



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 9

Connecting Ideas in Primary and Secondary Sources: What Led to the Attack on Pearl Harbor?



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can analyze texts for disagreement on facts or interpretation. (RI.8.9) I can determine an author's point of view or purpose in informational text. (RI.8.6)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can determine an author's point of view in a primary source.• I can analyze how President Roosevelt and the Japanese government interpreted actions differently.	<ul style="list-style-type: none">• <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 (from homework)• Analyzing Perspectives recording form



Agenda	Teaching Notes
<p>1. Opening</p> <p style="padding-left: 20px;">A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</p> <p style="padding-left: 20px;">B. Review Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p style="padding-left: 20px;">A. Understanding Varying Perspectives: The Pearl Harbor Attack (25 minutes)</p> <p style="padding-left: 20px;">B. Preparing for Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (10 minutes)</p> <p>3. Closing and Assessment</p> <p style="padding-left: 20px;">A. Debrief Learning Targets (2 minutes)</p> <p style="padding-left: 20px;">B. Preview Homework (2 minutes)</p> <p>4. Homework</p> <p style="padding-left: 20px;">A. Complete Part A of the Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (either the “Day of Infamy” or the “Fourteen Part Message” version) to turn in at the beginning of the next class as part of the mid-unit assessment.</p>	<ul style="list-style-type: none"> • In this lesson, students continue to analyze the two primary sources on Pearl Harbor, the “Day of Infamy” speech and the “Fourteen-Part Message.” • The quote activity in this lesson is designed to support students’ comprehension of these highly complex texts, as well as begin to compare how Franklin Delano Roosevelt and the Japanese government saw the events leading up to the attack on Pearl Harbor. • To do this, students will connect quotes from “War in the Pacific” (from Lessons 4 and 5) to quotes from the two primary sources. For this activity, consider printing quotes from each source on a different color paper so that students can easily see which quotes are from which source. • Students turn in the Fishbowl Note-catcher at the beginning of the next class period as the mid-unit assessment, so they should work on it independently. • To prepare for this lesson, decide how to assign students a perspective to focus on for the Fishbowl discussions (either Roosevelt’s or the Japanese government’s). Keep in mind that the students who focus on the “Day of Infamy” speech will participate in a Fishbowl together in Lesson 12, and the students who focus on the “Fourteen-Part Message” will participate in the Fishbowl in Lesson 13. As you determine the assignments, consider creating heterogeneous groups, as these groupings will affect the Fishbowl discussions. • In advance: Post three pieces of chart paper around the room. Each one should display one of these headings at the top: <ul style="list-style-type: none"> * Japan’s Role in Asia and the Pacific * U.S. Embargo of Japan * Diplomacy and the Failure of Diplomacy • Cut out quotes for Work Time A. • Post: Learning targets.



Lesson Vocabulary	Materials
interpret	<ul style="list-style-type: none">• Chart paper (one piece for each heading; see Teaching Note)• “War in the Pacific” quotes (one per pair)• Tape• Analyzing Perspectives recording form (one per student)• Analyzing Perspectives (answers, for teacher reference)• “Day of Infamy” and “Fourteen-Part Message” quotes (one of each per pair)• Japan’s Role in Asia and the Pacific (for teacher reference)• U.S. Embargo of Japan (for teacher reference)• Diplomacy and the Failure of Diplomacy (for teacher reference)• Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack, “Day of Infamy” version (one per student focusing on the “Day of Infamy” speech)• Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack, “Fourteen-Part Message” version (one per student focusing on the “Fourteen-Part Message”)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</p> <ul style="list-style-type: none">• Invite students to take their <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 and sit with their Midway Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner.• Cold call one or two pairs to share their responses whole group.	<ul style="list-style-type: none">• Discussion Appointments are a way for students to work with different classmates, leading to mixed-ability groupings. Mixed-ability groupings of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts and close reading of the text.
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Read them aloud to the class:<ul style="list-style-type: none">* "I can determine an author's point of view in a primary source."* "I can analyze how President Roosevelt and the Japanese government interpreted actions differently."• Point out that today, students will begin to look at how President Roosevelt and the Japanese government interpreted the same actions differently.• Invite students to turn and talk to their partner about what <i>interpret</i> means. After a moment, ask for a volunteer to define the term. Listen for: "Interpret means to explain what something means." Clarify as necessary.• Remind students that they have read both the "Day of Infamy" speech and the "Fourteen-Part Message" closely. They will now analyze how President Roosevelt and the Japanese government had different interpretations of the events leading up to Pearl Harbor.	



