



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Overview



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In this module, students will study Japanese-American relations during World War II. They will consider the question “How does war affect individuals and societies?” as they read case studies about the plight of Japanese-Americans interned on American soil and American prisoners of war held captive in Japan during World War II. The central texts are *Unbroken* by Laura Hillenbrand and a short biography of Miné Okubo, a Japanese-American interned during the war. As students read both of these pieces of literary nonfiction, they will consider how the narrative structure can communicate real events in a compelling manner. In Unit 1, students will build background knowledge as they consider the causes of Japanese and American involvement in World War II focusing on the war in the Pacific. They will begin by studying the attack on Pearl Harbor, considering conflicting accounts of this pivotal event.

In Unit 2, students will analyze case studies of Louie Zamperini (in *Unbroken*) and Miné Okubo to explore the thematic concept of resisting “invisibility” while being held captive. Students also will read primary source documents related to the internment of Japanese-Americans during World War II. Finally, in Unit 3, students will finish reading *Unbroken* and study a second thematic concept: the journey of the imprisoned or interned to becoming “visible” after release. Students will research Miné Okubo’s life after internment; and for their final performance task, they will write a narrative in which they tell the story of how she went from being made “invisible” during internment to becoming “visible” post-internment. This module is content-rich; consider previewing the full module with a social studies colleague and finding ways to collaborate to provide an even richer experience.

Guiding Questions And Big Ideas

- **How does war and conflict affect individuals and societies?**
- **How do historians/readers reconcile multiple accounts of the same event?**
- **How can narrative be used to communicate real events?**
- **How does captivity make the captive invisible?**
- **How can individuals become visible again?**
- **What are the advantages and disadvantages of using different media?**
- *The war affected both ordinary Japanese-Americans and American prisoners of war in life-changing ways.*
- *War and conflict bring important yet divergent experiences to individuals and societies.*
- *There are important yet divergent experiences in war and conflict.*



Performance Task

Students will research Miné Okubo's life after internment; and for their final performance task, they will share and reflect on their narrative in which they tell the story of how Okubo went from resisting efforts to make her "invisible" during internment to becoming "visible" post-internment. Students will base their exploded moment narrative on the following writing prompt: "Writing from Miné Okubo's perspective, tell the story of one moment in her struggle to become visible after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo's life to write an original narrative to answer the question 'How did Okubo become visible after her life in the internment camp?' The narrative must end with the sentence "I was visible again." **This performance task centers on NYSP12 ELA CCLS W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3.**

Content Connections

NYS Social Studies Core Curriculum:

3. Time, Continuity, and Change

- Reading, reconstructing, and interpreting events
- Analyzing causes and consequences of events and developments
- Considering competing interpretations of events

6. Power, Authority and Governance

- Origins, uses, and abuses of power
- Conflict, diplomacy, and war

10. Global Connections and Exchange

- Past, current, and likely future global connections and interactions
- Cultural diffusion, the spread of ideas, beliefs, technology, and goods
- Benefits/consequences of global interdependence (social, political, economic)
- Tension between national interests and global priorities



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> • RL.8.3¹.. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 	<ul style="list-style-type: none"> • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.
CCS Standards: Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> • RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for an analysis of literary text.
<ul style="list-style-type: none"> • RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 	<ul style="list-style-type: none"> • I can determine a theme or the central ideas of an informational text. • I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). • I can objectively summarize informational text.
<ul style="list-style-type: none"> • RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> • I can analyze the connections and distinctions between individuals, ideas or events in a text.
<ul style="list-style-type: none"> • RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). • I can analyze the impact of word choice on meaning and tone (analogies or allusions).

¹ Laura Hillenbrand presents the compelling story of Louis Zamperini in the literary nonfiction book, *Unbroken: A World War II Story of Survival, Resilience, and Redemption*. To be clear, this central text is nonfiction, and many aspects of the text will be analyzed using the Reading Standards for Information Text. However, since the book is also a narrative, the Reading Standards for Literature are, at times, also a useful lens. For example, Louie Zamperini is the main character that is developed over the course of the text. He happens to be a real character; nevertheless, studying his development using the Reading Literature Standard RL.8.3 is helpful. More details regarding this are provided in relevant lessons.



CCS Standards: Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none">• RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<ul style="list-style-type: none">• I can determine an author’s point of view or purpose in informational text.• I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<ul style="list-style-type: none">• RI.8.7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<ul style="list-style-type: none">• I can evaluate the advantages and disadvantages of using different media to present an idea.
<ul style="list-style-type: none">• RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<ul style="list-style-type: none">• I can analyze texts for disagreement on facts or interpretation.
<ul style="list-style-type: none">• RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	<ul style="list-style-type: none">• I can read grade-level informational texts proficiently and independently.• I can read above-grade informational texts with scaffolding and support.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">• W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ul style="list-style-type: none">a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<ul style="list-style-type: none">• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<ul style="list-style-type: none">a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<ul style="list-style-type: none">I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense.
<ul style="list-style-type: none">W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none">a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	<ul style="list-style-type: none">I can use evidence from informational texts to support analysis, reflection, and research.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">• W.8.11a Create a presentation, artwork, or text in response to a literary work, with a commentary that identifies and explains divergences from the original.<ul style="list-style-type: none">a. Make well-supported personal, cultural, textual, and thematic connections across genres. (W.8.11a)b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work	<ul style="list-style-type: none">• I can support the personal, cultural, textual, and thematic connections I make across genres.
CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none">• SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<ul style="list-style-type: none">• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues.• I can express my own ideas clearly during discussions.• I can build on others' ideas during discussions.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.b. Form and use verbs in the active and passive voice.c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.d. Recognize and correct inappropriate shifts in verb voice and mood.	<ul style="list-style-type: none">• I can use correct grammar and usage when writing or speaking.
<ul style="list-style-type: none">• L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.b. Use an ellipsis to indicate an omission.c. Spell correctly.	<ul style="list-style-type: none">• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.
<ul style="list-style-type: none">• L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<ul style="list-style-type: none">• I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ul style="list-style-type: none">a. Interpret figures of speech (e.g., verbal irony, puns) in context.b. Use the relationship between particular words to better understand each of the words.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).	<ul style="list-style-type: none">• I can analyze figurative language, word relationships, and nuances in word meanings.



Texts

1. Mary H. Curtin, "Riverside's Miné Okubo," Splinters-Splinters (blog), Aug. 27, 2011. <http://splinters-splinters.blogspot.com/2011/08/riversides-mine-okubo.html>.
2. Expeditionary Learning, "The Life of Miné Okubo," written for instructional purposes.
3. Chelsie Hanstad, Louann Huebsch, Danny Kantar, and Kathryn Siewert, "Miné Okubo," Voices from the Gaps, University of Minnesota, March 5, 2004. <http://voices.cla.umn.edu/artistpages/okuboMine.php>.
4. Laura Hillenbrand, *Unbroken: a World War II Story of Survival, Resilience, and Redemption* (New York: Random House, 2010), ISBN: 978-1-4000-6416-8.
5. Japanese Foreign Ministry, "Fourteen-Part Message," Dec. 7, 1941, Modern History Sourcebook: Pearl Harbour Attack Documents, 1941.
6. Walter Lippmann, "The Fifth Column on the Coast," The Washington Post, Feb. 12, 1942, as found at <http://encyclopedia.densho.org/sources/en-denshopd-i67-00001-1/>.
7. Edison McIntyre, "War in the Pacific," in Cobblestone (Vol. 15, Issue 1), Jan. 1994, 4.
8. Curtis B. Munson, The Report on Japanese on the West Coast of the United States ("the Munson Report"), Oct. 7, 1941, as found at http://encyclopedia.densho.org/Munson_Report/.
9. Franklin D. Roosevelt, "Executive Order No. 9066," Feb. 19, 1942, as found at <http://www.ourdocuments.gov/doc.php?flash=true&doc=73&page=transcript>.



