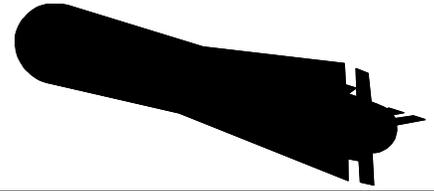


Teaching Guide

SEGMENT 5, WEBISODE 12

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview

Americans sat glued to their radios as President Franklin D. Roosevelt announced, “Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.”

The Japanese attack on Pearl Harbor ended the last vestiges of American neutrality and isolationism. The surprise assault caused serious damage to the Pacific fleet and killed over 2,300 American servicemen, but rallied public opinion. Almost immediately, the United States and Britain declared war on Japan, and a flood of enlistments swelled the armed forces. Japan’s allies declared war on the United States, thus creating one global conflict pitting the Axis powers of Japan, Germany, and Italy against America, Great Britain, France, and their allies.

The Allies struggled to mount a two-front war against the powerful Axis war machines. The Nazis continued to overrun Europe and North Africa, and the Japanese won dramatic victories in the Pacific. However, three wins in the Pacific theatre—in the Coral Sea, at Midway Island, and at Guadalcanal—begin to turn the tide of the war on the eastern front.

Teacher Directions

1. Ask the students.
 - In what ways was Pearl Harbor a disaster?
 - In what ways did it unite the country?
 - What do you think the Japanese hoped to accomplish at Pearl Harbor? Did they succeed?
 - What difficulties might a two-front war present?
2. Make sure students understand the following points in discussing the questions.

Pearl Harbor seriously damaged the American Pacific fleet and caused the death of 2,300 servicemen. It changed the tide of public opinion, however, ending American isolationism. While the Japanese succeeded in seriously damaging American military forces, they underestimated the resolve and fighting spirit of the United States. Rather than bombing the country into submission, the attack galvanized the nation to fight against Japan. In a two-front war, generals must divide their resources to fight in two separate and distant locations.



Let's Discuss



History Sleuth

Teacher Directions

1. Cut and distribute the Student Sheet: *People of Pearl Harbor* to each team.
2. Students read aloud the question side of the card and predict what will happen to the person described.
3. Students turn the cards over and read the answer side of the cards.
4. Optional activity: students research additional facts about the war to create their own *People of World War II* cards.



What do you Think?

Teacher Directions

Ask students to consider how they might have responded to the bombing at Pearl Harbor if they had been alive in 1941. How would they have felt? What actions might they have taken? Students write a personal response to this pivotal event.



Moving Toward Freedom

Teacher Directions

1. Distribute the Student Sheet: *The Navajo Codetalkers*. Students read about the Navajo Codetalkers and discuss the information with teammates.
2. The students discuss how the Navajo Codetalkers advanced the cause of freedom.
3. Students devise their own unbreakable code to send messages.



Connections

Teacher Directions

Use the following activities with your students.

Art — Students create an illustrated timeline of the events leading up to Pearl Harbor.

Math — Students research the following. How far did the Japanese aircraft have to fly to reach Pearl Harbor? How far did they fly to attack American forces in the Philippines?

Art — Students draw the flags of the Allied and Axis nations.

Social Studies/Language Arts — Students interview an older relative or neighbor who remembers the attack on Pearl Harbor. Students prepare interview questions and write a summary of their interview.

Math/Science — Students investigate cryptography and various codes. Information is available at the National Security Agency's National Cryptologic Museum @ <http://www.nsa.gov:8080/museum/html>.

Science/Library — As in all wars, medical science advanced its knowledge and techniques to save lives. Students investigate the innovations (for example, the use of blood plasma and sulfa drugs) in medicine during the war.

Math/Library — Students use wartime statistics to create graphs and charts that show wartime production rates, casualties, the number of deaths due to disease, and war material costs.

Music/Dance — Students listen to wartime music—especially swing (which is currently popular again). Students learn dances of the day such as the jitterbug and foxtrot.

Local History — Students research minorities in their community who served in the Second World War.

