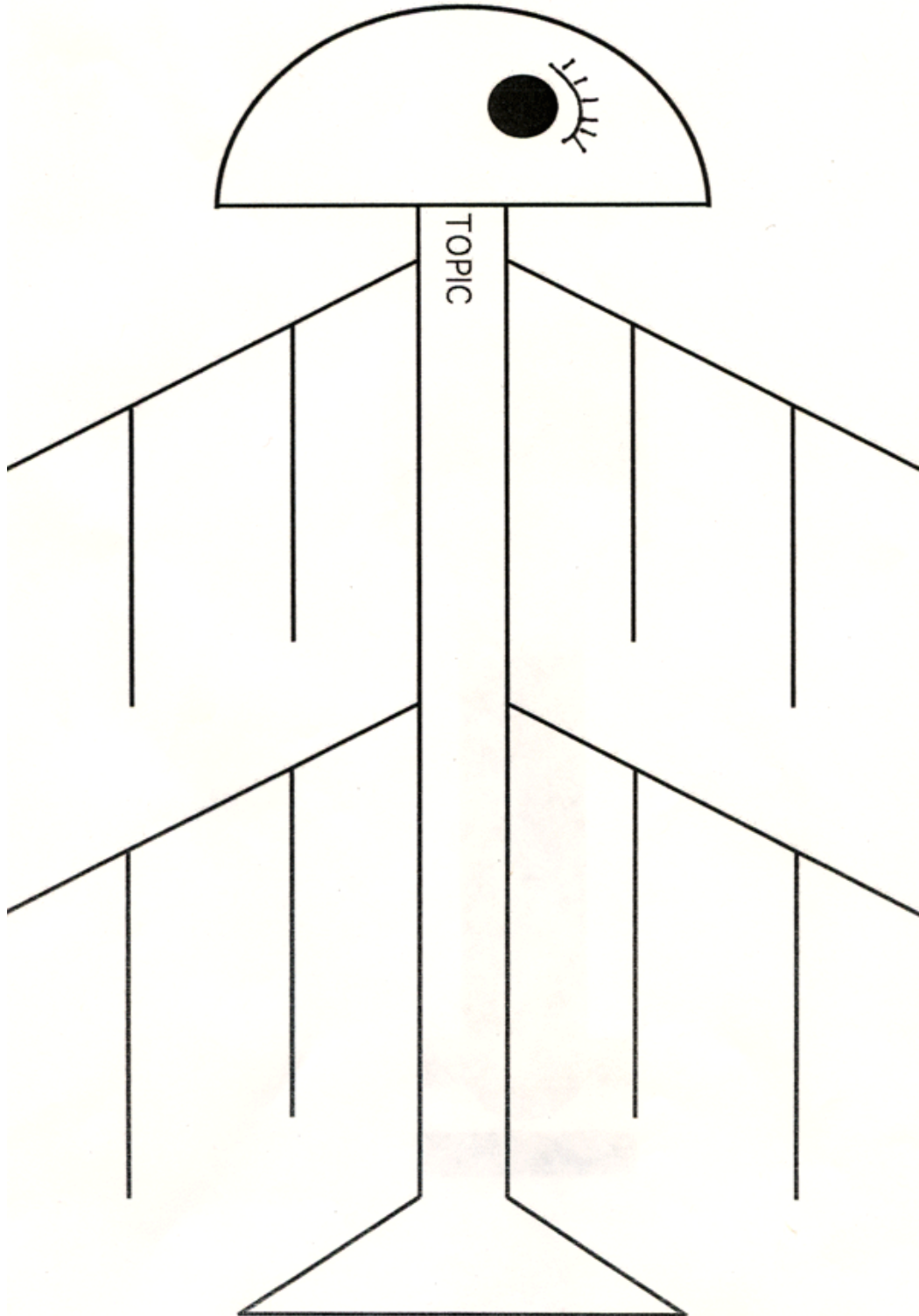
Name _____

Topic _____

<p><i>WHAT I KNOW</i></p>	<p><i>WHAT I WANT TO FIND OUT</i></p>
<p><i>FINDING OUT</i></p>	<p><i>WHAT I LEARNED</i></p>

“Fish” Graphic Organizer

Name _____

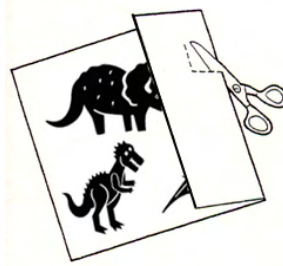


Project Board and Pyramid Fold

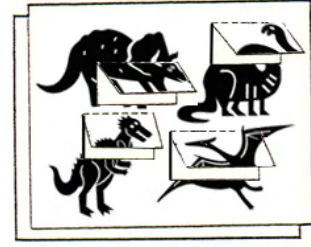
Project Board:



1



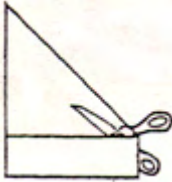
2, 3, 4



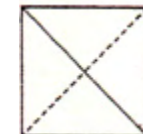
5, 6, 7

1. Put one large or several small drawings on one piece of paper.
2. Slightly fold the paper in the center of the drawing where you want a tab.
3. Cut into the paper on the fold at the lower edge of where you want the tab.
4. Cut straight in. Then, cut up to form an "L" shaped cut.
5. When you unfold the paper, the cut will be the tab with the drawing.
6. After all the tabs have been cut, glue this front sheet, drawing side out, onto a second piece of paper. Be sure to avoid putting glue under the tabs.
7. Write or draw under the tabs.

Pyramid Fold:

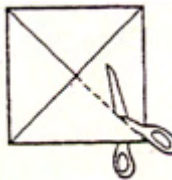


1



2

1. Fold an 8 1/2" x 11" sheet of paper into a triangle. Then cut off the excess rectangle left over from the fold.
2. Open the folded triangle, then refold it on the opposite diagonal to make an X-fold pattern.



3



4



5

3. Cut one of the folds just to the midpoint of the X and the paper. This creates 2 triangular-shaped flaps.
4. Glue one of the flaps under the other, forming a pyramid.
5. Label front sections. Inside each third, write information, notes, thoughts, and questions that correspond with the appropriate front label.

Oral Presentation Rubric

Presenter _____

	4	3	2	1	Points
Expression	Tone fits purpose and audience well	Tone could be altered slightly to better fit	Tone is appropriate	Lacks tone	
Posture (Mannerisms)	Posture enhances presentation at all times	Posture generally enhances presentation	Attempts to have appropriate posture, but is still distracting	Inappropriate posture	
Pacing	Speed varies appropriately	Talks at a constant speed no matter what is said	Zips or drags through parts	Consistently too fast or too slow	
Volume	Volume enhances presentation	Volume is appropriate most of the time	Inappropriate volume at times	Consistently inappropriate volume	
Eye Contact	Looks around at the whole audience	Looks at a couple of areas most of the presentation	Stares at one spot most of the presentation	Lacks eye contact	
Enunciation	Clear and understandable	Clear and understandable most of the time	Sometimes not understandable	Not understandable	

Rationing Card

Name _____

T = 10 minutes of telephone time

S = 1 sweet: soda, cookie, anything with sugar in it

V = 30 minutes video game, television or DVD movie time

M = 10 minutes of music

When you use a “rationing stamp”, simply mark an X through it.

When you have used all of your stamps, you may have no more of that thing for the day.

M	M	M	M
S	S	M	T
T	T	S	V
V	V	V	S
V	S	M	T

THE WAR: NEBRASKA STORIES

The Military, War, and Racism in Nebraska

1 of 6

By Ken Meyers, Wilcox-Hildreth High School

Lesson Grade Level: High School

Nebraska State Social Studies Standards:

- 8.4.2 Students will demonstrate skills for historical analysis.
- 12.1.13 Students will develop skills for historical analysis.
- 12.2.11 Students will demonstrate historical research and geographical skills.
- 12.4.6 Students will analyze the forces of conflict and cooperation.

Time: 4 days; 5 days if writing component is used

Objectives:

1. Students will understand the role that racism played in Nebraska history during World War II and Vietnam Wars.
2. Students will develop an understanding of how racism impacts lives of individuals.
3. Students will understand how individuals were able to overcome such discrimination.