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Varying Perspectives on World War II			
Weeks 1-3	<ul style="list-style-type: none"> • Launching the Module: Gallery Walk • Analyzing Character: Louie Zamperini • Building Background Knowledge: “War in the Pacific” 	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) • I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.8.3) • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) • I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) 	



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Varying Perspectives on World War II			
Weeks 1-3	<ul style="list-style-type: none"> Studying Conflicting Information: Varying Perspectives on the Pearl Harbor Attack Comparing Conflicting Accounts of the Pearl Harbor Attack Author's Craft: Narrative Technique 	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) I can determine a theme or the central ideas of an informational text. (RI.8.2) I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.8.3) I can determine an author's point of view or purpose in informational text. (RI.8.6) I can analyze texts for disagreement on facts or interpretation. (RI.8.9) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (NYSP 12 ELA CCLS RI.8.1 and RI.8.9)
	<ul style="list-style-type: none"> Comparing Conflicting Accounts of the Pearl Harbor Attack Fishbowl Discussion 	<ul style="list-style-type: none"> I can determine an author's point of view or purpose in informational text. (RI.8.6) I can analyze texts for disagreement on facts or interpretation. (RI.8.9) I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) I can express my own ideas clearly during discussions. (SL.8.1) I can build on others' ideas during discussions. (SL.8.1) 	<ul style="list-style-type: none"> Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack (NYSP 12 ELA CCLS RI.8.9, and SL.8.1a-e)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Made Invisible: The Imprisoned and Interned			
Weeks 3-6	<ul style="list-style-type: none"> • Key Incidents Reveals Aspects of Character • The Thematic Concept of the “Invisibility” of Captives during WWII • Building Background Knowledge: The Internment of Japanese-Americans during WWII 	<ul style="list-style-type: none"> • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) • I can determine a theme or the central ideas of an informational text. (RI.8.2) • I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) • I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Made Invisible: The Imprisoned and Interned			
Weeks 3-6	<ul style="list-style-type: none"> • Building Background Knowledge: The Internment of Japanese-Americans during WWII • Gathering Textual Evidence: “Invisibility” of Those Interned • Classifying and Evaluating Different Media 	<ul style="list-style-type: none"> • I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) • I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) • I can determine an author’s point of view or purpose in informational text. (RI.8.6) • I can evaluate the advantages and disadvantages of using different media to present an idea. (RI.8.7) • I can analyze texts for disagreement on facts or interpretation. (RI.8.9) • I can gather relevant information from a variety of sources. (W.8.8) 	<ul style="list-style-type: none"> • Mid-Unit 2 Assessment: Evaluating and Classifying Primary Sources (NYSP12 ELA CCLS RI.8.7)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Made Invisible: The Imprisoned and Interned			
Weeks 3-6	<ul style="list-style-type: none"> • Analysis of a Thematic Concept: Resisting Invisibility • Character Analysis: Resilience • Informational Essay Planning and Writing 	<ul style="list-style-type: none"> • I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) • I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) • I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Made Invisible: The Imprisoned and Interned			
Weeks 3-6	<ul style="list-style-type: none"> Informational Essay Planning and Writing 	<ul style="list-style-type: none"> I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> End of Unit 2 Assessment: Informational Essay: The Invisibility of Captives during WWII (NYSP12 ELA CCLS W.8.2, W.8.9, L.8.2c, and L.8.3.)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Made Invisible: The Imprisoned and Interned			
Weeks 7-8	<ul style="list-style-type: none"> • Analysis of a Thematic Concept: Becoming Visible • Introducing Thematic Statement and Essay Prompt • Researching Okubo 	<ul style="list-style-type: none"> • I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • I can use correct grammar and usage when writing or speaking. (L.8.1) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2) • I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) 	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Single Draft Narrative Writing (NYSP12 ELA CCLS W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2, and L.8.3.)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Made Invisible: The Imprisoned and Interned			
Weeks 7-8	<ul style="list-style-type: none"> Narrative Writing: Planning the Plot and Use of Narrative Techniques Analysis of Language Techniques 	<ul style="list-style-type: none"> I can read grade-level informational texts proficiently and independently. (RI.8.10) I can use technology to produce and publish writing that presents relationships between information and ideas efficiently. (W.8.6) I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can create a presentation, artwork, or text in response to a literary work with a commentary that identifies and explains divergences from the original. (W.8.11) <ul style="list-style-type: none"> I can make well-supported personal, cultural, textual, and thematic connections across genres. (W.8.11a) I can use correct grammar and usage when writing or speaking. (L.8.1) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Analysis of Language Techniques (NYSP12 ELA CCLS L.8.1a, L.8.1d, and L.8.5) Independent Reading Assessment: Independent Reading Book Review (NYSP12 CCLS RL.8.11a-b, W.8.11a)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Made Invisible: The Imprisoned and Interned			
Weeks 7-8	<ul style="list-style-type: none"> Final Performance Task: Narrative Sharing and Reflection of Narrative 	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) I can use technology to produce and publish writing that presents relationships between information and ideas efficiently. (W.8.6) I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9b) I can use correct grammar and usage when writing or speaking. (L.8.1) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) 	<ul style="list-style-type: none"> Final Performance Task: Narrative Writing: Becoming Visible after Internment Group Presentation and Reflection (NYSP12 ELA CCLS W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3)



Preparation and Materials

This module is content-rich; consider previewing the full module with a Social Studies colleague and finding ways to collaborate to give an even richer experience. Students may benefit from spending more time with specific primary source documents with the support of the Social Studies teacher. That teacher may also identify natural connections or extensions with the compelling content of this module that s/he can address during Social Studies class.

The calendar below shows what is due on each day.

Teachers can modify this document to include dates instead of lessons.

Due at Lesson	Reading	Focus Question:
Unit 1, Lesson 2	Reread the Preface and read pages 3–6 (to page break)	Use details from the text to describe Louie’s character in pages 3–6. What aspects of his character that you have read about so far may help him survive his situation described in the Preface? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 3	Read pages 6–12	On page 7, Hillenbrand writes, “When history carried him into war, this resilient optimism would define him.” How is Louie resilient and optimistic? What does it mean to “define him”? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 4	Read pages 13–18	Hillenbrand refers to the change in Louie as “rehabilitation” (13). How is Louie rehabilitated? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 5	Read pages 19–27	Hillenbrand writes, “Once his hometown’s resident archvillain, Louie was now a superstar, and Torrance forgave him everything” (20). How did Torrance show Louie he was forgiven? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 6	Read pages 28–37	What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 7	Read pages 38–47	Hillenbrand writes, “As Louie blazed through college, far away, history was turning” (43). Why does the author interrupt Louie’s narrative with information about Japan and Germany? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 9	Read pages 51–60, and the summary of pages 60–73	Hillenbrand uses similes and metaphors to describe the B-24. Choose one and explain the comparison she makes. What makes this comparison effective? Why does Hillenbrand give the reader these details? How do they help the reader understand the story better?
Unit 1, Lesson 11	Read pages 73–77 and 85–89, and the summaries of pages 78–85 and 91–113	On pages 85–89, why do you think Hillenbrand describes what the airmen fear in such detail? What does it help the reader understand about Louie and the men he served with? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 13	Read pages 114–121, the summary of pages 131–140, and pages 125–130 from the book	From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does Hillenbrand use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?



