



U.S. Nuclear Testing & the Marshall Islands

Time: Appx 3 – 3.5 hours

Pacific Islander Studies, Grade Level: 9-12, Systems

Purpose (What will students learn from this lesson?):

- Students will learn about the role the US military had in conducting nuclear tests on the Marshall Islands, one of which was about 1,000 times as powerful as the nuclear bomb dropped on Hiroshima in Japan (named Castle Bravo).
- Students will learn and analyze art created by Marshallese youth in Arkansas who used art to share their communities stories and increase visibility about the impact of nuclear weapons testing on their ancestral homelands and their communities.

Unit Enduring Understandings Alignment:

- Systems: We understand the impact settler colonialism, imperialism, genocide, and hegemony have on the historical and contemporary experiences of our people.

Lesson Guiding Questions:

- What role did the US play in conducting nuclear tests on the Marshall Islands?
- What impact did nuclear weapons testing on the Marshall Islands have on the Marshallese people & how have Marshallese youth used art to tell their stories?

Essential Skills:

- Students will reflect and discuss the impact of nuclear weapons testing through analyzing art.
- Students will read, write, and research information about the impact of nuclear testing on the Marshallese people.
- Students will participate in civic engagement by writing a letter regarding nuclear testing

on the Marshall Islands to their US Senator or US Representative

Cultural Wealth (Yosso, p. 78):

- Students will activate their resistance capital through analysis of US nuclear testing on the Marshall Islands and use this information to write a letter to one of their US Congresspersons.

Ethnic Studies Principles Alignment:

- Critique empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.
- Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.

Standards Alignment:

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

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order. California Department of Education Created May 18, 200052 GRADE ELEVEN

2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting

- The Truman Doctrine
- The Berlin Blockade
- The Korean War
- The Bay of Pigs invasion and the Cuban Missile Crisis
- Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies

- The Vietnam War
- Latin American policy

4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).

5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.

7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

Materials:

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| <ul style="list-style-type: none"> ● Google slides ● Copies of the Images Graphic Organizer, Guided Reading Activity, and letter template (copies are linked below) ● Internet access ● Computers for students to do research when they're writing their 1-page letter to a US Congressperson | |
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Modifications, Accommodations, Resources for Multilingual Students :

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| <ul style="list-style-type: none"> ● Additional background information and websites are included below next to the appropriate step ● Have bilingual students sit next to monolingual students and translate as needed. | |
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Critical Vocabulary:

| CRITICAL VOCABULARY | Definition and Rationale for choosing this word, phrase, or concept | Idea for pre-teaching or front-loading the concept. |
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| Nuclear testing | Major component of the Cold War arms race in which countries with nuclear capabilities tested nuclear weapons to determine their functionality and to display their power on a world stage. From 1947 to 1996, the United States, France, and Great Britain all tested nuclear weapons in parts of Oceania—including the Marshall Islands, French Polynesia, Kiribati, Johnston Atoll, and Australia—with devastating outcomes for indigenous people and environments. (Center for Pacific Islands Studies Teaching Oceania Series, Vol. 1) | Work with students to develop a personal dictionary of terms utilizing the 4 corners vocabulary template . |
| colonialism | a practice of domination whereby one country seizes control over another country or territory and its people via force, exploitation, and/or political control. The US exerting its control over the Marshall Islands and using the islands as their testing ground for nuclear weapons is an example of this | Work with students to develop a personal dictionary of terms utilizing the 4 corners vocabulary template . |
| Bikini Atoll | Atoll in the Marshall Islands where the United States conducted twenty-three nuclear tests, | Work with students to identify the |

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| | including its largest nuclear test—the hydrogen bomb codenamed Castle Bravo. (Center for Pacific Islands Studies Teaching Oceania Series, Vol. 1) | different islands and atolls of the Marshall Islands using this map as a key: https://gisgeography.com/marshall-islands-map/ |
| Castle Bravo | Codename for the largest nuclear test ever conducted by the United States, detonated 1 March 1954 on Bikini Atoll. (Center for Pacific Islands Studies Teaching Oceania Series, Vol. 1) | Work with students to develop a personal dictionary of terms utilizing the 4 corners vocabulary template . |
| militarism | Ideology and historically rooted system of power generally connected to imperialism; the ideology that a nation should maintain and be ready to use its strong military capabilities to advance its national interests. (Center for Pacific Islands Studies Teaching Oceania Series, Vol. 1) | Work with students to develop a personal dictionary of terms utilizing the 4 corners vocabulary template . Additionally, you can look through this free text book produced by the University of Hawaii Manoa to read through parts of the book that discuss militarism to decide if you'd like to use it with your students: https://scholarspace.manoa.hawaii.edu/items/be21d50d-e3be-4f4a-b928-b50e1bdaf047 |

