### Hiroshima Reading and Writing Schedule

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<th>Day Number</th>
<th>Reading</th>
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<td>Eight</td>
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<td>Nine</td>
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<td>Ten</td>
<td>101-109</td>
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<td>Eleven</td>
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<td>Twelve</td>
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<td>Thirteen</td>
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<td>Fourteen</td>
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<td>Fifteen</td>
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<td>Sixteen</td>
<td>Catch Up</td>
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Hiroshima Summary

On August 6, 1945, the American army decimates the city of Hiroshima with a bomb of enormous power; out of a population of 250,000, the bomb kills nearly 100,000 people and injures 100,000 more. In its original edition, Hersey’s Hiroshima traces the lives of six survivors—two doctors, two women, and two religious men—from the moment the bomb drops until a few months later. In 1985, Hersey added a postscript that now forms the book’s fifth chapter. In this chapter, Hersey reexamines these six individuals’ lives in the forty years since the bomb.

The Reverend Mr. Kiyoshi Tanimoto, a community leader and an American-educated Methodist pastor, is uninjured by the explosion. As fires spread around the city, he helps get people to safety at a small park on the outskirts of the city. Tanimoto is aided by Father Wilhelm Kleinsorge, a Jesuit priest. Despite his own illness, Father Kleinsorge consoles the wounded and brings water to those who need it. Many of the victims are too weak or wounded to move, and in the absence of any official help, people like Father Kleinsorge and Mr. Tanimoto are left to protect them from encroaching fires, whirlwinds, and the rising tide of the river. Among the victims they help are Mrs. Hatsuyo Nakamura and her young children.

Miss Toshiko Sasaki is a young clerk whose leg is fractured in the blast. Her wound becomes terribly infected, and she receives no real medical help for weeks after the explosion. The bomb kills more than half the doctors in Hiroshima and injures most of the rest; Dr. Masakazu Fujii, for instance, is unable to help anybody but himself for a long while. Dr. Terufumi Sasaki, on the other hand, remains the only uninjured doctor on the staff of the Red Cross Hospital, and in the months after the explosion he barely leaves his post, trying to stem the tide of death rising around him.

Weeks after the explosion, after Japan capitulates and Hiroshima begins to rebuild, a new terror strikes: radiation sickness. Victims become nauseated, feverish, and anemic; many people, such as Mrs. Nakamura, watch their hair fall out. The disease baffles everyone, and many, including Father Kleinsorge, never fully recover. Still, the people of Hiroshima try to return to their normal lives. In his added postscript, Hersey traces the lives of these six characters in the forty years after the atomic bomb. Father Kleinsorge and Dr. Fujii die from sudden illnesses years later. Mrs. Nakamura and Miss Sasaki scrape their way up from the bottom to become happy and successful. After working hard and supporting her family, Mrs. Nakamura lives comfortably on a pension and a government allowance, and Miss Sasaki becomes a nun. Dr. Sasaki and Mr. Tanimoto devote their lives to helping people. Mr. Tanimoto in particular plays an important role in trying to help the victims of the bomb—most notably the Hiroshima Maidens, whose burns are so bad that they require plastic surgery. He becomes a minor celebrity in America and somewhat unsuccessfully tries to spread a message of peace in a time of nuclear escalation.

In the end, Hersey finds that the horrors of nuclear war are far from over—the citizens of Hiroshima still suffer from aftereffects, and nuclear escalation continues to threaten the entire world. Hersey also finds that these six people show, in the aftermath of the bomb and the war, remarkable feelings of good will, reconciliation, and pride.
John Hersey

John Hersey, the son of US missionary parents, was born in China on 17th June, 1914. After graduating from Yale University he became correspondent in the Far East for Time Magazine.

During the Second World War Hersey also wrote for Life magazine and the New Yorker. He accompanied the US Army in the invasion of Sicily and Italy. Hersey used some of the information he gathered as a war journalist for his best-selling novel A Bell for Adano (1944). The book won the Pulitzer Prize in 1945.

In 1944 Hersey covered the war in the Pacific and his many articles included one detailing the heroism of Lieutenant John F Kennedy when his Motor Torpedo Boat was sunk close to the Soloman Islands.