Resources:

African Americans

- The War: Nebraska Stories, Minority Experiences: African Americans
http://nebraskastudies.org/0800/stories/0801_0605.html
- The War: Nebraska Stories, Combat: Over There (Charles Lane, Jr.)
http://nebraskastudies.org/0800/stories/0801_0603.html
- Arsenal for Democracy, Building Bombs on the Plains
http://nebraskastudies.org/0800/stories/0801_0137.html
- The History Place: African Americans in World War II
<http://www.historyplace.com/unitedstates/afamerwar/>
- National Park Service: Tuskegee Airmen
<http://www.nps.gov/history/museum/exhibits/tuskegee/airoverview.htm>
- Nebraska Trailblazer 18, "Aviation in Nebraska"
<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>
- U.S. Dept. of Defense, Tuskegee Airmen's Legacy
<http://www.defenselink.mil/speeches/speech.aspx?speechid=954>
- Dorie Miller
<http://www.ipetitions.com/petition/WWIIHEROSTAMP/>
http://livinghistoryfarm.org/farminginthe40s/life_18.html
<http://www.history.navy.mil/faqs/faq57-4.htm>
<http://www.pearlharbor.org/dorie-miller.asp>
- Thurman Hoskins
http://livinghistoryfarm.org/farminginthe30s/life_31.html
http://livinghistoryfarm.org/farminginthe30s/life_31_03.html
- Wikipedia: Captain Alfonza W. Davis, Tuskegee Airman
http://en.wikipedia.org/wiki/Alfonza_W._Davis
- Benjamin O. Davis
http://www.fatherryan.org/blackmilitary/davis_jr.htm

Tuskegee Airmen 332nd Fighter Squadron

http://www.everworld.com/tuskegee/332d_fighter_squadron.htm
http://findarticles.com/p/articles/mi_qa3651/is_199510/ai_n8719338/pg_5
<http://www.defenselink.mil/speeches/speech.aspx?speechid=954>

Building Bombs and Planes

http://livinghistoryfarm.org/farminginthe40s/life_10.html

The Ku Klux Klan

http://livinghistoryfarm.org/farminginthe30s/life_32.html

Mexican Americans

The War: Nebraska Stories, Minority Experiences: Mexican Americans

http://nebraskastudies.org/0800/stories/0801_0606.html

The War: Nebraska Stories, Combat: Over There (Nick Garcia)

http://nebraskastudies.org/0800/stories/0801_0603.html

Nebraska Trailblazer: 29. Mexican Americans in Nebraska

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

Wikipedia: Mexicans in Omaha, Nebraska

http://en.wikipedia.org/wiki/Mexicans_in_Omaha,_Nebraska

Mexican American Traditions in Nebraska

<http://www.nebraskahistory.org/lib-arch/whadoin/mexampub/traditns.htm>

Our Treasures, A Celebration of Nebraska's Mexican Heritage

<http://www.nebraskahistory.org/lib-arch/whadoin/mexampub.pdf>

Mexicans in Nebraska by Dr. Ralph F. Grajeda

<http://www.nebraskahistory.org/lib-arch/whadoin/mexampub/mexicans.htm>

Mexican Americans in World War II

<http://www.hsp.org/files/mexicanamericansandworldwarII.pdf>

<http://www.utexas.edu/utpress/books/rivmex.html>

<http://www.csupomona.edu/~jis/2001/Santillan.pdf>

<http://aftertheblessing.com/>

San Gabriel Valley Tribune (California) Online Extra Videos:

Untold stories of Mexican-American veterans of WWII

<http://www.sgvtribune.com/mexicanveterans>

Japanese Americans

The War: Nebraska Stories, Minority Experiences: Japanese Americans

http://nebraskastudies.org/0800/stories/0801_0607.html

PBS Most Honorable Son

<http://netnebraska.org/mosthonorableson>

Nebraska State Dept. of Education: Profile of Ben Kuroki

<http://www.nsea.org/news/KurokiProfile.htm>

PBS Conscience and the Constitution: Profile of Ben Kuroki

http://www.pbs.org/itvs/conscience/the_story/characters/kuroki_ben.html

Wertheimer, Andrew B., *Admitting Nebraska's Nisei: Japanese American Students at the University of Nebraska, 1942-1945*, Nebraska History Magazine, Volume 83, No. 2. Summer 2002

<http://www.nebraskahistory.org/publish/publicat/history/back02.htm>

Nisei Invade . . . Nebraska

http://livinghistoryfarm.org/farminginthe40s/life_14.html

Nebraska Trailblazer World War II Ben Kuroki page 2

<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21/page2.htm>

Japanese Internment Camps

http://en.wikipedia.org/wiki/Japanese_American_internment

San Francisco State University: Japanese Internment Camps Lesson Plans

<http://bss.sfsu.edu/internment/lessonplans.html>

Japanese American (Nisei) Students at University of Nebraska-Lincoln

<http://www.unl.edu/libr/libspec/exhibits/NiseiSite/index.html>

A Nisei on Corregidor

<http://www.thedropzone.org/pacific/akune.html>

Native Americans

The War: Nebraska Stories, Combat: Over There (Hollis Stabler)

http://nebraskastudies.org/0800/stories/0801_0603.html

Arsenal for Democracy, Building Bombs on the Plains: Native Americans Help Build the Plant

http://nebraskastudies.org/0800/stories/0801_0140.html

Native Americans in World War II

http://www.shsu.edu/~his_ncp/NAWWII.html

<http://history.sandiego.edu/gen/WW2Timeline/nativeamericans.html>

<http://www.history.navy.mil/faqs/faq61-1.htm>

Native American Women Veterans

<http://www.defenselink.mil/specials/americanindian/women.html>

Stabler, Hollis D., 2005. Edited by Victoria Smith. *No One Ever Asked Me, The World War II Memoirs of an Omaha Indian Soldier*. University of Nebraska Press, Lincoln and London.

The Process:

DAY ONE

1. Divide class into four groups.
2. Assign each group one of the following areas
 - Group #1 African Americans
 - Group #2 Mexican Americans
 - Group #3 Japanese Americans
 - Group #4 Native Americans
4. Discuss terms in glossary (at end of this lesson plan). Make certain every student has an understanding of definition in relationship to racism. Add any additional term which teacher feels necessary to allow students an understanding of racism.
5. Have groups #1-3 read pages and watch the videos on the Nebraska Studies website (pages listed above under Resources) on the minority group assigned. Use other provided websites for research.
6. Have each group prepare a report on the impact of racism for each experience. Also, if students have access to computers, have groups prepare PowerPoint presentations. Requirements: each group needs 10 facts and 10 photos that support presentation.

DAY TWO

Fish Bowl Discussion: Place Groups 1 and 2 and 3 and 4 in a fish bowl discussion setting. Place groups 1 and 3 in desks on the inside while groups 2 and 4 are in desks surrounding the inside group. Have the inside Group 1 discuss their initial findings for the outside groups. The outside groups should be ready to ask the inside group questions. Once this is completed, switch position. Make sure all four groups have a chance to be on the inside to present their findings.

DAY THREE

Have all groups present their reports.

DAY FOUR

Class discussion over the impact of racism. Discuss:

- possible causes
- how people attempted to justify their prejudices
- what impact did racism have on individuals and society during World War II
- what legacy has racism left for today

DAY FIVE

Writing Assignment: In a one-page paper, students are to discuss either the legacy of racism or the impact racism has had on society. Students should use the information obtained in the presentations as well as web research to help support their discussion of the topic.

Assessment:

See rubric at the end of this lesson plan.

Extension:

Have students prepare a timeline of racism in United States history. Focus on racism in the military (African Americans fighting in revolutionary war, Civil War, WWI, WWII, Presidential orders, etc.) Use U.S. military web sites as well as the ones under Resources to gather information.

