

**Lesson Title: Getting Involved – Working for Nuclear Disarmament**

**Grade Level: 11**

**Unit of Study: Contemporary American Society**

**Standards - History Social Science**

U.S. History 11.9.3

Students analyze U.S. foreign policy since World War II.

Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: Atomic testing in the American West, the “mutual assured destruction” doctrine and disarmament policies.

U.S. Government 12.3.2

Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society. Explain how civil society make it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections

**Standards Language Arts Language Arts**

**Grade 11 and 12**

*Writing - Research and Technology*

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

2.0 Speaking Applications

2.2 Deliver oral reports on historical investigations.

2.4 Delivery multimedia presentations

**Key Concepts:**

Nuclear free world Nuclear proliferation disarmament nuclear-free zones

**Expected Learning Outcomes:** Students will be able to:

- Cite reasons why nuclear weapons pose a growing threat to humankind
- Identify the University of California’s role in the nuclear weapons program
- Cite reasons to end the University’s involvement in nuclear weapons programs.

**Setting the Context:**

The atomic bomb was the pivotal development of World War II. With the decision to use atomic bombs on Japan, the United States ushered the world into the nuclear age. Dr. James N. Yamazaki adds vital information about the effects of the atomic bomb from the unique perspective of a doctor who worked with bomb survivors. His experience has made him a vocal activist of a nuclear weapons free world. Dr. Yamazaki, today in his 90s, continues to monitor “the children of the atomic bomb” and to write and to speak out on behalf of a humankind facing nuclear destruction.

Dr Yamazaki, UCLA professor emeritus of pediatrics, represents one of those students, staff, and faculty of the University of California who want to end the university's involvement with the design, research, testing, and production of nuclear weapons. Few people are aware of the University of California's unique place in nuclear research and development.

On one hand UC system has had leading proponents of nuclear disarmament and non-proliferation. In addition to Dr. Yamazaki, Stafford Warren (1896-1981), first Dean of the UCLA School of Medicine, Norman Cousins UCLA Professor of Medical Humanities (1997-2006), and Albert Carnesale, UCLA Chancellor (1997-2006) all voiced their concerns about the threat to humanity posed by nuclear weapons.

On the other hand the University of California continues to manage the Los Alamos National Laboratory and Lawrence Livermore National Laboratory – the principle institutions of the US nuclear weapons design, research, testing and production. There has been a campaign to end the university's involvement in this area.

### **Focus Questions:**

1. Why is there growing concern about the existence of nuclear weapons today?
2. How is the University of California involved in the U.S. nuclear weapons program?
3. Why are individuals and groups working to end this involvement?
4. How can high school students support the work of these groups?

**Essential Vocabulary:** This lesson provides an opportunity to define and discuss a number of terms important to an understanding of the nuclear threat:

Los Alamos National Laboratory      Lawrence Livermore National Laboratory

### **PROCEDURE**

#### **Guided Instruction**

Introduce this lesson with the following Martin Luther King, Jr. quote on the board. Ask: What do you think Dr. King meant?

*It is no longer a  
choice  
between violence and  
nonviolence in this  
world;  
it's nonviolence or*

Comment on the number of nuclear missiles that nations possess and the fact that there are enough missiles to annihilate the world's population. Because people now realize this, more is being done to work to make the world nuclear-weapons free. Most people realize that disarmament and non-proliferation at the international level will not happen overnight. *The Children of the Atomic Bomb* website and other organizations listed on the website have an issue of local concern --the University of California long involvement with nuclear weapons research, development, and testing.

**Basic Fact Sheet -- Do You Know?**  
**Take this True or False Quiz and find out.**

T	F	1. Manhattan Project was the code name for the U.S. program during World War II to produce the atomic bomb.
T	F	2. The main laboratory for the Manhattan Project was at Los Alamos, New Mexico.
T	F	3. The first atomic bomb was tested at Alamogordo, New Mexico, on July 16, 1945.
T	F	4. Scientists at Los Alamos National Scientific Laboratory developed the first atomic bomb and the first U.S. hydrogen bomb.
T	F	5. Los Alamos National Scientific Laboratory is funded by the U.S. Department of Energy.
T	F	6. The scientific program of Los Alamos was directed by J. Robert Oppenheimer, Ph.D.
T	F	7. The United States and China possess 95% of all the existing nuclear warheads.
T	F	8. The development of the atomic bomb was first proposed to President Harry Truman by Albert Einstein.
T	F	9. The University of California's involvement in nuclear weapons development began after the bombing of Hiroshima and Nagasaki.

**Assessment:** Students demonstrate their understanding of the issues in this lesson by completing one of the following: 1) Visit the websites identified on the Children of the Atomic Bomb website listed below.

Website	Website Address	
<b>Think Outside The Bomb</b>	<a href="http://www.thinkoutsidethebomb.org/">http://www.thinkoutsidethebomb.org/</a>	
<b>UC Nuclear Free</b>		
<b>Fiat Pax</b>	<a href="http://www.fiatpax.net/">http://www.fiatpax.net/</a>	This website contains reports and information on the University of California and its ties to the military enterprise, but also examples of the larger military-industrial-academic complex.
<b>Los Alamos Study Group</b>	<a href="http://www.lasg.org/">http://www.lasg.org/</a>	Includes research and scholarship (central to all we do), education of decision-makers, providing an information clearinghouse for journalists, organizing, litigating, and advertising.
<b>Nuclear Age Peace Foundation</b>	<a href="http://www.wagingpeace.org/">http://www.wagingpeace.org/</a>	
<b>Nuclear Files</b>	<a href="http://www.nuclearfiles.org/">http://www.nuclearfiles.org/</a>	

**Service Learning:** Few people are aware of the University of California's unique place in nuclear research and development. Concerned students, staff, and faculty want others to know about the university's involvement and to work to end its' role in the design, research, testing, and production of nuclear weapons. Write a persuasive letter to the University of California to request the end of nuclear research. A good persuasive letter should include: 1) the details of what you are requesting, 2) the facts about your reader, the specific action desired from the reader, and 3) any possible objections your reader might have. Address those objections by:

- Catching the reader's interest by mentioning common ground
- Defining the problem you share
- Explaining the solution to the problem
- Identifying and briefly explain the benefits

Join concerned students, staff, and faculty of the University of California who want to end involvement with the design, research, testing, and production of nuclear weapons. See the partial listing of websites below.

**Reflection on Service Learning:** After completing the activities students should take time to reflect and write their feelings on goals of the activity and the degree of successful completion; any personal feelings and experiences that occurred during the activity.