Due at Lesson	Reading	Focus Question:
Unit 2, Lesson 1	Read the summaries of pages 141–147 and 156–164, and pages 147–156 and 165–168 in the book	During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions where he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?
Unit 2, Lesson 2	Read pages 169–175 and 179–181	In what ways are Louie and Phil treated differently by each group of Japanese they meet in the early days of their imprisonment? Why might that be? Cite the strongest evidence from the text to support your thinking.
Unit 2, Lesson 3	Read pages 181–183 (halfway), skip second half of page 183 and 184, and read pages 184–188	Reread the last paragraph on page 182 through to the page break on page 183. According to Hillenbrand, dignity was the one thing that kept Louie and Phil going and it was also the one thing the guards sought to destroy. What is dignity? According to the text, what makes dignity so powerful?
Unit 2, Lesson 4	Read pages 189–190, the summary of pages 190–192, and pages 192–197 from the book	On page 196, Hillenbrand uses an example from Frederick Douglass’s autobiography. How does this allusion to an American slave help the reader understand Louie’s experiences? Cite the strongest evidence from the text to support your thinking.
Unit 2, Lesson 11	Read the summary of pages 200–203, 203–210 from the book, and the summary of pages 212–229.	The men imprisoned at Ofuna participate in small acts of rebellion and subversion. In what ways do they rebel, and what is the effect of these acts on the prisoners?
Unit 2, Lesson 12	Read 230–234, skip 235–237 (top), read pages 237–238, 239–242 in the book, and the summary of pages 242–244, read 244–247 in the book	What does Hillenbrand see as reasons the Bird is the way he is?
Unit 2, Lesson 13	Read pages 248–253, the summary of pages 253–258, and “Louie’s letter” on pages 256–257; pages 259–261 from the book	In what ways does Louie continue to resist invisibility?
Unit 2, Lesson 14	Read the summary of pages 291–293, and pages 301–308 in the book	Why do the men doubt that the war is over?
Unit 2, Lesson 18	Read pages 334–338 and the summary of pages 339–344	On page 338 Hillenbrand writes, “When the harsh push of memory ran through Louie, reaching for his flask became as easy as slapping a swatter on a fly.” What is happening to Louie? Why?
Unit 2, Lesson 19	Read pages 345–353	Holocaust survivor Jean Amery described “a seething, purifying, thirst for revenge” that some men experienced after being imprisoned in Nazi concentration camps. How is Louie an example of what Amery describes?

Due at Lesson	Reading	Focus Question:
Unit 3, Lesson 1	Read pages 354–356 (top), the summary of pages 356–361, and pages 363–376 and 377–380 in the book	On page 365, Hillenbrand writes, “No one could reach Louie because he had never really come home.” What finally brings Louie home?
Unit 3, Lesson 2	Read the Epilogue, pages 381–389	In what ways is Louie’s later life still an example of his “resilient optimism”?
Unit 3, Lesson 3	Read pages 389–398	What statement is Hillenbrand trying to make about resilience? What in the text makes you think this?
Unit 3, Lesson 1	Read pages 354–356 (top), the summary of pages 356–361, and pages 363–376 and 377–380 in the book	On page 365, Hillenbrand writes, “No one could reach Louie because he had never really come home.” What finally brings Louie home?

This module continues an independent reading structure that was formally introduced in Module 2. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Students are expected to continue reading texts, completing the reading log, and selecting new independent reading texts throughout Module 3A. The independent reading routine takes about 1/2 class period per week, with an additional day near the end of a unit or module for students to review and share their books. Although independent reading was launched in Module 2A, it is not formally assessed until Module 3A. This decision was made in order to allow students the time and opportunity to read self-selected texts, some of which may be quite long and take many weeks for students to complete. Independent reading is assessed in Unit 3 of this module. Students will write a book review based on one of the independent books they have read this school year, and may also be given an opportunity to share their books through a book talk given to peers.

Unbroken, by Laura Hillenbrand, was chosen as the central text for this module based on the author’s vivid and rich telling of one man’s struggle to overcome terribly debilitating circumstances while being held captive during World War II. Hillenbrand’s masterful account blends important historical context with personal and intimate details of the resilience of the human spirit. Because of the length and some adult and intense content, a reading calendar has been carefully crafted to allow for omitting some passages from the reading or, at times, passages have been summarized for students to read in place of the actual text.

Below is a letter to families regarding this text. Adapt as necessary to meet the needs of your school or district.



Dear Families,

At school, students will begin a new study about Japanese-American relations during World War II, and will be reading the compelling story of Louie Zamperini in the book *Unbroken: A World War II Story of Survival, Resilience, and Redemption*, by Laura Hillenbrand, and an account of Miné Okubo, a Japanese-American interned during World War II.

Students will read much of *Unbroken*, but certain excerpts have been summarized or omitted from the student reading calendar due to sensitive content. Great care has been taken to consider this reading calendar, and any time we read about violence in the world, we need to be extra thoughtful to make sure that everyone feels safe.

We welcome your feedback and questions about the important work that we are doing to support your child's growth as a reader, writer, and citizen.

Please print and sign your name on this letter and return it with your child to school tomorrow so that we know that you received this communication.

Sincerely,

parent/guardian name & signature

Estimadas Familias,

En la escuela, los estudiantes comenzarán un nuevo estudio sobre las relaciones entre Japón y los Estados Unidos durante la Segunda Guerra Mundial. Los estudiantes leerán una fascinante historia de Louie Zamperini en el libro *Inquebrantable; Una historia de supervivencia, fortaleza, y redención durante la Segunda Guerra Mundial*, por Laura Hillenbrand. También leerán un relato de Miné Okubo, un ciudadano japonés- americano internado durante la Segunda Guerra Mundial.

Los estudiantes leerán una gran parte del libro *Inquebrantable*, pero algunos pasajes han sido resumidos u omitidos del calendario de lectura de los estudiantes debido a su delicado contenido. Se ha tomado mucho cuidado en considerar este calendario de lectura, y siempre que leemos sobre violencia en el mundo, tenemos aún más cuidado de asegurarnos que todos se sientan seguros.

Acogemos con agrado sus comentarios y preguntas acerca del importante trabajo que realizamos para apoyar el crecimiento de su hijo como lector, escritor, y ciudadano.

Por favor imprima esta carta y firme su nombre y devuélvala a la escuela con su hijo mañana para que sepamos que ha recibido esta comunicación.

Atentamente,

Nombre y firma del padre / tutor



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Grade 8: Module 3A: Assessment Overview



