

Teaching Seventh-Grade **Nonfiction Text Features** Using *Sachiko: A Nagasaki Bomb Survivor’s Story*

Features that help students understand how an informational text is organized:

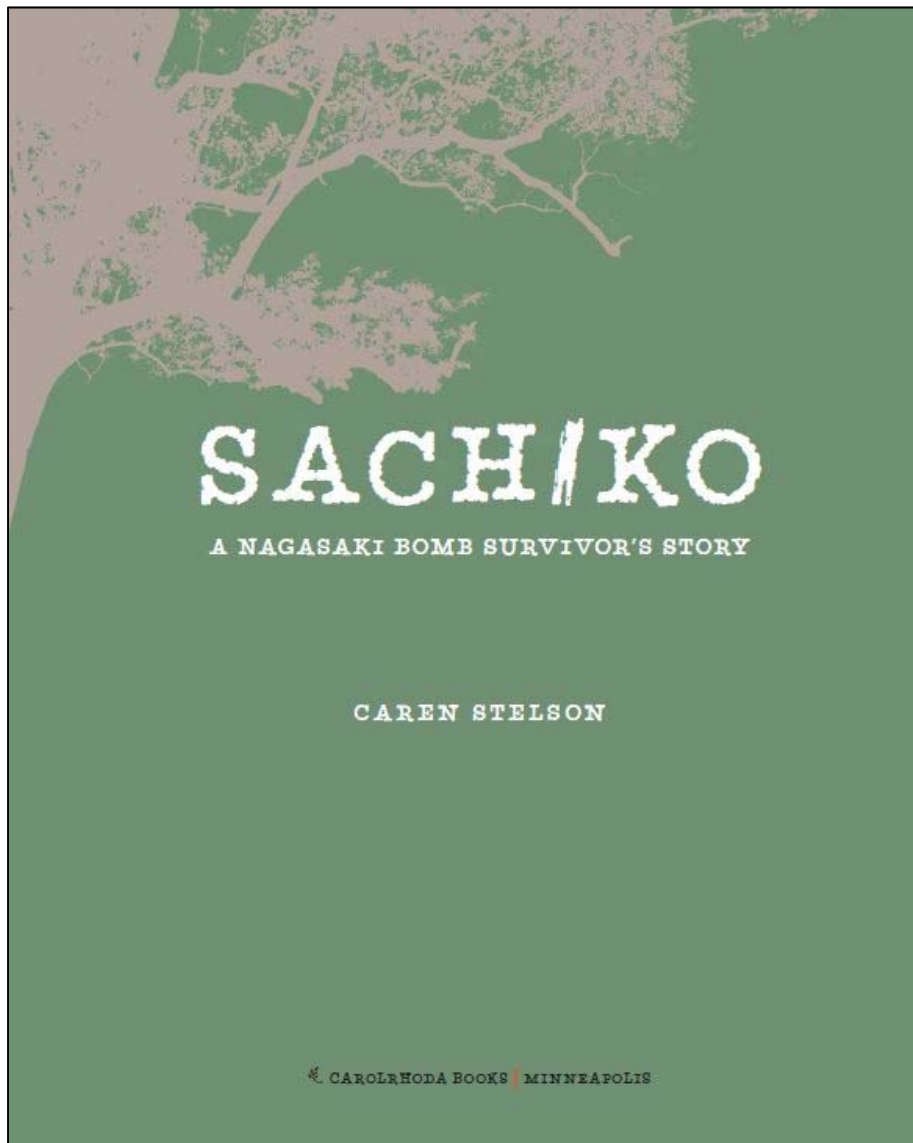
FEATURE	PURPOSE
Title page	Confirms title, author’s name, and publisher
Table of Contents/Contents Page	Identifies the topics to be presented and their order
Chapter name, heading, or subheading	Helps students identify main topics on a quick pass through the text
Further reading and websites	Helps students expand their knowledge of the topic by listing other informational texts in print or on the Internet
Index	Lists the main ideas in the text, with page numbers to help students find them

Visual aids that help students understand informational texts:

VISUAL AID	PURPOSE
Photo, drawing, or illustration	Shows how something in the text looked or might have looked
Map	Puts the places in the informational text in the context of space and time

Features that point out important or additional information:

FEATURE	PURPOSE
Copyright page	Tells students how current the information in a book is
Bold print	Tells students a word is new and important; sometimes a glossary term
Pull quote	Highlights an important quotation or idea from the text
Italic Print	Tells students the word is supposed to stand out. It may be for emphasis or because it is a book name, newspaper, movie title, foreign word, or the directional for a photo or illustration.
Caption	Points out what’s in a photo, a drawing, or an illustration and relates it to the informational text; often gives more information
Label	Identifies important points of interest in a diagram or photograph
Sidebar	Boxed or otherwise highlighted bits of information that relate to but are not the same as the main informational text; likely not a main idea
Timeline	A chart or list that helps students understand the sequence of events in the informational text



TITLE PAGE: This page tells you the title, author, and publisher of a book.

