



UNDERSTANDING
SACRIFICE

Activity: Pearl Harbor: A Defining Moment in U.S. History



Guiding question:

What makes Pearl Harbor a defining moment in American history?

DEVELOPED BY KATIE HOERNER

Grade Level(s): 6-8, 9-12

Subject(s): Social Studies

Cemetery Connection: Honolulu Memorial, located within the National Cemetery of the Pacific

Fallen Hero Connection: Seaman Second Class Bruce D. Bradley



NHD
NATIONAL
HISTORY DAY

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Center FOR
History AND
New Media

Overview

Using a history lab format, students will analyze primary and secondary sources to help them answer the guiding question. Students will be broken into groups and each group given a different document to explore. Groups will analyze the effect of the attack on Pearl Harbor and then produce an original political cartoon to illustrate their answer to the guiding question.

Historical Context

Pearl Harbor woke the United States out of its slumber of neutrality. The attack on American soil jarred the collective psyche and forever changed the way the nation approached international affairs and perceived enemies. The results of the attack were felt immediately with the declaration of war, but also crept into the American homefront and beyond. By investigating the impact of Pearl Harbor on the American identity, students can better understand the United States' role on the world stage in the post-World War II era.

Objectives

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

- Evaluate the importance of Pearl Harbor on America's entry into World War II; and
- Analyze the impact of the attack on the American identity and the American role in the world.

Standards Connections

Connections to Common Core

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

“Students understand the significance of 9/11 and have lived with the aftermath, but Pearl Harbor belongs to a past generation. This activity is designed to help students understand how and why Pearl Harbor is a defining moment in our nation's history. By examining the attack on Pearl Harbor through the sinking of the USS Arizona, students will gain an understanding of the personal effect the event had on the United States.”

— Katie Hoerner

Hoerner teaches at Belleville East High School in Belleville, IL.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Connections to C3 Framework

D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Documents Used ★ indicates an ABMC source

Primary Sources

“After the Day of Infamy” Collection

American Folklife Center, Library of Congress

<https://memory.loc.gov/ammem/afcphtml/afcphtml.html>

Executive Order 9066, February 19, 1942

National Archives and Records Administration

Franklin D. Roosevelt, Joint Address to Congress Leading to a Declaration of War with Japan, December 8, 1941

National Archives and Records Administration

<https://www.ourdocuments.gov/doc.php?flash=false&doc=73#>

Photograph, *Captured Japanese photograph taken during the December 7, 1941 attack on Pearl Harbor...*

National Archives and Records Administration (520600)

<https://www.archives.gov/files/research/military/ww2/photos/images/ww2-125.jpg>

Photograph, *Japanese near trains during Relocation, c. 1942*

National Archives and Records Administration (195538)

Photograph, *USS ARIZONA burning after the Japanese attack on Pearl Harbor, December 7, 1941*

National Archives and Records Administration (520601)

<https://www.archives.gov/files/research/military/ww2/photos/images/ww2-127.jpg>

Photograph, *USS SHAW exploding during the Japanese raid on Pearl Harbor*, December 7, 1941
National Archives and Records Administration (520590)

<https://www.archives.gov/files/research/military/ww2/photos/images/ww2-126.jpg>

Poem, Bruce James Bradley, "Uncle Bruce"

Courtesy of Bruce James Bradley

Poster, David Stone Martin, *Above and Beyond the Call of Duty*

National Archives and Records Administration (NWDNS-208-PMP-68)

https://www.archives.gov/exhibits/powers_of_persuasion/united_we_win/images_html/above_and_beyond.html

Poster, Amos Sewell, *Miles of Hell to Tokyo!*, 1945

National Archives and Records Administration (208-PMP-45)

https://www.archives.gov/exhibits/powers_of_persuasion/knew_the_meaning_of_sacrifice/images_html/miles_of_hell_to_tokyo.html

"Statement of Ensign George B. Lennig," December 20, 1941

National Archives and Records Administration (Record Group 38, Box 814)

Secondary Sources

"A Date Which Will Live in Infamy: Remembering Pearl Harbor" ★

American Battle Monuments Commission

<https://abmc.gov/news-events/news/december-7-1941-date-which-will-live-infamy-remembering-pearl-harbor#.WMHHU28rLct>

Bruce Dean Bradley Fallen Hero Profile ★

American Battle Monuments Commission

How Pearl Harbor and 9/11 Changed the United States Forever [5:25]

CBS News

<https://www.youtube.com/watch?v=yODhAz7y6Xw>

Materials

- Document Analysis Worksheet
- Pearl Harbor Political Cartoon Assignment and Rubric
- Computer with internet capability to access YouTube video, projector and speaker.

