

## Middle Childhood Education Lesson Plan Template v. 2

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Lesson Title: A Postcard from Hiroshima

Grade Level: 8<sup>th</sup> grade

### Lesson Foundations

Content Standards	<p><b>ONLS 8.19</b> Informed citizens understand how media and communication technology influence public opinion.</p> <p><b>LITERACY.RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>
Learning Objective(s)	<ol style="list-style-type: none"> <li>1. Students will <b>compare and contrast</b> textual evidence provided by primary and secondary sources.</li> <li>2. Students will <b>evaluate</b> the influence and importance of the media's role in public opinion of Hiroshima.</li> </ol>
Prior Academic Knowledge and Skills	<p>Students will...</p> <ul style="list-style-type: none"> <li>• Have a working understanding of how to use VoiceThread and Twitter.</li> <li>• Have an understanding of the historical context for the event and time period of the bombing of Hiroshima in 1945.</li> </ul>
Materials & Resources	<ul style="list-style-type: none"> <li>• VoiceThread (<a href="http://voicethread.com/share/7149411/">http://voicethread.com/share/7149411/</a>)</li> <li>• Twitter (Sunday night Twitter Chat)</li> <li>• President Truman Hiroshima Announcement (1945) <a href="https://www.youtube.com/watch?v=FN_UJJ9ObDs">https://www.youtube.com/watch?v=FN_UJJ9ObDs</a></li> <li>• Political Cartoons- 2</li> <li>• San Francisco Chronicle newspaper article (1945)</li> <li>• A Postcard from Hiroshima: <a href="http://origins.osu.edu/connecting-history/postcard-hiroshima">http://origins.osu.edu/connecting-history/postcard-hiroshima</a></li> </ul>

### Assessments

Description of assessment	Modifications and accommodation to the assessment so that all students can demonstrate their learning.	Evaluation Criteria - What evidence of student learning (identify learning objective(s) being assessed) does the assessment provide?
A1: Share out	Students can choose which format for their responses (audio, video, or text) that they are more comfortable with	(LO1) <b>After Hiroshima was bombed, the city was entirely demolished. Even areas surrounding the city were damaged by rainfall that contained the dirt, debris, and</b>

		radioactive particles from the air. The damage was widespread and devastating. Long term effects included people being contaminated with radiation who are still at risk for contaminating others years later. Many survivors were actually shunned within Japan because of these fears and even today people are still apprehensive of them.
A2: Twitter chat	Students can use a word processing software to read the tweets out loud to them if they struggle with reading	TBD (questions for the chat will be generated based on responses made in VoiceThread) – see materials
A3: Political Cartoon Reflection	Students can choose which format for their responses (audio, video, or text) that they are most comfortable with.	(LO2) Truman referred to the atomic bomb as “the greatest scientific achievement in history,” making it sound as though it was a good thing. Comparing that to the political cartoons, which depict the U.S. as a villain and show the burden that we will forever carry (i.e. the second cartoon), this shows that the media’s perspective has

### Instructional Procedures/Steps

	Teacher will...	Student will...
	Include instructional practices, questions you will ask, checks for understanding, differentiation, evidence of culturally responsive teaching practices	What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/Opportunities for Practice and Apply
Opening _____ Minutes	<ol style="list-style-type: none"> <li><b>Simulation</b> - show Truman video and newspaper headline of the bombing of Hiroshima. Tell students to record any comments or questions they have thus far.</li> <li><b>Review Agenda</b> <ul style="list-style-type: none"> <li>Standards &amp; Learning Objectives</li> <li>“Share Out”</li> <li>Examination of today’s perspective</li> <li>Comparing Recent Political Cartoon vs. Truman’s Speech (1945)</li> </ul> </li> </ol>	1) Students will listen to the recording of President Truman and examine the newspaper headline and record their comments and/or questions. They will think as if they were a part of that time period and reflect on how they might feel seeing these two media representations.

	<ul style="list-style-type: none"> <li>• Twitter Chat Reminders</li> </ul>	
<p>Instruction</p> <p>_____ Minutes</p>	<p>1) <b>Shareout (A1)(LO1)</b> - <i>What happened after Hiroshima was bombed? What were the long-term outcomes?</i></p> <p>2) <b>Political cartoons (A3)(LO2)</b> - present the two political cartoons, representing two different perspectives, and discuss the importance of technology and media and their role in influencing public opinion of the event. <i>After watching President Truman's announcement of Hiroshima and analyzing this cartoon, how do you think the media's perspective of the bombing of Hiroshima has changed over the last 60 years? Make sure to reference and compare the sources provided.</i></p>	<p>1) Students will answer the questions using either text, audio, or video on VoiceThread. <i>After Hiroshima was bombed, the city was entirely demolished. Even areas surrounding the city were damaged by rainfall that contained the dirt, debris, and radioactive particles from the air. The damage was widespread and devastating. Long term effects included people being contaminated with radiation who are still at risk for contaminating others years later. Many survivors were actually shunned within Japan because of these fears and e</i></p> <p>2) Students will examine the two political cartoons and reflect on the explanation provided, leaving comments or questions as needed. Students will then answer the question posed. <i>Truman referred to the atomic bomb as "the greatest scientific achievement in history," making it sound as though it was a good thing. Comparing that to the political cartoons, which depict the U.S. as a villain and show the burden that we will forever carry (i.e. the second cartoon), this shows that the media's perspective has changed from approval of the bombing shortly after it occurred to being regretful today and recognizing the horrific nature of this event.</i></p>
Closure	Remind students to leave any additional questions or comments they might have, and inform them of the Twitter chat (A2) time and date.	Students will leave any other thoughts, questions or comments they have. Later, they will participate in the Twitter chat that will be based off of their responses in VoiceThread.