

LESSON | Courage at Pearl Harbor

GUIDING QUESTIONS | How did Pearl Harbor impact the United States? What does courage in the face of danger look like? What were some courageous responses to Pearl Harbor?

STANDARDS & SKILLS *This lesson is aligned with Tennessee State Standards and learning objectives; however, this lesson can be adapted to meet standards in other states.*

Social Studies (5th Grade)

5.18 Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.

Literacy

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

Skills

SSP.01: Gather information from a variety of sources

SSP.02: Critically examine a primary and secondary source

SSP.03: Organize data from a variety of sources

SSP.05: Develop historical awareness

LESSON OVERVIEW

In this lesson, students will examine the impact of the bombing at Pearl Harbor by examining various primary and secondary resources. Students will start by listening to an audio recording of President Roosevelt's "Day of Infamy" speech to set the stage and gain some context as to the severity and significance that the bombing of Pearl Harbor had on the United States as a whole. Next, students will split into groups to study the stories of three different Medal of Honor recipients who showed great acts of courage during the Pearl Harbor attack. Students will then analyze different primary sources and what they reveal about the impact of Pearl Harbor, as well as how they reflect the importance of courage.

EXIT TICKET

To wrap up the lesson, students will write a response where they will discuss their reflections about the impact Pearl Harbor had on the United States, the impact of courage as seen through the actions of the Medal of Honor Recipients, and the impact courage has in their own lives.

CLEAR LEARNING TARGETS

- I can determine the impact the bombing of Pearl Harbor had on the United States. (5.18)
- I can locate answers to questions by quoting accurately from informational texts and drawing on information from multiple print and digital sources. (5. RI.KID.1 & 5. RI.IKI.7)

MATERIALS NEEDED

- Handouts

In-class Activities

- [Video | Audio of President Roosevelt's "Day of Infamy" Speech](#)
 - ["Day of Infamy" Speech Transcript Handout](#)
 - ["Day of Infamy" Speech Handout](#)
 - [John Finn's Citation and Vignette](#)
 - [Medal of Honor Recipients' Citations Handout](#)
 - [Medal of Honor Expert Groups Questions Handout](#)
 - [Sources for Gallery Walk](#)
 - [Gallery Walk Note-Catcher Handout](#)
 - [Exit Ticket Handout](#)
 - [Exit Ticket Rubric](#)
-

ACTIVITIES

- Listening to Roosevelt's "Day of Infamy" Speech
- Medal of Honor Recipient Expert Group Studies
- Pearl Harbor Primary Sources Gallery Walk
- Exit Ticket

CLASS ACTIVITY 1 | Roosevelt's "Day of Infamy" Speech

FOCUS: Listening to a Primary Source

Students will listen to the audio of President Roosevelt's "Day of Infamy" speech after the bombing of Pearl Harbor. Students will then work in groups to complete and answer questions that will ask them to put themselves in the shoes of Americans at that time to consider how they would have felt.

INSTRUCTION

- ➔ **ENTRANCE TICKET:** *What does courage mean to you?* Have students answer the following question. Answers can be recorded on sticky notes and placed on a living anchor chart or an electronic resource such as Padlet.
- ➔ Before playing the audio of Roosevelt's "Day of Infamy" address ([Video | Audio of President Roosevelt's "Day of Infamy" Speech](#)), pass out the ["Day of Infamy" Speech Transcript Handout](#) of his speech and the ["Day of Infamy" Speech Handout](#). Read over these with students, instructing them to think about the questions as they listen to the speech.
- ◆ Questions:
 - What country was responsible for the bombing at Pearl Harbor? What other countries besides the United States did they attack?
 - What did President Roosevelt say the United States would do in response to the attack at Pearl Harbor?
 - Why was the attack at Pearl Harbor so devastating?
 - Imagine that you are living in the United States during this time and listening to Roosevelt's address over the radio. How would you feel? What thoughts do you think you would have?
- ➔ Replay the audio to allow students time to comprehend the message.
- ➔ After playing the audio, have students work in pairs to discuss their answers to the questions and record their responses on the ["Day of Infamy" Speech Handout](#).
- ➔ After students have answered the questions, discuss their responses as a class.

NOTES

- ➔ For the Entrance Ticket, there are multiple ways of collecting student responses depending on the students' needs. Consider also turning and talking to a partner, creating an interactive word map generator ([worldclouds.com](#)), or having students sketch the meaning of courage. Students will reflect back on their answers on the Exit Ticket at the end of this lesson, so make sure students have some way to reference back to their answer to this question.

SUGGESTIONS

- ➔ Consider setting a timer while students are working in pairs to answer the questions to help them work efficiently.

ACTIVITY SOURCES PREVIEW

HANDOUT | "Day of Infamy" Speech Transcript

President Roosevelt's "Day of Infamy" Speech

125. The President Requests War Declaration 125 | December 2 1941 A Date Which Will Live in Infamy Address to the Congress Asking That a State of War Be Declared Between the United States and Japan December 8, 1941
Mr. Vice President, and Mr. Speaker, and Members of the Senate and House of Representatives:

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 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 the American island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of 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. I regret to tell you that very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

The President Requests War Declaration

Yesterday the Japanese Government also launched an attack against Midway. Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.

As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

But always will our whole Nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

HANDOUT | Roosevelt's "Day of Infamy" Speech Questions

Name _____

Directions: After listening to President Roosevelt's "Day of Infamy" Speech, answer the questions below. Make sure to use the transcript of the speech to help you and to cite evidence from the speech to support your thinking.

1. What country was responsible for the bombing at Pearl Harbor? What other countries besides the United States did they attack?

4. Imagine you are living in the United States during this time and listening to Roosevelt's address over the radio. How would you feel? What thoughts do you think you would have?