Hersey was one of the first western journalists to arrive in Hiroshima after the atom bomb explosion on 6th August 1945. Commission by the New Yorker to write a series of articles on the effects of a nuclear explosion, he decided to focus on the experiences of six people who had been in the city: two doctors, a Protestant minister, a widowed seamstress, a young female factory worker and a German Catholic priest. When the editor saw the articles he decided to devote one issue (31st August, 1946) to the material. Later that year it was published as the book Hiroshima (1946).

Other books by Hersey include the Child Buyer (1947), The War Lover (1959), Under the Eye of the Storm (1967), The Walnut Door (1977), Antonietta (1991) and Key West Tales (1993).
Hiroshima Background Presentations

I. Choose one of the following people/places/events important in World War II. In a group of 2-3, you will create a handout with pertinent information on your subject. Only one group is allowed per subject; first come, first served.

II. With your group you will find at least 3 sources and correctly cite them in an MLA annotated bibliography. Your sources must come from .org, .edu or AHS library search sites.

III. Your handout should include major events in the life of the individual/time period, should focus on the decisions or ideas made by this person and how they shape history. What involvement did they have with World War II?

IV. In addition, as we discuss Hiroshima, you will be expected to contribute heavily to the class discussion when we discuss aspects that were covered in your research.

V. Choose your topic from the following list:

1. United States’ Involvement in World War II
2. Japan’s Involvement in World War II
3. Harry S. Truman: The President of the United States during WWII
4. The Manhattan Project: The research done by the U.S. in regards to the atomic bomb
5. J. Robert Oppenheimer: the creator of the atomic bomb
6. Hiroshima: the primary target of the first atomic bomb
7. Nagasaki: the secondary target of the first atomic bomb
8. “Fat Man” and “The Little Boy”: code names given to different stages of the bombings
9. The Allied Powers: the group of countries opposed to the Axis powers in WWII
10. The Axis Powers: a group of countries focused on domination during WWII

Assignment: Create handout with background research on Hiroshima. Focus on the political involvement or views of this person/time period, especially in connection to Japan or the United States. Turn in annotated bibliography and handout the day following library research time. Handout should be easy to read, aesthetically appealing, and directly connected to the objectives of this assignment.
ANNOTATED BIBLIOGRAPHIES:

- An annotated bibliography is just like a works cited page, but each citation includes a brief descriptive paragraph, the annotation.
- The annotations (paragraph) should explain how these sources were used to prepare for your presentation. You should also include the credibility of the author and comparisons between other sources.
- For facts on MLA style citations check your style guide, *Writers Inc*, http://thewritesource.com/mla.htm or www.mla.org
- Alphabetize entries in the list.
- Use hanging indent [format, paragraph, special, hanging].
- Double space entire list both between and within entries.

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE


The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A WEBSITE (also the source of this page of information)


This website does an excellent job of explaining what an annotated bibliography is and how to do one. Cornell University is a very reputable institution and their website is very well documented. Anyone needing to do an annotated bibliography should benefit from this source. This website was much more informative than the one I found from the University of Minnesota.
Ahs Library databases:

**www.asd.wednet.edu** schools AHS Library Research

Proquest:
UN: 000qr7qfpk
PW: welcome

ABC-CLIO
( Social Studies Database)
UN: arlingtonstu
PW: ahsstudent

**Thompson-Gale**

e-books
ID: arli_log

**DLC/WOIS**

Choose school: Arlington
Choose mascot: Eagle

**Culture Grams:**
UN: arlingtonhs
PW: cgrams
Hiroshima Response Notes Chapter One

A. Plot: Write 5 CDs about the plot of this chapter:

1. 

2. 

3. 

4. 

5. 

B. Select one significant quote in this chapter. Write it below, include page number. Tell me why it is significant to you.

Page # ________
Quote: 

Why:
C. Questions: What questions did you have while you were reading? List them below. Supply answers when you find them.

1. 

2. 

3. 

D. Predictions: Tell me what you think is going to happen!

E. What connections did you make to the “real world”?

1. 

2. 

3.
Poetry on War

The Death of the Ball Turret Gunner

by Randall Jarrell

From my mother's sleep I fell into the State,
And I hunched in its belly till my wet fur froze.
Six miles from earth, loosed from its dream of life,
I woke to black flak and the nightmare fighters.
When I died they washed me out of the turret with a hose.

