



Setting the Scene

Overview

Using eyewitness historical accounts and contemporary photographs, students will identify and explain the historical sites seen on their field trip to the Pacific Aviation Museum. After viewing Harvey Waldron's description of his experience during the Pearl Harbor attack, students will draw pictures illustrating his experience and then organize the pictures in chronological order. Students will examine and compare sets of historical and contemporary photographs to gain an appreciation of the Pacific Aviation Museum Pearl Harbor's historical setting.

Historical Context

In late 1941, most Americans understood that the United States would eventually enter into a war with Japan, but almost no one expected that a single tragic morning would force the United States into war over night. As the sun rose on December 7, 1941, hundreds of Japanese airplanes left their aircraft carriers to launch a surprise attack on military bases across the island of Oahu. In less than two hours, 18 American Naval ships were destroyed and over 2,000 Americans were killed, both military and civilian. On the very next day, December 8, 1941, the United States formally declared war on Japan.

Objectives

At the conclusion of this lesson students will be able to:

- Summarize the events of December 7, 1941 as they occurred in Pearl Harbor;
- Identify the historic importance of the sites they will see on their trip to Pacific Aviation Museum Pearl Harbor
- Evaluate the significance of how knowing a location's history can affect the students' experience

Content Standards

Connections to Common Core:

CCSS.ELA-LITERACY.RI.3-5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.3-5.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.RI.3-5.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Connections to C3 Framework:

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time

D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

Materials

- Projector
- Computer with internet and sound capabilities
- “Eyewitness Pearl Harbor” worksheet
- “Photo Analysis Worksheet” per student
- Set of Pearl Harbor photos

Preparation

- Arrange students into groups of four
- Make one copy of each worksheet per student
- Make enough copies of Pearl Harbor photos so that each group has one set
- Set up classroom technology
- Test all online resources before class

Procedure

Activity One: Eyewitness Pearl Harbor (25 minutes)

- Briefly explain the historical context of the Pearl Harbor attack.
- Show video [Harvey Waldron and Sikorsky JRS-1](#)
 - *Harvey Waldron was in Hangar 37 and the Aerological Tower on Ford Island during the attack. The Pacific Aviation Museum Pearl Harbor is now located in both of these buildings.*
- Ask students to complete the “Eyewitness Pearl Harbor” worksheet. Encourage students to be accurate with their drawings.
- Draw a timeline on the board. Ask students to hang their pictures in chronological order along the timeline. Consider asking students to come to the board in order (before the attack, beginning of the attack, at the tower, and preparing for next day).
- Ask the group the following questions:
 - Is the timeline correct?
 - Did you use your imagination to make your drawing? How is imagination helpful when learning about history?

Activity 2: Photo Comparison (45 minutes)

Introduce the lesson with this information:

The Pacific Aviation Museum Pearl Harbor opened in 2006 and is located in pre-World War II buildings on Ford Island. On your fieldtrip to the Museum, you will be inside buildings that witnessed the attack. As you arrive at the museum, your bus will park in the spot where Harry Waldron first saw the Japanese planes the morning of December 7, 1941. Across the parking lot, you will see the Operations Building with its orange and white stripes. This is where Waldron brought the men who escaped the damaged battleships in hopes that they would be safe from future attacks. As you tour Hangar 37 you will walk the actual floor where Harvey Waldron slept the night after the attack.

- Use a projector to display "[Pearl Harbor](#), T.H. taken by surprise, during the Japanese aerial attack. USS WEST VIRGINIA aflame." December 7, 1941. 80-G-19947. National Archives Identifier: [520594](#)
- Ask the class to silently study the photograph for 60 seconds.
- Ask the class to answer the following questions in a group discussion.
 - What is happening in this picture?
 - What brought you to that conclusion?
- Use the example photograph to model how to complete Step 1 of the Photo Analysis Worksheet.
- Pass one set of photographs to each group and have each student select one photograph from the collection.