COPYRIGHT YEAR

COPYRIGHT PAGE:

This page tells you the year the book was published. This may be important for report writing when you need up-to-date information. On this page, you can also find the address of the publisher.

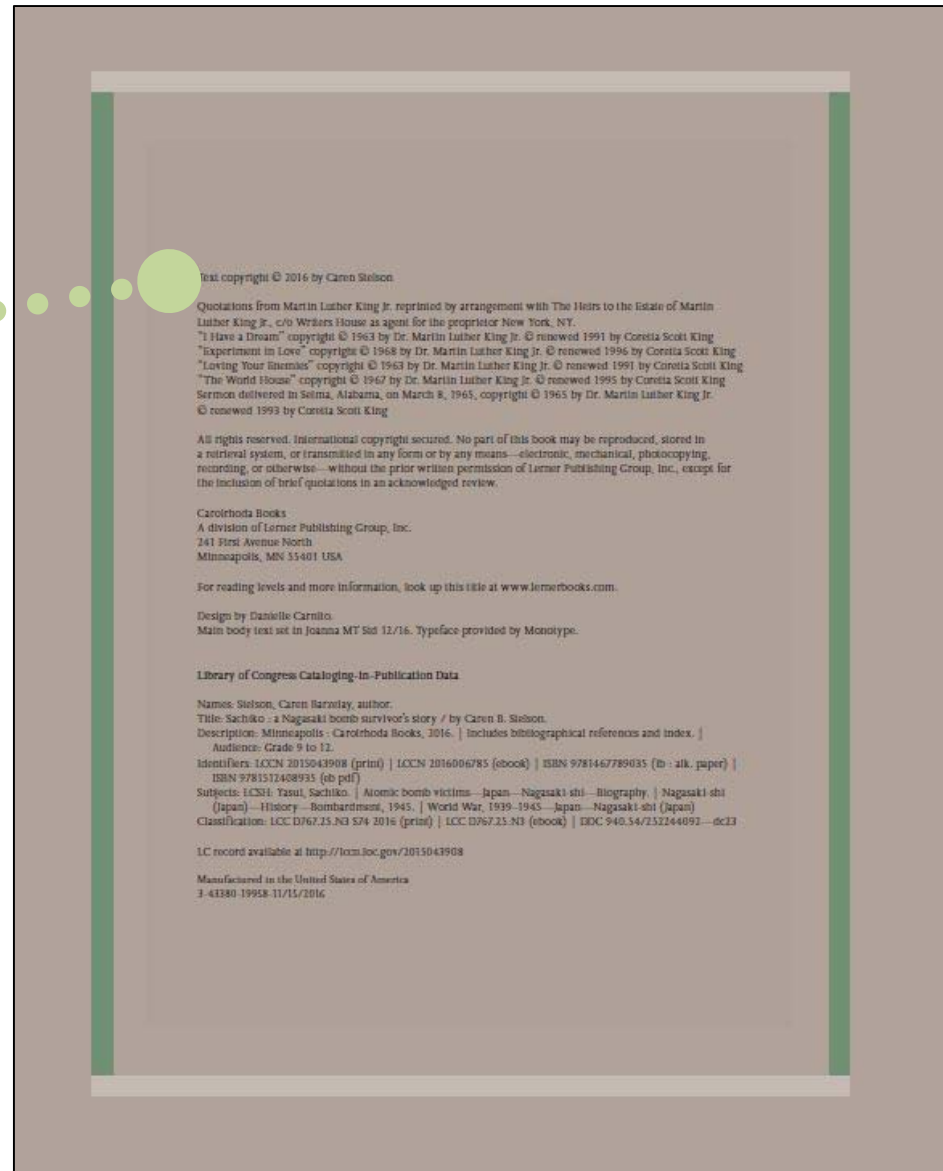


TABLE OF CONTENTS PAGE:

This lists the chapters by chapter title and the pages on which they begin. After the chapter list, there may be a list of extra features, such as source notes or an index, that you'll find at the end of the book.

