THE SILENT WITNESS

DISCUSSION AND **EDUCATION** GUIDE

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INTRODUCTION

ABOUT THE FILM

"I just want to make my point that war is not good."

— TOMIKO MORIMOTO WEST, *THE SILENT WITNESS*

Tomiko Morimoto West was a 13-year-old girl living in Hiroshima, Japan, on August 6, 1945, when the first atomic bomb was dropped. West, now 91, remained largely silent about her survival and her memories of that time until now.

The Silent Witness recounts her experience and survival, portraying it as a testament to the human spirit and a statement against the erasure of history and the tragedy of war.

Run time: 18:00 minutes

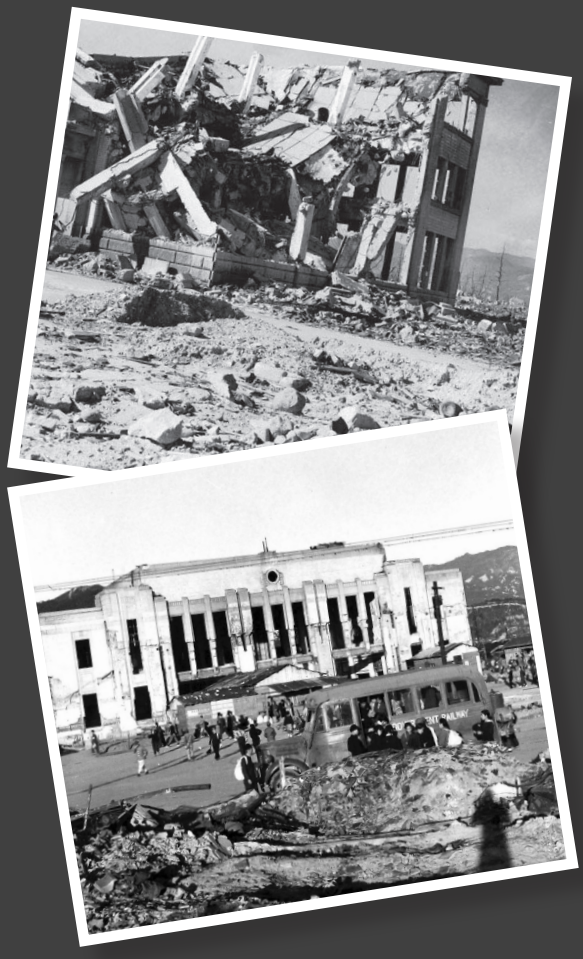
USING THIS GUIDE

The Discussion and Education Guide is a resource to use when screening ***The Silent Witness*** in communities and classrooms. Tomiko Morimoto West's compelling personal narrative can be an accessible entry point to discussing difficult topics such as the tragedy, trauma, loss and legacy of war, as well as resilience and the interplay of history, ethics, and storytelling.

To support these conversations and learning, the guide includes:

- Film background
- A film-specific historical timeline
- Discussion questions for before and after watching
- Engagement suggestions to extend the conversation and connect to current issues

An educational roadmap is also included with suggestions of ways teachers can incorporate ***The Silent Witness*** into secondary ELA, History, or other humanities-based courses.



FRAMING THE CONVERSATION

Moderator/Educator Note: ***The Silent Witness*** *tells the story of surviving violence on a mass scale, trauma, and war and includes graphic historical images. Prior to watching, it is important to inform your audience or class about the sensitive and emotionally difficult content and to suggest they take steps of self-care if needed.*

By the end of 1945, the dropping of atomic bombs on Hiroshima on August 6, 1945 and Nagasaki August 9, 1945 by the United States had killed an estimated 140,000 people at Hiroshima and 74,000 at Nagasaki, including those who died from radiation poisoning. More than seven decades have passed since this tragic day. Yet, the specter of another attack looms in these troubled times, with the rise of authoritarian and ultranationalism around the globe, the war in Ukraine, and the escalation of military spending. Tomiko's story and those of other *hibakushas*,[1] (*hibaku* meaning "sun bomb" and *sha* "person"; literally "atomic bomb-affected people") invite a timely and urgent conversation on the devastation of war and its aftermath.

Because background knowledge and goals for screenings may be as varied as the audiences themselves, it is important to introduce and set screening goals for your particular audience.