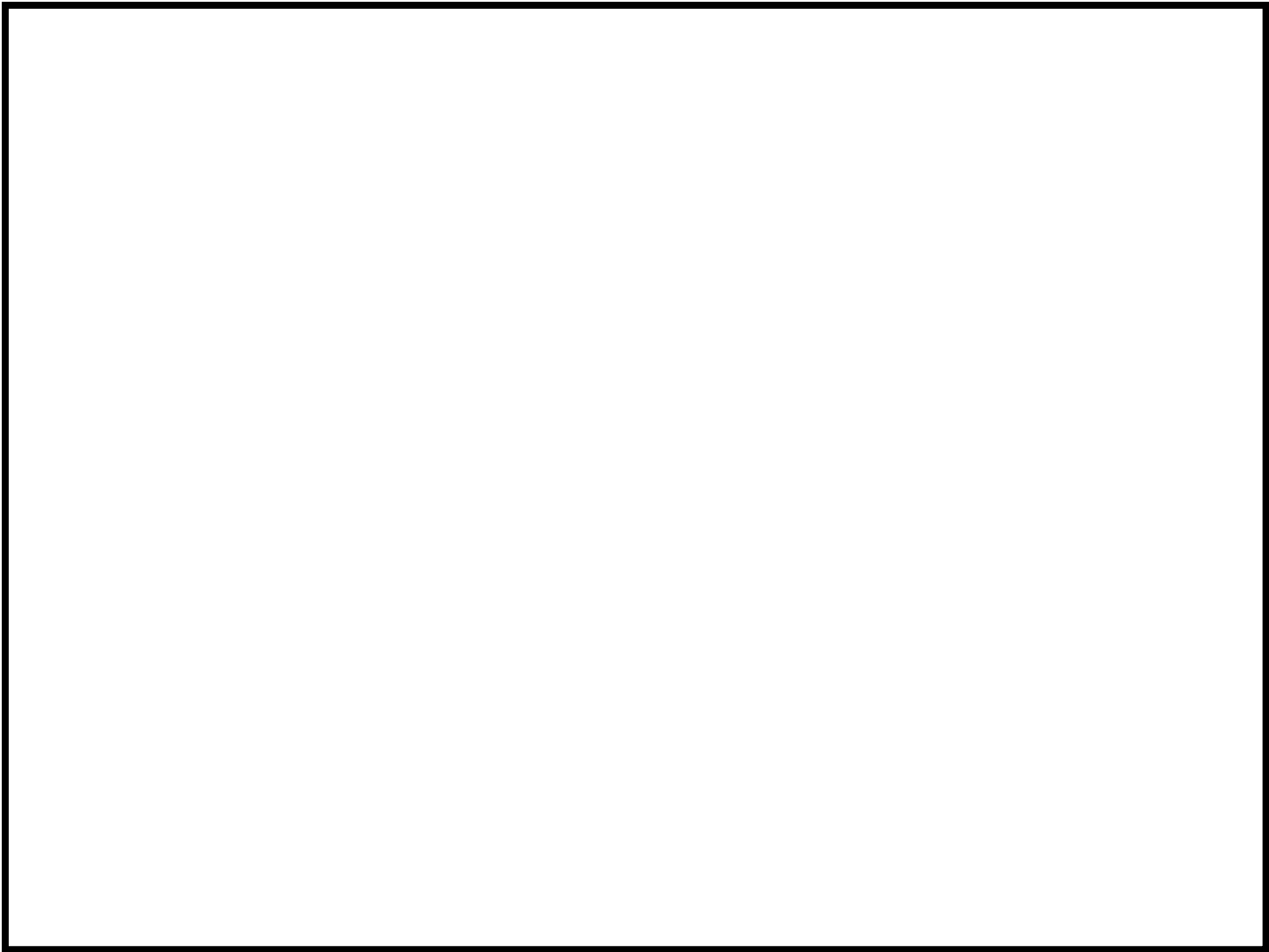
- Ask students to complete Step 1 of worksheet individually.
- After they complete Step 1, ask them to partner with someone in their group who chose a similar photograph. As a pair, the students will complete Step 2 of the worksheet.
- Ask students to examine all four photographs in the group's collection, then complete Step 3 individually.

Methods for Extension

After the fieldtrip, assign one or more writing prompts, such as"

- How did you feel when you toured the historic sites that witnessed the Pearl Harbor attack?
- Using your knowledge of the Pearl Harbor attack and your imagination, write an account of the attack as if you were an eyewitness.

Draw a picture showing an event in the story:



Describe the event in the drawing:

Step 1: Observation

A. Study the photograph for 2 minutes. Think about the following questions:

- What's going on in this picture?
- What do you see that makes you say that?

B. Describe any buildings, cars, boats or planes.

What is happening in the photo?

When was do you think the photo taken?

Step 2: Compare

Find the person in your group whose photo is most similar to yours. Compare the two photos.

Alike	Different

Step 3: Reflect

What is the most surprising similarity you discovered?

How will studying these pictures make your field trip to Pacific Aviation Museum more interesting?

View of Pearl Harbor Attack from Ford Island Tower

Source: Official U.S. Navy Photograph, now in the collections of the National Archives. Catalog #: 80-G-3248

Description: View taken from atop a building at Ford Island Naval Air Station, looking over Hanger # 37 toward the Navy Yard, during the Japanese air raid.





Modern View of Hangar 37, From Ford Island Tower

Source: Pacific Aviation Museum, M. Marra

Description: Pacific Aviation Museum Pearl Harbor, Hangar 37, December 15, 2017





USAR-81 Opening moments of attack on Pearl Harbor, water rising from USS *Oklahoma*. Dec. 7, 1941.



Aerial view of Ford Island taken in 2013