

Common Core State Standards for English Language Arts: K-12 Close Reading Task

Text grade band placement: 11-12	
Text	Text Complexity Analysis
<p>Title: Announcement of the Dropping of the Atomic Bomb on Hiroshima</p> <p>Author: Harry S. Truman</p> <p>Citation/Publication: Truman, H.(Performer)(1945) Announcement of the dropping of an atomic bomb on Hiroshima [Television]</p> <p>Link: http://www.pbs.org/wgbh/americanexperience/features/primary-resources/truman-hiroshima/</p> <p>Video Link: (Excerpts from the Announcement): http://www.c-spanvideo.org/program/T</p>	<p>Quantitative: Lexile: 1240L</p> <p>Qualitative: Considering the stated purpose, straightforward language, relatively simple sentence and text structure, and fairly accessible background knowledge of American history and WWII, qualitative dimensions are of medium difficulty for 11th graders.</p> <p>Reader and Task: Considering that the teacher can motivate the students with basic background information (including the C-span video clip, which includes basic parts of the announcement), most 11th graders have heard of WWII and how it came to an end, and the questions and choice of writing tasks are explicitly stated, most 11th graders can be engaged readily.</p>
ELA/Literacy Common Core Standards addressed by task	
<p><u>CCSS.ELA-Literacy.RH.11-12.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><u>CCSS.ELA-Literacy.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.1</u> Write arguments focused on <i>discipline-specific content</i>.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.2</u> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-Literacy.WHST.11-12.9</u> Draw evidence from informational texts to support analysis, reflection, and research.</p>	
What key insights should students take from this text?	

Specifics about Truman’s rationale for the creation and use of the bomb:

1. The dropping of the bomb was in retaliation and in response to the Japanese ignoring the ultimatum.
2. Competition with the Germans in being the first to harness atomic power.
3. Britain was exposed to air attacks and potential invasion
4. The atomic bomb can be a powerful influence toward the maintenance of world peace.

Text-Dependent Questions

1. What is the purpose of the speech?
2. Who are the physical and intended audiences?
3. Why does Truman recap the bombing of Pearl Harbor?
4. Why is the ultimatum issued to the Japanese relevant?
5. What were the costs and logistics of the bomb’s development and why are these considerations important to his audience?
6. Discuss the irony in Truman’s belief that maintaining world peace will likely be due to a weapon of mass destruction

Writing Mode	Writing Prompt
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Choices:

1. Informative/explanatory

2. Argumentative

Choose from the following:

1. Write an essay to delineate Truman’s position on the development of the bomb, the decision to use it, and the recommendation that the atomic bomb can be a powerful influence toward world peace. Cite evidence from the text to support your writing. Use clear organization and correct language conventions.
2. Write an argumentative essay, either supporting or refuting Truman’s development, utilization, and future plans regarding the atomic bomb as an influence on world peace. Use effective organization and correct language conventions. For extra points, you may accompany your essay with a political cartoon that you create.

Note: both essays can also be supported by other sources found through research.

Scaffolding and support for special education students, English language learners, and struggling readers.

Depending upon individual need, you may employ graphic organizers (including drawing pictures for ELL students), popcorn read-alouds, vocabulary footnotes, and one-on-one with teacher or ELL teacher. Small reading groups may be recommended according to ELL and other remedial considerations.

How this task supports the content standards for relevant subject area courses in this grade band

This task would be appropriate for a high school U.S. History course.