

***Flags of Our Fathers: Heroes of Iwo Jima* by James Bradley with Ron Powers
adapted for young people by Michael French (Published by Random House, 2001)**

Approved for use in Communication Arts, Grade 8

Summary

After American Marines battled in Iwo Jima on February 23, 1945, a famous photograph was taken of six men raising the U.S. flag. One of the men, John “Doc” Bradley never spoke of the photograph. After his death, his family discovered a box of documents from his experience. John Bradley’s son, James Bradley used the letters and photos to tell the true story behind the men in the photograph, including their similar upbringings, training, battles and struggles.

Connection to the Curriculum

Flags of Our Fathers is a nonfiction book that shows the human realities of war. The novel can be used to teach theme, character development and motivation, cause and effect, internal and external conflicts, and text features. The content of the story takes place during WWII and connects to the 8th grade Social Studies curriculum.

Standards

Course Objectives (Benchmarks)

Reading: 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

Literature: 2.1- The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

Possible Skills Taught (Indicators)

Reading:

1.4.12- The student uses prior knowledge, content, text type, and text features to make, revise, and confirm predictions.

1.4.13- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after the reading of the text.

1.4.14- The student uses information from the text to make inferences and draw conclusions.

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1.4.17- The student compares and contrasts varying aspects (characters’ traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.

1.4.20- The student identifies and describes the author’s purpose (e.g., to inform, to give directions, to entertain) and basic techniques the author uses to achieve that purpose.

Literature:

2.1.1- The student describes different aspects of major and minor characters (e.g. their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters’ interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.

2.1.3- The student identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author’s ideas about the subject) and supports with implicit and/or explicit information from the text.

2.1.5- The student understands the use of literary devices (e.g., foreshadowing, flashback).

A Note on the Text

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

The book has been adapted for young people from its original version and deals with the lives of the men that were in the famous picture of the raising of the flag in Iwo Jima.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities