

East Asia Seminar Lesson Plan Two – Barefoot Gen

- Class: 10th Grade World History
- Lesson Length: One 55 minute class period
- Resources: Prentice Hall America: Pathways to the Present copyright 1995 Chapter 18, Section 4 (Atomic Bombing)
- “Barefoot Gen” Volume 1 pages 236-284
- Content Standards: 7.2.3 World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by
- analyzing the major turning points and unique characteristics of the war
 - analyzing the immediate consequences of the war’s end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan.
- Objectives: Students will read the comic and analyze key ideas and themes within the illustrations and dialogue.
- Prior Learning: Students will have already been studying WWII for some time. This will have covered a thorough analysis of the causes and events of the war including the US embargo against Japan, the Japanese attack against Pearl Harbor and the US campaign against Japan leading to the use of the atomic bombs.
- Guiding Questions: *How does this comic illustrate the social life of a Japanese family along with the horror of the Atomic bombing? What do you think was intent of the author? Why would he use a comic to make this point?*
- Procedure: 10 minutes to review major events near the end of WWII including the surrender of NAZI Germany, the US invasions of the Philippines and Okinawa. This discussion will include dates and major details. Students will complete this task in small groups (3-4 students). (Use of a Graphic Organizer on the Smart Board)

20 minutes for students to read Barefoot Gen pages 236-284 individually. All students will need to analyze the comic and identify key events and themes. Students should also list any questions they may have about the comic including vocabulary and background. This portion of the comic starts with Gen being punished by being tied up and then going home. These events take place simultaneously with the Enola Gay approaching Hiroshima and then dropping the bomb. In the immediate aftermath of the bomb and the vast devastation, Gen's mother gives birth to a baby girl. The comic ends with the mother holding the newborn child aloft towards the flames and saying that this girl must know what war is and must never allow it to happen again.

10 minutes for students to discuss the comic in small groups (3 – 4 students). They will need to analyze the key themes in the comic and also discuss why the author used a comic to illustrate such serious topics (Guiding Question).

Final 15 minutes to begin work on the assessment. Students will complete this assessment outside of class and turn it in the next class day.

Assessment:

Students will have a choice of making the first 6 illustrations for the next volume of the series or they may write a 2 page story that picks up with the events at the end of their comic excerpt. Regardless if students do their own illustrations or the writing, they will be expected to keep an accurate depiction of events and issues as they were demonstrated in the comic.

永通里居委会 永通里居委会



Primary Source Analysis Worksheet (SOAPS)

Title of Document: _____

Subject

Think about the information the document conveys. From an overall impression and then examine individual items or specific parts.

What is the general topic?

What are three things the author said that you think are important?

Occasion and Audience

What type of document is it?

- | | | |
|--|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Drawing | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Advertisement | <input type="checkbox"/> Map | <input type="checkbox"/> Legal record |
| <input type="checkbox"/> Leaflet | <input type="checkbox"/> Photograph | <input type="checkbox"/> Other |
| <input type="checkbox"/> Flyer | <input type="checkbox"/> Letter | _____ |
| <input type="checkbox"/> Poster | <input type="checkbox"/> Diary entry | |

What are the unique physical qualities?

- | | | |
|---|------------------------------------|------------------------------------|
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Typed | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Picture, symbols | <input type="checkbox"/> Seal(s) | <input type="checkbox"/> Caption |
| <input type="checkbox"/> Letterhead | <input type="checkbox"/> Stamps | |
| <input type="checkbox"/> Official stamp | <input type="checkbox"/> Signature | |
| <input type="checkbox"/> Official stamp: i.e., date, "RECEIVED", "PAID" | | |
| <input type="checkbox"/> Other _____ | | |

Support each of the following questions with evidence from the document:

Who was the intended audience?

When was the document created or circulated?

Purpose

Why do you think this document was created? What specific evidence in the document helps you know why it was created?

What does the document convey about life in the place and time it was created?

What questions does the document raise?

Speaker *Think about the occupation, gender, religion, nationality, and class of the creator of the document.*

Who created the document? How do you know?

What position or title did s/he hold? Is this person an insider or an outsider? How do you know?

Whose voice is not represented in the document?

Why do you think that voice was left out?