

Language Arts 806

LightUnit Overview

Penmanship: copying information about Alaska

Spelling: Focus for the spelling word lists:

Section 1 – words with the suffixes *-ology* and *-ism*

Section 2 – words about war and history

Section 3 – words dealing with geography

Theme: Many of the exercises in this LightUnit give information about the state of Alaska.

LightUnit Contents

Section 1

1. Dependent, Independent; Compound-Complex Sentences
2. Diagramming Compound-Complex Sentences
3. Titles—Underline or Quotation Marks?
4. Verb Tenses
5. Review and Quiz 1

Section 2

6. Pronoun-Antecedent Agreement in Number
7. Noun Clauses
8. Diagramming Noun Clauses
9. Pronoun-Antecedent Agreement in Gender
10. Review and Quiz 2

Section 3

11. Making Compound Nouns Plural
 12. What's in the Library?
 13. Using the Library
 14. Self Check
- Review for the Test

See Appendix F for an extra activity sheet (hidden-word puzzle) to accompany this LightUnit.

806 – SECTION 1

Section 1 Spelling Words: words with the suffixes *-ology* and *-ism*
This list appears on page 3 of Lesson 1 in the LightUnit.

<i>cardiology</i>	<i>ecology</i>	<i>ornithology</i>	<i>biology</i>
<i>optimism</i>	<i>geology</i>	<i>racism</i>	<i>archaeology</i>
<i>monotheism</i>	<i>atheism</i>	<i>microbiology</i>	<i>patriotism</i>
<i>theology</i>	<i>communism</i>	<i>pessimism</i>	<i>meteorology</i>
<i>psychology</i>	<i>zoology</i>	<i>neurology</i>	<i>genealogy</i>

Lesson 1 **Dependent; Independent** (75) *(Pages 1-4)*

Objective: to identify dependent and independent clauses in sentences

Compound-Complex Sentences (82, 83)

Objectives: to review compound-complex sentences and how they differ from compound and complex sentences; to identify compound-complex sentences



Review compound sentences and complex sentences. Have students give examples of each.

Penmanship: writing the spelling words for Section 1

Spelling: learning the meanings of the words

Lesson 2 **Diagramming Compound-Complex Sentences** (84, 85) *(Pages 4-10)*

Objective: to review diagramming of compound-complex sentences



It can be helpful for students to put brackets around dependent clauses and to circle any conjunctions or punctuation marks that join the independent clauses before they diagram the sentences.



Have students diagram the sentences from the activities in Lesson 1, even those that are not compound-complex sentences.

Penmanship: copying a fact about Alaska's flag

Spelling: using the words in sentences

Lesson 3 Titles—Underline or Quotation Marks? (140, 142) *(Pages 10-13)*

Objective: to review whether a title needs to be underlined (*italicized*) or put in quotation marks



Emphasize that handwritten titles are underlined and that typed titles are put in italics. If a student is using a typewriter instead of a computer he should underline the title.

Penmanship: copying statistics about Alaska

Spelling: learning the pronunciations of the words

Lesson 4 Verb Tenses (15-17) *(Pages 13-18)*

Objectives: to review the six tenses of a verb: present, past, future, present perfect, past perfect, future perfect; to write sentences using each tense



Have students find verbs in a short story and identify the tense of each.

Penmanship: copying statistics about Alaska

Spelling: writing the words where they belong alphabetically in a series.

Lesson 5 Review and Quiz 1 *(Pages 18; 57, 58)*

Spelling Quiz for Section 1

- | | | | |
|--------------------|-----------------------|------------------------|-------------------------|
| 1. <i>atheism</i> | 6. <i>neurology</i> | 11. <i>meteorology</i> | 16. <i>genealogy</i> |
| 2. <i>biology</i> | 7. <i>geology</i> | 12. <i>communism</i> | 17. <i>monotheism</i> |
| 3. <i>theology</i> | 8. <i>patriotism</i> | 13. <i>psychology</i> | 18. <i>archaeology</i> |
| 4. <i>racism</i> | 9. <i>ornithology</i> | 14. <i>pessimism</i> | 19. <i>zoology</i> |
| 5. <i>optimism</i> | 10. <i>cardiology</i> | 15. <i>ecology</i> | 20. <i>microbiology</i> |

806 – SECTION 2


Section 2 Spelling Words: words about war and history

This list appears on page 21 of Lesson 6 in the LightUnit.

