Casey Matthews
Ninth Grade English: Thinking about the A-Bomb

**Lesson Summary:** Persuasive writing/developing an argument: Students will read Hiroshima by John Hersey and decide whether or not the United States was justified in dropping the atomic bomb.

**Estimated Duration:** 3 weeks- Students will read the book; students will read a variety of artifacts/articles and make a decision based on articles; students will craft a persuasive paragraph (with concessions)

**Commentary:**

**Pre-Assessment:** Students have covered WWII and the atomic bomb previously in world history. Teacher will question the student to determine what they know about Hiroshima/Japan prior to WWII.

**Post-Assessment:** Students will submit a persuasive paragraph, 1.5-2 pages in length arguing whether or not the US was justified in dropping the atomic bomb. Students will also include three concessions and counter arguments.

**Scoring Guidelines:** Students will be scored in strength of argument, how well the students argue against their concessions, the strength of concessions, and spelling/grammar

**Instructional Procedures:**

1) Read Hiroshima by John Hersey
3) Students will decide whether or not the US should have dropped the atomic bomb and will collect data/arguments from the previously mentioned texts
4) Students will outline three concessions based on date and then develop their three arguments based on their concessions. (For example: students may believe that the atomic bomb was unnecessary, but should still develop a concession admitting its arguable utility. “While the atomic bomb ultimately killed xxxx number of Japanese citizens, the war, had it continued, would have killed and estimated xxx.”
5) Students are required to use one logical, ethical, and emotional appeal-
   http://papyr.com/hbp/appeals.htm
6) Students will write a rough draft/conference with the teacher
7) Students will write a final draft

**Differentiated Instructional Support**

Large class discussion, study guides for the novel, writing rubrics/outlines; some advanced
students may due their own research in teacher approved databases

**Interdisciplinary Connections**

US History/World Studies; Science (radiation exposure)

**Technology Connections**

Online databases

**Resources needed:**

Please see the above articles listed under #2- this list is by no means exhaustive and any
credible article can be used in this process.