2. What did President Roosevelt say the United States would do in response to the attack at Pearl Harbor?

3. Why was the attack at Pearl Harbor so devastating?

CLASS ACTIVITY 2 | Medal of Honor Recipient Expert Group Studies

FOCUS: Using Resources to Dive Deeper into Guiding Questions

Students will break up into three expert groups to study three Medal of Honor Recipients from Pearl Harbor: Samuel Fuqua, Owen Hammerberg, and Jackson Pharris. Each expert group will focus on one of the Recipients. Students will read their Medal of Honor citations to analyze their actions on the day of the Pearl Harbor attack and connect them to the character value of courage. Students will then break up using the Jigsaw protocol to teach those in their group about the Medal of Honor Recipient they studied.

INSTRUCTION

- To set the stage and introduce the Medal of Honor, play [Medal of Honor John Finn's Vignette](#) via the Congressional Medal of Honor website. Using MOH Recipient John Finn as an example, work together as a class to talk through the questions on the [Medal of Honor Expert Groups Questions Handout](#) students will be using later on in this activity. This can serve as a model so students know how they can think about answering the questions.
- After listening to Finn's vignette, tell students they will now look at three American service personnel who experienced the attack on Pearl Harbor and received the Medal of Honor. Make sure to note these are three of many servicemen who experienced the attack on Pearl Harbor and who were awarded the Medal of Honor.
- Assign students to one of three Medal of Honor Recipients: Samuel Fuqua, Owen Hammerberg, or Jackson Pharris. Utilize the [Medal of Honor Recipients' Citations Handout](#).
- Make sure each student has the citation of the Medal of Honor Recipient they've been assigned and a copy of the questions [Medal of Honor Expert Groups Questions Handout](#).
- Organize students around the room according to who their expert group will be studying.
- As students read the citation, they will discuss the questions and work to answer the questions together using evidence from their Medal of Honor Recipient's citation.
- Afterwards, students will use the Jigsaw protocol and split into groups of three where each student in the group represents one of the three Recipients. Each student will present their findings to their group using their handout.
- Pull students back as a whole group to review their findings and any big takeaways.

NOTES

- Finn's vignette video uses some language such as, "Japs", "damn", and "hell". Consider using Finn's citation from the [Congressional Medal of Honor website](#) as an alternative model if the language is a concern.
- Details on the Jigsaw protocol can be found [here](#).

SUGGESTIONS

- When completing the questions for Finn, consider doing so on an anchor chart or something that can be easily displayed so students can use it as a model as they work in their expert groups.
- As students are working in their expert groups, actively monitor their work to address any misconceptions, and to select and sequence student responses.
- Depending on class size, more than three expert groups may need to be made. Multiple groups can be analyzing the same person.
- As an extension, if a group finished early, have them find evidence in the citation to support how their Recipient showed the additional character values represented by the Medal of Honor: Sacrifice, Patriotism, Citizenship, Integrity, and Commitment.
- Consider setting a timer as students work in expert groups to read their Medal of Honor recipient's citation and complete their notes on the anchor chart.

ACTIVITY SOURCES PREVIEW

2024 Teacher Fellow Lesson

Owen Hammerberg's Medal of Honor Citation

2024 Teacher Fellow Lesson

CITATION



For conspicuous gallantry and intrepidity at risk of his life above and beyond the call of duty as a diver engaged in rescue operations at West Loch, Pearl Harbor, 17 February 1945. Aware of the danger when two fellow divers were hopelessly trapped in a cave-in of steel wreckage while tunneling with jet nozzles under an LST sunk in 40 feet of water and 20 feet of mud, Hammerberg unhesitatingly went overboard in a valiant attempt to effect their rescue despite the certain hazard of additional cave-ins and the risk of fouling his lifeline on jagged pieces of steel imbedded in the shifting mud. Washing a passage through the original excavation, he reached the first of the trapped men, freed him from the wreckage, and, working desperately in pitch-black darkness, finally effected his release from fouled lines, thereby enabling him to reach the surface. Wounded but undaunted after several hours of arduous labor, Hammerberg resolved to continue his struggle to wash through the oozing submarine, subterranean mud in a determined effort to save the second diver. Venturing still farther under the buried hulk, he held tenaciously to his purpose, reaching a place immediately above the other man just as another cave-in occurred and a heavy piece of steel pinned him crosswise over his shipmate in a position which protected the man beneath from further injury while placing the full brunt of terrific pressure on himself. Although he succumbed in agony 18 hours after he had gone to the aid of his fellow divers, Hammerberg, by his cool judgment, unflinching professional skill, and consistent disregard of all personal danger in the face of tremendous odds, had contributed effectively to the saving of his two comrades. His heroic spirit of self-sacrifice throughout enhanced and sustained the highest traditions of the U.S. Naval Service. He gallantly gave his life in the service of his country.

"Owen Francis Patrick Hammerberg: World War II: U.S. Navy: Medal of Honor Recipient." Congressional Medal of Honor Society. www.cmoahs.org/recipients/owen-f-hammerberg Accessed 31 May 2024.

Jackson Pharris' Medal of Honor Citation

CITATION



For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty while attached to the U.S.S. California during the surprise enemy Japanese aerial attack on Pearl Harbor, Territory of Hawaii, 7 December 1941. In charge of the ordnance repair party on the third deck when the first Japanese torpedo struck almost directly under his station, Lt. (then Gunner) Pharris was stunned and severely injured by the concussion which hurled him to the overhead and back to the deck. Quickly recovering, he acted on his own initiative to set up a hand-supply ammunition train for the antiaircraft guns. With water and oil rushing in where the port bulkhead had been torn up from the deck, with many of the remaining crewmembers overcome by oil fumes, and the ship without power and listing heavily to port as a result of a second torpedo hit, Lt. Pharris ordered the shipfitters to counterflood. Twice rendered unconscious by the nauseous fumes and handicapped by his painful injuries, he persisted in his desperate efforts to speed up the supply of ammunition and at the same time repeatedly risked his life to enter the flooding compartments and drag to safety unconscious shipmates who were gradually being submerged in oil. By his inspiring leadership, his valiant efforts, and extreme loyalty to his ship and her crew, he saved many of his shipmates from death and was largely responsible for keeping the California in action during the attack. His heroic conduct throughout this first eventful engagement of World War II reflects the highest credit upon Lt. Pharris and enhances the finest traditions of the U.S. Naval Service.