C1: Cultural Ritual and Energizer

Title of Cultural Ritual/Energizer: Pop culture references

Description: After the land acknowledgement & ancestor acknowledgement slide, you will go into the cultural energizer. The cultural energizer asks students to look at a bikini model photo (in black & white) and a Sponge Bob Square Pants cartoon (in color) image to see what connections students can make between the two images on the slide. Both images are connected to the main topic of the lesson, which is about U.S. nuclear testing on the Marshall Islands, such as Bikini Atoll. This energizer should be done for this lesson because it is connected directly to this lesson.

| STEP | DESCRIPTION | TIME |
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| Step 1 | <p>Land Acknowledgement slide: Customize your land acknowledgement.</p> <p>California State University, Bakersfield: We acknowledge with gratitude that the meeting place of CSUB is the traditional territory of the Kitanemuk (Ki-ta-ne-muk) people of the Tejon Tribe, a place their nation has called home, since time immemorial.</p> <p>After the Tejon Tribal leaders worked for over 15 years petitioning the federal government for recognition, the tribe finally received tribal reaffirmation in January 2012 which reaffirmed the tribes status as a federally recognized sovereign Indian Nation with an established government to government relationship with the United States of America.</p> <p>The land on which we gather today, and its surrounding areas are still home to many Indigenous communities. We are grateful for all the Indigenous people who continue to care for and remain interconnected with this land. We promise to be conscientious stewards of this land for the future generations.</p> <p>About the video: Length of the video is 4:05 - This video (produced by the US Department of Arts & Culture) accompanies #HonorNativeLand—a guide and call-to-action to spread the practice of acknowledgment of traditional Native lands at the opening of all public gatherings. *We call on all individuals and organizations to open public events and gatherings with acknowledgment of the traditional Native inhabitants of the land.*</p> | 5 mins |

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| | <p>Acknowledgement is a simple, powerful way of showing respect and a step toward correcting the stories and practices that erase Indigenous people’s history and culture and toward inviting and honoring the truth.</p> <p>Visit www.usdac.us/nativeland to: download the Guide with step-by-step instructions for how to offer acknowledgement and tips for moving beyond acknowledgment into action; download #HonorNativeLand signs to print, customize, and post in your community; and take the pledge to commit publicly to practicing traditional Native land acknowledgment.</p> | |
| <p>Step 2</p> | <p>Ancestor Acknowledgement slide: Lijon Eknilang (March 1, 1946 - August 2012; Marshall Islands)</p> <p>Today we honor & acknowledge our ancestor, Lijon Eknilang born in the Marshall Islands on Rongelap. She was just a little girl at the time of the Bravo nuclear test on March 1, 1954. She remembered the snowstorm-like covering of radioactive fallout that plagued Rongelap following the blast. Like so many of her neighbors, Lijon faced long-term health problems following the blast. For Lijon, those terrible health problems came in the form of seven miscarriages, and the inability to have children.</p> <p>Lijon’s suffering motivated her to pursue anti-nuclear activism, which brought her to the United States and Europe to draw attention to the health problems experienced by the people of Rongelap. Often referred to as the ‘icon of the Marshall Islands,’ Lijon’s international advocacy for the nuclear test victims at Rongelap has been instrumental in exposing the tragedies that occurred there. Lijon spoke on behalf of the Rongelapese nuclear test victims before the United States Congress and the Advisory Proceedings on the Legality of the Threat or Use of Nuclear Weapons at the International Court of Justice. She exposed the health problems and gruesome birth defects faced by the Rongelapese women, and in doing so become known for her accounts of ‘jellyfish babies’, which she described as children born with no muscles or bones.</p> <p>Read the quote on the slide: “On the morning of 1 March 1954, the day of the “Bravo” shot, there was a huge brilliant light that consumed the sky. We all ran outside our homes to see it. The elders said another world war had begun. I remember crying. I did not realize at the time that it was the people of Rongelap who had begun a lifelong battle for their health and a safe</p> | <p>2 mins</p> |

