

VOICES OF WAR: WORLD WAR II DELAWARE
PRIMARY SOURCE ACTIVITIES

PEARL HARBOR
THE JAPANESE ATTACK
ON THE
UNITED STATES
7 DECEMBER 1941



BY
MARK GIANANTI



**DEDICATED TO THOSE WHO
SERVED
SACRIFICED
AND
SAVED THE WORLD**



**VOICES OF WAR: WORLD WAR II DELAWARE
PRIMARY SOURCE ACTIVITIES**

**PEARL HARBOR
THE JAPANESE ATTACK
ON THE
UNITED STATES
7 DECEMBER 1941**



**BY
MARK GIANANTI**

**WILMINGTON UNIVERSITY
PROJECT DELAWARE, INC.**

**LIEUTENANT GOVERNOR JOHN C. CARNEY, JR.
SECRETARY OF STATE HARRIET SMITH WINDSOR
THE DELAWARE COMMISSION OF VETERANS AFFAIRS**

To the Teacher:

Voices of War: World War II Delaware has been initiated to preserve the memories of Delawareans that served at home and abroad both as civilians and in the armed services. Since the “Greatest Generation” is disappearing from our landscape it is essential that we use their stories to remember them and explain our past to future generations.

These stories and remembrances provide us all with glimpses of the past that are rarely, if ever, recorded in traditional texts. This pack is designed to integrate the oral histories into current high school curricula. The activities in this packet will help students to understand that the past was made by real people. Activities are provided that connects historic events to the recollections presented in the oral histories. Students are asked to listen to the recollections of Delaware veterans, examine primary resources, and interpret the past.

Furthermore, the primary source activities in this packet will enhance student skills and knowledge. The activities within this packet have been aligned with the Delaware Social Studies Standards. By examining documents, photographs, charts, and other historical evidence, students will be able to demonstrate deeper comprehension about the past. Additionally, the students will become active participants, discussing various interpretations of the past and the roles and contributions of diverse segments of the population in an era that defined the contemporary world.

The goal of this packet is to provide an easy to use resource that enables teachers to bring Delaware’s veterans into the classroom so that the future can have a deeper understanding, and appreciation, of the past.



**PEARL HARBOR
THE JAPANESE ATTACK
ON THE
UNITED STATES
7 DECEMBER 1941**

CONTENTS

Oral Histories

Teacher Key pg. 1

Student Worksheet pg. 2

This activity addresses:

History Standard 1, 2, 3, 4

Images: He Never Knew What Hit Him

Teacher Key pg. 3

Student Worksheet pg. 4

This activity addresses:

History Standard 1, 2, 3, 4

Poster: AVENGE December 7th

Teacher Key pg. 5

Student Worksheet pg. 6

This activity addresses:

History Standard 1, 2, 3, 4

Photographs and Map: Battleship Row

Teacher Key pg. 7

Student Worksheet pg. 8

This activity addresses:

Geography Standard 1

History Standard 1, 2, 3, 4

Photographs: Hickam and Wheeler Fields

Teacher Key pg. 9

Student Worksheet pg. 10

This activity addresses:

History Standard 1, 2, 3, 4

Charts and Graphs: USN & IJN FLEET STRENGTHS

Teacher Key pg. 11

Student Worksheet pg. 12

This activity addresses:

History Standard 1, 2, 3, 4

Newspaper Reports: *LARGE U.S. LOSSES CLAIMED BY JAPAN*

Teacher Page pg. 13

Teacher Article pg. 14

Student Worksheet pg. 15

Student Article pg. 16

This activity addresses:

History Standard 1, 2, 3, 4

**PEARL HARBOR
THE JAPANESE ATTACK
ON THE
UNITED STATES
7 DECEMBER 1941**

CONTENTS

Speeches: “Day of Infamy”

Teacher Page 1	pg. 17
Teacher Page 2	pg. 18
Student Worksheet Page 1	pg. 19
Student Worksheet Page 2	pg. 20
<i>This activity addresses:</i>	
<i>History Standard 1, 2, 3, 4</i>	

Creative Writing: News Report

Teacher Page	pg. 21
Student Handout	pg. 22
<i>This activity addresses:</i>	
<i>History Standard 1, 2, 3, 4</i>	

Appendix

News Article Rubric	pg. 23
Map Analysis Form	pg. 24
Poster Analysis Form	pg. 25
Photograph Analysis Form	pg. 26
Image Analysis Form	pg. 27
Document Analysis Form	pg. 28
What Makes an Effective Poster	pg. 29
Pearl Harbor Attack Map	pg. 30



TEACHER PAGE

PEARL HARBOR: ORAL HISTORIES

OBJECTIVE: At the end of this activity, you will be able to use oral histories in order to gain a deeper understanding of the Japanese attack on Pearl Harbor and how people reacted at the time.

ACTIVITY: Listen to the remembrances and answer the following questions.

1. How is Delaware connected with the defense of Pearl Harbor on December 7, 1941?
Lt. George Welch of Wilmington took off in a fighter (scrambled) in an effort to intercept Japanese aircraft. He successfully intercepted and destroyed four enemy aircraft.
2. What was going on in Delaware when the Japanese attacked Pearl Harbor?
Some people were watching the Wilmington Clippers play a baseball game against Richmond in Blue Rocks Stadium. Some people were in school while others had been visiting friends while on their way to Wilmington.
3. What did John Ross see and think as the attack started?
He saw a Japanese torpedo bomber releasing a torpedo into the harbor. He thought that it was a U.S. plane practicing. When the torpedo hit a ship and exploded he still did not fully realize that the Japanese were attacking. Only when his friend got his attention and pointed to Ford Island did the reality sink in.
4. What did John W. Freebery Sr. witness?
He saw Japanese aircraft "buzzing over, low, real low and dropping bombs...and pounding away."
5. Was there any doubt, despite the extensive damage inflicted by the Japanese, that the United States would win the war?
No. Mr. Ross states that the crew of his ship knew that they would win the war if it "took five years or twenty-five."
6. How did people react to the attack?
Some were confused because they did not believe that they were under attack initially. Others were upset with the nature of the attack since the United States and Japan were negotiating to resolve the disputes between the two countries.



PEARL HARBOR: ORAL HISTORIES

OBJECTIVE: At the end of this activity, you will be able to use oral histories in order to gain a deeper understanding of the Japanese attack on Pearl Harbor and how people reacted at the time.

ACTIVITY: Listen to the remembrances and answer the following questions.