1. What is your reaction to this poem?

2. What do you know about the gunner?

3. How would you describe the content of the poem?
4. What visual images does Jarrell present?

5. Who is the speaker in the poem?

6. What is the author's attitude toward war as presented in the poem?

7. What information/words must the reader know in order to understand the poem?
### Hiroshima Response Notes Chapter Two

A. **Plot:** Write 5 CDs about the plot of this chapter:

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<tr>
<th>CD 5</th>
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</table>

B. Select one significant quote in this chapter. Write it below, include page number. Tell me why it is significant to you.

**Page #** __________

**Quote:**


**Why:**


C. Questions: What questions did you have while you were reading? List them below. Supply answers when you find them.

1. 

2. 

3. 

D. Predictions: Tell me what you think is going to happen!

E. What connections did you make to the “real world”? 

1. 

2. 

3. 
SECTION 1: (Chapters 1-2)

PREWRITING:
Create a visual organizer that displays the many roles of nature in the first two chapters.
**HIROSHIMA WRITING ASSIGNMENT**

**SECTION 2:** (Chapters 1-2)

**DRAFTING:**
Based on the first two chapters, determine whether you think the author was “for” or “against” dropping the bomb on Hiroshima.

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<td>Is this a different opinion that extends or explains? With 3+ cm words?</td>
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<td>Concrete detail 2</td>
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<td>Is this a detail? What kind? Transition? Lead-in? actions?</td>
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<td>Is this an opinion that extends or explains the detail? With 3+ cm words?</td>
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<td>Use any similar words from the paragraph? Give an overall opinion of subject in TS? With 3+ cm words?</td>
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<td>Use any similar words from the paragraph? Give an overall opinion of subject in TS? With 3+ cm words?</td>
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Mock Debate Case

Your task is to divide your team up into two smaller debate teams, and each team is then going to argue for or against the United States’ decision to bomb Hiroshima. Be sure to include pertinent facts in your stance, and you may even use some of what was presented in your classmates’ information sessions. [Catch your judges’ attention with a smart introduction. Include a concession, and state your position on the resolution.] Lastly, be prepared for the other sides’ rebuttal to your facts. Following your opening, the opposition will have the opportunity to challenge each of your points. Lastly, each side will have an opportunity for a summation. The following is a brief and basic outline of the format you should use for your opening:

We, the _________________________________ have three main contentions that support our position:

Firstly,
Also,
Finally,

Contestation 1:

Source: [Include name, date, and explain credibility.]

Evidence: [This means factual information that supports your argument. It’s what the source told you.]

Commentary: [This is your interpretation of the evidence. Spin it! Make sure the judges know how vital and bulletproof the evidence is to your case.]

Contestation 2:

Source: [Include name, date, and explain credibility.]
Evidence: [This means factual information that supports your argument. It’s what the source told you.]

Commentary: [This is your interpretation of the evidence. Spin it! Make sure the judges know how vital and bulletproof the evidence is to your case.]

Contention 3:

Source: [Include name, date, and explain credibility.]

Evidence: [This means factual information that supports your argument. It’s what the source told you.]

Commentary: [This is your interpretation of the evidence. Spin it! Make sure the judges know how vital and bulletproof the evidence is to your case.]

[Conclusion—tie back to your thesis, quickly]

It is for these reasons that we respectfully ask the judges to cast your ballot for the ______________________________. The ______________________________ now stands open for cross-examination.
A. Plot: Write 5 CDs about the plot of this chapter:

1. 

2. 

3. 

4. 

5. 

B. Select one significant quote in this chapter. Write it below, include page number. Tell me why it is significant to you.

Page # ________
Quote: 

Why:
C. Questions: What questions did you have while you were reading? List them below. Supply answers when you find them.

1.

2.

3.

D. Predictions: Tell me what you think is going to happen!

E. What connections did you make to the “real world”?

1.

2.

3.
Poetry on War: *The Charge of the Light Brigade*
By Alfred, Lord Tennyson

Half a league half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred:
'Forward, the Light Brigade!
Charge for the guns' he said:
Into the valley of Death
Rode the six hundred.