Here are suggested audiences and screening outcomes to consider:

- ***Middle and high school educators*** *can explore the power of witness testimony to explain historical events, use Tomiko's story as a model for the craft of storytelling, or introduce the current rhetoric being used by authoritarian leaders in nations with nuclear capabilities.*
- ***Faculty in higher education*** *can use* ***The Silent Witness*** *in similar ways as secondary educators. In addition, they can use it to examine issues requiring more background, such as trauma and memory, or as an entry point to discuss the history of the anti-nuclear movement, the ongoing medical needs of hibakushas, and current efforts to memorialize these stories and this history.*
- ***Civic organizations, faith-based organizations, and advocacy groups*** *can use* ***The Silent Witness*** *as a bridging tool to advance organizational efforts and goals touched upon in Tomiko's story.*

(Source: NPS)

[1] As of March 2020, there are 136,682 living atomic bomb survivors, also called hibakushas; their average age is over 83; there were roughly three times as many survivors alive in 1981.

Moderator/Educator Note:
These materials offer more extensive framing content to review with your audience prior to a screening. Consider sharing the information as a form of introduction, as a handout or online, or during your post-screening conversation.

BIOGRAPHY OF TOMIKO MORIMOTO WEST

Tomiko Morimoto (center) with family members in the early 1940s

"I was born in Hiroshima, Japan. My father died when I was only six. So my mother and my grandparents, and myself, we lived as a family. My father was not very strict, but my mother was. My life was very good, but I was always a kind of forward person, kind of rebellious. But in 1941, as you know, the war started."

Tomiko was 13 years old on August 6, 1945. She remembers hearing and looking up to see the American B-29 plane flying overhead as it dropped Little Boy, the first atomic bomb ever used in warfare. Immediately after the bombing, Tomiko fled on foot along with thousands of others into the mountains to escape the burning city. She returned home a couple of days after the fires had subsided to look for her mother. She quickly found her grandparents in a shelter in Mt. Hiji, near her home. A week later, she learned that her mother had died, trapped in a burning building after the bombing, and identifed her body. Soon thereafter, her grandparents also died as a result of the bombing.

An aunt and uncle found Tomiko and took her into their home. She lived with them and their five children for the next five years. During this time, she worked as a housemaid for an American family to improve her English skills. It helped me to land a job in a post office in Yokohama after the war," Tomiko recounts. It was there, in 1950, that she met Melvin West, a U.S. soldier assigned to the post office who years later would become her husband.

In 1952, Tomiko moved to Wisconsin to study U.S. history at the Stout Institute in Menomonie, eventually becoming an American citizen. She and West kept in touch, mostly by mail, and in 1957 they were married. Melvin operated Mel's Barber Shop in Poughkeepsie for 40 years and Tomiko established the Japanese department at Vassar College, where she was a professor for 20 years. She retired in 1994.

TIMELINE FOR *THE SILENT WITNESS*

This timeline can help place Tomiko's story within the larger historical context and includes world events, key people, places, and notable processes before and after August 6, 1945.

- **July 7, 1937:** Japan and China engage in a violent clash outside Beijing, resulting in China resisting Japanese expansion and the outbreak of a full-scale war.
- **September 22, 1940:** Japan formally enters World War II with its invasion of French Indochina. This area today comprises parts of Cambodia, Laos, and Vietnam.
- **December 7, 1941:** Japan bombs Pearl Harbor, Hawaii.
- **December 8, 1941:** President Franklin Roosevelt delivers his famous "Day of Infamy" address to a joint session of Congress and signs the declaration of war against Japan.
- **February 19, 1942:** President Franklin Roosevelt signs Executive Order 9066, authorizing the forced removal of all persons deemed a threat to national security from the West Coast to "relocation centers," resulting in the incarceration of Japanese-Americans.
- **December 1942:** Physicists Enrico Fermi and Leo Szilard, refugees from fascist Italy and Germany, produce the first controlled atomic chain reaction using highly processed uranium at the University of Chicago.
- **1942:** Physicist J. Robert Oppenheimer becomes director of the Manhattan Project, a U.S. government program formed to build and test an atomic bomb secretly.
- **February 4–11, 1945:** The Yalta Conference is held. U.S. President Franklin D. Roosevelt, British Prime Minister Winston Churchill, and Soviet Premier Joseph Stalin meet to discuss the conditions under which the Soviet Union would enter the war against Japan.

May 7, 1945: Nazi Germany agrees to unconditional surrender, ending the war in Europe.

July 16, 1945: The United States successfully detonates the world's first atomic bomb at the Trinity test site in the desert of New Mexico.

July 17 - August 2, 1945: The Potsdam Conference is held. Leaders of the three allied nations—the U.S., Great Britain, and the Soviet Union— meet to decide how to administer Germany after its surrender.

