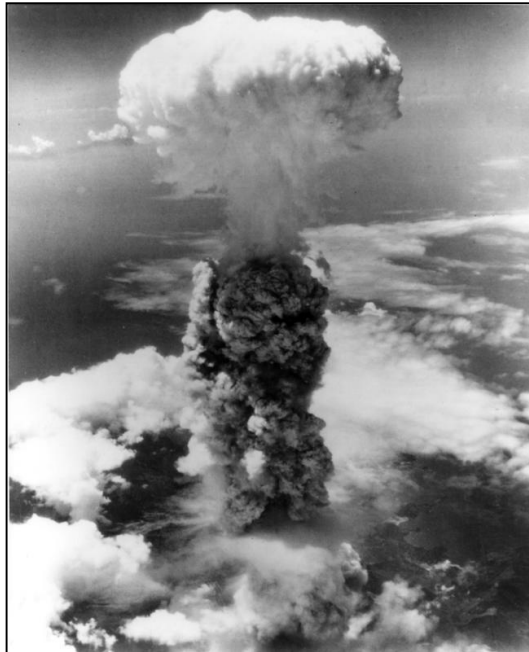


Stark County Teaching American History Grant

Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709



Bringing World War II to an End: Debating the Decision to drop the Atomic Bomb

Grade Level:

10th Grade U.S. History

Created by Mike Dolfi
Perry High School
Massillon, OH

Duration: 2-3 days

Courtesy of the Truman Library, Nation Archives and Records Administration

Overview

This lesson will examine the decision by President Truman to drop the Atomic Bomb on the Japanese cities of Hiroshima and Nagasaki as a means of bringing World War II to a conclusion. This will be accomplished through the use of primary documents placed at stations around the classroom that students will have the opportunity to evaluate. Primary documents will be examined that support President Truman in his decision to drop the bomb without warning as a necessary means of bringing Japan to unconditional surrender without the significant loss of life that would accompany a ground invasion. There will also be evidence and documents that focus on reasons why using the bomb against Japan without prior warning was not a practical or morally justifiable action. Students will use these resources to construct a newspaper “letter to the editor” expressing their viewpoint on the morality and necessity of Truman’s decision to drop the bombs. It is recommended that this lesson be used as part of a larger unit on World War II. Previous coverage of the Pacific Theater during World War II, such as the battles of Iwo Jima, Okinawa and the Bataan Death March will help to provide students with better context for the decision to drop the atomic bomb.

Ohio's New Learning Standards

Strand: History

Topic: The Cold War (1945-1991)

Content Statement #23: Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

Historical Background

Upon the death of Franklin Roosevelt in April 1945, Harry Truman ascended to the Presidency and was now the man responsible for bringing World War II to a victorious end for the United States. Within weeks of taking the oath of office, President Truman was briefed by Secretary of War Henry Stimson on the Manhattan Project, the code name used for the Atomic Bomb program. The program had been such a closely guarded secret that even during his time in the Senate and his brief three-month tenure as Vice-President, Truman had not known of its existence. Following a successful test of the atomic bomb in July, 1945, codenamed Trinity, Truman now had at his disposal the most destructive man-made force that had ever been created.

As springtime dawned upon the combatants of World War II in 1945, optimism ran high among the Allied nations that the war would soon come to an end. These hopes were in part realized by early May, as Berlin fell to the Soviet Army and victory in Europe had finally been achieved. With Germany now out of the picture, the United States could turn its full attention to the Pacific Theater, and a full-scale effort to defeat Emperor Hirohito and Japan. Despite suffering heavy battle casualties on the islands of Iwo Jima and Okinawa in early 1945 and facing continued bombing on the mainland by American B-29 fighters, Japan persisted in its effort to continue the war. While some within the nation realized that they could not possibly outlast the United States, Japanese military leadership insisted on fighting until the bitter end throughout the summer of 1945. At Potsdam in July of 1945, Truman and the Allies proclaimed that unconditional surrender was the only acceptable outcome for Japan, but the declaration fell upon deaf ears. The continued Japanese resistance presented the new President with his earliest and greatest dilemma, whether or not to use the atomic bomb against Japan.

Convinced that continued bombing alone would not be enough to precipitate an unconditional surrender from Japan, President Truman was presented with two primary options for victory. The conventional option would be to invade Japan on the ground. Plans had already been drawn up that called for the invasion of major islands Kyushu and Honshu in November 1945 and March of 1946. Carrying out this strategy would require between five hundred thousand and one million troops, and had estimated casualties at anywhere from 50,000 to more than a quarter million soldiers, most of whom would be Americans. This did not even factor in the inevitable Japanese military and civilian casualties. The other tool that Truman had at his disposal was the new atomic bomb.

Deployment of the bomb over a major Japanese city would deal an epic blow to the already reeling nation of Japan, and would quite possibly lead to the desired unconditional surrender. On the other hand, tens of thousands of civilians would be certain to perish. Even President Truman's closest advisors were split on whether or not the atomic bomb should be used. Some were of the belief that it was the only way to bring the war to a quick end without sacrificing American lives, while others believed that with Germany out of the war and Japan severely weakened, there was no need to unleash the power of the bomb. Once the bomb had been used, they argued, it would only set off others to build and possibly use versions of their own. The third prevailing opinion was that Japanese leaders should be given a demonstration of

the massive power of the bomb, as they would most certainly surrender rather than knowingly face such catastrophic destruction.

Following the rejection of his Potsdam declaration, President Truman wasted little time in making his decision on how to proceed. On August 6th, the first atomic bomb was used against the Japanese industrial city of Hiroshima. When Japan did not immediately surrender following the first blast, just three days later another bomb was dropped upon the city of Nagasaki. Speaking to the United States on his August 9th radio broadcast, President Truman stated that the United States had used the atomic bomb:

"against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned all pretense of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans. We shall continue to use it until we completely destroy Japan's power to make war. Only a Japanese surrender will stop us."

