



#8963

WORLD WAR II: THE PACIFIC

Grade Levels: 7-12

30 minutes

AIMS MULTIMEDIA 1996

1 Instructional Graphic Enclosed

DESCRIPTION

Archival newsreel footage strengthens this four-part presentation on America's military leaders and action in the Pacific during World War II. Begins with the attack on Pearl Harbor and then focuses on Douglas MacArthur (Army), William "Bull" Halsey (Navy), James Doolittle (Air Force), and the battle for Iwo Jima (Marines). Viewers are encouraged to interact via the pretests.

ACADEMIC STANDARDS

Subject Area: Historical Understanding

- ◆ Standard: Understands the historical perspective
 - Benchmark: Analyzes the values held by specific people who influenced history and the role their values played in influencing history
 - Benchmark: Analyzes the influence specific ideas and beliefs had on a period of history



Subject Area: World History

- ◆ Standard: Understands the causes and global consequences of World War II
 - Benchmark: Understands the positions of the major powers Britain, France, the U.S., and the Soviet Union on fascist aggression, and the consequences of their failure to take forceful measures to stop this aggression

INSTRUCTIONAL GOALS

1. To explore the roles of Douglas MacArthur, William "Bull" Halsey and James Doolittle in World War II.
2. To examine the activities in the Pacific region throughout World War II.
3. To provide factual information regarding World War II.

VOCABULARY

- | | |
|--------------------|---------------|
| 1. bombard | 4. kamikaze |
| 2. decommission | 5. liberate |
| 3. insubordination | 6. propaganda |

BEFORE SHOWING

1. Prepare students for their role in playing a history game.
 - a. Determine if students will play on an individual or team basis.
 - b. Provide each student/team with a "History Game Worksheet." (See INSTRUCTIONAL GRAPHICS.)
 - c. Begin the video and allow the program to play until the narrator completes question #3. Stop the tape each time the star symbol (accompanied by an audible beep) appears on the screen. This will occur after every third question. Allow the student/team time to answer the three questions before continuing. In the segment following the three questions, the video presents historical footage to provide the answers for each question.
 - d. After each set there will be a bonus question. The answers will appear at the end of the video.
2. Discuss vocabulary words used in the video.
3. Locate Tokyo, Iwo Jima and Pearl Harbor on a map or globe.

AFTER SHOWING

Discussion Items and Questions

1. Discuss the leadership roles of Douglas MacArthur, William Halsey and James Doolittle.
 - a. What did each man do prior to World War II?
 - b. What were their contributions to the war?
 - c. What contributions did the men make after the war?
2. Discuss Japan's decision to bomb Pearl Harbor.
 - a. When did this occur?
 - b. What was the importance of Pearl Harbor to the United States?
 - c. What did Japan hope to accomplish from bombing Pearl Harbor?
 - d. What were the consequences of this decision?
3. Discuss the specifics of the battle of Iwo Jima.
 - a. When and how did the invasion begin?
 - b. List the advantages and disadvantages for the Japanese soldiers in the battle.
 - c. How many casualties resulted from this battle?
 - d. How long did the battle last?
 - e. How did the results of Iwo Jima affect Truman's decision to use the atomic bomb?
 - f. Discuss the Japanese kamikaze attacks.

Applications and Activities

1. Identify factors that led to the Japanese involvement in World War II.
2. Create a time line highlighting major events in the Pacific during World War II.
3. Compare and contrast activities happening simultaneously in the Pacific and in Europe during the war.

4. Choose two or three stirring photos/images from the video. Discuss the effect of viewing these images.
5. Explore the following:
 - a. The invention of the atomic bomb
 - b. Why the atomic bomb was built
 - c. The bombing of Hiroshima and Nagasaki
6. Debate President Truman's decision to drop the atomic bomb during World War II.
7. Investigate the controversial dismissal of Douglas MacArthur by President Truman.
8. Research and report on the Japanese American internment experience.
9. View the movie "Thirty Seconds Over Tokyo" based on the James Doolittle bombing raid on Tokyo four months after Pearl Harbor.

RELATED RESOURCES



Captioned Media Program

- Douglas MacArthur: Return of a Legend #8075
- World War II: The Allies #8961
- World War II: The Axis #8962
- World War II: Europe #8960



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE HISTORY PLACE**
<http://www.historyplace.com>
- **PEARL HARBOR REMEMBERED**
<http://www.execpc.com/~dschaaf/mainmenu.html>
- **IWOJIMA.COM**
<http://www.iwojima.com>
- **GROLIER INTERACTIVE ONLINE**
http://gi.grolier.com/wwii/wwii_mainpage.html

INSTRUCTIONAL GRAPHICS

- HISTORY GAME WORKSHEET

History Game Worksheet

Student/Team Name: _____

Directions: Place the letter of the correct answer on the line provided. Answers will be revealed at the end of each round. Answers for the bonus questions will be revealed at the end of the video.

Pretest	Posttest
a) _____	a) _____
b) _____	b) _____
c) _____	c) _____

Round One

- 1) _____ (5 points)
- 2) _____ (10 points)
- 3) _____ (15 points)

Bonus Question: _____ (10 points)



Round Two

- 4) _____ (5 points)
- 5) _____ (10 points)
- 6) _____ (15 points)

Bonus Question: _____ (10 points)



Round Three

- 7) _____ (5 points)
- 8) _____ (10 points)
- 9) _____ (15 points)

Bonus Question: _____ (5 points)



Round Four

- 10) _____ (5 points)
- 11) _____ (10 points)
- 12) _____ (15 points)