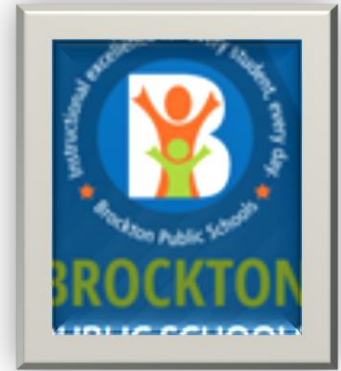


**Social Science Department
Freshman World History
June 1-5**



Greetings Freshman World Students! We hope you are safe and well with your families! Below is the lesson plan for this week:

Content Standard:

Topic 4. The Great Wars, 1914–1945 [WHII.T4]

1. Analyze the factors that led to the outbreak of World War I (e.g., the emergence of Germany as a great power, the rise of nationalism and weakening of multinational empires, industrial and colonial competition, militarism, and Europe's complex alliance systems).
2. Distinguish between the concepts of genocide and mass atrocity and analyze the causes of genocide and mass atrocities in the modern world (e.g., conflicts over political power, historical grievances, manipulation of ideas about difference and fear by political forces).

Practice Standard(s):

1. Develop focused questions or problem statements and conduct inquiries.
2. Organize information and data from multiple primary and secondary sources.
3. Argue or explain conclusions, using valid reasoning and evidence.

Weekly Learning Opportunities:

The Holocaust:

1. Holocaust Research Activity
2. Genocide Reading
3. Documentary Analysis
4. Concentration Camp Image Response
5. Video Links

Atrocities in the Pacific:

1. Rape of Nanking Reading
2. Rape of Nanking Video Response
3. Bataan Death March Reading
4. Bataan Death March Visual Analysis
5. Japanese Atrocities Image Analysis
6. Video Links

Dropping of the Atomic Bombs:

1. Atomic Bomb Activity
2. Hiroshima Reading and Questions
3. Hiroshima Video Response
4. Atomic Bomb Visual Analysis

5. Video Links

Additional Resources: Video Links have been provided for each assignment to enhance understanding of each topic

Note to students: Your Social Science teacher will contact you with specifics regarding the above assignments in addition to strategies and recommendations for completion. Please email your teacher with specific questions and/or contact during office hours.

Holocaust Research Activity: Use the internet and other resources to research the Holocaust:

Define Holocaust:

Why is the Holocaust considered an example of a genocide?

What was the difference between labor camps and extermination sites?

What groups of people were targeted by the Nazis during the Holocaust?

Approximately how many of each group were killed?

What was the Final Solution?

What was Zyklon B?

What were some of the things/experiments that the Nazis did to prisoners of the camps? (At least 3)

What were some of the examples of forced labor for prisoners? Why do you think the Nazis forced the prisoners to fulfill this labor?

Complete the following chart on Concentration Camps: CP should fill out 3, CPA 5, Honors 7
(If you want to complete more at each level you may

Name of Camp	Location	What type of camp was it?	What groups of people were sent there?	3-5 Facts about the Camp

What is Genocide, a Word First Used After World War II?

"Genocide" is violence against members of a national, ethnic, racial or religious group. The intent of genocide is to destroy all or part of the group.

This term came into general use after World War II. This is when the horrors committed by the German Nazis against the Jews of Europe were fully known.

The United Nations is a group of countries that works to resolve global conflicts. The U.N. declared genocide to be an international crime in 1948. In the 1990s, the term was applied to the violence committed during conflicts in the former Yugoslavia in Europe and in the African country of Rwanda. An international treaty signed by about 120 countries in 1998 established the International Criminal Court (ICC). It has the authority to punish those guilty of genocide crimes.

Lawyer creates "genocide" term

The word genocide came from Raphael Lemkin. He was a Polish-Jewish lawyer who fled the Nazi occupation of Poland and arrived in the United States in 1941. Lemkin wanted to come up with a term to describe Nazi crimes against European Jews during World War II. He hoped to make the word part of international law in the hopes of preventing and punishing crimes against innocent people. In 1944, he came up with the term "genocide."

In 1945, the term genocide was included in the International Military Tribunal in Germany. This court tried top Nazi officials for "crimes against humanity." These crimes included harm to others based on race, religion or politics. It also included inhumane acts committed against non-military people. After the trials revealed the horrible extent of Nazi crimes, the U.N. made the genocide punishable under international law in 1946.

U.N. forms convention in 1948

In 1948, the U.N. approved its Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG). It defined genocide as acts that try to destroy entire groups of people. Some people believe that genocide's "intent to destroy" separates it from other crimes against humanity such as ethnic cleansing. These people define ethnic cleansing as removing a group from a geographic area by killing, forcing them to move and more.

The convention began in 1951 and has since been approved by more than 130 countries. Though the United States was one of the convention's original signatories, the U.S. Senate did not approve it until 1988. President Ronald Reagan signed it over strong opposition by those who felt it would limit U.S. power. Though the CPPCG established an awareness that the evils of genocide existed, its actual effectiveness in stopping such crimes remained to be seen. Not one country invoked the convention from 1975 to 1979, when the Khmer Rouge government killed 1.7 million people in Cambodia.