Work Time	Meeting Students' Needs
<p>A. Understanding Varying Perspectives: The Pearl Harbor Attack, Part 2 (25 minutes)</p> <ul style="list-style-type: none"> • Tell students they will continue to think about varying perspectives, which they began in Lesson 8. • Point out the chart paper around the room. Ask students to turn and talk about what each heading means. Cold call pairs to share their thinking. Listen for these explanations: <ul style="list-style-type: none"> – Japan's Role in Asia and the Pacific: This heading is about how powerful Japan is in Asia, as well as the actions it takes in Asia and the Pacific. – U.S. Embargo of Japan: This heading is focused on how the United States stopped trading certain things with Japan. – Diplomacy and the Failure of Diplomacy: This heading is about the negotiations between the United States and Japan and how the two countries didn't work together well. • Explain that students will be sorting quotes from the three texts they have read about World War II: "War in the Pacific," the "Day of Infamy" speech, and the "Fourteen-Part Message." They will do this in two rounds. • Round 1: Distribute a "War in the Pacific" quote and a piece of tape to each pair. Ask the pairs to discuss what the quote means. After one or two minutes, ask them to calmly and quietly send one person to tape the quote on the chart paper that they think it best relates to. As students are doing this, circulate to the charts and make sure the quotes are in logical places. • Distribute the Analyzing Perspectives recording form. Invite students to, again, calmly and quietly walk to each chart paper, read the quotes, and respond to the questions in the "War in the Pacific" row that correspond to each chart paper. • When students are finished, ask them to return to their seats and sit with their partners. Cold call some to share their responses. Refer to the Analyzing Perspectives (answers, for teacher reference) for sample answers. • Round 2: Distribute one "Day of Infamy" quote, one "Fourteen-Part Message" quote, and two pieces of tape to each pair. Invite partners to talk about the meaning of the quotes. Encourage them to go back to the primary sources to read the quotes in context. Then, when students are ready, ask them to send one person to post the quotes on the chart paper that they best relate to. • As students are doing this, circulate to the charts and make sure the quotes are in logical places. For example, there are no quotes from the "Day of Infamy" speech that mention or refer to the U.S. embargo of Japan. 	<ul style="list-style-type: none"> • This activity is designed to help students make the connections between the background information they read in "War in the Pacific" and the primary source texts. By focusing on particular quotes, students reread parts of the texts again. Also, by categorizing the quotes, students can see how President Roosevelt and the Japanese government viewed similar things very differently.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Invite students to walk around again with their Analyzing Perspectives recording form, this time to respond to the questions about the “Day of Infamy” speech and the “Fourteen-Part Message.” • When the students are finished, ask them to sit back down with their partner and share their answers. If they disagree about an answer, encourage them to look back at their copies of the primary sources to come to an agreement. • After a few minutes, refocus students whole class. Cold call students to share their responses to the questions about the “Day of Infamy” speech and the “Fourteen-Part Message.” Listen for responses that are similar to those on the Analyzing Perspectives (answers, for teacher reference). Encourage students to revise their own answers based on the discussion. 	
<p>B. Preparing for Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (10 minutes)</p> <ul style="list-style-type: none"> • Remind students that they are now very familiar with two perspectives on the events leading up to Pearl Harbor: President Roosevelt’s and the Japanese government’s. For the Fishbowl, they will focus on one perspective. Let students know which perspective you have assigned them. • Distribute the Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (either the “Day of Infamy” or the “Fourteen-Part Message” version) to the appropriate students. • Explain that students will begin Part A of the note-catcher in class and finish it for homework. Let them know that you will collect Part A of their note-catchers at the beginning of the next class as their mid-unit assessment, so it is important that they do their best work. • Explain that this mid-unit assessment is designed to help them prepare for the Fishbowl discussion that is the end of unit assessment. They will use Parts B, C, and D of the note-catcher for the end of the unit assessment. • Point out that the class did a lot of work in the previous lessons to understand the primary source texts. To complete Part A of the note-catcher, students will need to reread their particular text and their answers to the questions. Remind them that they should support their ideas with evidence from the text. They can also use their notes on the Analyzing Perspectives recording form to help them. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to turn their attention to the third row on the note-catcher. Read the questions, noting that for the “Day of Infamy” text, it says “speech,” and it refers to the “Fourteen-Part Message” as “message.”<ul style="list-style-type: none">* “What are some of the ways the text you studied might affect people? What makes you think so? Be sure to use the strongest evidence from the text and your common sense to respond to the question.”* “What are some of the ways the message you studied might affect people? What makes you think so? Be sure to use the strongest evidence from the speech and your common sense to respond to the question.”• Explain that these questions ask students to make inferences based on the text and on their common sense. That means they need to think about what they know from the text, as well as what makes sense. The goal is for them to think about the different perspectives people may have had at the time.• Invite students to return to the primary source text that represents their assigned perspective and answer the questions in Part A. This should be done independently, since it will be handed in as the mid-unit assessment at the beginning of the next lesson.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Reread the first target aloud:<ul style="list-style-type: none">* "I can analyze how President Roosevelt and the Japanese government interpreted actions differently."• Ask students to give you a thumbs-up if they think they understand the two perspectives and a thumbs-down if they don't.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners.
<p>B. Preview Homework (2 minutes)</p> <ul style="list-style-type: none">• Tell students that they will finish Part A of the note-catcher, their mid-unit assessment, for homework. Remind them that they can use their primary source texts and their Analyzing Perspectives recording form, so they should be sure to take them home. <p>Point out that students should not do Parts B, C, and D yet. Those are for the End of Unit 1 Assessment.</p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish Part A of the Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (either the "Day of Infamy" or the "Fourteen-Part Message" version) to turn in at the beginning of the next class for the mid-unit assessment.	



