



NCTA Lesson Plan

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Title: Hiroshima Background Stations

Theme/Topic: Bombing of Hiroshima

Introduction: Students who are unfamiliar with the bombing and aftermath of Hiroshima will be introduced to primary sources that explain the event. Students will be placed in groups to engage with 4 stations focused on one aspect of the incident. This would be a first lesson in a unit on nonfiction or historical fiction (Barefoot Gen) to introduce the historical context.

Subject(s)/Grade level(s): 9th English

Suggested Duration of Lesson: 45 minutes

Connection to Standards/Common Core:

- RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account

Essential Questions:

- What was the bombing of Hiroshima?
- How was this event impactful?
- What is a primary source? Give an example.

Learning Objectives (2-3 objectives):

- Students will investigate the causes and effects of the bombing of Hiroshima by visiting and researching at the four stations (the focuses: the bombing, testimonies, artifacts, and effects).
- Students will classify primary sources by identifying multiple examples from the stations.

Materials Needed:

- Phones or laptops
 - Pencil
 - [Hiroshima Background slides](#)
 - [Station cards](#)
 - [Hiroshima Background Stations Worksheet](#)
 - Timer
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Pre-Assessment of Prior Knowledge: Students will try answering the bell ringer and list out any information they know beforehand (See [Hiroshima Background slides](#)).

Teacher-Student Interaction:

- Teacher instructs students to complete the Bell Ringer question. Teacher asks for answers and discusses as a class (4 min).
- Teacher introduces where in Japan Hiroshima is located as a point of reference (1 min).
- Teacher discusses the differences between primary and secondary sources while students write down the definitions and examples. Teacher then asks students to review by standing up if the example is a primary source and sitting if it is a secondary source (4 min).
- Teacher introduces Hiroshima Background Stations, passes out Stations Worksheet to each student, and splits students into groups (3 min).
- Students work at stations for 7 min. and switch after the timer goes off (28 min).
- Teacher instructs students to return to their seats after they complete all 4 stations and discusses the exit ticket for students to complete before they leave class (5 min).

Closing Activity:

- Instruct students to write 2 things they learned and 1 example of a primary source they found in an activity from the stations as an exit ticket. Ask students to verbally share a few things they learned and primary source examples.

Post-Assessment:

Students will show their learning by completing the exit ticket.

Resources (Links for Stations):

- https://www.youtube.com/watch?v=iV_1z5FOCvA
- https://hpmm-db.jp/testify_en/
- https://hpmm-db.jp/artifact_en/
- <https://www.businessinsider.com/what-hiroshima-looks-like-today-2018-7>

Extension Activities/Extending the Lesson/Cross-Curricular Connections:

- Add more stations/different topics to the stations focused on Hiroshima
- Making the stations a webquest that students can complete by themselves or with a partner (if students are not in person)