Crimes in Yugoslavia and Rwanda

In 1992, the government of Bosnia-Herzegovina declared its independence from Yugoslavia. Bosnian Serb leaders targeted both Bosnian Muslims and Croatian people with crimes that killed about 100,000 people by 1995. In 1993, the U.N. established the International Criminal Tribunal for the former Yugoslavia (ICTY) at The Hague, in the Netherlands. This was the first international court since the one in Germany and the first to punish the crime of genocide.

In 1994, members of the Hutu majority in Rwanda, Africa, murdered 500,000 to 800,000 Tutsi people. The international community did little to stop the crimes while they were occurring. But that fall the U.N. expanded the mandate of the ICTY to include the International Criminal Tribunal for Rwanda (ICTR) in Tanzania.

The Yugoslav and Rwandan courts helped determine exactly what types of actions are genocide. They also clarified how punishments for these actions should be established. In 1998, the ICTR handed down the first conviction for genocide. The mayor of the Rwandan town of Taba was punished after a trial.

International Criminal Court begins work

An international law signed in Rome in 1998 expanded the CPPCG's definition of genocide. It applied genocide to times of both war and peace. The law also established the International Criminal Court (ICC), which began its work in 2002 at The Hague. Since then, the ICC has dealt with cases against leaders in the Congo and in Sudan. There, brutal acts committed by the janjawid fighters against people in the region of Darfur have been condemned by numerous international officials as genocide.

Debate continues over the ICC's rightful authority. There is also debate about its ability to determine what exactly are acts of genocide. Some say it is impossible to prove the intent to completely get rid of certain groups, as opposed to displacing them from disputed territory.

However, the establishment of the ICC reflects growing international efforts to prevent and punish genocide.

Answer the following questions on a separate sheet of paper in complete sentences:

What is genocide? Why does this term apply to the Holocaust?

Who coined (came up with) the name? What was his goal with the term?

What is the difference between genocide and ethnic cleansing?

What happened in 1993? 1994? What do these cases reveal about genocide?

On a separate note, do you think threat of punishment from a world court or tribunal would have stopped Hitler or the other genocides mentioned in Yugoslavia and Rwanda? Explain.

Part II: Documentary Analysis

You are to choose one of the following documentaries on the Holocaust to respond to:

The first documentary is Elie Wiesel, the author of *Night*, and Oprah Winfrey touring Auschwitz.

The second documentary is from PBS, the *Memory of the Camps*, which shows primary source footage as camps were liberated.

CP – Each response should be a minimum of 10-12 sentences

CPA – Each response should be a minimum of 15-18 sentences

Questions to consider for response and analysis:

Doc 1 – Wiesel and Oprah: <https://vimeo.com/119536091>

What does the video reveal about the Holocaust?

How does Wiesel describe his experience?

What stood out the most to you about his commentary/experience?

Were you surprised by anything he said? Were you surprised that something wasn't mentioned?

Your overall impression of the video? How has it changed/enhanced your understanding of the Holocaust?

Doc 2- Memories of the Camps: <https://www.pbs.org/wgbh/frontline/film/memory-of-the-camps/>

What does the footage show about the treatment of the prisoners?

What do you think went through the troops minds as they entered these camps?

What do you think went through the prisoner's minds as Allied soldiers began liberating camps?

Do you think that the soldiers had a feeling of pride freeing these prisoners?

Were you surprised to see anything in the footage? Did you expect to see something in the footage that you did not?

These video links will provide you with further understanding to complete your assignments on the Holocaust:

World War II and the Holocaust, 1939–1945: <https://www.ushmm.org/learn/holocaust/path-to-nazi-genocide/chapter-4/world-war-ii-and-the-holocaust-1939-1945>

Nazi war crimes evidence comes to the Holocaust museum in Washington:

<https://www.washingtonpost.com/history/2019/11/13/nazi-war-crimes-evidence-comes-holocaust-museum-washington/>

Band of Brothers - Liberation of Concentration Camp:

<https://www.bing.com/videos/search?q=band+of+brothers+concentration+camp&docid=607995265212220618&mid=1411C82017F2517ACA3F1411C82017F2517ACA3F&view=detail&FORM=VIRE>

The Forgotten Camps | History of the Holocaust:

<https://www.bing.com/videos/search?q=holocaust&&view=detail&mid=AF242951F3E7FE2DB436AF242951F3E7FE2DB436&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dholocaust%26FORM%3DHDRSC3>

Rape of Nanking

In late 1937, over a period of six weeks, Imperial Japanese Army forces brutally murdered hundreds of thousands of people—including both soldiers and civilians—in the Chinese city of Nanking (or Nanjing). The horrific events are known as the Nanking Massacre or the Rape of Nanking, as between 20,000 and 80,000 women were sexually assaulted. Nanking, then the capital of Nationalist China, was left in ruins, and it would take decades for the city and its citizens to recover from the savage attacks.