Glossary

African American:	One who is a descendent of immigrant or enslaved Africans and who was born in America.
Bloods of Nam:	African American soldiers who fought in the Vietnam War.
Discrimination:	The act of making a distinction based on category (such as race) rather than on individual merits.
Japanese American:	One who is a descendent of immigrant Japanese and who was born in America.
Mexican American:	One who is a descendent of immigrant Mexicans and who was born and educated in America.
Native American:	One who is a descendent of one of the many tribes originating in the land now called the United States. For example, Hollis Stabler is from the Omaha Tribe, originating in the Indiana-Ohio area, but existing in Nebraska for over 500 years.
Nisei:	(pronounced NEE-say) A first generation American born in the United States who is an offspring of immigrant Japanese parents.
Prejudice:	Preconceived adverse judgment or opinion formed without just grounds or before obtaining sufficient knowledge.
Racism:	A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.
Tuskegee Airmen:	99 th Fighter Squadron, first all African American fighting squadron formed during WWII.
University of Nebraska Board of Regents:	Governing body of the University of Nebraska, a public institution.

Rubric

Student _____

Group Discussion	4	3	2	1	Points
Preparation	Asked at least three questions, able to answer questions during discussion	Asked at least two questions, attempted to answer questions	Questions did not pertain to topic, unable to give correct answers to questions	No preparation, questions inappropriate, did not participate	
Participation	Fully participated	Participated but unattentive	Took over or let others take over	No participation at all	

Presentation	4	3	2	1	Points
Expression	Tone fits purpose and audience well	Tone could be altered slightly to better fit	Tone is appropriate	Lacks tone	
Posture (Mannerisms)	Posture enhances presentation at all times	Posture generally enhances presentation	Attempts to have appropriate posture, but is still distracting	Inappropriate posture	
Pacing	Speed varies appropriately	Talks at a constant speed no matter what is said	Zips or drags through parts	Consistently too fast or too slow	
Volume	Volume enhances presentation	Volume is appropriate most of the time	Inappropriate volume at times	Consistently inappropriate volume	
Eye Contact	Looks around at the whole audience	Looks at a couple of areas most of the presentation	Stares at one spot most of the presentation	Lacks eye contact	
Enunciation	Clear and understandable	Clear and understandable most of the time	Sometimes not understandable	Not understandable	
Content 10 facts	Totally fit report topic	At least 7 relevant facts	At least 4 relevant facts	At least 1 relevant facts	
Content 10 photos	Totally appropriate with topic	At least seven photos appropriate with topic	Four photos appropriate with topic	One photo appropriate with topic	

Paper	4	3	2	1	Points
Introduction	Well-stated thesis sentence	Thesis statement well-stated, lack of support in paragraph	Thesis sentence unclear, no support in paragraph	No thesis sentence	
Body	Thesis well supported	Thesis weakly supported, facts not organized	Thesis support lacked clarity, facts failed to support	No support for thesis statement	
Conclusion	Well wrapped up	Concluded paper, but made weak support	Conclusion weak, failed to support body	No conclusion	

Total Points _____

THE WAR: NEBRASKA STORIES

Respect and Forgiveness

1 of 6

By Bev Grueber, North Bend Central Public School

Lesson Grade Level: 4-6**Nebraska State Social Studies Standards:**

- 4.1.6 By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.
- 4.1.7 By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Nebraska State Reading/Writing Standards:

- 4.2.3 By the end of the fourth grade, students will revise and edit narrative compositions.
- 4.2.4 By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.
- 4.3.2 By the end of the fourth grade, students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.

Time: 5 days**Lesson Objectives:**

- Students will recognize ethical and unethical uses of power and how they can promote tolerance, understanding, acceptance, and forgiveness.
- Learners will discover, through the poetry of the children, the faces of the children of the Holocaust.
- Learners will appreciate and understand the creative writing and artistic work of children, some their age.

Introduction:

As a teacher we need to teach beyond tolerance; we need to inculcate a spirit of respect and forgiveness. No child is born prejudiced. Our prejudices are acquired. The selections and suggestions in the lesson can be a powerful tool toward building a more responsible, forgiving human citizenry.

Materials:

- KWL chart (at end of this lesson plan)
- FORGIVENESS chart (at end of this lesson plan)
- Paper and drawing utensils
- Map of Germany
- The book, *I Never Saw Another Butterfly*
- Access to the Internet

Resources:

- Nebraska Studies 1925-1949, **THE WAR: NEBRASKA STORIES**
The Horrors of War: Concentration Camps
http://nebraskastudies.org/0800/stories/0801_0601.html
- Nebraska Studies 1925-1949, **THE WAR: NEBRASKA STORIES**
The Horrors of War: Revenge, Justice, Forgiveness
http://nebraskastudies.org/0800/stories/0801_0602.html
- *I Never Saw Another Butterfly...: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944.* Edited by Hana Volavkova. 2nd Ed. by USHMM. NY: Schocken Books, 1993. Sample poem at this website:
<http://www.hmh.org/minisite/butterfly/book.html>
- Through the Eyes of Children, 5th/6th Grade Holocaust Teaching Trunks
http://www.wsherc.org/Trunks/5th6thTrunk.asp

The Process:

1. The students will watch the videos and read the two pages on The Horrors of War in the Nebraska Studies website. Discussion will follow to understand the facts regarding the Holocaust, relating them to such general concepts as respect of self and others, honoring diversity, prejudice, heroism, and forgiveness.
2. Students will do a KWL chart (sample at the end of this lesson plan). What do they know about the horrors that happened to the Jews, both children and adults during WW II?
3. Locate: Germany on a map of Europe.
4. Learners will each choose a poem from the book *I Never Saw Another Butterfly*. (See link to sample poem above.) After reading the poem they will write a response to the piece, based on the following:
 - Why they liked it
 - What pictures it painted in their minds
 - Reactions to the feeling
 - Word choice
 - Connections to other pieces of literature.
5. Learners will review their chosen poem and write a poem of their own in response. Some may choose an entirely different style and emotion than the one chosen from the book. These original poems will be read orally in class. Some may choose to illustrate their poetry.
6. The learners will be given art supplies and asked to create a butterfly of their own design to honor and respect those of the children in the poems. These butterflies will include a written note of forgiveness against those who were unkind to them.

7. These butterflies and notes of forgiveness will adorn the classroom walls. Later, after students have become accustomed to the artwork, all will be taken down except for two or three. When someone questions “why”, predictions will be made as to why only those few poems remain up. They will be directed to the realization that only a few of the poets survived.

Assessment:

1. Learners will create an acrostic poem by writing the word **FORGIVENESS** on a 9” x 18” piece of white paper (see attached sample). The learner will write something about forgiveness that begins with each letter of their poem.
2. Learners will share these orally.
3. See Oral Rubric at the end of this lesson plan.

Extensions:

1. Analyze what you personally would have done during the Holocaust.
2. Explain how we can prevent another horror like this from happening ever again.
3. Analyze reasons why individuals and groups act in certain ways.
4. Write a note forgiving someone for something that has happened in the past/ask someone to forgive you for something that you have done and are now sorry for.
5. Evaluate the impact the Holocaust has on our lives today.

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED

S	
S	
E	
N	
E	
V	
I	
G	
R	
O	
F	

Oral Presentation Rubric

Presenter _____

	4	3	2	1	Points
Expression	Tone fits purpose and audience well	Tone could be altered slightly to better fit	Tone is appropriate	Lacks tone	
Posture (Mannerisms)	Posture enhances presentation at all times	Posture generally enhances presentation	Attempts to have appropriate posture, but is still distracting	Inappropriate posture	
Pacing	Speed varies appropriately	Talks at a constant speed no matter what is said	Zips or drags through parts	Consistently too fast or too slow	
Volume	Volume enhances presentation	Volume is appropriate most of the time	Inappropriate volume at times	Consistently inappropriate volume	
Eye Contact	Looks around at the whole audience	Looks at a couple of areas most of the presentation	Stares at one spot most of the presentation	Lacks eye contact	
Enunciation	Clear and understandable	Clear and understandable most of the time	Sometimes not understandable	Not understandable	

THE WAR: NEBRASKA STORIES **The Atomic Bomb, A Child's View** 1 of 10
By Bev Grueber, North Bend Central Public School

Lesson Grade Level: 4-6

Nebraska State Social Studies Standards:

- 4.1.6 By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.
- 4.1.7 By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.
- 4.1.11 By the end of fourth grade, students will use maps and globes to acquire information about people, places, and environments.