July 26, 1945: Allied leaders, along with the Chairman of the Nationalist Government of China, Chiang Kai-shek, issued the Potsdam Declaration, an ultimatum stating that if Japan did not surrender, it would face "prompt and utter destruction."

July 28, 1945: At a press conference Japanese Prime Minister Suzuki said of the Potsdam Declaration, (translated) "I believe the Joint Proclamation by the three countries is nothing but a rehash of the Cairo Declaration. As for the Government, it does not find any important value in it, and there is no other recourse but to ignore it entirely and resolutely fight for the successful conclusion of this war."

August 6, 1945: At approximately 8:15 a.m., an atomic bomb is dropped on Hiroshima, Japan. It explodes 2,000 feet above the ground, instantly killing 80,000 people. President Truman delivers a statement aboard the USS Augusta returning from the Potsdam Conference.

August 9, 1945: A second atomic bomb is dropped over Nagasaki, Japan, at approximately 11:02 a.m. It explodes 1,540 feet above the ground. An estimated 75,000 people are killed immediately. President Harry Truman delivers this radio report to the nation.

August 15, 1945: In a recorded radio address, Emperor Hirohito announces to his people and to the world that Japan would surrender to the Allies.

September 2, 1945: Aboard the USS Missouri, an American battleship in Tokyo Bay, representatives of the Japanese government sign the official surrender documents. World War II officially ends.

August 6, 1947: The first Peace Festival is held in Hiroshima City.

May 1949: The Peace Memorial City Construction Law unanimously passes in the Japanese House of Councilors and the House of Representatives.

April 28, 1952: U.S. military ceases direct involvement in Japan's civil administration, almost completely restoring its full sovereignty.

August 6, 1955: The first World Conference against Atomic and Hydrogen Bombs is held in Hiroshima City.

August 24, 1955: Hiroshima Peace Memorial Museum opens.

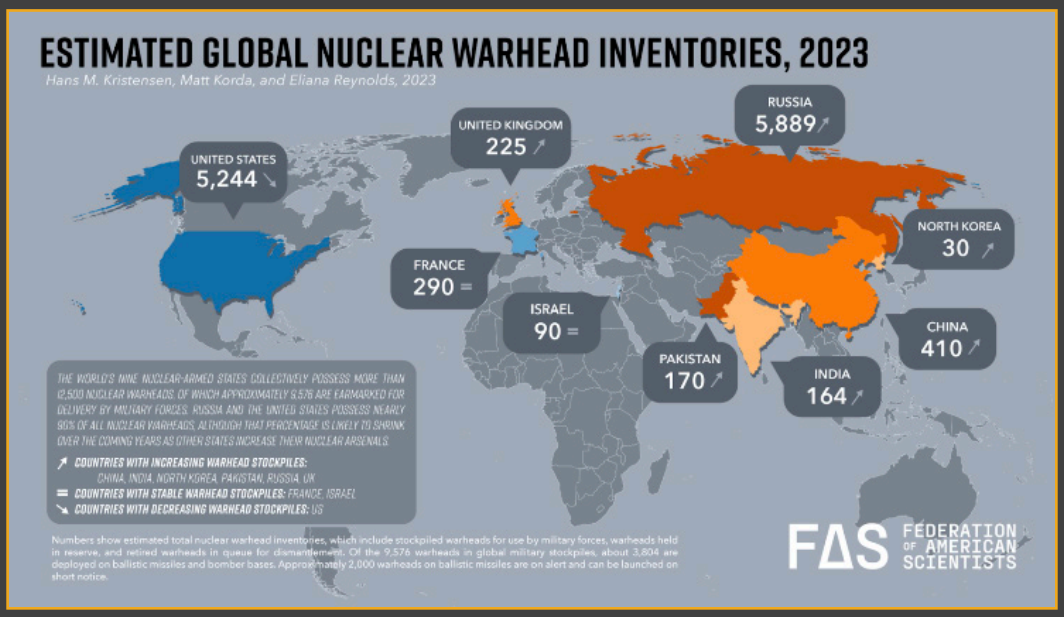
December 1976: Mayors of Hiroshima and Nagasaki visit the United Nations to request the abolition of nuclear weapons.

June 12, 1982: An estimated one million people demonstrate in New York City against nuclear weapons and to end the Cold War arms race in the largest anti-nuclear protest in American history.

September 23, 1992: The U.S. conducts its last nuclear test, code-named Divider, at an underground facility in Nevada. It is the 1,032th nuclear test carried out by the U.S. since Trinity, 47 years earlier.