Preparing for Invasion

Following a bloody victory in Shanghai during the Sino-Japanese War, the Japanese turned their attention towards Nanking. Fearful of losing them in battle, Nationalist leader Chiang Kai-Shek ordered the removal of nearly all official Chinese troops from the city, leaving it defended by untrained auxiliary troops. Chiang also ordered the city held at any cost, and forbade the official evacuation of its citizens. Many ignored this order and fled, but the rest were left to the mercy of the approaching enemy.

A small group of Western businessmen and missionaries, the International Committee for the Nanking Safety Zone, attempted to set up a neutral area of the city that would provide refuge for Nanking's citizens. The safety zone, opened in November 1937, was roughly the size of New York's Central Park and consisted of more than a dozen small refugee camps. On December 1, the Chinese government abandoned Nanking, leaving the International Committee in charge. All remaining citizens were ordered into the safety zone for their protection.

Arrival of the Troops

On December 13, the first troops of Japan's Central China Front Army, commanded by General Matsui Iwane, entered the city. Even before their arrival, word had begun spreading of the numerous atrocities they had committed on their way through China, including killing contests and pillaging. Chinese soldiers were hunted down and killed by the thousands, and left in mass graves. Entire families were massacred, and even the elderly and infants were targeted for execution, while tens of thousands of women were raped. Bodies littered the streets for months after the attack. Determined to destroy the city, the Japanese looted and burned at least one-third of Nanking's buildings.

Though the Japanese initially agreed to respect the Nanking Safety Zone, ultimately not even these refugees were safe from the vicious attacks. In January 1938, the Japanese declared that order had been restored in the city, and dismantled the safety zone; killings continued until the first week of February. A puppet government was installed, which would rule Nanking until the end of World War II.

Aftermath of the Massacre

There are no official numbers for the death toll in the Nanking Massacre, though estimates range from 200,000 to 300,000 people. Soon after the end of the war, Matsui and his lieutenant Tani Hisao, were tried and convicted for war crimes by the International Military Tribunal for the Far East and were executed. Anger over the events at Nanking continues to color Sino-Japanese relations to this day. The true nature of the massacre has been disputed and exploited for propaganda purposes by historical revisionists, apologists and Japanese nationalists. Some claim the numbers of deaths have been inflated, while others have denied that any massacre occurred.

Questions to Consider:

What is the Nanjing Massacre or Rape of Nanking?

What were some of the atrocities the Japanese soldiers committed in China? Do you think these were necessary? Explain.

What two decisions did Chiang Kai-Shek make for Nanking? Do you think these were mistakes? Explain.

What was the International Committee for the Nanking Safety Zone?

Describe the actions the Japanese military took in Nanking? (At least 2)

Do you think the Japanese leaders who oversaw the troops deserved to be executed by the International Military Tribunal for the Far East? Explain.

Facing History: Rape of Nanking

Use the internet to define “War Crime”:

<https://www.facinghistory.org/resource-library/video/nanjing-atrocities-crimes-war>

Watch the short documentary from Facing History about the atrocities committed in Nanking (Nanjing) starting in December 1937. The questions go in order, but you might want to include examples from throughout the clip in your answer.

What examples of atrocities did the Japanese commit towards the Chinese during the massacre? (at least 2) Would these actions be considered a “war crime?” Explain.

How were the hostilities between the Japanese and Chinese a clash of Chinese nationalism and Japanese imperialism? Explain. Provide an example.

What was Pan-Asianism? Do you think this was a valid motive for Japan to imperialize Asia as they did in the 1930s?

What motives did the Japanese have to treat the Chinese the way did during the occupation of Nanking (Nanjing)?

The Rape of Nanking is often referred to as the “Forgotten Holocaust.” Why do you think that so many people do not know about it? What should students learn about it? Explain. (5-7 sentences)

Bataan Death March

After the April 9, 1942 U.S. surrender of the Bataan Peninsula on the main Philippine island of Luzon to the Japanese during World War II (1939-45), the approximately 75,000 Filipino and American troops on Bataan were forced to make an arduous 65-mile march to prison camps. The marchers made the trek in intense heat and were subjected to harsh treatment by Japanese guards. Thousands perished in what became known as the Bataan Death March.

Bataan Death March: Background

The day after Japan bombed the U.S. naval base at [Pearl Harbor](#), on December 7, 1941, the Japanese invasion of the Philippines began. Within a month, the Japanese had captured Manila, the capital of the Philippines, and the American and Filipino defenders of Luzon (the island on which Manila is located) were forced to retreat to the Bataan Peninsula. For the next three months, the combined U.S.-Filipino army held out despite a lack of naval and air support. Finally, on April 9, with his forces crippled by starvation and disease, U.S. General Edward King Jr. (1884-1958), surrendered his approximately 75,000 troops at Bataan.