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Supporting Materials



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“War in the Pacific”

Quotes

In 1937, military leaders controlled Japan. In July, the Japanese launched an all-out war to take over China. The Japanese conquered much of eastern China, but by 1939, the two countries had fought to a stalemate. (“War in the Pacific”)



The United States sided with China against Japan. (“War in the Pacific”)



By August 1940, Japanese troops occupied the northern part of French Indochina (now Vietnam). (“War in the Pacific”)



In July 1941, the Japanese occupied the southern part of Indochina. (“War in the Pacific”)



The Japanese had a large, modern navy and an army hardened by years of combat in China. They hoped that many quick victories over the Americans and British would force peace, leaving Japan in control of eastern Asia and the western Pacific. (“War in the Pacific”)



Roosevelt, busy aiding Britain in its war against Germany, ordered a freeze on trade with Japan. (“War in the Pacific”)



“War in the Pacific”

Quotes

Japan had little oil of its own; without oil and gasoline from the United States, its army and navy could not fight. (“War in the Pacific”)



If Japan withdrew from China, American trade would resume, but the proud Japanese army would be humiliated. If the Japanese remained in China, Japan would need a new source of oil. (“War in the Pacific”)



As the Japanese prepared for war, the Tojo government continued negotiating with the United States, hoping that Roosevelt might change his mind and resume trade with Japan. (“War in the Pacific”)



In May 1940, [Roosevelt] stationed the U.S. Pacific Fleet at Pearl Harbor, Hawaii, as a further warning to Japan. (“War in the Pacific”)



In September [1940], Japan signed a treaty of cooperation with Germany and Italy, whose armies were busy overrunning Europe and North Africa. Roosevelt [was] busy aiding Britain in its war against Germany. (“War in the Pacific”)



The United States demanded that Japan withdraw from both Indochina and China. Roosevelt was confident that the Japanese would not risk attacking the powerful United States. (“War in the Pacific”)



As negotiations continued in the fall of 1941, the U.S. Army and Navy rushed to reinforce Hawaii and the Philippine Islands. (“War in the Pacific”)





Analyzing Perspectives
Recording Form

Name: _____

Date: _____

Text	Japan's Role in Asia and the Pacific	U.S. Embargo of Japan	Diplomacy and the Failure of Diplomacy
"War in the Pacific"	What relationship did Japan want with the countries in Asia and the Pacific?	What was the U.S. embargo of Japan?	What was the relationship between the U.S. and Japan like leading up to Pearl Harbor?
"Day of Infamy" speech	What was Roosevelt's perspective on Japanese imperialism?	Why might Roosevelt not have mentioned the U.S. embargo of Japan in his speech?	What was Roosevelt's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?
"Fourteen-Part Message"	What was the Japanese government's perspective on Japanese imperialism?	What was the Japanese government's perspective on the U.S. embargo?	What was the Japanese government's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?



