

Inquiry Design Model (IDM) Blueprint™

Compelling Question	Is the control of nuclear weapons necessary to maintain peace?		
Standards and Practices	<p>9-12.AH.5.CC.C Trace changes in military strategies and technologies as a response to the challenges of the Cold War.</p> <p>9-12.AH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.</p>		
Staging the Question	<p>Photos and Descriptions of atomic bombs dropped on Hiroshima and Nagasaki</p> <p>Brainstorm with a partner how many casualties and how much property damage amounted in Japan as a result of the two atomic bombs that were dropped on Hiroshima and Nagasaki.</p> <p>Teacher Use Only</p> <p style="text-align: center;">Background Essay</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Was the U.S. decision to drop the atomic bombs on Japan justified?	What compelled the U.S. to develop the hydrogen bomb?	What is the reason behind denuclearization?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Create a T-Chart listing the pros and cons of the United States use of the Atomic Bomb.	Describe the arguments used to support and oppose the development of the Hydrogen Bomb.	Develop a claim supported by evidence about the extent to which denuclearization is a viable option.	
Featured Sources	Featured Sources	Featured Sources	
<p>Hook: Archive footage of Hiroshima bombing</p> <p>Source 1: What Is the Difference Between a Hydrogen Bomb and an Atomic Bomb? (Time Magazine)</p>	<p>Hook: Video of test of H-Bomb</p> <p>Source 4: Statement by the President on the Hydrogen Bomb</p>	<p>Hook: Methods of Denuclearization Video</p> <p>Source 8: Denuclearization Political Cartoon</p>	

<p>Source 2: Atomic Bomb-Truman Press Release-August 6, 1945 (Read Introduction)</p> <p>Source 3: Debate over the Japanese Surrender (First Six Paragraphs) & Emperor Hirohito's Speech Start 3:10-The Voice of Hirohito</p>	<p>Source 5: Memorandum to Secretary Johnson</p> <p>Source 6: Devastation</p> <p>Source 7: Opposition to the Bomb (History Channel Article)</p>	<p>Source 9: The Storied Past of 'Denuclearization'</p> <p>Source 10: President Trump, Kim Jong Un seek something basic: A definition of denuclearization</p> <p>Source 11: Top Secret January 16, 1952 - U.S. Atomic Energy Commission By: Col. K.E. Fields Document No. LXI-1746-L.A</p> <p>Source 12: November 4, 1949 Memorandum to the President</p>
<p>Summative Performance Task</p>	<p>Argument</p>	<p>Is the control of nuclear weapons necessary to maintain peace? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources, while acknowledging competing views.</p>
	<p>Extension</p>	<p>Create a public service announcement (i.e. video/presentation) that responds to the compelling question "Is the control of nuclear weapons necessary to maintain peace?"</p>

Supporting Question 1

The first supporting question—“ Was the U.S. decision to drop the atomic bombs on Japan justified?”—has students Create a T-Chart listing the pros and cons of the United States use of the Atomic Bomb. The formative performance task asks students to develop an opinion about Truman’s decision to drop the atomic bombs on Japan. The featured sources for this question provide information about the difference between the Atomic and Hydrogen bombs, events leading up to the decision to use nuclear weapons as well as the Japanese surrender. Featured Source 1 is What Is the Difference Between a Hydrogen Bomb and an Atomic Bomb? (Time Magazine), which provides information about the similarities and differences between fission and fusion and the amount of energy each has the potential to release. It also gives examples of the potential destructive power of each. Featured Source 2 is Atomic Bomb-Truman Press Release-August 6, 1945, which provides background information about the events leading up to the use of the Atomic bombs, including loss of American lives in the Pacific theater, the attack on Pearl Harbor and Truman’s decision to drop the Atomic Bombs. Featured Source 3 is Debate over the Japanese Surrender and Emperor Hirohito’s Speech, which introduces students to the two different schools of thought regarding the Japanese surrender and whether they would have surrendered even without the nuclear attacks on Hiroshima and Nagasaki.

Supporting Question 2

The second supporting question—“ What compelled the U.S. to develop the hydrogen bomb?”—has students Describe the arguments used to support and oppose the development of the Hydrogen Bomb. The formative performance task asks students to develop an understanding of the reasons that were presented to President Truman for and against the development of the Hydrogen bomb. The featured sources for this question provide students with background information from both sides of the argument over the Super Bomb as well as visual evidence of the damage that a Hydrogen Bomb can inflict. Featured Source 4 is Statement by the President on the Hydrogen Bomb, which provides students with the statement made to the public regarding Truman’s decision to go forward with the development of it. Featured Source 5 is Memorandum to Secretary Johnson, which provides information on the perceived threat from Soviet Russia having obtained nuclear capabilities. It goes into the Secretary Symington’s recommendation to Secretary Johnson that the United States must protect itself by furthering its own thermonuclear weapons. Featured Source 6 is Devastation which provides images of the damage caused by the detonation of a Hydrogen Bomb as well as a comparison between the potential damage that each would leave in Chicago. The final piece in this source is an excerpt from a book about the scandal involving the physicists that served on the team that developed the Atomic Bomb. It provides information about Oppenheimer’s downfall after Fuch’s confession to serving as a spy and giving the Soviets information about the Atomic Bomb. Featured Source 7 is Opposition to the Bomb (History Channel Article), which provides information about Oppenheimer, the leading physicist in developing the Atomic Bomb standing against the development of the Hydrogen Bomb. It goes into more details about how Oppenheimer was persecuted for not supporting further nuclear development. The article goes into the moral issues raised by Oppenheimer with the use of such a powerful weapon.

Supporting Question 3

The third supporting question—“ [What is the reason behind denuclearization?]”—has students Develop a claim supported by evidence about the extent to which denuclearization is a viable option. The formative performance task asks students to formulate an opinion about the extent how control of nuclear weapons, whether having the most technological advancement in this area or leading the charge in a required destruction of these weapons of mass destruction can potentially lead to World peace. The featured sources for this question includes a political cartoon, the history of attempts at denuclearization, a modern-day example of denuclearization as well as an historical example of an early mention of demilitarization during the Truman era. Featured Source 8 is Denuclearization Political Cartoon, which shows the difficulty of denuclearization.. Featured Source 9 is The Storied Past of 'Denuclearization', which describes the history of attempts of denuclearization throughout the World. Featured Source 10 is President Trump, Kim Jong Un seek something basic: A definition of denuclearization specifically refers specifically to denuclearization attempts in North Korea and the recent meeting between President Trump and Kim Jong Un. Featured Souce 11 is Top Secret January 16, 1952 - U.S. Atomic Energy Commission By: Col. K.E. Fields Document No. LXI-1746-L.A, which provides a primary source example of an early mention of disarmament and the idea of reducing arms as a way to move towards World peace and will show students that the idea of denuclearization is not a new one. Featured Source 12 is Memorandum to the President Report by the Chairman of the Atomic Energy Commission, November 4, 1949, which is written by Robert Dennison, who was an American Naval Officer and Aid to President Truman. In this memorandum, the claim is made that the development of the “Super Bomb” will actually contribute to the possibility of World Peace.