Lesson Preparation

- Divide students into groups of three to four students per group.
- Make one copy of the Pearl Harbor Source Packet for each group of three to four students.
- Make one copy of the Pearl Harbor Political Cartoon Assignment and Rubric for each student.
- Make six copies of the Document Analysis Worksheet for each group.
- Cue *How Pearl Harbor and 9/11 Changed the U.S. Forever* video clip for use at the end of the lesson.

Procedure

Activity One: Background Knowledge (10 minutes)

- Ask students what they know about 9/11. Share out with whole class.
- Ask students what they know about Pearl Harbor. Share out with whole class.
- Ask students why they think 9/11 is such an important event in history, then discuss why Pearl Harbor is as important. Students will likely know more about the immediate effects of 9/11, so this discussion can guide them to realizing they need more data to understand the true importance of Pearl Harbor.

Activity Two: Pearl Harbor Source Analysis (30 minutes)

- Divide students into teams of three to four students each.
- Distribute one Pearl Harbor Source Packet and six copies of the Document Analysis Worksheet to each group.
- Ask the student groups to divide the documents, review, and analyze each document together. Ask students to complete a Document Analysis Worksheet for each group of sources.
 - Monitor students to keep them on track and answer questions as needed.
 - Direct students to discuss their answers to the guiding question as it pertains to each of the six source groups.
- Share out student responses to the the guiding question and list the answers on the board.
- Ask student groups, *Which reason do you feel is the most significant? Why?*

Activity Three: Discussion (15 minutes)

- Divide the class based on the different reasons presented and have students with the same reason move and sit together.
- Conduct an open discussion where students discuss and defend their answer to the guiding question utilizing the documents to support their argument.
- Show video clip *How Pearl Harbor and 9/11 Changed the United States Forever*.

- Ask students to react to the video clip.

Assessment: Creating Political Cartoons (30 minutes)

- Direct students to create a political cartoon answering the guiding question, “What makes Pearl Harbor a defining moment in American history?”
- The Pearl Harbor Political Cartoon Rubric to assess the assignment.

Methods for Extension

- Students with more interest in Pearl Harbor can visit the National World War II Museum site and explore the oral histories.
- Students can learn more about the reactions of Americans recorded in the After the Day of Infamy Collection from the Library of Congress.
- The American Battle Monuments Commission maintains U.S. military cemeteries overseas. These cemeteries are permanent memorials to the fallen, but it is important that students know the stories of those who rest here. To learn more about the stories of some of the men and women who made the ultimate sacrifice, visit www.abmceducation.org/understandingsacrifice/abmc-sites.

Adaptations

- Teachers can adapt this lesson for various levels by engaging in read-aloud methods in groups, editing the longer documents to utilize smaller chunks of information, or analyze the documents together as a class.
- Teachers can choose to use fewer documents to focus the discussion and narrow the topic.
- Teachers can vary the makeup of grouping to maximize instructional time by utilizing larger groups if planning to use less documents or smaller groups if using all documents. When selecting groups, varying ability levels can help stimulate active discussion so that students with multiple levels can collaborate.
- If working with younger students, visual documents such as photos or posters and shorter written documents may offer the opportunity for increased understanding and accessibility.

Document Analysis Worksheet

Title(s) of Source (if provided): _____

Type of Source: Primary _____ or Secondary: _____

Note: When multiple sources are provided, glean the key ideas from them as a group to complete this sheet.

Type of document(s) (letter, journal, newspaper, photo, etc.)	
Author(s) & Date(s) (if available)	
Why was the document(s) created? In what time period was the document created?	
What historical event(s) does this document group refer or pertain to?	
What facts and information can you gain from the document about the impact of Pearl Harbor? Cite specific details from the document(s).	
Guiding Question: What makes Pearl Harbor a defining moment in American history? Support your answer with direct evidence from this source.	