'Forward, the Light Brigade!'
Was there a man dismay'd?
Not tho' the soldier knew
Some one had blunder'd:
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do & die,
Into the valley of Death
Rode the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volley'd & thunder'd:
Storm'd at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell
Rode the six hundred.

Flash'd all their sabres bare,
Flash'd as they turn'd in air
Sabring the gunners there,
Charging an army while
All the world wonder'd:
Plung'd in the battery-smoke
Right thro' the line they broke;
Cossack & Russian
Reel'd from the sabre-stroke,
Shatter'd & sunder'd.
Then they rode back, but not
Not the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volley'd and thunder'd;
Storm'd at with shot and shell,
While horse & hero fell,
They that had fought so well
Came thro' the jaws of Death,
Back from the mouth of Hell,
All that was left of them,
Left of six hundred.

When can their glory fade?
O the wild charge they made!
All the world wonder'd.
Honour the charge they made!
Honour the Light Brigade,
Noble six hundred!

1. Paraphrase (put it into your words and sentence structure) each line and write it to the left of the line.
2. Note any unknown vocabulary below and define them.

3. Choose one line that you found interesting, unique or in some way noteworthy. Write a paragraph about why you found it so.

4. Write one to three essays paragraphs (8-11 sentences) explaining what the theme of the poem is and why you think this. Use direct references to the text as CD. (HINT: Your thesis should in some way state what you think the theme of the poem is and then each paragraph should have a topic sentence that comments on the theme.) Prewrite your thoughts below.
Hiroshima Response Notes Chapter Four

A. Plot: Write 5 CDs about the plot of this chapter:

1. 

2. 

3. 

4. 

5. 

B. Select one significant quote in this chapter. Write it below, include page number. Tell me why it is significant to you.

Page # __________
Quote: 

Why:
C. Questions: What questions did you have while you were reading? List them below. Supply answers when you find them.

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D. Predictions: Tell me what you think is going to happen!

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E. What connections did you make to the “real world”?

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What Do You Think?

With your team, create a concise answer to each of the following two questions. Your answers should be at least two paragraphs long (each), should be typed, and should include input from each of your team members. You will be assigned both a team grade, and an individual grade for this assignment.

**Question 1: What was the impact of the Atom Bomb?**

Log on to the website www.ABOMBMuseum (www.csi.ad.jp/ABOMB) Scroll down the front page until you come to the headings ‘Record of an A. Bomb Survivor’, ‘Voices of A. Bomb Survivors’, and ‘A Child’s Experiences’. Read some of these carefully. Can you put together an impression of what it must have been like in Hiroshima on the morning the bomb was dropped?

Do all the accounts give the same impression? Or do some contradict each other? Why might there be some confusion?

Were all the accounts written down at the time, or were some written later? If they were written later, how does this affect their validity as evidence?

Are there missing pieces of evidence you would need to know? If you could talk to these survivors, what questions might you want to ask them?

Write a short account of what happened when the Bomb was dropped. Remember, you must have evidence to support your answer.

**Question 2: Should the Bomb have been dropped on Hiroshima?**

Go to the website www.dannen.com/decision/index.html Here you will find lots of official papers from US government archives, from the debates in 1945 about whether or not to use the Bomb.

Were the **scientists** who had developed the Bomb in favour of using it? If there were disagreements, what did they disagree about?

Were the **politicians** in favour of using the Bomb? If there were disagreements, what did they disagree about?

Were the **generals** in favour of using the Bomb? If there were disagreements, what did they disagree about?

Some historians argue that the bomb was dropped **not** to make Japan surrender, but to intimidate Stalin and the Soviet Union. Can you find any evidence to support that argument?

Are official minutes and papers a reliable source of evidence? Do they tell the whole story? They are official, but of course these papers were classified and unavailable until fairly recently. On the evidence available to you, why do you think the Bomb was dropped?
HIROSHIMA WRITING ASSIGNMENT

SECTION 1: (Chapters 3-4)

PREWRITING:
Create a visual organizer that displays the differences between the author’s inclusion of factual evidence and the inclusion of personal reflections.
SECTION 2: (Chapters 3-4)

DRAFTING:
Based on the second two chapters, determine whether you think the factual evidence or the personal evidence is more important to the overall book.