1. How is Delaware connected with the defense of Pearl Harbor on December 7, 1941?
2. What was going on in Delaware when the Japanese attacked Pearl Harbor?
3. What did John Ross see and think as the attack started?
4. What did John W. Freebery Sr. witness?
5. Was there any doubt, despite the extensive damage inflicted by the Japanese, that the United States would win the war?
6. How did people react to the attack?



TEACHER PAGE

PEARL HARBOR: IMAGES

OBJECTIVE: At the end of this activity, you be able will to use visual images in order to explain how the attack on Pearl Harbor was reported in the American press at the start of the Second World War.

ACTIVITY: Examine the image below and answer the questions below it.



1. What event is represented in this image? How did you reach this conclusion?
Answers will vary. Possible answers are:
 - *the surprise attack, launched by Imperial Japan, on U.S. forces in Hawaii December 7, 1941*
 - *the fact that the United States found themselves at war*
2. What was the policy of the United States before the attack on Pearl Harbor?
The United States followed a policy of isolationism.
3. How did the artist feel about the position? Support your position with facts from the image.
The artists thought that isolationists were hiding from danger. The use of an ostrich to represent isolationism shows the artist's feelings. Ostriches "hide their heads" rather than face danger and this is what the artist felt the U.S. was doing. It was hiding from the danger of war rather than confronting it.
4. Why did the artist use the words he did for the title?
He used the words to reinforce his point that a more realistic view of world affairs would not have provided the Japanese with the chance to launch their attack on December 7, 1941.
5. How does the title relate to the image representing U.S. foreign policy?
It shows the connection between isolationist foreign policy and the surprise attack on Pearl Harbor.

PEARL HARBOR: IMAGES

OBJECTIVE: At the end of this activity, you will be able to use visual images in order to explain how the attack on Pearl Harbor was reported in the American press at the start of the Second World War.

ACTIVITY: Examine the image below and answer the questions below it.



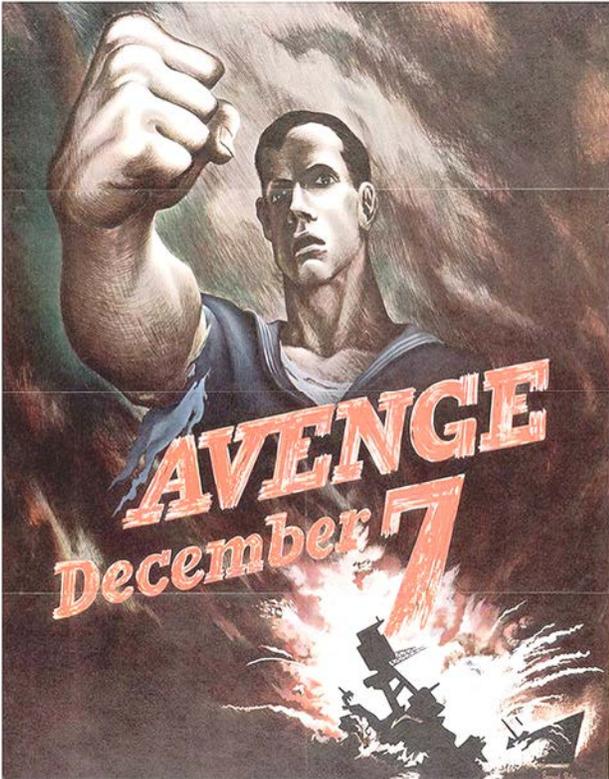
1. What event is represented in this image? How did you reach this conclusion?
2. What was the policy of the United States before the attack on Pearl Harbor?
3. How did the artist feel about the position? Support your position with facts from the image.
4. Why did the artist use the words he did for the title?
5. How does the title relate to the image representing U.S. foreign policy?

TEACHER PAGE

PEARL HARBOR: POSTER

OBJECTIVE: At the end of this activity, you will be able to use visual images in order to explain the impact of the Japanese attack on Pearl Harbor and how it was used to motivate the United States' war effort.

ACTIVITY: Examine the poster below and answer the questions to the right of the poster.



1. What does this poster show?

The poster shows a sailor with his right arm outstretched and clenched in a fist in the foreground. At the bottom is a silhouette of a ship, probably the USS Arizona, exploding and sinking. The words "AVENGE December 7" in red letters printed across the poster.

2. What is the significance of this poster?

It shows the destruction of the U.S. fleet on December 7, 1941. However, it also shows the determination of the U.S. Navy to strike back at the Japanese.

3. What elements (images, symbols, text, etc.) strengthen the impact of this poster? Explain your position with specific details from the poster.

Answers will vary. Points that can be made by students are:

1. The dark background draws the viewer's attention to the ship highlighted by explosions in the bottom right.

2. The sailor is clean but his uniform is torn at the sleeve can be seen as representing that though the damage suffered on December 7th was significant but that the U.S. navy would recover and fight to victory.

3. The slogan makes the American goal in the war vengeance. The choice of the word "AVENGE" is important as it makes the U.S. goal one of vengeance. This is important since one definition of vengeance is the infliction of punishment in return for a wrong committed.

PEARL HARBOR: POSTER

OBJECTIVE: At the end of this activity, you be able will to use visual images in order to explain the impact of the Japanese attack on Pearl Harbor and how it was used to motivate the United States' war effort.

ACTIVITY: Examine the poster below and answer the questions to the right of the poster.

1. What does this poster show?



2. What is the significance of this poster?

3. What elements (images, symbols, text, etc.) strengthen the impact of this poster? Explain your position with specific details from the poster.

TEACHER PAGE

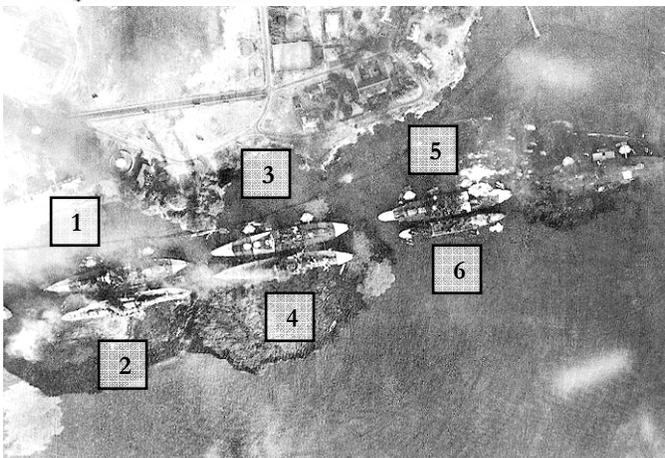
PEARL HARBOR: PHOTOGRAPHS AND MAP

OBJECTIVE: At the end of this activity, you will be able to compare two types of visual primary sources and gain a deeper understanding of historic events.

