

***Hiroshima* by John Hersey** (Published by Vintage Books/Random House)

Approved for use in Honors Communication Arts II and Communication Arts II

Summary

This work of nonfiction traces six survivors (two doctors, two women, and two religious men) of the atomic bomb dropped by the United States on the city of Hiroshima to end WWII. Hersey approaches his material through the objective eye of a journalist. In Chapter V, "The Aftermath," Hersey re-examines the survivors' lives 40 years later. The edition used includes Hersey's postscript added in 1985.

Connection to the Curriculum

Several sources name *Hiroshima* as the most important nonfiction novel for high school students to read. Because of the multiple third-person omniscient narrators used in *Hiroshima*, little author bias exists in the text. This allows readers to form inferences without author interference, while examining this historical event from unfamiliar perspectives. Learning to read historical nonfiction and draw conclusions from the information is an important cross-curricular reading skill. *Hiroshima* is an ideal professional model for students as they work on their oral history paper. This writing assignment requires students to research and interview an adult about a significant moment in history that the interviewee experienced.

Standards

Course Objectives (Benchmarks)

Reading: 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

Literature: 2.1-The students use literary concepts to interpret and respond to text. The students understand the significance of literature and its contributions to various cultures.

Writing: 3.1- The students use writing as a tool for learning throughout the curriculum. 3.2- The students use a writing process that includes preparing, drafting, revising, editing, and publishing to produce a written text.

Research: 4.1- The students use effective research practices. 4.2- The students use ethical research practices.

Possible Skills Taught (Indicators)

Reading:

1.3.2- The student engages in connotative vocabulary practice.

1.4.8- The student understands the purpose of text features and uses such features to locate information in and to gain meaning from appropriate-level texts.

1.4.10- The student generates and responds logically to literal, inferential, evaluative, and critical thinking questions before, during, and after reading the text.

1.4.14- The student explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.

1.4.21- The student distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.

Literature:

2.1.2- The student analyzes the historical, social, and cultural contextual aspects of the setting and its influence on characters and events in the story.

Writing:

3.1.5 and 3.2.5- The student produces technical, personal, persuasive, narrative, and expository writing.

3.2.2- The student generates ideas through the writing process.

Research:

4.1.1- The student generates relevant, investigative, and researchable questions in order to create a thesis.

4.1.4- The student analyses the complexities and discrepancies in information and systematically organizes relevant information to support central ideas, concepts, and themes.

4.2.8- The student expresses information in his/her own words using organization, grammar, word choice, and tone appropriate for the audience.

4.2.9- The student documents sources of information using Modern Language Association (MLA) style manual to construct a "Works Cited" page.

A Note on the Text: (The best way to evaluate and understand a novel is to personally read the book in its entirety.)

This text contains graphic descriptions of the effects of nuclear war on the human body.

AP Connections

Honors students will be asked to look at the author's tone, syntax, and diction in structured close reading activities. Since the AP III exam is nonfiction, this text is an important read for sophomores in preparation for that exam during their junior year.

Additional Unit Design Connections

Coming soon