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| | <p>environment.”</p> <p>Lijon Eknilang continued her advocacy throughout her life, participating in many discussions and panels, and submitting her personal accounts to publications such as the Seattle Journal for Social Justice. In August, 2012, Lijon passed away on the island of Majuro. She was 82. (Source of biography: https://www.wagingpeace.org/lijon-eknilang/ Nuclear Age Peace Foundation)</p> <p>Background info/additional resources: Link to another resource including Lijon’s oral interview & English transcript + other Marshallese survivors: http://mistories.org/nuclear-Eknilang.php</p> | |
| Step 3 | <p>Cultural Energizer slide: Ask the class: What do these two images have in common?</p> <p>The two-piece swimsuit photograph is from the Center for Pacific Islands Studies Teaching Oceania Series Volume 1 “Militarism and Nuclear Testing in the Pacific” available for free download at this link: https://scholarspace.manoa.hawaii.edu/items/be21d50d-e3be-4f4a-b928-b50e1bdaf047 (page 19 “Bikini in Popular Culture”)</p> <p>The two-piece swimsuit, modeled in this photograph by Micheline Bernardini, was designed by French clothing designer Louis Réard in 1946 prior to the detonation of the first nuclear test in the Marshall Islands on Bikini Atoll. He named the suit a “bikini,” comparing the effects of the anticipated nuclear tests to the societal effects wrought by the new suit. The use of the term bikini today without recognition of the history of nuclear testing is a form of symbolic violence, defined as an unconscious mode of domination subtly embedded in everyday thought, action, and objects that maintains its power precisely because people fail to recognize it as violence.</p> <p>Another example of symbolic violence and the erasure of the consequences of nuclear testing at Bikini is SpongeBob SquarePants, the cartoon character whose origin derives from radioactivity at Bikini.</p> | 5 mins |
| Step 4 | <p>Bikini model photo slide: The two-piece swimsuit, modeled in this photograph by Micheline Bernardini, was designed by French clothing designer Louis Réard in 1946 prior to the detonation of the first nuclear test in the Marshall Islands on</p> | 5 mins |

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| | <p>Bikini Atoll. He named the suit a “bikini,” comparing the effects of the anticipated nuclear tests to the societal effects wrought by the new suit.</p> <p>The use of the term bikini today without recognition of the history of nuclear testing is a form of symbolic violence.</p> <p>*Symbolic violence is defined as an unconscious mode of domination subtly embedded in everyday thought, action, and objects that maintains its power precisely because people fail to recognize it as violence.</p> <p>Source: Center for Pacific Islands Studies Teaching Oceania Series Volume 1 “Militarism and Nuclear Testing in the Pacific” available for free download at this link: https://scholarspace.manoa.hawaii.edu/items/be21d50d-e3be-4f4a-b928-b50e1bdaf047 (page 19 “Bikini in Popular Culture”)</p> | |
| Step 5 | <p>Sponge Bob Square Pants (in color) slide: Ask the class: How might the Sponge Bob Square Pants cartoon be another form of symbolic violence?</p> | 2 mins |
| Step 6 | <p>Black & white Sponge Bob Square Pants slide: Answer: Another example of symbolic violence and the erasure of the consequences of nuclear testing at Bikini is SpongeBob SquarePants, the cartoon character whose origin derives from radioactivity at Bikini.</p> <p>Source: Center for Pacific Islands Studies Teaching Oceania Series Volume 1 “Militarism and Nuclear Testing in the Pacific” available for free download at this link: https://scholarspace.manoa.hawaii.edu/items/be21d50d-e3be-4f4a-b928-b50e1bdaf047 (page 19 “Bikini in Popular Culture”)</p> | 2 mins |

~20 mins

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity: U.S. Nuclear Testing & the Marshall Islands