July 7, 2017: The Treaty on the Prohibition of Nuclear Weapons is adopted at the UN General Assembly. All nuclear weapons-possessing states, most NATO countries, and many military allies of nuclear weapons states boycott both rounds.

NUCLEAR STOCKPILES TODAY



(Source: Federation of American Scientists)

While the exact number of current nuclear stockpiles are closely held national security secrets, we know there are upwards of 15,000 weapons in existence–some over 3,000 times as powerful as the bomb dropped on Hiroshima.

Consider these points from the Status of World Nuclear Forces:

- *Globally, the overall inventory of nuclear weapons is declining but remains high with nine countries possessing roughly 12,500 warheads.*
- *Reductions are slowing compared to the past 30 years when the United States and Russia were actively dismantling previously retired warheads.*
- *No nuclear-armed state needs more than a few hundred nuclear weapons for national security.*
- *Combined, the United States and Russia possess approximately 89 percent of the world's total inventory of nuclear weapons and 86 percent of the stockpiled warheads available for use by the military.*
- *The United States has spent more than all of the other nuclear-armed states combined, $43.7 billion.*
- *These nine countries armed with nuclear weapons have spent $82.9 billion on their nuclear arsenals, 35 percent of which went into the private sector.*
- *China spent just over a quarter of the U.S. total, $11.7 billion.*
- *Russia spent 22 percent of what the U.S. did, $9.6 billion*

CONNECTIONS, CONVERSATIONS, AND ENGAGEMENT

Moderator/Educator Note:
This section includes before- and after-discussion questions and two relevant engagement topics that can be used in community screenings or classrooms. Depending on the age of your audience, discussion format, or desired outcomes, adapt these questions and topics to fit your needs.

QUESTIONS FOR BEFORE AND AFTER WATCHING

Before Watching

To build community and set the tone for your post-screening conversation, consider discussing a few questions with your group before watching ***The Silent Witness***.

- *With the title in mind, what do you think **The Silent Witness** is about?*
- *What do you know about what happened in Hiroshima, Japan, on August 6, 1945?*
- *Have you heard the testimony of someone who survived a war?*
  - *What do you remember about the experience?*
  - *What did you learn from their story?*

Post-Screening

After the film, audiences may need a chance to collect their thoughts before diving into a conversation. One way to ease the transition is to ask your group to think of one moment that stood out, a question that came up, or a big idea that impressed them.

- What thoughts or emotions did Tomiko's story raise for you?
- Are there particular moments, stories, or images that stand out from her story?
- After watching the documentary, how do you interpret or understand the title?
- What are your reactions to the film's opening scene, which is set in the present day?

  Voice Over (VO) Archival News: "The war in Ukraine is bringing back Cold War memories for millions of Americans, including a deep fear of a potential nuclear war. And the rhetoric from Russia's leaders has only poured gasoline on those concerns. In a not-so-veiled threat, President Vladimir Putin warned this week that they have all the weapons they need to respond if other countries get involved in the fighting. What do you make of the latest threats coming out of Russia? How concerning are they?

  VO Reporter: They are concerning. The world has not seen the use of nuclear weapons since 1945, and we now have a 77-year tradition of non-use of nuclear weapons. So, that is the single most important legacy of the nuclear age. What would the United States do once a nuclear weapon went off?

  Tomiko: (singing). I keep on telling people no more wars. For a long time, I never talked about it. It probably hurts me. Well, now I'm 91 years old. I feel that what I talk about is not a very happy subject. However, I think people can learn from it. I have to tell you like it is.

- What did you learn from Tomiko's story? In what ways can her story be a lesson for today's crises?
- In the closing scene, Tomiko says, "Atomic war, I really shouldn't say this to myself, but I think it made a better person out of me because whatever I go through now, that's nothing. You know? I appreciate everything I have, right? I said I have a 20-pound bag of rice. 'Wow,' I said, 'How lucky I am.' So, you know, my everyday life is just appreciation. It could be different. I just want to make my point that war is not good."
  - What people or events in your life carry a life lesson? If you are comfortable, share these examples aloud.
- How do you think we should remember the dropping of the bomb?
- How do we ensure that *hibakushas* continue to be heard?

ENGAGEMENT TOPIC: ON THE RECORD

Moderator/Educator Note:
Several United States top military commanders were against the bombings and believed they played little part in Japan's surrender. In a 1950s hearing, their views are entered into the Congressional Record.