Nebraska State Reading/Writing Standards:

- 4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.
- 4.1.5 By the end of the fourth grade, students will identify and use characteristics to classify different types of text.
- 4.1.6 By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.

Time: One week

Lesson Objectives:

After investigation how and why the U.S. used the first atomic bomb and watching interviews of those people involved, students will investigate the lasting effects of the atomic bomb on Japan and the ripple effect for Nebraska children.

Introduction:

The class will be introduced to the chapter book, *Sadako and the Thousand Paper Cranes*. The teacher will give the background for the setting and discuss important pieces of the novel. The students will view the video clips on Nebraska Studies about the dropping of the first atomic bomb. The teacher will use these resources to learn the students' knowledge about World War II, what brought about the war's end, and the reason the atomic bomb was dropped.

Materials:

- Items at the end of this lesson plan:
 - Vocabulary Flip Chart
 - KWL chart
 - Sadako Web Graphic Organizer
 - World War II Questions
 - Venn diagram
- Paper and drawing utensils
- Map of Japan
- The book, *Sadako and the Thousand Cranes*
- Access to the Internet

Vocabulary:*English:*

atomic bomb:	A powerful bomb that is created by splitting an atom.
Allies:	England, France, the U.S., the former Soviet Union, and a few other European countries.
Enola Gay:	The U.S. plane that dropped the first atomic bomb on Japan.
Leukemia:	A blood disease that can be caused by radiation.
Surrender:	To give up. In time of war, to admit defeat.
Hiroshima:	The Japanese city where the first atomic bomb was dropped.
Nagasaki:	The Japanese city where the second atomic bomb was dropped.

Japanese:

Obaasan:	(pronounced oh-BAH-sahn) Grandmother
O'Bon:	(pronounced OH-BONE) A big summer harvest holiday in Japan
kokeshi:	(pronounced KO-kay-shee) Traditional Japanese doll
kimono:	(pronounced KEY-moan-oh) Traditional Japanese clothing. A long, flowing robe with long, wide sleeves, usually worn by women.

Resources:

- Nebraska Studies 1925-1949, **THE WAR: NEBRASKA STORIES**
The Atomic Bomb: Japan Surrenders
http://nebraskastudies.org/0800/stories/0801_0601.html
- Coerr, Eleanor, 1977. *Sadako and the Thousand Paper Cranes*. G.P. Putnam
- A Teacher's Guide to *Sadako and the Thousand Paper Cranes*
<http://www.sdcoe.k12.ca.us/score/crane/cranetg.html>
- The Sadako Story
<http://www.sadako.org/sadakostory.htm>
- *Sadako and the Thousand Paper Cranes* video
<http://www.sadako.com/>
- Kid's Peace Station (This is a Japanese-produced web site. When prompted to install characters, click cancel and the English version will appear.)
http://www.pcf.city.hiroshima.jp/kids/KPSH_E/top_e.html

The Process:

1. The students will read the web page and watch the video about *The Atomic Bomb* in the above link in Nebraska Studies. Then, they will do a map study by locating Japan and Hiroshima. Students will compare and contrast that location to Nebraska (latitude, etc.).
2. Next, students will do a vocabulary flip chart (at the end of this lesson plan).
3. Students will also do a KWL chart (at the end of this lesson plan) about World War II.
4. Students will read *Sadako and the Thousand Paper Cranes*. As the book is read, students will keep a journal or reading log with their reactions to the story and its characters. See the Sadako Web Graphic Organizer at the end of this lesson plan.

5. While reading, discuss reasons as to why the United States resorted to dropping the atomic bomb. Remind students that this is a true story of a young girl living in Hiroshima, Japan. This bomb led to Japan's surrender, but what did it bring to this eleven-year-old Japanese girl? Use the World War II Question and Answer page at the end of this lesson plan.
6. There are some vocabulary words (see above) in the story that are related to Japanese culture. Students can try to read each word a couple of times. Knowing these words will help students understand the content of the book.
7. The student will complete a Venn diagram (at the end of this lesson plan).
8. War continues to plague the earth. Sadako died because world leaders of the 1940s couldn't resolve their differences peacefully. Is it possible for students in Nebraska to make a difference in world conflicts? Is there anything that children can do to encourage world peace and prevent future catastrophes like those that Sadako faced?
 - a. Write a Haiku poem about peace. (Seventeen-syllable verse form, arranged in three lines of five, seven and five syllables.)
<http://www.kidzone.ws/poetry/haiku.htm>
 - b. Find a poem to share about the Peace Museum in Hiroshima, or other related topic.
 - c. Write an essay describing how you could promote world peace in our world and prevent future wars.
9. There were many heroes in World War II. Write an essay explaining why you feel Sadako was a hero.
10. Sadako took the doll and golden crane from her bedroom at home to the hospital because they were special to her. Think of three of your most prized possessions. Write an essay describing why these things are special to you.

Assessment:

Use the rubrics at the end of this lesson plan.

Extensions:

1. In the book there was some information about Japanese culture. Use the following website to compare and contrast: cultures, clothing, foods, and art.
<http://web-japan.org/kidsweb/>
2. Let's learn origami. Use the following web site(s) to learn how to make paper cranes. Students may take them to someone who is ill or a resident at a local nursing home to wish them good health.
<http://monkey.org/~aidan/origami/crane/>
<http://www.learner.org/jnorth/tm/crane/OrigamiCrane.html>
<http://www.tutorials.com/08/0855/0855.asp>
<http://www.planetpals.com/IKC/images/papercranes.jpg>
<http://home.earthlink.net/~robertcubie/origami/cranepage.html>

3. Let's put on a play. This will give the entire class an opportunity to learn about the effects of the bomb and one brave Japanese girl. Students should create their own script of a portion of the story.

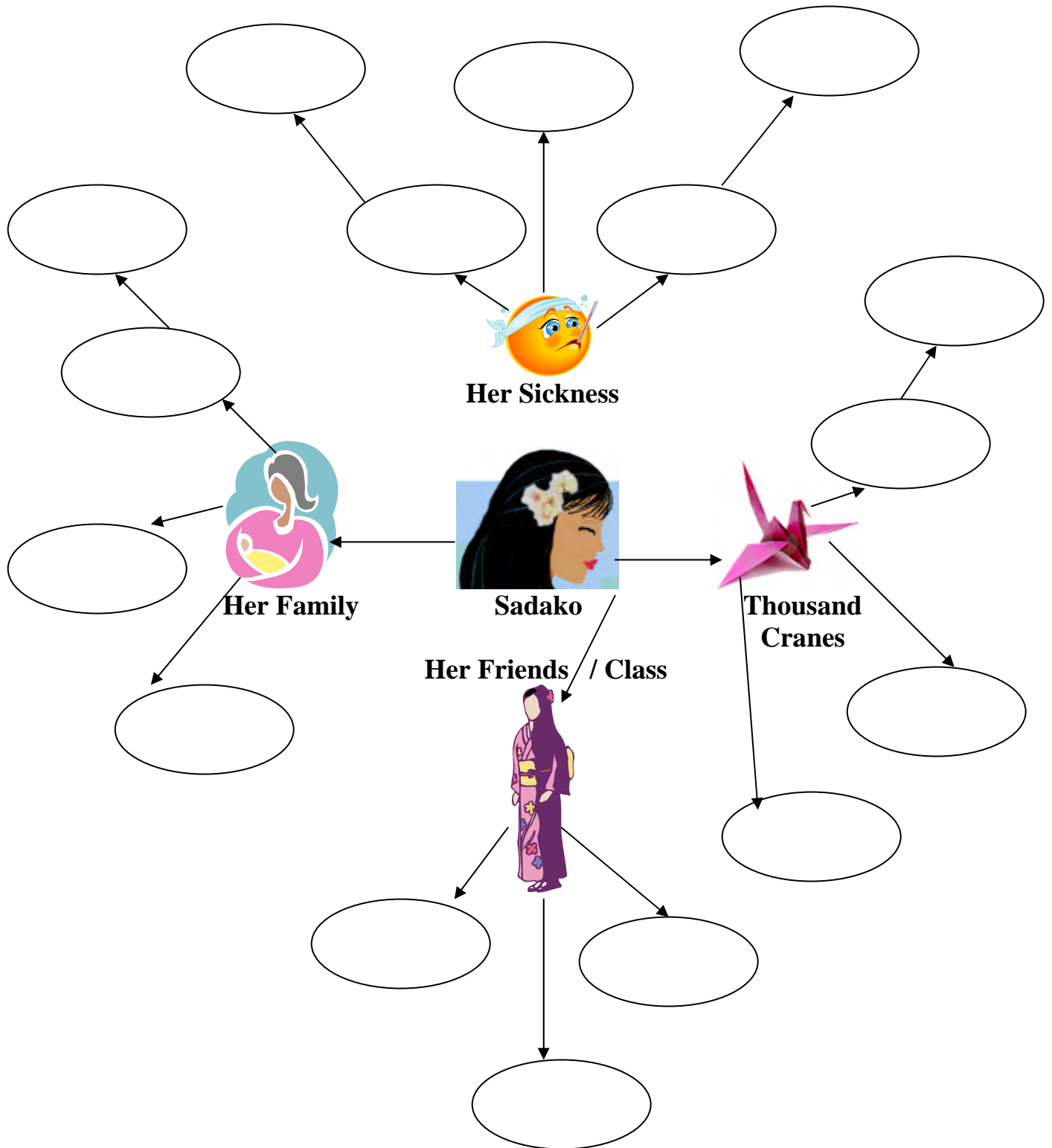
A 40-minute reader's theatre version of the Sadako story for grades 5-8 is available from the Institute for Peace and Justice, for \$2.00 (as of 2007, includes mailing).
Institute for Peace and Justice, 475 East Lockwood Ave., St. Louis, MO 63119
Fax: (314) 918-2643 E-mail: officeppjn@aol.com
Call: (800) 833-0245 to place your order by telephone.
For further information, call (314) 918-263

