***Flyboys: A True Story of Courage* , Chapter 1: *Declassified***

Directions: You should be able to define the key vocabulary and answer the following questions after reading the material for Chapter 1.

Vocabulary needed for Day I (some may be in the glossary; others will have to be sought out):

Rape of Nanking “obscene casualties” Bill Doran

Iwo Jima physical description Chichi Jima physical description

1. Why are Iwo Jima and Chichi Jima strategically important islands during WWII and how are they connected?
2. What information was contained in the recently declassified transcripts?
3. Why did the Marine say, “Iwo was hell, but Chichi would have been impossible”?
4. Describe through illustration the layering of airplanes that led to the incineration of Japan.
5. Why do you think that the U.S. killed more Japanese civilians than Japanese soldiers & sailors?
6. Why wouldn’t the Japanese surrender?
7. From what you know about Bradley by the end of the 1st chapter, do you believe him to be qualified to tell the story of the 8 downed flyboys? Why or why not?

***Flyboys: A True Story of Courage,* Chapter 2: *Civilize-ation***

Directions: You should be able to define the key vocabulary and answer the following questions after reading the material for Chapter 2.

Vocabulary needed for chapter II (some may be in the glossary; others will have to be sought out):

Nippon Saint Francis Xavier Sand Creek Mexican War

Manifest Destiny Gaizin Ieyasu Tokugawa Kamikaze

Shinmin “Might makes right”

1. How does Alexis de Tocqueville’s quote relate to the Kipling’s *White Man’s Burden*?
2. Please provide several examples of interactions between Native Americans and the Americans of European decent. Were you previously aware of these historical accounts from earlier American history courses?
3. What was U.S. Grant’s take on the Mexican-American war?
4. What role did whale oil play in the industrial revolution and the eventual crossing of paths between the US and Japan?
5. What was the significance of Matthew Maury’s globe?
6. How big is the Pacific Ocean according to Bradley?
7. You should know this already, but why was Japan a closed book?
8. Do Shintoism, Christianity and Buddhism blend? Please explain
9. Explain the hierarchy that existed in Japan during the Great Peace.
10. Describe, in detail, the first encounter between Commodore Matthew Perry and Japan. This is a sizable answer.
11. What was meant by the line, “Two highly civilized cultures that viewed the other as uncivilized”? How does this describe many of the encounters we have learned about up to this point?
12. What lesson had the Japanese learned, and Nathaniel Savoy witness, so well in only 8.5 years?
13. Describe how the Japanese nation changed from the Tokugawa era to the time of the Emperor Meiji.
14. How did Japan view China and why?
15. What is meant by terms like “imperialist club” and “imperialist game”? How are these ideas linked to the “Shame of Liadong”?

***Flyboys: A True Story of Courage,* Chapters 3 *Spirit War***

Directions: You should be able to define the key vocabulary and answer the following questions after reading the material for Chapter 3.

Vocabulary needed for Chapter III (some may be in the glossary; others will have to be sought out):

Sino-Japanese War Russo-Japanese War Portsmouth Treaty

Cede Hirohito

1. Why is the Battle of Tsushima notable? What was the outcome?
2. Why does Bradley refer to Japanese Leadership as “canny poker players?”
3. What was the US position on Korea? What resulted?
4. Detail the changes in philosophy of the Japanese military with its “second generation.” What, according to Bradley led to these changes?
5. Describe the impact of the “Spirit Warriors” on Japanese politics and society.
6. How did the Japanese education system fuel the nation’s militarism?
7. How did the Spirit Warriors alter the concept of *Bushido* for the students of Japan?
8. Explain how young soldiers were taught to not fear death in the Japanese military.
9. Discuss the notion of obedience in the Imperial Japanese Army.
10. What rationale is given for the brutality army recruits faced in training?