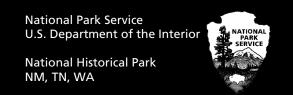
## Manhattan Project



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

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

ACTIVITY 4 – SOCRATIC SEMINAR (continued)	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.
	Halfway through the class period, the circle participants switch.
	Students should continue filling out the research organized as the seminar progresses and concludes.
	On the research organizer, students write their concluding statements, summing up their claim while also explaining the implications and relevance of this topic today.
5 MINUTES	Highlight some of the reoccurring arguments.
CONCLUSION	Any questions, comments, or concerns?