- | | | | |
|---------------------|---------------------|--------------------|-------------------|
| <i>veteran</i> | <i>armistice</i> | <i>confederacy</i> | <i>espionage</i> |
| <i>abolitionist</i> | <i>surrender</i> | <i>siege</i> | <i>revolution</i> |
| <i>ration</i> | <i>militia</i> | <i>missile</i> | <i>traitor</i> |
| <i>blockade</i> | <i>Iron Curtain</i> | <i>Crusades</i> | <i>treaty</i> |
| <i>sabotage</i> | <i>nuclear</i> | <i>secede</i> | <i>propaganda</i> |

Lesson 6 **Pronoun-Antecedent Agreement in Number** (98-100) (Pages 19-22)

Objective: to make the pronoun agree in number with its antecedent, especially antecedents that are indefinite pronouns that can be either singular or plural and compound antecedents joined by and, or, or nor


 Review the indefinite pronouns that can be singular or plural.

Penmanship: writing the spelling words for Section 2

Spelling: learning the meanings of the words

Lesson 7 **Noun Clauses** (79, 80) (Pages 23-27)

Objectives: to review the definition and introductory words of a noun clause; to identify noun clauses used as predicate nominatives and objects of prepositions


 Have students find noun clauses in a short story and identify their function in the sentences.

Penmanship: copying the names of cities in Alaska

Spelling: using the words in sentences

Lesson 8 **Diagramming Noun Clauses** (80, 81) (Pages 27-31)

Objective: to diagram sentences containing noun clauses that function as predicate nominatives and objects of prepositions

 Have students diagram sentences from activities in Lesson 7.

Penmanship: copying the names of bodies of water surrounding Alaska

Spelling: working with the words in various ways

Lesson 9 **Pronoun-Antecedent Agreement in Gender** (28) (Pages 31-35)

Objectives: to identify the pronouns that show gender; to make a pronoun agree in gender with its antecedent

Penmanship: copying the names of mountain ranges in Alaska

Spelling: learning the pronunciations of the words

Lesson 10

Review and Quiz 2

(Pages 35; 59, 60)

Spelling Quiz for Section 2

- | | | | |
|--------------|---------------|------------------|-----------------|
| 1. secede | 6. surrender | 11. ration | 16. treaty |
| 2. armistice | 7. blockade | 12. traitor | 17. confederacy |
| 3. sabotage | 8. revolution | 13. siege | 18. nuclear |
| 4. espionage | 9. missile | 14. Iron Curtain | 19. veteran |
| 5. Crusades | 10. militia | 15. abolitionist | 20. propaganda |

806 – SECTION 3

Section 3 Spelling Words: words dealing with geography

This list appears on page 38 of Lesson 11 in the LightUnit.

Antarctic	boundary	lagoon	tributary
Occidental	equinox	deciduous	typhoon
Oriental	cyclone	latitude	longitude
domestic	arid	megalopolis	conifer
meridian	census	contour	solstice

Lesson 11

Making Compound Nouns Plural

(Pages 36-39)

Objective: to write the correct plural form of compound nouns

Penmanship: writing the spelling words for Section 3

Spelling: learning the meanings of the words

Lesson 12

What's in the Library? (222-239)

(Pages 39-45)

Objectives: to learn about the Dewey Decimal System; to become familiar with resources available in a library

Penmanship: copying the names of Alaskan native groups

Spelling: using the words in sentences

Lesson 13

Using the Library (222-239)

(Pages 45-49)

Objective: to gain experience in using the resources of a library

Penmanship: copying the names of national parks in Alaska

Spelling: matching the words with their pronunciations

Lesson 14

Self Check

(Pages 49-53)

Objective: to test students' retention and comprehension of the material in the LightUnit

Spelling Quiz for Section 3

- | | | | |
|-------------|--------------|-----------------|----------------|
| 1. domestic | 6. census | 11. Oriental | 16. deciduous |
| 2. latitude | 7. Antarctic | 12. megalopolis | 17. arid |
| 3. boundary | 8. longitude | 13. typhoon | 18. tributary |
| 4. conifer | 9. cyclone | 14. equinox | 19. Occidental |
| 5. contour | 10. lagoon | 15. meridian | 20. solstice |
-

Review for the Test

(Page 54)

Students should use this checklist to prepare for the LightUnit Test. If they have mastered everything on the list, they should do fine on the test.