Following the blast on Nagasaki, Japan would finally surrender on August 10th. In total, more than 100,000 Japanese civilians lost their lives; however, the goal of unconditional surrender was achieved without the prolonged horror of a ground invasion. To this day, the necessity and morality of using the atomic bomb against Japan as a means of ending the war is a topic of wide ranging debate.

Enduring Understandings/ Essential Questions

- Enduring Understandings:
 - Advances in science and technology have changed the way that wars are fought
 - The development of new and more efficient weapons brings increased responsibility upon military and political leaders
- Essential Questions:
 - Are advances in military weaponry always beneficial to society?
 - Is the killing of civilians justifiable to bring a war to an end?

Instructional Strategies

Day 1: Introduction

1. Introduce the lesson by handing out the "Introduction to the Atomic Bomb" sheet (Appendix A). This handout uses the historical narrative to introduce students to the atomic bomb debate.
2. On the sheet, have students complete first two sections of the KWL chart, asking what they already know about the atomic bomb and what they would like to learn. You may wish to discuss some of the student responses as an entire class.
3. Explain to the class that you will be focusing on the decision to use the atomic bomb against Japan to bring World War II to an end. It will be up to each student to decide whether this was a necessary action on the part of the United States to end the war and save American lives, or an immoral/unnecessary killing of more than 100,000 innocent civilians

4. Have students read the atomic bomb overview and answer the questions. This work can be done as a whole class activity, individual work, or in small groups.
5. After the students have answered the questions, go through and make sure that they have the correct answers (see answer key)

Day 2: Atomic Bomb Artifact Exhibit Activity

1. Prior to students arriving to class, arrange the room in a format that allows for 7 individual stations. It is best if each of these stations is situated to allow a small group of students (2-4) to gather around it and have a place to write. The idea would be to create an atmosphere like a museum exhibit in the classroom with each piece hung on the wall or displayed in an attractive fashion. The documents that require reading for content should be displayed in a manner that students can hold and read, rather than being hung if possible
2. Create small groups of students (2-4 if possible) using any method that you prefer. Each one of these groups will start out at a different station.
3. Upon their entering class, handout a copy of the “Key Players in the Decision to Drop the Atomic Bomb” sheet (Appendix B), as well as the “Atomic Bomb Artifact Exhibit” handout (Appendix C) to each student.
4. Begin class with the “Key Players in the Decision to Drop the Atomic Bomb” sheet (Appendix B). You may have students read it on their own or complete this as an entire class. The purpose of this handout is to expose students to the wide range of opinions on how to use the bomb expressed by the people involved in its creation and implementation. After reading through the opinions on the handout, students should rank them from one to seven, with number one being the beliefs about the bomb that the student agrees with the most.
5. Explain to the class that they will be viewing a museum exhibit on the use of the Atomic Bomb to bring World War II to a conclusion. The exhibit contains seven stations with photographs and/or other artifacts related to the decision to use the bomb and its effects upon Hiroshima and Nagasaki. It will be the job of each student to tour each exhibit and evaluate the pieces.
6. As they go around to each exhibit, students will spend 3-4 minutes there studying the piece and answering the questions on their handout for that particular work.
 - a. You have the option of playing some sort of classical music as students circulate around the exhibits to enhance the museum experience. You may also use the music as a means of keeping time. (When the music stops, move to the next exhibit.)
7. After each student has completed the tour of gallery exhibits, they are to return to their seats. If time remains, you may discuss findings and thoughts in class, otherwise this will take place at the beginning of the next day.
8. Depending on the amount of time that you have for each class period, this activity may require part of day three to finish.
9. When students have finished touring each exhibit, have them rank the pieces from one to seven based on how influential the piece was at shaping their opinion on the use of the atomic bomb. This will be done on the right hand column of the Atomic Bomb Artifact Matrix (Appendix C). Students will also explain if/how this piece was significant in shaping their opinions on the bomb. (Depending on when students finish with the museum exhibits, this can be used as an end of class exit slip, review homework assignment, or in-class wrap-up)

Day 3: Discuss, Debrief and Assign summative assessment (depending on the length of the class period, the activity may need to be finished at the beginning of day 3)

1. When each group has had the opportunity to visit each station, instruct the students to return to their seats.
2. When all pieces have been reviewed and all questions have been answered, you may then handout the “Atomic Bomb Letter to the Editor” (Appendix E) assignment sheet to each student, along with a copy of the grading rubric (Appendix F) for the project. Explain the requirements and expectations for this project and take any questions.
 - a. If desired, you may spend a few minutes discussing the purpose of newspapers during the time period and linking the writing of a letter to the editor to how people today express opinions on an issue. These can include Facebook/Twitter, blogs, posting comments on a website, etc...
3. Have students take out their Introduction to the Atomic Bomb handouts from day one (Appendix A). At this time, either individually, in partners or as an entire group, have students fill in what they have learned about the bomb, and whether their questions have been answered or still remain.
4. At this time, you may either move on to new content or allow students time in class to begin working on their letters to the editor. Set a due date for the assignment that works best with your schedule, depending on time allowed in class.

Classroom Materials

- Appendix A: Introduction to the Atomic Bomb Handout
- Appendix B: Key Players in the Decision to Drop the Atomic Bomb Handout
- Appendix C: Atomic Bomb Artifact Exhibit Matrix
- Appendix D: Atomic Bomb Artifact Exhibit Matrix Answer Sheet
- Appendix E: Atomic Bomb Letter to the Editor Assignment Handout
- Appendix F: Atomic Bomb Letter to the Editor Grading Rubric
- Appendix G: Death Toll Estimates, and Ariel Photographs of Hiroshima before and after the Atomic Bomb (Exhibit #1)
- Appendix H: Appeal of President Franklin D. Roosevelt on Aerial Bombardment of Civilian Populations, September 1, 1939 (Exhibit #2)
- Appendix I: Stopping Russia, James Byrnes (Exhibit #3)
- Appendix J: Petition to the President of the United States - Leo Szilard (Exhibit #4)
- Appendix K: “Thank God For the Atom Bomb, by Paul Fussell” (Exhibit #5)
- Appendix L: Testimony of Yoshitka Kawamoto (Exhibit #6)
- Appendix M: The Invasion That Didn’t Happen (Exhibit #7)

Resources

Documents

"American Military Leaders Urge President Truman not to Drop the Atomic Bomb," <http://www.colorado.edu/AmStudies/lewis/2010/atomicdec.htm> (accessed March 10, 2013).

