

LESSON TITLE

Mapping the Attack on Pearl Harbor

LESSON OVERVIEW

For this lesson, students will learn more about the events leading up to World War II and Japan's reasons for attacking Pearl Harbor. Then, using Google Expeditions, students will take a virtual trip around Hawaii and see some of the military sites that made Hawaii such an important place during World War II. The lesson is broken down into three parts:

- **BEFORE THE EXPEDITION:** Students will speculate on the reasons why Japan attacked Pearl Harbor on December 7th, 1941 through discussion and light research.
- **DURING THE EXPEDITION:** Through the Expedition, students will see why Hawaii played such an important role during World War II and learn about some of the events during the Pearl Harbor Attack.
- **AFTER THE EXPEDITION:** Students will conduct more in depth research to create their own collaborative, contextualized Google My Maps that illustrate the events of that fateful day in 1941.

As an extension, students can create video blogs by recording a narrative onto their My Maps to create rich learning experience that leverages many different types of multimedia.

LESSON BACKGROUND

Grade(s): 6 to 12

Subject(s): History, Social Studies

Number of Students: Full class

Objectives: To examine the events surrounding the Japanese attack on Pearl Harbor.

Vocabulary:

Place in Unit of Study: Beginning / Middle / End

Grouping: Whole Class / Small Group

Google Apps Used: Google My Maps, Google Slides, Google Search, YouTube and Google Expeditions

STANDARDS ADDRESSED

CCSS Anchor Standards

Reading

[CCSS.ELA-LITERACY.CCRA.R.1](#)
[CCSS.ELA-LITERACY.CCRA.R.2](#)
[CCSS.ELA-LITERACY.CCRA.R.3](#)
[CCSS.ELA-LITERACY.CCRA.R.7](#)
CCSS.ELA-LITERACY.CCRA.R.8

Writing

[CCSS.ELA-LITERACY.CCRA.W.2](#)
[CCSS.ELA-LITERACY.CCRA.W.3](#)
[CCSS.ELA-LITERACY.CCRA.W.4](#)
[CCSS.ELA-LITERACY.CCRA.W.6](#)
[CCSS.ELA-LITERACY.CCRA.W.7](#)
[CCSS.ELA-LITERACY.CCRA.W.8](#)
CCSS.ELA-LITERACY.CCRA.W.9

Speaking & Listening

[CCSS.ELA-LITERACY.CCRA.SL.1](#)
[CCSS.ELA-LITERACY.CCRA.SL.2](#)
[CCSS.ELA-LITERACY.CCRA.SL.4](#)
[CCSS.ELA-LITERACY.CCRA.SL.5](#)

CCSS ELA Capacities

[They build strong content knowledge.](#)

[They respond to the varying demands of audience, task, purpose and discipline.](#)

[They comprehend as well as critique.](#)

[They value evidence.](#)

[They use technology and digital media strategically and capably.](#)

ISTE Standards for Students

[Empowered Learner A, C, D](#)

[Digital Citizen B, C](#)

[Knowledge Constructor A, B, C](#)

[Creative Communicator A, B, C, D](#)

[Global Collaborator A, B, C](#)

EXPEDITION PREP

Selected Expedition: Pearl Harbor and Hawaii During World War II

Selected Points of Interest: All

Additional videos / resources: [The Attack on Pearl Harbor in Color](#), [World War II Valor in the Pacific National Monument](#)

BEFORE THE EXPEDITION

Discussion Questions & Student Activity (*How are students building background knowledge to prepare for the expedition?*)

Why Did the Japanese Attack Paradise?

During the initial discussion, students will speculate on reasons Japan might have attacked Pearl Harbor. Then they will engage in an informal research activity to see if they can unearth the real reasons the Japanese attacked that day.

Casual Discussion

Depending on where you are in your own World War II curriculum, students will have varying levels of understanding around the events leading up to the Pearl Harbor attack. Use open-ended questions to get students thinking about what Japanese interests were in 1941 and how that might have influenced their decision to launch the attack. Some questions could include but are not limited to:

How was Japan involved in the war prior to the attack on Pearl Harbor?