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Final Performance Task	<p>Narrative Writing: Becoming Visible after Internment Group Presentation and Reflection</p> <p>During Unit 3, students will research Miné Okubo's life after internment. They will write a narrative in which they tell the story of how Okubo went from resisting efforts to make her "invisible" during internment to how she became "visible" post-internment. Students will base their exploded moment narrative on the following writing prompt: "Writing from Miné Okubo's perspective, tell the story of one moment in her struggle to become visible after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo's life to write an original narrative. Answer the question, 'How did Okubo become visible after her life in the internment camp?' The narrative must end with the sentence, 'I was visible again.'" Then, for their final performance task, students will share their narrative in a small group setting with other students, and reflect upon the research-based story they have written. This performance task centers on NYSP12 ELA CCLS W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3.</p>
Mid-Unit 1 Assessment	<p>Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack</p> <p>This assessment centers on standards NYSP 12 ELA CCLS RI.8.1 and RI.8.9. Students will consider conflicting information regarding the attack on Pearl Harbor by closely studying the response to the attack by either FDR or the Japanese government (they will also have the opportunity to familiarize themselves with the opposing perspective during the lessons). They will further their study by analyzing how the information they have learned might affect an individual in a society. Students will collect this information on a graphic organizer that will be formally assessed as the mid-unit assessment. This assessment serves as a checkpoint for the End of Unit 1 Assessment, in which students will present their assigned perspective in a Fishbowl discussion (just as, in previous modules, the best independent draft of an essay is often used as a checkpoint for the final draft of the essay).</p>
End of Unit 1 Assessment	<p>End of Unit 1 Assessment: Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack</p> <p>This assessment centers on standards NYSP 12 ELA CCLS RI.8.9 and SL.8.1a-e. Students will participate in a Fishbowl discussion that examines the Japanese and American responses to the attack on Pearl Harbor. The discussion will study the conflicting facts or interpretation of facts by both responses and will engage students to apply these conflicting responses as they reflect on the affect each might have on different individuals or groups. Students will set speaking goals for themselves as they participate in the Fishbowl discussion and will have the opportunity to self-reflect on those goals. In order to have a smaller group for the discussions, this assessment takes place across two days: in Lesson 12 (Part 1), half of the class discusses while the other half observes; in Lesson 13 (Part 2), the two groups switch roles. The specific discussion questions for Parts 1 and 2 differ; see Lessons 12 and 13 supporting materials for details.</p>



Mid-Unit 2 Assessment	<p>Evaluating and Classifying Primary Sources</p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.7. Students will use various mediums to convey information about World War II, and further their analysis as they evaluate the advantages and disadvantages of using different media to convey information on a topic. Students will complete this analysis using a graphic organizer.</p>
End of Unit 2 Assessment	<p>End of Unit 2 Assessment: Informational Essay: The Invisibility of Captives during WWII</p> <p>This assessment centers on NYSP12 ELA CCLS W.8.2, W.8.9, L.8.2c, and L.8.3. Students will write an informational essay in which they answer the prompt: During World War II, what were the efforts to make both Japanese-American internees and American POWs in Japan “invisible,” and how did each group resist? Use the strongest evidence from Unbroken, and selected other informational sources about Japanese-American internees.” This is a two-part assessment: Part 1 is students’ best independent draft, and Part 2 is their final revised draft.</p>
Mid-Unit 3 Assessment	<p>Single-Draft Narrative Writing</p> <p>This assessment centers on NYSP12 ELA CCLS W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2, and L.8.3. Students will briefly research Miné Okubo’s life after internment and write a narrative in which they tell the story of how Okubo went from being made “invisible” during internment to becoming “visible” post-internment. Students will base their narrative on this writing prompt: “Writing from Miné Okubo’s perspective, tell the story of one episode in her struggle to become visible again after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo’s life to write an original narrative to answer the question, ‘How did Okubo become visible again after her life in the internment camp?’ The narrative must end with the sentence, ‘I was visible again.’”</p>
End of Unit 3 Assessment	<p>Analysis of Language Techniques</p> <p>This assessment centers on NYSP12 ELA CCLS L.8.1a, L.8.1d, and L.8.5. Students will answer multiple-choice questions and respond to short-answer questions as they determine the effectiveness of sample language techniques such as the functions and types of verbals, use the subjunctive and conditional mood in a sentence, and the meaning conveyed by using the active and passive voice.</p>



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Grade 8: Module 3A: Performance Task



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Summary of Task

- During Unit 3, students will research Miné Okubo's life after internment. They will write a narrative in which they tell the story of how Okubo went from resisting efforts to make her "invisible" during internment to how she became "visible" post-internment. Students will base their exploded moment narrative on the following writing prompt: "Writing from Miné Okubo's perspective, tell the story of one moment in her struggle to become visible after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo's life to write an original narrative. Answer the question, 'How did Okubo become visible after her life in the internment camp?' The narrative must end with the sentence, 'I was visible again.'" Then, for their final performance task, students will share their narrative in a small group setting with other students, and reflect upon the research-based story they have written. **This performance task centers on NYSP12 ELA CCLS W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3.**

Format

Narrative Story (3–4 pages, typed, one-sided, on 8.5" x 11" paper)



Standards Assessed Through This Task

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. Spell correctly.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).



Student-Friendly Writing Invitation/Task Description

- During this module, you have learned that there are important yet divergent experiences in war and conflict.
- For example, both Louie Zamperini and Miné Okubo were American citizens who lived through World War II. Although their experiences of the war differed, both of their stories are important to study to understand how war and conflict affect individuals and society. However, Louie and Miné's stories also share similarities, like the thematic concept of **the invisibility of captives during World War II**.
- You have studied Louie's journey from resisting invisibility as a POW to becoming visible after the war. Now you are going to write a narrative imagining Miné's journey from resisting invisibility as a Japanese-American internee to becoming visible again.
- **Writing from Mine Okubo's perspective, tell the story of one moment in her struggle to become visible after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo's life to write an original narrative. Answer the question, "How did Okubo become visible after her life in the internment camp?" The narrative must end with the sentence, "I was visible again."**
- First, you will read an article about Miné Okubo's life to learn more about what happened after she left the internment camp. Then, you will choose one of the following moments to write about:
 - a. 1944: Walter Cronkite interview
 - b. 1946: publication of *Citizen 13660*
 - c. 1981: testimony in front of Congress
 - d. 1993: first production of *Miné: A Name for Herself*
- Luckily, you have an excellent model for using narrative writing to communicate real events: Laura Hillenbrand's *Unbroken*. Hillenbrand wrote about a real person—Louie Zamperini—so her text is nonfiction, but she used narrative techniques to bring the story to life. You will use the same techniques you have analyzed in her writing to make your own narrative engaging.



Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

- Follow the narrative structure with a strong lead or exposition, rising action with a logical progression of three events in the story, climax, reflection, and a satisfying conclusion.
- Include narrative techniques such as: dialogue, description & details, pacing, transition words/phrases, precise words & sensory language, and reflection
- Include research-based facts and details which add authenticity to the story
- Adhere to the conventions of standard written English

Options For Students

- Students are given four choices to select their expanded moment. Some struggling students may benefit from the teacher selecting one of these four specific moments. Other students may benefit from making their own selection of another moment when Okubo becomes visible (based on their own research).
- Students might choose to include photographs or multi-media aspects to their narrative.

Options For Teachers

- Allow more time for students to revise their single draft narratives.
- Choose to a different format in which students might share their narratives with an audience beyond the classroom.

Resources And Links

- Consider using the Library of Congress Teaching with Primary Sources as a resource for World War II and Japanese Internment. <http://www.loc.gov/teachers/tps/>



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Grade 8: Module 3A: Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the Japanese American relations in World War II. It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note however that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (<740L–925L)			
<i>A Boy at War: A Novel of Pearl Harbor</i>	Harry Mazer (author)	Literature	530
<i>Citizen 13660</i>	Miné Okubo (author)	Biography	920
<i>Remember Pearl Harbor: American and Japanese Survivors Tell Their Stories</i>	Thomas Allen (author)	Collective Biography	820
<i>Pearl Harbor: The U.S. Enters World War II</i>	Steve Dougherty (author)	Informational	900



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within Grade 6 band level (925L–1070L)			
<i>The War at Home: Japan During World War II</i>	Linda Spencer (author)	Informational	930*
<i>Up from the Ashes: Rebuilding Japan After World War II</i>	Pat Ohlenroth (author)	Informational	1020*
<i>Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference</i>	Joanne Oppenheim (author)	Informational	1040
<i>Why Did Hiroshima Happen?</i>	R.G. Grant (author)	Informational	1170*
Lexile text measures within Grade 6–8 band level (925–1185L)			
<i>Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment</i>	Jeanne Houston (author)	Informational	1040
<i>Air Raid—Pearl Harbor! The Story of December 7, 1941</i>	Theodore Taylor (author)	Informational	1070
<i>Why Did Hiroshima Happen?</i>	R.G. Grant (author)	Informational	1170*

*Lexile based on a conversion from Accelerated Reading level.