Description: Students will participate in two activities to learn about how the U.S. conducted 67 nuclear tests in the Marshall Islands. The first activity will use an Images Graphic Organizer to take a look at 7 images, which are art pieces created by Marshallese youth in Arkansas about the impact of the nuclear tests on their Marshallese community, and prepare them to learn

more about the impact nuclear weapons testing have had on the Marshallese. This will be followed by a short set of lecture slides to provide more context to the Marshall Islands. And finally the second & last activity will be a guided reading activity.

| STEP | DESCRIPTION | TIME |
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| Step 1 | <p>Critical concepts slide: Tell students: We're going to look at 7 different images/art pieces. As I show the image, fill in the "I see..." "I think this means..." "I wonder..." column only on your Image Graphic Organizer. Leave the "Description of the image/number" column alone until the end when I talk about each art piece.</p> <p>Share the "Image Graphic Organizer" google doc link with students: https://docs.google.com/document/d/1N5blk1nsWrLLAmtx29md4H7nXpP8V1gdLVv8q85VAc/copy</p> <p>The screen shot in the slide has the link to the Image Graphic Organizer too.</p> | 5 min |
| Step 2 | <p>Image 1 slide: Again, there will be seven images we'll look at together. For each image, take 1 minute to look at it and respond to the "I see... I think this means... I wonder..." column only on the graphic organizer.</p> | 1 min |
| Step 3 | <p>Image 2 slide: Take another minute to look at image 2 and fill in the "I see..." "I think this means..." "I wonder..." column only.</p> | 1 min |
| Step 4 | <p>Image 3 slide: Take another minute to look at image 3 and fill in the "I see..." "I think this means..." "I wonder..." column only.</p> | 1 min |
| Step 5 | <p>Image 4 slide: Take another minute to look at image 4 and fill in the "I see..." "I think this means..." "I wonder..." column only.</p> | 1 min |
| Step 6 | <p>Image 5 slide: Take another minute to look at image 5 and fill in the "I see..." "I think this means..." "I wonder..." column only.</p> | 1 min |
| Step 7 | <p>Image 6 slide: Take another minute to look at image 6 and fill in the "I see..." "I think this means..." "I wonder..." column only.</p> | 1 min |
| Step 8 | <p>Image 7 slide: Finally, Take another minute to look at image 7 and fill in the "I see..." "I think this means..." "I wonder..." column only.</p> | 1 min |
| Step 9 | <p>Tell students: Now I'm going to describe each image and I want you to fill in the last column/the description of each image/art piece on your graphic organizer.</p> | 5-10 mins |

These art pieces are part of an exhibit called, “Hope for a Better Tomorrow: Reflections on the Twin Existential Threats” which was a joint Marshallese Educational Initiative (MEI) & Reverse the Trend (RTT) Art Exhibit on May 19-20, 2022.

From 1946-1958 the United States tested 67 nuclear weapons in the Marshall Islands in the North, Central Pacific. Today, nearly 2/3 of all Marshallese reside in the United States.

These paintings by Marshallese youth in Springdale, Arkansas, working with the nonprofit, Marshallese Educational Initiative, expose the trauma experienced by youth living in diaspora in the United States and who are learning about the ongoing biological, ecological, and cultural consequences of US nuclear testing on their homelands - a history not taught in US schools.

Joining MEI and other youth from affected communities and using art as activism, Marshallese youth are reversing the trend and engaging leaders and their communities to act on these twin threats.

Image 1: “Bombing for Mankind” (2022) by Neimony Netwon

This painting depicts the tragic and dark history of when the US tested nuclear bombs on the Marshall Islands. The bombs dropping onto the islands is a visual reminder of when the Americans at the time had made a promise between the Marshallese citizens that what they are doing is “good for all mankind.” How is testing nuclear bombs good for mankind? No one wins and the Earth must suffer due to human actions. I was originally going to title my artwork as “dropping with love,” with a satirical approach since the US made it seem like it was a good cause, when, in reality, it has deprived the Marshallese people of their motherland.