What were Japan's goals at that time?

What did Japan need to accomplish those goals?

How was the US involved in the war prior to the attack on Pearl Harbor?

Was the United States doing anything that might have threatened Japan?

What were the US's goals during this time period?

What did the US need to accomplish these goals?

Were there other things happening around the world that might have influenced Japan to attack the United States?

While students may not be able to come up with the exact reasons, the questions should help guide their thinking towards the generalization they will find when they engage in more research.

Research on Reasons for Pearl Harbor Attack

Have students work in small groups (3 or 4) to do some research behind the reasons Japan attacked Pearl Harbor. Students can use Google Search to explore documents, newspapers, videos and many other sources to find the reasons. They can use the Google Search Cheat Sheet on the right to help them become better researchers.



Students will record their research findings in a shared Google Slides deck. This will allow students to have a shared resource they can refer back to as they make their way through the lesson and beyond. Teachers can make a copy of the Google Slides research template on the right and share it with the class.



NOTE: The Google Slides research template has three slides per group for the three different levels of research they are doing:

- Reasons for Pearl Harbor Attack
- Events During Pearl Harbor Attack
- Deeper Research On One Event

The Slide deck will help them scaffold through their understanding of the Pearl Harbor attack and will also help them to organize the information and media they will integrate into their My Maps. The different slides are color coded for better organization and easier navigation.

Have students present their findings in front of the class and discuss their results. Students should eventually settle on three generally accepted causes for the Japanese attack:

1. **An increased need for natural resources:** Japan had an increased need for natural resources like oil, minerals, and steel as their goals for expansion in Asia and the Pacific increased.
2. **Restrictions:** The United States also had an obvious interest in these natural resources, and in response to the Japanese aggression, the U.S. Congress placed restrictions on doing business with Japan. And, if that weren't enough, Japanese assets in the United States were frozen.

3. **Expansion into the Pacific:** President Roosevelt moved the US Pacific Fleet from California to Pearl Harbor in 1939. This move was a threat to Japan, who wanted to expand in the Pacific. Japanese military leaders and politicians saw a war between the U.S. and Japan as inevitable, with the solution being to attack first.

Now that students have a better understanding of the reasons why Japan attacked the United States, they can now embark on an Expedition of Hawaii and explore some of the key locations of the Pearl Harbor attack.

DURING THE EXPEDITION

Discussion Questions & Student Activity *(How are students recording and processing what they learn from the expedition?)*

The Expedition itself has the content and questions necessary to introduce students to the major events that occurred during the unification of the Hawaiian islands. Questions embedded in the Expedition should reinforce understanding of the content as well as advanced questions that allow students to reflect on the significance of what they are learning and how it applies to their own lives.



Students should be able to make some connections between their discussion and research from **BEFORE THE EXPEDITION**. The Expedition will serve as the bridge between the events leading up to the attack and the attack itself which will be covered in the next activity.

AFTER THE EXPEDITION

Discussion Questions & Student Activity *(How are students synthesizing and analyzing what they learn from the expedition?)*

Mapping the Attack on Pearl Harbor

Once students have toured the Expedition and learned more about Hawaii's importance during World War II, it is time to take a deeper dive into the most important military event in Hawaii: The Japanese attack on Pearl Harbor. During this activity students will work in groups to research the attack of December 7th, 1941 and demonstrate their understanding of the events by creating an interactive Google My Map. You can see an example of student work by clicking on the My Maps icon to the right.



Research on Events During Pearl Harbor Attack

Students should begin by doing some additional research on the attack. There are a number of different ways to do this:

1. Students can work in pairs to do general research on the events of December 7th, 1941. They can record their findings in a shared Google Slide deck. They can use the same Slide deck they used during the **BEFORE THE EXPEDITION** activity and switch to the green Slide named “Events During Pearl Harbor Attack.” Teams can then take turns sharing their findings with the rest of the class.
2. Have students view the film “The Attack on Pearl Harbor in Color.” The film gives students an excellent overview of the attack and presents the information in a linear, event-by-event timeline that makes it easy for students to digest. Click the icon to watch the movie!