LightUnit Test 806

Spelling words for LightUnit Test 806

- | | | | | |
|-----------------|------------------|-----------------|-----------------|-----------------|
| 1. monotheism | 7. ecology | 13. ornithology | 19. pessimism | 25. patriotism |
| 2. abolitionist | 8. surrender | 14. nuclear | 20. secede | 26. traitor |
| 3. Antarctic | 9. meridian | 15. cyclone | 21. deciduous | 27. contour |
| 4. psychology | 10. communism | 16. racism | 22. archaeology | 28. meteorology |
| 5. ration | 11. Iron Curtain | 17. missile | 23. revolution | 29. propaganda |
| 6. Oriental | 12. equinox | 18. arid | 24. latitude | 30. conifer |

If a student needs to retake the test, you may copy Alternate LightUnit Test 806 from Appendix D. This covers the same concepts as the regular LightUnit Test.

Language Arts 807

LightUnit Overview

In Language Arts 807, instead of learning and reviewing grammar, students will write a research paper. Therefore, there are no quizzes or tests and no spelling or penmanship activities. Instead, you will grade the student on the preparation and quality of the paper he produces.

The LightUnit will lead the student step-by-step through the process of finding sources, making outlines, taking notes, writing the paper, and arranging everything in proper order.

We want this LightUnit to be enjoyable for the student. Some students may balk at “all this writing stuff.” It is important for you, the teacher, to be involved in the research project. Your attitude will either encourage or discourage the student. Make it fun and not a bothersome chore. Create an interest in learning something new. Staying involved with each student in his project will help you to better grade him at the completion of the LightUnit. Remember, his grade also depends on you.

Supplies needed for this LightUnit

- folder
- 3 × 5-inch and/or 4 × 6-inch index cards
- computer, if possible
- paper for printout of completed paper
- access to a fair-sized library; *Note:* You will need to plan a trip to the library for Lesson 2.

LightUnit Contents

1. What Is a Research Paper? Choosing a Subject
2. Looking for Sources (*trip to the library*)
3. Writing a Purpose Statement; Making Your Preliminary Outline
4. Plagiarism; How to Take Notes
5. Taking Notes
6. Taking More Notes
7. Do I Have Enough Information?
8. Writing the Complete Outline
9. Formatting Quotations; Crediting Quotations; Getting Started; Beginning the Rough Draft
10. Continue Writing
11. A Good Conclusion
12. Revising and Editing
13. The Final Copy
14. Finishing the Research Paper
15. The Bibliography; A Sample Research Paper

See Appendix F for an extra activity sheet (Dewey Decimal System) to accompany this LightUnit.

Lesson 1 What Is a Research Paper? (240) (Pages 1-3)

Objective: *to introduce the research paper*

The suggested number of words for the research paper is 900; however, you may require a lesser or greater amount, according to students' abilities.



If possible, read and discuss this section with your class. Encourage them to read the sample student research paper on pages 23 and 24 of the student LightUnit (pages 49 and 50 of this guide.)

Resources you and your students may find helpful: The *World Book Encyclopedia* has information for preparing and writing research papers in the *Research Guide/Index*, Volume 22. See "A Student Guide to Better Writing, Speaking, and Research Skills."

Other books that give helpful explanations and illustrations are *How to Write Research Papers* by Sharon Sorenson and *Research Paper Smart* by Liz Buffa.

Choosing a Subject (240, 241)

Objectives: *to give guidelines for choosing a suitable subject; to choose a subject for the paper*



Read and discuss this section with your class. Help them brainstorm.



After students have some ideas, look at the subject each has chosen.

- Is it too broad or too narrow?
- Is it suitable for his age level?
- Will the student encounter unsuitable or questionable material and pictures?
- What about evolutionary theories?
- Is there a sufficient number of sources available?
- Will the student need resources that only a large library provides?



The book *10,000 Ideas for Term Papers, Projects, Reports, and Speeches* by Kathryn Lamm is helpful when needing ideas for papers.


Preparation for tomorrow:

Make plans for a trip to the library where your students can find sources (see Lesson 2).

Make sure you have plenty of index cards for students to use in making bibliography cards in Lesson 2.

