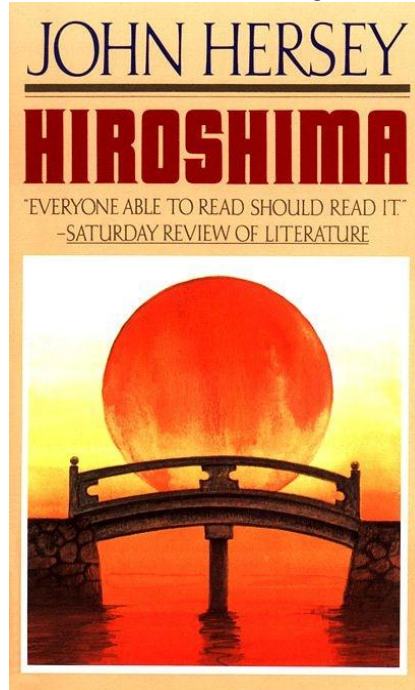


Name _____

Hiroshima

John Hersey



**English 10
Credit 7**

<u>Teacher Checklist</u>	<u>Student Checklist</u>
<input type="checkbox"/> Pre-Reading	<input type="checkbox"/> Pre-Reading: First Impression, About the Author, Background and History
<input type="checkbox"/> Questions & Vocabulary	<input type="checkbox"/> Chapter questions and vocabulary development
<input type="checkbox"/> Article presentation	<input type="checkbox"/> Newspaper Article write-up/presentation
<input type="checkbox"/> Short Essay questions	<input type="checkbox"/> Theme charts
<input type="checkbox"/> Check thesis and support on essay outline	<input type="checkbox"/> Brainstorm/Outline for essay

Date	
Grade	
Supervising Teacher	
NCLB Teacher	
Comment	

Reading - Literature

RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4 Craft & Structure

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading - Informational Text

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.6

Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of the technology's capacity to link to other information flexibly and dynamically.

Speaking and Listening

SL.9-10.

Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization.

Language

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.4

Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies

About the Author

It is important for a reader to understand some information about the author before beginning a novel. You can research John Hersey searching the terms “amsaw” and “John Hersey” in Google. Use the website that comes up (as well as others about the author that you find) to write a short biography of the author. Think about what you would like to know about him, his life, and his experiences. Some questions you might want to think about include:

- When and where was the author born?
- What makes this author special or interesting?
- What are the adjectives you would most use to describe the author?
- What examples from his/her life illustrate those qualities?
- What other books has the author written?

Make sure to organize your biography into paragraphs and keep similar information together (young life, career, important experiences, etc.). Also include a paragraph about how this information about the author will help you understand the novel better.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

History

Search online or in a library to answer the following questions. You may use the video "Hiroshima / The Atomic Bomb," a show that is on YouTube in five parts, or other videos there. You can find part one here: <http://www.youtube.com/watch?v=lfozG4FP1RI>.

1. Why did the United States drop the bomb on Hiroshima? _____

2. What happened in the first 5-10 seconds of the dropping of the bomb? Name at least 3 consequences. _____

3. How many people died on the first day after the bomb? _____
How many died in the first year because of burns and illnesses caused by the bomb? _____

4. Where was the second atomic bomb dropped? _____
5. Do you think the use of the bomb was justifiable at the time it was dropped? Why or why not? Be specific and use at least 3 reasons to support your answer. _____

6. If the Japanese had developed the atomic bomb first, do you think they would have used it against the United States? Defend your answer with facts about the behavior of the Japanese military during World War II. _____

7. Summarize the relationship between the United States and Japan from 1945 to the present. _____



8. Summarize the role of Japan in WW2. _____
- _____
- _____
- _____

Chapter One: A Noiseless Flash

Vocabulary Development

As you read chapter one of the novel, write the sentence where the vocabulary word appears in the text. Then read the sentence and use any clues you can find in it as well as your prior knowledge to define the word.

Word	Page	Sentence in the Novel	My Definition
volition			
reconnaissance			
intermittent			
incendiary			
pommeled			
hedonistic			
convivial			
xenophobic			
repugnant			

Determining the Meaning

Match the vocabulary words to their definitions.