"Atomic Bomb Lesson Plan," Stanford History Education Group. http://sheg.stanford.edu/upload/Lessons/Unit_10_New_Deal_and_World_War_II/Atomic_Bomb_Lesson_Plan.pdf (accessed March 10, 2013).

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Correll, John. "The Invasion that Didn't Happen." *Airforce Magazine*, June 2009, <http://www.airforcemag.com/MagazineArchive/Pages/2009/June%202009/0609invasion.aspx> (accessed April 15, 2013).

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"J. Robert Oppenheimer." *Hiroshima: Was it Necessary*, <http://www.doug-long.com/oppie.htm> (accessed March 10, 2013).

"James F. Byrnes." *Hiroshima: Was it Necessary*, <http://www.doug-long.com/byrnes.htm> (accessed March 10, 2013).

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Roosevelt, Franklin. United States. *Appeal of President Franklin D. Roosevelt on Aerial Bombardment of Civilian Populations, September 1, 1939*, http://tdl.org/txlor-dspace/bitstream/handle/2249.3/396/Appeal_of_President_Franklin_D.pdf (accessed March 10, 2013).

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Szilard, Leo. "Petition to the President of the United States, July 17, 1945, " National Archives, Harry S. Truman Library and Museum, The Decision to Drop the Atomic Bomb Collection, http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/documents/index.php?documentdate=1945-07-17&documentid=79&studycollectionid=abomb&pagenumber=1 (accessed April 15, 2013).

Szilard, Leo, *Leo Szilard: His Version of the Facts: Selected Recollections and Correspondence*, Spencer Weart and Gertrud Szilard (Cambridge, MIT Press, 1980)

Photographs

"Aerial view of Hiroshima after atomic bomb blast," 1945, National Archives, Harry S. Truman Library and Museum, The Decision to Drop the Atomic Bomb Collection, <http://www.trumanlibrary.org/photographs/displayimage.php?pointer=21789> (accessed April 15, 2013).

"[Aerial view of the very densely built-up area of Hiroshima on the Motoyasu River looking upstream, 2006.1.7]," c.1930, International Center of Photography, Collections, [http://emuseum.icp.org/view/objects/asitem/People\\$00403260/0;jsessionid=075A7F015246DF9DC2A45B7EBC7E9367?t.state.flow=29ecfc02-968c-4d36-8569-47cbe4026d5d](http://emuseum.icp.org/view/objects/asitem/People$00403260/0;jsessionid=075A7F015246DF9DC2A45B7EBC7E9367?t.state.flow=29ecfc02-968c-4d36-8569-47cbe4026d5d) (accessed April 15, 2013).

"An autographed portrait of Admiral William D. Leahy," c. 1945, National Archives, Harry S. Truman Library and Museum, <http://www.trumanlibrary.org/photographs/displayimage.php?pointer=26205> (accessed April 15, 2013).

"Byrnes at lunch in mess hall of U. S. S. Augusta," July, 1945, National Archives, Harry S. Truman Library and Museum, <http://www.trumanlibrary.org/photographs/displayimage.php?pointer=12803> (accessed April 15, 2013).

"[Dr. J. Robert Oppenheimer, atomic physicist and head of the Manhattan Project.], ca. 1944," Department of Energy, National Archives, <http://research.archives.gov/description/558579>

“Hiroshima in ruins,” August 1945, National Archives, Harry S. Truman Library and Museum, The Decision to Drop the Atomic Bomb Collection, <http://www.trumanlibrary.org/photographs/displayimage.php?pointer=21791>

“Leo Szilard, Image number 201774,” Department of Energy, Digital Photo Archive, <http://www.doedigitalarchive.doe.gov/index.cfm?CFID=856945&CFTOKEN=46471709>

“Nagasaki Atomic Bomb Blast,” 1945, National Archives, Harry S. Truman Library and Museum, The Decision to Drop the Atomic Bomb Collection, <http://www.trumanlibrary.org/photographs/view.php?id=87> (accessed April 15, 2013).

“Portrait of President Truman,” National Archives, Harry S. Truman Library and Museum, <http://www.trumanlibrary.org/photographs/displayimage.php?pointer=22502> (accessed April 15, 2013).

“Portrait of George C. Marshall, Army General,” c. 1945, National Archives, Harry S. Truman Library and Museum, <http://www.trumanlibrary.org/photographs/displayimage.php?pointer=21592> (accessed April 15, 2013).

“The first atomic bomb test, Alamogordo, New Mexico, July 16, 1945,” National Archives, Harry S. Truman Library and Museum, The Decision to Drop the Atomic Bomb Collection, <http://www.trumanlibrary.org/photographs/displayimage.php?pointer=727> (accessed April 15, 2013).