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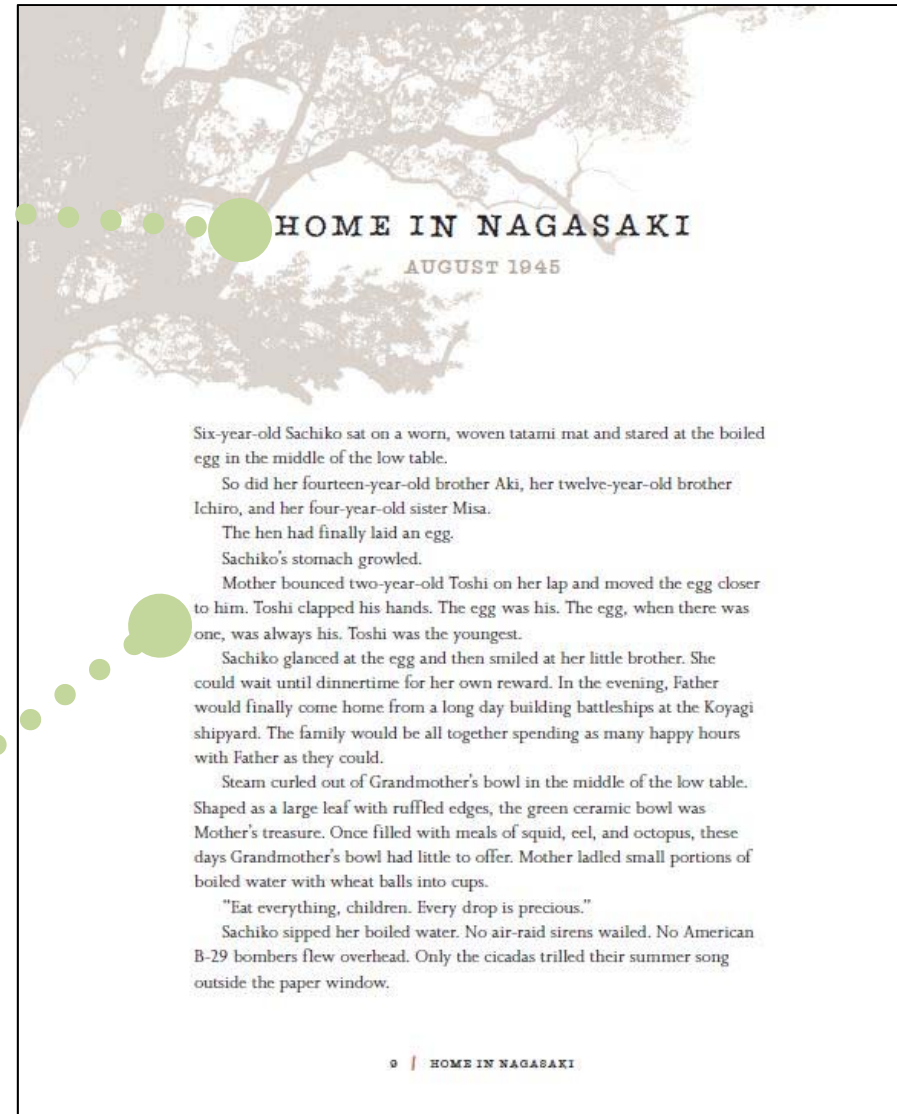
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CHAPTER TITLE: This tells you what topic will be discussed in the chapter. Chapter titles often give you the main ideas of the book.

TEXT OR MAIN TEXT: These are the words and sentences that discuss and explain the main ideas of the book. Main text looks different from chapter titles or captions.



MAP:

