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HVL LESSON TITLE:

THE WARNINGS AT PEARL

DEVELOPED BY: ERIN COGGINS

THE WARNINGS AT PEARL

GUIDING QUESTION:

What signs of an attack were presented leading up to or on December 7, 1941?

OVERVIEW:

December 7, 1941 was as President Franklin Roosevelt described in his infamous speech as “A day which will live in infamy.” This lesson will introduce students to the warnings and events that occurred prior to the early morning attack that, if looked at differently, may have led to a different outcome at Pearl Harbor.



SUBJECT(S):
Social Studies



WWII VETERAN(S):
Sherwin Callander



DURATION:
60 minutes

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“I had never seen such a mess in my life. I had to pull bodies out of the water. One that gets me so bad that I will never forget. I grabbed him by the hair and I reached over to grab his arm and meat came right off the bone. I’ll never forget that.”

WWII Veteran Sherwin Callander

OVERVIEW:

December 7, 1941 was as President Franklin Roosevelt described in his infamous speech as “A day which will live in infamy.” This lesson will introduce students to the warnings and events that occurred prior to the early morning attack that, if looked at differently, may have led to a different outcome at Pearl Harbor.

OBJECTIVES:

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

- Understand the timeline of the attack on Pearl Harbor.
- Utilize research skills to present historical information.

HISTORICAL CONTEXT:

Over 2,400 lives were lost during the attack on Pearl Harbor, including 1,777 sailors serving aboard the USS Arizona. On that fateful day and the days leading up to it, there were several warnings that an attack by the Japanese was imminent.

These included the breaking off of diplomatic relations, the unknown location of the Japanese strike forces, and other key events that occurred early on Sunday, December 7, 1941.

STANDARDS:

AL: 11: 6

Trace the progression of events and policies leading to World War II and the United States’ entry into the war.

AL: 11: 7

Analyze how United States military involvement shaped major events of World War II.

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MATERIALS & DOCUMENTS

[Memoirs of WWII-Sherwin Callander video](#)

Notes Handout (Doc A)

Teacher Notes Key (Doc B)

What Happened Next Activity (Doc C)

Exit Slip (Doc D)

PROCEDURES

ACTIVITY 01

- Show the [Memoirs of WWII-Sherwin Callander Video](#).
- Instruct students to listen carefully to Mr. Callander's account of his experience at Pearl Harbor and to make note of some of the words he used to describe that day.
- After the video, discuss the words students wrote down during the video.
- Inform students that there were several warnings leading up to and on the day of the attack that showed an attack was imminent.

ACTIVITY 02

- Distribute the Notes Handout (Doc A). Use the Teacher Notes Key (Doc B) to present the lesson.
- NOTE: Use these links to do research for your lesson if needed: [Pearl Harbor Timeline](#), [Pearl Harbor Map](#).

ACTIVITY 03

- Inform students that the failure to recognize these warnings were just part of the attack on Pearl Harbor.
- Distribute the What Happened Next Activity (Doc C). Read the directions aloud as students follow along.
- Divide students into 3 groups: Battleship Row, Airfields, Second Wave and Clean-up.
- Give students 20 minutes to research. After groups have completed their assigned research, instruct students to construct the timeline around the classroom (in chronological order).
- Distribute the Exit Slip (Doc D). Instruct students to walk through the timeline and to complete the Exit Slip activity.

METHOD FOR EXTENSION

- The lesson plan titled "The Pearl Harbor Trial" can be utilized to extend this lesson on the attack on Pearl Harbor.

THE WARNINGS AT PEARL

STUDENT NOTES



Saturday, December 6, 1941

Sunday, December 7, 1941

Washington D.C.

3:20 a.m.-6:45 a.m. Hawaii

7:00 a.m. Hawaii

7:02 a.m. Hawaii

THE WARNINGS AT PEARL

TEACHER NOTES KEY

DOC B



Saturday, December 6, 1941

U.S. President Franklin Roosevelt makes a final appeal to the Emperor of Japan for peace. There is no reply. Late this same day, the U.S. code-breaking service begins intercepting a 14-part Japanese message and deciphers the first 13 parts, passing them on to the President and Secretary of State. The Americans believe a Japanese attack is imminent, most likely somewhere in Southeast Asia.

Sunday, December 7, 1941

Washington D.C.

The last part of the Japanese message, stating that diplomatic relations with the U.S. are to be broken off, reaches Washington in the morning and is decoded at approximately 9 a.m. About an hour later, another Japanese message is intercepted. It instructs the Japanese embassy to deliver the main message to the Americans at 1 p.m. The Americans realize this time corresponds with early morning time in Pearl Harbor, which is several hours behind. The U.S. War Department then sends out an alert but uses a commercial telegraph because radio contact with Hawaii is temporarily broken. Delays prevent the alert from arriving at headquarters in Oahu until noontime (Hawaii time) four hours after the attack has already begun.

Between 3:20 a.m. and 6:45 a.m. Hawaii

About 3:20 a.m., the minesweeper USS Condor (AMc-14) approaching the harbor entrance reported sighting a periscope to Ward. This was one of the five 46-ton Japanese “midget” submarines tasked to penetrate the harbor and attack battleships. After a fruitless search, the contact was dismissed as bogus. Outerbridge went back to sleep in his sea cabin. At 6:30 a.m., the destroyer USS Ward fired on a Japanese midget submarine. The Ward followed up with a depth charge pattern. The submarine sank. Ward broadcast a report: “We have attacked, fired upon and dropped depth charges on a submarine operating in the defensive sea area. When the flash reached the duty officer at the Pacific Fleet headquarters, he chose to seek verification of the report rather than sound a general alarm.

7: 00 a.m. Hawaii

Two Army operators at Oahu’s northern shore radar station detect the Japanese air attack approaching and contact a junior officer who disregards their reports, thinking they are American B-17 planes which are expected in from the U.S. west coast.

7:02 a.m. Hawaii

At the best and northernmost radar site at Opana on Oahu, two very junior enlisted men, Joseph L. Lockhart and George E. Elliot, were about to shut off their set on schedule at 7:00 a.m. when at 7:02 a.m. they saw by far the most sizable return echo they had ever observed: the American radio waves etching a startling, broad, vertical spike on the Opana oscilloscope rebounding from some of the 183 aircraft of the first wave of Japanese attackers. The perplexed pair reported about 7:15 a.m. to the Air Information Center at Fort Shafter a major flight of aircraft to the north, now about 88 miles distant.

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WHAT HAPPENED NEXT ACTIVITY



Group Names: _____

Research Assignment: _____

Directions: Your group will be assigned one of the following categories to research: Battleship Row, Airfields, Second-Wave, or Clean-Up. You will create a timeline of the events pertaining to your category. The timeline should include specifics (time, destruction, name of ships, places, etc.). It should be informative.

After your information is gathered and presentation is complete, you will hang your timeline in your assigned area.

When creating your walking timeline, include photographs (see sample below).

THE USS ARIZONA IS HIT AT 8:10 A.M.



1,777 men go down
with the Arizona.....

THE WARNINGS AT PEARL EXIT SLIP

DOC D



1. Name one thing you learned about the actual attack on Pearl Harbor today.
2. Name the most surprising fact you learned today about the attack on Pearl Harbor.
3. Do you feel that taking the early warning signs more seriously could have altered the outcome of the attack on Pearl Harbor?