- | | |
|-----------------------|---|
| ___ 1. volition | A. stopping and starting at intervals |
| ___ 2. reconnaissance | B. beat; hit |
| ___ 3. intermittent | C. having a fear of foreigners |
| ___ 4. incendiary | D. conscious decision |
| ___ 5. pommeled | E. characterized by the pursuit of sensual pleasures |
| ___ 6. hedonistic | F. repulsive; disgusting; offensive |
| ___ 7. convivial | G. exploration of an area to get information |
| ___ 8. xenophobic | H. sociable |
| ___ 9. repugnant | I. of or containing chemicals that cause fire when exploded |

Guided Reading Questions

1. On what date, at what time, and where was the first atomic bomb set off? _____

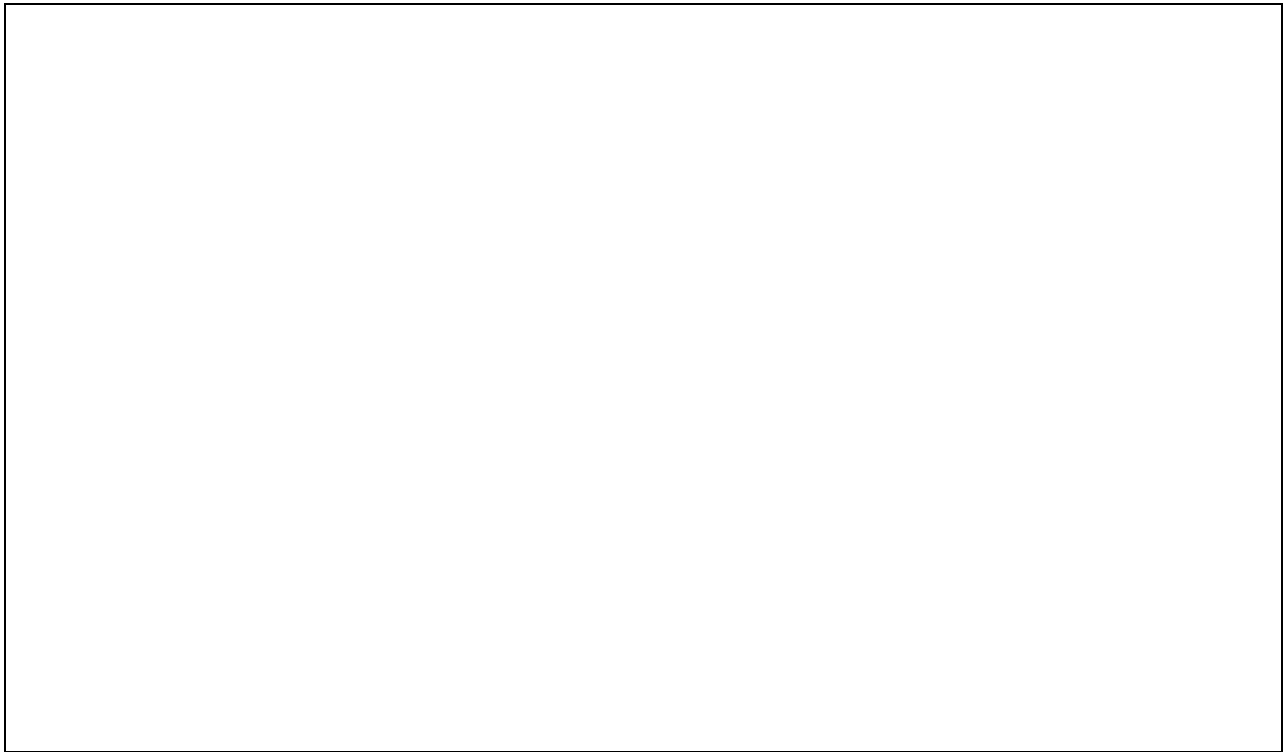
2. Identify the six *hibakusha*, or bomb survivors, about whom the book is written. _____

3. Describe the geographical situation of Hiroshima at the time the bomb was dropped. _____

4. Why did the atomic bomb take the Japanese by surprise? Why were they not expecting it? _____

5. What was unusual about the way the bomb affected the people at the time of its explosion? _____

6. In box below draw a picture to illustrate the most significant event of chapter one.



Chapter Two: The Fire

Vocabulary Development

As you read chapter one of the novel, write the sentence where the vocabulary word appears in the text. Then read the sentence and use any clues you can find in it as well as your prior knowledge to define the word.

