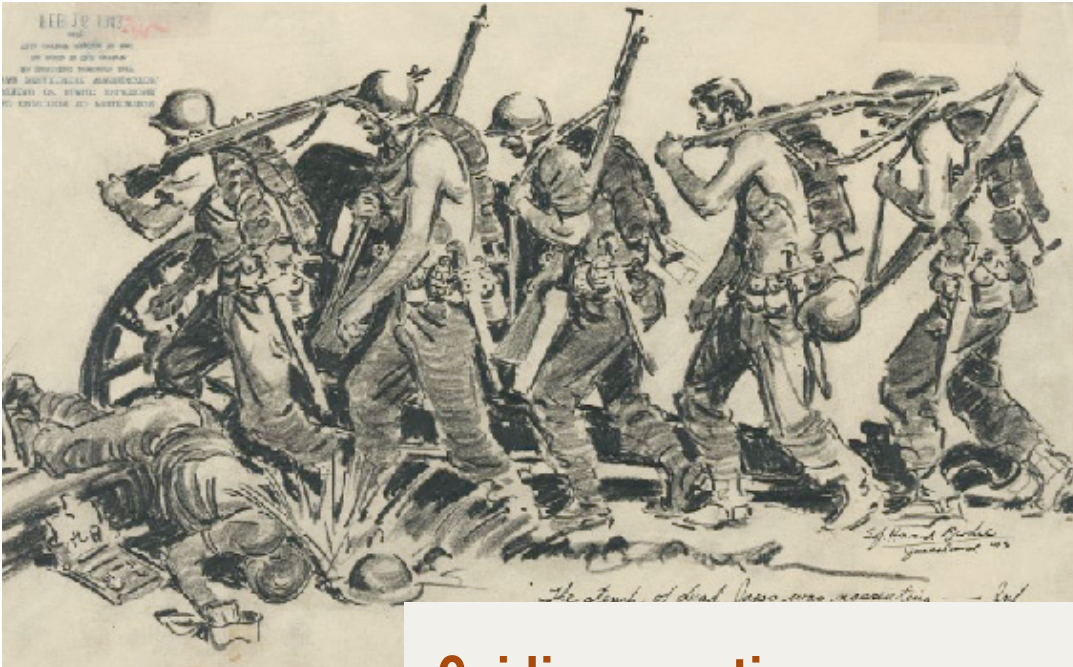




UNDERSTANDING
SACRIFICE

Activity: Operation Invasion: Reaching the Japanese Mainland



Guiding question:

Given its challenges, was the Allies' Island Hopping Campaign the best strategy for fighting World War II in the Pacific Theater?

DEVELOPED BY MATTHEW POTH

Grade Level(s): 9-12

Subject(s): Social Studies

Cemetery Connection: Manila American Cemetery

Fallen Hero Connection: Private William Frank Seiverling



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Overview

Students will discover the necessity of the island-hopping strategy used in the Pacific Theater through interactive activities and creative problem solving. They will analyze primary sources to gain a fuller understanding of the toll the strategy took on those fighting on the islands. At the end of the lesson, students will use interactive technology from the American Battle Monuments Commission and maps to determine if the path the Allies took through the Pacific was the best way to reach the Japanese homeland.

Historical Context

The battle for the dominance in the Pacific Theater was a hard-fought, bloody affair that pushed the American military to develop new strategies of waging war. The key to Allied victory was the island hopping campaign, which required the military to fight for control of small, unknown islands across the vast Pacific Ocean. Though this campaign was essential to winning the war against Japan, the importance of Pearl Harbor and the dropping of the atomic bombs overshadow these battles in many school curricula. This lesson brings attention to overall strategy of the Island Hopping Campaign with specific focus of the savage battles and the grave toll it took on the men who sacrificed themselves to carry out the mission.

“The brave men who charged the beaches across the Pacific added to a proud tradition that future Marines, like myself, have had the honor to follow. I wanted to create a lesson to pay homage to these men and show the daily courage it took to beat back a determined enemy.”

— Matthew Poth

Poth teaches at Park View High School in Sterling, VA.

Objectives

At the conclusion of this lesson, students will be able to

- Describe the overall process and reasoning behind the island-hopping strategy in the Pacific;
- Analyze primary and secondary documents;
- Use critical thinking and creative problem-solving skills to plan and evaluate a path from the United States to Japan; and
- Evaluate the path the Allies took and determine if there was a better invasion route.