After reading these excerpts, open up the conversation for reactions. If helpful, here are some suggested prompts to get things started:

- *Which view against dropping the bombs on Hiroshima and Nagasaki was most surprising?*
- *How would you summarize the argument for and against dropping the atomic bomb on Hiroshima and Nagasaki?*
- *What new questions surfaced about the decision to drop the bombs?*

"In July 1945, Secretary of War Stimson, visiting my headquarters in Germany, informed me that our government was preparing to drop an atomic bomb on Japan. I was one of those who felt that there were a number of cogent reasons to question the wisdom of such an act. The Secretary, upon giving me the news of the successful bomb test in New Mexico and of the plan for using it, asked for my reaction, apparently expecting a vigorous assent. During his recitation of the relevant facts, I had been conscious of a feeling of depression, and so I voiced to him my grave misgivings, first on the basis of my belief that Japan was already defeated and that dropping the bomb was completely unnecessary, and secondly because I thought that our country should avoid shocking world opinion by the use of a weapon whose employment was, I thought, no longer mandatory as a measure to save American lives. It was my belief that Japan was, at that very moment, seeking some way to surrender with a minimum loss of ``face.'' The Secretary was deeply perturbed by my attitude."

— PRESIDENT DWIGHT D. EISENHOWER, *MANDATE FOR CHANGE*, PAGE 360.

"When I asked General MacArthur about the decision to drop the bomb, I was surprised to learn he had not even been consulted. What, I asked, would his advice have been? He replied that he saw no military justification for the dropping of the bomb. The war might have ended weeks earlier, he said, if the United States had agreed, as it later did anyway, to the retention of the institution of the Emperor."

— NORMAN COUSINS, CONSULTANT TO GENERAL MACARTHUR DURING THE AMERICAN OCCUPATION OF JAPAN. PUBLISHED IN THE PATHOLOGY OF POWER.

"We didn't need to do it, and we knew we didn't need to do it, and they knew that we didn't need to do it. We used them as an experiment for two atomic bombs."

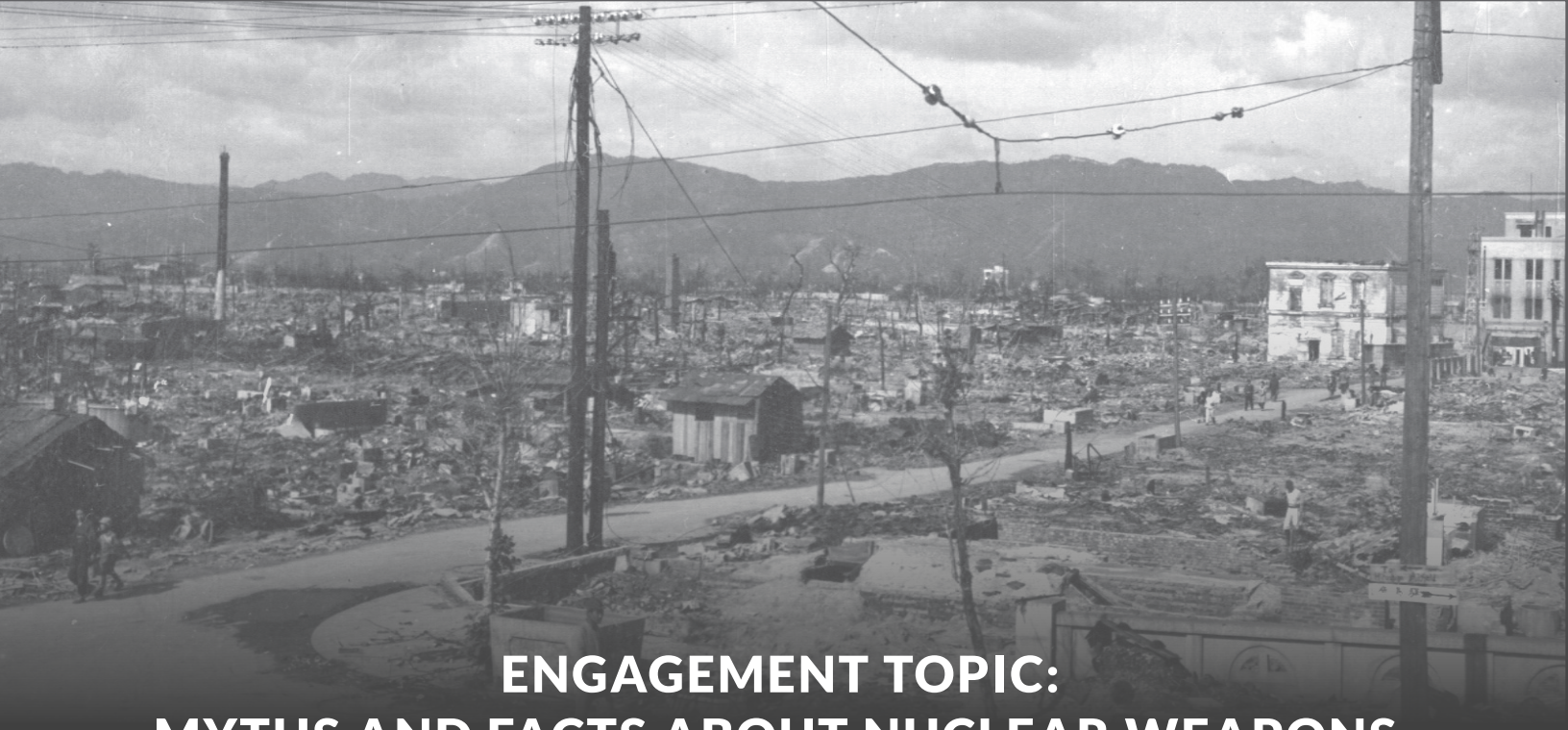
— BRIGADIER GENERAL CARTER CLARKE, MILITARY INTELLIGENCE OFFICER IN CHARGE OF PREPARING INTERCEPTED JAPANESE CABLES.