Word	Page	Sentence in the Novel	My Definition
solicitous			
miasma			
catechist			
breviary			
extricated			
apathetic			
paroxysm			
atavistic			

Choose the vocabulary word that goes with its definition.

- poisonous atmosphere
 - rudimentary
 - solicitous
 - miasma
 - crux
- book containing hymns and prayers
 - malaise
 - breviary
 - charred
 - sybarites
- those who teach Christian doctrines
 - catechist
 - reconnaissance
 - xenophobic
 - contusions
- pulled out
 - volition
 - extricated
 - ostensibly
 - decrepit
- marked by anxious care and attentiveness
 - putrescence
 - yen
 - extricated
 - solicitous
- sudden outburst
 - heinous
 - paroxysm
 - talismanic
 - consecrate
- uninterested; uncaring
 - charred
 - apathetic
 - contusions
 - breviary

Guided Reading Questions

Answer the following comprehension questions as you read chapter two of Hiroshima.

1. Mr. Tanimoto, like the other survivors, was amazed when he looked out over the city after the bomb. Why? _____

2. Identify Asano Park. _____

3. The condition of Fr. Kleinsorge's room after the bomb was fairly typical of the bizarre effect of the bomb. Describe his room. _____

4. What explanation did Dr. Machii give for the destruction? _____

5. At first there were very few fires. Why were so many people burned? _____

6. Why were so many citizens who were hurt unattended by doctors and nurses? _____

7. What were the estimated casualties just after the bomb hit? _____
8. What was unusual about Mr. Tanimoto's meeting with his wife? _____

9. Why did the people go to the park and to the river? _____

10. Why were the people nauseated? _____

11. In box below draw a picture to illustrate the most significant event of chapter two.



Connections

Your assignment is to find a newspaper account of a tragic event, read it, write a short summary and fill out the Point of View Chart below. The following websites could be used to find an article:
<http://news.yahoo.com/> <http://www.cnn.com/> <http://www.nytimes.com/>



Summary

Remember that a good summary includes essential information, including answers to the questions Who? What? Where? When? Why? and How?

Point of View Chart

Make a list of the people who are involved in the event and their roles in it.

Person/Name	Role
Example: Mr. Smith	shop owner whose store was robbed

Oral Presentation

After you have written a summary of the event and your summary has been reviewed by your English teacher, you will be using this paragraph to present this information *orally* to your teacher. Imagine if you were a news reporter and this was your job. Be sure to include the key people involved, what happened and how the story was developed. *Each category will be worth five points. (25 points total)*

Eye Contact	
Knowledge of the Story	
Organization of the Story	
Volume	
Pronunciation	



Chapter Three: Details are Being Investigated

Vocabulary Development

As you read chapter three of *Hiroshima*, find the sentence in which the vocabulary word appears and determine its part of speech (noun, verb, adjective, etc.). Then, write an original sentence for each word.

Word	Page	Part of Speech	My Sentence
suppurated			
succinct			
prefectural			
charred			
putrecence			

Guided Reading Questions

1. Why did Mr. Tanimoto have to keep reminding himself, "These are human beings"? _____

2. The doctor at the East Parade Ground said his first duty was to take care of the slightly wounded. Why? _____

3. What happened at two minutes after eleven o'clock on the morning of August 9th? _____

Chapter Four: Panic Grass and Feverfew

Vocabulary Development

The following vocabulary words appear in chapter four. Match each word with its definition.