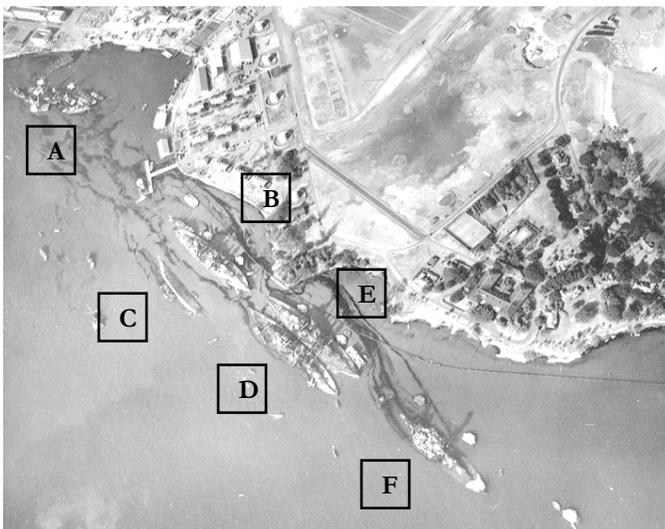
ACTIVITY: Examine the photographs of Battleship Row taken during and after the attack and the map showing Ford Island and complete the activities at the right.



1. On the map, circle the area shown in the photographs.
2. Identify the ships and mark their locations in the top photograph.
 1. *Maryland*
 2. *Oklahoma*
 3. *Tennessee*
 4. *West Virginia*
 5. *Arizona*
 6. *Vestal*



3. Describe the conditions of the ships as they are in the bottom photograph.
 - A. *USS California has sunk*
 - B. *USS Maryland appears lightly damaged*
 - C. *USS Oklahoma has capsized*
 - D. *USS Tennessee appears lightly damaged*
 - E. *USS West Virginia has sunk*
 - F. *USS Arizona has sunk*

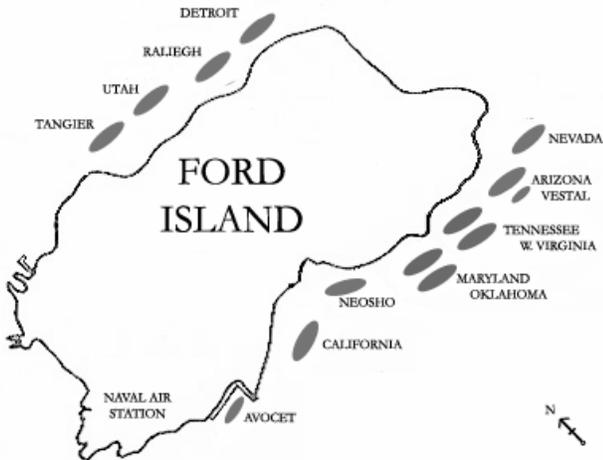


4. What questions do these images leave you with?
Student questions may vary. Some possible questions may be:
What happened to the Nevada?
What happened to the Vestal?
What are the black lines next to the ships?
What damage was inflicted on the ships on the other side of the island?
How many sailors lost their lives on the ships?
How much damage did the shore installations suffer?
5. What resources would you look for to help answer the questions?
Resources that may help could be:
 - *Pearl Harbor websites maintained by the U.S. Navy or the National Park Service*
 - *Encyclopedias or reference websites and books*
 - *Military history journals*
 - *Newspaper archives*

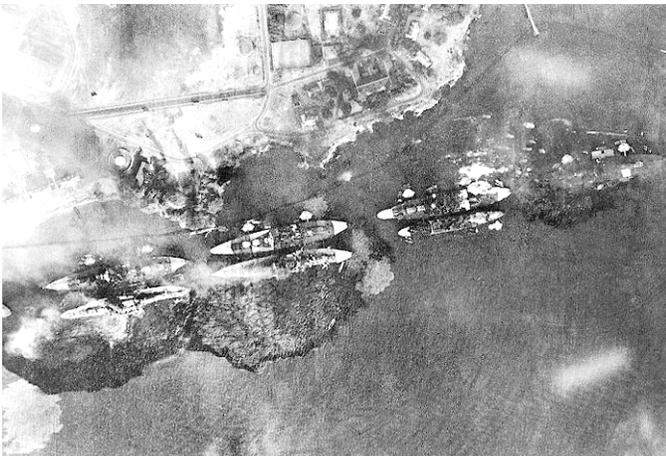
PEARL HARBOR: PHOTOGRAPHS AND MAP

OBJECTIVE: At the end of this activity, you will be able to compare two types of visual primary sources and gain a deeper understanding of historic events.

ACTIVITY: Examine the photographs of Battleship Row taken during and after the attack and the map showing Ford Island and complete the activities at the right.



1. On the map, circle the area shown in the photographs.
2. Identify the ships and mark their locations in the top photograph.
3. Describe the conditions of the ships as they are in the bottom photograph.



4. What questions do these images leave you with?



5. What resources would you look for to help answer the questions?

TEACHER PAGE

PEARL HARBOR: PHOTOGRAPHS

OBJECTIVE: After examining the photographs taken after the Japanese attack on Pearl Harbor, you will be able to interpret and use photographic evidence as a historic resource.

ACTIVITY: Examine the photographs and answer the questions.



1. After examining the images, how extensive do you think the damage to the U.S. Army Air Forces was on December 7th?

The damage shown in all three images is very heavy. While only a single aircraft is shown in the top image, the bottom has parts from many destroyed aircraft. Additionally, the middle aircraft, while not damaged, is resting in front of at least one wreck. Also, the significant amount of smoke rising in the distance gives support of other aircraft and facilities destroyed.

2. The rallying cry after the Japanese attack of December 7, 1941 was, "Remember Pearl Harbor!" This could mean that people were focusing solely on the damage done to the U.S. Pacific Fleet. Since the damage done to Wheeler and Hickam Fields was heavy, why didn't people say Remember Wheeler?

Answers will vary. Student answers should focus on the following:

- *Pearl Harbor was used as allocation that represented all of the areas in Hawaii that were attacked.*
- *The damage inflicted on the U.S. Pacific Fleet was greater in size and in emotional impact.*
- *Aircraft would be easier to replace than ships*
- *There were considerably more Navy killed and wounded than the Army or Marines.*

3. Which had a greater long-term impact on the war, the damage inflicted on the U.S. Navy or Army Air Forces by the Japanese? Give a justification for why you believe the way you do.