Analyzing Perspectives
(Answers for Teacher Reference)

Text	Japan's Role in Asia and the Pacific	U.S. Embargo of Japan	Diplomacy and the Failure of Diplomacy
"War in the Pacific"	<p>What relationship did Japan want with the countries in Asia and the Pacific?</p> <p>Japan wanted to control many parts of Asia and the Pacific.</p>	<p>What was the U.S. embargo of Japan?</p> <p>The United States stopped trading with Japan to persuade it to stop taking over other countries. This was really important for Japan because it got a lot of its oil from the United States.</p>	<p>What was the relationship between the U.S. and Japan like leading up to Pearl Harbor?</p> <p>The relationship was getting worse and worse in the lead-up to Pearl Harbor. Tension was growing because the United States did not want Japan to take over other countries in Asia, and Japan needed oil from the United States.</p>
"Day of Infamy" speech	<p>What was Roosevelt's perspective on Japanese imperialism?</p> <p>Japan was taking over other countries by force.</p>	<p>Why might Roosevelt not have mentioned the U.S. embargo of Japan in his speech?</p> <p>He was presenting the attack on Pearl Harbor as unprovoked, so he left out the U.S. embargo.</p>	<p>What was Roosevelt's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?</p> <p>He said that the United States was "at peace with that nation" before the attack.</p>



Analyzing Perspectives
(Answers for Teacher Reference)

Text	Japan's Role in Asia and the Pacific	U.S. Embargo of Japan	Diplomacy and the Failure of Diplomacy
"Fourteen-Part Message"	<p>What was the Japanese government's perspective on Japanese imperialism?</p> <p>Japanese officials claimed that they wanted peace in Asia and that every country should find its "proper place in the world."</p>	<p>What was the Japanese government's perspective on the U.S. embargo?</p> <p>The Japanese called it worse than a military attack, saying it was more inhumane.</p>	<p>What was the Japanese government's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?</p> <p>The Japanese said they were negotiating in good faith, but the U.S. wasn't willing to compromise at all.</p>

“Day of Infamy”
Quotes

Yesterday, the Japanese government also launched an attack against Malaya. Last night, Japanese forces attacked Hong Kong. Last night, Japanese forces attacked Guam. (“Day of Infamy” speech)



Last night, Japanese forces attacked the Philippine Islands. Last night, the Japanese attacked Wake Island. And this morning, the Japanese attacked Midway Island. (“Day of Infamy” speech)



Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. (“Day of Infamy” speech)



The United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. (“Day of Infamy” speech)



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. (“Day of Infamy” speech)



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. (“Day of Infamy” speech)



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. (“Day of Infamy” speech)





“Day of Infamy”

Quotes

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.
 (“Day of Infamy” speech)



“Fourteen-Part Message”

Quotes

The Japanese Government wants to insure the stability of East Asia and to promote world peace and thereby to enable each nation to find its proper place in the world. (“Fourteen-Part Message”)



Ever since Japan’s war with China, the Japanese Government has tried to restore peace. (“Fourteen-Part Message”)



Obviously, the American Government’s intention is to obstruct Japan’s effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. (“Fourteen-Part Message”)



The American Government objects to settling international issues through military pressure, but it uses economic pressure instead. (“Fourteen-Part Message”)



Using economic pressure to deal with international relations should be condemned. It is, at times, more inhumane than military pressure. (“Fourteen-Part Message”)



The government of Japan genuinely wants to come to a friendly understanding with the Government of the United States so that the two countries may secure peace in the Pacific Area and contribute toward world peace. Japan has continued sincere negotiations with the Government of the United States since last April (“Fourteen-Part Message”)





“Fourteen-Part Message”

Quotes

Last August, the Premier of Japan proposed to meet the President of the United States for a discussion of important problems between the two countries. However, the American Government insisted that the meeting should take place after an agreement of view had been reached on fundamental and essential questions. (“Fourteen-Part Message”)



It is impossible not to reach the conclusion that the American Government desires to maintain and strengthen its dominant position in East Asia. The Japanese Government cannot tolerate that, since it directly runs counter to Japan’s fundamental policy to enable each nation to enjoy its proper place in the world. (“Fourteen-Part Message”)



Thus, the earnest hope of the Japanese Government to preserve the peace of the Pacific through cooperation with the American Government has finally been lost. The Japanese Government regrets to have to notify the American Government that it seems it is impossible to reach an agreement through further negotiations. (“Fourteen-Part Message”)



Japan's Role in Asia and the Pacific
(For Teacher Reference)

In 1937, military leaders controlled Japan. In July, the Japanese launched an all-out war to take over China. The Japanese conquered much of eastern China, but by 1939, the two countries had fought to a stalemate. (“War in the Pacific”)