Vocabulary Flip Chart

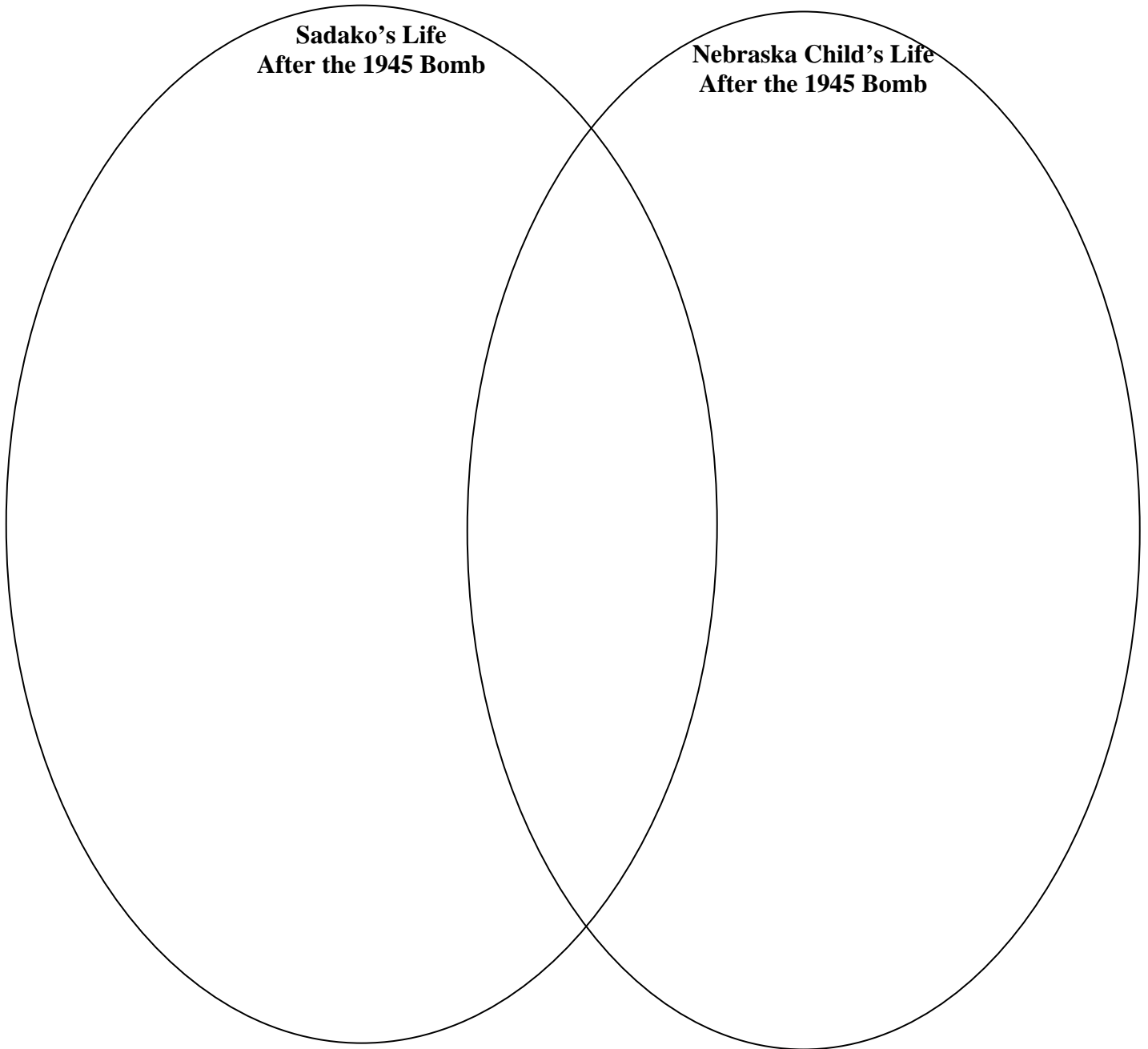
1. Write the Vocabulary words in the boxes on the right.
2. Cut only on the dotted lines.
3. Fold this page in half on the vertical line.
4. Under each flap on the page beneath, write the definition of the corresponding word.

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED

Sadako Web Graphic Organizer



Venn Diagram



Rubric

Student _____

<i>Overall</i>	Parameters	Yes 3 points	Somewhat 2 points	Not Really 1 point
Completeness	Completed all required activities and read the book.			
Attitude	Studied the lesson willingly and enthusiastically.			
Function	Did the required activities without any spelling or grammar mistakes.			

Products

Poetry	Specific, concrete images, arranged in a way that communicates a message or emotion.			
Art	Provides a clear, clean theme.			
Essay	Provides a clear theme, supported with specific references/facts from the reading.			

Total Points _____

Lesson Grade Level: High School

Nebraska State STAR Social Studies Standards:

- 12.1.13 Students will develop skills for historical analysis.
- 12.2.11 Students will demonstrate historical research and geographical skills.
- 12.4.6 Students will analyze the forces of conflict and cooperation.

Time: Three days. This topic could be expanded by the teacher if it is desired to be expanded.

Objectives:

1. Students will develop an understanding of the issues which affected the decision to use the atomic bomb at the end of World War Two.
2. Students will develop an understanding of the role of morality in war.
3. Through the use of documents and research, students will establish a position on when, or if, the use of weapons of mass destruction is ever justified.

Additional Resources:

- Web sites:
 - Fat Man and Little Boy
<http://www.atomicmuseum.com/tour/dd2.cfm>
 - The History of the Atom Bomb
<http://inventors.about.com/library/weekly/aa050300a.htm>
 - Atom Bomb – President Truman Release
<http://www.trumanlibrary.org/teacher/abomb.htm>
 - Hiroshima Peace Station (This is a Japanese-produced web site. When prompted to install characters, click cancel and the English version will appear.)
http://www.pcf.city.hiroshima.jp/index_e2.html
- Paper: Baker, Don, 1995. *Choices for the 21st Century: Ending the War against Japan: Science, Morality and the Atomic Bomb*, PUBLIC POLICY DEBATE IN THE CLASSROOM: Choices for the 21st Century Education Project, program of the Thomas J. Watson Jr. Institute for International Studies. Choices Education Project, Watson Institute for International Studies, Box 1948, Brown University, Providence, RI 02912 (\$10 each, student or teacher's resource book) **ERIC #ED409254**
- Video: Isaacs, Sir Jeremy, Producer. Smith, Martin; Raggett, Hugh; Childs, Ted, Directors. Olivier, Laurence, Narrator. 1945. *The Bomb*, The World at War Series, The Definitive History of the Second World War (seven-part television series). "A powerful and devastating historical chronicle of war, composed of penetrating interviews with world leaders, statesmen and the military, along with the experiences of the ordinary men and women."