The damage to the U.S. Navy had a greater long-term impact for the following reasons:

- *The sinking of the battleships by carrier based aircraft transformed naval strategy and shipbuilding priorities.*
- *The U.S. plans for how it would prosecute the war had to be rewritten.*
- *U.S. post-war naval strategy would be based around carrier battle groups.*

4. Give the types of information you would need to prove your position in question 3.

Answers will vary. Possible sources are battle histories, and ship construction data.

PEARL HARBOR: PHOTOGRAPHS

OBJECTIVE: After examining the photographs taken after the Japanese attack on Pearl Harbor, you will be able to interpret and use photographic evidence as a historic resource.

ACTIVITY: Examine the photographs and answer the questions.

2. After examining the images, how extensive do you think the damage to the U.S. Army Air Forces was on December 7th?



3. The rallying cry after the Japanese attack of December 7, 1941 was, "Remember Pearl Harbor!" This could mean that people were focusing solely on the damage done to the U.S. Pacific Fleet. Since the damage done to Wheeler and Hickam Fields was heavy, why didn't people say Remember Wheeler?



4. Which had a greater long-term impact on the war, the damage inflicted on the U.S. Navy or Army Air Forces by the Japanese? Give a justification for why you believe the way you do.



5. Give the types of information you would need to prove your position in question 3.

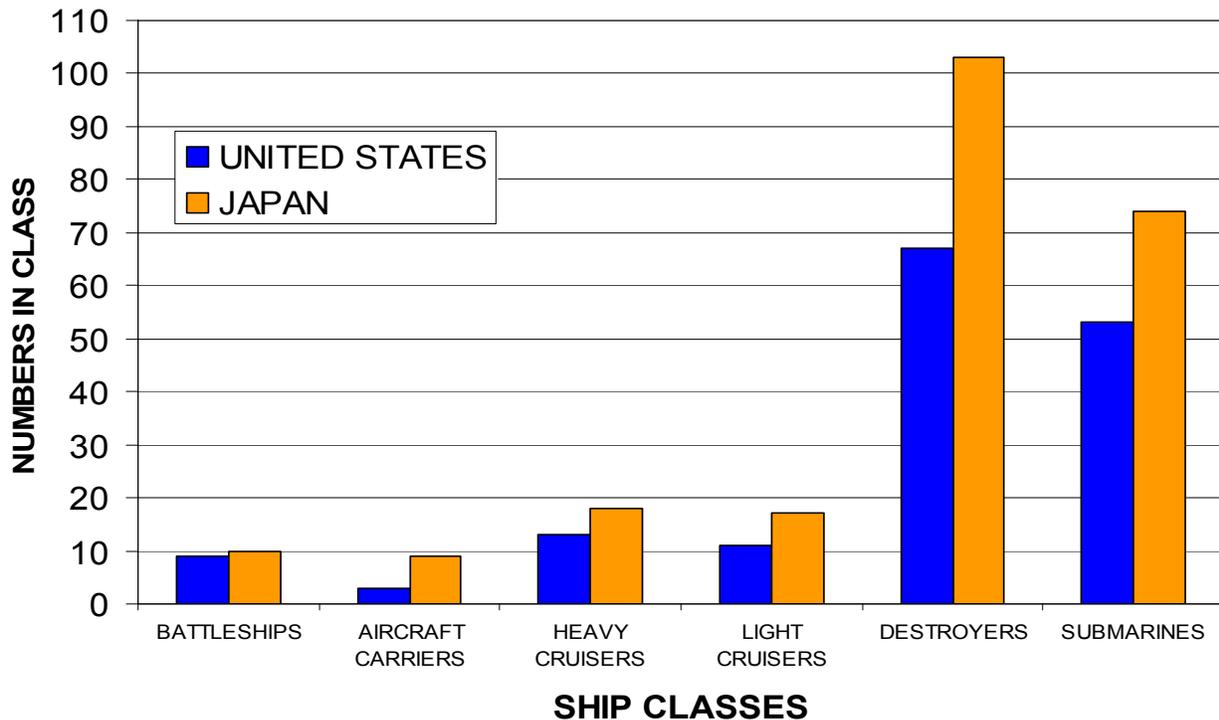
TEACHER PAGE

PEARL HARBOR: CHARTS AND GRAPHS

OBJECTIVE: At the end of this activity you will be able to read and gather information from a chart.

ACTIVITY: Examine the chart and answer the questions that follow.