Summative Assessment (or Question)

Students will be constructing their own newspaper letter to the editor that will address whether or not the United States was justified in dropping atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

See **Appendix E** for complete assignment

Assessment Rubric

Atomic Bomb Letter to the Editor Grading Rubric

	3 points	2 points	1 points	0 points
Length and formatting requirements 5% of total	Letter is between 300 and 500 words with the author's name given at the bottom	Letter is just short of 300 words or longer than 500, or does not list the author's name at the bottom	Letter is significantly short of the 300 word requirement and may not have the author's name given at the bottom	Does not meet any of the length or formatting requirements
Taking a position for or against the use of the bomb 5% of total	Takes a clear position either for or against the decision by the United States to drop the Atomic Bombs	Takes a position either for or against the decision by the United States to drop the Atomic Bombs. May not be completely clear	Mentions the use of the Atomic Bomb but position, if present is not clear at all	Makes no attempt to take a position on the use of the Atomic Bomb
Reason #1 30% of total	Reason one is thoroughly explained and defended with no factual errors.	Reason one is explained and defended, but may be lacking some depth or clarity. Small factual errors may be present	Reason one is present, but lacks details and supporting explanation. May have substantial factual errors	Reason #1 is not given at all
Reason #2 30% of total	Reason two is thoroughly explained and defended with no factual errors.	Reason two is explained and defended, but may be lacking some depth or clarity. Small factual errors may be present	Reason two is present, but lacks details and supporting explanation. May have substantial factual errors	Reason #2 is not given at all
Reason #3 30% of total	Reason three is thoroughly explained and defended with no factual errors.	Reason three is explained and defended, but may be lacking some depth or clarity. Small factual errors may be present	Reason three is present, but lacks details and supporting explanation. May have substantial factual errors	Reason #3 is not given at all

Total: _____/_____

Appendices

- **Appendix A:** Introduction to the Atomic Bomb Handout
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Appendix A

Introduction to the Atomic Bomb Handout (2 Pages)

What I Know	What I Want to Know	What I Learned



Courtesy of the Truman Library

Upon the death of Franklin Roosevelt in April 1945, Harry Truman ascended to the Presidency and was now the man responsible for bringing World War II to a victorious end for the United States. Within weeks of taking the oath of office, President Truman was briefed by Secretary of War Henry Stimson on the Manhattan Project, the code name used for the Atomic Bomb program. The program had been such a closely guarded secret that even during his time in the Senate and his brief three-month tenure as Vice-President, Truman had not known of its existence. Following a successful test of the atomic bomb in July, 1945, codenamed Trinity, Truman now had at his disposal the most destructive man-made force that had ever been created.

As springtime dawned upon the combatants of World War II in 1945, optimism ran high among the Allied nations that the war would soon come to an end. These hopes were in part realized by early May, as Berlin fell to the Soviet Army and victory in Europe had finally been achieved. With Germany now out of the picture, the United States could turn its full attention to the Pacific Theater, and a full-scale effort to defeat Emperor Hirohito and Japan. Despite suffering heavy battle casualties on the islands of Iwo Jima and Okinawa in early 1945 and facing continued bombing on

the mainland by American B-29 fighters, Japan persisted in its effort to continue the war. While some within the nation realized that they could not possibly outlast the United States, Japanese military leadership insisted on fighting until the bitter end throughout the summer of 1945. At Potsdam in July of 1945, Truman and the Allies proclaimed that unconditional surrender was the only acceptable outcome for Japan, but the declaration fell upon deaf ears. The continued Japanese resistance presented the new President with his earliest and greatest dilemma, whether or not to use the atomic bomb against Japan.

Convinced that continued bombing alone would not be enough to precipitate an unconditional surrender from Japan, President Truman was presented with two primary options for victory. The conventional option would be to invade Japan on the ground. Plans had already been drawn up that called for the invasion of major islands Kyushu and Honshu in November 1945 and March of 1946. Carrying out this strategy would require between five hundred thousand and one million troops, and had estimated casualties at anywhere from 50,000 to more than a quarter million soldiers, most of whom would be Americans. This did not even factor in the inevitable Japanese military and civilian casualties. The other tool that Truman had at his disposal was the new atomic bomb.

Deployment of the bomb over a major Japanese city would deal an epic blow to the already reeling nation of Japan, and would quite possibly lead to the desired unconditional surrender. On the other hand, tens of thousands of civilians would be certain to perish. Even President Truman's closest advisors were split on whether or not the atomic bomb should be used. Some were of the belief that it was the only way to bring the war to a quick end without sacrificing American lives, while other believed that with Germany out of the war and Japan severely weakened, there was no need to unleash the power of the bomb. Once the bomb had been used, they argued, it would only set off others to build and possibly use versions of their own. The third prevailing opinion was that Japanese leaders should be given a demonstration of the massive power of the bomb, as they would most certainly surrender rather than knowingly face such catastrophic destruction.

Following the rejection of his Potsdam declaration, President Truman wasted little time in making his decision on how to proceed. On August 6th, the first atomic bomb, code named "Little Boy" was used against the Japanese industrial city of Hiroshima. When Japan did not immediately surrender following the first blast, just three days later another bomb, "Fat Man," was dropped upon the city of Nagasaki. Speaking to the United States on his August 9th radio broadcast, President Truman stated that the United States had used the atomic bomb:

"against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned all pretense of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans. We shall continue to use it until we completely destroy Japan's power to make war. Only a Japanese surrender will stop us."

Following the blast on Nagasaki, Japan would finally surrender on August 10th. In total, more than 100,000 Japanese civilians lost their lives; however, the goal of unconditional surrender was achieved without the prolonged horror of a ground invasion. To this day, the necessity and morality of using the atomic bomb against Japan as a means of ending the war is a topic of wide ranging debate.

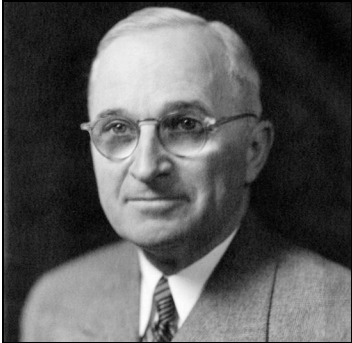


Questions

1. When did President Truman find out about the existence of the Atomic Bomb? What was the codename being used for the project?
2. As the fighting went on and Japan refused to surrender, what options did President Truman have to try and bring the war to an end?