Image 2: “...for the good of mankind” (2022) by Marino Morris

The meaning and purpose behind my painting illustrates how the words “...for the good of mankind” exploited the land and people of the Marshall Islands. The image illustrates the red ocean reflecting the red sky filled with thermal energy at several millions of degrees igniting what has become our legacy. The hands resemble the hands of God, and the people resemble our culture: our culture in God's hands. The significance of God's hands comes from the religious

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| | <p>background that influenced the decision of Bikini Chief Judah, who knew the word “mankind” and that it was from the Bible. Chief Judah gave up his people of Bikini to relocate “...for the good of mankind”. The chief was promised that the people of Bikini would only be away for a short time. After Castle Bravo, that short time became 30,000 years. This was an immense transition for our people, in terms of health, culture, and the privilege of having a place to call home. Today the United States government has been abrogating its responsibility to fairly and completely indemnify the people of the Marshall Islands for the irreparable damages.</p> <p>Image 3: “The Descent of a Thousand Sums” (2022) by Chapel Capelle</p> <p>This painting depicts the descent of a thousand suns into the ocean. The canvas is divided horizontally between aerial and maritime environments, which became essentially blank slates upon which I could infuse some meaning, some symbolism, and possibly play on the duality of the skies and the ocean. I depict the sky as something horrible and dark and violent by painting it as if on fire. My brush strokes here are erratic and the blend and gradient rough. It’s jarring to the eyes and, hopefully, unsettling to the mind. To sooth the mind (and juxtapose the chaos of the fiery skies with calming peace), I “buffered” the skies with still waters (as is depicted with the darker blue color). That peace is a tentative one, which I had hoped to show with how the water seems to give in as if to cradle the plunging suns and as if to caress them and cushion their impact. The green concentric patterns in and out of the waves is the tail of a large sea dragon. I chose the varying shades of green to further build on this feeling of peace that I wanted to depict through the bottom half of the painting.</p> | |
| <p>Step 10</p> | <p>Image 4: “Castle Bravo” (2022) by Marino Morris</p> <p>Castle Bravo was a 15-megaton hydrogen bomb and the largest thermonuclear bomb that the U.S. has ever tested. This test took place on Bikini atoll in the Marshall Islands on March 1, 1954. This nuclear explosion caused all of Bikini irreparable damage and exposed the neighboring atolls to radioactive fallout. Victims downwind who endured the fallout were used as test subjects for “Project 4.1”, a secret medical study and experimentation also conducted by the U.S. government, which looked at radiation exposure’s effect on humans.</p> <p>Image 5: “The Nuclear Test in Me” (2022) by Thoper Runny</p> | <p>5-10 mins</p> |

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| | <p>and Faith Netwon</p> <p>This painting shows a young Marshallese woman crying after finding out her newborn baby passed away. While they are both on one island, a nuclear explosion is seen in the background on another island. We chose the color, red, to fill the sky to simply illustrate what Marshallese victims witnessed. The dark grey surrounding the red sky expressed the loss and depression of the young Marshallese woman who suffered and lost, not only her baby, but also her islands. The color of the baby’s blanket is pink and this is to represent all the “jellyfish babies” who did not make it. For nuclear awareness, I wanted to reveal what my Marshallese female ancestors went through and struggled with. The title The Nuclear Test In Me indicates that the young woman was exposed to radioactive fallout resulting in the death of her baby and the unbearable truth.</p> <p>Image 6: “Close Call” (2022) by Marcina Langrine CODE RED FOR HUMANITY, CODE RED FOR HUMANITY! When will there be peace? Our island home, the RMI, has had too many close calls. Devastating consequences of the nuclear testing and the acceleration of climate change have brought the world dangerously close to abrupt and irreversible changes. The RMI flag represents my identity, my ancestors; the head/peace sign reflects how I envision our world with and without nuclear weapons. The left side represents sadness, pain, destruction, emptiness. The right represents calmness, a green world, happiness, and peace. The Marshallese are connected to the land, the water and the skies. Tattoos represented the natural environment around us and connect us to our ancestors</p> | |
| Step 11 | <p>Now instruct students to individually answer the reflection questions at the end of the graphic organizer:</p> <ol style="list-style-type: none"> 1. What are some common themes shared between all of the Marshallese Youth art pieces (the seven images)? 2. What are some differences between the images? 3. How does the art make you feel? 4. What questions do you have about the seven images? | 5-10 mins |
| Step 12 | <p>Ask the students to partner up with 1 or 2 other students to share their responses to the reflection questions with each other. After some time, ask for volunteers to share their responses to any of the questions in a large group discussion</p> | 5-10 mins |
| Step 13 | <p>About the RMI slide: Now, I’m going to talk about some</p> | 1 min |