Standards Connections

Connections to Common Core

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Connections to C3 Framework

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Documents Used ★ indicates an ABMC source

Primary Sources

Diary entry from Japanese soldier, November 24, 1943

Records of the War Department General and Special Staffs

National Archives and Records Administration (Record Group 165)

Drawing, Howard Brodie, *Litter bearers on a jungle trail at the front*, 1942

Library of Congress (2004661732)

<https://www.loc.gov/item/2004661732/>

Drawing, Howard Brodie, *The stench of dead Japs was nauseating - Inf. on the road to Kokumbona - Guadalcanal - sketched between air alarms*, 1943

Library of Congress (2004661737)

<https://www.loc.gov/item/2004661737/>

Map, *Areas Under Allied Japanese Control*, 15 August 1945

United States Military Academy at West Point

<http://www.westpoint.edu/history/SiteAssets/SitePages/World%20War%20II%20Pacific/ww2%20asia%20map%2052.jpg>

Pete Oleson, "Letter From Guadalcanal," 1942

The National World War II Museum

<http://www.nationalww2museumimages.org/web-assets/images/higgins-sample-gallery3.jpg>

Photograph, *U.S. troops go over the side of a Coast Guard manned combat transport to enter the landing barges at Empress Augusta Bay, Bougainville, as the invasion gets under way*, November 1943

National Archives and Records Administration (513194)

<https://www.archives.gov/files/research/military/ww2/photos/images/ww2-132.jpg>

Secondary Sources

World War II: A Visual History

American Battle Monuments Commission

https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html

Materials

- Activity One:
 - Island Hopping Activity Sample Layout
 - Tape (masking tape or blue painter's tape)
- Activity Two:
 - War in the Pacific Overview
 - Guadalcanal Case Study Packet
- Activity Three:
 - Calculation Sheet
 - Event Cards
 - Computer access (for each group of three to four students) with internet capability and projector to access ABMC Interactive Timeline.
 - Computer with projector to share the *Areas Under Allied Japanese Control* Map.

Lesson Preparation

- Activity One:
 - Set up the class or hallway for the Bell Ringer activity.
 - Use tape or other object to indicate the starting (United States) and ending (Japan) points. Be sure they are fairly far apart to ensure a student cannot move from the start to the end in just one jump. Use the Island Hopping Activity Layout Form as a model.
 - Using masking tape or painter's tape, set up a hallway or open area using the Island Hopping Activity Sample Layout.
 - The Xs will stand for places the student cannot jump.
 - The Is will indicate where the student can jump with one foot.
 - The IIs will indicate where the student can jump with two feet.
 - Be sure to spread out the Xs, Is, and IIs so that it is not easy to jump the whole way and students need to think about their path before they jump.
 - Depending on time and space available, feel free to make several paths.
- Activity Two:
 - Make one copy of the following for each student:
 - The War in the Pacific Overview
 - Guadalcanal Case Study Packet
- Activity Three:
 - Make one copy of the Calculation Sheet for each student.
 - Print one copy of the Event Cards (print double sided) for each group of three to four students. Cut up cards in advance.
- Assessment:
 - Make one copy of the Writing Assessment Prompt and Rubric for each student.
- Set up classroom technology and test all online resources before class.

Procedure

Activity One: Bell Ringer (10 minutes)

- **Teacher Tip:** Follow the Lesson Preparation instructions and the Island Hopping Activity Layout Form to set up this activity.
- Challenge students to cross the Pacific. Students will need to go from the starting point (the United States) to the end point (Japan). Rotate students to allow as many to participate as possible.
- Explain to students:
 - *The goal is to jump your way from the United States to Japan.*

- *The Xs stand for places you cannot jump on OR jump over.*
- *The Is indicate where the you can jump and land with one foot.*
- *The IIs indicate where the you can jump and land with two feet.*
- *You must decide your path, and the goal is to get to Japan as quickly as possible.*
- **Teacher Tip:** Be sure to set up the activity so that it is too far for a student to jump from the start to the end. Students will need to jump between the I and II locations while avoiding the Xs. The different markers represent the different types of islands from which the Allies could select:
 - The Xs represent an island that was not tactically useful (i.e., too small to support forces, protected by enemies, composed of unsuitable terrain, etc.);
 - The Is represent an acceptable island but with limited resources or tactical use; and
 - The IIs represent an ideal location (i.e., an island with an airfield).
- After students have completed the activity, discuss some of the issues they faced and what they had to take into consideration when deciding where to jump. Ask the students to identify what they believe is the shortest, safest route between the United States and Japan.
- Ask the students: *What would alter the route you chose? Are there factors that would make you want to go closer to, or further away from, the islands and landmasses nearby?*
 - Challenge students to think about all of the different factors that went into the decision-making process when selecting where to jump next.
- **Teacher Tip:** If time and space allow, consider making the activity more challenging by requiring students to move items with them to represent supplies (i.e., textbooks, beanbags, etc.) Students could be required to move eight items from the start to the finish. When jumping to I spaces, a student would only be able to jump with one item (requiring him or her turn around and shuttle supplies.) When jumping to II spaces, the student could carry two items, as long as the jump could still be made. This would simulate the importance of resources, the time needed to transport materials from place to place, and the bottlenecks created by many of these small islands.

Activity Two: Primary Document Case Study (30 minutes)

- Give students the War in the Pacific Overview.
- Ask a student to read each section to give a basic understanding of the island-hopping strategy in the Pacific. This reading will set up the interactive map activity for students to better understand the decision-making process of the Allies.
- Divide the class into groups of three to four students and give each student a Guadalcanal Case Study Packet.
- Ask students to analyze the primary sources in the packet to better understand what life was like for the Marines and soldiers who invaded the islands throughout the war.
- Direct students to complete the guiding questions that accompany each document.
- Allow time for students to share reactions to the primary sources.

- Tell students, *Now that we have had a chance to understand the strategy and the effect it had on those fighting, it is your turn to plan the invasion. Your objective is to map out the most effective route from the United States to Japan. Keep in mind the realities of battle and attempt to take the path that will cost the fewest number of lives.*

Activity Three: Understanding the Island-Hopping Campaign (60 minutes)

- Arrange students into groups of three or four students. You may choose to carry over the same groups from Activity Two.
- Give each group of three to four students access to a computer and the [World War II: A Visual History interactive](#) timeline from ABMC.
- Project the *Areas Under Allied Japanese Control, 15 August 1945* Map in front of the classroom.
- Distribute one Calculation Sheet to each student.
- Distribute one set of event cards to each group, but tell them they can only select one card at a time.
 - Challenge students to think about all of the different factors that went into the decision-making process when selecting where to jump next.
- Explain to students that they will need to decide which path to take to get to Event Card 14, the Japanese Surrender. They will only have a limited amount of time to do this.
- Ask a student to read the objective on the Calculation Sheet. Check for understanding.
- Tell students, *Everyone is starting at Pearl Harbor with 100,000 units of supplies and 65,000 men. I will keep track of the time and let you know when it is time for your next move.*
 - Tell students to use the *World War II: A Visual History* interactive timeline, read what happened at Pearl Harbor, and summarize what happened on the Calculation Sheet.
- Set a timer for five minutes. At the end of that time, tell students to flip over Event Card 1 (Pearl Harbor) and read the card. This card will direct students to Guadalcanal.
 - Tell students to use the *World War II: A Visual History* interactive timeline, read what happened at Guadalcanal, and summarize what happened on the Calculation Sheet.
 - **Teacher Tip:** From this point forward, student teams will need to make a choice of where to go next. Each choice has consequence (positive and/or negative) for supplies and manpower. Students will follow the same process for each move the rest of the activity.
- After five minutes, tell students they need to select the next location.
 - Find an event on *World War II: A Visual History* timeline and take notes.
 - Flip the matching event card and fill in the impact on manpower and supplies. Calculate the impact (positive or negative).
 - Repeat the process until they get to Card 14 (the Japanese surrender).
 - Continue to track the time (five minutes for each move) and monitor students by answering questions and keeping them on task.
- Assign students to complete the Reflection Question at the end of the Calculation Sheet. This can be assigned for homework if needed.

Assessment

- Choose an assessment prompt to assign to students (or allow students to choose between the options):
 - Prompt 1: In your opinion, was the path the Allies took the most effective way to reach the Japanese mainland? If yes, use at least three pieces of evidence from the lesson to defend the path. If not, suggest a more efficient path and support your new route citing at least three pieces of evidence from the lesson.
 - Prompt 2: Write a letter home or a journal entry describing what life would have been like for a Marine taking part in the Island Hopping Campaign in the Pacific. Use specific details from the Guadalcanal case study to support your writing.
- The Writing Assessment Rubric can be used to score the essay.

