



NUCLEAR WEAPONS: YES OR NO?

THE NUCLEAR DEBATE

TEACHER'S NOTES



INTRODUCTION

Peace Education Scotland's educational resource 'Nuclear Weapons: Yes or No' is aimed at late primary to secondary school pupils. It has 4 units: The Nuclear Weapons Debate, Nuclear Explosions, Trident and Pressure Groups.

This resource is as objective and balanced as possible; with opportunities for pupils to develop their critical thinking and creative skills and with the underlying principle that young people should be encouraged to have knowledgeable debates and opinions about nuclear weapons.

A full list of our educational resources can be found at peaceeducationscotland.org

You can provide us with feedback at info@peaceeducationscotland.org

CURRICULUM LINKS

HIGHER: English: Portfolio Essay: Discursive / persuasive essay or report

NATIONAL 5: History: Historical Study: European and World History (9 - 10)

HIGHER: History: European and World History: The Cold War

HIGHER: History: Religious, Moral and Philosophical Studies: Morality and Conflict

NATIONAL 5: Religious, Moral and Philosophical Studies: Morality and Belief (E)

NATIONAL 5: Modern Studies: Democracy; Social Issues; International Issues



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HOW TO USE THIS MODULE

These teacher's notes are designed to help you plan your lesson. The power-point and the booklet for this module contain the same information and instructions, and can be used together or individually. The booklet can be printed out to write in, or edited and resaved online.

The module contains 5 themes: CHECK, WATCH, LEARN, THINK, and CHALLENGE. The first four are the core sections of this module and can all be covered in a single lesson. You can take more or less time to complete the sharing and discussion elements, depending on which / how many of the Challenges you want to incorporate into the same lesson. Challenges vary in duration and can often be tailored to require more or less time and / or knowledge, so you can modify your Nuclear Debate lesson for different classes and age groups.

CHECK

We recommend using the 1 - 10 knowledge scale (Slides 2 and 57) at the start and end of the lesson to track the learners' progress!

WATCH

The video is a short summary and gives a visual reference to many of the topics discussed in this module.

LEARN

These slides provide the facts about nuclear history and the ways people hold and form debates surrounding nuclear weapons.

THINK

These exercises are designed to get the learners thinking critically about nuclear issues, arguments and viewpoints.

CHALLENGE

Challenges are designed for the class to complete a task together, challenge and inspire one another.

ANSWERS



THINK

FACT OR OPINION?



FACTS

1

3

4

6

7

8

10

13

OPINIONS

2

5

9

11

12



THINK

NUCLEAR VIEWPOINTS



FOR

2

3

9

12

13

15

16

AGAINST

1

4

5

6

7

8

10

11

14

ANSWERS



THINK

THE ATOMIC BOMB IN WWII



FOR

Dropping the bombs ended the war in Japan

The bombings saved many lives around the world

Other parts of World War II claimed many more lives

The atomic bombs demonstrated the power of the allied forces

Dropping the bombs was effective as a military strategy

AGAINST

The use of the atomic bombs was immoral

Using the bombs went against the wishes of many people

The war was already won - Japan wanted to surrender

The bombs started the nuclear arms race that nearly ended the world

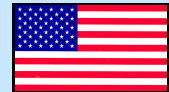
Dropping the atomic bombs on civilians was a war crime

ANSWERS



THINK

THE COLD WAR



1

How long did the Cold War last?

Our answer is 44 years. 43, 45 or 46 years are also acceptable answers. Other acceptable answers might be "From the end of World War II until 1989 / 1990 / 1991"

2

What were spies used for during the Cold War?

Acceptable answers might be: "Spies were used by both sides to monitor nuclear developments / find out about nuclear tests / find out about new nuclear technology / help their countries in the nuclear arms-race."

3

What is an 'arms-race'?

Acceptable answers might be: "A military competition between two countries / an escalation of weapons technology / a race to develop the best weapons"

4

How did the end of the Cold War affect countries around the world?

Acceptable answers might be: "Political revolutions in Europe / end of the nuclear arms-race / peace and stability / end of nuclear tests / adoption of UN nuclear non-proliferation treaty / reduction of weapons stockpiles / end of Soviet Union"



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CHALLENGE THE NUCLEAR DEBATE!

This challenge is the core challenge for this module, and we highly recommend you incorporate it into your Nuclear Debate lesson. The challenge is designed to get the students thinking critically about the information they have just learned, and applying it in real time, while working and thinking strategically as part of a team.

The instructions for holding the debate are contained within the presentation and workbook. Your role as the teacher is to select teams (we recommend choosing teams at random) and assign their viewpoints. Be available during the group planning and research stage to answer questions and keep the teams on track. During the debate you will select who speaks in which order - it may be easiest to ask the teams to line up and face one another, and go back and forth down the two lines. You'll need to consider time-management, making sure everyone on both teams has participated before the debate ends. If you find it necessary, you can impose a time-limit on each person's contribution. It is up to you to decide when the debate ends - we recommend that you let the students know when it's nearly over, so that they can put forward their best arguments at the end. You will then take a secret vote (collecting votes on paper may be easiest) and announce the viewpoint that received the most votes. Please feel free to reach out to us at Peace Education Scotland and let us know the results!

The two additional challenges follow the same research-and-debate style structure as this core Challenge and should be completed in the same fashion as outlined above. Please contact us at Peace Education Scotland if you would like us to direct you to additional resources and information to help your students research and debate any of the three debate topics.

CHALLENGE THE WORLD WAR II DEBATE

This challenge is of a slightly higher difficulty than the core Nuclear Debate challenge as the debate question is far less broad and asks the students to focus on one example of nuclear weapons being used. It should however be relatively straightforward to complete. The 'Learn' and 'Think' sections about World War II should provide a good understanding of some of the viewpoints for and against the use of the atomic bombs. The students may also have perspectives from their previous education about World War II that they can incorporate into their arguments. Practically, the challenge can be completed in the style outlined above.

CHALLENGE THE COLD WAR DEBATE

This challenge is the most difficult of the three. While our 'Learn' and 'Think' sections about the Cold War provided information, we have not provided examples of viewpoints for and against the debate question, so it will be up to the students to formulate their own arguments. For this reason, we have kept the debate question relatively open. Students may choose to make arguments regarding the culture of spying, the environmental impact of nuclear war, the abuse of military power, the destructive capability of nuclear weapons, the risk of nuclear accidents, the global impact of the Cold War, the acceleration of the nuclear arms race, the tensions and breakup of powers in Europe, or the impact of the UN nuclear Non-Proliferation treaty. Practically, the challenge can be completed in the style outlined above.