- | | |
|-------------------|---|
| ___ 1. talismanic | A. unpredictable |
| ___ 2. yen | B. sense of bodily discomfort, depression or unease |
| ___ 3. decrepit | C. worn out; broken down from use |
| ___ 4. buffeted | D. basic, central, or critical point |
| ___ 5. malaise | E. make sacred |
| ___ 6. capricious | F. forced; battered |
| ___ 7. emanations | G. magical |
| ___ 8. consecrate | H. something that comes forth from a source |
| ___ 9. crux | I. Japanese money |

Guided Reading Questions

As you read chapter four, write a question that goes with the answers provided.

1. _____?
"Over everything -- up through the wreckage of the city, in gutters, along the river banks, tangled among tiles and tin roofing, climbing on charred tree trunks -- was a blanket of fresh, vivid, lush, optimistic green; the verdancy rose even from the foundations of ruined houses. Weeds already hid the ashes, and wild flowers were in bloom among the city's bones."
2. _____?
Some people had a feeling of extreme weakness, of being tired. Others were beginning to have spot hemorrhages. Many people were losing their hair.
3. _____?
There was a cloud burst and then a typhoon. The flood took up where the bomb left off and caused more destruction.
4. _____?
She submerged it in her water well on the morning the bomb went off, in an effort to keep it safe, because it was her means of livelihood. When it was pulled up again, it was rusted and useless, leaving her poor and in need of a way to make a living.
5. _____?
His white blood count was very low.
6. _____?
137,000
7. _____?
It was about 6000 degrees C.

Chapter Five: The Aftermath

Vocabulary Development

As you read chapter one of the novel, write the sentence where the vocabulary word appears in the text. Then read the sentence and use any clues you can find in it as well as your prior knowledge to define the word.

Word	Page	Sentence in the Novel	My Definition
precarious			
heinous			
attitudinizing			
efficacious			
ostensibly			
sybarites			
rudimentary			
chagrin			

Determining the Meaning

Match the vocabulary words to their definitions.

- | | |
|-----------------------|--|
| ___ 1. precarious | A. represented or appearing as such |
| ___ 2. heinous | B. basic; at the roots |
| ___ 3. attitudinizing | C. assuming a false attitude; posturing |
| ___ 4. efficacious | D. dangerously lacking security of stability |
| ___ 5. ostensibly | E. producing the desired effect |
| ___ 6. sybarites | F. horrible; abominable; reprehensible |
| ___ 7. rudimentary | G. feeling of embarrassment or humiliation caused by failure |
| ___ 8. chagrin | H. people devoted to pleasure and luxury |

Guided Reading Questions

1. What were the survivors called? What did the name mean? Why was it chosen? _____

2. Why did the hibakusha suffer for more than a decade after the bombings? _____

Short Essay Questions

Write a well-developed response to each of the following prompts. Use complete sentences and specific details.

The Saturday Review of Literature said about the book *Hiroshima*, "Everyone able to read should read it." Using your knowledge of the book and information you've learned in the novel, defend that statement. Why should everyone read it?



What was the point of the book *Hiroshima*? Why did the author bother to write it? Use examples from the text to support your statements when appropriate.

Going Further

Choose one of the following activities.

1. Plan a vacation in Japan for two weeks. Some of the things to include are the cost, how to get there, where to stay, what to do, etc. Create a poster with detailed information about your trip, including your itinerary, pictures and descriptions of some of the places you will visit, costs, transportation, lodging arrangements, and more.
2. Create a brochure titled *Japan Today*. In this brochure, you will need to give some information about Japan's cultural heritage and history as background for understanding Japan today. How does the past affect Japanese culture in modern times? Use pictures and research to give a modern high school student an idea of what it means to be Japanese in today's society.

Below you will find your grading scale 4=Best 3=Good 2=Great Try 1=Poor Effort/Not Shown

CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the culture by using clear thought out ideas.	The student lists all the main points, but uses some factual information.	The student lists all but one of the main points. S/he does not highlight any unimportant points.	The student cannot important information with accuracy.
Identifies facts	Student accurately locates at least 5 facts in the poster and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the poster and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the poster. Explanation is weak.	No facts are on the poster.
Relates Graphics to Text	Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.	Student accurately explains how each graphic/diagram is related to the prompt.	Student accurately explains how some of the diagrams are related to the prompt.	Student has difficulty relating graphics and diagrams to the text.
Summary	Student uses only 1-3 sentences to describe clearly what the prompt is about.	Student uses several sentences to accurately describe what the prompt is about.	Student summarizes most of the researched information accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the facts found.