Once students have a better understanding of what occurred that day, have a discussion with them about what the main events were. While many things happened that day, try to facilitate them towards the six main events:

- 1st wave of the attack
- 2nd wave of the attack
- A number of locations were attacked
- Many ships were sunk and lives were lost
- A number of military bases were attacked
- A number of other key events occurred before, during and after the attack (radar station mistook Japanese planes for American bombers, the Battle of Niihau, etc.)

Deeper Research On One Event

Break the class up into six groups. Assign one main event to each group. Have them research the individual topics. Using the Slide deck from **BEFORE THE EXPEDITION** research, have students record their notes and paste any pertinent links to pictures, video or documents. This will help them craft their My Maps.

Google My Maps

With their research in hand, students can now begin crafting their interactive My Maps. Click on the icon to the right and make a copy of the My Maps template. The template has already been populated with layers labeled with each main event of Pearl Harbor, though they are not all visible until you make a copy.



A Few Tips on My Maps Classroom Management

Having a full class collaborate on My Maps can sometimes be a little messy (and fun!) so we have some recommendations for how to get them started so you can avoid confusion and wasting time.

Step 1: Share the My Map with everyone in the class. Be sure they all have the ability to Edit the map.

Step 2: Let them know that My Maps does not have real time collaborative editing, so they will not be able to see other group’s progress until they refresh their browser.

Step 3: Because of the large number of students working on the shared map and the lack of real time collaboration, there is a good chance chaos will ensue. But you can lessen the chances for mistakes by

making sure groups are only working on their own layer. Instruct them to “turn off” the layers of the other groups. They can do this by unchecking the boxes of all the other groups until their assigned layer is the only one checked.

NOTE: Another way to minimize messiness is to only share the My Map with one member of each group. Then the group can all work together on one computer as they build out their layers.

Creating Content in My Maps

Students can now start embedding their research into their Layers. My Maps offers a number of different ways to create interactive, highly contextualized maps. If My Maps is new to you, don't worry as there are a number of different resources available to help you learn how to use the tools.

Google's My Maps Support Page

The support page has easy step-by-step illustrated tutorials to help you learn how to use the tools. It is a great resource for you and your students.

Mr. Holman's 7th Grade My Maps Tutorial

Mr. Holman put together a great YouTube video for his students to teach them how to use the tools. It's easy to understand and less than 10 minutes long.



And don't forget, even if you aren't completely comfortable using My Maps, your students will pick it up in no time. Let them take the lead and trust they will figure things out on their own. The links to the support resources and tutorials are already embedded in the My Map for students to use.

One of the most important features is the ability to add more data points to each location marker. The default settings allow you to input the location Name, location Description, images and YouTube videos. But if you follow the [steps to insert additional columns](#) in the data table, you can add more and more pieces of information about the location or event. Some examples of additional data points that might be useful for the Attack on Pearl Harbor map include but are not limited to:

- Time of the event
- Casualties
- Links to important documents
- Types of warcraft involved
- List of damaged property
- Names of important people involved

Publishing Their Maps

Once groups have their map layers, they can check the boxes of the other layers to see the map in full. Students now have an opportunity to publish their maps for the community and the world to see. Maps can be shared a number of different ways:

- My Maps can be shared publicly for anyone on the web to see

- They can be shared by hyperlink through social media and email
- They can be embedded in school or class websites and blogs
- Or publish to the Hawaii Expeditions Student Gallery!

Publishing to the Hawaii Expeditions Student Gallery

Have some cool student projects you want to share? We would love to see them! As more and more students use Expeditions and these lesson plans we will be building a Student Gallery where students can have their work published for the world to appreciate. Just click on the Google Form to the right and send us a link!



NOTE: The Form has information on how to protect student privacy so you can share their work safely and appropriately.

EXTENSION IDEAS

Video Blogs

A great extension is to have students create a video blog about the assignment. They can do a screen recording of each layer while they voice over the details of the event and its significance. Students can use apps like Screencastify to record their desktops and their voices as they create their narratives. Click the icon to find Screencastify and other apps like it in the Chrome Web Store!



Find more Expeditions lessons at www.moonshotincubator.com/expeditions.