Methods for Extension

- Students with more interest can research the conflicting interests of the U.S. Army, Navy, and U.S. Army Air Forces in the planning of the Island Hopping Campaign. In the free response activity, students could discuss the different factors that were taken into consideration and what each branch of the military wanted to do.
- Students can research some of the campaign's major battles and compare and contrast the battles.

Adaptations

- Teachers can adapt this lesson by having the class, as a whole, work through Activity Three.
- Teachers can split the class into different groups to represent the competing interests and have the class debate the best path.
- Teachers can break the case study into different stations instead of a single activity and jigsaw student responses.
- Teachers can direct students to recreate a beachhead landing if time and space is available.

Guadalcanal Case Study Packet

Those who fought across the Pacific had to contend with staggering heat, disease, lack of sleep, food shortages, and a battle-hardened enemy who made each advance difficult and costly. You will read firsthand accounts of the struggles that men, only a few years older than you are, had to endure to ensure victory. Be sure to answer the questions below in full sentences. If you do not know what a word means, please ask.

Drawing, Howard Brodie, *Litter bearers on a jungle trail at the front, 1942*

Library of Congress (2004661732)



1. What is happening in this image?

Drawing, Howard Brodie, *Litter bearers on a jungle trail at the front, 1942 cont.*

Library of Congress (2004661732)

2. What are some of the risks involved with being a litter bearer?

3. Why are some of the litter bearers armed and others are not?

Pete Oleson, "Letter From Guadalcanal," 1942

The National World War II Museum

A LETTER FROM GUADALCANAL



While one stands guard, others sort the mail. Continual vigilance is maintained in the Solomon Islands against Japanese prowlers and snipers. The sharpshooter at the left keeps a lookout as incoming and outgoing mail is sorted. The letter from one of the boys reproduced on this page came from just such an outpost.

Henderson Field,
Guadalcanal.

Dear Harry:

I've wanted to write you for some time but for the past ten days our gang has been in hell. We chased the Japs across the river and held our ground against mortars, dive bombers, artillery, snipers, bayonets and belly knives.

Eight of us had to lay in jungle slime up to our mouths for a whole day because the Japs had the bead on us from two sides. Charlie, next to me whispered, "I think I can make it," and raised his head for a cautious look. I saw him grin as he drew his Garand forward. That was all. Thank God he died instantly. But his blood oozing out over the slime, reaching at us in waving fingers, nearly drove us mad.

A Jap mortar almost got us when a shell exploded about forty feet away. We practically dug our graves that time. I spit blood for an hour. After nightfall the seven of us quietly slithered out of that stagnant pool like crocodiles. The Japs knew we were flanking them and fired wildly. There was about six inches of water and when Ed got hit in the spine with shrapnel, I think he purposely went under. A single sound would have told the Japs our location.

About the time you Higgins boys on the night shift were knocking off to go home, we booked up with our platoon again, gave the Captain the exact position of the Japs. A runner crawled to the rear and in fifteen minutes our artillery finished off that pocket of rice-eaters.

An hour after dawn we had our first food in twenty-four hours. Dead tired, we tried to sleep on some palm fronds.

But a bunch of Zeros came over and spit at us. Louis was carrying some canteens of drinking water and—his number was up.

Yep, this is quite a war. You live your life in a split second lots of times. Sometimes I wish every fellow I know could spend just one day and one terrifying night out here with us. There would be more aching bellies and not so much belly-aching.

One of the great thrills—if there can be thrills in this business—is to see men come of age under fire. They grow up as shells burst. They work like mad. They fight like mad. Time and again I've seen one of our boys dash across open country, directly in the line of fire, to help a buddy in trouble. The only whistles on Guadalcanal are the screaming kind that go overhead.

Got a job to do tomorrow I don't particularly like. We've got to bury about two hundred Japs. They are commencing to stink up the place pretty bad.

Wish there was more to write about, but there isn't. Remember me to the gang in the yard. I'll write again, if I get a chance.

So long and good luck.

PETE OLESON

P. S.: Was just talking with an Engineer Amphibian Command captain that arrived in a B-17 from the States less than an hour ago. He said that one day last week there was quite a heavy rain in New Orleans and that at the Higgins plants 564 men didn't come to work. I wish he hadn't told me that.