The United States sided with China against Japan. (“War in the Pacific”)

By August 1940, Japanese troops occupied the northern part of French Indochina (now Vietnam). (“War in the Pacific”)

In July 1941, the Japanese occupied the southern part of Indochina. (“War in the Pacific”)

The Japanese had a large, modern navy and an army hardened by years of combat in China. They hoped that many quick victories over the Americans and British would force peace, leaving Japan in control of eastern Asia and the western Pacific. (“War in the Pacific”)

The Japanese Government wants to insure the stability of East Asia and to promote world peace and thereby to enable each nation to find its proper place in the world. (“Fourteen-Part Message”)

Ever since Japan's war with China, the Japanese Government has tried to restore peace. (“Fourteen-Part Message”)

Obviously, the American Government's intention is to obstruct Japan's effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. (“Fourteen-Part Message”)

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. (“Day of Infamy” speech)

Yesterday, the Japanese government also launched an attack against Malaya. Last night, Japanese forces attacked Hong Kong. Last night, Japanese forces attacked Guam. (“Day of Infamy” speech)

Last night, Japanese forces attacked the Philippine Islands. Last night, the Japanese attacked Wake Island. And this morning, the Japanese attacked Midway Island. (“Day of Infamy” speech)



Japan's Role in Asia and the Pacific
(For Teacher Reference)

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. ("Day of Infamy" speech)

The United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. ("Day of Infamy" speech)

U.S. Embargo of Japan
(For Teacher Reference)

Roosevelt, busy aiding Britain in its war against Germany, ordered a freeze on trade with Japan. (“War in the Pacific”)

Japan had little oil of its own; without oil and gasoline from the United States, its army and navy could not fight. (“War in the Pacific”)

If Japan withdrew from China, American trade would resume, but the proud Japanese army would be humiliated. If the Japanese remained in China, Japan would need a new source of oil. (“War in the Pacific”)

As the Japanese prepared for war, the Tojo government continued negotiating with the United States, hoping that Roosevelt might change his mind and resume trade with Japan. (“War in the Pacific”)

The American Government objects to settling international issues through military pressure, but it uses economic pressure instead. (“Fourteen-Part Message”)

Using economic pressure to deal with international relations should be condemned. It is, at times, more inhumane than military pressure. (“Fourteen-Part Message”)

Diplomacy and the Failure of Diplomacy
(For Teacher Reference)

In May 1940, [Roosevelt] stationed the U.S. Pacific Fleet at Pearl Harbor, Hawaii, as a further warning to Japan. (“War in the Pacific”)

In September [1940], Japan signed a treaty of cooperation with Germany and Italy, whose armies were busy overrunning Europe and North African. Roosevelt [was] busy aiding Britain in its war against Germany. (“War in the Pacific”)

The United States demanded that Japan withdraw from both Indochina and China. Roosevelt was confident that the Japanese would not risk attacking the powerful United States. (“War in the Pacific”)

As negotiations continued in the fall of 1941, the U.S. Army and Navy rushed to reinforce Hawaii and the Philippine Islands. (“War in the Pacific”)

The government of Japan genuinely wants to come to a friendly understanding with the Government of the United States so that the two countries may secure peace in the Pacific Area and contribute toward world peace. Japan has continued sincere negotiations with the Government of the United States since last April. (“Fourteen-Part Message”)

Last August, the Premier of Japan proposed to meet the President of the United States for a discussion of important problems between the two countries. However, the American Government insisted that the meeting should take place after an agreement of view had been reached on fundamental and essential questions. (“Fourteen-Part Message”)

It is impossible not to reach the conclusion that the American Government desires to maintain and strengthen its dominant position in East Asia. The Japanese Government cannot tolerate that, since it directly runs counter to Japan’s fundamental policy to enable each nation to enjoy its proper place in the world. (“Fourteen-Part Message”)

Obviously the American Government’s intention is to obstruct Japan’s effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. (“Fourteen-Part Message”)

Thus, the earnest hope of the Japanese Government to preserve the peace of the Pacific through cooperation with the American Government has finally been lost. The Japanese Government regrets



Diplomacy and the Failure of Diplomacy
(For Teacher Reference)

to have to notify the American Government that it seems it is impossible to reach an agreement through further negotiations. (“Fourteen-Part Message”)

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. (“Day of Infamy” speech)

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. (“Day of Infamy” speech)

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire. (“Day of Infamy” speech)



Mid-Unit 1 Assessment: Fishbowl Note-catcher:
Understanding Perspectives on the Pearl Harbor Attack “Day of Infamy” Version

Name: _____

Date: _____

Part A: Speaking Notes

Directions: Reread Roosevelt’s “Day of Infamy” speech and answer the following questions to prepare for the Fishbowl discussion.

What did FDR accuse Japan of doing?	
What was FDR’s perspective on the Pearl Harbor attack? What in the text makes you think as you do?	
What are some of the ways the speech you studied might affect people? What makes you think so? Be sure to use the strongest evidence from the speech and your common sense to respond to the question. Think about how hearing the speech might have affected: <ul style="list-style-type: none">• People in the American military• People of Japanese descent living in the United States• People who lived in Hawaii	



Mid-Unit 1 Assessment: Fishbowl Note-catcher:
Understanding Perspectives on the Pearl Harbor Attack “Day of Infamy” Version

Part B: Fishbowl Listening Notes

Directions: As you listen to the information being shared in the inside circle, answer the following questions.

What information is new to you?	
What thinking is new to you?	
What questions do you have?	



Mid-Unit 1 Assessment: Fishbowl Note-catcher:
Understanding Perspectives on the Pearl Harbor Attack “Day of Infamy” Version

Part C: Follow-up Partner Discussion Notes

Directions: These two perspectives had an impact on individuals and societies. After studying both perspectives on the Pearl Harbor attack, analyze both perspectives by answering the question below and discussing your answer with your partner.

<p>What are the overall differences in perspectives? Use the best evidence to support your answer.</p>	
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Mid-Unit 1 Assessment: Fishbowl Note-catcher:
Understanding Perspectives on the Pearl Harbor Attack “Day of Infamy” Version

Part D: Post-Fishbowl Homework

Exit Ticket: Varying Perspectives

Select one of the following scenarios and write a response. Use evidence from the texts and common sense to support your answer.

If you were an American citizen listening to FDR’s speech, how might it affect you?

If you were a Japanese citizen listening to FDR’s speech, how might it affect you?

If you were a Japanese citizen reading the Japanese message, how might it affect you?

If you were an American citizen reading the Japanese message, how might it affect you?



Mid-Unit 1 Assessment: Fishbowl Note-catcher:

Understanding Perspectives on the Pearl Harbor Attack “Fourteen-Part Message” Version

Name: _____

Date: _____

Part A: Speaking Notes

Directions: Reread the “Fourteen-Part Message” and answer the following questions to prepare for the Fishbowl discussion.

What did the Japanese government accuse the United States of doing?	
What was the Japanese government’s perspective on the Pearl Harbor attack? What in the text makes you think as you do?	
What are some of the ways the message you studied might affect people? What makes you think so? Be sure to use the strongest evidence from the text and your common sense to respond to the question. Think about how reading the text might have affected: <ul style="list-style-type: none">• People in the Japanese military• People in Japan who had family living in the United States• People in Japan or the United States who had sons of draft age	



Mid-Unit 1 Assessment: Fishbowl Note-catcher:

Understanding Perspectives on the Pearl Harbor Attack “Fourteen-Part Message” Version

Part B: Fishbowl Listening Notes

Directions: As you listen to the information being shared in the inside circle, answer the following questions.

What information is new to you?	
What thinking is new to you?	
What questions do you have?	



Mid-Unit 1 Assessment: Fishbowl Note-catcher:

Understanding Perspectives on the Pearl Harbor Attack “Fourteen-Part Message” Version

Part C: Follow-up Partner Discussion Notes

Directions: These two perspectives had an impact on individuals and societies. After studying both perspectives on the Pearl Harbor attack, analyze both perspectives by answering the question below and discussing your answer with your partner.

<p>What are the overall differences in perspectives? Use the best evidence to support your answer.</p>	
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Mid-Unit 1 Assessment: Fishbowl Note-catcher:

Understanding Perspectives on the Pearl Harbor Attack “Fourteen-Part Message” Version

Part D: Post-Fishbowl Homework

Exit Ticket: Varying Perspectives Select one of the following scenarios and write a response. Use evidence from the texts and common sense to support your answer.	<p>If you were an American citizen listening to FDR’s speech, how might it affect you?</p> <p>If you were a Japanese citizen listening to FDR’s speech, how might it affect you?</p> <p>If you were a Japanese citizen reading the Japanese message, how might it affect you?</p> <p>If you were an American citizen reading the Japanese message, how might it affect you?</p>
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