Photograph, *Captured Japanese photograph taken during the December 7, 1941 attack on Pearl Harbor. In the distance, smoke rises from Hickam Field, December 7, 1941*

National Archives and Records Administration (520600)



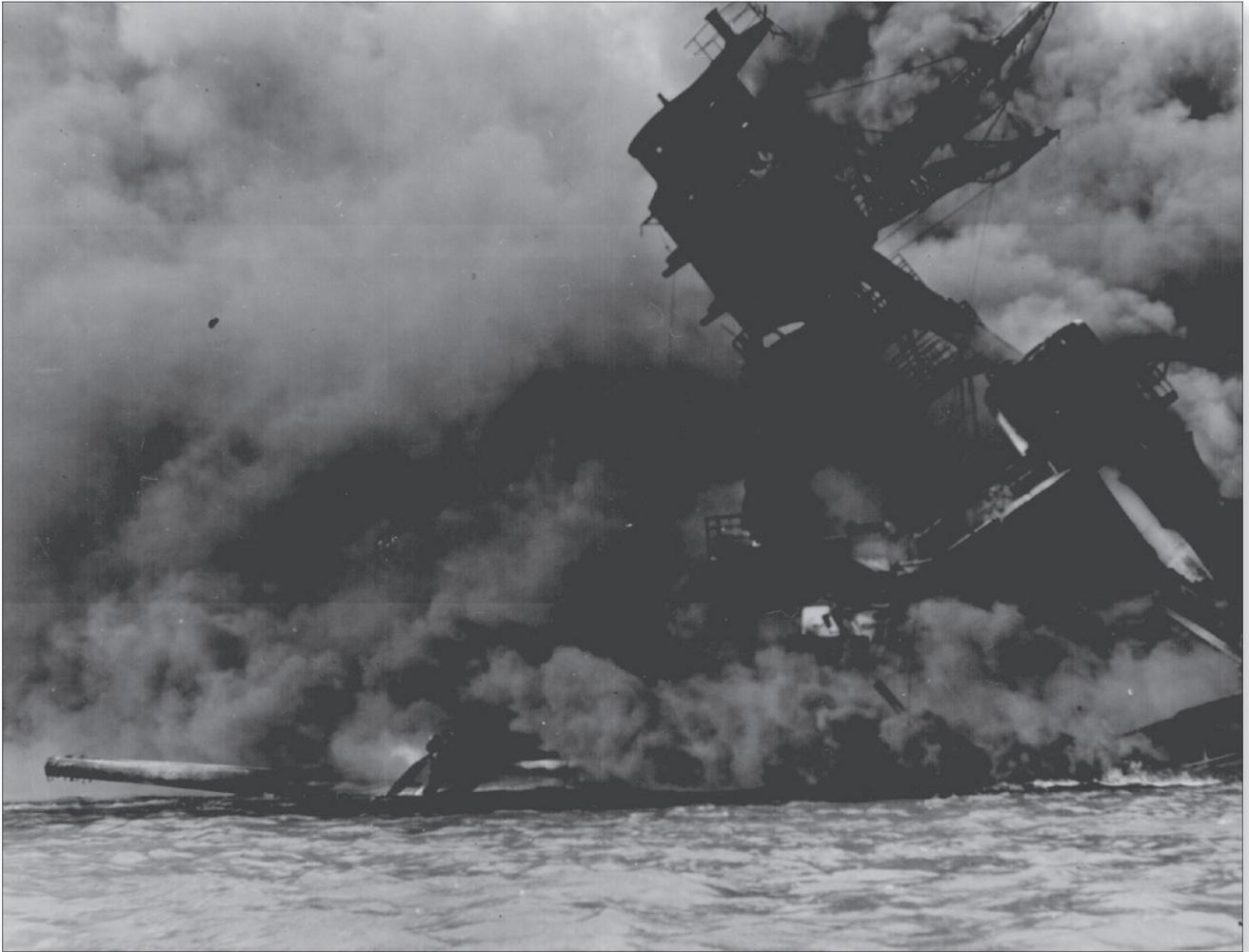
Photograph, *USS SHAW exploding during the Japanese raid on Pearl Harbor, December 7, 1941*

National Archives and Records Administration (520590)



Photograph, *USS ARIZONA burning after the Japanese attack on Pearl Harbor, December 7, 1941*

National Archives and Records Administration (520601)



Franklin D. Roosevelt, Joint Address to Congress Leading to a Declaration of War with Japan, December 8, 1941, p.1

National Archives and Records Administration

TO THE CONGRESS OF THE UNITED STATES:

Yesterday, December 7, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with ^{that} ~~the~~ nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ships have been ^{reported} torpedoes on the high seas between San Francisco and Honolulu.

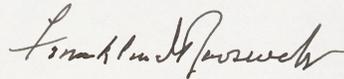
Franklin D. Roosevelt, Joint Address to Congress Leading to a Declaration of War with Japan, December 8, 1941, p.2

National Archives and Records Administration

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With confidence in our armed forces -- with the unbounding determination of our people -- we will gain the inevitable triumph -- so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire.



THE WHITE HOUSE,
December 8, 1941.

Executive Order 9066, February 19, 1942

National Archives and Records Administration

EXECUTIVE ORDER

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AUTHORIZING THE SECRETARY OF WAR TO PRESCRIBE
MILITARY AREAS

WHEREAS the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U. S. C., Title 50, Sec. 104):

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military

Photograph, *Japanese near trains during Relocation, c. 1942*

National Archives and Records Administration (195538)



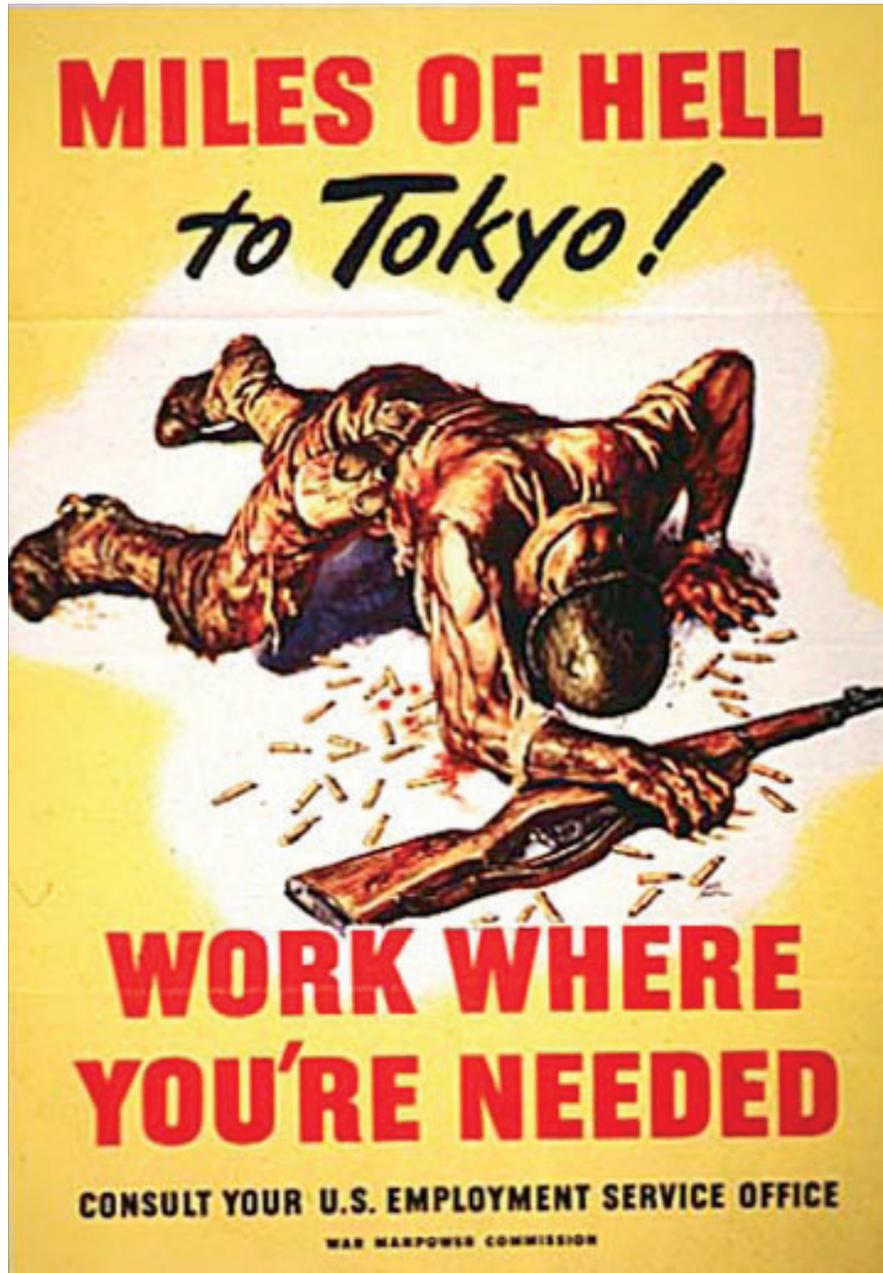
Poster, David Stone Martin, *Above and Beyond the Call of Duty*