Lesson 2 Looking for Sources (241-244) (Pages 4-7)

Objectives: *to give guidelines for making bibliography cards; to find sources; to write a bibliography card for each source*

 Review Lessons 12 and 13 of Language Arts 806, dealing with library use. Discuss sources that are available in a library and the use of the card catalog to find them. Some sources a student may not readily think about are yearbooks, surveys, a book's cover jacket, microfiche, and vertical files.



Explain that you will be visiting a library so that students can find sources. Encourage them to scan an encyclopedia article relating to their subject and to check the list of additional sources at the end of the article. This will give them some ideas of what to look for at the library.

Each student should take his LightUnit, a supply of index cards, and a pencil along to the library with him. If you do not want to worry about lost cards, the students may use notebooks to copy down all bibliography information and transfer it to cards when you return to school.

It would be good to read at least the first part of the lesson and the list of guidelines on page 7 of the LightUnit as a class before you leave.

A student may need to select a different subject should he find insufficient sources for his first choice.

Each student should have at least three sources. The encyclopedia may count as one. After finding his sources, the student should be thinking of what his purpose for the paper will be.



In this computer age, it is likely that a student may think of using the Internet, on-line news and information services, or electronic books. We have not mentioned electronic references in the LightUnit. You will need to decide whether their use is permissible and discuss this with your students. Emphasize caution when using electronic references, especially the Internet.

Here are some cautions about the usefulness of electronic reference materials:

- There is a vast amount of information on the Internet, but not all of it is reliable. Use Web sites with *.org*, *.gov*, or *.edu* extensions, which are organizations, government agencies, and educational institutions. Web sites with extensions of *.com* are less dependable. Just because the information is there does not mean it is accurate.
- Supervision should be required.
- Keep use of electronic references to a minimum.

If electronic references are permitted, the student will need to be taught how to correctly take information from the Internet; he will also need instructions for the style and format for bibliography cards, citations, and the bibliography page.

Here are guidelines for writing the bibliography for electronic references (note punctuation). For more information, see the *MLA Handbook for Writers of Research Papers*.

Bibliography card for CD-ROM Encyclopedia:

Author's Last name, First name (if available). "Title of article." Source, edition. CD-ROM. Vendor. Date.

Pyle, Kenneth B. "Hiroshima." *World Book Encyclopedia*, 1999 CD-ROM. World Book, Inc. 1998

Bibliography card for World Wide Web (WWW) page:

Author's Last name, First name. "Title." Date of publication. URL (date of access).

Szillard, Leo, Interview. "President Truman Did Not Understand." 15 August 1960. <<http://www.peak.org/~danneng/decision/usnews.html>> (accessed 13 January 2004).

Bibliography card for electronic, or on-line, book:

Author's Last name, First name. Title of book. Electronic book (or Book on-line).

Publisher: City, date of publication. Internet. Accessed date.

Cervantes, Miguel. *Don Quixote*. Electronic book. Bartleby.com: Great Books Online.

Bartleby.com, New York: 2001. Internet. Accessed 12 January 2004.

Lesson 3 Writing a Purpose Statement (245) (Pages 7-9)

Objective: to write the purpose statement for the paper



The *World Book Encyclopedia* has information for writing thesis statements in the *Research Guide/Index*, Volume 22. See "A Student Guide to Better Writing, Speaking, and Research Skills."



Check each student's purpose statement.

Making Your Preliminary Outline (245)

Objective: to write the preliminary outline



Review the format for outlines.



This outline should be a simple one, but it does need to be workable for the paper.



Check the students' outlines. If the outline is poor, the student will have a hard time producing a good final paper. Remember, he will be graded on his project from start to finish.

Lesson 4 Plagiarism (247) (Pages 9-11)

Objectives: to teach what plagiarism is and help students avoid it



Review the correct way to punctuate and write direct quotations. For information that is not a direct quote, be sure the student is using his own words. Plagiarism is stealing. Credit must be given to an author from whom he is collecting ideas.

Discuss plagiarism. Students will find it easy to understand that using another's exact words as his own is plagiarism. But plagiarism is more than this. Simply replacing a few key words with synonyms and keeping the original sentence structure is also plagiarism. Using another author's *idea* as his own is plagiarism.