Pete

1. After reading the letter, what are some of the hardships Pete and his friends faced?

2. Pete said, "Sometimes I wish every fellow I knew could spend just one day and one terrifying night out here with us." After reading his letter, how do you think you would do feel about those back home not fighting? How do you think you would do at Guadalcanal?
3. Why do you think Pete would not want to know that 564 people did not show up for work in New Orleans? How would you react to this news?

Diary entry from Japanese soldier, November 24, 1943

Records of the War Department General and Special Staffs
National Archives and Records Administration (Record Group 165)

November 24, 1943

"The whereabouts of each platoon leader is unknown. We are surrounded by tanks but will stick it out to the finish. . . . We did not care about the fire from the machine guns and the guns on the tanks. . . . We're still alive today. We know that we are to die so therefore we are the second suicide unit and plan to fight to the beautiful finish."

1. What do you think the soldier meant by saying "the beautiful finish"?

2. After reading this entry, what do you think the mindset of this soldier was when it came to war? Do you think most Japanese soldiers felt this way? Do you think the Americans fighting them felt this way?

3. As a commander, you would likely be aware of the unwillingness of the Japanese to surrender. How would you prepare your men to go into combat? Would you tell them about Japanese suicide attacks?

Drawing, Howard Brodie, *The stench of dead Japs was nauseating - Inf. on the road to Kokumbona - Guadalcanal - sketched between air alarms, 1943*

Library of Congress (2004661737)



1. What can you guess about the living conditions on Guadalcanal from this image?

Drawing, Howard Brodie, *The stench of dead Japs was nauseating - Inf. on the road to Kokumbona - Guadalcanal - sketched between air alarms, 1943 cont.*

Library of Congress (2004661737)



2. Why do you think the American soldiers would walk past a dead Japanese soldier without burying him?

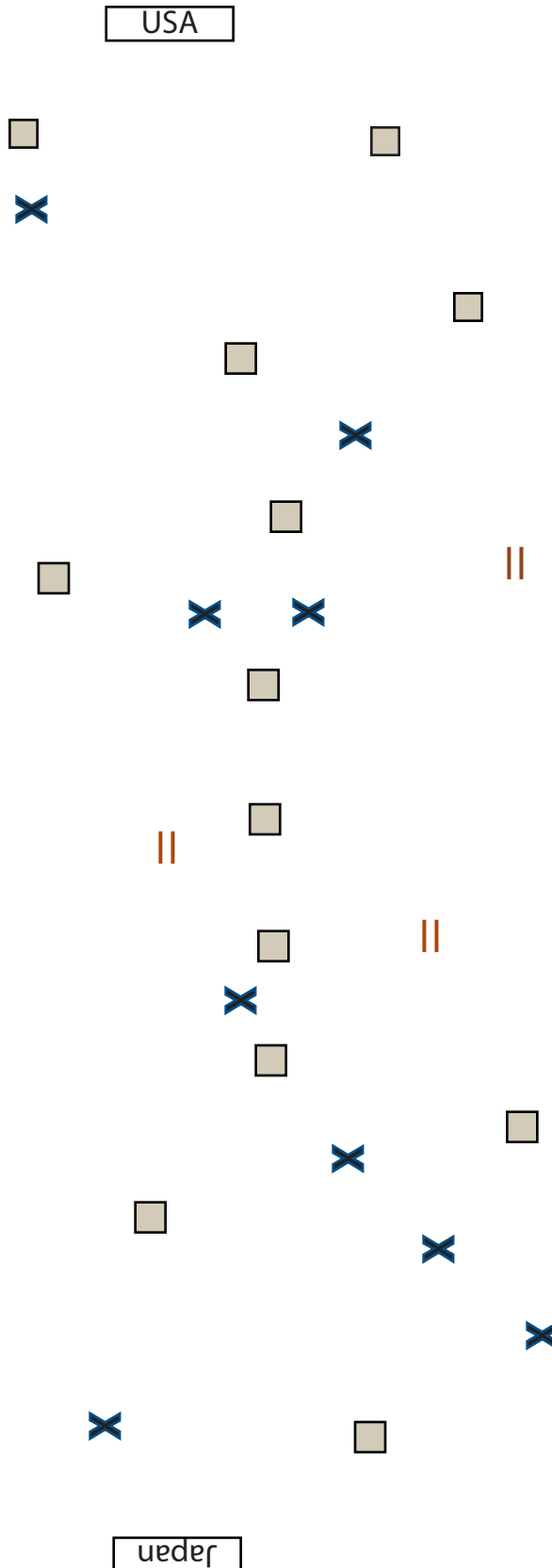
Synthesis Question:

Tie together all four of the documents to answer the next question. If you had to write a letter home to a loved one what would you say? Would you tell them what life was really like on the Guadalcanal? Would you leave some of it out? In the space below answer this question and write a letter to a loved one.

