

Rising Out of the Shadows (Advanced Level)

Grades: High School (9–12)

Subjects: Visual Arts, History–Social Science

Time Required: 2–3 class periods plus independent research

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Lesson Overview

Advanced-level students will write narratives from the perspective of atomic bomb survivors depicted in rare photographs and multimedia biographical information. They will then create two or three-dimensional work of art depicting a moment from the narratives.

Learning Objectives

Students will be able to:

- discuss visual media and write a descriptive narrative using sensory details.
- identify the events leading up to the atomic bombings, speculate what life was like directly following the bombings and what life is like now.
- write journal entries from the perspective of a survivor .
- create a two or three-dimensional work of art.

Historical Narrative film and photographs

- *That Day: A Survivors Story*, Rebecca Irby & Richard Mirocco
Link
- Koko Interview
Link
- Other Hibakusha Stories
Link
- Pictures from the United States Strategic Bombing Survey, Physical Damage Division
Link

Materials

- *That Day: A Survivors Story*, Rebecca Irby & Richard Mirocco
- 5 x 8-inch cards
- Background Information and Questions for Teaching about the photography & film
- Student Handout: *Photographic & Film Details*
- Examples of art created by pass participants
- *Hiroshima* by John Hersey (The New Yorker, August 31, 1946) (optional)

Lesson Steps

1. Show the excerpts of the film and display the photographs included with this lesson plan. Have students take the time to look closely at the photographs then ask them the following questions:
 - What do you see?
 - What do you notice about these people? What else?
 - What are these people wearing/not wearing?
 - What else do you notice?
 - Look closely at the background. What can you identify?
 - What is on the ground? How do you know this?
2. Distribute 5 x 8-inch cards and ask students to write a paragraph that describes the film and photographs which includes a minimum of five sensory details. Instruct students to consider what they could see, hear, smell, taste, or touch if they were in the photographs. Next have students select a single figure from the film or photographs. Pass out the handout *Photographic & Film Details*. Instruct students to look closely at all the details about the

person they chose to focus on, and then answer the questions in the handout. Discuss responses as a class.

3. Instruct students to identify the events leading up to the atomic bombings. The following Web resources might be helpful:
 - "BOMBING OF HIROSHIMA AND NAGASAKI" on the History website (<http://www.history.com/topics/world-war-ii/bombing-of-hiroshima-and-nagasaki>)
 - Need to check the above link and find one more
4. Distribute the character list from John Hersey's *Hiroshima*. Explain that these people, like most of the stories of what happened directly following the atomic bombing, were almost invisible in U.S. history.
5. Have students select one person for the videos or photographs and write five to 10 journal entries from the perspective of that individual. Explain that they will create journals in a biographical narrative format. Further explain that all information surrounding the bombing was censored by both the US & Japanese governments. Additionally, you could have students orally recite one of the character synopses. You may want to take a look at "Hiroshima" on The New Yorker's Web site (<http://archives.newyorker.com/?i=1946-08-31#folio=CV1>).

Possible journal topics could include the following:

- type of work they did before the bomb
- details about their family
- the day the bomb was dropped
- what day to day life after the bomb
- a dramatic moment
- how they felt 5 years, 10 years, 20 years, 50 years after

Remind students to include many sensory details in their writings. The journal entries should span the years of the individual's life from right before/right after the bomb to now. Students can conduct research with Web resources like "Hiroshima" on The New Yorker's Web site (<http://archives.newyorker.com/?i=1946-08-31#folio=CV1>).

6. Tell students to select a dramatic moment from their journals and create a two or three-dimensional work of art that illustrates the moment. You may wish to show students an example of such artwork from the past Shadow People Project workshops: (https://youtu.be/yLtD06_hjWA).
7. *Art directions here*

Assessment

Students will be assessed on their participation in group discussions and their ability to provide five to 10 journal entries with sensory details from the perspective of the individual they selected. Students' art should reflect a dramatic moment from their journal entries.

Standards Addressed

Common Core Standards for English Language Arts

Grades 6–8

WRITING

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions,

demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Visual and Performing Arts Content Standards for California Public Schools

Grades 9–12 (Proficient)

2.0 Creative Expression

2.6 Create a two or three-dimensional work of art that addresses a social issue.

History—Social Science Standards for California Public Schools

Grade 10

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

Grade 11

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

Grade 12

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.