"Certainly, prior to 31 December 1945, and in all probability, prior to 1 November 1945, Japan would have surrendered even if atomic bombs had not been dropped."

— ADMIRAL WILLIAM D. LEAHY, CHIEF OF STAFF TO PRESIDENT TRUMAN

"The atomic bomb played no decisive part from a purely military point of view in the defeat of Japan. The use of atomic bombs at Hiroshima and Nagasaki was of no material assistance in our war against Japan. The Japanese were already defeated and ready to surrender."

— FLEET ADMIRAL CHESTER W. NIMITZ, COMMANDER IN CHIEF OF THE U.S. PACIFIC FLEET



ENGAGEMENT TOPIC: MYTHS AND FACTS ABOUT NUCLEAR WEAPONS[2]

Moderator/Educator Note:
Introducing these myths and facts before or after watching The Silent Witness can animate and expand the conversation in many exciting directions. For example, without using the term "myth" or "fact," share the statements in bold below (Nuclear weapons ended WWII, The risk of nuclear weapons use is higher than ever, etc.) Ask participants to share viewpoints in response to the statement.

MYTH: Nuclear weapons ended WWII.

The contention that the atomic bombings saved more lives than they took by avoiding an Allied invasion of the Japanese homeland can never be proven because Japan surrendered. Nazi Germany had already surrendered, and Japan did not (and to this day does not) have a nuclear weapons project.

FACT: The risk of nuclear weapons use is higher than ever.

UN Secretary-General Antonio Guterres warned in August 2022 that the world has entered "a time of nuclear danger not seen since the height of the Cold War." Several months later, Izumi Nakamitsu, UN Under-Secretary-General and High Representative for Disarmament Affairs, stressed that "the risk of a nuclear weapon being used is currently higher than at any time since the depths of the Cold War. The war in Ukraine represents the most acute example of that risk" He added that "the absence of dialogue and the erosion of the disarmament and arms control architecture, combined with dangerous rhetoric and veiled threats, are key drivers of this potentially existential risk."

[2] Adapted from The International Committee to Abolish Nuclear Weapons

MYTH: The theory of nuclear deterrence means never using nuclear weapons.

Deterrence relies on the belief that nuclear war would be so destructive that no adversary could hope to win. So long as U.S. nuclear forces could withstand an adversary's surprise first strike and respond with overwhelming destructive power, and the potential adversary believed that the U.S. had the will to use these forces, logically, there should be no major war.[3] Deterrence assumes that leaders act rationally and predictably. However, the risk of nuclear weapons being used, whether deliberately, by accident, or by miscalculation, is real, and history confirms this. Countries that subscribe to nuclear deterrence doctrines are not only prepared but have the ability to use these weapons, incinerate cities, and commit mass murder of civilians.

FACT: The horror of the bombings on Hiroshima and Nagasaki helped prevent the further use of nuclear weapons.

The early report from the International Committee of the Red Cross, later stories that made their way out of Hiroshima such as John Hersey's coverage in 1946, and the images that circulated directly after the bombing cemented the horrors of nuclear weapons in the public's imagination. The idea of ever using nuclear weapons again became taboo. In 2023, the discussion of their use has become normalized, undermining the taboo. Russia has repeated its nuclear threats against Ukraine and NATO nations, and tensions run high whenever North Korea threatens military action. Western countries have armed and financed Ukraine, helping them push Russian forces back, even expelling them from areas earlier captured since the full-scale invasion started, and possibly deterring the U.S. and NATO from direct military confrontation in defense of Ukraine.