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1185L)			
<i>A Battle History of the Imperial Japanese Navy (1941–1945)</i>	Paul Dull (author)	Informational	No LXL ‡
<i>World War II</i>	R.G. Grant (author)	Informational	No LXL ‡
<i>Impounded: Dorothea Lange and the Censored Images of Japanese American Internment</i>	Linda Gordon (editor)	Informational	No LXL ‡
<i>Dr. Seuss Goes to War: The World War II Editorial Cartoons of Theodore Seuss Geisel</i>	Richard Minear (author)	Informational	No LXL ‡
<i>Desert Exile: The Uprooting of a Japanese American Family</i>	Yoshiko Uchida (author)	Informational	1280

*Lexile based on a conversion from Accelerated Reading level.

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‡Book content may have higher-maturity-level text



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Grade 8: Module 3A: Unit 1: Overview



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Unit 1: Overview: Building Background Knowledge: Varying Perspectives on World War II

In this first unit, students will build background knowledge about Japanese-American relations during World War II. They will consider the causes of both Japanese and American involvement in the war, beginning with the attack on Pearl Harbor. Students will read FDR's and the Japanese government's responses to the bombing and will consider conflicting perspectives of the same event. For the mid-unit assessment, they will collect, prepare, and submit their best evidence revealing conflicting accounts and perspectives on the attack on Pearl Harbor. Students will

use this evidence for the end of unit assessment in which they will present the information in a Fishbowl discussion. During this unit, they will begin reading the central text of the module, *Unbroken: A World War II Story of Survival, Resilience, and Redemption* by Laura Hillenbrand. As they read Part 1 of the text in this unit, students will build background knowledge on American Louis Zamperini, as well as begin their study of Hillenbrand's craft as she weaves a compelling narrative in this piece of literary nonfiction.

Guiding Questions And Big Ideas

- **How does war and conflict affect individuals and societies?**
- **How do historians/readers reconcile multiple accounts of the same event?**
- **How can narrative be used to communicate real events?**
- *The war affected both ordinary Japanese-Americans and American prisoners of war in life-changing ways.*
- *War and conflict bring important yet divergent experiences to individuals and societies.*



Mid-Unit 1 Assessment	<p>Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack</p> <p>This assessment centers on standards NYSP 12 ELA CCLS RI.8.1 and RI.8.9. Students will consider conflicting information regarding the attack on Pearl Harbor by closely studying the response to the attack by either FDR or the Japanese government (they will also have the opportunity to familiarize themselves with the opposing perspective during the lessons). They will further their study by analyzing how the information they have learned might affect an individual in a society. Students will collect this information on a graphic organizer that will be formally assessed as the mid-unit assessment. This assessment serves as a checkpoint for the End of Unit 1 Assessment, in which students will present their assigned perspective in a Fishbowl discussion (just as, in previous modules, the best independent draft of an essay is often used as a checkpoint for the final draft of the essay).</p>
End of Unit 1 Assessment	<p>Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack</p> <p>This assessment centers on standards NYSP 12 ELA CCLS RI.8.9 and SL.8.1a-e. Students will participate in a Fishbowl discussion that examines the Japanese and American responses to the attack on Pearl Harbor. The discussion will study the conflicting facts or interpretation of facts by both responses and will engage students to apply these conflicting responses as they reflect on the affect each might have on different individuals or groups. Students will set speaking goals for themselves as they participate in the Fishbowl discussion and will have the opportunity to self-reflect on those goals. In order to have a smaller group for the discussions, this assessment takes place across two days: in Lesson 12 (Part 1), half of the class discusses while the other half observes; in Lesson 13 (Part 2), the two groups switch roles. The specific discussion questions for Parts 1 and 2 differ; see Lessons 12 and 13 supporting materials for details.</p>



Content Connections

NYS Social Studies Core Curriculum:

- **3. Time, Continuity, and Change**
 - Reading, reconstructing, and interpreting events
 - Analyzing causes and consequences of events and developments
 - Considering competing interpretations of events
- **6. Power, Authority, and Governance**
 - Origins, uses, and abuses of power
 - Conflict, diplomacy, and war
- **10. Global Connections and Exchange**
 - Past, current, and likely future global connections and interactions
 - Cultural diffusion, the spread of ideas, beliefs, technology, and goods
 - Benefits/consequences of global interdependence (social, political, economic)
 - Tension between national interests and global priorities

Science

N/A

Texts

1. Laura Hillenbrand, *Unbroken: A World War II Story of Survival, Resilience, and Redemption* (New York: Random House, 2010), ISBN: 978-1-4000-6416-8
2. Japanese Foreign Ministry, “Fourteen-Part Message,” delivered to the U.S. secretary of state Dec. 7, 1941, as found in the Supporting Materials of Lesson 7.
3. “Edison McIntyre, “War in the Pacific,” in *Cobblestone* (Vol. 15, Issue 1), Jan. 1994, 4.
4. Franklin D. Roosevelt, “Day of Infamy” speech, delivered Dec. 8, 1941, as found at <http://history1900s.about.com/od/franklindroosevelt/a/Day-Of-Infamy-Speech.htm>



This unit is approximately 2.5 weeks or 13 sessions of instruction

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Launching the Text: Building Background Knowledge on Louie Zamperini and World War II (Preface, Pages 3–6)	<ul style="list-style-type: none"> I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) 	<ul style="list-style-type: none"> I can analyze how incidents in <i>Unbroken</i> reveal aspects of Louie Zamperini as a character. I can use photographs of World War II to build background knowledge about <i>Unbroken</i>. 	<ul style="list-style-type: none"> Notice/Wonder note-catcher 	<ul style="list-style-type: none"> Gallery Walk protocol
Lesson 2	Analyzing Character: Louie Zamperini	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) 	<ul style="list-style-type: none"> I can deepen my understanding of key words in <i>Unbroken</i> by using a vocabulary square. I can cite evidence that supports my analysis of <i>Unbroken</i>. I can analyze how incidents in <i>Unbroken</i> reveal aspects of Louie's character. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, preface, pages 3–6 (from homework) Vocabulary Square QuickWrite: Allusions 	<ul style="list-style-type: none"> Chalkboard Splash protocol