Appendix B

Handout Assignment (3 pages)

Key Players in the Decision to Drop the Atomic Bomb

<p>Harry Truman: President of the United States</p>	<p>President Truman said that Hiroshima and Nagasaki were chosen due to the fact that they were strategic military targets that would have fewer civilian losses. He was willing to use the bomb if necessary to protect American troops from a massive ground invasion of Japan</p> <p>"Having found the bomb we have used it. We have used it against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned all pretense of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans"</p>
<div style="text-align: center;">  <p>Courtesy of the Truman Library*</p> </div>	
<p>George Marshall: U.S. Army Chief of Staff</p>	<p>The decision to drop the atomic bomb should be made by the President of the United States. "The question of whether we should drop this new bomb on Japan, in his judgment, involved such imponderable considerations as to remove it from the field of a military decision." Use of the bomb may lead to Japan finally agreeing to an unconditional surrender.</p>
<div style="text-align: center;">  <p>Courtesy of the Truman Library*</p> </div>	
<p>Admiral William Leahy: Chief of Staff to President Truman</p>	<p>Leahy was of the belief that it was not necessary to use the atomic bomb against Japan, as they had been devastated already and would not be able to continue fighting much longer.</p> <p>"It is my opinion that the use of this barbarous weapon at Hiroshima and Nagasaki was of no material assistance in our war against Japan. The Japanese were already defeated and ready to surrender because of the effective sea blockade and the successful bombing with conventional weapons."</p>
<div style="text-align: center;">  <p>Courtesy of the Truman Library*</p> </div>	

General Leslie Groves: Commanding General of the Manhattan Project



Courtesy of the U.S. Army*

As commanding General responsible for the Manhattan Project, General Groves was of the belief that use of the bomb was a necessity to force Japan to an unconditional surrender. He also had a vested interest to see the bomb used after the significant investment that had been made in the program.

"deliver its first special bomb as soon as weather will permit visual bombing after about 3 August 1945" – Orders from General Groves

Dr. Robert Oppenheimer: Director of Research for the Manhattan Project



Courtesy of the Department of Energy*

In his role as Director of Research for the Manhattan Project, Dr. Oppenheimer was a strong supporter of the atomic bomb program, saying that "When you see something that is technically sweet, you go ahead and do it and you argue about what to do about it only after you have had your technical success. That is the way it was with the atomic bomb."

Looking back years after the bombings, Oppenheimer expressed regret for the way that the bomb was used, without providing warning to Japan first
"I have no remorse about the making of the bomb... That was done right. As for how we used it, I understand why it happened and appreciate with what nobility those men with whom I'd worked made their decision. But I do not have the feeling that it was done right.. ...our government should have acted with more foresight and clarity in telling the world and Japan what the bomb meant."

James Byrnes: U.S. Secretary of State



Courtesy of the Truman Library*

Byrnes was a supporter of using the atomic bomb against Japan. In Byrnes' opinion, the bomb should be dropped without warning to maximize its effectiveness. Use of the atomic bomb would also act as a deterrent to Russia and keep them from becoming involved in Japanese affairs after the war.

"We wanted to get through with the Japanese phase of the war before the Russians came in."

<p>Leo Szilard: Physicist on the Manhattan Project</p>	<p>Szilard believed that the main purpose behind developing the bomb was to ensure that the United States had atomic capabilities before Germany. With Germany out of the war, there was no longer a need for the bomb.</p>
<div data-bbox="248 212 630 573" data-label="Image"> </div> <div data-bbox="228 573 651 604" data-label="Caption"> <p>Courtesy of the Department of Energy*</p> </div>	<p>"In the spring of '45 it was clear that the war against Germany would soon end, and so I began to ask myself, 'What is the purpose of continuing the development of the bomb, and how would the bomb be used if the war with Japan has not ended by the time we have the first bombs?'".</p>
<p>*Image Note: Photographs have been cropped to fit assignment sheet.</p>	

Assignment

Once you have read the beliefs and quotes from each of these individuals, rank their ideas from 1-7 (Write the rank in next to their picture). The person that you rank #1 is the one that you agree with the most, while the individual ranked #7 has the ideas that you agreed with the least.

Appendix C

Atomic Bomb Artifact Exhibit Matrix

Exhibit #	Description (What do you see or read about in this piece?)	What is your reaction to this particular piece?	How influential was this piece in shaping your opinion on using the bomb? Rank from 1 to 7 and explain.
1			
2			
3			
4			
5			
6			
7			

Appendix D

Atomic Bomb Artifact Exhibit Matrix Answer Sheet

(2 Pages)

Exhibit #	Description (What do you see or read about in this piece?)	What is your reaction to this particular piece?	How influential was this piece in shaping your opinion... Rank... and explain
1	The first piece shows an aerial view of Hiroshima prior to the dropping of the atomic bomb. The second piece is a similar aerial view several months after the bomb had been dropped. It shows how the bomb destroyed nearly everything around .	Answers in this column are based on student opinion and interaction with each piece.	Answers in this column are based on student opinion and interaction with each piece.
2	In 1939, President Roosevelt issued this declaration to show his distain for other nations bombing campaigns that have resulted in the killing of civilians. He describes the practice as “inhuman barbarism.” This is a deep contrast to the decision by President Truman to drop the atomic bombs.		
3	This piece describes Secretary of State James Byrnes thoughts that use of the atomic bomb against Japan would act as a deterrent to Russia (The Soviet Union) in its ambitions to occupy other nations. In his opinion, Russia would be less likely to conduct actions that may provoke conflict with the United States knowing that power of the bomb was now available.		
4	This piece is written by Physicist Leo Szilard and co-signed by 58 others involved in the Manhattan Project. It urges President Truman against using the atomic bomb. In the opinion of Szilard and others, the primary purpose of constructing the bomb was to protect ourselves (The US) in the event that Germany successfully created their own atomic device. With the defeat of Germany, use of such a powerful weapon becomes unnecessary.		