For example, if a source puts forth the theory that the South was the real victor in the Civil War, and a student uses some of its ideas in his paper, he needs to credit the source even if he does not quote directly from it. But if he merely mentions a well-known fact, even though it

came from the book, it does not need to be credited: The Civil War began when soldiers fired on Fort Sumter, South Carolina, in 1861.

How to Take Notes (245-249)

Objectives: *to review the guidelines for taking notes; to begin reading and taking notes*



You may want students to use 4 x6-inch cards rather than the standard 3 x5-inch.



The LightUnit instructs students to take notes on index cards; however, if you prefer, they may use paper instead. Have them write the headings from their outlines on paper. Any notes that pertain to that heading are then written on that sheet of paper. Be sure they keep track of sources for their bibliography page.



Observe students as they work. Make sure they do not become so absorbed in reading that they forget to take notes. On the other hand, see that they do not become so detailed or so obsessed with taking notes that they write far too much on something that does not deal with their purpose statement and outline.

Lesson 5

Taking Notes (245-249)

(Page 12)

Objective: *to continue reading and taking notes*



Students should work for at least forty-five minutes.



Be sure that the student is making notations—quotes, page numbers—of the sources from which he is taking information.

Lesson 6

Taking More Notes (245-249)

(Page 12)

Objective: *to continue taking notes*



Have students stop and look over their notes, comparing them with their purpose statement and preliminary outline. Are they sticking to the point? If their research and note-taking seems to be leading in another direction, they can change both purpose statement and outline. If they seem to be going off on a tangent, discuss what they can do to get back on track.



Students should spend about forty-five minutes working on their papers.

Lesson 7 Do I Have Enough Information?
*(Page 12)**Objective: to finish taking notes*

Look over students' notes. Have they collected enough information for their papers? Do the notes support their purpose? Do any students need more information for any point on their outlines? Encourage students to think through these questions and to look over their notes.

Lesson 8 Writing the Complete Outline (249-251)
*(Pages 12-14)**Objective: to write a complete outline for the paper*

If each student has been updating his preliminary outline, this won't be overwhelming. Have each student look over his notes and then organize them by subject or heading. He should think about what is the best order to present his information.



Observe students as they work and give help as needed. Does the outline support the purpose statement? If not, they can change the purpose statement so that both it and the outline point in the same direction. Or they can shuffle the outline so that it supports the purpose.

Lesson 9 Formatting Quotations (251)
*(Pages 14-16)**Objective: to discuss ways of including and formatting quotations within the research paper*
Crediting Quotations (254)
Objective: to explain the proper way to credit quotations within the research paper

Read the lesson together, noticing the examples. Make sure students understand the reason for crediting quotations. Give assistance as needed for writing quotations and identifying the sources.

Getting Started (190, 191, 252)
Objective: to write the first paragraph of the research paper

Getting started can be one of the hardest things to do. It looks like a monumental task. Students have all this information and may wonder where and how to begin.

Encourage them to think of an interesting sentence or two that give the main idea of their paper. Can they think of several ways to express the same idea? What can they say about the

subject that will catch the reader’s attention?

Don’t let students spend too much time on the introduction. They will be able to revise later.

Beginning the Rough Draft (189-192, 251, 252)

Objective: *to begin writing the rough draft of the research paper*



Remind students to use good transitional words to make their writing move smoothly from paragraph to paragraph.

If a student is familiar with using a computer, he may use it to write his rough draft. However, he should have a hard copy of every draft in case of software or hardware malfunctions. Saving his rough draft on a floppy disk would be a good idea as well.



Give assistance as needed for writing quotations and identifying the sources.

Lesson 10 **Continue Writing** (251, 252) **(Pages 16, 17)**

Objective: *to continue writing the rough draft*



Are students choosing good words? Are they following the guidelines? Give assistance as needed.

Lesson 11 **A Good Conclusion** (192, 252) **(Page 17)**

Objectives: *to finish writing the rough draft; to write the conclusion for the paper*



A good conclusion is more than just the last point in the outline. The conclusion should restate the main idea in an interesting way.



Do students have the correct number of words in their reports? They should have close to 900, unless you have changed the requirement. In fact, it would be good if they have a few more, since the revising and editing process may shorten their papers.

Lesson 12 **Revising and Editing** (192-194, 252, 253) **(Pages 17, 18)**

Objective: *to revise and edit the paper*



Students should have the rough draft finished. Now they are ready to refine and polish what they have written.