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<tr>
<td>Commentary about detail 2</td>
<td>Is this an opinion that extends or explains the detail? With 3+ cm words?</td>
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<tr>
<td>Commentary about detail 2</td>
<td>Is this a different opinion that extends or explains? With 3+ cm words?</td>
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<tr>
<td>Concluding sentence which summarizes paragraph 2</td>
<td>Use any similar words from the paragraph? Give an overall opinion of subject in TS? With 3+ cm words?</td>
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Literary Elements

Over the course of the novel, there are many examples of the following literary elements. For each element, write down an example as well as the page number on which it occurs.

1) Figurative language- (words that depart from their accepted sense in order to create a poetic effect. Example: The heart has its seasons.)

2) Irony- (a subtle, sometimes humorous perception of inconsistency in which the significance of a statement or event is changed by its content. For example: the firehouse burned down)
   a) dramatic: (a subtle, sometimes humorous perception of inconsistency in which the significance of a statement or event is changed by its content. For example: the firehouse burned down)
   b) situational: (a naïve hero whose view of the world differs from the author’s and reader’s. Situational irony flatters the reader’s intelligence at the expense of the hero.)
   c) verbal: (a discrepancy between what is said and what is really meant; sarcasm. Example: calling a stupid man smart.)
3) Metaphor - (a comparison of two things that are basically dissimilar but are brought together in order to create a sharp image. Example: The moon, a haunting lantern, shone through the clouds.)

4) Mood – (the emotional aspect of the work, which contributes to the feeling the reader gets from the book. Example: Gothic novels like Frankenstein have a gloomy, dark quality to them reflected by nature, character, and plot.)

5) Personification - (a figure of speech in which an object or animal is given human characteristics. Example: The pig laughed all the way to the barn.)

6) Tone - (the atmosphere in a literary work or the attitude the author puts in a literary work. Examples: The gloom and representation of decay is the dominant tone in Poe’s The Fall of the House of Usher; the tone of Catch-22 is one of sarcasm and absurdity.)
Final Thoughts 1
Final Thoughts 2
Final Essay for *Hiroshima*

Pre-Write due day thirteen. First draft due day sixteen. Second draft is due day eighteen, and the final draft (with cover sheet, pre-write, and rough draft) is due day twenty-one.

Choose one of the following five prompts from which to create a well-written, persuasive essay:

1. John Hersey’s *Hiroshima* creates a detailed picture of the destruction surrounding the United States’ bombing of Hiroshima during World War II. There has been much debate as to whether or not the United States should have dropped the atomic bomb. In a well-crafted, persuasive essay, take a position either for or against the bombing of Hiroshima and Nagasaki.

2. Many people claim that war is unnecessary, and should never be used as a solution to a problem. Using the views expressed in *Hiroshima*, take a position on whether or not the United States should be involved in a war in the middle east. Based on your position, create a persuasive essay in which you either defend or go against the United States’ involvement in war.

3. *Bias* is defined as “a preference or an inclination, especially one that inhibits impartial judgment.” Often times, a writer’s own bias can appear in non-fiction texts like *Hiroshima*. In a well-organized, persuasive essay, take a stance on whether or not you believe Hersey and the other contributors in *Hiroshima* showed biased or unbiased opinions in describing the events of the time period.

Each essay MUST include a formal pre-write, as well as at least two rough drafts. Furthermore, EACH statement that you make MUST be supported with some elements from the text. These elements should be direct quotes from the book along with page numbers detailing where you quoted the text. The essay should be broken down in the following manner:

1. An exacting introduction that describes, in detail, which prompt you will be addressing. This should NOT be a “cut and paste” of the topic, but should, instead, illustrate to the reader exactly what they will be reading. This section should contain your thesis statement.

2. At least four paragraphs or sections that support your thesis statement. These should be important points that back up your views, and can be written as either one-chunk or two-chunk paragraphs.

3. All points within your essay MUST have specific components extracted from the text including, but not limited to, direct quotes and specific page numbers.

4. A detailed conclusion that restates your initial thesis, and provides the reader with an interesting point to take away from the essay.