5	This piece was written from the perspective of a World War II soldier, who believes that the atomic bomb may have saved his life and the lives of many American troops. He describes the number of Americans killed on Okinawa, the horrors of fighting in war, and the relief felt by he and his fellow troops upon news that the bomb had been dropped.		
6	This piece shows the opposite sentiment from the one in Exhibit #5. This is an account of Yoshitaka Kawamoto, who was in school when the bomb hit Hiroshima. He goes on to describe the horrors that he experienced the day the atomic bomb was dropped and how he dedicated himself to spreading his story to encourage peaceful alternatives to actions such as the atomic bomb.		
7	This is a piece from <i>Airforce Magazine</i> detailing the plans for a ground invasion on the Japanese mainland that was to take place had the atomic bombs not ended the war. This piece provides background of the plans for Operation Downfall and Olympic as well as casualty estimates to give the students perspective that both American and Japanese troops would have likely have perished in large numbers had the war not come to an end first.		

Appendix E

Atomic Bomb Letter to the Editor Assignment

(Page 1 of 2)



Letters TO THE Editor

Didn't lose me

I read your Feb. 26 article regarding the ski industry losing women's participation in the sport with interest. I was one of those women until I purchased an innovation that significantly extended my physical ability to enjoy the sport.

The apparatus, called CADS, is the invention of Walter Dandy, a resident of Vail. I'm sure you, being an integral part of Vail, are aware of this unusual yet extremely functional invention that allows both men and women to ski with far less stress on their muscles, joints and skeletal structure.

If not, I urge you to visit the Web site at www.cads.com. I'm not involved with the company other than being grateful for CADS extending my skiing career. Without the use of

but as the years progressed, my knees began to tolerate skiing less and less.

As a physical therapist for over 20 years with bad knees (chondromalacia, onset of osteoarthritis and what we call "joint mice"), I was hesitant to join my husband's all-day skiing glide only to be in misery at night with swollen, painful knees. When my skiing during the day was interfering with my ability to walk to dinner at night down to Sweet Basil or La Tour, I knew I was in deep trouble. Not even severe knee pain was going to stop me eating!

But it would make me take a second thought about donning my skis this next morning. The only thing that saved me, and gave me back my ability to get back on the slopes with my enthusiastic husband, was finding Walter Dandy from Avon

ly injured skiers would be back on the slopes much sooner and more often, whether they are male or female. It was pain and swelling that was keeping me in the village. I have heard of other people having great results being able to ski without their hip or back pain thanks to CADS. They are one of those little-known secrets around town that keep us up there skiing while actually reducing harmful forces and pressure to our aging parts.

**Sandy Raskin
Colorado Springs**

Keeps me going

I am a 61-year-old woman, and I have been skiing for 30 years. Because of many years of tennis and running as well as skiing, I have osteoarthritis and a loss of cartilage in my knees.

For many years, I considered trying CADS, but put it off because of the hassle (not my ego). Three years ago, the pain became excruciating when I would hit bumps of any kind, so I bit the bullet and became an instant CADS enthusiast. The hassle is minimal, and the benefits are huge.

I can ski anything on the mountain again without pain. I

Long before the days of Internet Blogs, webpage comments and Twitter, if a person wanted his or her opinion to be heard by a large group of people, they would write a letter to the editor of the local newspaper. Some of these letters would then be printed in the paper, as a means of communicating differing viewpoints that may be held by readers of the same newspaper. For this assignment, you will be constructing your own newspaper letter to the editor. The topic that your letter will focus on is whether or not the United States was justified in dropping atomic bombs on the Japanese cities of Hiroshima and Nagasaki. To complete the assignment, you will draw on information that you have learned from the readings and in-class discussion, as well as the information sheet that you filled out when you evaluated the museum exhibits related to the decision to drop the atomic bomb.

Appendix E
Atomic Bomb Letter to the Editor Assignment
(Page 2 of 2)

Letter to the Editor Guidelines

1. **Must be typed, at least 300 words but no more than 500 words in length, with your full name given at the bottom of the letter**
2. **You must take AND defend a position on the United States use of the atomic bombs against Japan. The positions that you may choose from are:**
 - a. **President Truman's decision to use atomic bombs against Hiroshima and Nagasaki WAS a justified action to bring the war with Japan to an end.**
 - b. **President Truman's decision to use atomic bombs against Hiroshima and Nagasaki WAS NOT a justified action to bring the war with Japan to an end.**
3. **Using the information that you have obtained from the readings, discussion and museum exhibit activity about the atomic bomb, you must explain at least THREE REASONS that help defend your argument. You should begin your letter by stating the position that you chose and then explain and defend each one of your reasons.**

Appendix F

Letter to the Editor Grading Rubric

	3 points	2 points	1 points	0 points
Length and formatting requirements 5% of total	Letter is between 300 and 500 words with the author's name given at the bottom	Letter is just short of 300 words or longer than 500, or does not list the author's name at the bottom	Letter is significantly short of the 300 word requirement and may not have the author's name given at the bottom	Does not meet any of the length or formatting requirements
Taking a position for or against the use of the bomb 5% of total	Takes a clear position either for or against the decision by the United States to drop the Atomic Bombs	Takes a position either for or against the decision by the United States to drop the Atomic Bombs. May not be completely clear	Mentions the use of the Atomic Bomb but position, if present is not clear at all	Makes no attempt to take a position on the use of the Atomic Bomb
Reason #1 30% of total	Reason one is thoroughly explained and defended with no factual errors.	Reason one is explained and defended, but may be lacking some depth or clarity. Small factual errors may be present	Reason one is present, but lacks details and supporting explanation. May have substantial factual errors	Reason #1 is not given at all
Reason #2 30% of total	Reason two is thoroughly explained and defended with no factual errors.	Reason two is explained and defended, but may be lacking some depth or clarity. Small factual errors may be present	Reason two is present, but lacks details and supporting explanation. May have substantial factual errors	Reason #2 is not given at all
Reason #3 30% of total	Reason three is thoroughly explained and defended with no factual errors.	Reason three is explained and defended, but may be lacking some depth or clarity. Small factual errors may be present	Reason three is present, but lacks details and supporting explanation. May have substantial factual errors	Reason #3 is not given at all

