

Cobblestone™

CLASH AT MIDWAY

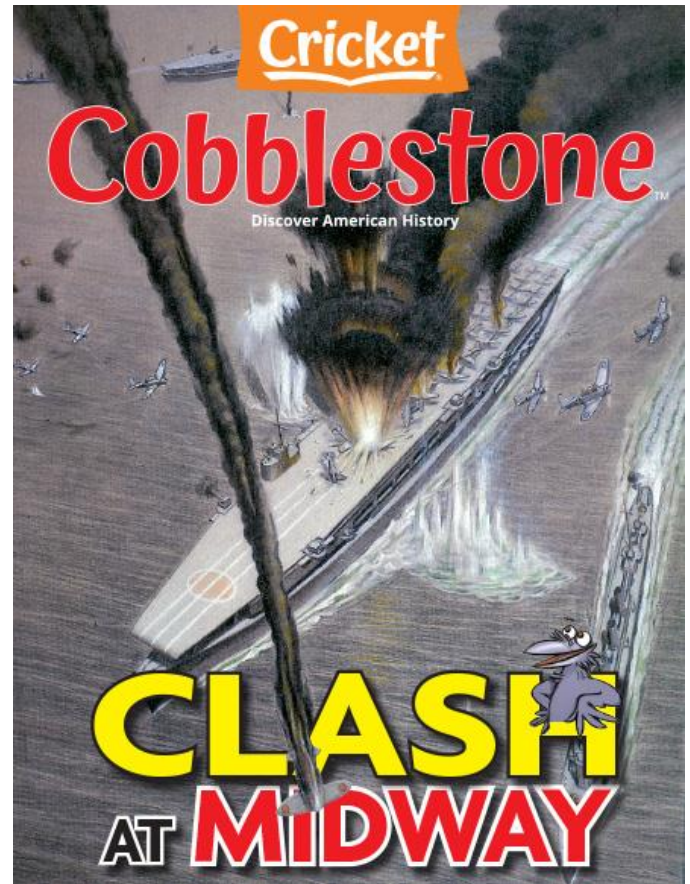
Use the articles, lessons, and activities in this Teacher Guide to help students understand the Battle of Midway and its importance to World War II.

CONVERSATION QUESTION

Why was the Battle of Midway such an important battle during World War II?

TEACHING OBJECTIVES

- Students will understand the importance of Pacific Islands to the Japanese.
- Students will explore the role of cryptology in WWII.
- Students will examine the effects of the bombing of Pearl Harbor.
- Students will understand the different types of machinery used in WWII warfare.
- Students will explore the strengths and weaknesses of certain ships and planes.
- Students will engage in a debate arguing their points and facts.
- Students will compare the Japanese and American technology.
- Students will understand the use of strategic planning before the Battle of Midway.
- Students will explore the perspectives of the Japanese and the Allied leaders.
- Students will analyze the results of the Battle of Midway for both sides.
- Students will create a timeline.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **War Comes to the Pacific**
Expository Nonfiction, ~1040L
- **Machines of War**
Expository Nonfiction, ~1040L
- **The Battle of Midway**
Expository Nonfiction, ~1120L

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War Comes to the Pacific

pp. 4–8, Expository Nonfiction

Use this article about the events that led to the Battle of Midway to learn about the war in the Pacific during WWII.



OBJECTIVES

- Students will understand the importance of Pacific Islands to the Japanese.
- Students will explore the role of cryptology in WWII.
- Students will examine the effects of the bombing of Pearl Harbor.

KEY VOCABULARY

- **imperialism (p. 5)** a situation in which one country has power or influence over others, especially in political and economic matters
- **allies (p. 6)** countries that support and help another country in a war
- **strategic (p. 7)** related to the careful military planning necessary to win battles

ENGAGE

Conversation Question: Why was the Battle of Midway such an important battle during World War II?

Ask students what they know about World War II. Did they know that the war was fought in two different parts of the world? Explain the European and Pacific “theaters” of the war and what that means. What challenges were there for the United States having to fight a war in two different places? What might make it necessary for the country to do this?

INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using two or even three of the words in a single sentence. Then using a thesaurus, have them find another word that means the same as the vocabulary word, and create a sentence using that. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. What was President Franklin Roosevelt’s opinion of the Japanese war with China?
2. What was happening in Europe at this time?
3. What was General Tojo’s dilemma? How did he resolve it?
4. What were two results of the attack on Pearl Harbor?
5. What role did cryptographers play in the battles that followed?

CONCEPT/SKILL FOCUS: Classifying Events

INSTRUCT: Explain to students that this article describes events that led to the fighting of the war in the Pacific. It also discusses the attack on Pearl Harbor that led to the U.S. entry into WWII, and what led the Japanese to make the decision to attack. Have students work in groups to list the events, in order, that led to Pearl Harbor and America’s entry into the war.

ASSESS: Have students compare their lists with the rest of the class, assessing each group’s list in terms of what they included and their timeline of those events.

EXTEND

Mathematics: Invite students to choose a sentence or two from the article, then create a simple code using numbers to encode those sentences. They must create a key for their code. Then have students trade coded messages to see if they can decipher each other’s codes.

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Machines of War

pp. 19–22, Expository Nonfiction

Use this article about the machines used during WWII to learn about their role in the Battle of Midway.