Identifying Theme:

In this next task you will be using the novel to develop an essay that focuses on one of the two themes or “big ideas” you think John Hersey is trying to prove through the events, characters, and behaviors in *Hiroshima*. One of the themes is provided; the other is up to you. Describe in your own words what Hersey is trying to teach his readers based on what happens to the characters and how they react to it.

****This essay will be used as your final grade. Complete as thoroughly as possible***

Theme 1: The victims show great courage by suffering alone; this courage resulted in strengthening a battered community.	
EXAMPLE (including a sentence of background, a quotation from the book, and a page number)	ANALYSIS & CONNECTION (What does this quotation mean? How does it prove the theme?)
A few months after the bomb hit, “[c]itizens who had recovered from various degrees of radiation sickness were coming back by the thousand- by November 1 st , the population mostly crowded the outskirts, was already 137,000, more than third of the wartime peak- and the government set in motion all kinds of projects to put them to work rebuilding the city” (80).	The culture of the Japanese that was shown in the book which mirrored the attitude the people had after the bomb hit. The community was not angry and violent but optimistic and ready to rebuild what was lost and destroyed.

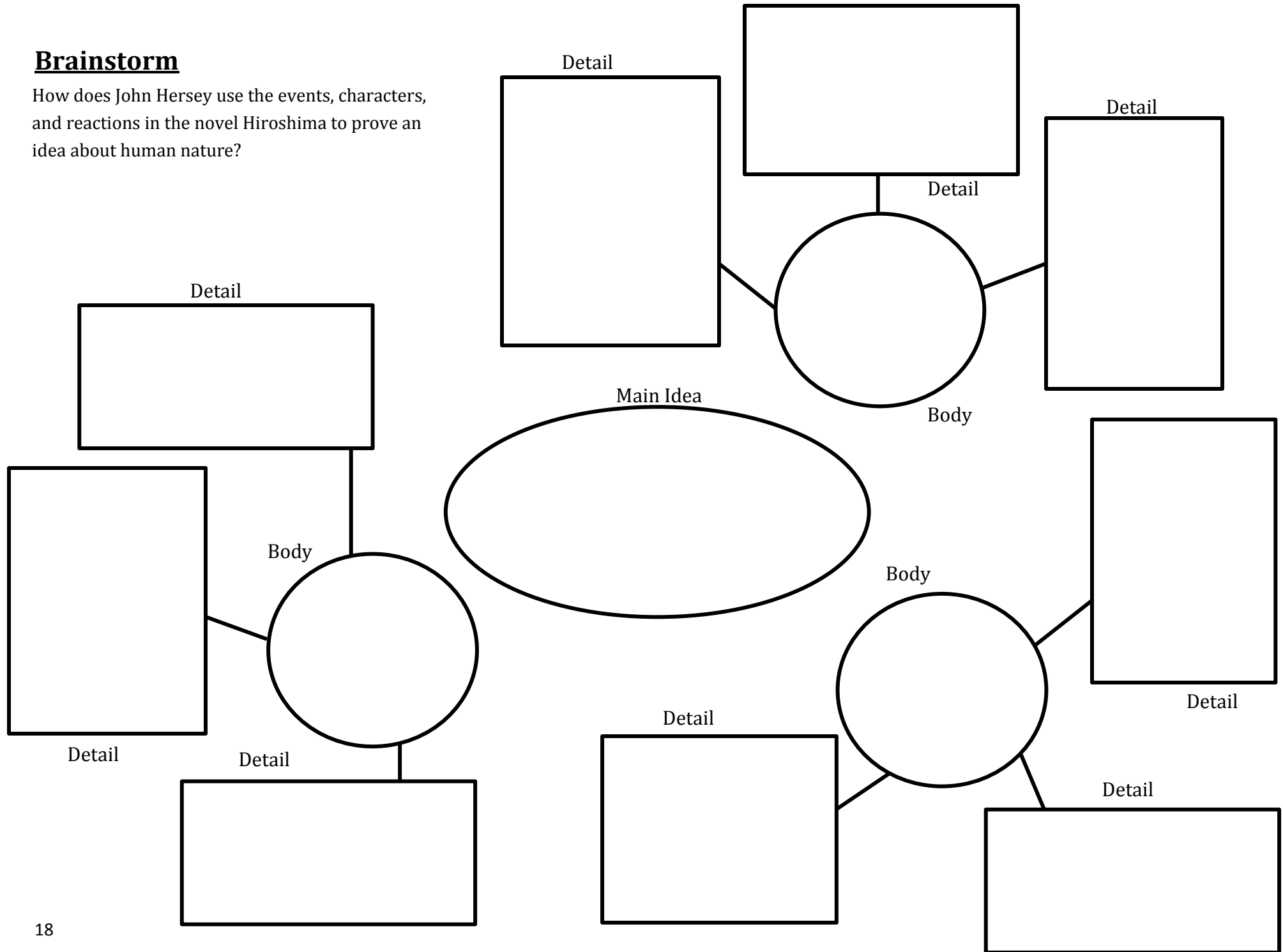
Theme 2: Your Idea



EXAMPLE (including a sentence of background, a quotation from the book, and a page number)	ANALYSIS & CONNECTION (What does this quotation mean? How does it prove the theme?)

Brainstorm

How does John Hersey use the events, characters, and reactions in the novel Hiroshima to prove an idea about human nature?



Essay Outline

How does John Hersey use the events, characters, and reactions in the novel Hiroshima to prove an idea about human nature?

Introduction	Hook
	Background/Summary (including author and title)
	Thesis Statement
Body Paragraph #1	Topic Sentence
	Supporting Detail #1/Quotation/Pg#
	Supporting Detail #2/Quotation/Pg#
	Concluding Sentence
Body Paragraph #2	Topic Sentence
	Supporting Detail #1/Quotation/Pg#
	Supporting Detail #2/Quotation/Pg#
	Concluding Sentence



Body Paragraph #3	Topic Sentence
	Supporting Detail #1/Quotation/Pg#
	Supporting Detail #2/Quotation/Pg#
	Concluding Sentence
Conclusion	Restate thesis/big idea