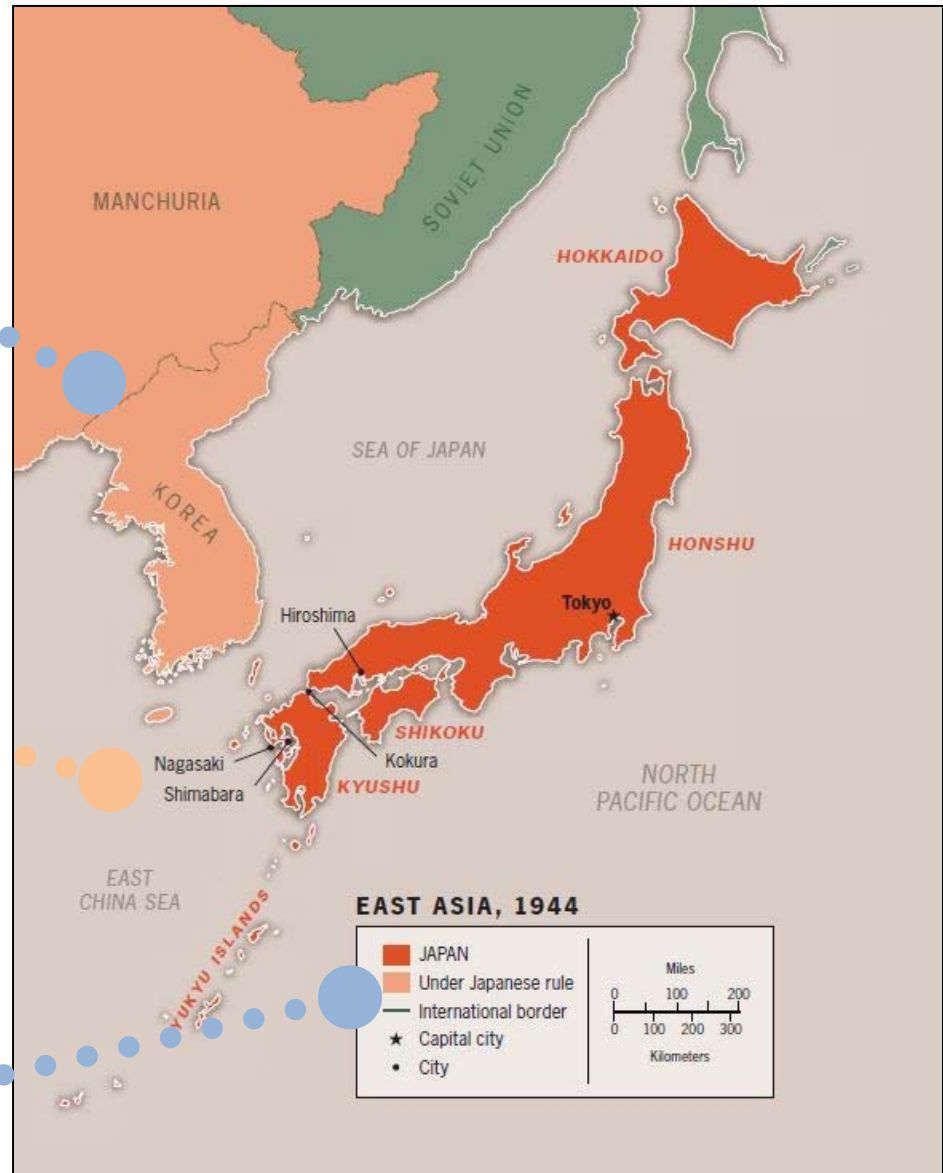
This flat drawing shows the shape and features of a place, such as a country, a state, or a city. The title of the map may be at the top of the drawing.

LABELS:

These are words on a diagram or photo that point out the important parts of the diagram or photo. On a map, labels name important features, such as rivers or cities.

MAP LEGEND OR KEY:

This chart lists symbols used on a map. Words in the legend tell what each symbol means.



With her last sip of boiled water, Mother hurried out to meet with the *tonarigumi*, the neighborhood association. Participation in the group was mandatory. Neighborhood leaders organized patriotic events, fire drills in case of bombings, and military training for civilians. They also distributed smaller and smaller amounts of food.

By 1945 no one in Japan had enough to eat. Families added sweet potatoes and soybeans to their near-starvation rations of rice—only two cups per month for each person. A radio broadcast suggested adding silkworm cocoons, grasshoppers, mice, snails, or the dried blood of farm animals to meals for extra protein. The government offered a recipe for flour made from powdered acorns, sweet potato vines, and mulberry leaves. The flour was barely edible.

After Mother left, Ichiro reached for his bamboo net and slipped out of the house to hunt for cicadas. Sachiko's eldest brother, Aki, took charge of the household. He watched over Misa while Sachiko played with Toshi. Sachiko tickled her little brother to make him laugh and gave him pony rides on her shoulders. Toshi was Sachiko's favorite and her responsibility.