"Jackson Charles Pharris: World War II: U.S. Navy: Medal of Honor Recipient." Congressional Medal of Honor Society. www.cmoahs.org/recipients/jackson-c-pharris Accessed 31 May 2024.

2024 Teacher Fellow Lesson

HANDOUT | Medal of Honor Expert Groups

Name: _____

Directions: Complete the following questions with your group using your Medal of Honor recipient's citation.

1. What's your Medal of Honor recipient's name?

2. How did they respond to the attack at Pearl Harbor? Use evidence from the citation to describe their actions.

3. How did they demonstrate courage in the face of danger?

4. What was the impact of their courageous actions?

Samuel Fuqua's Medal of Honor Citation

CITATION



For distinguished conduct in action, outstanding heroism, and utter disregard of his own safety above and beyond the call of duty during the attack on the Fleet in Pearl Harbor, by Japanese forces on 7 December 1941. Upon the commencement of the attack, Lt. Comdr. Fuqua rushed to the quarterdeck of the U.S.S. Arizona, to which he was attached, where he was stunned and knocked down by the explosion of a large bomb which hit the quarterdeck, penetrated several decks, and started a severe fire. Upon regaining consciousness, he began to direct the fighting of the fire and the rescue of the wounded and injured personnel. Almost immediately there was a tremendous explosion forward, which made the ship appear to rise out of the water, shudder, and settle down by the bow rapidly. The whole forward part of the ship was enveloped in flames which were spreading rapidly, and wounded and burned men were pouring out of the ship to the quarterdeck. Despite these conditions, his harrowing experience, and severe enemy bombing and strafing at the time, Lt. Comdr. Fuqua continued to direct the fighting of the fires in order to check them while the wounded and burned could be taken from the ship, and supervised the rescue of these men in such an amazingly calm and cool manner and with such excellent judgment that it inspired everyone who saw him and undoubtedly resulted in the saving of many lives. After realizing the ship could not be saved and that he was the senior surviving officer aboard, he directed it to be abandoned, but continued to remain on the quarterdeck and directed abandoning ship and rescue of personnel until satisfied that all personnel that could be had been saved, after which he left his ship with the boatload. The conduct of Lt. Comdr. Fuqua was not only in keeping with the highest traditions of the Naval Service but characterizes him as an outstanding leader of men.

"Samuel Glenn Fuqua: World War II: U.S. Navy: Medal of Honor Recipient." Congressional Medal of Honor Society. www.cmoahs.org/recipients/samuel-g-fuqua Accessed 31 May 2024.

<https://www.cmoahs.org/recipients/samuel-g-fuqua>
<https://www.cmoahs.org/recipients/owen-f-hammerberg>
<https://www.cmoahs.org/recipients/jackson-c-pharris>

John Finn's Citation and Vignette

"John William Finn: World War II: U.S. Navy: Medal of Honor Recipient." Congressional Medal of Honor Society, www.cmoahs.org/recipients/john-w-finn. Accessed 28 June 2024.

CLASS ACTIVITY 3 | Pearl Harbor Primary Sources Gallery Walk

FOCUS: Analyzing Primary Sources and Integrating Information

Students will do a gallery walk with a partner where they will analyze various primary sources of the Pearl Harbor Attack. In analyzing the sources, they will complete a Note-catcher to identify the impacts of Pearl Harbor on the United States

INSTRUCTION

- Place primary sources around the room before the lesson.
- Pass out the [Gallery Walk Note-Catcher Handout](#) for students to fill out as they complete the gallery walk. Instruct students to discuss and work collaboratively to analyze each primary source.
 - ◆ Questions:
 - 1. What do you notice?
 - 2. What does this image reveal about the impact of Pearl Harbor?
 - *Final reflection question at the end:* How do these primary sources connect to the character trait, courage, represented in the Medal of Honor?
- Have students get into pairs or triads and go to one of the primary sources posted around the room.
- Give students a set amount of time (2-3 minutes) at each source to analyze it and fill out their note-catcher. After that time, have students rotate to the next primary source. Continue this rotation until the students have been to all sources.
- Have students return to their seats to complete the third question on courage. Have them use their notes from their note-catcher to discuss with their partners/groups their final thoughts about Pearl Harbor and the attack's impact based on the primary sources they analyzed.
- After students have had time to discuss with each other, conduct a whole class discussion to check for understanding. Make sure to center the discussion around the impact of Pearl Harbor on the United States and how these images connect to the idea of courage.

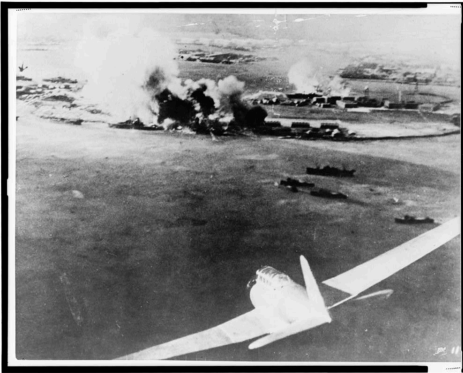
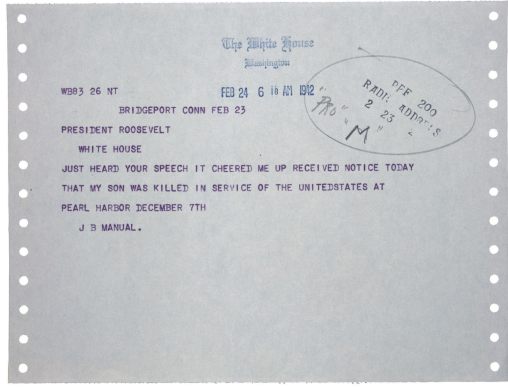
NOTES

- For Source 2, consider having a conversation with students about what the depiction of the Japanese man says about America's perception of the Japanese during this time. Students can also discuss if this was a fair depiction and how Japanese Americans might have felt during this time. Teacher discretion should be used on whether or not students could handle this more complex and complicated artifact of this time period.

SUGGESTIONS

- As students discuss their final thoughts with their groups, walk around the room to select and sequence student responses for the whole group discussion.
- Consider setting a timer for each source to help students work efficiently.

ACTIVITY SOURCES PREVIEW



2024 Teacher Fellow Lesson

HANDOUT | Primary Source Gallery Walk Note-Catcher

Name: _____

Directions: Complete the following note-catcher for each primary source.

Source	Questions
1	What do you notice? What does this image reveal about the impact of Pearl Harbor?
2	What do you notice? What does this image reveal about the impact of Pearl Harbor?
3	What do you notice? What does this image reveal about the impact of Pearl Harbor?

4	What do you notice? What does this image reveal about the impact of Pearl Harbor?
5	What do you notice? What does this image reveal about the impact of Pearl Harbor?
6	What do you notice? What does this image reveal about the impact of Pearl Harbor?
7	What do you notice? What does this image reveal about the impact of Pearl Harbor?

8	What do you notice? What does this image reveal about the impact of Pearl Harbor?
9	What do you notice? What does this image reveal about the impact of Pearl Harbor?

How do these primary sources connect to the character value, courage, represented in the Medal of Honor? Use your notes on the primary sources to help you answer this question.

Primary Sources from the National Archives, Library of Congress (links with sources)

CLASS ACTIVITY 4 | EXIT TICKET - Impact of Courage

FOCUS: Reflection

Students will reflect on their answer to the entrance ticket questions and then complete a written reflection as their exit ticket.

INSTRUCTION

- Have students reflect on their answers to the entrance ticket.
- Students will write a written reflection answering the following questions:
 - ◆ How did the bombing of Pearl Harbor impact the United States?
 - ◆ What was the impact of the courageous actions shown by the Medal of Honor recipients?
 - ◆ Thinking back to your answer to the entrance ticket, does courage mean something new or different to you now, or the same? Explain your answer.
- Before having students begin, be sure to review the provided rubric with students so they know what is expected of them.
- Collect student responses for a grade. If students need additional time to complete the exit ticket, it can be finished as homework.

NOTES

- The rubric provided can be used to grade student work. This can be printed off and given to students or reviewed as a whole class as outlined in the instructions.

SUGGESTIONS

- Reflection on the entrance ticket can take a variety of forms, and does not need to take more than a few minutes.. This can be discussing with a partner, a whole class discussion, or private reflections. Use whatever method works best for the students' needs.
- This exit ticket can take on a variety of forms depending on students' needs and interests. Instead of a written response, students can create a Powerpoint slideshow or record a video where they explain their answers to the following questions.

ACTIVITY SOURCES PREVIEW

2024 Teacher Fellow Lesson

HANDOUT | Exit Ticket

Name: _____

In the space below write a multi-paragraph written response that answers the following questions:

- How did the bombing of Pearl Harbor impact the United States?
- What was the impact of the courageous actions shown by the Medal of Honor recipients?
- Thinking back to your answer to the entrance ticket, does courage mean something new or different to you now, or the same? Explain your answer.

2024 Teacher Fellow Lesson

RUBRIC | Exit Ticket

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Organization	Ideas are logically organized within a multi-paragraph format. Transitions between ideas are smooth and logical.	Ideas are mostly organized. Transitions are generally smooth.	Some attempt at organization are somewhat evident. Transitions may be abrupt or unclear.	Little or no organization; ideas are scattered or unrelated. Lack of transitions between ideas.
Content	Response is detailed and directly addresses the questions. Many relevant examples and details given as support.	Response addresses the questions with some details and examples that mostly support the main points.	Response somewhat addresses the prompt but lacks detail or examples. Some information may be off-topic.	Response does not address the prompt or question clearly. Lacks relevant details or examples.
Mechanics	Writing demonstrates correct grammar, punctuation, capitalization, and spelling throughout.	Writing generally demonstrates correct grammar, punctuation, capitalization, and spelling with minor errors that do not distract the reader.	Some errors in grammar, punctuation, capitalization, and/or spelling that may occasionally distract the reader.	Frequent errors in grammar, punctuation, capitalization, and/or spelling that significantly distract the reader.

HANDOUT | "Day of Infamy" Speech Transcript

President Roosevelt's "Day of Infamy" Speech

125. The President Requests War Declaration 125 ("December 7, 1941 A Date Which Will Live in Infamy" Address to the Congress Asking That a State of War Be Declared Between the United States and Japan. December 8, 1941

Mr. Vice President, and Mr. Speaker, and Members of the Senate and House of Representatives:

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 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 the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of 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. I regret to tell you that very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

The President Requests War Declaration

Yesterday the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.

As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

But always will our whole Nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

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 7, 1941, a state of war has existed between the United States and the Japanese Empire.

Roosevelt, F. D. (1941) Speech by Franklin D. Roosevelt, New York Transcript. [Pdf] Retrieved from the Library of Congress, <https://www.loc.gov/item/afccal000483/>.

HANDOUT | Roosevelt's "Day of Infamy" Speech Questions

Name: _____

Directions: After listening to President Roosevelt's "Day of Infamy" Speech, answer the questions below. Make sure to use the transcript of the speech to help you and to cite evidence from the speech to support your thinking.

1. What country was responsible for the bombing at Pearl Harbor? What other countries besides the United States did they attack?

2. What did President Roosevelt say the United States would do in response to the attack at Pearl Harbor?

3. Why was the attack at Pearl Harbor so devastating?

4. Imagine you are living in the United States during this time and listening to Roosevelt's address over the radio. How would you feel? What thoughts do you think you would have?

HANDOUT | Medal of Honor Recipients' Citations**Samuel Fuqua's Medal of Honor Citation****CITATION**

For distinguished conduct in action, outstanding heroism, and utter disregard of his own safety above and beyond the call of duty during the attack on the Fleet in Pearl Harbor, by Japanese forces on 7 December 1941. Upon the commencement of the attack, Lt. Comdr. Fuqua rushed to the quarterdeck of the U.S.S. Arizona, to which he was attached, where he was stunned and knocked down by the explosion of a large bomb which hit the quarterdeck, penetrated several decks, and started a severe fire. Upon regaining consciousness, he began to direct the fighting of the fire and the rescue of the wounded and injured personnel. Almost immediately there was a tremendous explosion forward, which made the ship appear to rise out of the water, shudder, and settle down by the bow rapidly. The whole forward part of the ship was enveloped in flames which were spreading rapidly, and wounded and burned men were pouring out of the ship to the quarterdeck. Despite these conditions, his harrowing

experience, and severe enemy bombing and strafing at the time, Lt. Comdr. Fuqua continued to direct the fighting of the fires in order to check them while the wounded and burned could be taken from the ship, and supervised the rescue of these men in such an amazingly calm and cool manner and with such excellent judgment that it inspired everyone who saw him and undoubtedly resulted in the saving of many lives. After realizing the ship could not be saved and that he was the senior surviving officer aboard, he directed it to be abandoned, but continued to remain on the quarterdeck and directed abandoning ship and rescue of personnel until satisfied that all personnel that could be had been saved, after which he left his ship with the boatload. The conduct of Lt. Comdr. Fuqua was not only in keeping with the highest traditions of the Naval Service but characterizes him as an outstanding leader of men.

"Samuel Glenn Fuqua: World War II: U.S. Navy: Medal of Honor Recipient." Congressional Medal of Honor Society, www.cmohs.org/recipients/samuel-g-fuqua. Accessed 31 May 2024.

Owen Hammerberg's Medal of Honor Citation

CITATION



For conspicuous gallantry and intrepidity at risk of his life above and beyond the call of duty as a diver engaged in rescue operations at West Loch, Pearl Harbor, 17 February 1945. Aware of the danger when two fellow divers were hopelessly trapped in a cave-in of steel wreckage while tunneling with jet nozzles under an LST sunk in 40 feet of water and 20 feet of mud, Hammerberg unhesitatingly went overboard in a valiant attempt to effect their rescue despite the certain hazard of additional cave-ins and the risk of fouling his lifeline on jagged pieces of steel imbedded in the shifting mud. Washing a passage through the original excavation, he reached the first of the trapped men, freed him from the wreckage, and, working desperately in pitch-black darkness, finally effected his release from fouled lines, thereby enabling him to reach the surface. Wearied but undaunted after several hours of arduous labor, Hammerberg resolved to continue his struggle to wash through the oozing submarine, subterranean mud in a

determined effort to save the second diver. Venturing still farther under the buried hulk, he held tenaciously to his purpose, reaching a place immediately above the other man just as another cave-in occurred and a heavy piece of steel pinned him crosswise over his shipmate in a position which protected the man beneath from further injury while placing the full brunt of terrific pressure on himself. Although he succumbed in agony 18 hours after he had gone to the aid of his fellow divers, Hammerberg, by his cool judgment, unfaltering professional skill, and consistent disregard of all personal danger in the face of tremendous odds, had contributed effectively to the saving of his two comrades. His heroic spirit of self-sacrifice throughout enhanced and sustained the highest traditions of the U.S. Naval Service. He gallantly gave his life in the service of his country.

"Owen Francis Patrick Hammerberg: World War II: U.S. Navy: Medal of Honor Recipient." Congressional Medal of Honor Society, www.cmohs.org/recipient/owen-f-hammerberg. Accessed 31 May 2024.

Jackson Pharris' Medal of Honor Citation

CITATION



For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty while attached to the U.S.S. California during the surprise enemy Japanese aerial attack on Pearl Harbor, Territory of Hawaii, 7 December 1941. In charge of the ordnance repair party on the third deck when the first Japanese torpedo struck almost directly under his station, Lt. (then Gunner) Pharris was stunned and severely injured by the concussion which hurled him to the overhead and back to the deck. Quickly recovering, he acted on his own initiative to set up a hand-supply ammunition train for the antiaircraft guns. With water and oil rushing in where the port bulkhead had been torn up from the deck, with many of the remaining crewmembers overcome by oil fumes, and the ship without power and listing heavily to port as a result of a second torpedo hit, Lt. Pharris ordered the shipfitters to counterflood. Twice rendered unconscious by the nauseous fumes and handicapped by his painful injuries, he persisted in his desperate efforts to speed up the

supply of ammunition and at the same time repeatedly risked his life to enter the flooding compartments and drag to safety unconscious shipmates who were gradually being submerged in oil. By his inspiring leadership, his valiant efforts, and extreme loyalty to his ship and her crew, he saved many of his shipmates from death and was largely responsible for keeping the California in action during the attack. His heroic conduct throughout this first eventful engagement of World War II reflects the highest credit upon Lt. Pharris and enhances the finest traditions of the U.S. Naval Service.

"Jackson Charles Pharris: World War II: U.S. Navy: Medal of Honor Recipient." Congressional Medal of Honor Society, www.cmozs.org/recipients/jackson-c-pharris. Accessed 31 May 2024.

HANDOUT | Medal of Honor Expert Groups

Name: _____

Directions: Complete the following questions with your group using your Medal of Honor recipient's citation.

1. What's your Medal of Honor recipient's name?

2. How did they respond to the attack at Pearl Harbor? Use evidence from the citation to describe their actions.

3. How did they demonstrate courage in the face of danger?

4. What was the impact of their courageous actions?

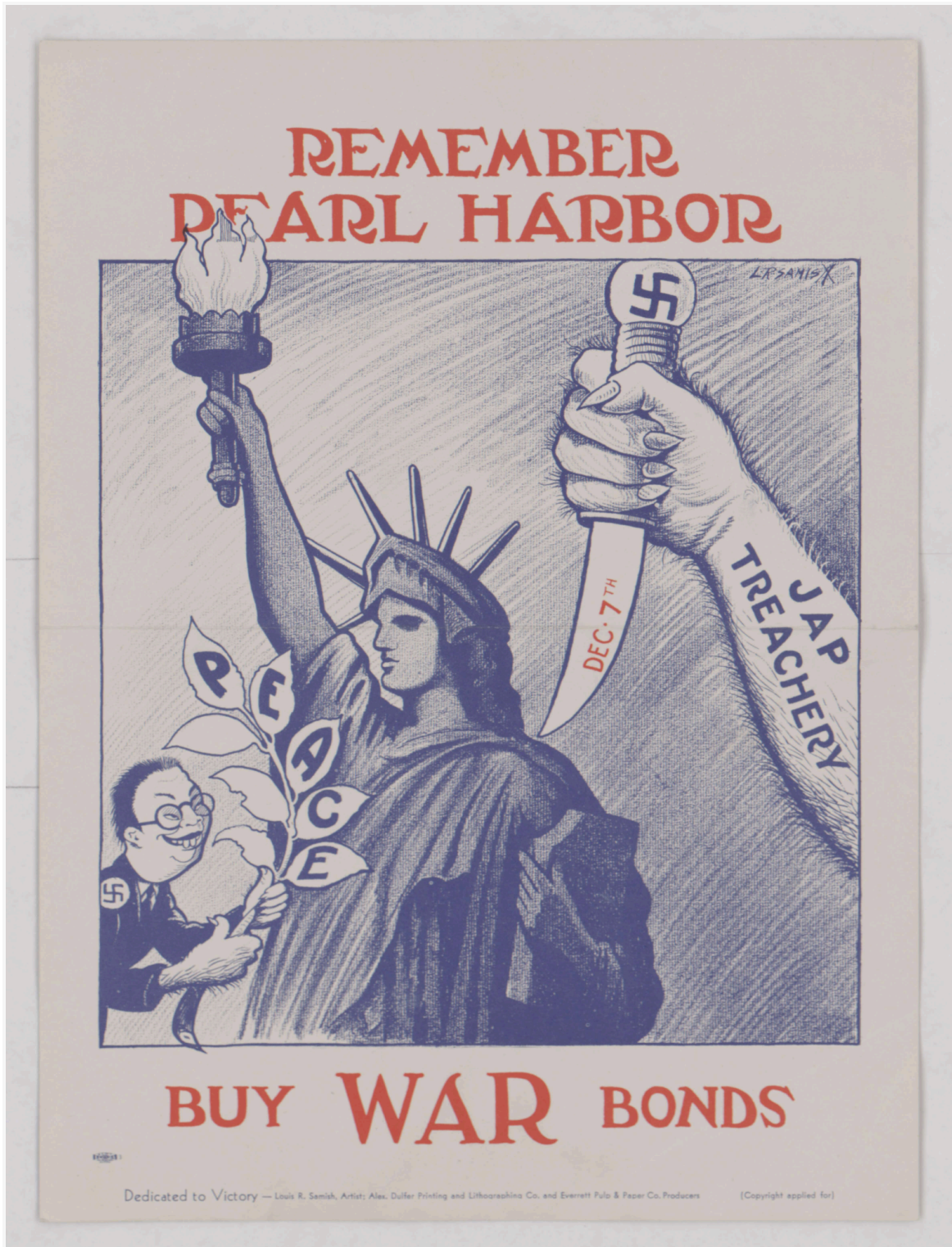
Sources for Gallery Walk | Activity 3

Source 1



Source: "Remember Pearl Harbor. Work – Fight – Sacrifice." From the Records of the War Production Board.
<https://www.docsteach.org/documents/document/remember-pearl-harbor-work-fight-sacrifice>

Source 2



Source: REMEMBER PEARL HARBOR. BUY WAR BONDS; ca. 1942 - 1945; World War II Posters; Records of the Office of Government Reports, 1932 - 1947, Record Group 44; National Archives at College Park, College Park, MD. [Online Version, <https://www.docsteach.org/documents/document/remember-pearl-harbor-buy-war-bonds>, May 6, 2024]

Source 3

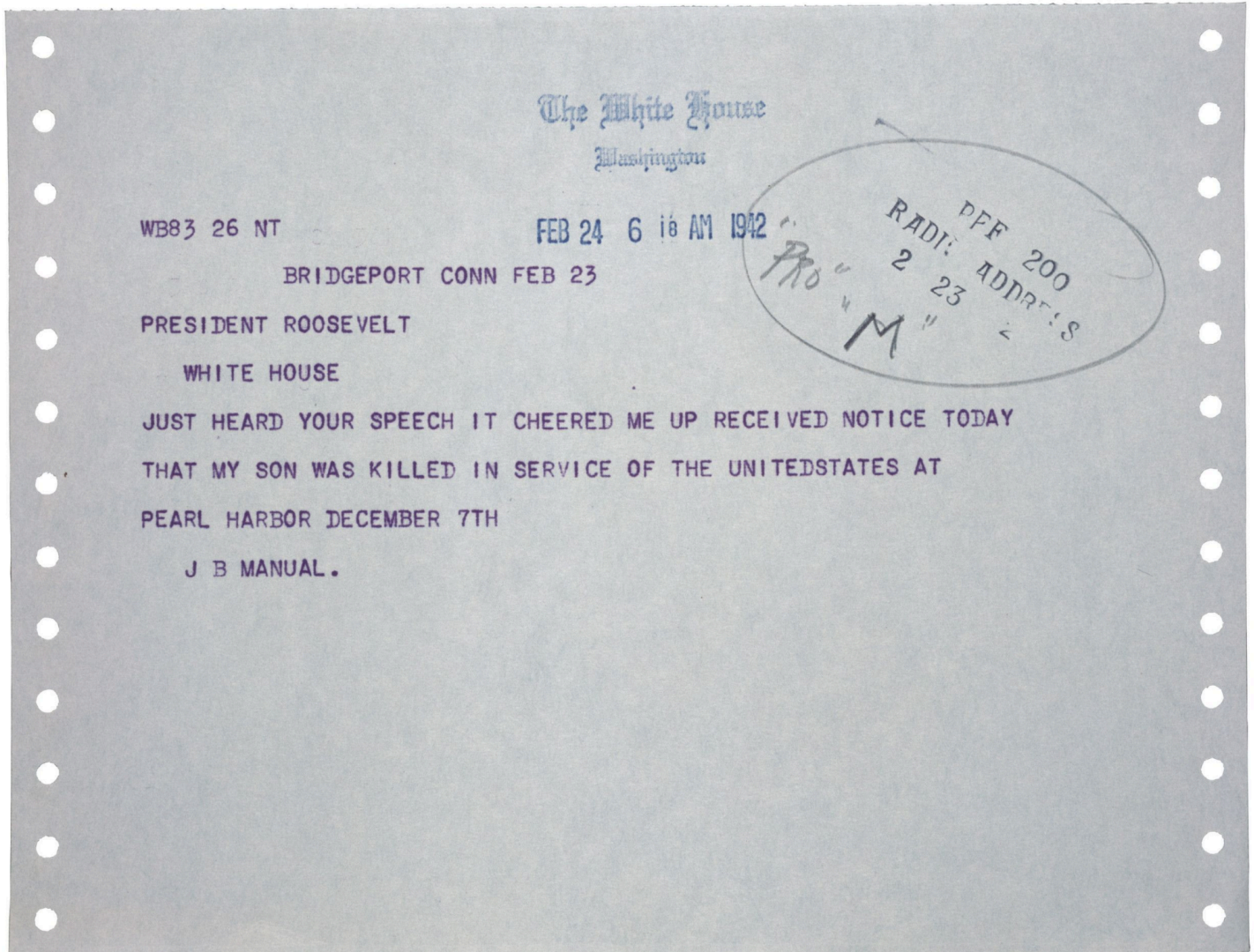
Source: Pearl Harbor widows have gone into war to carry on the fight with a personal vengeance. Mrs. Virginia Young (right), whose husband was one of the first casualties of World War II, is a supervisor in t; 8/1942; Collection FDR-PHOCO: Franklin D. Roosevelt Library Public Domain Photographs. [Online Version, <https://www.docsteach.org/documents/document/pearl-harbor-widows-have-gone-into-war-to-carry-on-the-fight-with-a-personal-vengeance-mrs-virginia-young-right-whose-husband-was-one-of-the-first-casualties-of-world-war-ii-is-a-supervisor-in-the-ass>, May 6, 2024]

Source 4



Source: USS SHAW exploding during the Japanese raid on Pearl Harbor, T.H.; 12/7/1941; General Records of the Department of the Navy, Record Group 80. [Online Version, <https://www.docsteach.org/documents/document/uss-shaw-exploding-during-the-japanese-raid-on-pearl-harbor-th>, May 6, 2024]

Source 5



Source: Telegram from J. B. Manual to President Franklin D. Roosevelt; 2/24/1942; Collection FDR-PPF: Papers as President, President's Personal File. [Online Version, <https://www.docsteach.org/documents/document/telegram-from-j-b-manual-to-president-franklin-d-roosevelt>, May 6, 2024]

Source 6

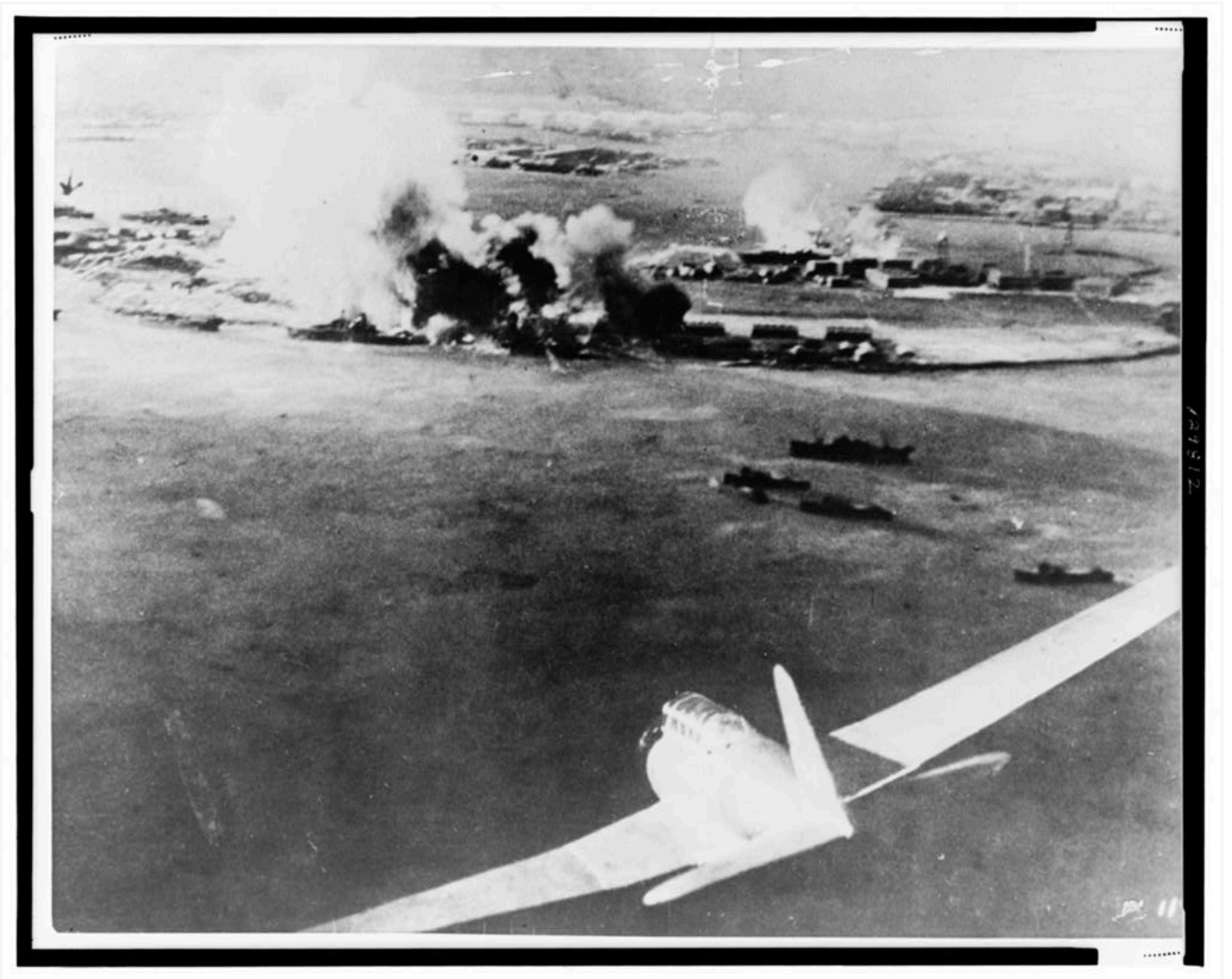


Source: (1941) USS Arizona, at height of fire, following Japanese aerial attack on Pearl Harbor, Hawaii. Hawaii Pearl Harbor, 1941. Dec. 7. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/92500933/>.

Source 7



Source: (1941) The USS Oklahoma, shown capsized following Japanese attack at Pearl Harbor, Hawaii, Dec.7. Hawaii Pearl Harbor, 1941. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/95509673/>.

Source 8

Source: (1956) Aerial photograph, taken by a Japanese pilot, of the destruction of Pearl Harbor, Japanese bomber in lower right foreground. Hawaii Pearl Harbor, 1956. [., from a Photograph Taken in 1941] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2002695213/>.

Source 9



Source: A view of the USS ARIZONA Memorial; 4/7/1978; Records of the Office of the Secretary of Defense, 1921 - 2008, Record Group 330. [Online Version, <https://www.docsteach.org/documents/document/a-view-of-the-uss-arizona-memorial>, May 6, 2024]

HANDOUT | Primary Source Gallery Walk Note-Catcher

Name: _____

Directions: Complete the following note-catcher for each primary source.

Source	Questions
1	What do you notice? _____ _____ What does this image reveal about the impact of Pearl Harbor? _____ _____
2	What do you notice? _____ _____ What does this image reveal about the impact of Pearl Harbor? _____ _____
3	What do you notice? _____ _____ What does this image reveal about the impact of Pearl Harbor? _____ _____

4

What do you notice?

What does this image reveal about the impact of Pearl Harbor?

5

What do you notice?

What does this image reveal about the impact of Pearl Harbor?

6

What do you notice?

What does this image reveal about the impact of Pearl Harbor?

7

What do you notice?

What does this image reveal about the impact of Pearl Harbor?

8

What do you notice?

What does this image reveal about the impact of Pearl Harbor?

9

What do you notice?

What does this image reveal about the impact of Pearl Harbor?

How do these primary sources connect to the character value, courage, represented in the Medal of Honor? Use your notes on the primary sources to help you answer this question.

Directions: In the space below write a multi-paragraph written response answering the following questions:

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

RUBRIC | Exit Ticket

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Organization	Ideas are logically organized within a multi-paragraph format. Transitions between ideas are smooth and logical.	Ideas are mostly organized. Transitions are generally smooth.	Some attempt at organization are somewhat evident. Transitions may be abrupt or unclear.	Little or no organization; ideas are scattered or unrelated. Lack of transitions between ideas.
Content	Response is detailed and directly addresses the questions. Many relevant examples and details given as support.	Response addresses the questions with some details and examples that mostly support the main points.	Response somewhat addresses the prompt but lacks detail or examples. Some information may be off-topic.	Response does not address the prompt or question clearly. Lacks relevant details or examples.
Mechanics	Writing demonstrates correct grammar, punctuation, capitalization, and spelling throughout.	Writing generally demonstrates correct grammar, punctuation, capitalization, and spelling with minor errors that do not distract the reader.	Some errors in grammar, punctuation, capitalization, and/or spelling that may occasionally distract the reader.	Frequent errors in grammar, punctuation, capitalization, and/or spelling that significantly distract the reader.