



Debating the Atomic Bombs: ACTIVITIES and SOCRATIC SEMINAR

Total Lesson Time: 3-5 Days

Total Lesson Time with Extensions: 145-165 minutes

Lesson Introduction: 5 minutes

Activity 1: Gallery Walk - 30 minutes

Activity 2: Three Corners - 15 minutes

Activity 3: Webquest - 30 minutes

Research: 30-40 minutes (Can be assigned as homework)

Activity 4: Socratic Seminar – 30-40 minutes

Lesson Conclusion: 5 minutes

TIME, ACTIVITY, ACTION	SCRIPT OUTLINE
<p>5 MINUTES</p> <p>GENERAL INTRODUCTION AND LESSON INTRODUCTION</p>	<p>Introduce yourself and Manhattan Project National Historical Park</p> <p>Establish expectations of class</p> <p>Give the class expectations of the lesson</p> <p>Warm-up question or game</p>
<p>30 MINUTES</p> <p>ACTIVITY 1 – GALLERY WALK</p> <p><i>Post the "Gallery Walk Visuals" around the classroom.</i></p> <p><i>Hand out the "Student T-Chart" worksheet for the Gallery Walk.</i></p> <p><i>Have the "Teacher Example T-Chart" available.</i></p>	<p>Have the students walk around viewing the different texts/visuals that relate to the atomic bombings.</p> <p>Students will fill out the T-Chart worksheet.</p> <p>Have a class discussion about the importance of each text/graphic.</p>

<p>15 MINUTES</p> <p>ACTIVITY 2 – THREE CORNERS</p>	<p>Have the students stand up.</p> <p>Ask the students if they are leaning towards the claim that the atomic bombs were necessary and have them stand on one side of the room.</p> <p>Ask the students if they are leaning towards the claim that the atomic bombs were unnecessary and have them stand on the other side of the room.</p> <p>Those who are still undecided can stand in the back of the room.</p> <p>Ask students to turn and tell a partner why they chose that side of the room. Undecided students can discuss what part of the research they want to dive deeper into before making a decision.</p> <p>Open up the room for student to share their reasonings with the whole class.</p>
<p>30 MINUTES</p> <p>ACTIVITY 3 – WEBQUEST</p> <p><i>Hand out the "Student Webquest" worksheet.</i></p>	<p>Have the students work through the Webquest worksheet, either individually or in pairs.</p> <p>Have students talk with a partner to share the most interesting thing they learned.</p> <p>Allow some students to share with the whole class.</p>
<p>30-40 MINUTES (Can be assigned as homework)</p> <p>RESEARCH</p> <p><i>Hand out the "Research Organizer."</i></p> <p><i>Have the "Teacher Source List" available.</i></p>	<p>Have the students choose a side to defend.</p> <p>Using the research organizer, students will choose sources, evaluate their credibility, cite evidence, and explain what the evidence shows.</p> <p><i>If needed, the teacher may provide the related list of possible sources.</i></p>
<p>30-40 MINUTES</p> <p>ACTIVITY 4 – SOCRATIC SEMINAR</p> <p><i>Have the Socratic seminar video ready.</i></p> <p><i>Have the "Sample Question Stems" available.</i></p>	<p>Students watch an example of a Socratic seminar.</p> <p>Students write two higher-level questions in preparation for the Socratic seminar on the research organizer.</p> <p><i>Teacher may scaffold the questions using the question stems example sheet.</i></p> <p>Teacher reiterates the purpose of the inner circle is to have the discussion while the outer circle observes.</p>

ACTIVITY 4 – SOCRATIC SEMINAR <i>(continued)</i>	<p>The “hot seat” is one open chair in the inner circle, where an outer circle student may sit if they have a burning piece of information to share. After sharing, the student returns to the outer circle.</p> <p>Halfway through the class period, the circle participants switch.</p> <p>Students should continue filling out the research organized as the seminar progresses and concludes.</p> <p>On the research organizer, students write their concluding statements, summing up their claim while also explaining the implications and relevance of this topic today.</p>
5 MINUTES CONCLUSION	<p>Highlight some of the reoccurring arguments.</p> <p>Any questions, comments, or concerns?</p>