

# Teacher's Guide for Cobblestone

November/December 2011: Attack on Pearl Harbor

teacher's guide written by Debbie Vilardi

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Goal: to become acquainted with the events leading up to and during the attack on Pearl Harbor.

\*Always have a parent or trusted adult help with web research

"The Day the Bombs Fell: A True Story" by Dorinda Makanaonalani Nicholson (Pages 2-6)

Pre-Reading:

1. Study the pictures and captions on pages 2-6. What do you think the story will be about?
2. Locate Pearl Harbor and Pearl City on a map of Hawaii.

Vocabulary: harbor, incendiary, short wave radio, shrapnel, martial law

Comprehension:

1. Describe the setting of the beginning paragraphs?
2. How did Dorinda's father identify the planes?
3. Who is Hula Girl?
4. Why did Dorinda's father choose to drive to sugar cane fields?
5. What is meant by blackout conditions?
6. What measures did the government take to protect the civilians during the attack and the war?

Math:

1. The attack began on Sunday, December 7, 1941. Civilians returned home five days later. What day did they go home?
2. Dorinda was six and in first grade when the war began. She was in fifth when it ended. How old was she?

Writing Activity: Pretend you are Dorinda or one of her neighbors. Write a journal entry describing the attack as if you are in the shelter.

Geography: Study the Hawaiian Islands. Name each island and locate the major cities including the capital. (See page 26)

Research Topics: The attack on Pearl Harbor, Dorinda Makanaonalani Nicholson

"Pearl Harbor Through Time" by Marcia Amidon Lusted (Pages 8-9)

Vocabulary: missionaries, capacious, dry dock

Comprehension:

1. Why couldn't large craft enter the harbor?
2. What tied Hawaii to the United States?
3. Who granted the U.S. the right to use Pearl Harbor?
4. In what year did Hawaii become a territory?
5. What prompted this petition?
6. How long did it take to improve the harbor?
7. How many years separate the opening of the naval base at Pearl Harbor and the Japanese attack?
8. Why did the naval fleet remain at Pearl Harbor after exercises in May 1940?

Research: dry dock, Ford Island, Hawaii, the Polynesians, Captain James Cook, Commodore Charles Wilkes, King Kalakaua, the Spanish-American War, Admiral Husband E. Kimmel

"Tense Relations" by Edison McIntyre (Pages 10-12)

Vocabulary: compromise, imperialism, isolationism,

Comprehension:

1. When did Admiral Perry sail into Tokyo Bay?
2. Why had the Japanese become isolated?
3. Why did the Japanese sign the Convention of Kanagawa?
4. How did trade effect Japanese culture and institutions?
5. Name the places Japan invaded.
6. What strategies did President Franklin D. Roosevelt try in order to avoid war?
7. Why did the United States stop selling oil to Japan?
8. Why did Japan need oil?
9. What did Japanese leaders hope would be the outcome of war with the United States?

Geography: Study a map of Asia. Color the areas Japan invaded.

Writing Activities:

1. Look at the cartoon on page 12 and read the caption. What does each element in the cartoon symbolize?

2. Research the International Date Line. Explain why the attack occurred on December 7 in Hawaii but December 8 in Japan.

Art Skills: Review the cartoon on page 12 again. Draw your own cartoon showing how Japan felt about the United States during the negotiations or how the United States felt about itself.

Research: Commodore Matthew C. Perry, Convention of Kanagawa, President Franklin D. Roosevelt, the Axis Powers, General Hideki Tojo, Emperor Hirohito

“In the End” by Edison McIntyre (Page 13)

Comprehension:

1. Why did the United States join World War II?
2. What became the standard strategy for defeating the Japanese?

Geography: Add Japan’s conquests in this article to the map you created after reading the article on pages 10-12.

Writing Skills: Imagine you are a soldier in the photo on page 13. Write a letter home explaining your feelings at the end of the war.

Research: Allied Powers, the Battle of Coral Sea, the Midway Islands, Hiroshima, Nagasaki

“Mastermind: Isoroku Yamamoto” by Barbara D. Krasner (Pages 14-15)

Vocabulary: samurai

Comprehension:

1. Why did Isoroku Takano change his name to Yamamoto?
2. Why did some think he was a spy?
3. What innovation in torpedo design made the invasion possible?
4. Why did the Japanese lose at the Battle of Midway?
5. How was Yamamoto killed?

Writing Skills: Isoroku Yamamoto was hailed as a hero in Japan. What makes someone a hero? Does Yamamoto fit your definition?

Research: Isoroku Yamamoto, samurai, Imperial Japanese Navy

“Under Attack” Illustrated by Mary Rostad (Pages 16-17)

“This Is No Drill” by Andrew Matthews (Pages 18-19)

Pre-reading: Study the map and the timeline together.

Comprehension:

1. How did the location of the battleships make them an easier target?
2. What might have happened if the oil storage facilities had been hit?
3. How did slow communications in Hawaii aid the attack?
4. Why did the Japanese cancel the third wave of the attack?

Math Skill: What was the duration of the attack?

Discussion: Should the Japanese have sent their third wave?

"Setting a Trap" by Burl Burlingame (Pages 20-22)

Pre-reading: Study the images on page 21.

Vocabulary: conning tower, depth charges

Comprehension:

1. Why did Yamamoto initially ban the use of midget subs?
2. Why were the Americans prepared for a submarine attack?
3. Why didn't the *Ward's* report reach authorities in time?
4. What happened to the submarines that remained near Hawaii?
5. Why did the Japanese decide not to shell west coast cities?

Research: midget submarines, submarine warfare

"First Responders" by Barbara D. Krasner (Page 23-24)

"Beyond the Call of Duty" by Vicki Hambleton (Page 25)

Vocabulary: aces, messmen

Writing Activity:

1. Revisit the definition of a hero you wrote after reading pages 14-15. Describe how well Taylor, Welch and Miller fit the definition.
2. The United States military was segregated during World War II. What were the effects of segregation on Messman Miller's military career?

Research: Second Lieutenant Kenneth M. Taylor, Second Lieutenant George S. Welch, Mess Attendant, Second Class Doris Miller, segregation in the military

"Day of Infamy" (Pages 28-29)

Vocabulary: infamy, solicitation, deliberately

Research Question: Why must a United States president ask Congress to declare war?

"Arizona Survivor" by Meg Chorlian (Page 30-33)

Pre-reading: Look at the pictures and captions that accompany the article.

Vocabulary: incinerator, forecastle deck, gun director, sky-control platform, saline

"An Enduring Legacy" by Daniel A. Martinez and Amanda Corona (Pages 36-38)

"Sites to See" by Daniel A. Martinez and Amanda Corona (Page 39)

Vocabulary: reverence

Comprehension:

1. Why were battleships seen as important?
2. Why did President George W. Bush change the name of the memorial?

Math Skill: How many gun barrels were aboard the *Arizona*?

Writing Activity: Do you agree that the memorials to other vessels should be included with the memorial to the *Arizona*? Why?

Art Activity: Create a timeline of memorials to the *Arizona*.

Research: USS *Arizona*, USS *Arizona* Memorial, Alfred T. Mahan, Alfred Preis, Engagement to Peace, World War II Valor in the Pacific National Monument, Utah Senator Frank Moss, USS *Oklahoma*, USS *Utah*

Activity for the Issue as a Whole:

Writing Skills: War prompted the annexation of Hawaii as a territory. Do you believe it also promoted Hawaii's bid for statehood? Why? Write your argument.