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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Hiroshima

based on the book by

John Hersey

Written by

Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR

John Hersey

HERSEY, JOHN (1914-93), U.S. writer, born on June 17, 1914, in Tianjin, China. His works combined his reporting skills with personal sensitivity and social concern. Hersey wrote a wide variety of fiction and nonfiction ranging from a study of survivors of World War II atrocities to futuristic musings to a novel consisting of letters written between the ancient poets of Seneca and Lucan.

As a child, Hersey lived in China while his mother worked as a missionary and his father worked as a secretary for the Young Men's Christian Association. They returned to America when John was 10 years old, and he later studied at Yale University, from which he graduated in 1936. He then worked for Life and Time magazines and served as a war correspondent during World War II.

Hersey's early works included 'Men on Bataan' (1942) and 'Into the Valley' (1943). His widely praised book 'Hiroshima' (1946), which was first published in *The New Yorker*, was an account of the effects of the 1945 atomic bomb explosion over Hiroshima, Japan, on six survivors of the attack. Hersey's novels included 'A Bell for Adano' (1944), which won the Pulitzer prize for fiction in 1945 and was dramatized on stage and screen; 'The Wall' (1950), which told the story of Jewish resistance in the Warsaw ghetto from 1939 to 1943; and 'The Child Buyer' (1960). His other books included 'The Algiers Motel Incident' (1968), 'The Conspiracy' (1972), 'My Petition for More Space' (1974), and 'The Call' (1985). Several of his works, including 'The Child Buyer', 'The War Lover', and 'The Wall', were adapted for the theater and as motion pictures.

Hersey lectured at Yale and the Massachusetts Institute of Technology, and he received honorary degrees from several colleges and universities, including Yale, Washington and Jefferson College, and Wesleyan University. He died on March 24, 1993, in Key West, Florida.

----- Courtesy of Compton's Learning Company

INTRODUCTION - *Hiroshima*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Hiroshima* by John Fitzgerald. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to some background to the novel through a guest speaker. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **group activity** in which students work in small groups to put the events in the lives of each of the survivors into chronological order.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students create the narrative script for their video tape segments (related to a **research project**). The second assignment is to persuade: students take a stance regarding the dropping of the bomb on Hiroshima and then attempt to persuade someone from the opposite viewpoint that theirs is the right view. The third assignment is to give students a chance to express their own opinions about the role of Japan in the world in the next fifty years.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Hiroshima*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. This nonfiction reading assignment is done in conjunction with the research project in which students are each assigned specific topics about Japan to research. After the research is done, students have to create a five minute video taped segment in which they summarize the information they have found in a narration to relevant visuals (also found and planned by the students).

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer test for students who need more of a challenge.

There are additional **support materials** included with this unit. The **unit resources** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Hiroshima*

1. Students will learn about an important part of U.S. and world history.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will consider and study the cause and effect relationship of how one event can have multiple consequences.
4. Students will study point of view.
5. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
6. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Hiroshima* as they relate to the author's theme development.
7. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
8. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *Hiroshima*

Date Assigned	Assignment	Completion Date
	Part One	
	Part Two	
	Part Three	
	Part Four	
	Part Five	

UNIT OUTLINE - *Hiroshima*

1	2	3	4	5
Speaker	PVR 1	Study ?s 1 PVR 2	Study ?s 2 Point of View Assignment	Writing Assignment #1 PVR 3
6	7	8	9	10
Study ?s 3 Point of View Conclusion	PVR 4	Study ?s 4 Japan Assignment	PVR 5	Study ?s 5 Extra ?s
11	12	13	14	15
Vocabulary	Japan Assignment Working Session	Group Activity Chronology	Writing Assignment #2	Japan
16	17	18	19	20
Japan	Film	Writing Assignment #3	Review	Test

Key: P=Preview Study Questions V=Vocabulary Worksheets R=Read

LESSON ONE

Objectives

1. To introduce the unit
2. To find out what impressions/knowledge students already have about Hiroshima
3. To give students factual background information about Hiroshima

NOTES:

Prior to this lesson you need to make arrangements to have a guest speaker come to your class to discuss the events leading up to the dropping of the bomb on Hiroshima. Look for a member of your local historical society, a history professor, or any person who has knowledge about these events and ask that person to come give your students background information about the dropping of the bomb on Hiroshima.

Also prior to this lesson, you should prepare a bulletin board titled HIROSHIMA with blank background paper and the title.

Activity #1

Ask students what words, ideas or facts come to their minds when they hear the words "Hiroshima" or "atomic bomb." Write students' responses on the bulletin board using different colored markers.

Transition: Explain to students that the book you will be reading is about the after-effects of the dropping of the bomb on Hiroshima. In additional preparation for reading that book, you have invited _
(fill in the person's name)_ to come to speak with them today about the events that led up to the dropping of the bomb.

Activity #2

Have your guest speaker make his/her presentation to the class. Be sure to allow time for questions following the presentation.

WRITING ASSIGNMENT #1 - *Hiroshima*

PROMPT

Before you create your five-minute video segment, you need to decide exactly what you will say, what visuals you will be using, and how the two are going to fit together. Your assignment is to write a script for your five minute video segment.

PREWRITING

Much of your prewriting has been done as you have taken notes and have done your research. You should have a pretty big pile of information from which you can select to create your five minute segment.

Your first step should be to select the information you wish to use. Remember you only have five minutes, so you must choose your information carefully. You don't have enough time to get involved with a lot of details. What you need to do is to give an overview of your topic; tell us what we most need to know about your topic. Likewise, don't get stuck on only one facet of your topic. Cover a wide range of information and give the most important main ideas.

Take your notes and circle the points you think should be included in your video segment. (If you have taken notes on index cards, pull out the cards you think have the most important information.)

Next, organize your information. Put it in a logical order that will be easily understood by your audience. The easiest way to do this is to make a little outline. You may need to revise your outline several times as you think about your material and your presentation.

Look at what you have. Do a brief calculation as to how much time it will take you to cover the material you have selected. If you need more, go back to your notes and add things. If you think you have too much material to cover in five minutes, go through your outline and delete some of the information.

After you have chosen the content for your segment, think about what visuals you will use. To the left of your outline, make a few notes as to what people will be seeing as you narrate. Now that you have considered your visuals, you may wish to rearrange your presentation and re-do your outline to make the most effective presentation possible.

DRAFTING

Follow your outline and write out exactly what you will say to narrate your five minute segment about your topic. Make a real effort to vary your sentence structure so you don't fall into the short sentence (fact) followed by short sentence (fact) followed by short sentence (fact) etc. rut. Make your presentation as interesting as possible. (Pretend you were watching the finished Japan video in class -- what would make it interesting for you?)

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the necessary corrections.