People of Pearl Harbor

<p>1. You are General Douglas MacArthur and are stationed in the Philippines in December, 1940. When new B-17 bombers arrive, you confidently brag, "<i>Nothing would please me better than if they (Japan) would give me three months and then attack here.</i>" Three days later, the Japanese attack Pearl Harbor. What happens to you after this?</p>	<p>2. You are Admiral James Richardson. You do not want your Pacific Fleet stationed at Pearl Harbor because you feel the site is inadequate. You fear Japan will realize the military weaknesses of this position and attack. You complain to your bosses, the Secretary of the Navy and President Roosevelt. What happens to you?</p>	<p>3. It is 7:02 a.m., and you are one of two Army operators at a radar station on Hawaii. You see Japanese bombers approaching on radar. You contact a junior officer and tell him what you see. What happens?</p>
<p>4. You are one of the servicemen on the U.S.S. <i>Arizona</i>, a large battleship stationed at Pearl Harbor. Early Sunday morning, you get up, get dressed, and plan a relaxed afternoon on shore. What happens to you?</p>	<p>5. You are Doris "Dorie" Miller, an African American man who joined the Navy and is serving on the U.S.S. <i>West Virginia</i> at Pearl Harbor. Because of your race and the military's racial restriction policy, you can only serve as a messman. What happens to you at Pearl Harbor?</p>	<p>6. You are an American airman stationed at Pearl Harbor. On the morning of December 7, 1941, you join some of your fellow soldiers for breakfast in the mess hall at Hickman Airfield. What happens to you?</p>
<p>7. You are a serviceman stationed on the aircraft carrier U.S.S. <i>Lexington</i>. Your two buddies are stationed on the carriers <i>Enterprise</i> and <i>Saratoga</i>. Where are you and your buddies on the morning of December 7, and what happens to you?</p>	<p>8. You are a Japanese diplomat. It is your job to present Japan's Declaration of War to U.S. Secretary of State Cordell Hull. Because of delays, you can't deliver your message until 2:30 p.m. What happens?</p>	<p>9. You work for the U.S. code-breaking service. On December 6 and 7, you intercept Japanese messages instructing their diplomats to end formal relations with the United States at 1 p.m. on December 7. You decipher the messages and send them to President Roosevelt and Secretary of State Cordell Hull. What happens?</p>

People of Pearl Harbor

<p>3. The junior officer thought the approaching bombers were American planes from the west coast. He disregarded the radar operator's sighting. Thus, the Pacific Fleet was taken completely by surprise and had no advance warning of the attack.</p>	<p>2. Admiral James Richardson was dismissed shortly after complaining to the Secretary of the Navy and the President about the fleet's location at Pearl Harbor.</p>	<p>1. General MacArthur became the Allied supreme commander of the Southwest Pacific Area in 1942. In 1944, he became general of the army. He signed the Japanese surrender and later, as Allied commander, led the reconstruction of Japan.</p>
<p>6. The mess hall at Hickman Airfield is hit by a bomb. All thirty-five men having breakfast are killed. You are one of the more than 2,300 men killed in the attack.</p>	<p>5. During the attack on Pearl Harbor, "Dorie" Miller risks his life to take over the weapon of a fallen gunman and fire at the attacking planes. He hits Japanese planes and is awarded the Navy Cross, but only after his cause is taken up by the black press. He is featured as a hero on U.S. war posters.</p>	<p>4. You are one of the 1,177 servicemen on the <i>Arizona</i> who is killed when the battleship is hit with a one-ton bomb. The ammunition on board explodes, and the ship sinks.</p>
<p>9. The War Department realizes this 1 p.m. deadline corresponds with early morning in Pearl Harbor. It sends an alert to the forces there. Unfortunately, the War Department uses commercial telegraph because radio contact with Hawaii is broken. Because of delays, the alert arrives in Hawaii four hours after the attack has begun.</p>	<p>8. You deliver your message just as Secretary of State Cordell Hull is reading the first reports of the surprise air strike at Pearl Harbor. He is not pleased!!!</p>	<p>7. You and your buddies, who are stationed on the aircraft carriers <i>Lexington</i>, <i>Enterprise</i>, and <i>Saratoga</i>, are very lucky! Your ships were not among those lined up in Pearl Harbor on December 7, and were not damaged in the attack.</p>

The Navajo Code Talkers



National Archives

In 1942, the United States military needed to be able to send messages without having the enemy intercept and read them. They needed an unbreakable code—one that could not be deciphered or understood—to use in the Pacific against Japan. Philip Johnson, a civil engineer, thought long and hard about this, and came up with an idea. He had been raised among the Navajo Native Americans and knew that it was virtually impossible for adults to master the unique and difficult Navajo language. Why not use the Navajo language to send secret messages? The marines recruited a special team of Navajos to develop an unbreakable code.

The Navajo team made up over two hundred code words for military terminology and added an alphabet code. Because most military words had no equivalent in the Navajo language, the code talkers gave new names to these things. They used familiar words instead of technical terms—for example, battleship became waslo-tse or whale, submarine was besh-lo or iron fish, bombs were a-ye-shi or eggs, and flare was wo-chi or light streak.

When the Japanese started building an air base on the distant Pacific island of Guadalcanal, Admiral Ernest King decided that the United States needed to go on the offensive. So when the marines were dispatched to take Guadalcanal, the Navajo code talkers went with them. The code talkers intercepted the Japanese messages, and the United States was able to cut-off the enemy's supplies to the island. The cryptic Navajo code prevented the Japanese from knowing American plans. Without military supplies, the Japanese were defeated at Guadalcanal. This was a turning-point in the Pacific war.

During the battle for the strategic Japanese stronghold of Iwo Jima, six Navajo radio units worked continuously for forty-eight hours, receiving more than 800 messages without a single error. In similar campaigns against the enemy in the Pacific, the Native American code talkers never made a mistake in transmission nor were their codes ever broken. But the Navajos' brilliance in devising and using the code went unrecognized by their country for many years. Not until 1969 did the Navajo war effort receive the recognition it so rightly deserved.