USN & IJN STRENGTHS ON 6 DEC 41



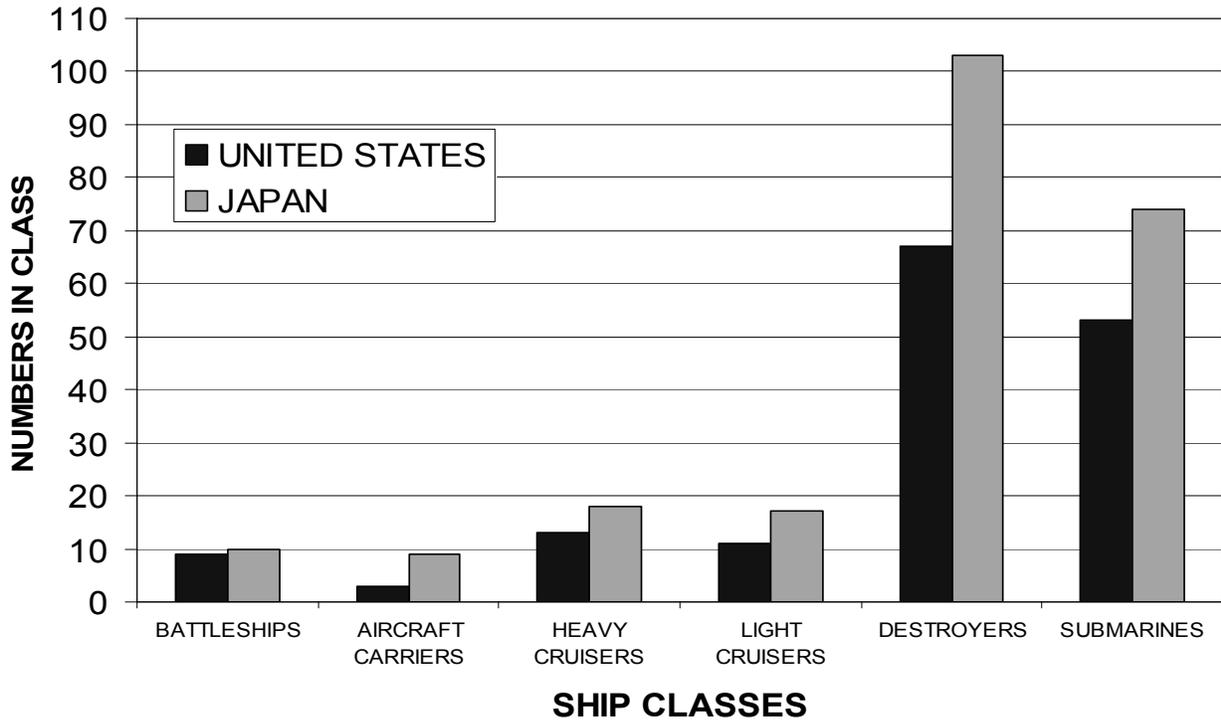
1. In which category(ies) of ships does the Imperial Japanese Navy have a significant advantage?
The Japanese had significantly more aircraft carriers, destroyers, and submarines than the United States. They also had more heavy and light cruisers.
2. The Japanese, when planning their attack on Pearl Harbor, saw that U.S. battleships as their primary target. Why?
Battleships were the only class of ship where the USN and IJN were evenly matched numerically. Also, battleships were considered the main elements of any fleet and were therefore, the main target in any naval plans prior to the attack on Pearl Harbor.
3. Why do you think that the Japanese were not concerned when they saw that the U.S. aircraft carriers were not at Pearl Harbor during their attack?
The Japanese still saw the battleship as the backbone of their fleet and aircraft carriers as supporting the actions of battleships. Also, the Japanese had more aircraft carriers than the United States.
4. The Japanese sank 8 battleships, 3 light cruisers, and three destroyers on December 7, 1941. How do you think the success of the Japanese attack affected U.S. plans in the Pacific?
The U.S. was unable to engage the Japanese in a full naval engagement since the main elements of their fleet were sunk or heavily damaged following the Japanese attack. Also, the destruction wrought by carrier borne aircraft showed the U.S. leadership that aircraft carriers had supplanted the battleship as the main ship in any fleet.

PEARL HARBOR: CHARTS AND GRAPHS

OBJECTIVE: At the end of this activity you will be able to read and gather information from a chart.

ACTIVITY: Examine the chart and answer the questions that follow.

USN & IJN STRENGTHS ON 6 DEC 41



1. In which category(ies) of ships does the Imperial Japanese Navy have a significant advantage?
2. The Japanese, when planning their attack on Pearl Harbor, saw that U.S. battleships as their primary target. Why?
3. Why do you think that the Japanese were not concerned when they saw that the U.S. aircraft carriers were not at Pearl Harbor during their attack?
4. The Japanese sank 8 battleships, 3 light cruisers, and three destroyers on December 7, 1941. How do you think the success of the Japanese attack affected U.S. plans in the Pacific?

TEACHER PAGE

PEARL HARBOR: NEWSPAPER REPORTS

OBJECTIVE: At the end of this activity, you will be able to use news reports to explain how the Japanese reported their attack on the U.S. Pacific Fleet as well as how it was part of Japanese operations elsewhere.

ACTIVITY: Read the article *LARGE U.S. LOSSES CLAIMED BY JAPAN*, and answer the following questions.

1. Where does the information in this article originate?
The information comes from the official Japanese news agency Domei. The report has been sent from Tokyo and additional reports from Italy and Germany are used.
2. What areas were attacked by the Japanese?
Hawaii, Guam, the Philippines, Hong Kong, and Thailand
3. What are the claims made by the Japanese government after the attacks on U.S. bases and possessions in the Pacific?
The Japanese claimed to have sunk 2 battleships and a mine-sweeper. They also claimed to have damaged four other capital ships and four cruisers as well as more than 300 aircraft. The Japanese also claimed to have captured merchant ships. Additionally, they reported that they had not lost any ships in their attacks.
4. What has the Japanese military gained as a result of their early victories?
The report states that Japan has gained naval superiority over the United States.
5. How do the Japanese view the U.S. Navy's potential in any future engagements?
This military superiority that Japan has achieved would insure that the United States would be defeated in any military engagement with Japan. The Japanese felt that the U.S. naval strength would be totally inadequate to accomplish any successful outcome with the...Japanese fleet."
6. What was the Japanese justification for attacking the United States?
Emperor Hirohito reiterated the Japanese view that the United States and Britain's continued support of the Chinese government in its fight against Japan had prolonged that conflict. This had forced Japan to "appeal to arms."
7. What had changed in Japan following the attack on Pearl Harbor?
For the first time in their history, Japanese cities were placed under blackout conditions. The report stated that most of the Tokyo population had remained indoors and that, except for downtown areas, streets were deserted.

LARGE U. S. LOSSES CLAIMED BY JAPAN

Tokyo Lists 2 Battleships, 1
Mine-Sweeper Sunk, 4 Capital
Ships, 4 Cruisers Damaged

TOKYO, Tuesday, Dec. 9 (From Official Broadcasts, Distributed by The Associated Press)—Japanese Imperial Headquarters announced last night the sinking of two United States battleships and a mine-sweeper, severe damage to four other American capital ships and four cruisers and the destruction of about 100 American planes in Japan's surprise blows at Hawaii, the Philippines and Guam.

The official news agency, Domei, quickly interpreted "these magnificent early gains" as giving Japan naval mastery over the United States in the Pacific, and said that any force that the United States could muster now "would be regarded as utterly inadequate to accomplish any successful outcome in an encounter with the thus-far-intact Japanese fleet."

In addition, "many enemy merchant ships were captured" in the Pacific, it was announced, and the communiqué listed an unconfirmed report that a Japanese submarine had sunk an American aircraft carrier off Honolulu.

"No Japanese ships were lost during the fighting," it added.

Domei said today it was "understood that Japanese forces had destroyed more than 300 American planes, including 200 in dogfights and on the ground in Hawaii. The others, it said, were "believed" destroyed in the Philippines. Of the total, the news agency said, thirty were Fortress planes and thirty long-range bombers.

Japanese newspapers identified the two American battleships declared sunk Sunday at Pearl Harbor, Hawaii, as the 31,800-ton West Virginia, and the 29,000-ton Oklahoma. [An Italian broadcast, however, quoted Domei as listing the Oklahoma and the 33,100-ton Pennsylvania as lost. In Berlin, D. N. B. said in a Tokyo dispatch that an American transport ship carrying 350 men had been sunk off Manila.]