Aki switched on the radio. Over the airwaves, a military band struck up the patriotic song "Umi Yukaba." "If I die for the Emperor, it will not be a regret," Aki sang out. He picked up his wooden kamikaze toy glider, circled it above his head, then plunged the plane straight into the tatami mat. "Umi Yukaba," he shouted. "We will win the war."

WORLD WAR II

World War II began in the late 1930s, but the roots of the conflict went back further than that. In Germany, a weak economy and a humiliating defeat in World War I (1914–1918) had created an atmosphere ripe for political extremism. Adolf Hitler rose to power in Germany in the 1930s as the leader of the Nazi Party. As Germany's dictator, he was determined to create a racially purified German empire that he called the Third Reich.

On September 1, 1939, the German army overran Poland. In response, France and Britain declared war on Germany. In June 1940, Italy's dictator Benito Mussolini sided with Hitler. War engulfed Europe. Reluctant to get involved in a European war, the United States remained neutral. But by early 1941, the United States was supporting countries fighting against the Axis powers of Germany, Italy—and Japan.

In Asia, Japan was a growing industrial power with ambitions to build an empire of its own. An island nation with limited land and natural resources, Japan looked to other Asian countries for oil, rubber, and raw materials to keep its industries and military growing. After wars with China (1894–1895) and Russia (1904–1905), Japan gained territory in Taiwan, Manchuria, and Korea.



Emperor Hirohito, shown here in an undated photo, became emperor of Japan on December 25, 1926, at the age of twenty-five. His reign is named Showa, meaning "Enlightened Peace."

In 1926, Emperor Hirohito came to the throne. According to national Japanese mythology, Hirohito was a sacred descendent of the gods. As emperor, Hirohito also was supreme commander of the imperial forces and head of state, although he had no official political power. The prime minister, a close circle of advisers, and the parliament governed the country. Yet as subjects of the emperor, the Japanese people were to give their complete allegiance to Hirohito. As their emperor, Hirohito was above all and held complete authority.

SIDEBAR:

This short bit of text is usually boxed and separated from the main text. Sidebars give additional information.

PHOTOS:

The photos or pictures in a book show what the words, or text, describe. Looking at photos can help you understand the meaning of the text.

EVACUATION

MAY–AUGUST 1945

Father must have known the end of the war was near.

By June 1944, when Sachiko was five, the United States had begun bombing Japanese cities with growing regularity. Nagasaki was one of the first cities bombed, although the damage was limited. In February 1945, the United States began firebombing raids over Japan's major cities, including the capital, Tokyo. After the Tokyo raid in March, one hundred thousand people had been killed, one million wounded, and one million left homeless. Then, in April 1945, Nagasaki was attacked again. Three other bombings followed, destroying shipbuilding plants along the Nagasaki harbor. Tension escalated. Japanese combat troops began moving into Kyushu, Nagasaki's home island, preparing for the US invasion that seemed sure to come.

Father made a plan to evacuate his family to a safer place. They would pack up their belongings and take the train to Shimabara, a castle town in the mountains near Nagasaki, where Father had grown up. Sachiko did not want to go. She would miss her home and her friends. Father reassured his daughter. "Sachiko, in Shimabara a house waits for you in the mountains, encircled by pines, with a lake that whispers, 'swim in me.'"

Mother filled suitcases with their worn-out clothes and family photos—of Aki and Ichiro as little boys, Mother with friends and relatives surrounded by Father's chrysanthemums from his garden, and five-year-old Sachiko wearing her red-flowered kimono. Before they left, Uncle, Mother's brother—uncle who loved Sachiko as his own daughter—came to say good-bye. He wrapped his arms around Sachiko's narrow shoulders.

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The US firebombing of Tokyo on March 9–10, 1945 (aftermath above), was the single most destructive bombing raid in history.

When would I see Uncle again? Sachiko asked.
No one could give her an answer.

The family returned home sooner than anyone expected.

In Shimabara, Father received his red paper, a draft notice from the government, requiring subjects of the emperor to serve in the military. With the coming of the US invasion, the Japanese government was drafting everyone who could fight, from boys of fifteen to men of sixty. Even unmarried women between the ages of seventeen and forty were called to serve. Father and all other soldiers would be expected to give their lives for the emperor.

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HEADINGS AND SUBHEADINGS:
These separate the main text into smaller chunks of information.

CAPTION: These words tell you about the picture on the page. A caption is usually close to the picture it describes.

GLOSSARY:

This is a list of the book's unfamiliar words or phrases with a definition after each.

