

## History 12 – The Manhattan Project, the Bomb and Hiroshima

### Critical Challenge question?

How did media help Americans feel justified about the decision to drop the atomic bomb?

How does media impact the way people think about the decision to drop the atomic bomb today?

#### Objectives:

- For students to consider aspects of technology and its impacts during WW2.
- Students should be able to discuss the bombing of Hiroshima and to consider why the bomb was dropped.
- To have students consider the power of text and image when looking critically about media.

#### Rationale:

- This lesson is designed to ask students to think critically about why the atomic bomb was dropped. They will be asked to consider aspects such as total war, technology, racism, etc. Also, students will be asked to consider the role that media has played in the past in terms of understanding how people could justify the dropping of the bomb. In order to do this, this lesson will focus on guiding students on how to look critically at different sources of media such as comics, images of newspaper articles. More specifically, students will be asked to consider the role of text, images and the combination of text and image when trying to think critically about media.

#### Resources:

- Primary source pictures of Oppenheimer, newspaper articles from the *Toronto Daily Star*, “The Manhattan Project” comic, YouTube video on Oppenheimer and the atomic bomb, textbook.

#### Prescribed Learning Outcomes:

- Relate military strategies used in World War II to advances in technology.
- Explain the significance of the bombing of Hiroshima.

Timing	What the Teacher will be doing:	What the Students will be doing:
7 Min	1. Show a video to introduce Oppenheimer and the Manhattan Project	Students watch the video.
10 Min	2. Teacher asks students to consider why the atomic bomb was dropped on Hiroshima and gives students two headlines from the Toronto Daily Star that discuss the aftermath of the bombing of Hiroshima and ask students to write down the information that they learn from the headlines and share with a partner.	Students discuss the reasons why they feel the bomb was used. They discuss the headlines with a partner.
20 Min	3. Teacher gives a lecture that explains the importance of considering the combination of text and images and to have them look more critically at why certain words are placed with specific images. Teacher gives students some images and then the same image with a word to ask them to discuss the differences with a peer. Teacher asks the students to take their own images and add words to try and express a given meaning.	Students listen to the lecture and discuss some of the examples and then attempt to make their own.
35 Min	4. Teacher asks students to consider how media can impact the way people in America, Japan, and other parts of the world perceive the dropping of the atomic bomb. Teacher gives students a series of images, texts, comics etc. from past and present, and ask students to think critically about the messages of each one and to organize each piece on a timeline by date and also to rate each one in terms of how clear of a bias each one has. (See example)	Students make the timeline and consider
10 Min	5. Teacher asks students to fill out	Students fill out the exit slip.

	an exit slip in response to how they feel about the Manhattan Project and Hiroshima.	
<p>Extension:</p> <ul style="list-style-type: none"> <li>Students are asked to consider the “Y U No” meme and read a brief summary about what memes are if they do not know. They must answer the following questions: What is a meme?, How do memes help information travel?, How Can memes impact the way people feel about the past. Students are asked to consider an aspect of the Manhattan Project, atomic bomb, or technology during the war and make their own meme.</li> </ul>		
<p>Assessment:</p> <ul style="list-style-type: none"> <li>Formative assessment: discussion of the reasons for using the atomic bomb</li> </ul>		
<p>Homework:</p> <ul style="list-style-type: none"> <li>Students will finish the timeline for homework if they do not finish it in class.</li> </ul>		
<p>Oppenheimer Video:</p> <p><a href="http://www.youtube.com/watch?v=486MZC8596g">http://www.youtube.com/watch?v=486MZC8596g</a></p>		

**TORONTO DAILY STAR**

THIRD YEAR TORONTO, WEDNESDAY, AUGUST 8, 1945—30 PAGES 3c PER COPY, 15c PER WEEK

**150,000 KILLED BY ATOM BOMB**

*Burn Out Jap City No. 62 Also Bomb Tokyo Arsenal* **HOME AND SPORT EDITION** *Ship Inferno Off Halifax 3 Minesweepers Rushed*

**INSIDE AND OUTSIDE EVERYBODY DIED AS HIROSHIMA RAZED, TOKYO REPORTS**

**ATOM MAY GIVE CANADA CALIFORNIA'S WINTER**

**INSIDE AND OUTSIDE EVERYBODY DIED AS HIROSHIMA RAZED, TOKYO REPORTS**

**All Living Things Human and Animal Wiped Out— Can't Even Distinguish, Let Alone Identify, Dead, Tokyo Reports**

Guam, Aug. 8. The atomic bomb completely destroyed the city of Hiroshima and the dead are too numerous to be counted, the

**2 NAZI DESTROYERS SAIL INTO BOSTON**

Boston, Aug. 8.—(BUP)—The U.S. navy drew a curtain of secrecy today over two 36-knot German destroyers which glided into Boston harbor with U.S. navy escorts aboard.