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| | background information about the Republic of the Marshall Islands, abbreviated as RMI. | |
| Step 14 | <p>About the Marshall Islands slide:</p> <p>Explain the following three points to students:</p> <p>1)The RMI is a sovereign nation. *Now, pause & ask students: what is a definition of “sovereign nation?” Verbally acknowledge some responses from the class. Then share a definition: Sovereignty is the right of a nation or group of people to be self-governing. We speak of countries such as the United States as being sovereign political powers because they are completely independent of any other political entity. Political scientists often refer to this as absolute sovereignty.</p> <p>2) The United States and the RMI have full diplomatic relations and maintain deep ties and a cooperative relationship.</p> <p>3) The RMI government conducts its own foreign relations, consistent with the terms of the Amended Compact. *Now, pause & ask students: what do you think is in this “Amended Compact?” After receiving some student responses, go to the next slide. The next slide describes some of the terms of the Amended Compact.</p> <p>Source: the US Department of State “US Relations With Marshall Islands” https://www.state.gov/u-s-relations-with-marshall-islands/</p> | 5 mins |
| Step 15 | <p>Under the Amended Compact slide: Continue to lecture the bullet points on the slide to students:</p> <ul style="list-style-type: none"> ● The RMI and the United States agreed that the United States has full authority and responsibility for defense and security matters in and relating to the RMI. ● Eligible RMI citizens can travel to the United States without visas to live, work, and study. ● RMI citizens also can serve in the U.S. Armed Forces and volunteer at per capita rates higher than many U.S. states. ● The RMI hosts the U.S. Army Garrison Kwajalein Atoll, including the Ronald Reagan Ballistic Missile Defense Test Site, a key component of the U.S. missile defense network. <p>Source: the US Department of State “US Relations With Marshall Islands” https://www.state.gov/u-s-relations-with-marshall-islands/</p> | 5 mins |

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| Step 16 | <p>1947, 1986, 2004 Timeline slide: Continue the lecture by reading the points on the slide:</p> <p>1) In 1947, the United Nations assigned the United States administering authority over the Trust Territory of the Pacific Islands (Trust Territory), which included the Republic of the Marshall Islands (RMI).</p> <p>2) In 1989, The Compact of Free Association between the United States and the RMI entered into force.</p> <p>3) In 2004, the Compact reflected that the RMI was a sovereign nation in free association with the United States. An Amended Compact entered into force. The Amended Compact does not have an end date.</p> <p>Source: the US Department of State “US Relations With Marshall Islands” https://www.state.gov/u-s-relations-with-marshall-islands/</p> | 5 mins |
| Step 17 | <p>Question slide: Now ask students to think about this question as we go into the next activity - the guided reading activity. *You don’t need to collect responses, instead encourage students to think about this question as they read the article.</p> <p>Question: Why were the Amended Compacts between the United States & the RMI needed?</p> | 1 min |
| Step 18 | <p>Guided reading activity: Guided reading activity link that forces students to make a copy: https://docs.google.com/document/d/19zTM5cX8VmoDacqu6uqbwD33kOMt6tcwEXvo7f9nAVA/copy</p> <ol style="list-style-type: none"> 1. 20-30 minutes: Instruct students to read through the article & take notes by answering the questions in the second column. Then have them answer the reflection questions at the end of the article. 2. 5-10 mins: Then have students partner with somebody next to them to go over the answers to the questions, including the reflection questions. 3. 5-10 mins: Bring the group back together & go through the answers together to make sure everybody understands the article. 4. 5-10 mins: Finally, ask for some volunteers to share their responses to the reflection questions to engage in a large group discussion. | 35-60 mins |