Island Hopping Map

Key

-  - 1 strip of duct tape
-  - 2 strips of duct tape



Event Cards, p. 1 front

**Guadalcanal
1942
Event Card 1**

**Southern Philippines
Campaign
1945
Event Card 2**

**Bismark Archipelago
Campaign
1943
Event Card 3**

**Leyte Campaign
1944
Event Card 4**

**Iwo Jima Campaign
1945
Event Card 5**

**Papua Campaign
1943
Event Card 6**



Event Cards, p. 1 back

Bismark Archipelago Campaign

Manpower lost: 500

Supplies lost: 6,000

Outcome: Patience and planning resulted in low casualties. Add 4,000 to manpower and 9,000 to supplies.

Can move to location: 4, 9, or 10

Southern Philippines Campaign

Manpower lost: 2,000

Supplies lost: 3,000

Outcome: With the support of the Filipino guerrillas, you are one step closer to retaking the Philippines. Add 4,000 to man power and 9,000 to supplies.

Can move to location: 4, 8, 11, 12 or 13

Guadalcanal

Manpower lost: 7,100

Supplies lost: 4,000

Outcome: The island contains an air field. Additional men and supplies can be flown in. Add 2,000 to man power and 4,000 to supplies.

Can move to location: 4, 9, or 10

Papua Campaign

Manpower lost: 19,000

Supplies lost: 7,000

Outcome: After a hard fight, you were able to take the island and open up better supply lines. Add 5,000 to man power and 10,000 to supplies.

Can move to location: 2, 3, or 9

Iwo Jima Campaign

Manpower lost: 7,000

Supplies lost: 8,000

Outcome: After some of the toughest fighting of the war, the Marines take Iwo Jima. The Allies can provide more escorts to bomber groups. Add 4,000 to man power and 6,000 to supplies.

Can move to location:
4, 7, or 11

Leyte Campaign

Manpower lost: 3,500

Supplies lost: 3,500

Outcome: You have opened the door to the Philippines. Add 4,000 to man power and 8,000 to supplies.

Can move to location: 5, 11, or 13

Event Cards, p. 2 front

Ryukyu Campaign
1945
Event Card 7

Western Pacific
Campaign
1944
Event Card 8

Northern Solomons
Campaign
1943
Event Card 9

Eastern Mandates
Campaign
1944
Event Card 10

Luzon Campaign
1945
Event Card 11

China Offensive
Campaign
1943
Event Card 12



Event Cards, p. 2 back

Northern Solomons Campaign

Manpower lost: 1,000

Supplies lost: 2,500

Outcome: After considerable fighting, you were able to build an air field and reinforce your forces. Add 4,000 man power and 9,000 to supplies.

Can move to location: 3, 6, or 10

Western Pacific Campaign

Manpower lost: 7,600

Supplies lost: 5,000

Outcome: Brutal fighting gives the Allies access to a number of superb air fields that will help with future campaigns. Add 4,000 to man power and 5,000 to supplies.

Can move to location: 4, 5, or 11

Ryukyu Campaign

Manpower lost: 27,000

Supplies lost: 13,000

Outcome: The bloodiest fighting in the Pacific has captured Okinawa. The Allies can increase the bombing of Japan in preparation for the final push. Add 4,000 to man power and 10,000 to supplies.

Can move to location: 14

China Offensive Campaign

Manpower lost: 500

Supplies lost: 15,000

Outcome: The Allies are finally able to force the Japanese out of China. Add 4,000 to man power and 9,000 to supplies.

Can move to location: 7, 11, or 13

Luzon Campaign

Manpower lost: 10,000

Supplies lost: 11,000

Outcome: General MacArthur has returned! After intense fighting, the Philippines are in Allied hands. Add 4,000 to man power and 8,000 to supplies.

Can move to location:
2, 4, 7, 12, or 13

Eastern Mandates Campaign

Manpower lost: 2,500

Supplies lost: 3,000

Outcome: With the success of the campaign, the Allies were able to secure important air fields and naval bases. Add 4,000 to man power and 9,000 to supplies.