The Process:

DAY ONE

1. Have students read the following pages and watch the accompanying videos in the Nebraska Studies module, THE WAR: NEBRASKA STORIES.
The Atom Bomb: Japan Surrenders
http://nebraskastudies.org/0800/stories/0801_0610.html
The Atom Bomb: The End of the War
http://nebraskastudies.org/0800/stories/0801_0611.html
2. Discuss the historical background leading up to the dropping of the “bombs.” Use the Glossary at the end of this lesson for reference.
3. Discuss the following questions.
 - a. “All’s fair in war.” Should morality be an issue in war?
 - b. Are there times during war when contemporary moral standards should not be followed?
4. Hand out **Worksheet #1** (at the end of this lesson plan). Have students work on the sheets and be ready to discuss their “Pros and Cons” the next class time.

DAY TWO

1. Discuss “Pros and Cons” worksheets.
2. If students have access to computers, have students go to:
 Harry S. Truman Library and Museum: The Decision to Drop the Atomic Bomb
http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php?sortorder=category
 Hiroshima and the Enola Gay
<http://www.wiivets.com/MonthlyStories/Hiroshima%20and%20the%20Enola%20Gay.htm>
 - a. Have students select a document.
 - b. After reading the document, students should be able to discuss the issues raised concerning the use of the atomic bombs.

If no computer access, before class, the teacher can go to the website and make copies of documents. Recommended documents would be the following:

- a. Diary Entry by Eben Ayers, August 6, 1951
 - b. Truman and the Atom Bomb
 - c. Correspondence between Harry S. Truman and Samuel Cavert
 - d. Harry S. Truman to Karl Compton, Dec. 16, 1946
 - e. Harry S. Truman to Roman Bohnen, Dec. 12, 1946
 - f. Diary Entries, June 1, 1945
3. List on the board arguments pro and con the use of the atomic bombs.
 4. Have students select the argument they support most by placing a mark next to it.
 5. Complete the discussion with why students chose the positions they did.

DAY THREE

1. Before class, place the following continuum up on board. Have students stand by the position which best expresses their positions.

No. President Truman should not have authorized dropping the bomb.	Undecided	Yes. But President Truman should have authorized dropping only one bomb.	Yes. President Truman should have authorized dropping both bombs.
---	-----------	---	--

2. Hand out **Worksheet #2** (at the end of this lesson plan) and have students complete it.
3. Have students sit back down and discuss their responses. After the discussion, have students once again make a line by the statement they supported before the discussion. Now, ask if any student wants to change his or her position. If so, why?
4. Allow students to change their positions on the continuum. These are the groups they'll be in for the following debate.
5. Allow 15 minutes for the groups to prepare opening statements for their positions. Conduct a debate over the issue of "whether or not Truman should have dropped the bombs on Japan." (If the students gather into lopsided groups, change the activity into a discussion of why the class thinks their positions are skewed in a certain direction.)
6. After the debate or discussion, again ask if any more students have changed their positions and why.
7. Turn students to current issues and the potential use of weapons of mass destruction. Address issues such as:
 - Should weapons of mass destruction be banned?
 - Can and should international organizations limit the possession of weapons of mass destruction only to the superpowers?
 - How can nations protect themselves from rogue nations or terrorist groups using WMDs?

Assessment:

See Rubric at the end of this lesson plan.

**Worksheet #1
Pros and Cons**

Are Weapons of Mass Destruction Ever Justified?

Prior to the development of atomic weapons in WWII, the issue of using them in war had not been faced. The issue of the morality of their use was not a question. Under “**PRO**”, place your arguments **for** (if any) the use of atomic weapons. Under “**CON**” place your arguments **against** (if any) the use of atomic weapons.

PRO	CON

Student Worksheet #2
**As President, Would You Have Authorized the Use of the Atomic Bomb
on Hiroshima and Nagasaki?**

Use your research and original sources to help answer the above question.

1. Is the atom bomb likely to work? What are the differences in conditions between the test and the proposed attack on Japan?

2. Are Hiroshima and Nagasaki military targets, or will the main casualties be civilians? Could the bomb be used on an alternative target? Explain.

3. What effect will this attack have on the people living in Hiroshima and Nagasaki?

4. If conventional bombing that killed many thousands of Japanese civilians did not make them surrender, why will the atomic bomb be different?

5. Will the Japanese surrender anyway, without the need to use atomic weapons? Explain.

Worksheet #2 (continued)

6. How will the Japanese be defeated without using the atomic bomb? At what cost in lives and resources?

7. The Japanese started the war by bombing Pearl Harbor. Do you think the American people will mind if you use the atomic bomb on Japanese people? Explain.

8. Japanese soldiers have committed war crimes against prisoners of war and people in occupied countries. How does that affect your decision about using the atomic bomb on them?

9. What options can you as President take other than using the bomb on Hiroshima and Nagasaki?

10. What is your final recommendation?

Glossary

Edward Teller:	Physicist who worked in Germany in early stages of career. Developed the foundations for fusion bomb as Los Alamos team member.
Albert Einstein:	Respected theoretical physicist. Developed Theory of Relativity. Wrote letter to President Roosevelt urging him to support atomic research. Was not asked to join in Manhattan Project because of his pacifist views.
Enola Gay:	Name of the plane which dropped the bomb on Hiroshima.
“Fat Man”:	Code name given to the atomic bomb which relied on the implosion technique. Dropped on Nagasaki, Japan, on August 9, 1945. Devastated more than 2 square miles of the city and caused approximately 45,000 immediate deaths.
Gen. Leslie Groves:	Directed the Manhattan Project., oversaw the construction and operation at Oak Ridge, Tennessee and Los Alamos, New Mexico.
“Little Boy”:	Code name given to one of two bombs using uranium as fuel. Dropped on August 6, 1945, with a force equal to 13,000 tons of TNT. Immediate deaths were between 70,000 and 130,000.
Los Alamos, New Mexico:	The top secret, isolated site where scientists came together to develop the atomic bomb.
Manhattan Project:	Project of U.S. Army to consolidate all sites involved in nuclear research in 1942.
Military Necessary:	Soldiers justified in using any amount and any type of force to compel complete submission of an enemy within least amount of time.
Oak Ridge, Tennessee:	A 60,000-acre site where a gaseous diffusion plant was built in 1942.
J. Robert Oppenheimer:	His research laid theoretical foundations for the understanding of effects produced by cosmic radiation.
Pu239:	Fuel necessary when using spontaneous fission
Colonel Paul Tibets:	Selected to lead a special unit, 509 Composite Group, that delivered the atomic bombs on Japan. Pilot of the Enola Gay. Dropped first bomb on Hiroshima
“Trinity”:	Code name given to the test bomb which was exploded on July 16, 1945.
Harry S. Truman:	President of the U.S. who decided to use atomic weapons on Japan.
U235:	Fuel obtained in gaseous diffusion.
Weapons of Mass Destruction:	Weapons capable of destroying large areas and/or killing and disabling large segments of the population. Generally refers to chemical, nuclear, or biological agents or explosive devices.

Rubric

Student _____

Discussion	4	3	2	1	Points
Preparation	Asked at least three questions, able to answer questions during discussion	Asked at least two questions, attempted to answer questions	Questions did not pertain to topic, unable to give correct answers to questions	No preparation, questions inappropriate, does not participate in answering questions	
Participation	Fully participated	Participated but inattentive	Took over or let others take over	No participation at all	

Worksheets	2	1	Points
Content	Answered questions in detail	Answers incomplete and vague	
Participation	Filled out with appropriate ideas	Answers incomplete	

Debate	4	3	2	1	Points
Content	Asked at least three questions, was able to answer questions during debate	Asked at least two questions, attempted to answer questions	Questions did not pertain to topic, unable to give correct answers to questions	No preparation, questions inappropriate	
Participation	Fully participated	Participated but inattentive	Took over or let others take over	No participation at all	

Total Points _____

1925 – 1949

THE WAR: NEBRASKA STORIES

RESOURCES

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 (4th 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

Additional World War II Resources

World War II (general)

Nebraska Trailblazer World War II (4th 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>

Reactions at Home

Nebraska Trailblazer, World War II: North Platte Canteen page 3

<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21/page3.htm>

Nebraska Trailblazer, World War II: Bomb factories page 5

<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21/page5.htm>

Cornhusker Army Ammunition Plant (former Ordnance Plant)

<http://www.globalsecurity.org/military/facility/aap-cornhusker.htm>

http://www.theindependent.com/stories/050100/opi_edit01.html

Larson, George A., Spring 1993. *Nebraska's World War II Bomber Plant: The Glenn L. Martin – Nebraska Company*. Nebraska History Magazine, Volume 74, Number 2.

