
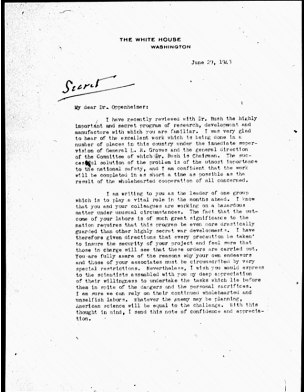
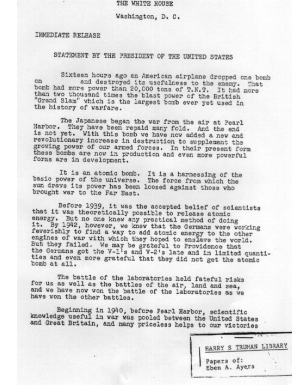




Annotated Resource Set (ARS)

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|--|-----------------------|--|--|
| Content Theme: | New Technology in WW2 | |  The logo for the Library of Congress Teaching with Primary Sources program. It features the text "LIBRARY OF CONGRESS" and "TEACHING WITH" in blue, and "PRIMARY SOURCES" in red. The word "PRIMARY" is stacked above "SOURCES", and a blue silhouette of a quill pen is positioned between the two words. |
| Developed by: | Cher McDonald | | |
| <p>Contextual Paragraph for Resource Set: The intense pressures of war led to rapid technological innovation and invention. The most dramatic and devastating invention was the atomic bomb. The swift development from theoretical to practical gave the U.S. a weapon that allowed us to end the war on our timetable.</p> <p>Essential Question: Why did the U.S. decided to drop the atomic bomb? How well did the United States understand the consequences of the atomic bomb?</p> <p>This set will meet the Utah State Core: Standard VII, Objective 3, Indicator b</p> <ul style="list-style-type: none">• Evaluate how technology changed the weapons used in World War II and introduced the atomic age. | | | |

Resource Set New Technology in World War 2

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|---|---|--|--|--|---|
| <p>Letter from Albert Einstein to President Franklin Delano Roosevelt about the possible construction of nuclear bombs.</p> <p>August 2nd, 1939</p> | <p>Letter, Franklin D. Roosevelt to J. Robert Oppenheimer thanking the physicist and his colleagues for their ongoing secret atomic research</p> <p>29 June 1943.</p> | <p>Draft of a White House press release, "Statement by the President of the United States," ca. August 6, 1945</p> | <p>Fat Man, the atomic bomb detonated over Nagasaki.</p> <p>Date: ca. 1945</p> | <p>Aftermath of atomic bomb blast, Nagasaki, Japan.</p> <p>Date: ca. 1945</p> | <p>Emperor Hirohito, Accepting the Potsdam Declaration, Radio Broadcast. Transmitted by Domei and Recorded by the Federal Communications Commission, 14 August 1945</p> |
| <p>No digital image.</p> |  |  |  |  | <p>No digital image.</p> |
| <p>http://www.pbs.org/wgbh/amex/truman/psources/ps_einstein.html</p> | <p>http://memory.loc.gov/mss/mcc/083/0001.gif</p> | <p>http://www.trumanlibrary.org/whistlestop/study_collections/bomb/small/mb10.htm</p> | <p>http://www.trumanlibrary.org/photographs/61-56.jpg</p> | <p>http://www.trumanlibrary.org/photographs/98-2462.jpg</p> | <p>http://www.mtholyoke.edu/acad/intrel/hirohit_o.htm</p> |

Notes/Comments:

Annotations

| Grade Level | Curriculum Connections | Curriculum Standards | Learning Objectives | | Suggested Learning Strategies | Suggested Assessment Strategies | Links to Other Resources |
|------------------|--|---|--|--|---|---|--|
| | | | Content Objectives | Thinking Objectives | | | |
| 11 th | <p>US History Utah State Core: Standard VII, Objective 3, Indicator b</p> <p>Reading</p> <p>Writing</p> <p>Inquiry</p> | <p>Examine the development of new technologies during World War 2.</p> <p>Develop language through viewing media.; make inferences and draw conclusions</p> <p>Students will write informational text evaluating information and interpreting ideas.</p> <p>Use process of inquiry to deepen understanding.</p> | <p>Students will use primary sources to help them understand how the president of the United States' understanding of the new technology changed.</p> <p>Students will compare the reasons for developing new weapons during war.</p> <p>Students will identify the effects of atomic weapons on Nagasaki.</p> | <p>Students will be able to analyze primary sources to increase their content knowledge of atomic weapons.</p> <p>Students will read and comprehend original documents written during the historical period.</p> <p>Students will draw conclusions from examining primary documents.</p> | <p>1. Students will use the Analysis tool: Students will use the Analysis tool for documents: http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf and for pictures: http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</p> <p>2. Students will use documents to determine the role of government leaders in making war policy.</p> | <p>Students will be given the photographs of “Fat Boy” and Nagasaki and will analyze them using the analysis worksheets. When complete as the question, “How did America come to the decision to use these weapons?” As a class, groups or partners students will be given the letters and documents to work to the conclusion. Final document is the consequence- Hirohito’s declaration.</p> <p>Written response to the questions: “Why did the U.S. decided to drop the atomic bomb? How well did the United States understand the consequences of the atomic bomb?”</p> | <p>History of the Manhattan Project and documents: http://www.atomicarchive.com/History/mp/index.shtml</p> <p>The Nuclear Age Museum has a number of online exhibits that are excellent: http://www.nuclearmuseum.org/tour/manhattanproject.cfm</p> <p>Great DOE Interactive exhibit: http://www.cfo.doe.gov/me70/manhattan/surrender.htm</p> |