MYTH: Nuclear weapons are safer today than when first invented.

Nuclear weapons today have much greater destructive power than the first bombs in the 1940s. The bombs used on Hiroshima and Nagasaki were equivalent to 15 and 20 kilotons of dynamite, which is considered a "low-yield" nuclear weapon by today's standards. The B83, the largest deployed U.S. nuclear warhead, is equivalent to 80 Hiroshima-sized bombs. At the start of 2023, the U.S. nuclear arsenal of 5,244 nuclear weapons yielded 857.6 megatons, or the equivalent of 57,173 Hiroshima-sized bombs. Russia, with 5,889 nuclear warheads, has the equivalent of 65,240 Hiroshima-sized bombs.

FACT: You cannot uninvent nuclear weapons, but you can reject them.

Many counties could make nuclear weapons but have decided not to, including Australia, Brazil, Germany, Japan, and South Korea. The International Atomic Energy Agency (IAEA) safeguards could be adapted and extended to all countries once those with nuclear weapons have chosen to disarm.

[3] https://gjia.georgetown.edu/2019/07/09/part-i-rethinking-deterrence/

EDUCATOR ROADMAP

Moderator/Educator Note:
*Anyone can watch **The Silent Witness**, be moved and inspired by Tomiko's story, and use it as an entry point for conversations on a wide range of topics. This roadmap helps middle and high school educators incorporate the film into existing units or create a new lesson. Tomiko's story can be a jumping-off point, or a centerpiece, in History or ELA units outlined below.*

OVERVIEW

The Educator Roadmap includes:

- **Interdisciplinary essential questions and learning objectives**
- **Suggestions for lesson alignment**
- **Discussion questions for post-screening conversations**
- **Existing model lessons for reference and inspiration**
- **Curated resources for additional learning and research including primary sources from archives, hibakusha testimonials, and contemporary secondary source materials**

Essential Questions

- How are we affected by listening to and learning from a survivor of Hiroshima?
- How do personal narratives enrich our historical understanding of an event such as the dropping of the first atomic weapon?
- What are the most important lessons learned from the decision to drop the bomb?
- How should we remember the atomic bombing of Hiroshima and Nagasaki, and why?

Learning Objectives

- Students will experience how personal narratives can affect us emotionally and deepen our investment in learning about this period of history.
- Students will explore how personal narratives and documentary films help them understand historical events differently.

Watch *The Silent Witness*

Post-screening general discussion questions

- What did you learn from ***The Silent Witness***?
- What emotions does her story raise for you?
- What moments in the film were surprising to you?
- Are there particular moments, stories, or images that stand out?
- What would you like to ask Tomiko if she were in the room?
- The final advice Tomiko shares is to work to preserve world peace and to tell your family that you love them every time you leave the house. Are there other lessons you are taking from her story? If so, what are they?

Model lessons to review for inspiration

- Above and Beyond the Mushroom Cloud, Program for Teaching East Asia, University of Colorado
- "The Decision to Use the Bomb," Harper's Magazine, 1947, Asia for Educators, Columbia University
- Debating the Atomic Bombs, National Park Service

FOR HISTORY EDUCATORS

9-12, U.S. History, World History, AP U.S. History, A.P. World History

Suggested lessons topics in which to include *The Silent Witness*

- The Manhattan Project
- The end of World War II
- Presidential decision making
- The decision to drop the first atomic bomb
- Comparing historical points of view on the dropping of the bomb
- Examining contentious and morally complex historical topics

Questions to explore after watching *The Silent Witness* in a history class

- What information did you know about this moment in history?
- What questions does Tomiko's story raise? What does her story confirm?
- What new historical information did you learn from Tomiko's experience?
- What additional information would you like to have to help you understand the event or her experience better?
- The documentary includes excerpts of speeches from President Truman and Emperor Hirohito. What role did these excerpts play in the narrative arch of the story? Why do you think the filmmakers chose these two excerpts?
- The threat of nuclear weapons has risen to levels not seen since the end of the Cold War. Military incidents involving nuclear states and their allies have increased in frequency, and nuclear-armed states have made explicit threats to use nuclear weapons.
  - What can we take from Tomiko's story to understand and respond to the current escalation of nuclear threat?