Petersen, Todd L., Fall 1991. *Kearney, Nebraska, and the Kearney Army Air Field in World War II*. Nebraska History Magazine, Volume 72, Number 3.

Simmons, Jerold, Winter 1984. *Public Leadership in a World War II Boom Town: Bellevue, Nebraska*. Nebraska History Magazine, Volume 65, Number 4.

Wit, Tracy Lynn, Fall 1990. *The Social and Economic Impact of World War II Munitions Manufacture on Grand Island, Nebraska*. Nebraska History Magazine, Volume 71, Number 3.

Poster: “Be with Him at Every Mail Call”

http://images.library.uiuc.edu:8081/cdm4/item_viewer.php?CISOROOT=/tdc&CISOPTR=106&CISOBOX=1&REC=2

Combat

Nebraska Trailblazer World War II Pearl Harbor page 1

<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21/index.htm>

World War II Chronology

<http://www.worldwarII.org/>

Interactive Map of the European Theater World War II

<http://www.cyberlearning-world.com/lessons/ushistory/ww2/europeatheater.htm>

Timeline World War II -- Pacific War

<http://www.historyplace.com/unitedstates/pacificwar/timeline.htm>

Pearl Harbor

<http://www.history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm>

http://en.wikipedia.org/wiki/Attack_on_Pearl_Harbor

<http://www.eyewitnesstohistory.com/pearl.htm>

<http://plasma.nationalgeographic.com/pearlharbor/>

USS Arizona

<http://www.nps.gov/usar/>

Anzio, 1944

<http://www.army.mil/cmh-pg/brochures/anzio/72-19.htm>

Exercise Tiger

<http://www.history.navy.mil/faqs/faq20-2.htm>

Combat (continued)

Saint Lo Hill 122

<http://coulthart.com/134/hill122.htm>

<http://coulthart.com/134/flag.htm>

Eisenhower speech at NE State Fair about 134th

<http://www.eisenhowermemorial.org/speeches/19460901%20Address%20at%20Veterans%20Day%20-%20Nebraska%20State%20Fair.html>

Battle of Peleliu, Palau Islands

http://en.wikipedia.org/wiki/Battle_of_Peleliu

Battle of Peleliu Slide Show

<http://www.worldwar2database.com/cgi-bin/slideviewer.cgi?list=peleliu.slides>

World War II: Big Fight on Palau

<http://www.pacificworlds.com/palau/memories/memory1.cfm>

World War II Multimedia: Peleliu

<http://www.worldwar2database.com/html/peleliu.htm>

Congressional Medal of Honor Peleliu

<http://www.worldwar2history.info/Medal-of-Honor/Peleliu-Island.html>

USS Bismarck

[http://en.wikipedia.org/wiki/USS_Bismarck_Sea_\(CVE-95\)](http://en.wikipedia.org/wiki/USS_Bismarck_Sea_(CVE-95))

<http://www.navybuddies.com/cve/cve95.htm>

Gray, Denver D., Winter 1981. *I Remember Pearl Harbor: A Nebraska Army Air Force Officer in the Pacific Theater During World War II*. Nebraska History, Volume 62, Number 4.

Hartman, Douglas R., Summer 1992. *Nebraska's Lost Battalion*. Nebraska History Volume 73, Number 2.

Hartman, Douglas R., 1994. *Nebraska's Militia: A History of the Nebraska National Guard 1854-1991*. Donning Company: Virginia Beach, VA.

Research Guide to World War II Service Records at the Connecticut State Library

<http://www.cslib.org/worldwar2.htm>

The History of the 304th Infantry. Brugel, C. & Sohn: Ansbach, Germany, 1945. (Includes photographs of units with names, as well as biographical sketches of commanding officers.)

Killed in World War II

<http://www.rootsweb.com/~necivwar/ww2/honorlsta.html>

African American Experiences

The History Place: African Americans in World War II

<http://www.historyplace.com/unitedstates/aframerwar/>

National Park Service: Tuskegee Airmen

<http://www.nps.gov/history/museum/exhibits/tuskegee/airoverview.htm>

Nebraska Trailblazer 18, "Aviation in Nebraska"

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

U.S. Dept. of Defense, Tuskegee Airmen's Legacy

<http://www.defenselink.mil/speeches/speech.aspx?speechid=954>

Dorie Miller

<http://www.ipetitions.com/petition/WWIIHEROSTAMP/>

http://livinghistoryfarm.org/farminginthe40s/life_18.html

<http://www.history.navy.mil/faqs/faq57-4.htm>

<http://www.pearlharbor.org/dorie-miller.asp>

African American Experiences (continued)

Thurman Hoskins

http://livinghistoryfarm.org/farminginthe30s/life_31.html

http://livinghistoryfarm.org/farminginthe30s/life_31_03.html

Wikipedia: Captain Alfonza W. Davis, Tuskegee Airman

http://en.wikipedia.org/wiki/Alfonza_W._Davis

Benjamin O. Davis

http://www.fatherryan.org/blackmilitary/davis_jr.htm

Tuskegee Airmen 332nd Fighter Squadron

http://www.everworld.com/tuskegee/332d_fighter_squadron.htm

http://findarticles.com/p/articles/mi_qa3651/is_199510/ai_n8719338/pg_5

<http://www.defenselink.mil/speeches/speech.aspx?speechid=954>

Building Bombs and Planes

http://livinghistoryfarm.org/farminginthe40s/life_10.html

The Ku Klux Klan

http://livinghistoryfarm.org/farminginthe30s/life_32.html

Benjamin O. Davis, Jr., Tuskegee Hero

http://www.fatherryan.org/blackmilitary/davis_jr.htm

332nd Fighter Squadron

http://www.everworld.com/tuskegee/332d_fighter_squadron.htm

http://findarticles.com/p/articles/mi_qa3651/is_199510/ai_n8719338/pg_5

<http://www.defenselink.mil/speeches/speech.aspx?speechid=954>

Wessels Living History Farms: Civil Rights for Minorities

http://www.livinghistoryfarm.org/farminginthe40s/life_18.html

Mexican American Experiences

The War: Nebraska Stories, Minority Experiences: Mexican Americans

http://www.nebraskastudies.org/0800/stories/0801_0606.html

The War: Nebraska Stories, Combat: Over There (Nick Garcia)

http://www.nebraskastudies.org/0800/stories/0801_0603.html

Nebraska Trailblazer: 29. Mexican Americans in Nebraska

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

Wikipedia: Mexicans in Omaha, Nebraska

http://en.wikipedia.org/wiki/Mexicans_in_Omaha,_Nebraska

Mexican American Traditions in Nebraska

<http://www.nebraskahistory.org/lib-arch/whadoin/mexampub/traditns.htm>

Our Treasures, A Celebration of Nebraska's Mexican Heritage

<http://www.nebraskahistory.org/lib-arch/whadoin/mexampub.pdf>

Mexicans in Nebraska by Dr. Ralph F. Grajeda

<http://www.nebraskahistory.org/lib-arch/whadoin/mexampub/mexicans.htm>

Mexican Americans in World War II

<http://www.hsp.org/files/mexicanamericansandworldwarii.pdf>

<http://www.utexas.edu/utpress/books/rivmex.html>

<http://www.csupomona.edu/~jis/2001/Santillan.pdf>

<http://aftertheblessing.com/>

San Gabriel Valley Tribune (California) Online Extra Videos: Untold stories of Mexican-American veterans of WWII

