

Group Members: Ashley Slade, Amanda Cameron, Anna Fenn, Danielle Meshen, Justin Bailey, Rebecca Thomas

## Media Project 1 Response:

### Hypertext Version of Hiroshima by Sarah Kay

#### [Hiroshima](#)

When they [bombed Hiroshima](#), the explosion formed a mini-supernova, so every living animal, human or plant that received direct contact with the rays from that sun was instantly turned to ash, and what was left of the city soon followed. The long-lasting damage of nuclear radiation caused an entire city and its population to [turn into powder](#). [When I was born](#), my mom says I looked around the whole hospital room with a stare that said, "This? I've done this before." She says I have [old eyes](#). When my Grandpa Genji died, I was only [five years old](#), but I took my mom by the hand and told her, "Don't worry, he'll [come back](#) as a baby." And yet, for someone who's apparently done this already, I still haven't figured anything out yet. My knees still buckle every time I get on a [stage](#). My self-confidence can be measured out in [teaspoons mixed into my poetry](#), and it still always tastes funny in my mouth.

But in Hiroshima, some people were wiped clean away, leaving only a [wristwatch](#) or a diary [page](#). So no matter that I have inhibitions to fill all my pockets, I keep trying, hoping that one day I'll write a poem I can be proud to let sit in a [museum exhibit](#) as the only proof I existed.

My parents named me Sarah, which is a [biblical](#) name. In the original story [God told Sarah](#) she could do something impossible and she laughed, because the first Sarah, she didn't know what to do with impossible. And me? Well, neither do I, but I see the impossible every day. Impossible is trying to connect in this world, trying to hold onto others while [things are blowing up around you](#), knowing that while you're speaking, they aren't just waiting for their turn to talk — they hear you. They feel exactly what you feel at the same time that you feel it. It's what I strive for every time I open my mouth — that impossible connection.

There's this piece of wall in Hiroshima that was completely burnt black by the [radiation](#). But on the front step, a person who was sitting there blocked the rays from hitting the stone, the only thing left now is a permanent shadow of [positive light](#). After the [A bomb](#), specialists said it would take 75 years for the radiation damaged soil of [Hiroshima City](#) to ever grow anything again, but that spring, there were new buds popping up from the earth.

When I meet you, in that moment, I'm no longer a part of your future. I start quickly becoming part of your past. But in that instant, I get to share your present. And you, you get to share [mine](#). And that is the greatest present of all. So if you tell me I can do the impossible, I'll probably laugh at you. I don't know if I can change the world yet, because I don't know that much about it — and I don't know that much about [reincarnation](#) either, but if you make me laugh hard enough, sometimes I forget what [century](#) I'm in. This isn't my first time here. This isn't my last time here. These aren't the last words I'll [share](#). But just in case, I'm trying my hardest to get it right this time around.

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For our first media project, our group decided to do a hyperlinked version of the spoken word poem “Hiroshima” by Sarah Kay. We felt this poem would be a great text to use for the project as spoken word poems are aurally received by the audience, which can sometimes make it difficult to understand or even hear! So, transcribing and adding additional information to the poem – especially one so emotionally impactful as this one – can create a more well-rounded experience for the reader.

1. As group we used collaborative thinking, internet searching, and voting to come up with our idea. The first thing we did was read through the assignment requirements provided in the syllabus and looked at the options of projects listed. We all agreed that the hyperlinked text would be fun and interactive for ourselves and our audience – our professor and classmates. We also felt this would be useful practice as this is an activity we could all use on our classroom blogs in the future. After we decided on the project we wanted to do, we all searched for a poem of our choosing, presented this poem to the group, and voted on which poem would be suitable for this assignment.

2. The pre-production strategies we employed were using prior knowledge, and looking at examples. This helped us think of multiple types of media to include in our hypertext poem, including social media, Youtube clips, and historical documents. When we had decided upon a poem, we split the text into sections that we could individually work on. Though we found the links for the pieces individually, we collaborated by asking for comments or ideas, as well as deciding the progression of certain clips. For example, the concept of Hiroshima and atomic bombs comes up multiple times, throughout multiple individual’s sections; we discussed where in a poem certain links for

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these words would be most powerful, and attempted to create a logical and emotionally strong progression.

3. Roles were assigned for the project by dividing up the stanzas and having each person provide relevant and interesting hyperlinks for their assigned stanza. The manner in which we assigned stanzas was by each choosing that which we either had some prior knowledge or ideas of, or that which we were most interested or emotionally impacted by. Time was managed by meeting as a group and planning out a timeline for the assignments.

4. When assessing this activity, we believe that our group work, time management, use of literacies, and hyperlink relevancy should be the core concepts assessed. As this is a multimedia assignment, we felt that our competency of hyperlinking and internet use should be assessed, which is why we created the category that checks for working hyperlinks and relevancy of information. We chose to include a category based on our incorporation of various literacies and the level of enhancement that each literacy contributed to viewer understanding of the text. We felt this was important as this course is based on helping teachers understand and use different literacies in their future classrooms. Our professional team working skills are being assessed through the inclusion of two categories, collaboration and time management. The collaboration category looks at respect demonstrated by the group members as well as the amount of work completed by each. In knowing that we would be assessed based on our cooperation and contributions, we worked quickly and respectfully. Overall, we worked very well

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together, learned more about engaging use of hyperlinks, and read a very impactful new poem (provided by Amanda).

5. One of the greatest challenges to using this approach in a classroom is that the technology or internet may not be available to all students. This can be improved upon by printing out pages of the information on the hyperlinks and making it available to all students. This activity also limits the possible perceptions of certain words. This approach also has the issue of keeping students on task when they are following the links while working individually/ working as a class and following each link while reading without them being bored. This project allowed students to learn about history surrounding the poem through the examination of various online resources.

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