Japanese planes were reported to have again attacked the Philippines and British Hong Kong yesterday, inflicting "heavy damage" in a follow-up of the raids launched Sunday. "Twelve out of fourteen enemy planes on the ground were

Continued on Page Thirteen

LARGE U. S. LOSSES CLAIMED BY TOKYO

Continued From Page One

destroyed" at Hong Kong, an army communiqué said.

Japanese Army headquarters announced that fifty or sixty American planes were shot down in air combats over Clark Field, in the Philippines, and forty more over Iba, eighty miles northeast of Manila, Domei said. The Japanese acknowledged the loss of only two planes in Philippine actions.

Hong Kong was declared under Japanese blockade by Vice Admiral Mineichi Koga and neutral ships were asked to withdraw within thirty-six hours.

Japanese troops were reported fighting British forces in Thailand, and the Tokyo Information Board declared the Thai Government had granted permission for the Japanese to march in from their bases in French Indo-China after Japanese bluejackets had landed at strategic points near the Malayan border. The Japanese asserted the British troops invaded Thailand from Malaya to meet the oncoming Japanese.

Domei broadcast this commentary on the Japanese raids on Hawaii:

"Observers stressed the magnificent early Japanese success, and pointed out that it was reliably reported that the United States naval strength stationed in Hawaiian waters prior to the Japanese attack comprised approximately 60 per cent of the United States' entire naval power.

"Early losses have reduced the American Navy at Hawaii by two more capital ships, plus a single aircraft carrier and six cruisers. [This capitulation varied with that of Japanese Imperial Headquarters, which said four battleships and four cruisers were "severely damaged."]

"Even the addition of the remainder of the United States Fleet to the Hawaiian forces—which is impossible in view of the Atlantic situation—would bring the total strength of the United States naval power in the Pacific to eleven capital ships, fourteen 'A' class cruisers and six aircraft carriers.

"This force would be regarded as utterly inadequate to accomplish any successful outcome in an encounter with the thus-far-intact Japanese Fleet."

For the first time in history Japanese cities were under wartime blackout orders. Last night found Tokyo black under "gorgeously starlit skies," Domei said, and "most of the Tokyo populace seemed to remain indoors.

"Streets are deserted save for downtown districts, but dimly lighted shapes go to and fro, and traffic is functioning almost as usual," it said.

Emperor Hirohito in an imperial rescript broadcast by Domei called on "the hallowed spirits of our imperial ancestors" and "the loyalty and courage of our subjects" to achieve victory, and repeated Japan's argument that the United States and Britain prolonged the war in China by aiding Chungking, leaving Japan "no other recourse but to appeal to arms."

"It has been truly unavoidable and far from our wishes that our empire has now been brought to cross swords with America and Britain," the rescript said.

PEARL HARBOR: NEWSPAPER REPORTS

OBJECTIVE: At the end of this activity, you will be able to use news reports to explain how the Japanese reported their attack on the U.S. Pacific Fleet as well as how it was part of Japanese operations elsewhere.

ACTIVITY: Read the article *LARGE U.S. LOSSES CLAIMED BY JAPAN*, and answer the following questions.

1. Where does the information in this article originate?
2. What areas were attacked by the Japanese?
3. What are the claims made by the Japanese government after the attacks on U.S. bases and possessions in the Pacific?
4. What has the Japanese military gained as a result of their early victories?
5. How do the Japanese view the U.S. Navy's potential in any future engagements?
6. What was the Japanese justification for attacking the United States?
7. What had changed in Japan following the attack on Pearl Harbor?

LARGE U. S. LOSSES CLAIMED BY JAPAN

**Tokyo Lists 2 Battleships, 1
Mine-Sweeper Sunk, 4 Capital
Ships, 4 Cruisers Damaged**

TOKYO, Tuesday, Dec. 9 (From Official Broadcasts, Distributed by The Associated Press)—Japanese Imperial Headquarters announced last night the sinking of two United States battleships and a mine-sweeper, severe damage to four other American capital ships and four cruisers and the destruction of about 100 American planes in Japan's surprise blows at Hawaii, the Philippines and Guam.

The official news agency, Domei, quickly interpreted "these magnificent early gains" as giving Japan naval mastery over the United States in the Pacific, and said that any force that the United States could muster now "would be regarded as utterly inadequate to accomplish any successful outcome in an encounter with the thus-far-intact Japanese fleet."

In addition, "many enemy merchant ships were captured" in the Pacific, it was announced, and the communiqué listed an unconfirmed report that a Japanese submarine had sunk an American aircraft carrier off Honolulu.

"No Japanese ships were lost during the fighting," it added.

Domei said today it was "understood that Japanese forces had destroyed more than 300 American planes, including 200 in dogfights and on the ground in Hawaii. The others, it said, were "believed" destroyed in the Philippines. Of the total, the news agency said, thirty were Fortress planes and thirty long-range bombers.

Japanese newspapers identified the two American battleships declared sunk Sunday at Pearl Harbor, Hawaii, as the 31,800-ton West Virginia, and the 29,000-ton Oklahoma. [An Italian broadcast, however, quoted Domei as listing the Oklahoma and the 33,100-ton Pennsylvania as lost. In Berlin, D. N. B. said in a Tokyo dispatch that an American transport ship carrying 350 men had been sunk off Manila.]

Japanese planes were reported to have again attacked the Philippines and British Hong Kong yesterday, inflicting "heavy damage" in a follow-up of the raids launched Sunday. "Twelve out of fourteen enemy planes on the ground were

Continued on Page Thirteen

LARGE U. S. LOSSES CLAIMED BY TOKYO

Continued From Page One

destroyed" at Hong Kong, an army communiqué said.

Japanese Army headquarters announced that fifty or sixty American planes were shot down in air combats over Clark Field, in the Philippines, and forty more over Iba, eighty miles northeast of Manila, Domei said. The Japanese acknowledged the loss of only two planes in Philippine actions.

Hong Kong was declared under Japanese blockade by Vice Admiral Mineichi Koga and neutral ships were asked to withdraw within thirty-six hours.

Japanese troops were reported fighting British forces in Thailand, and the Tokyo Information Board declared the Thai Government had granted permission for the Japanese to march in from their bases in French Indo-China after Japanese bluejackets had landed at strategic points near the Malayan border. The Japanese asserted the British troops invaded Thailand from Malaya to meet the oncoming Japanese.