Bataan Death March: April 1942

The surrendered Filipinos and Americans soon were rounded up by the Japanese and forced to march some 65 miles from Mariveles, on the southern end of the Bataan Peninsula, to San Fernando. The men were divided into groups of approximately 100, and the march typically took each group around five days to complete. The exact figures are unknown, but it is believed that thousands of troops died because of the brutality of their captors, who starved and beat the marchers, and bayoneted those too weak to walk. Survivors were taken by rail from San Fernando to prisoner-of-war camps, where thousands more died from disease, mistreatment and starvation.

Bataan Death March: Aftermath

America avenged its defeat in the Philippines with the invasion of the island of Leyte in October 1944. General [Douglas MacArthur](#) (1880-1964), who in 1942 had famously promised to return to the Philippines, made good on his word. In February 1945, U.S.-Filipino forces recaptured the Bataan Peninsula, and Manila was liberated in early March.

After the war, an American military tribunal tried Lieutenant General Homma Masaharu, commander of the Japanese invasion forces in the Philippines. He was held responsible for the death march, a war crime, and was executed by firing squad on April 3, 1946.

Questions to Consider:

1. How many troops were forced to make the “death march?” Which countries did the troops belong to?
2. Describe the march that the prisoners had to endure -
3. What were two examples of cruelty committed by the Japanese to the American and Filipino prisoners?
4. What happened to General Homma Masaharu? Why?

Bataan Death March Map



What was the destination of POWs on the march?

What were two cities that POWs passed by?

Where did POWs start on the southernmost part of the march?

How were some of the POWs transported from San Fernando to Capas?

If POWs passed through Cabcaben would they pass through Bagac? How can you tell?

The following video links will help you further comprehend the Rape of Nanking and the Bataan Death March -
- The clips contain real primary footage which may be unsuitable for some.

Rape of Nanking:

Forgotten Holocaust

Nanjing Massacre

Toronto Memorial

Rape of Nanking - Genocide

Bataan Death March:

Bataan Death March

Understanding History - BDM

American Survivor's Account

Politics After WWII and Cold War Tensions

By Jeremi Suri, The Gilder Lehrman Institute of American History, adapted by Newsela staff on 11.28.16

Word Count 1,038

Level 1220L



TOP and MAPS: Courtesy of Creative Commons. BELOW: In 1962, students at a Brooklyn middle school have a "duck and cover" practice drill in case of a nuclear attack. From the New York World-Telegram archive. Courtesy of Getty Images.

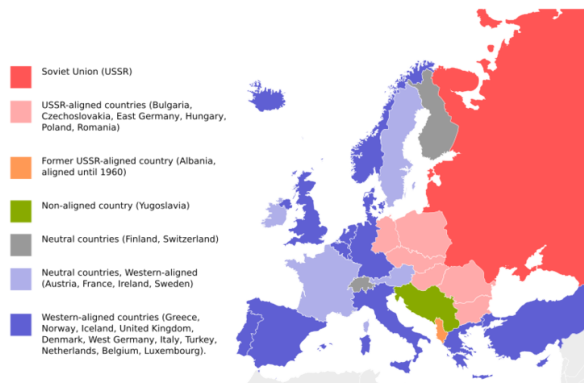
The late summer of 1945 marked the height of American power. During World War II, American soldiers had decisively defeated the seemingly invincible German and Japanese armies. Thanks to government money and some of Europe's best minds, American science and technology had advanced beyond all other countries. Above all, the United States had developed the capability to produce more military and civilian goods, including aircraft, cars, radios and guns, than the rest of the world combined. At the war's end, American farmers were selling enough food to feed populations around the globe. For American citizens who saved and sacrificed in the 1930s and early 1940s, the next decade promised unprecedented security and abundance. Happy days, it seemed, were here again.

Happiness was evident everywhere

Happiness was evident in the street parades, the family reunions and the new births, called the "baby boom," that filled the country immediately after the war. Yet, Americans also saw a dangerous, complex and potentially violent postwar world. In August 1946, journalist John Hersey published an account of the horrific suffering caused when America dropped an atomic bomb on

the Japanese city of Hiroshima. Hersey's descriptions warned that the greatest achievements of modern science promised more death and destruction, if not carefully controlled. Americans began to worry about other countries, especially the Soviet Union, acquiring and using this new atomic technology. Although the U.S. and communist Soviet Union were allies during World War II, they began competing for power in Europe and Asia, which was called the "Cold War."

After World War II, Europe was divided into Eastern and Western halves, held largely by Soviet and American forces. The United States controlled postwar Japan, but the U.S. held the southern part of Korea and the Soviet Union held the northern part. American forces also remained in Cambodia, Laos and Vietnam, the Philippines, Indonesia and other areas captured by the Japanese during the war.



Americans worried about postwar costs. The war had caused much destruction. How much would they have to pay to help rebuild allies, like Great Britain and France, and former enemies, like Germany and Japan? Would these postwar projects undermine the American economy at home? Americans also worried about new enemies: Would the Soviet Union and its allies in Europe and Asia take advantage of postwar problems to spread communism? Would Soviet leader Joseph Stalin establish a new empire in the territories formerly held by the Germans and the Japanese?