Can move to location: 3, 4, or 8

Event Cards, p. 3 front

India-Burma Campaign

1944

Event Card 13

Japanese Surrender

1945

Event Card 14

Pearl Harbor

1941

Start



Event Cards, p. 3 back

Pearl Harbor

Manpower lost: 65,000

Supplies lost: 100,000

Outcome: The sleeping giant has been awoken! As America mobilizes, you need to plan the path you will take to reach Japan and end the war.

Can move to location: 1

Japanese Surrender

Outcome: On September 2, 1945, Japan officially surrendered, ending World War II aboard the USS *Missouri*.

Can move to location: Home!

India-Burma Campaign

Manpower lost: 3,200

Supplies lost: 15,000

Outcome: Ground supply lines have been reopened. Add 2,000 to manpower and 12,000 to supplies.

Can move to location: 2, 4, 11, or 12



Calculation Sheet

Objective: Your job is to use the *Areas Under Allied Japanese Control, 15 August 1945* Map (projected in the front of the room) to plan the invasion of the Japanese mainland. You will start at Pearl Harbor, Hawaii, and need to choose a path across the Pacific Ocean, attempting to keep losses to a minimum. You will use the *World War II: A Visual History* Interactive Timeline to write about your choices and keep track of your forces and supplies below.

It is December 8, 1941, the day after the surprise attack on Pearl Harbor. While taking stock of the situation, the phone rings; it is President Franklin Roosevelt. He wants to know your plan to cross the Pacific Ocean and end this war. You have to keep two factors in mind while planning: time and manpower. The longer you take the more casualties there will be.

You begin the simulation at Pearl Harbor, Hawaii with 65,000 men and 100,000 units of supplies.

Starting Location: Pearl Harbor, Hawaii.

What happened here?

First move:

Name of location: Guadalcanal

What happened here?

Starting manpower:	65,000 men	Starting supplies:	100,000 units
Manpower lost: (-)		Supplies lost: (-)	
Manpower added: (+)		Supplies added: (+)	
Manpower total:		Supplies total:	

Calculation Sheet cont.

Second move:

Name of location:

What happened here?

Starting manpower:		Starting supplies:	
Manpower lost: (-)		Supplies lost: (-)	
Manpower added: (+)		Supplies added: (+)	
Manpower total:		Supplies total:	

Third move:

Name of location:

What happened here?

Starting manpower:		Starting supplies:	
Manpower lost: (-)		Supplies lost: (-)	
Manpower added: (+)		Supplies added: (+)	
Manpower total:		Supplies total:	

Calculation Sheet cont.

Fourth move:

Name of location:

What happened here?

Starting manpower:		Starting supplies:	
Manpower lost: (-)		Supplies lost: (-)	
Manpower added: (+)		Supplies added: (+)	
Manpower total:		Supplies total:	

Fifth move:

Name of location:

What happened here?

Starting manpower:		Starting supplies:	
Manpower lost: (-)		Supplies lost: (-)	
Manpower added: (+)		Supplies added: (+)	
Manpower total:		Supplies total:	

Calculation Sheet cont.

Sixth move:

Name of location:

What happened here?

Starting manpower:		Starting supplies:	
Manpower lost: (-)		Supplies lost: (-)	
Manpower added: (+)		Supplies added: (+)	
Manpower total:		Supplies total:	

Seventh move:

Name of location:

What happened here?

Starting manpower:		Starting supplies:	
Manpower lost: (-)		Supplies lost: (-)	
Manpower added: (+)		Supplies added: (+)	
Manpower total:		Supplies total:	

Calculation Sheet cont.

Eighth move:

Name of location:

What happened here?

Starting manpower:		Starting supplies:	
Manpower lost: (-)		Supplies lost: (-)	
Manpower added: (+)		Supplies added: (+)	
Manpower total:		Supplies total:	

Writing Assessment Rubric

Prompt: In your opinion, was the path the Allies took the most effective way to reach the Japanese mainland? If yes, use at least three pieces of evidence from the lesson to defend the path. If not, suggest a more efficient path and support your new route citing at least three pieces of evidence from the lesson.