Domei broadcast this commentary on the Japanese raids on Hawaii:

"Observers stressed the magnificent early Japanese success, and pointed out that it was reliably reported that the United States naval strength stationed in Hawaiian waters prior to the Japanese attack comprised approximately 60 per cent of the United States' entire naval power.

"Early losses have reduced the American Navy at Hawaii by two more capital ships, plus a single aircraft carrier and six cruisers. [This capitulation varied with that of Japanese Imperial Headquarters, which said four battleships and four cruisers were "severely damaged."]

"Even the addition of the remainder of the United States Fleet to the Hawaiian forces—which is impossible in view of the Atlantic situation—would bring the total strength of the United States naval power in the Pacific to eleven capital ships, fourteen 'A' class cruisers and six aircraft carriers.

"This force would be regarded as utterly inadequate to accomplish any successful outcome in an encounter with the thus-far-intact Japanese Fleet."

For the first time in history Japanese cities were under wartime blackout orders. Last night found Tokyo black under "gorgeously starlit skies," Domei said, and "most of the Tokyo populace seemed to remain indoors.

"Streets are deserted save for downtown districts, but dimly lighted shapes go to and fro, and traffic is functioning almost as usual," it said.

Emperor Hirohito in an imperial rescript broadcast by Domei called on "the hallowed spirits of our imperial ancestors" and "the loyalty and courage of our subjects" to achieve victory, and repeated Japan's argument that the United States and Britain prolonged the war in China by aiding Chungking, leaving Japan "no other recourse but to appeal to arms."

"It has been truly unavoidable and far from our wishes that our empire has now been brought to cross swords with America and Britain," the rescript said.

TEACHER PAGE

PEARL HARBOR: SPEECHES

OBJECTIVE: At the end of this activity, you will be able to read, analyze, and interpret speeches directly related to the attack on Pearl Harbor.

ACTIVITY: Read President Roosevelt’s “Day of Infamy” Speech and answer the questions that follow. Use the box to the right of the speech to make any notes you feel are needed.

1. Define the following terms:

dastardly: *treacherously and cowardly*

infamy: *a shameful, criminal, or outrageous act*

onslaught: *violent attack*

premeditated: *done deliberately or an act planned in advance*

unbounded: *having no limit, unrestrained*

2. Who are the target audiences of this speech?

The speech was given to the Congress of the United States. However, it was broadcast throughout the United States and to military installations.

3. How are the Japanese actions characterized in the speech?

The actions of Japan are portrayed in the worst possible manner. For example:

- *A surprise attack is launched while the U.S. was trying to work with Japan to maintain peace in the Pacific.*
- *The Japanese had planned and launched their ships before U.S. – Japanese negotiations commenced.*

4. What information is provided to the audiences in the speech?

President Roosevelt states that the Japanese attack on Pearl Harbor “caused severe damage to American naval and military forces.” He also reports that the American possessions in the Pacific such as Guam, Midway, the Philippines and Wake Island had been attacked. The attacks on British forces in Malaya and Hong Kong are also reported. Unsubstantiated reports of submarine attacks between San Francisco and Hawaii are also mentioned.

5. How does President Roosevelt try to reassure the nation that all will be well and to believe in ultimate victory?

He states that he has ordered the Army and Navy to do everything necessary for the defense of the nation. He further asserts that the American people will win “absolute victory.”

Franklin Delano Roosevelt’s “Day of Infamy” Speech Delivered to Congress on 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

NOTES

TEACHER PAGE

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.

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.

NOTES

PEARL HARBOR: SPEECHES

OBJECTIVE: At the end of this activity, you will be able to read, analyze, and interpret speeches directly related to the attack on Pearl Harbor.

ACTIVITY: Read President Roosevelt’s “Day of Infamy” Speech and answer the questions that follow. Use the box to the right of the speech to make any notes you feel are needed.

1. Define the following terms:
dastardly:
infamy:
onslaught:
premeditated:
unbounded:

2. Who are the target audiences of this speech?

3. How are the Japanese actions characterized in the speech?

4. What information is provided to the audiences in the speech?

5. How does President Roosevelt try to reassure the nation that all will be well and to believe in ultimate victory?

**Franklin Delano Roosevelt’s “Day of Infamy” Speech
Delivered to Congress on 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

<p><u>NOTES</u></p>

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.

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.

NOTES

TEACHER PAGE

PEARL HARBOR: DRAMATIC PRESENTATIONS

OBJECTIVE: At the end of this activity, you will be able to present information via non-traditional means, maintain the historical accuracy of presented information, and gain a broader understanding of the attack on Pearl Harbor and its effect on various aspects of U.S. society.

ACTIVITY: In cooperative groups of 4 to 6 students, create a television broadcast based on the morning shows commonly seen on network television today.



Productions should be formatted as if the major feature of the day, the Japanese attack on Pearl Harbor, has just been occurred the day before. Organize the production in order to do the following:

1. Present “news” about the event:

- Japanese justifications for the attack
- Goals of the Japanese military and government
- Impact on the U.S. military plans
- Discuss how the war is now a world conflict
- Interviews of American civilians and military personnel not at the attack

2. Present views and comments from a variety of sources by “interviewing” eyewitnesses, participants, political and military figures, as well as average people.

3. Include specific information about the attack such as:

- Ships and planes involved with numbers
- Timeline of events
- Casualties

To get started, create a cast list, job list (including props and visual materials), materials checklist, and a to-do list with scheduled times of completion for the project. Have these lists checked by the teacher in order to ensure timely completion of the project.

Productions will vary. A list of websites that will help students begin their research is provided below.

- <http://www.history.navy.mil/faqs/faq66-1.htm>
- <http://www.navalsource.org/Naval/arpb.htm>
- <http://www.ibiblio.org/memory/pbi1.html>
- <http://www.ibiblio.org/hyperwar/USMC/USMC-C-Pearl.html>
- <http://www.ibiblio.org/hyperwar/PTO/EastWind/index.html>
- <http://memory.loc.gov/ammem/afcpbhtml/afcpbhome.html>

PEARL HARBOR: DRAMATIC PRESENTATIONS

OBJECTIVE: At the end of this activity, you will be able to present information via non-traditional means, maintain the historical accuracy of presented information, and gain a broader understanding of the attack on Pearl Harbor and its effect on various aspects of U.S. society.

ACTIVITY: In cooperative groups of 4 to 6 students, create a television broadcast based on the morning shows commonly seen on network television today.