GLOSSARY OF JAPANESE WORDS

Japanese words in this book are written using the Hepburn romanization system. Japanese writing is a combination of three character types: hiragana, katakana, and kanji. The Japanese spellings of words in the glossary below are primarily written with hiragana characters. The words *chokoreto* and *gusokoro* are written with katakana characters. Kanon's name in the dedication is written in kanji.

Note: "oo" represents an "o" sound held longer than "oh."

- arigato ありがとう: (ah-ree-gah-toh) thank you
- chokoreto チョコレート: (cho-koh-reh-toh) chocolate
- genshi bakudan げんしばくだん: (geh-n-shee ba-koo-dahn) atomic bomb
- hibakusha ひばくしゃ: (hee-bah-koo-shah) explosion-affected people; a term for those who survived the bombings of Hiroshima and Nagasaki
- imoto いもと: (ee-moo-toh) little sister
- kamikaze かみかぜ: (kah-mee-kah-zay) Japanese pilots who were assigned to crash their planes into targets during World War II
- kokeshi こけし: (koh-kay-shee) traditional Japanese wooden dolls
- kudasai ください: (koo-dah-sigh) please give me
- mizu みず: (mee-zoo) water
- monpe もんぺ: (mohn-pay) a style of pants
- moshi moshi もしもし: (moh-shee moh-shee) hello (when answering the phone)
- nisei にせい: (nee-say) a son or daughter of Japanese immigrants who is born and educated in the United States or other countries in North America or South America
- ohayo おはよう: (oh-hi-yoooh) good morning
- ojisan おじさん: (oh-jee-sahn) uncle
- okasan おかさん: (oh-kah-sahn) mother
- oisan おいさん: (oh-nee-sahn) older brother
- otosan おとうさん: (oh-toh-sahn) father
- ototo おとうと: (oh-toh-toh) younger brother

RESOURCES

Many resources are available about World War II and the Pacific War; the atomic bombings of Hiroshima and Nagasaki; the nuclear arms race; and the study of peace, reconciliation, and nuclear disarmament. Below is a short list of sources not cited in the bibliography or notes that are particularly relevant:

BOOKS

- Coerr, Eleanor. *Sadako and the Thousand Paper Cranes*. New York: Putnam, 1977.
- Hillenbrand, Laura. *Unbroken: An Olympian's Journey from Athlete to Castaway to Captive*. (The Young Adult Adaptation.) New York: Delacorte, 2014.
- Ibuse, Masuji. *Black Rain*. Translated by John Bester. Tokyo: Kodansha, 1969.
- Nagai, Mariko. *Dust of Eden*. Chicago: Albert Whitman, 2014.
- Park, Linda Sue. *When My Name Was Keiko*. New York: Clarion Books, 2001.
- Shelkin, Steve. *Bomb: The Race to Build—and Start—the World's Most Dangerous Weapon*. New York: Roaring Brook, 2012.

WEBSITES

- Children of the Atomic Bomb
<http://www.aabc.ucla.edu/cab/index.html>
 This site, created by Dr. James N. Yamazaki together with the UCLA Asian American Studies Center, offers information about Yamazaki as well as lesson plans and other resources.
- Disarmament Education
<http://www.un.org/disarmament/education/index.html>
 The United Nations Office for Disarmament Affairs provides a range of resources related to peace and disarmament, including reports, articles, podcasts, films, and links.
- Harry S. Truman Library and Museum: The Decision to Drop the Atomic Bomb
http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php
 The Harry S. Truman Library and Museum offers primary source documents as well as photographs and oral histories related to the atomic bombings of Hiroshima and Nagasaki.
- Hibakusha Stories
<http://www.hibakushastories.org>
 This site provides resources, hibakusha testimonials, and more about the atomic bombings of Hiroshima and Nagasaki.
- Nuclear Zero
<http://nuclearzero.org>
 This site, which has information about the Marshall Islands, the site of many US nuclear tests, includes an interactive tool called Nukesmap. Scroll to the bottom of the main page to find this nuclear simulation. Options include selecting the city and size of bomb, which allows users to envision what might happen if a nuclear bomb exploded over their city.
- "1945-1998"
<http://www.cfbto.org/specials/1945-1998-by-isaoo-hashimoto/>
 Created by Japanese artist Isao Hashimoto, this video shows a time-lapse representation of nuclear explosions worldwide from 1945 to 1998.

FURTHER READING: This list at the end of the book suggests books and websites on the same or related subjects. This list can be helpful in doing research for reports.

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