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| | <p>The next slide is a map of Nuclear Explosions since 1945. Go over the map to provide context to nuclear weapons testing conducted throughout the world, but emphasizing the impact on the Marshallese people & other Pacific Islander communities.</p> | |
| <p>Step 19</p> | <p>Nuclear explosions since 1945 slide: Tell students: Take a look at this world map of nuclear explosions since 1945. What do you notice? (The map comes from the book Center for Pacific Islands Studies Teaching Oceania Series Vol. 1, page 13, Image 9)</p> <p>Highlight the chart below the map, which lists the countries who have conducted nuclear detonations in order by year. The first country to conduct a nuclear explosion was the US in 1945 and have conducted 206 atmospheric detonations, 912 underground detonations, and 3 underwater. The next three countries are the USSR (1949), the United Kingdom (1952), and France (1960).</p> <p>Remember, the US conducted 67 tests on Bikini and Enewetak Atolls in the Marshall Islands from 1946 to 1957, several tests on Kiritimati Island in Kiribati (Kiribati is another Pacific Island country) from the late 1950s to early 1960s, and a series of atmospheric and high altitude nuclear explosions on Johnson Atoll (Kalama Island) from 1958 to 1975. (Source: Center for Pacific Islands Studies Teaching Oceania Series Vol. 1, page 13)</p> <p>Other countries:</p> <ol style="list-style-type: none"> 1. Great Britain conducted 12 nuclear tests in Australia and Kiribati from 1952 to 1958. 2. France conducted 193 nuclear tests on Morutoa and Fangataufa Atolls in the Tuamotu Archipelago in French Polynesia from 1966 to 1996. <p>In each case, a colonial or military relationship allowed the nuclear power to use the islands or territory for nuclear testing, even when it didn't have the full consent of the residents or traditional owners of the areas in question. The nuclear powers often used the islands' remoteness, isolation, and the presumed "primitiveness" of Indigenous people to justify their actions.</p> | <p>5 mins</p> |
| <p>Step 20</p> | <p>Henry Kissinger slide: Former US Secretary of State Henry</p> | <p>5 mins</p> |

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| Step 21 | <p>Kissinger has been quoted as saying in reference to US activities in the Pacific Islands: “There are only 90,000 people out there; who gives a damn?” (McHenry 1975, 98). This quote encapsulates US and other nuclear powers’ attitude toward potential effects of nuclear testing in the region and toward the region’s people as a whole.</p> <p>(As quoted in Center for Pacific Islands Studies Teaching Oceania Series Vol. 1, page 15)</p> | |
| | <p>Question slide: Now that we’ve learned about the atrocities conducted by the US in the Marshall Islands, and a little bit about other countries who have conducted nuclear weapons tests in other Pacific Island countries - what can we do about it?</p> <p>Ask the question on the slide: What is one way we can make sure the United States (current and future generations) will learn about US nuclear weapons testing in the Marshall Islands and be encouraged to do something about it? Then, ask for some ideas from students.</p> <p>Finally, share with your students that one way we can help the United States remember for both current and future generations, is to make a federal holiday, similar to Juneteenth National Independence Day or Cesar Chavez Day, etc.</p> | 5 mins |

~1 hour & 40 mins – 2 hours & 20 mins

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): Congressperson Letter Writing Activity

Description: Students will use the information they learned about the U.S. conducting nuclear tests on the Marshall Islands by writing a 1-page letter to their US Senator or Representative, urging their Congressperson to make March 1 “Remembrance Day” a federal holiday to acknowledge the role the US played in conducting nuclear tests on the Marshallese community, a holiday that is already honored in the Marshall Islands.

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| Step 1 | Cultural productions slide: | 5-10 mins |