OBJECTIVES

- Students will understand the different types of machinery used in WWII warfare.
- Students will explore the strengths and weaknesses of certain ships and planes.
- Students will engage in a debate arguing their points and facts.
- Students will compare the Japanese and American technology.

KEY VOCABULARY

- **ironclad** (p. 19) a 19th century warship covered with iron plates
- **projectiles** (p. 19) objects (such as bullets or rockets) that are shot from a weapon
- **maneuverability** (p. 21) the ability to be easily moved or steered

ENGAGE

Conversation Question: Why was the Battle of Midway such an important battle during World War II?

Ask students what they know about the technologies of today's military and naval technology, such as airplanes and ships. What kinds of ships and planes are they familiar with? It might be something that they have seen in a movie or on the internet. Now, discuss with them what kinds of equipment might have been used in the time of WWII or earlier. What might be different in terms of the technology used?

INTRODUCE VOCABULARY

Define each word with students. Then, have students create a crossword puzzle using the vocabulary words plus three other words related to a battle at sea. They must include a clue for each word. Finally, have students trade and solve each other's puzzles.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. What were some of the improvements in technology that happened during WWII?
2. What were the advantages of an aircraft carrier in a battle? What weaknesses did they have?
3. How did naval battles change because of technology?
4. Which country had the advantage in technology?
5. Why were there different types of aircraft used in battle?

CONCEPT/SKILL FOCUS: Compare and Contrast

INSTRUCT: Explain to students that this article describes the equipment used by both the United States and Japan during the Battle of Midway. Have students work in groups and assign each group to either the U.S. or Japan, then have each group decide on an argument for why that side had better technology at the time.

ASSESS: Have groups pair up debate-style and assess which group in each debate pair had the stronger argument.

EXTEND

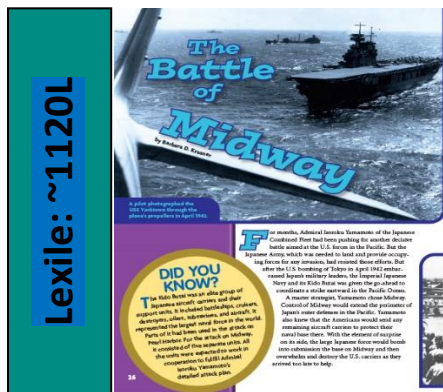
Engineering: Select one type of machinery used during the Battle of Midway. Then, using print and digital sources, research what that type of equipment is like today, and create a chart to compare the two versions.

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The Battle of Midway

pp. 26–31, Expository Nonfiction

Use this article about the Battle of Midway to understand why it was a turning point in the war in the Pacific.



ENGAGE

Conversation Question: Why was the Battle of Midway such an important battle during World War II?

Ask students if they have ever played a video game or board game where they had to battle their opponent. What kinds of strategies did they use to defeat the other player? Did they try to anticipate what the other player would do? Now, explain that the Battle of Midway was a contest between the U.S. and Japan, with each side trying to defeat the other by anticipating what would happen and what the other force would do.

INTRODUCE VOCABULARY

Define each word with students. Then, have students create a word search puzzle, using the vocabulary words and at least four other words that relate to war and the military. Finally, have students trade and solve each other's puzzles.

RESOURCES

Sequence of Events

OBJECTIVES

- Students will understand the use of strategic planning before the Battle of Midway.
- Students will explore the perspectives of the Japanese and the Allied leaders.
- Students will analyze the results of the Battle of Midway for both sides.
- Students will create a timeline.

KEY VOCABULARY

- **war games (p. 27)** military exercises that are carried out for the purpose of training, and that are designed to imitate a real war
- **intelligence (p. 27)** the collection of valuable military or political information
- **pummel (p. 28)** to hit somebody or something over and over again

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. Why did Admiral Yamamoto select Midway as his target?
2. Why didn't the Americans respond to the attack on the Aleutian Islands?
3. How did luck play a role in the bombing of the Japanese carriers?
4. What is the opinion of historians regarding Japan's loss?
5. What were the results of the battle of Midway?

CONCEPT/SKILL FOCUS: Sequence of Events

INSTRUCT: Explain to students that this article describes the Battle of Midway as each event unfolded. Have students use the graphic organizer to create a timeline of the events of Midway.

ASSESS: Discuss the timeline with the class, having students take turns listing events and explain why they placed them as they did.

EXTEND

Mathematics: Compare the Japanese and American losses using percentages. How many more people and vessels did Japan lose than the U.S. forces did? What percent of 3000 (Japan's loss of people) is 340 (the U.S. loss of people)?

Sequence of Events

Understanding the sequence of events helps to see how a historical event develops. The Battle of Midway was the result of strategic planning by both the U.S. and Japanese forces. Look at the chart below. Starting with the Japanese attack on the Aleutian Islands, create a timeline of the events of the Battle of Midway.

| | |
|-------|--|
| Event | <ul style="list-style-type: none">• June 3, 1942: The Japanese attack the Aleutian Islands |
| Event | |
| Event | |
| Event | |
| Event | |
| Event | |
| Event | <ul style="list-style-type: none">• June 7, 1942: The Battle of Midway ends with the sinking of the <i>USS Yorktown</i>. |