Lesson	Lesson Title	Long Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Close Reading: Louie's Change of Heart	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4) I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) 	<ul style="list-style-type: none"> I can use a Frayer Model to deepen my understanding of words in <i>Unbroken</i>. I can analyze the impact of word choice on meaning and tone in <i>Unbroken</i>. I can cite evidence that supports my analysis of <i>Unbroken</i>. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 6–12 (from homework) Text-dependent questions 	<ul style="list-style-type: none"> Understanding Louie: Character Traits
Lesson 4	Building Background Knowledge: “War in the Pacific,” Part 1	<ul style="list-style-type: none"> I can determine the central ideas of an informational text. (RI.8.2) I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) 	<ul style="list-style-type: none"> I can determine the central idea of “War in the Pacific.” I can determine the meaning of words and phrases in “War in the Pacific.” 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 13–18 (from homework) Vocabulary in “War in the Pacific” 	<ul style="list-style-type: none"> Give One, Get One , Move On protocol
Lesson 5	Building Background Knowledge: “War in the Pacific,” Part 2	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) 	<ul style="list-style-type: none"> I can cite evidence to analyze how the conflict escalated between Japan and the United States before the attack on Pearl Harbor. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 19–27 (from homework) Understanding Perspectives: Pearl Harbor graphic organizer 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Studying Conflicting Information: Varying Perspectives on the Pearl Harbor Attack, Part 1	<ul style="list-style-type: none"> I can determine an author's point of view or purpose in informational text. (RI.8.6) 	<ul style="list-style-type: none"> I can determine Roosevelt's point of view in his "Day of Infamy" speech. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 28–37 (from homework) Text-dependent questions from "Day of Infamy" speech 	
Lesson 7	Building Background Knowledge: The Pearl Harbor Attack: <i>Unbroken</i> , Pages 38–47	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) 	<ul style="list-style-type: none"> I can use evidence from <i>Unbroken</i> that supports my understanding of the Pearl Harbor attack. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 38–47 (from homework) Text-dependent questions from "Fourteen-Part Message" 	<ul style="list-style-type: none"> Think-Write-Pair-Share protocol
Lesson 8	Studying Conflicting Information: Varying Perspectives on the Pearl Harbor Attack, Part 2	<ul style="list-style-type: none"> I can determine an author's point of view or purpose in informational text. (RI.8.6) I can express my own ideas during discussions. (SL.8.1) I can build on others' ideas during discussions. (SL.8.1) 	<ul style="list-style-type: none"> I can determine the Japanese government's point of view in the "Fourteen-Part Message." I can discuss the points of view of President Roosevelt and the Japanese government. I can use sentence starters to build on others' ideas. 	<ul style="list-style-type: none"> Text-dependent questions from the "Fourteen-Part Message" 	
Lesson 9	Connecting Ideas in Primary and Secondary Sources: What Led to the Attack on Pearl Harbor?	<ul style="list-style-type: none"> I can analyze texts for disagreement on facts or interpretation. (RI.8.9) I can determine an author's point of view or purpose in informational text. (RI.8.6) 	<ul style="list-style-type: none"> I can determine an author's point of view in a primary source. I can analyze how President Roosevelt and the Japanese government interpreted actions differently. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 (from homework) Analyzing Perspectives recording form 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Mid-Unit Assessment and Author's Craft: Narrative Techniques	<ul style="list-style-type: none"> I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) 	<ul style="list-style-type: none"> I can analyze the impact of word choice on meaning and tone in <i>Unbroken</i>. I can determine if sentences are in active or passive voice. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (from homework) <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 (from homework) Active and Passive Sentences handout 	<ul style="list-style-type: none"> Things Good Writers Do Think-Write-Pair-Share protocol
Lesson 11	Author's Craft: Analyzing Narrative Techniques (Pages 73–113)	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1) I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects. (L.8.3) 	<ul style="list-style-type: none"> I can cite the strongest evidence to support my analysis of <i>Unbroken</i>. I can analyze the impact of word choice on meaning and tone in <i>Unbroken</i>. I can analyze Hillenbrand's use of active and passive voice in <i>Unbroken</i>. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 73–133 (from homework) Vocabulary Word Sort Written Conversation 	<ul style="list-style-type: none"> Written Conversation protocol Think-Write-Pair-Share protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	End of Unit Assessment: Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack	<ul style="list-style-type: none"> I can analyze texts for disagreement on facts or interpretation. (RI.8.9) I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) I can build on others' ideas during discussions. (SL.8.1) 	<ul style="list-style-type: none"> I can analyze FDR's "Day of Infamy" speech and the Japanese Foreign Ministry's "Fourteen-Part Message" for disagreement on facts or the interpretation of facts. I can participate in a Fishbowl discussion about two different responses to the attack on Pearl Harbor. I can listen to others and build on their ideas during the Fishbowl discussion. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Fishbowl note-catcher End of Unit 1 Assessment: Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack (specifically the goals based on the rubric) 	<ul style="list-style-type: none"> Fishbowl protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	End of Unit Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack	<ul style="list-style-type: none"> I can analyze texts for disagreement on facts or interpretation. (RI.8.9) I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) I can build on others' ideas during discussions. (SL.8.1) 	<ul style="list-style-type: none"> I can analyze FDR's "Day of Infamy" speech and the Japanese Foreign Ministry's "Fourteen-Part Message" for disagreement on facts or the interpretation of facts. I can participate in a Fishbowl discussion about two different responses to the attack on Pearl Harbor. I can listen to others and build on their ideas during the Fishbowl discussion. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Fishbowl note-catcher End of Unit 1 Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack (specifically the goals based on the rubric) Exit Ticket: Fishbowl Discussion Wrap-Up 	<ul style="list-style-type: none"> Fishbowl protocol

Optional: Experts, Fieldwork, And Service

Experts:

- Collaborate with the social studies teacher during this unit, as students build background knowledge about the Pacific theater in World War II.
- Invite World War II historians or veterans to visit and provide compelling and interesting stories and experiences about the Pacific theater.

Fieldwork:

- Students may study local monuments and the service of community members who were involved in World War II, specifically the Pacific front.

Service:

- Students may organize a benefit or event to recognize the service and sacrifice of veterans in their community

Optional: Extensions

- Consider using the Library of Congress Teaching with Primary Sources as a resource for World War II and Japanese internment. <http://www.loc.gov/teachers/tps/>

Preparation and Materials

As students read each night for homework, they will also complete corresponding structured notes. Consider which students might benefit from the supported structured notes. Students will need to keep these notes in a safe place; consider having them keep the notes in a sturdy folder.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 1

Launching the Text: Building Background Knowledge on Louie Zamperini and World War II (Preface, Pages 3–6)



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

Supporting Learning Targets

- I can analyze how incidents in *Unbroken* reveal aspects of Louie Zamperini as a character.
- I can use photographs of World War II to build background knowledge about *Unbroken*.

Ongoing Assessment

- Notice/Wonder note-catcher



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Read-aloud (10 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Gallery Walk: World War II (15 minutes)</p> <p>B. Establishing Reading Routines: Reading Homework with Structured Notes (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief Learning Targets (5 minutes)</p> <p>B. Preview Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Reread the preface and complete a first read of pages 3–6 (to page break). Complete the focus question and vocabulary on the structured notes.</p>	<ul style="list-style-type: none"> • This lesson launches Module 3A and begins with a read-aloud and Gallery Walk to build background knowledge about the main character of the book and the Pacific theater in World War II. • Laura Hillenbrand presents the compelling story of Louis Zamperini in the literary nonfiction book <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i>. To be clear, this central text is nonfiction, and many aspects of the text will be analyzed using the Reading Standards for Information Text. However, since the book is also a narrative, the Reading Standards for Literature are, at times, a useful lens. For example, Louie Zamperini, the main character, happens to be a real person. Nevertheless, Reading Literature Standard RL.8.3 is helpful in studying his development over the course of the text. • Since Hillenbrand refers to Louis Zamperini throughout the book as Louie, the lesson scripts in this module refer to him as Louie, as well. This provides consistency with the book and eliminates possible confusion. • <i>Unbroken</i> is a difficult text. In this lesson, students hear the preface read aloud as they follow along silently. This read-aloud gives students a chance to hear a fluent reader model this difficult text. In previous lessons, the read-aloud was “pure” and was read only to model fluency and help build understanding. For this read-aloud, continue to model fluent reading, but also pause for comprehension checks to ensure students’ understanding. • This lesson reviews the structured notes routine that was introduced in Module 2A. Students will use this note-taking format throughout their study of the book. With each reading assignment, students write the gist of the reading homework, answer a focus question, and attend to teacher-selected vocabulary words. Key words for each chapter include academic words that serve a number of purposes. Most have prefixes, suffixes, or Latin or Greek roots. Many are adjectives that are used to describe settings or characters. Others are words students should know to understand critical incidents in the book. • For readers who struggle, an optional set of supported structured notes includes chapter summaries and vocabulary definitions.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• The <i>Unbroken</i> structured notes, supported structured notes, and Structured Notes Teacher Guide are provided at the end of each lesson.• Students should keep the structured notes, because the information collected will provide details and evidence for the essays in Units 2 and 3. Consider providing the structured notes handouts in a packet or storing them in a folder.• The images used in the Gallery Walk will also be used for the Mid-Unit 2 Assessment, in which students classify different media and evaluate their advantages and disadvantages. Be sure to hold on to these images for that assessment.• In advance: Review the Gallery Walk protocol (see Appendix); prepare and post the photographs for the Gallery Walk (see links in supporting materials).• Post: Learning targets.