Stopping the growth of communism

President Harry Truman felt strongly that the United States had to stop communism from growing in other countries. Yet, he also wanted to create new opportunities, especially for returning soldiers, at home.

The Servicemen's Readjustment Act, also known as the "GI Bill," was signed into law on June 22, 1944, by President Roosevelt. It became the foundation for the remarkable growth of the country. Eight million veterans received help with their education. More than 2 million of them attended colleges and universities, paid directly by the government. More than two million veterans also bought new homes with government loans provided by the GI Bill.

Returning soldiers used their new education to move into the growing American middle class. As part of the middle class, they read more, bought more and saved more, and they also paid more taxes than any previous generation of Americans.

Women, African-Americans and other minorities continued to deal with the ugliness of racism, sexism and ethnic prejudice in postwar America. But they also benefited from opportunities unthinkable in earlier generations. Although the GI Bill clearly favored white male veterans, it also led to higher levels of education and homeownership for other groups.

More rights for African-Americans

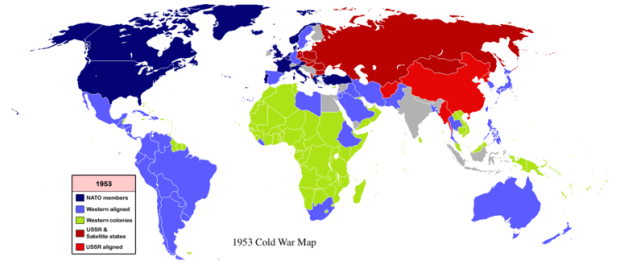
Truman pushed publicly for more fair and equal treatment of citizens, but he was reluctant to move quickly on racial integration because he did not want to alienate white voters. A growing movement of African-Americans was demanding equal rights. African-Americans and other minorities had served in combat during the Second World War, and they now had a strong argument for equal citizenship.

As the November 1948 presidential election approached, Truman recognized that he needed African-American votes. Despite opposition from many military leaders, on July 26, 1948, he signed Executive Order 9881, requiring "equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin." Until that point, the armed forces was segregated.

The "Truman Doctrine"

In 1947, he announced what became known as the "Truman Doctrine," in which the United States would support anti-communist forces around the world. The United States would use economic and military aid to limit Soviet influence in other countries, and it would use police power at home to punish citizens who supported communism.

In February 1948, Soviet-supported communists took over Czechoslovakia, and in 1948 and 1949, the Soviet Union cut access to West Berlin, which was controlled by the U.S. and Western European powers. In October 1949, the Soviet Union scored a victory with the successful communist revolution in China. These world events reinforced fears that Stalin and his allies were winning. By the end of the 1940s, Cold War tensions between the United States and the Soviet Union dominated foreign policy and domestic politics.



On June 25, 1950, the communist North Korean army attacked South Korea, and Truman sent American forces to fight what became the Korean War. At home, many prominent Americans became obsessed that communism was seeping into the U.S. It began a period of public witchhunts in which many American actors, scientists, politicians and writers were accused of being communist sympathizers.

Through this all, President Truman remained steadfast about protecting American power and wealth. He sought to expand opportunity for citizens at home and defeat enemies abroad. His violent anti-communism became the cornerstone of the next 40 years of American politics. American Cold War politics lasted for more than three decades.

Jeremi Suri holds the Mack Brown Distinguished Chair for Global Leadership at the University of Texas at Austin. He is the author of five major books on contemporary politics and foreign

policy, including *"American Foreign Relations since 1898"* (2010) and *"Liberty's Surest Guardian: American Nation-Building from the Founders to Obama"* (2011).

"I had entered a living hell on Earth," a Hiroshima survivor remembers

By Justin McCurry, The Guardian, adapted by Newsela staff on 10.25.17

Word Count **944**

Level **1110L**



Sunao Tsuboi (left) and Mitsuko Kouchi (right) point to their younger selves in Yoshito Matsushige's August 6, 1945, photo of survivors on Miukibashi Bridge after the nuclear bomb attack on Hiroshima, Japan, during World War II. Photo: John van Hasselt/Sygma via Getty Images

When Sunao Tsuboi was a 20-year-old college student, he faced a "living hell on Earth."

He doesn't need another reminder of this time when he witnessed the horrors of nuclear warfare – the facial scars he has carried for seven decades are proof enough.

Still, he brings out a black-and-white photograph and points to the shaved head of a young man looking away from the lens.

"That's me," he said. "We were hoping we would find some sort of medical help, but there was no treatment available, and no food or water. I thought I had reached the end."

The location is Miyuki Bridge, Hiroshima, three hours after a U.S. B-29 bomber dropped a 15-kiloton nuclear bomb on the city on the morning of August 6, 1945. Between 60,000 and 80,000 people were killed instantly, and the death toll rose to 140,000 in months after.

In the photo, one of few surviving images taken in Hiroshima that day, Tsuboi is sitting on the road with several other people, staring at the gutted buildings around them. To one side, police officers douse schoolchildren with cooking oil to help soothe the pain of their burns.