National Archives and Records Administration (NWDNS-208-PMP-68)



Poster, Amos Sewell, *Miles of Hell to Tokyo!*, 1945

National Archives and Records Administration (208-PMP-45)



Poem, Bruce James Bradley, “Uncle Bruce”

By Bruce James Bradley

Note: “Uncle Bruce” refers to Seaman Second Class Bruce Dean Bradley who perished about the USS Arizona while in service to his country on December 7, 1941. He was 19 years old. Bruce James Bradley is his great nephew and namesake.

Were you at your station? Asleep in your bed?
When the enemy airplanes appeared overhead.
Did you see the planes come? Could you hear a loud roar?
Were the seconds like minutes or possibly more?

Your ship was ablaze and sunk by 8:10.
Were you awake and aware? Surely by then.
How did you react? What did you feel?
It must have been chaos - too strange to be real.

Did you see a flash? Did you hear the boom?
Did you know your ship would become your tomb?
As the bombs and the bullets were dropping like rain.

Did you cry out for help? Were you in great pain?
When the planes in the sky continued to drone.
Were you with others or were you alone?
Did you have a chance, to gather and pray?
Or did death come too fast on your final day?

They may be moot, these questions I've posed.
Their lives were lost, the chapter long closed.
But these questions I asked, are not without cause.
Asked not for answers, but to give us pause.
To frame our thoughts of this horrendous act.

Over 2000 lives lost is more than a fact.
They had feelings and thoughts on that fateful day,
The sailors that died in that gruesome way.

To frame our thoughts of this horrendous act.
Over 2000 lives lost is more than a fact.
They had feelings and thoughts on that fateful day,
The sailors that died in that gruesome way.

Their loss is still felt after all of these years.
Even today as we dab at our tears,
For Bruce and his mates in their barnacled grave.
The lives that were lost, that no one could save.

May they rest on their ship in eternal slumber,
Remembered by name and not just a number.

Fallen Hero Profile: Seaman Second Class Bruce Bradley

Name: Bruce Dean Bradley

Born: January 29, 1922

Died: December 7, 1941

Hometown: Elgin, Illinois

Entered the Military: October 8, 1940

Branch of Service: U.S. Navy, *USS Arizona*

Rank: Seaman, Second Class

Award(s): Purple Heart

Cemetery: Honolulu Memorial



Before the War

Bruce Bradley was the youngest of five children born to Daniel and Luella Beemer Bradley in Paw Paw, Illinois. Daniel Bradley was a farmer, and his wife was a homemaker.

Since Bruce's mother was confined to the Dixon State Hospital from the time Bruce was a child, his father cared for his young children with the help of the older siblings. Bruce was extremely close to his older sister, Laura, who all but "raised him from the time he was 2 ½ years old." When he was seven years old, Bruce moved to Elgin, Illinois, to live with his sister and her husband, Jacob Nesler.

Bruce attended Elgin High School for two and a half years before enlisting in the U.S. Navy in October 1940 with his father's consent. He reported for duty at the Great Lakes Naval Training Station. Bruce was later transferred to San Diego, California, before being assigned to the *USS Arizona* on December 9, 1940.

Military Experience

The *USS Arizona* was commissioned on October 17, 1916, and was named for the recently added state. The ship was part of the honor escort that delivered President Woodrow Wilson to the Paris Peace Conference following World War I and returned home from France carrying 238 American veterans from the Great War.

The *USS Arizona* participated in training, fleet exercises, gunnery practice, and maintenance during the period of peace between the world wars. The ship received a comprehensive overhaul in 1931. It was sent to Pearl Harbor, Hawaii, when tensions increased between the United States and Japan. In October 1941, the *Arizona* was damaged during a training exercise when it was struck by the *USS Oklahoma*.