Lesson Vocabulary	Materials
foreshadow; bombardier (xvii), theater (as in “military theater”)	<ul style="list-style-type: none">• <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> (one per student)• Notice/Wonder note-catcher (one per student)• Gallery Walk photographs (see links in supporting materials; see photographs to post and a copy of one photograph to display; see Teaching Note above)• Document camera• Timer• <i>Unbroken</i> structured notes, preface, pages 3–6 (one per student)• <i>Unbroken</i> supported structured notes, preface, pages 3–6 (optional; for students needing additional support)• <i>Unbroken</i> Structured Notes Teacher Guide, preface, pages 3–6 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Read-aloud (10 minutes)</p> <ul style="list-style-type: none"> • Distribute the central text, <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> by Laura Hillenbrand and the Notice/Wonder note-catcher. • Read aloud the title of the book and ask students to turn to the preface and follow along in their heads as you read it aloud. At times, pause to check for comprehension by inviting students to record their thinking on the Notice/Wonder note-catcher. • After reading the preface, invite students to turn and talk to a partner. <ul style="list-style-type: none"> * “What did you learn about Louie Zamperini from the preface?” • Cold call three or four student pairs and listen for them to articulate that Louie was an Air Force <i>bombardier</i> (explain that a bombardier is someone who releases bombs from inside a warplane), was 26 years old, and was an Olympic runner, one of the greatest in the world. • Students may comment on Louie’s physical condition; probe them to consider his mental and emotional condition by asking: <ul style="list-style-type: none"> * “What can you infer about Louie’s mental and emotional state from the preface?” • Students may recognize Louie as the strongest physically and mentally, since he signaled for the plane to see the men on the raft. It is fine if they do not mention this now, since they are just coming to know Louie as a character. 	<ul style="list-style-type: none"> • Pairing students for comprehension discussions during the reading will provide a supportive structure for reading and understanding a complex text. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. It also provides a reminder to students and teachers about the intended learning behind a given lesson or activity.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite a student to read aloud the first learning target:<ul style="list-style-type: none">* “I can analyze how incidents in Unbroken reveal aspects of Louie Zamperini as a character.”• Ask:<ul style="list-style-type: none">* “What does the word foreshadow mean?”• Cold call a student to explain.• Make sure a student-friendly definition is provided. (For example: To foreshadow means to in some way hint, show, or tell something that will happen in the future.)• Then ask:<ul style="list-style-type: none">* “What is the first incident the author shares with us to introduce us to Louie?”* “How might this incident foreshadow what’s to come?”• Cold call one or two class members to explain their thinking.• Share with students that the preface of Unbroken gives them a glimpse of the kind of person Louie is. They will come to know Louie as a character over the course of the book.• Invite a different student to read aloud the second learning target:<ul style="list-style-type: none">* “I can use photographs of World War II to build background knowledge about Unbroken.”• Explain that the class is going to do a Gallery Walk to begin building background knowledge on the historical context of the book.	



Work Time	Meeting Students' Needs
<p>A. Gallery Walk: World War II (15 minutes)</p> <ul style="list-style-type: none">• Direct students to the second portion of the Notice/Wonder note-catcher, “Gallery Walk.”• Review the Gallery Walk protocol:• Tell students that in a moment, they will examine several photographs posted throughout the room (or along the hallway outside the classroom).• At each photograph, they should use their Notice/Wonder note-catcher to record specific details they notice (e.g., “Family standing with suitcases,” “Military men looking at a paper on the ground”) and things they wonder about (“I wonder why they are serious.” “What are they looking at?” “When was this?”).• Remind students that they will need to make inferences during this activity.• Display one of the photographs using the document camera. Model for students how to make an inference or to take clues from the text and use your background knowledge to express something you think is true based on these facts. For example: “This picture is about World War II, and I know this because of the look of the ship, and I’ve seen pictures of World War II in history class.” Clarify for the class that an inference is not an unfounded opinion (“I hate this picture”).• Tell students they will have just a minute at each picture and might not get to all of them.• Remind the class about your expectations for safe movement and quiet voices during this work period. (For example: “As you move from photograph to photograph, there is no need to engage in side conversations. I expect ‘zero’ voice levels during this time. Also, please move carefully, taking care not to bump into one another.”). Ask students to transition to small groups by each photograph.• Using a timer so that you know when one minute has passed, ask students to begin the Gallery Walk.• As students complete this activity, circulate to observe and support as needed. You might notice that they are making inferences (e.g., “It’s about Pearl Harbor” or “The people are being removed from their homes”). This is ideal, as it provides the basis for the follow-up conversation.• After about 10 minutes, ask students to return to their seats and refer to their Notice/Wonder note-catchers.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call several students to share what they noticed and wondered. Once an inference comes up, probe the students about why they said what they said (e.g., “You said you saw a picture about Pearl Harbor. What specifically did you see that made you think this?” or “You used your background knowledge to make an inference that the ship in the photograph was at Pearl Harbor. How did you know this?”) • Remind students that when they use their background knowledge to add meaning to a picture or text, they are making inferences. • Invite them to turn and talk to a partner. Encourage them to use the sentence starters from the bottom of the Notice/Wonder note-catcher during their conversation: <ul style="list-style-type: none"> * “What do all of these photographs have in common?” • While students discuss, circulate and probe to encourage them to move beyond the literal of what they see in the photographs to what they infer about the people in the photographs. • Cold call two or three student pairs to share out whole group. Then, tell students that many of the photographs feature aspects of World War II that took place in the Pacific theater. Explain that in this case, theater means an area or location where important military events took place. They may be familiar with the European theater in World War II, which is where the Allies engaged in important military events in Germany, France, etc. 	
<p>B. Establishing Reading Routines: Reading Homework with Structured Notes (5 minutes)</p> <ul style="list-style-type: none"> • Distribute Unbroken structured notes, preface, pages 3–6 and reorient students to the three sections of the organizer, which is similar to the way they took notes in Module 2. Tell students that these structured notes should be familiar to them. They will write the gist of what they read for homework, answer a focus question, and define some vocabulary words. • Explain that they will have reading homework every night and will need to pay careful attention to the assignment. Mostly, they will read straight from the book, but at times they will read a summary of a portion of the book, which will be provided for them on the structured notes. At other times, they will be asked to skip portions of the book altogether. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Cold call a student to read aloud the first learning target: <ul style="list-style-type: none"> * “I can analyze how incidents in <i>Unbroken</i> reveal aspects of Louie Zamperini as a character.” • Ask students to turn and talk to share one detail or inference about Louie as a character based on the incident in the preface. • Cold call a different student to read aloud the second learning target: <ul style="list-style-type: none"> * “I can use photographs of World War II to build background knowledge about <i>Unbroken</i>.” • Invite students to turn and talk about what they know and what they infer about the historical setting in <i>Unbroken</i> based on the Gallery Walk photographs. 	<ul style="list-style-type: none"> • For struggling readers, an optional set of supported structured notes is provided (see supporting materials) that includes a chapter summary and vocabulary definitions. This scaffolded approach will ensure students have an accurate understanding of what the text says, as well as appropriate vocabulary definitions, allowing them to spend their energy on answering the focus question and identifying context clues that point toward the vocabulary definitions
<p>B. Preview Homework (5 minutes)</p> <ul style="list-style-type: none"> • Tell students that their homework is to reread the preface and complete a first read of pages 3–6 (to page break) in the book. They should complete the structured notes by defining the vocabulary and answering the focus question. • Explain that students will learn much more about Louie as they continue to read the book, but this first glimpse in the first few pages is a great start in learning about him 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread the preface and complete a first read of pages 3–6 (to page break) in <i>Unbroken</i>. Complete the focus question and vocabulary on the structured notes. • Focus question: “Use details from the text to describe Louie’s character in pages 3–6. What aspects of his character that you have read about so far may help him survive his situation described in the preface? Use the strongest evidence from the book to support your answer.” 	<ul style="list-style-type: none"> • Consider providing supported structured notes for students who struggle.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 1