| | | |
|---------------|---|-------------------|
| | <p>Tell the students these instructions:</p> <ol style="list-style-type: none"> 1. Go to congress.gov 2. Find your member by your home address (red circle on the slide) 3. Your task will be to write a 1-page letter to your US Senator or Representative urging them to make March 1st Remembrance Day a US federal holiday (as it already is in the Marshall Islands) <p>Before moving on, tell students to write down the address/email of their Congressperson so they can write their 1 page letter (Only 1 congresspersons' address/email is required)</p> | |
| Step 2 | <p>March 1 "Remembrance Day" slide: Read the slide to students to give them context to March 1 as "Remembrance Day" in the Marshall Islands.</p> <p>Then instruct students to use the Marshall Islands Story Project web page about Remembrance Day to write their 1 page letter to their chosen US Senator or Representative: http://mistories.org/remembrance.php</p> | 2 mins |
| Step 3 | <p>Your Congressperson letter must include slide:</p> <p>Review the Congressperson letter template with the class to go over the 11 points on the slide.</p> <p>The letter template you'll be sharing with students is about making CIFA into law, which is related to the Marshallese people, but it is different than what the prompt is asking for - urging their congressperson to make March 1st "Remembrance Day" a federal holiday to highlight the important history of U.S. nuclear testing on the Marshall Islands and the resilience of the Marshallese people in advocating for their rights & benefits: https://docs.google.com/document/d/17knJSqOHKGQpIF_nk21CDFcbrjiSytxpXM7iTG6eDo0/copy</p> <p>BACKGROUND INFORMATION: This letter template comes from the sources below: Sample letter link from the APA: https://www.apa.org/advocacy/guide/sample-letters.pdf Source: APA https://www.apa.org/advocacy/guide/letter-email</p> | 30-45 mins |

~40 mins – 1 hour

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?

Have students reflect on the questions by conducting a community circle activity. Students will have a chance to hear from each other about what they have learned about the US conducting nuclear tests in the Marshall Islands and be inspired to send their letters to their Congressperson to never forget this history by making March 1 “Remembrance Day” a US federal holiday, which is already a national holiday in the Marshall Islands.

The purpose of this lesson was to introduce students to an important part of Pacific Islander history but also US American history: how the US has unethically & unjustly used the Marshall Islands as a site to test nuclear weapons. The purpose of this lesson is to also help students critique the US empire and challenge the US empire by participating in a letter writing campaign to their US elected officials.

Assessment: How will the students be assessed?

Students will be assessed formally by completing the Images Graphic Organizer, the Guided Reading document, and writing their 1-page US Congressperson letter about making March 1 “Remembrance Day” a US federal holiday.

Students will be assessed informally by the small & large group discussions throughout the lesson, including the community circle activity.

Evaluation: How will the effectiveness of this lesson plan be evaluated?

Teachers are encouraged to create a rubric for the 1-page US Congressperson letter activity to evaluate that assessment.

RESOURCES AND NOTES

- **Resources:** Links to various resources have been included above as well as in the google slides speaker notes.
 - [Marshall Islands Story Project](#)
 - [Honor Native Land: A Guide and Call to Land Acknowledgement - US Department of Arts and Culture](#)

- [Volume 1 of Teaching Oceania Series, Militarism and Nuclear Testing in the Pacific](#)
- [Marshall Islands - Atomic Heritage Foundation](#)
- [Nuclear Zero Profiles: Lijon Eknilang](#)
- [U.S. Relations with Marshall Islands - U.S. Department of State](#)
- [Find Your US Congressperson](#)
- [Marshallese National Holiday - March 1 "Remembrance Day"](#)

Supplemental resources:

This is a two-part documentary (with two different YouTube links):

PART 1

Title: "The Forgotten Nuclear War - Bombs on Bikini Atoll"

Time: 50:28

YouTube link: <https://www.youtube.com/watch?v=NjqoiT-RS4A>

Description: The Bikini Atoll, a remote location in the middle of the Pacific Ocean, looks like a vacation paradise, but is actually a shining hell. At the beginning of the Cold War, the United States conducted nuclear weapons tests there. Back then, the Americans were much more than just trying out a new weapon technology. The two-part documentary explains the historical background of the forgotten nuclear war and reveals how the bombs continue to have an effect today.

PART 2

Title: The Forgotten Nuclear War - Exodus in the Pacific Ocean"

Time: 47:44

YouTube link: <https://www.youtube.com/watch?v=gpnLdABXyxA&t=0s>

Description: The first victims of the arms race of the superpowers during the Cold War were of all those who had never participated in an armed conflict: the inhabitants of the Eniwetok Atoll in the middle of the Pacific Ocean. After ten years with forty-four nuclear weapons tests, an uninhabitable, contaminated lunar landscape remained. The two-part reportage by Stefan Aust and Detlev Konnerth provides insights into the life of the islanders, who are still caught up in their victim roles.

● **Worksheets and Handouts:**

- Images Graphic Organizer
- Guided Reading Activity
- Congressperson Letter Template/Example

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