Vivid Memories, 70 Years On

In 2015, Japan marked the 70th anniversary of the first nuclear attack in history. There are 183,000 registered hibakusha, or Japanese atomic bomb survivors, and many are now facing the end of their lives, with an average age of 80.

"People like me are losing the strength to talk about their experiences and continue the campaign against nuclear weapons," Tsuboi, a retired school principal, said. He has traveled the world to warn of the horrors of nuclear warfare.

Each person has a unique memory of the morning of August 6 and what came after, but all of them still seem to hold disbelief at the size and scale of destruction.



"I Had No Idea It Was A Nuclear Bomb"

Tsuboi remembers hearing a loud bang, then being blown into the air and landing 10 yards away. He regained consciousness to find he had been burned over most of his body, his shirtsleeves and pant legs ripped off by the force of the blast.

"My arms were badly burned and there seemed to be something dripping from my fingertips," Tsuboi said.

"My back was incredibly painful, but I had no idea what had just happened. I had no idea it was a nuclear bomb and that I'd been exposed to radiation. There was so much smoke in the air that you could barely see 100 meters ahead, but what I did see convinced me that I had entered a living hell on earth.

"There were people calling after members of their family. I saw a schoolgirl with her eye hanging out of its socket. People looked like ghosts, bleeding and trying to walk before collapsing.

"There were charred bodies everywhere, including in the river. I looked down and saw a man clutching a hole in his stomach, trying to stop his organs from spilling out."

Organization For Survivors

He was taken to a hospital, where he remained unconscious for more than a month and when he finally woke, Japan was defeated in World War II and was under the control of the United States and its allies. "I had no idea that the war had ended," he said.

Since then Tsuboi has been hospitalized 11 times, including three occasions when doctors told him he was about to die. He takes drugs for several illnesses, including two cancer diagnoses, which he says are connected to his exposure to radiation.

Now the A-bomb survivors' stories are part of history. Still, the hibakusha are trying to ensure that their experiences do not die with them, at a time when the world is facing nuclear threats from

North Korea.

Tsuboi helps lead a nationwide organization of atomic and hydrogen bomb sufferers called Hidankyo. However many of them are getting too old to tell their stories and travel.

"In 10 years, I'd be surprised if there are many of us left," Hiroshi Shimizu, a Hidankyo official said.

"If the hibakusha continue to speak out against nuclear weapons, then other people will follow suit. That's why we have to continue our campaign for as long as we are physically able," he said.

Honoring The Memories

Hiroshima and Kunitachi, a small city in western Tokyo with a small population of A-bomb survivors, have tried to set up "storyteller" events for people to learn about the attacks. Hidankyo, meanwhile, has reached out to the children and grandchildren of hibakusha.

In July 2015, Yoshiko Kajimoto, an 84-year-old survivor, recounted her experiences via Skype to members of the British Parliament.

As of August 2014, it is reported that as many as 450,000 people died from the effects of the two atomic bombs.

Hiroko Hatakeyama, a survivor who was 6 years old in 1945, says it's her "duty" as a survivor to keep talking about the bombing, "to honor the memory of those who are no longer with us."

Tsuboi makes his annual pilgrimage to Hiroshima Peace Park on August 6, to release a lantern along the Motoyasu River, to "guide" the spirits of the dead. At that same spot, thousands fled to escape the heat of the nuclear blast.

Tsuboi has spoken with Japan's prime minister, Shinzo Abe.

"I will ask him to do everything in his power to rid the world of nuclear weapons," Tsuboi said. "I will continue to repeat that demand until my last breath."

Japan's Schoolchildren keep the memories of Nagasaki bombing alive

By Daniel Hurst, The Guardian, adapted by Newsela staff on 08.09.18

Word Count **922**

Level **1210L**



Young girls look at candle-lit paper lanterns with written messages at Nagasaki Peace Park on the eve of the 71st anniversary of the atomic bombing of Nagasaki, Japan. On August 9, 1945, during World War II, the United States dropped an atomic bomb on Nagasaki, killing an estimated 40,000 people, which led to the end of World War II. Photo: Richard Atrero de Guzman/NurPhoto via Getty Images

The 500 students at Shiroyama Elementary School gather in the assembly hall on the ninth day of every month to sing a song. This is no ordinary school anthem, however.

"Dear Children's Souls" deals with the most traumatic chapter in the school's long history: the moment 1,400 students and 28 staff members died when the United States dropped an atomic bomb on the southern Japanese city of Nagasaki in the closing stages of World War II.

Seventy-three years have passed since the bombing of Nagasaki on August 9, 1945, and the bombing of Hiroshima three days earlier. However, the school feels a special responsibility to keep the memories alive.

"Shiroyama Elementary School is situated closest to the ground zero of the A-bombing compared to other municipal elementary schools in Nagasaki," explains the softly spoken principal, Hiroaki Takemura. The bomb hit less than 550 yards away from the school, according to Takemura.

"The feelings for peace are very strong here," he says.

