**The California State University**

**EXPOSITORY READING AND WRITING COURSE**

**World History: The A-Bomb: Good or Bad?**

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| **READING RHETORICALLY**   * PREREADING * READING * POSTREADING |

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| **English−Language Arts (ELA) Content Standard: Writing Applications (Genres and Their Characteristics)**  2.1  a. Relate a sequence of events and communicate the significance of the events to the audience. | **Getting Ready to Read**  **Note: this module will be taught in a world history class at the end of a unit about WWII. It is assumed that the students will have prior knowledge of the events leading up to Japan surrendering after the U.S. used the A-Bomb on Hiroshima and Nagasaki.**  Warm-up activity: See, Mean, Feel-Strategy borrowed from Say, Mean, Matter chart (Blau 2003).  Procedure: Show a series of pictures to the students that will be broadcast on the screen in the classroom. The students respond to each image by filling out a chart and describing what they **See**, what the significance (**Mean**) of the image is displaying, and how the image makes them **Feel**.  Images include:   * A-Bomb Explosion * Emperor Hirohito surrendering to General Douglas MacArthur onboard the battleship *Missouri* on September 2, 1945 * Displaced survivors of Hiroshima * The crew of the Enola Gay * Political Cartoon about the A-Bomb   The student’s then respond (free write) to the question: “Was it justified for the United States to use the Atomic Bomb on Hiroshima and Nagasaki to end WWII with Japan?” |

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|  | **Reading**  **1st Reading Selection**: “Victory in the Pacific-The Atomic Bomb Brings Japanese Surrender” excerpt from *World History: Patterns of Interaction.* McDougal Littell. 2004. |
| **Reading Comprehen­sion (Focus on In­formational Materials)**  2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. | **Task:**  Students will create a T-Chart and write the following headings:  **Important Words Unknown Words**  Teacher will model/think aloud by reading the first paragraph of the reading and will identify words that are important and words that may be unfamiliar and write them on the board in the appropriate category. Then, the students will be asked to write a summary of the reading by using five of the important words listed in the chart.  The students will do the same procedure-identify important and unknown words and summarize with the remaining two paragraphs on their own. This activity also utilizes chunking. |
| **Writing Applications**  2.3:  e. Anticipate and address readers’ potential misunderstandings, biases and expectations.  Writing Applications (Genres and TheirCharacteristics**)**  a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.  c. Make distinctions between the relative value and significance of specific data, facts, and ideas. | **Rereading the Text**  Reading with a purpose (Gallagher, Kelly).  **Task:**  From the same reading, instruct students to identify two arguments or reasons that supported the decision to use the A-Bomb and two arguments or reasons that would suggest that it wasn’t a good decision to use the A-Bomb. |
| **Literary Response and Analysis**  3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme using the terminology of literary criticism.  • Draw inferences and conclusions.  • Respond to tone and connotation. | **Analyzing Stylistic Choices**  **2nd Reading Selection:** Primary source selections *Viewpoints on Atomic Weapons* Excerpts from Two 1945 speeches by J. Robert Oppenheimer and J. William Fulbright.  **Task:**  Teacher reads first speech excerpt to class (Oppenheimer) and asks students to identify Oppenheimer’s viewpoint about the Atomic Bomb. Teacher then asks students to find evidence or concrete detail in the speech to back up Oppenheimer’s viewpoint. Students are then asked to do the same analysis with Fulbright’s speech/viewpoint/evidence.  **Follow up questions and analysis:**   * Why do you think Oppenheimer defended scientists’ work on the atomic bomb? * With which viewpoint are you more in sympathy? Give reasons for your choice. |
| **Reading Comprehension (Focus on Informational Materials)**  2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). | **Considering the Structure of the Text**  **3rd Reading Selection:** Primary Source *from Hiroshima* by John Hersey.  **Task:**  Surveying the text (or handout in this case). Ask students to respond to the following pre-reading questions:   * When and where did this reading first appear? * What is the reading about?   Teacher will then read the first paragraph of the account to the class which describes what one of six survivors who were profiled in the reading of the atomic bomb blast was doing up to the moment of the event. Students will then read the rest of the excerpt and identify by name the survivor and write down what the survivor was doing. They will then respond to the follow-up questions:   * What did each survivor wonder? * Why do you think that they survived the initial bombing when so many did not? Give examples from the reading to support your reasons. |
| **Prerequisite Seventh Grade: Writing Appli­cations (Genres and Their Characteristics)**  2.5 Write summaries of reading materials:  a. Include the main ideas and most significant details. | **Summarizing and Responding**  **Task:**  Working in groups, the students will compile all of their sources and evidence and create a self-assessment chart listing arguments for and against using the A-Bomb to end WWII with Japan. |

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| **Reading Compre­hension (Focus on Informational Materials)**  2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). | **Thinking Critically**  **Task:**  Conduct a Socratic Seminar.  Students will use the sources and evidence that they have gathered for this module and discuss their ideas, questions, and opinions in a Socratic Circle. |

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|  | **Connecting Reading to Writing**   * **Writing to Learn** * **Revising** * **Evaluation** |
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| **Reading Comprehension (Focus on Informational Materials)**  2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.  **Writing Strategies**  1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, micro­fiche, news sources, in-depth field studies, speeches, journals, technical documents).  1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas. | **Using the Words of Others**  **Task:**  Students will be given Writing Frame Templates. Using their source materials, they will practice how to introduce a quote into a writing activity and how to state a point of view.  Introducing a Quote:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_insists, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.  According to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”  In her book/article (title here)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (name of author)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ says that”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”  Introducing a Point of View:  While some people would argue that, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,I believe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **Task:**  Working in pairs, students must write their own writing frame template for introducing a quote and stating a point of view. |

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|  | **Writing Rhetorically** |
|  | **Writing to Learn** |
| **Writing Strategies**  1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). | **Task:**  A-Bomb-Good or Bad RAFT Writing Assignment  Students will compose a “letter to the editor” to the local newspaper stating why they support or do not support the United States government’s decision to use the A-Bomb to end the war with Japan.  They will use the documents in the source packet that they have been analyzing to write the letter.  RAFT  Role: You are a teenager writing this letter on August 6, 1946. This letter is being written one year after the United States dropped two atomic bombs on Japan to end WWII.  Audience: Readers of your local newspaper and your world history teacher.  Format: Informative, Argumentative, Your Point-of-View, Letter to the Editor – no more than 250 words.  Topic: Was it justified for the United States to use the Atomic Bomb on Hiroshima and Nagasaki to end WWII with Japan?  EVIDENCE!   * The letter to the editor must include evidence from the resources that have been analyzed for the assignment. * Three sources of evidence must be used to back up the opinion stated. |

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| **Writing Strategies**  1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.  1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas. | **Revising**  First drafts of the letters will be returned to students along with copies of two letters written by students which are good examples of the RAFT assignment. The teacher will read the first student letter example and explain why it was a good:   * States point of view * Uses proper evidence to back up opinion * Is in letter format * Follows guidelines of the assignment.   The teacher along with students will identify by either underlining or highlighting where in the letter evidence is used to support the author’s point of view. The students will be asked to read the second student example and find the evidence in that letter as well.  **Final Task:**  Students will be asked to either use a highlighter or underline where in their letter they used three examples of supporting evidence. If there is not enough supporting evidence they will be required to rewrite the letter by including more supporting evidence before turning it in to be graded. |