Total: _____/_____

Appendix G

Exhibit #1

(Page 1 of 2)

Estimated death toll from the Atomic Bombs dropped on Hiroshima and Nagasaki:

Hiroshima: 60,000 – 80,000 killed instantly, around 135,000 killed overall

Nagasaki: around 40,000 killed instantly, more than 50,000 killed overall

Aerial Photographs of Hiroshima before and after the Atomic Bomb

Image 1: An aerial view of Hiroshima in the days before the atomic bomb

Image available from the International Center of Photography:

[Aerial view of the very densely built-up area of Hiroshima on the Motoyasu River looking upstream. Accession number 2006.1.7]

[http://emuseum.icp.org/view/objects/asitem/People\\$00403260/0;jsessionid=075A7F015246DF9DC2A45B7EBC7E9367?t:state:flow=29ecfc02-968c-4d36-8569-47cbe4026d5d](http://emuseum.icp.org/view/objects/asitem/People$00403260/0;jsessionid=075A7F015246DF9DC2A45B7EBC7E9367?t:state:flow=29ecfc02-968c-4d36-8569-47cbe4026d5d)

See terms of use: <http://www.icp.org/terms-and-conditions>

Appendix G

Exhibit #1

(Page 2 of 2)

Image 2: An aerial view of Hiroshima, fall of 1945



Aerial view of Hiroshima after atomic bomb blast, ca. August 1945

Accession number: 98-2459

Image Courtesy of the Harry S. Truman Library and Museum, Nation Archives and Records Administration

Appendix H

Exhibit #2

Appeal of President Franklin D. Roosevelt on Aerial Bombardment of Civilian Populations, September 1, 1939

The President of the United States to the Governments of France, Germany, Italy, Poland, and His Britannic Majesty, September 1, 1939

The ruthless bombing from the air of civilians in unfortified centers of population during the course of the hostilities which have raged in the various quarters of the earth during the past few years, which has resulted in the maiming and in the death of thousands of defenseless men, women, and children, has sickened the hearts of every civilized man and woman, and has profoundly shocked the conscience of humanity.

If resort is had to this form of inhumanity and barbarism during the period of the tragic conflagration with which the world is now confronted, hundreds of thousands of innocent human beings who have no responsibility for, and who are not even remotely participating in, the hostilities which have now broken out, will lose their lives. I am therefore addressing this urgent appeal to every government which may be engaged in hostilities publicly to affirm its determination that its armed forces shall in no event, and under no circumstances, undertake the bombardment from the air of civilians populations or of unfortified cities, upon the understanding that these same rules of warfare will be scrupulously observed by all of their opponents. I request an immediate reply.

Franklin D. Roosevelt

Appendix I

Exhibit #3

Stopping Russia: James Byrnes

Manhattan Project scientist Leo Szilard met with Secretary of State James Byrnes on May 28, 1945. He later recalled:

“[Byrnes]...was concerned about Russia’s postwar behavior. Russian troops had moved into Hungary and Romania, and Byrnes thought it would be very difficult to persuade Russia to withdraw her troops from these countries, that Russia might be more manageable if impressed by American military might, and that a demonstration of the bomb might impress Russia.”

Excerpt from *Leo Szilard: His Version of the Facts: Selected Recollections and Correspondence*, Spencer Weart and Gertrud Szilard ed, (Cambridge: MIT Press, 1980) 184

Appendix J

Exhibit #4

Except from the Szilard Petition, 1945

July 3, 1945

A PETITION TO THE PRESIDENT OF THE UNITED STATES

Discoveries of which the people of the United States are not aware may affect the welfare of this nation in the near future. The liberation of atomic power which has been achieved places atomic bombs in the hands of the Army. It places in your hands, as Commander-in-Chief, the fateful decision whether or not to sanction the use of such bombs in the present phase of the war against Japan.

We, the undersigned scientists, have been working in the field of atomic power for a number of years. Until recently we have had to reckon with the possibility that the United States might be attacked by atomic bombs during this war and that her only defense might lie in a counterattack by the same means. Today with this danger averted we feel impelled to say what follows

The war has to be brought speedily to a successful conclusion and the destruction of Japanese cities by means of atomic bombs may very well be an effective method of warfare. We feel, however, that such an attack on Japan could not be justified in the present circumstances. We believe that the United States ought not to resort to the use of atomic bombs in the present phase of the war, at least not unless the terms which will be imposed upon Japan after the war are publicly announced and subsequently Japan is given an opportunity to surrender....

Atomic bombs are primarily a means for the ruthless annihilation of cities. Once they were introduced as an instrument of war it would be difficult to resist for long the temptation of putting them to such use.

The last few years show a marked tendency toward increasing ruthlessness. At present our Air Forces, striking at the Japanese cities, are using the same methods of warfare which were condemned by American public opinion only a few years ago when applied by the Germans to the cities of England. Our use of atomic bombs in this war would carry the world a long way further on this path of ruthlessness.

Atomic power will provide the nations with new means of destruction. The atomic bombs at our disposal represent only the first step in this direction and there is almost no limit to the destructive power which will become available in the course of this development....

In view of the foregoing, we, the undersigned, respectfully petition that you exercise your power as Commander-in-Chief to rule that the United States shall not, in the present phase of the war, resort to the use of atomic bombs.