Helpful Resources

- Pew Research: Opinions shifted on the use of atomic bomb
- ICAN: Nobel Prize
- International Committee of the Red Cross: 75 years after Hiroshima and Nagasaki, a nuclear threat resumes
- National Archives: DocsTeach
- National Park Service: Harry Truman's Decision to Use Atomic Weapons
- President Truman Library:
  - Background - Essay on the decision to drop the bomb
  - Documents - The decision to drop the bomb, August 6, 1945 Speech
- *The Washington Post*, "In Japan and America, more and more people think Hiroshima bombing was wrong."
- U.S. Department of Energy: The Manhattan Project

FOR ENGLISH/LANGUAGE ARTS EDUCATORS (ELA)

Suggested lesson topics to include *The Silent Witness*:

- Learning from personal testimonials
- Writing personal narratives
- Constructing a story untold
- Using images to enrich a personal narrative

Questions to explore when using *The Silent Witness* as a model for a personal narrative.

- How would you describe Tomiko's story?
- What storytelling techniques did the filmmakers use to tell Tomiko's story?
- Tomiko says in the documentary's opening scene, "I have to tell you like it is." How does her candor add or detract from the story?
- Archival footage and audio were interspersed throughout Tomiko's narrative. What role do these resources play in telling her story?
- What part of Tomiko's story was difficult for you to hear? Why?

Helpful Resources

- Atomic Heritage Foundation: Survivors of Hiroshima and Nagasaki
- Hiroshima Peace Memorial
- M.I.T. Visualizing Cultures: Ground Zero, 1945
- Ministry of Foreign Affairs of Japan: Testimony of Hibakusha
- Smithsonian: Nine Eyewitness Accounts of the Bombing of Hiroshima and Nagasaki
- The 1945 Project - Gallery, History, Stories
- *The Washington Post*, "After the A-bomb: What photographers encountered in Hiroshima."
- Vassar College's student newspaper: Lecturer recounts Hiroshima: West narrates life before, after the bombing
- Voices of Hibakusha

SUGGESTED STANDARDS FOR *THE SILENT WITNESS* (HISTORY AND ELA)

World History Content Standards (UCLA Public History Initiative)

- *Era 8 (1900-1945)*
- *Standard 4: The causes and global consequences of World War II*
- Standard 4B: The student understands the global scope, outcome, and human costs of the war
- 9-12: Compare World Wars I and II in terms of the impact of industrial production, political goals, national mobilization, technological innovations, and scientific research on strategies, tactics, and levels of destruction
- *Standard 5: Major global trends from 1900 to the end of World War II*
- Standard 5A: The student understands major global trends from 1900 to the end of World War II
- 5-12: Explain how new technologies and scientific breakthroughs both benefited and imperiled humankind

AP® World History Curriculum Framework

- *Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present*
- *Key Concept 6.1 Science and the Environment*
- III. Disease, scientific innovations, and conflict led to demographic shifts
- C. Improved military technology and new tactics led to increased levels of wartime casualties
- *Key Concept 6.2 Global Conflicts and Their Consequences*
- V. Although conflict dominated much of the twentieth century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts
- A. Groups and individuals challenged the many wars of the century, and some promoted the practice of nonviolence as a way to bring about political change

United States History Content Standards (UCLA Public History Initiative)

- *Era 8: The Great Depression and World War II (1929-1945)*
- *Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs*
- Standard 3B: The student understands World War II and how the Allies prevailed.
- 7-12: Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision
- 5-12: Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers
- Standard 3C: The student understands the effects of World War II at home. 9-12: Evaluate the war's impact on science, medicine, and technology, especially in nuclear physics, weaponry, synthetic fibers, and television

AP® U.S. History Curriculum Framework

- *Period 7: 1890-1945*
- *Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world*
- III. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership
- D) The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island-hopping" and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons

COMMON CORE STATE STANDARDS: GRADES 6-12 LITERACY IN HISTORY/SOCIAL STUDIES

Key Ideas and Details

- *CCSS.ELA-Literacy.RH.6-8.1:* Cite specific textual evidence to support analysis of primary and secondary sources [with additional details for grades 9-12]

Craft and Structure

- *CCSS.ELA-Literacy.RH.6-8.6:* Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
- *CCSS.ELA-Literacy.RH.9-10.6:* Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts

Integration of Knowledge and Ideas

- *CCSS.ELA-Literacy.RH.6-8.9:* Analyze the relationship between a primary and secondary source on the same topic
- *CCSS.ELA-Literacy.RH.9-10.9:* Compare and contrast treatments of the same topic in several primary and secondary sources

THE SILENT WITNESS

We dedicate this guide to Tomiko Morimoto West and her pursuit to end war around the world.

The Henri and Tomoye Takahashi Charitable Foundation

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