	Summarize major positions
	Reaction/Response

***You will write this essay in class with your teacher.
Do not write it at home.***

Essay Rubric

	5	4	3	2	1	0
Content	Completely addresses all parts of prompt	Adequately addresses all parts of prompt	Prompt is covered in a thin manner	Parts are missing	Many parts are missing	
Textual Evidence	Students uses ample quotations and references to the text with appropriate background and citations.	Students uses some quotations and references to the text with appropriate background and citations.	Students uses quotations and references to the text but may not include background or citations	Student uses references to the text with some background and citations	Student doesn't use specific references to the text or does not offer any background or citations	
Organization	Information is organized in a logical manner that demonstrates planning and forethought.	Information is organized in a logical manner that demonstrates planning and forethought.	Information is organized in a logical manner.	Information is confused at times, overlaps, or repeats	Information is not separated into paragraphs or is not organized	
Transitions	Topics flow easily and logically because of varied use of transitions.	Student uses varied transitions between paragraphs and some sentences	Student uses transitions between paragraphs	Student uses few transitions	Student uses 1 transition	
Critical Thinking	All work demonstrates thorough and analytical consideration of the topic. Student has spent time on the material and made specific choices accordingly.	The project demonstrates analytical consideration of the topic and specific choices based on understanding of the material.	The project demonstrates some consideration and some critical thinking, but there may be gaps in understanding.	The project demonstrates a superficial understanding of the topic and has some gaps or misunderstandings	The project does not demonstrate critical thinking and seems superficial overall	
Conventions	There are no spelling, grammar, or punctuation errors.	There are 1-3 spelling, grammar, or punctuation errors.	Spelling, grammar, or punctuation errors are more than 3 but do not interfere with understanding	Spelling, grammar, and punctuation errors are numerous and interfere with understanding	Spelling, grammar, and punctuation errors make it very difficult to understand content	