Entering the U.S. Navy as an Apprentice Seaman, Bradley earned the rating of Seaman Second Class on February 8, 1941. In this role, Bradley engaged in naval drill duties, mastered naval knots, and excelled at signaling and steering. In addition, it was his responsibility to stand watch and perform gunnery duties. Bradley was on board the *Arizona* when it was called to action in Pearl Harbor in the months preceding American entry into World War II.

"Thought it was a Joke"

The Japanese attacked Pearl Harbor shortly before 8:00 a.m. local time on December 7, 1941. Ensign G.S. Flannigan described the first moments of the attack aboard the *Arizona*:

About 8 o'clock I hear the air raid sirens. I was in the bunk room and everyone in the bunk room thought it was a joke to have an air raid on Sunday. Then I heard an explosion. I was undressed. I climbed into some khaki clothes and shoes. Then the general alarm bell went.

The *Arizona* received a devastating hit at approximately 8:10 a.m. that ignited fires in the forward part of the ship. Explosions and fires, combined with the rapid sinking of the ship, led to the death of 1,177 crew members. Ensign W.J. Bush described his final moments aboard the USS *Arizona*:

...there were three violent blasts with flame and powder fumes entering the compartment. I then told all personnel in the vicinity to get out and go topside to avoid the gas. About twenty enlisted personnel and myself went topside. I saw the entire ship forward of #3 turret to be a raging fire... Shortly thereafter Ensign Davison and myself got three boats clear of the oil fire on the water and picked up the men in the water who had jumped to get clear of the fire. We took several boatloads of badly burned and injured men to Ford Island landing and continued picking up men in the water between the ship and the shore... Ensign Lenning, Ensign Miller, and Lt. Comdr. Fuqua made sure no one could be rescued from the after end of the ship before they left.

Bradley was among the crew who perished aboard the *Arizona*. Bradley's father received a telegram from the Chief of Bureau of Navigation on December 20, 1941, declaring Bradley Missing In Action. On January 20, 1942, a second telegram stated that his son was "officially declared to have lost his life in the service of his country."

Commemoration

The attack on Pearl Harbor marked the entry of the United States into World War II. For the Bradley family, it marked the beginning of years of searching for answers and closure regarding the fate of their son and brother.