Sixth-Graders Take On A Big Responsibility

The task of remembering this history is becoming increasingly vital as more and more of the survivors who directly witnessed the events pass away. The ranks of these survivors, known as hibakusha, have halved over the past two decades and their average age is now 82. As they become less mobile, they find it more difficult to travel and give first-hand accounts of the horrors of nuclear war. By speaking out, they hope to prevent nuclear weapons from being used again amid growing global tensions.

The sixth-grade students at Shiroyama, therefore, are taking on more responsibility and being trained as "mini-storytellers."

Each year, about 400 schools from across Japan send thousands of students on field trips to Shiroyama to learn about the atomic bomb. After passing the school gate etched with pictures of doves, the visiting children hear the song lyrics describing how students and teachers' lives were ended "in a brief flash ... expiring meaninglessly."

Then the sixth-graders host the visitors on a tour around the school, including the old building ruins, in an activity called Peace Navi, short for peace navigation. The junior storytellers tell their peers what happened and convey an overarching message of peace, Takemura says.

"Dangerous And Horrific And Inhumane"

These sorts of activities give hope to people who survived the bombing, such as 74-year-old Setsuo Uchino. He was just 21 months old when Nagasaki was attacked but fared better than many others because Uchino had been placed in an air raid shelter at the time.

"Unfortunately I don't think I will see nuclear weapons eradicated while I'm still alive, but I'm hoping that during the next generation's time something will improve," Uchino says.

"That's why I feel that it's a responsibility and duty for me to talk about the stories and my own experience to the children, to the young generation," Uchino says. That way children can "understand how dangerous and horrific and inhumane the A-bombing was, and how scary and horrible nuclear arms are."

It may be an uncomfortable topic for children, but Uchino himself had to come to terms with the horrors of the Nagasaki bombing at a very young age. Although he doesn't have many direct memories of the day, Uchino says his parents spoke to him for the first time about the family's experiences when he was in the fourth grade.

His mother had seen burned bodies and victims crying out for water. She told him the post-bombing scene was like "hell on earth."

Hopes Of Peace And Nuclear Disarmament

Uchino urges the children who hear his story to start conversations with their peers. "I get so many letters of gratitude from students and young people who said they're determined to share the stories with their families," he says proudly.

In Hiroshima, too, local authorities are working to preserve the memories.

To date, 117 adults have successfully completed three years of training to become "A-bomb legacy successors." An additional 250 people are set to join their ranks soon. These volunteers "inherit" survivors' experiences and share their message of peace to students on field trips and foreign visitors.

"It is a fact that young people in Japan don't know much about the A-bombings," admits Hirotaka Matsushima from Hiroshima City's peace promotion division.

As Hiroshima and Nagasaki mark the 73rd anniversary of the bombings, cities make their annual peace declarations. The statements call on world leaders to reflect on what happened in those cities and pursue nuclear disarmament – getting rid of nuclear weapons.

This, of course, is easier said than done.

The Real Voices Are Fading

Many survivors are surprised that Japan, despite being the only nation to have suffered a wartime atomic attack, has shunned a new international treaty to prohibit nuclear weapons.

"Actually the leaders of this country are not serious about nuclear abolition," says Kosei Mito, 72. Mito's mother was pregnant with him when Hiroshima was bombed. "This is the most annoying thing to me."

Fumihiko Yoshida is a professor at the Research Center for Nuclear Weapons Abolition at Nagasaki University. On at least one front, there is reason to be positive, according to Yoshida. Many young people and middle-aged people are taking the survivors' stories very seriously and trying to prepare "for the new stage when we will not be able to listen to hibakusha anymore."

"So, yes, we will lose many real voices from hibakusha in coming years," Yoshida says, "but also we are seeing increasing new messengers who can talk about what happened 73 years ago."

Atomic bomb secrets: Espionage and the Manhattan Project

By Barbara Krasner, Cobblestone Magazine, Cricket Media on 03.19.20

Word Count 1,225

Level MAX



Image 1. The Alpha I Racetrack, located in at the K-25 plant in Oak Ridge, Tennessee, one of the main project sites of the Manhattan Project. It was designed to separate isotopes of uranium to create atomic bombs. Image: James Edward Westcott/Wikimedia Commons

They called it the Manhattan Project. It was a secret, government-funded effort to build an atomic bomb. European physicists had figured out how to split the nucleus of an atom in late 1938. They believed that applying nuclear fission on a large scale could create a powerful weapon. The physicists worried about what would happen if the Germans figured out how to do so first. As World War II (1939–1945) spread across Europe, a few scientists shared their concerns with the United States. They urged President Franklin D. Roosevelt to support further research. He did. By 1943, in nearly 20 locations across the country, men and women were working under top-secret conditions to build a bomb.

The Rosenbergs

Ethel Greenglass met Julius Rosenberg in December 1936 at a charity benefit in New York City. They fell in love and became inseparable. They both attended Communist Party events. Those gatherings were popular among young people like them, who were the children of hard-working

immigrants living in a crowded city. Julius graduated from college with an engineering degree in February 1939. The couple married that June. In December 1939, Julius joined the Communist Party.