Leo Szilard and 58 co-signers

Appendix K

Exhibit #5

Excerpt from “Thank God for the Atom Bomb”

The New Republic - August 1981

by Paul Fussell

...On Okinawa, only weeks before Hiroshima, 123,000 Japanese and Americans *killed* each other. (About 140,000 Japanese died at Hiroshima.) “Just awful” was the comment on the Okinawa slaughter not of some pacifist but of General MacArthur....

... I was a twenty-one-year-old second lieutenant of infantry leading a rifle platoon. Although still officially fit for combat, in the German war I had already been wounded in the back and the leg badly enough to be adjudged, after the war, 40 percent disabled. But even if my leg buckled and I fell to the ground whenever I jumped out of the back of a truck, and even if the very idea of more combat made me breathe in gasps and shake all over, my condition was held to be adequate for the next act. When the atom bombs were dropped and news began to circulate that “Operation Olympic” would not, after all, be necessary, when we learned to our astonishment that we would not be obliged in a few months to rush up the beaches near Tokyo assault-firing while being machine-gunned, mortared, and shelled, for all the practiced phlegm of our tough facades we broke down and cried with relief and joy. We were going to live. We were going to grow to adulthood after all. The killing was all going to be over, and peace was actually going to be the state of things. When the *Enola Gay* dropped its package, “There were cheers,” says John Toland, “over the intercom; it meant the end of the war.”...

Appendix L

Exhibit #6

Except from “Testimony of Yoshitaka Kawamoto”

“Voice of Hibakusha”

Hiroshima Peace Cultural Center

Mr. Yoshitaka Kawamoto was thirteen years old in 1945. He was in the classroom at Zakabacho, 0.8 kilometers away from the hypocenter of the bomb.

KAWAMOTO: One of my classmates, I think his name is Fujimoto, he muttered something and pointed outside the window, saying, "A B-29 is coming." He pointed outside with his finger. So I began to get up from my chair and asked him, "Where is it?"... All I can remember was a pale lightening flash for two or three seconds. Then, I collapsed. I don't know much time passed before I came to. It was awful, awful. The smoke was coming in from somewhere above the debris. Sandy dust was flying around. I was trapped under the debris and I was in terrible pain and that's probably why I came to. I couldn't move, not even an inch. Then, I heard about ten of my surviving classmates singing our school song. I remember that. I could hear sobs. Someone was calling his mother... We thought that someone would come and help us out. That's why we were singing a school song so loud. But nobody came to help... Then I started to feel fear creeping in. I started to feel my way out pushing the debris away little by little, using all my strength. Finally I cleared the things around my head. And with my head sticking out of the debris, I realized the scale of the damage. The sky over Hiroshima was dark. Something like a tornado or a big fire ball was storming throughout the city... I crawled over the debris, trying to find someone who were still alive. Then, I found one of my classmates lying alive. I held him up in my arms. It is hard to tell, his skull was cracked open, his flesh was dangling out from his head. He had only one eye left, and it was looking right at me. First, he was mumbling something but I couldn't understand him... I went to Miyuki Bridge to get some water. At the river bank, I saw so many people collapsed there. And the small steps to the river were jammed, filled with people pushing their way to the water. I was small, so I pushed on the river along the small steps. The water was dead people. I had to push the bodies aside to drink the muddy water. We didn't know anything about radioactivity that time. I stood up in the water and so many bodies were floating away along the stream. I can't find the words to describe it. It was horrible. I felt fear. I became completely bald. My eyes, I lost my eye sight, probably not because of the radioactivity, but because I became so weak. I couldn't see for about three months. But I was only thirteen, I was still young, and I was still growing when I was hit by the A-bomb. So about one year later. I regained my health. I recovered good health. Today I am still working as you can see. As the director of the Hiroshima Peace Memorial Museum, today, I am handing my message over to the children who visit. I want them to learn about Hiroshima. And when they grow up, I want them to hand down the message to the next generation with accurate information. I'd like to see him conveying the right sense of judgment so that we will not lead mankind to annihilation. That is our responsibility.

Appendix L

Exhibit #6

Excerpt from “The Invasion That Didn’t Happen”

Airforce Magazine - June 2009.

John Correll

...Others, notably Gen. George C. Marshall, the influential Army Chief of Staff, were convinced an invasion would be necessary...

Japan had concentrated its strength for a decisive defense of the homeland. In June, Tokyo’s leaders decided upon a fight to the finish, committing themselves to extinction before surrender. As late as August, Japanese troops by the tens of thousands were pouring into defensive positions on Kyushu and Honshu...

The overall invasion plan was code-named Operation Downfall....

The invasion plan called for a US force of 2.5 million. Instead of being demobilized and going home, soldiers and airmen in Europe would redeploy to the Pacific. Forces already in the Pacific would be joined by 15 Army divisions and 63 air groups from the European Theater...

Operation Downfall consisted of two parts:

Operation Olympic. This invasion of Kyushu, the southernmost of Japan’s main islands, was set for Nov. 1, 1945. It would be an amphibious landing a third larger than D-Day in Normandy....

Operation Coronet. This was the code name for an invasion, in March 1946, of Honshu, the largest of the Japanese islands. Coronet would require 1,171,646 US troops, including a landing force of 575,000 soldiers and marines. It would be the largest invasion force ever assembled. Operation Coronet would make use of airfields on Kyushu captured during Operation Olympic.

As Japan’s desperation grew, the ferocity of its armed resistance intensified. The code of bushido—“the way of the warrior”—was deeply ingrained, both in the armed forces and in the nation. Surrender was dishonorable...

In fact, Joint Staff planners on two occasions worked up casualty estimates and came out in the same range. In August 1944, using casualty rates from fighting on Saipan as a basis, they said that “it might cost us a half-million American lives and many times that number in wounded” to take the Japanese home islands. An April 1945 report projected casualties of 1,202,005—including 314,619 killed and missing—in Operations Olympic and Coronet, and more if either of the campaigns lasted more than 90 days.