	Advanced	Proficient	Basic	Emerging
Analysis of path taken (either Allied or new path)	Student shows mastery of the Island Hopping Campaign and has a firm grasp of the logic behind it.	Student has a firm understanding of the Island Hopping Campaign and understands the logic behind it.	Student struggles with the concept of the Island Hopping Campaign and/or has difficulty with the logic behind it.	Student does not understand the Island Hopping Campaign and/or the logic behind it.
Evidence provided in support of path	Student supports the chosen path with three or more pieces of evidence and explains the importance of each piece.	Student supports the chosen path with two or three pieces of evidence but struggles to explain the importance of each piece.	Student supports the chosen path with two or fewer pieces of evidence and/or does not explain the importance of each piece.	Student does not support the path chosen and/or fails to explain evidence.
Ability to tie all aspects of lesson into decision making process	Student is able to effectively use all of the lesson activities and explain the impact of each in support of the essay.	Student is able to effectively use most of the lesson activities but struggles to explain the impact of them in support of the essay.	Student struggles to effectively tie in aspects of the lessons and/or has difficulty explaining the impact of them in support of the essay.	Student does not use the class activities in support of the essay and/or fails to explain the importance of them.
Ability to clearly convey argument	Student is able to clearly and compellingly argue for the chosen path.	Student is able to make a convincing argument for the chosen path.	Student struggles to make a convincing argument for the chosen path.	Student fails to make an argument for the chosen path.

Writing Assessment Rubric

Prompt: Write a letter home or a journal entry describing what life would have been like for a Marine taking part in the Island Hopping Campaign in the Pacific. Use specific details from the Guadalcanal case study to support your writing.

	Advanced	Proficient	Basic	Emerging
Factualness of letter/diary	Student's letter/diary uses factual descriptions of what life was like and explains the impact on them during the Island Hopping Campaign.	Student's letter/diary uses mostly factual descriptions of what life was like and explains the impact on them during the Island Hopping Campaign.	Student's letter/diary does not use factual descriptions of what life was like and fails to explain the impact on them during the Island Hopping Campaign.	Student's letter/diary fails to address with life was like and does not explain the impact on them during the Island Hopping Campaign.
Evidence provided in support of letter/diary	Student supports the letter/diary with three or more pieces of evidence and explains the importance of each piece.	Student supports the letter/diary with two to three pieces of evidence but struggles to explain the importance of each piece.	Student supports the letter/diary with two or fewer pieces of evidence and does not explain the importance of each piece.	Student does not support the letter/diary and/or fails to explain evidence.
Ability to tie all aspects of lesson into letter/diary writing process	Student is able to effectively use all of the lesson activities and explain the impact of each in support of the letter/diary.	Student is able to effectively use most of the lesson activities but struggles to explain the impact of them in support of the letter/diary.	Student struggles to effectively tie in aspects of the lesson and/or has difficulty explaining the impact of them in support of the letter/diary.	Student is unable to use the class activities in support of the letter/diary and/or fails to explain the importance of them.
Ability to clearly convey realities of daily life	Student is able to clearly and compellingly convey realities of daily life.	Student is able to convincingly convey the realities of daily life.	Student struggles to convey realities of daily life.	Student fails to convey realities of daily life.

The War in the Pacific Overview

Background

Though Americans volunteered to fight for other countries before December 7, 1941, the U.S. government officially remained neutral during the first two years of the war. The months leading up to the surprise attack on Pearl Harbor saw increasing tensions between America and Japan, including a trade embargo that sought to remove vital supplies and materials from the Japanese.

Key Figures

General Douglas MacArthur- U.S. Army, Commander of the Allied forces in the southwest Pacific.

Admiral Chester W. Nimitz- U.S. Navy, Commander-in-Chief of the Pacific Fleet.

Island Hopping

Strategy

Island Hopping was a strategy designed to enable the Allies to reach Japan without having to conquer every island held by the Japanese. The Allies picked strategically important islands, attacked them, and set up bases to support future attacks. This enabled the Allies to "hop" over more fortified Islands and cut the defenders off from supplies while minimizing losses of men and supplies. The Island Hopping strategy gave the Allies the ability to surprise the Japanese on any given island.

Pearl Harbor

On December 7, 1941, the Japanese launched a surprise attack at Pearl Harbor, Hawaii. Though the attack was devastating, costing America over 2,400 lives and a large portion of the Pacific Fleet, the Japanese were not able to knock America out of the fight. Luckily for America, their three aircraft carriers were out to sea at the time of the attack. The Japanese failure to destroy these ships would be critical to the American war effort.

Map, Areas Under Allied and Japanese Control, 15 August 1945

United States Military Academy at West Point