Some students tend to hurry through revising and editing. They may reason that their rough draft is “good enough” and not want to take the time and effort to revise. Remind them that every part of the project will count toward their LightUnit grade. Encourage them to do their best.

Students should make revisions and corrections right on the rough draft. If any student has used a computer to write his rough draft, he should make a hard copy and make his corrections on it. He should not rely on a spell-check or grammar program to catch all the mistakes.

Lesson 13

The Final Copy (195-253)

(Pages 18-21)

Objectives: to write the title and outline pages for the paper; to begin writing the final copy



If possible, students should use a computer for their final copies. Remind them to save a hard copy when they are finished writing for the day. Saving a copy on a floppy disk is advisable as well.

If a computer is not available and your students do their papers longhand, make sure they write neatly on only one side of the page. Encourage them to take a one- or two-minute break every ten minutes and do something else to give their hand a rest.



Make sure students are following the guidelines for formatting each page.

Lesson 14

Finishing the Research Paper (195, 253)

(Page 21)

Objective: to finish writing the final copy



Be sure every student reads his final copy. If it still contains errors, have him fix them. Again, do not rely on spell-check or grammar programs.

Lesson 15

The Bibliography (254-256)

(Pages 21-24)

Objectives: to write the bibliography page; to organize and hand in the complete project folder



Give help as needed for the bibliography page.

A Sample Research Paper (257-262)

This sample paper on the following pages is also on pages 23 and 24 of the LightUnit. It is a paper written by an eighth grader. “Your Grading Plan,” on page 52 of this teacher guide shows how to grade your students’ paper. This Plan is also on page 25 of the LightUnit. Enter each student’s scores there.

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he was told about at his first meeting with his Cabinet, on Japan. Soon after that, he told his radio consultant, "Leonard, I have just gotten some important information. I am going to have to make a decision which no man in history has ever had to make. I'll make the decision, but it is terrifying to think about what I will have to decide" (Kurzman 230).

When on the way home from the famous Potsdam Conference, Truman heard of the successful bomb test on July 16; he ordered immediately that the bomb be dropped on Japan. He later said, "I did not hesitate to order the use of the bomb on military targets. I wanted to save a half million boys on our side and as many on the other side. I never lost any sleep over my decision" (Steinburg 259).

At 2:45 a.m., on August 6, 1945, the *Enola Gay* took off from Tinian Island, carrying in its bomb bay the first atomic bomb to be used in warfare. Tibbets flew low at first while the bombardier worked at arming the bomb.

When the delicate job was finished, Tibbets finally announced to the crewmembers what they were carrying in the bomb bay: the world's first attack-ready atomic bomb. Someone gasped. Then silence fell over the plane.

Because of its important position, Hiroshima had been chosen as the primary target. During World War II, the city was a leading military center in Japan. So when the weather plane scouting Hiroshima reported conditions perfect for bombing, Tibbets began his bomb run twenty miles from the city.

As Hiroshima came into sight, the bombardier targeted Aioi Bridge, in the center of the city. Then the bomb was away. It fell for forty-three seconds.

At exactly 8:15:17 a.m., August 6, 1945, the first atomic bomb used in warfare detonated over Hiroshima, and drastically changed the lives of thousands of people forever.

In Hiroshima below, Suiki, a twelve-year old Japanese girl, was helping her teacher and classmates clean up rubbish when the alarm sounded. She looked up to see a big, gleaming B-29 slant sharply downward to the right and fly off. She thought the plane beautiful, but thought how sad it was that in it were those who wanted to take her life.

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Then, as she turned to go to the air-raid shelter, a blinding sheet of light swept across the sky and she was knocked off her feet. When she came to, she found that strips of skin had been torn from her body and she was bleeding all over. She stumbled to the nearest hospital, where her father found her later (Kurzman 412-414).

Everywhere people staggered around, half-naked, dazed, and bleeding profusely from wounds all over their bodies. Everybody asked everybody else what had happened. No one knew. Some thought they were in a Buddhist hell. Burns had torn huge strips of skin off people. Everywhere everyone was terrified.

The Reverend Kiyoshi Tanimoto was one of the few who were not hurt. When the bomb dropped, he and a friend were unloading a handcart of clothes and goods for safekeeping. Suddenly a sheet of sun tore the sky. He dove into a pile of rocks and bellied up against one of them. Splinters, boards, and pieces of tile rained down on him. When he overcame his fear enough to raise his head, what he saw amazed him. The house nearest him had collapsed—all the houses had collapsed. A cloud of dust climbed into the air. Everywhere was chaos.