<http://www.sgvtribune.com/mexicanveterans>

Japanese American Experiences

The War: Nebraska Stories, Minority Experiences: Japanese Americans

http://www.nebraskastudies.org/0800/stories/0801_0607.html

PBS Most Honorable Son

<http://pbs.org/mosthonorableson>

Nebraska State Dept. of Education: Profile of Ben Kuroki

<http://www.nsea.org/news/KurokiProfile.htm>

PBS Conscience and the Constitution: Profile of Ben Kuroki

http://www.pbs.org/itvs/conscience/the_story/characters/kuroki_ben.html

Wertheimer, Andrew B., *Admitting Nebraska's Nisei: Japanese American Students at the University of Nebraska, 1942-1945*, Nebraska History Magazine, Volume 83, No. 2. Summer 2002

<http://www.nebraskahistory.org/publish/publicat/history/back02.htm>

Nisei Invade . . . Nebraska

http://livinghistoryfarm.org/farminginth40s/life_14.html

Nebraska Trailblazer World War II Ben Kuroki page 2

<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21/page2.htm>

Japanese Internment Camps

http://en.wikipedia.org/wiki/Japanese_American_internment

San Francisco State University: Japanese Internment Camps Lesson Plans

<http://bss.sfsu.edu/internment/lessonplans.html>

Japanese American (Nisei) Students at University of Nebraska-Lincoln

<http://www.unl.edu/libr/libspec/exhibits/NiseiSite/index.html>

A Nisei on Corregidor

<http://www.thedropzone.org/pacific/akune.html>

Native American Experiences

The War: Nebraska Stories, Combat: Over There (Hollis Stabler)

http://www.nebraskastudies.org/0800/stories/0801_0603.html

nebraska studies.org Arsenal for Democracy, Building Bombs on the Plains: Native Americans Help Build the Plant

http://www.nebraskastudies.org/0800/stories/0801_0140.html

Native Americans in World War II

http://www.shsu.edu/~his_ncp/NAWWII.html

<http://history.sandiego.edu/gen/WW2Timeline/nativeamericans.html>

<http://www.history.navy.mil/faqs/faq61-1.htm>

Native American Women Veterans

<http://www.defenselink.mil/specials/americanindian/women.html>

Stabler, Hollis D., 2005. Edited by Victoria Smith. *No One Ever Asked Me, The World War II Memoirs of an Omaha Indian Soldier*. University of Nebraska Press, Lincoln and London.

The Horrors of War

Louis Bulow: The Holocaust, Crimes, Heroes, and Villains

<http://www.auschwitz.dk/>

U.S. Holocaust Memorial Museum: The Holocaust

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005143>

U.S. Holocaust Memorial Museum: Bergen-Belsen Concentration Camp

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005224>

ThinkQuest: The Holocaust, A Tragic Legacy

<http://library.thinkquest.org/12663/>

The Horrors of War (continued)

Simon Wiesenthal Center's Museum of Tolerance

<http://motlc.wiesenthal.com/site/pp.asp?c=gvKVLcMVIuG&b=358201>

Anne Frank: Lessons in Human Rights and Dignity

<http://www.sptimes.com/annefrank/>

Anne Frank, The Writer

<http://www.ushmm.org/museum/exhibit/online/af/htmlsite/>

PBS Frontline: Memory of the Camps Transcript

<http://www.pbs.org/wgbh/pages/frontline/camp/campscript.html>

Global Human Rights: Why Do We Need Human Rights? A Case to Consider

<http://humanrights.unl.edu/teach/need.html?pg=1>

Global Human Rights: What are Human Rights and Where Do They Come From? The Importance of the Holocaust

<http://humanrights.unl.edu/teach/origins.html?pg=12>

Wikipedia: Nuremberg Trials

http://en.wikipedia.org/wiki/Nuremberg_Trials

The University of Missouri Kansas City School of Law: Nuremberg Trials

<http://www.law.umkc.edu/faculty/projects/ftrials/nuremberg/nuremberg.htm>

Harvard Nuremberg Trials Documents

http://nuremberg.law.harvard.edu/php/docs_swi.php?DI=1&text=overview

The U.S. Holocaust Memorial Museum: Nuremberg Trials

<http://www.ushmm.org/outreach/wcrime.htm>

Wikipedia: Allied Occupation of Europe

http://en.wikipedia.org/wiki/Liberation_of_Europe

Through the Eyes of Children, 5th/6th Grade Holocaust Teaching Trunks

<http://www.wsherc.org/Trunks/5th6thTrunk.asp>

The Japanese War Crime Trials 1946-1948

<http://www.worldwar2database.com/html/warcrimes.htm>

Japanese War Crimes

http://en.wikipedia.org/wiki/Japanese_war_crimes

Global Human Rights, Human Rights in the International Community, University of Nebraska at Lincoln

<http://humanrights.unl.edu/teach/>

The Atom Bomb

I Never Saw Another Butterfly...: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944. Edited by Hana Volavkova. 2nd Ed. by USHMM. NY: Schocken Books, 1993. Sample poem at this website:

<http://www.hmh.org/minisite/butterfly/book.html>

The History of the Atom Bomb

<http://inventors.about.com/library/weekly/aa050300a.htm>

Atom Bomb – President Truman Release

<http://www.trumanlibrary.org/teacher/abomb.htm>

Hiroshima Peace Station

http://www.pcf.city.hiroshima.jp/index_e2.html

(Click "cancel" when prompted to install characters.)

Nebraska Trailblazer 25, "The Atomic Age" War's End p. 6

<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21/page6.htm>

Radio Days: V-J Day (text and audio files of music and announcements)

<http://www.otr.com/vj.html>

The Atom Bomb (continued)

Life: The Smack Seen Round the World

<http://www.life.com/Life/special/kiss01a.html>

BBC: On This Day, August 15, 1945

http://news.bbc.co.uk/onthisday/hi/dates/stories/august/15/newsid_3581000/3581971.stm

Fat Man and Little Boy

<http://www.atomicmuseum.com/tour/dd2.cfm>

The History of the Atom Bomb

<http://inventors.about.com/library/weekly/aa050300a.htm>

Atom Bomb – President Truman Release

<http://www.trumanlibrary.org/teacher/abomb.htm>

Hiroshima Peace Station

http://www.pcf.city.hiroshima.jp/index_e2.html

(Click “cancel” when prompted to install characters.)

Harry S. Truman Library and Museum: The Decision to Drop the Atomic Bomb

http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php?sortorder=category

Hiroshima and the Enola Gay

<http://www.wiivets.com/MonthlyStories/Hiroshima%20and%20the%20Enola%20Gav.htm>

A Teacher’s Guide to *Sadako and the Thousand Paper Cranes*

<http://www.sdcoe.k12.ca.us/score/crane/cranetg.html>

The Sadako Story

<http://www.sadako.org/sadakostory.htm>

Sadako and the Thousand Paper Cranes video

<http://www.sadako.com/>

Kid’s Peace Station (This is a Japanese-produced web site. When prompted to install characters, click cancel and the English version will appear.)

http://www.pcf.city.hiroshima.jp/kids/KPSH_E/top_e.html

Haiku

<http://www.kidzone.ws/poetry/haiku.htm>

Japanese culture

<http://web-japan.org/kidsweb/>

How to Create Origami

<http://monkey.org/~aidan/origami/crane/>

<http://www.learner.org/jnorth/tm/crane/OrigamiCrane.html>

<http://www.tutorials.com/08/0855/0855.asp>

<http://www.planetpals.com/IKC/images/papercranes.jpg>

<http://home.earthlink.net/~robertcubie/origami/cranepage.html>

“V-J and V-E Day” Nebraska History. Volume 76. Nos. 2 & 3 Summer/Fall 1995

Coerr, Eleanor, 1977. *Sadako and the Thousand Paper Cranes*. G.P. Putnam

A 40-minute reader's theatre version of the Sadako story for grades 5-8 is available from the Institute for Peace and Justice, for \$2.00 (as of 2007, includes mailing). Institute for Peace and Justice, 475 East Lockwood Ave., St. Louis, MO 63119

Fax: (314) 918-2643

E-mail: officeppjn@aol.com

Call: (800) 833-0245 to place your order by telephone.

For further information, call (314) 918-263