How Should We Remember the Dropping of the Atomic Bomb?

Context: America had the bomb. Now what?

When Harry Truman learned of the success of the Manhattan Project, he knew he was faced with a decision of unprecedented gravity. The capacity to end the war with Japan was in his hands, but it would involve unleashing the most terrible weapon ever known.

American soldiers and civilians were weary from four years of war, yet the Japanese military was refusing to give up their fight. American forces occupied Okinawa and Iwo Jima and were intensely fire-bombing Japanese cities. But Japan had an army of 2 million strong stationed in the home islands guarding against invasion.

For Truman, the choice whether or not to use the atomic bomb was the most difficult decision of his life.

Directions: The beauty of history is that it is told through varying perspective. Included herein are a number of primary and secondary sources which describe the events of August 6, 1945: The Bombing of Hiroshima. Today, you will choose an image that will be used to commemorate the dropping of the atomic bomb. First, we will read aloud the two historical narratives of the dropping of the bomb. As we read, think about which narrative you agree with most. We will divide the class into two groups: Victimization and Triumph.

You will then read through Documents 1 through 5, searching for evidence to support your claim. We will then rearrange the class again so that there are two representatives for each narrative in each group. You will discuss the narratives and the evidence you found. It will then be your responsibility to agree upon one picture from a set of pictures that will be used to commemorate the dropping of the atomic bomb. You should include a two to three sentence response as to why your group believes this to be the best commemoration of the dropping of the bomb.

Narrative I: Hiroshima as Victimization

Japanese still recall the war experience primarily in terms of their own victimization. For them, World War II calls to mind the deaths of family and acquaintances on distant battlefields, and, more vividly, the prolonged, systematic bombings of their cities.

If it is argued that the nuclear bombing of Hiroshima was necessary to shock the Japanese to surrender, how does one justify the hasty bombing of Nagasaki only three days later, before the Japanese had time to investigate Hiroshima and formulate a response?

Narrative II: Hiroshima as Triumph

To most Americans, Hiroshima—the shattered, atomized, irradiated city—remains largely a symbol of triumph—marking the end of a horrendous global conflict and the effective demonstration of a weapon that has prevented another world war.

It is hard to imagine that the Japanese would have surrendered without the atomic bomb. Japanese battle plans that were in place when the bombs were dropped called for a massive, suicidal defense of the home islands, in which the imperial government would mobilize not only several million fighting men but also millions of ordinary citizens who had been trained and indoctrinated to resist to the end with primitive makeshift weapons. For Japanese to even discuss capitulation (surrender) was seditious (against the law).
Document I: Textbook

Even before the bomb was tested, American officials began to debate how to use it. Admiral William Leahy, Chairman of the Joint Chiefs of Staff, opposed using the bomb because it killed civilians indiscriminately. He believed that an economic blockade and conventional bombing would convince Japan to surrender.

Secretary of War Henry Stimson wanted to warn the Japanese about the bomb while at the same time telling them that they could keep the emperor if they surrendered. Secretary of State James Byrnes, however, wanted to drop the bomb without any warning to shock Japan into surrendering.

President Truman later wrote that he “regarded the bomb as a military weapon and never had any doubts that it should be used.” His advisers had warned him to expect massive casualties if the United States invaded Japan. Truman believed it was his duty as president to use every weapon available to save American lives.

Source: American History Textbook, American Vision, p. 615

Document II: Thank God for the Atomic Bomb

My division, like most of the ones transferred from Europe was going to take part in the invasion at Honshu (an island of Japan). The people who preferred invasion to A-bombing seemed to have no intention of proceeding to the Japanese front themselves. I have already noted what a few more days would mean to the luckless troops and sailors on the spot.... On Okinawa, only a few weeks before Hiroshima, 123,000 Japanese and Americans killed each other. War is immoral. War is cruel.

Source: Paul Fussell, a World War II Soldier, Thank God for the Atom Bomb, 1990.

Document III: Stopping Russia

“[Byrnes] was concerned about Russia's postwar behavior. Russian troops had moved into Hungary and Romania, and Byrnes thought it would be very difficult to persuade Russia to withdraw her troops from these countries, that Russia might be more manageable if impressed by American military might, and that a demonstration of the bomb might impress Russia.”