Everywhere he looked he saw burned and bleeding people. A woman staggered past, holding a child and moaning, "I'm hurt, I'm hurt." Tanimoto picked up the child and led the woman to a hospital. This act of kindness made him feel better. Soon he was trotting around, looking for people to help. Everyone needed all the help they could get.

The bomb destroyed five square miles of the city and killed eighty thousand people. Thousands more died in the weeks, months, and years following, of what became known as the A-bomb disease.

Survivors of the bomb, known as *hibakusha*, often feel lost and very lonely. Many have symptoms of the A-bomb disease and are constantly worried lest their children be born with it, too. They say they live only for their children. They don't want to remember the awful death they lived through.

Of the children who survived the bombing, who can say what horrors were left imbedded in their minds because of the terrifying experience. They talked freely of it, but they hurt.

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Ten-year old Toshio Nakamura wrote the following essay nearly a year after the bombing:

The day before the bomb, I went for a swim. In the morning, I was eating peanuts. I saw a light. I was knocked to little sister's sleeping place. When we were saved, I could only see as far as the tram. My mother and I started to pack our things. The neighbors were walking around burned and bleeding. Hataya-san told me to run away with her. I said I wanted to wait for my mother. We went to the park. A whirlwind came. At night a gas tank burned and I saw the reflection in the river. We stayed in the park one night. Next day I went to Taiko Bridge and met my girlfriends Kikuki and Murakami. They were looking for their mothers. But Kikuki's mother was wounded, and Murakami's mother, alas, was dead (Hersey 218).

So many people, "alas, were dead." Almost no family remained untouched. People walked around for days searching for lost relatives and were fortunate if they found remains.

Peace Memorial Park was built on the spot where the bomb exploded. A monument in honor of the victims of the bomb stands exactly on the place. Each year, on the anniversary of the bombing, a service is held there in honor of the victims.

Never since the second atomic bomb was dropped on Nagasaki on August 9, 1945, has it been used in warfare. If ever it is, there may well be no world left by the time war is over. Survivors of the bomb realize this, and this is why they are all for peace.

The dropping of the bomb signified the beginning of the Atomic Age. Since then, many nuclear weapons have been developed. Some people believe that the threat of nuclear weapons is all that keeps the world from another world war. We can only pray that God will keep Hiroshima from happening all over again.

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5

Your Grading Plan

You now have each student’s entire project to grade. Grade when you’re well rested and in a good mood. Remember that this is their final grade for the LightUnit. Don’t compare students—base your grade on your knowledge of each student’s capability and effort. You may want to read each paper twice—once to get familiar with it and once as you grade. Here is a suggested grading plan:

Preliminary work: 38 points

- _____ * 6 points for outline content
 - _____ 2 points for preliminary outline: *Did the student choose good main headings?*
 - _____ 4 points for completed outline: *Did he use good sub-headings and details? Did he follow the article?*
- _____ * 10 points for note-taking: *Did he follow the rules? Did he stick to his outline?*
- _____ * 12 points for rough draft: *Did he follow his notes?*
- _____ * 10 points for revising and editing
 - _____ 3 points for outline format: *Did he use correct capitalization, punctuation, and format?*
 - _____ 7 points for revising/editing rough draft: *Did he at least try to make good changes or did he just give it a lick and a promise?*

Final copy: 62 points

- _____ * 6 points for neatness
- _____ * 6 points for correct format: *Do the title page, purpose statement and outline page, etc., follow the guidelines?*
- _____ * 6 points for correct punctuation, spelling, etc.
- _____ * 10 points for purpose: *Did the paper fulfill the purpose statement?*
- _____ * 10 points for outline: *Did he stick to his outline?*
- _____ * 24 points for writing style
 - _____ 8 points for good sentences
 - _____ 8 points for clarity: *Is the paper clear, logical, and understandable?*
 - _____ 8 points for interest: *Did he write creatively and interestingly?*

Total: 100 points

- _____ * 100 total points for the final score.

On page 25 of each student’s LightUnit, write the number of points he earned to show him how well he did. It will also help him to see how he can improve. Add this total number of points for the LightUnit grade.