As a member of the party, Julius had the job of recruiting other members, so he persuaded Ethel's brother, David Greenglass, and his wife to join. At the time, Julius was working for the U.S. Signal Corps, but he was fired in February 1945 after it was discovered that he was active in the Communist Party. He quickly found another job. Greenglass, a mechanical engineer, was working for the U.S. Army in Los Alamos, New Mexico.

The Secret's Out

Los Alamos was one of the secret Manhattan Project sites. Testing of an atomic bomb was taking place there. Many physicists, including Klaus Fuchs, a refugee of Nazi Germany who had fled to Great Britain, worked there.

Keeping the project a secret was difficult because spies were everywhere. Although the United States worked on the bomb with its allies Great Britain and Canada, it was reluctant to share information about their efforts with another ally, the Soviet Union. U.S. leaders did not trust the Soviet Union. Its leader, Joseph Stalin, was a dictator. And that Communist country had shown itself to have antidemocratic attitudes toward other European nations.

Then, on July 16, 1945, a successful bomb was tested in the New Mexico desert. On August 6, 1945, the United States dropped its first atomic bomb on Japan.

Japan was an enemy during World War II. It had continued to fight after its ally, Germany, had surrendered in May. When the first bomb did not convince Japan to surrender, the United States dropped a second bomb three days later, on August 9. World War II ended shortly after that.

Caught!

After the war, Fuchs returned to England. In late 1948, the Federal Bureau of Investigation (FBI) turned over some shocking evidence to British intelligence: Fuchs had been spying for the Soviet Union. The evidence specifically involved the passing of atomic bomb secrets. Under interrogation, on January 24, 1950, Fuchs confessed. On May 22, 1950, American Harry Gold also admitted to spying. He had served as a courier between Fuchs and a contact in the KGB, the Soviet state security agency.

The FBI wanted Gold to identify others involved in atomic espionage. Gold described a soldier whom he had met in Albuquerque, New Mexico, in June 1945. The FBI did a search of Los Alamos records and the name "David Greenglass" came up and matched Gold's description. The FBI called Greenglass in. The agents hadn't expected much, but he was quite willing to talk.

In his first interview, Greenglass admitted that he had passed atomic bomb information to Gold. He also confessed that Julius Rosenberg had recruited his wife, Ruth, to persuade him to be a spy and that spying had been Julius' idea.



The FBI questioned Julius next. The bureau already had a file on him because of his Communist Party ties. On July 17, 1950, FBI agents raided the Rosenberg apartment and arrested Julius and, a month later, agents arrested Ethel, too. The FBI expected Julius to "talk" if Ethel was in prison, but he didn't.

Guilty Or Not Guilty?

The Rosenbergs were charged under the Espionage Act of 1917, which was originally intended to stop the passing of the nation's strategic secrets during wartime. When it was passed, the United States had just entered World War I (1914–1918). By the early 1950s, although no nations were fighting a traditional war, the United States and the Soviet Union were engaged in the Cold War.

The Rosenbergs were charged with conspiracy to commit espionage. They were accused of passing atomic bomb secrets to the Soviet Union. Greenglass said that he brought information to the Rosenbergs and that Ethel typed up copies to be passed on to the Soviets.

The Rosenbergs' three-week trial was held in March 1951. People had strong opinions on both sides of the case, and the media followed it closely. The FBI wanted the Rosenbergs to serve as an example of what would happen to Communist spies in America. The trial proceeded quickly, and the Rosenbergs didn't have much of a chance. Even before receiving a "guilty" verdict from the jury and sentencing from the judge in April, the death sentence was already decided. The couple was sent to Sing Sing, a federal prison in Ossining, New York.

The Rosenbergs remained on death row for more than two years. Through their lawyer, Manny Bloch, they appealed their case. Kept in separate cells, they communicated through letters to each other and to other family members.

On June 19, 1953, the Rosenbergs' final appeal to the U.S. Supreme Court was denied and all hope for a reversal vanished. Julius urged Bloch to continue to plead their innocence. He and Ethel left their two sons, 10-year-old Michael and 6-year-old Robert, in Bloch's care.

Ethel felt no fear or regret. She believed that she and Julius were the first victims of American fascism. Throughout their ordeal, they had maintained their innocence. They were executed on June 19, when Ethel was 37 and Julius was 35.

The other spies revealed in the case all received lighter sentences. Klaus Fuchs received a 14-year prison sentence and served nine years. Harry Gold was sentenced to 30 years in prison, but he served less than half of that time before being released. A man named Morton Sobell also was convicted of being part of the spy ring, received 30 years in prison and served 18 years. David Greenglass received a 15-year sentence, but served about nine and a half years. Ruth Greenglass never was charged with a crime.

The Rosenberg case was the most sensational event of the Red Scare era. Americans feared that the stolen secrets had shown the Soviet Union how to build an atomic weapon. Historians now think that was not the case, although it may have sped up the Soviet timeline. But along with other events in the decade after World War II, it fed fears that Soviet spies and communist influence was spreading through American society. The trial remains controversial today.