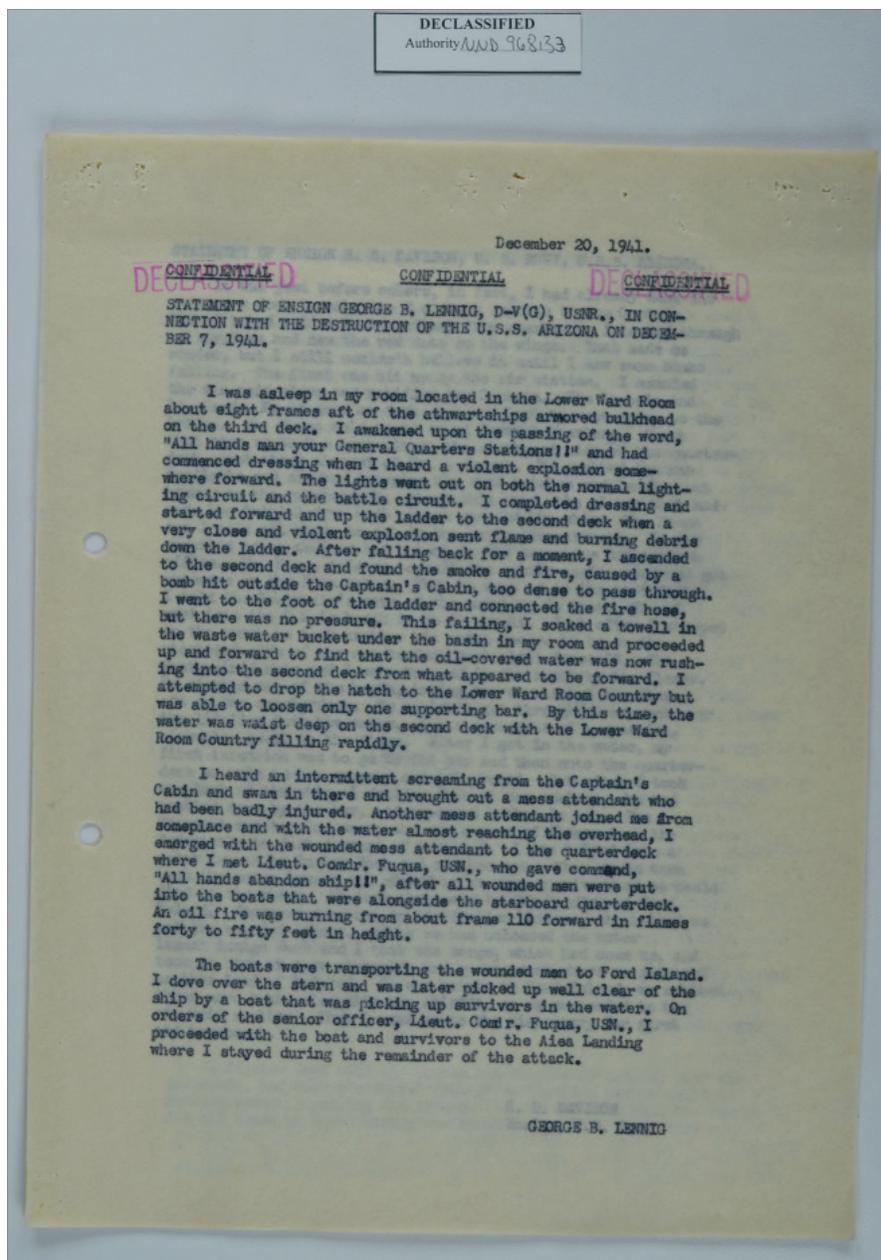
Bradley's remains were listed as unrecoverable aboard the USS *Arizona*. In 1944, his sister, Laura, wrote to the Bureau of Naval Personnel to inquire about her brother's remains. In the aftermath of this tragic loss, the family was desperate to find proof of Bradley's fate. In her letter, Laura requested "proof of my brother's death at Pearl Harbor." She further sought "his identification tag or any proof that he lost his life on that boat." As the family tried to cope with the loss of their youngest member, they requested a large American flag to honor their fallen loved one.

The Purple Heart was awarded to Bruce Bradley posthumously on January 21, 1943, and he received the World War II Victory Medal and American Defense Service Medal on December 14, 1946. These medals were subsequently misplaced over the years. Bradley's great-niece petitioned the U.S. Navy to issue a replacement Purple Heart to the family 75 years after his ship went down. Since all immediate family members are deceased, the task was cumbersome, but successful. Bradley's great-nephew and namesake now possesses the Purple Heart in honor of his great-uncle's ultimate sacrifice.

Bradley's name was inscribed on the Honolulu Memorial at the National Memorial Cemetery of the Pacific and also appears on the USS *Arizona* Memorial. The family further honored Bradley by erecting a memorial for him alongside the resting place of his parents in his birthplace of Paw Paw, Illinois.

“Statement of Ensign George B. Lennig,” December 20, 1941

National Archives and Records Administration (Record Group 38, Box 814)



Pearl Harbor Political Cartoon Assignment and Rubric

Directions: Using the documents and discussion in class, answer the question, *What makes Pearl Harbor a defining moment in American history?* Create a political cartoon to illustrate your stance on this issue.

	Advanced	Proficient	Basic	Emerging
Concept	Guiding question is answered and position is clear and easily identifiable.	Guiding question is answered and position is identifiable.	Guiding question answer is identifiable; position may be unclear.	Answer to guiding question and position are unclear.
Visual Presentation and Creativity	Cartoon is neat and clean. Creative graphics are used exceptionally well. Captions are clever and readable.	Cartoon is neat and clean. Creative graphics are used. Captions are included and readable.	Cartoon is somewhat neat. Some creative graphics are used. Captions are included.	Cartoon is messy. Graphics are lacking. Captions are omitted or unreadable.
Historical Content	Cartoon clearly conveys an understanding of historical content. Excellent use of appropriate symbolism. Title is clear, clever, and relevant to the topic.	Cartoon conveys understanding of the issue. Uses appropriate symbolism. Title is clear and relevant to the topic.	Cartoon conveys a limited understanding of the issue. Attempts to use symbolism. Title is unclear or irrelevant to the topic.	Cartoon conveys little or no understanding of the issue. Does not use symbolism. Title is missing.