Source: James Byrnes was one of Truman's advisors on the atomic bomb. In addition to defeating Japan, he wanted to keep the Soviet Union from expanding its influence in Asia and to limit its influence in Europe. Manhattan Project scientist Leo Szilard met with Byrnes on May 28, 1945. Leo Szilard wrote about his meeting with Byrnes in 1980.

Document IV: Survivor

One of my classmates, I think his name is Fujimoto, he muttered something and pointed outside the window, saying, "A B-29 is coming." He pointed outside with his finger. So I began to get up from my chair and asked him, "Where is it?" Looking in the direction that he was pointing towards, I got up on my feet, but I was not yet in an upright position when it happened. All I can remember was a pale lightening flash for two or three seconds. Then, I collapsed. I don't know much time passed before I came to. It was awful, awful. The smoke was coming in from somewhere above the debris. Sandy dust was flying around. . .
I crawled over the debris, trying to find someone who were still alive. Then, I found one of my classmates lying alive. I held him up in my arms. It is hard to tell, his skull was cracked open, his flesh was dangling out from his head. He had only one eye left, and it was looking right at me... he told me to go away.

I, so, was running, hands were trying to grab my ankles, they were asking me to take them along. I was only a child then. And I was horrified at so many hands trying to grab me. I was in pain, too. So all I could do was to get rid of them, it’s terrible to say, but I kicked their hands away. I still feel bad about that. I went to Miyuki Bridge to get some water. At the river bank, I saw so many people collapsed there... I was small, so I pushed on the river along the small steps. The water was dead people. I had to push the bodies aside to drink the muddy water. We didn't know anything about radioactivity that time. I stood up in the water and so many bodies were floating away along the stream.

Source: Yoshitaka Kawamoto was thirteen years old. He was in the classroom at Zakoba-cho, 0.8 kilometers (about half a mile) away from the hypocenter. He is now working as the director of the Hiroshima Peace Memorial Museum, telling visitors from all over the world what the atomic bomb did to the people of Hiroshima.

### Document V: Hiroshima and Nagasaki Casualties

**TABLE A: Estimates of Casualties**

<table>
<thead>
<tr>
<th></th>
<th>Hiroshima</th>
<th>Nagasaki</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Raid Population</td>
<td>255,000</td>
<td>195,000</td>
</tr>
<tr>
<td>Dead</td>
<td>66,000</td>
<td>39,000</td>
</tr>
<tr>
<td>Injured</td>
<td>69,000</td>
<td>25,000</td>
</tr>
<tr>
<td>Total Casualties</td>
<td>135,000</td>
<td>64,000</td>
</tr>
</tbody>
</table>

**TABLE B: Causes of Immediate Death**

<table>
<thead>
<tr>
<th></th>
<th>Hiroshima</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause of Death</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burns</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Falling Debris</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Nagasaki</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause of Death</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burns</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Falling Debris</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Flying Glass</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>2%</td>
</tr>
</tbody>
</table>
You and your group are historians who specialize in Japanese history. In particular, you are very familiar with the Japanese experiences of Hiroshima and Nagasaki.

**Directions:** To prepare for a discussion with a group of American experience historians, go through the Atomic Bomb Documents packet. As you re-read with your group, highlight or underline quotes, facts, images, information, etc. that supports the “Hiroshima as Victimization” narrative. In other words, look for information that proves that America was wrong to drop the atomic bomb. Record your main points in the space below.

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**Hiroshima as Victimization – Main Points**

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**Hiroshima as Triumph**

You and your group are historians who specialize in American history. In particular, you are very familiar with the American experiences during WWII and President Truman’s decision to drop the atomic bomb.

**Directions:** To prepare for a discussion with a group of American experience historians, go through the Atomic Bomb Documents packet. As you re-read with your group, highlight or underline quotes, facts, images, information, etc. that supports the “Hiroshima as Triumph” narrative. In other words, look for information that proves that America was wrong to drop the atomic bomb. Record your main points in the space below.

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**Hiroshima as Triumph – Main Points**
How Should We Remember the Dropping of the Atomic Bomb?

Together, your group has to decide which image you think should be selected to represent the dropping of the atomic bomb on a United Nations website. Use your evidence and main points to select an image. We will share these images and rationales with the class.

**Image Title:**

The following caption will accompany the image: (Use your main points to substantiate why you choose this particular image).

![Image of Hiroshima aftermath](https://example.com/image.jpg)