Productions should be formatted as if the major feature of the day, the Japanese attack on Pearl Harbor, has just been occurred the day before. Organize the production in order to do the following:

1. Present “news” about the event:

- Japanese justifications for the attack
- Goals of the Japanese military and government
- U.S. government response
- Impact on the U.S. military plans
- Discuss how the war is now a world conflict
- Reactions of American civilians and military personnel to the attack

2. Present views and comments from a variety of sources by “interviewing” eyewitnesses, participants, political and military figures, as well as average people.

3. Include specific information about the attack such as:

- Ships and planes involved with numbers
- Timeline of events
- Casualties

To get started, create a cast list, job list (including props and visual materials), materials checklist, and a to-do list with scheduled times of completion for the project. Have these lists checked by the teacher in order to ensure timely completion of the project.

ARTICLE RUBRIC

Student Name: _____ Date: _____

Article: _____ Instructor: _____

	1	2	3	4	SCORE
ORGANIZATION	Information and details are not in sequential order	Information is presented in a choppy manner making understanding difficult	Information is presented in a logical manner with only minor areas of reader difficulty	Information is presented in a logical manner with no difficulty for the reader	
CONTENT	Student does not have an understanding of the material and cannot answer questions about subject.	Student has a slight understanding of the material and can answer some questions about the subject	Student understands the material and can answer most questions about the subject	Student has a complete understanding of the material and can answer all questions about the material.	
GRAMMAR AND SPELLING	The article has four or more spelling errors &/or grammatical errors.	The article has three misspelled words &/or grammatical errors.	The article has no more than two misspellings &/or grammatical errors.	The article has no misspelled words or grammatical errors.	
ASSIGNMENT INSTRUCTIONS	Student did not follow instructions for the finished article	The article has three or more areas in the article that are not in accordance with instructions	The article has one or two areas in the article that are not in accordance with instructions	The article fully complies with the instructions for the assignment	
REFERENCES AND BIBLIOGRAPHY	There are no references provided for the article	The article does not have the appropriate number of references &/or the bibliography had errors	The bibliography was incorrectly completed	Work displays the correct number of references, with a correctly written bibliography	
TEACHER COMMENTS				SCORE	

Name: _____ Teacher: _____ Date: _____

MAP ANALYSIS FORM

What is shown on this map?

Who, when, and where produced this map?

Why was this map produced?

How was the information from the map gathered?

Identify and explain the components &/or markings on the map.

Title

Legend/Key

Scale &/or Contour Intervals

Compass/Orientation Arrow

Projection Type

Colors Used

Notations

Printed Text

Handwritten

Other

Identify four important facts discovered in your study of this map.

Name: _____ Teacher: _____ Date: _____

POSTER ANALYSIS FORM

What colors are used in this poster?

Is there any significance to the color choices? Why or why not?

What images are used in this poster?

If an image is used, is it:

Easy to understand &/or interpret

Striking &/or unforgettable

Are the images used symbolic or factual? If symbolic, what do they represent?

Is the message that the poster conveys:

Visual

Verbal

Both visual and verbal

Who is the poster's target audience?

What is the purpose of the poster?

How does the purpose of the poster help the war effort?

Effective posters attract notice, are memorable, get people to do what the creators want, and provide clear, simple, and direct symbols &/or phrases. Is this an effective poster? Explain your answer.

Name: _____ Teacher: _____ Date: _____

PHOTOGRAPH ANALYSIS FORM

Examine the photograph for between two and three minutes and develop an impression of the image. Write what you think this photograph is showing.

Now, divide the photo into four equal sections. Carefully examine each section and see if details in the photograph become apparent. Complete the chart below and list people, objects, scenery, and activities seen in the photograph.

PEOPLE	OBJECTS	SCENERY	ACTIVITIES

After examining this image, what conclusions can you reach about the event that was photographed?

What questions does this photograph create or leave unanswered?

How and where could you find answers for the questions raised by the image?

Name: _____ Teacher: _____ Date: _____

IMAGE ANALYSIS FORM

Where possible, give the title, artist, and date of the image.

TITLE: _____

ARTIST/PUBLISHER: _____

DATE CREATED/PUBLISHED _____

After examining the image, complete the chart below:

PEOPLE	ANIMALS	ITEMS	ACTIVITIES	LOCATION and SCENERY

List words or phrases that are used to identify people, items, or ideas in the image.

What important symbols are used in the image? Explain what the symbols mean.

Explain the purpose &/or message of the image.

What techniques does the artist use to make his point? (Satire, emotional appeal, logic, etc.)

Is the artist's point clearly expressed? Why or why not?

Name: _____ Teacher: _____ Date: _____

DOCUMENT ANALYSIS FORM

Type of document (check one):

Letter

Magazine

Journal/Diary

Song Lyrics

Speech

Newspaper

Government Document

Legal Document

Name/Title of Document:	
Date of Document:	
Author (if known):	
Where document was created:	
Summary of document:	
What is the document's purpose? Give examples to support your answer.	

	Statement	Importance
1		
2		
3		

List three statements from the document and explain why they are important.

WHAT MAKES AN EFFECTIVE POSTER?

The following information will help you better understand the components of an effective poster. Part 1 describes what an effective poster will do. Part 2 lists the essential elements of an effective poster. Examples of the elements listed in Part 2 are pointed out and described in the poster at the bottom of the page.

1. An effective poster will do the following:

- Attract attention
- Be remembered by the viewer
- Get the viewer to do what the poster asks

2. A poster is viewed by people in a short period of time and from distance. Therefore, an effective poster will include the following:

- A. Verbal communication that is uncomplicated
- B. Images and text that are clear and easy to distinguish as well as understand from a distance
- C. Limited colors are used in order to get the viewer's attention but not become confusing
- D. The message is relevant to the viewer
- E. Images are clear and striking
- F. The viewer's eyes are directed through the poster's text and images in an orderly manner

B: A charging soldier makes up the central part of the image. The other soldiers are clear and easily distinguishable. The Japanese soldiers are positioned below and losing to the British soldiers.

C: Shades of brown and black are used. This allows for great detail in the drawing but keeps the images easy to view and understand.

A: Three bold words clearly state the message of this poster.



F: The central soldier's pose draws the viewer's eye from the top right corner of the poster down the soldier's body to the text at the bottom of the poster.

E: The first image the viewer sees is a soldier charging the enemy. His foot almost looks as if it is stomping on the Japanese soldier below him. In addition, the soldier in the background attacking a Japanese soldier with a bayonet draws the viewer's eye towards the slogan at the bottom of the poster.

D: The message of the poster is relevant to the target audience of British civilians and military personnel.

PEARL HARBOR ATTACK MAP
 (Ships shown in white were sunk and never repaired.)