Supporting Materials



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Notice/Wonder
Note-catcher

Name:

Date:

Notice	Wonder
Preface, <i>Unbroken</i>	
Gallery Walk	



Notice/Wonder
Note-catcher

Partner Discussion Starters
I hear that you said ...
I'm still wondering ...
Now that I know that, I think ...
What you said about ... raised a question for me. (Ask question.)



Gallery Walk Photograph
7th War Loan



Cecil Calvert Beall. "7th War Loan. Now—All Together." Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/95501013/>.



Gallery Walk Photograph
Boy on Suitcase



Lee, Russell. "Los Angeles, California. Japanese-American child who is being evacuated with his parents to Owens Valley." Prints and Photograph Division, Library of Congress. Washington. 1942. <http://www.loc.gov/pictures/item/fsa1998003572/PP/>



Gallery Walk Photograph

U.S.S. Neosho, navy oil tanker, leaving berth, surrounded by stricken ships, in order to escape Japanese attack



Official U.S. Navy Photograph



Gallery Walk Photograph

USS Arizona, at height of fire, following Japanese aerial attack on Pearl Harbor, Hawaii



United States Navy. "USS Arizona, at height of fire, following Japanese aerial attack on Pearl Harbor, Hawaii." Prints and Photographs Division. Library of Congress. <http://www.loc.gov/pictures/item/92500933/>.



Gallery Walk Photograph

Major General M.F. Harmon, commanding the United States Army in the South Pacific area, pointing to his map as two members of his staff, look on.



Farm Security Administration - Office of War Information. "Major General M.F. Harmon, commanding the United States Army in the South Pacific area, pointing to his map as two members of his staff, Brigadier General N.F. Twining, chief of staff, and Colonel G.C. Jamieson, look on. The picture was taken in front of the headquarters in New Caledonia." Overseas Picture Division, Library of Congress. <http://www.loc.gov/pictures/collection/fsa/item/owi2001045256/PP/>.



Gallery Walk Photograph

"The Walkers Club."

Eight U.S. airmen in China who were forced down behind the Japanese lines.



Farm Security Administration - Office of War Information. "The Walkers Club." Overseas Picture Division, Library of Congress.
<http://www.loc.gov/pictures/item/oem2002008628/PP/>.



Gallery Walk Photograph
Manzanar street scene, winter,
Manzanar Relocation Center



Adams, Ansel. "Manzanar Street Scene, Winter, Manzanar Relocation Center." Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/item/2002695965/>.



Gallery Walk Photograph
Entrance to Manzanar,
Manzanar Relocation Center



Adams, Ansel. "Entrance to Manzanar, Manzanar Relocation Center." Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/collection/manz/item/2002695960/>.



Unbroken Structured Notes

Preface, Pages 3–6

Name: _____

Date: _____

What's the gist of what you read in the preface and pages 3-6?

Focus question: Use details from the text to describe Louie's character in pages 3–6. What aspects of his character that you have read about so far may help him survive his situation described in the preface?



Unbroken Structured Notes

Preface, Pages 3–6

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
loped (3)		
transfixed (4)		
corralled (5)		
untamable (6)		
insurgency (6)		



Unbroken Supported Structured Notes

Preface, Pages 3–6

Name: _____

Date: _____

Summary of the preface and pages 3-6

The preface of *Unbroken* introduces Louie Zamperini, the main character of the book. Along with a couple of other airmen, he is stranded on a raft in the middle of the ocean. Louie and the men are weak and frail after spending almost 30 days on the raft with little food and water. Upon hearing a plane, Louie signals for help. The plane leaves, but then returns and brings an unexpected hail of bullets. The plane is Japanese, the enemy of the American airmen.

In pages 3–6, the reader is brought back to Louie’s childhood. The author, Laura Hillenbrand, introduces the reader to Louie’s family and begins to build background about Louie’s character in the first chapter, “The One-boy Insurgency.” Louie is a rambunctious, energetic, and mischievous boy who is challenging for his mother to rein in.

Focus question: Use details from the text to describe Louie’s character in pages 3–6. What aspects of his character that you have read about so far may help him survive his situation described in the preface?



Unbroken Supported Structured Notes

Preface, Pages 3–6

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
loped (3)	ran with long strides	
transfixed (4)	motionless with awe, amazement, or terror	
corralled (5)	enclosed	
untamable (6)	unable to be brought under control	
insurgency (6)	a rebellion against authority	



Summary of the preface and pages 3-6

The preface of *Unbroken* introduces Louie Zamperini, the main character of the book. Along with a couple of other airmen, he is stranded on a raft in the middle of the ocean. Louie and the men are weak and frail after spending almost 30 days on the raft with little food and water. Upon hearing a plane, Louie signals for help. The plane leaves, but then returns and brings an unexpected hail of bullets. The plane is Japanese, the enemy of the American airmen.

In pages 3–6, the reader is brought back to Louie’s childhood. The author, Laura Hillenbrand, introduces the reader to Louie’s family and begins to build background about Louie character in the first chapter, “The One-boy Insurgency.” Louie is a rambunctious, energetic, and mischievous boy who is challenging for his mother to rein in.

Focus question: Use details from the text to describe Louie’s character in pages 3–6. What aspects of his character that you have read about so far may help him survive his situation described in the preface?

Hillenbrand describes Louie as a one-boy insurgency in Chapter 1. “From the moment he could walk, Louie couldn’t bear to be corralled” (5). Louie is described as full of energy and curiosity. It seemed that Louie had no fear or concept of danger, and his rebellion seemed to be inbred from a very young age. For example, Louie started smoking at age 5 and drinking at age 8. Louie was also one tough kid. Hillenbrand describes several incidents in which Louie injured himself, but nothing seemed to faze him.

In the preface, we learn that Louie is stranded on a raft in the middle of the ocean. His tough character, energy, lack of fear, and defiance may help him survive this situation.



Unbroken Structured Notes Teacher Guide

Preface, Pages 3–6

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
loped (3)	ran with long strides	
transfixed (4)	motionless with awe, amazement, or terror	
corralled (5)	enclosed	
untamable (6)	unable to be brought under control	
insurgency (6)	a rebellion against authority	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 2

Analyzing Character: Louie Zamperini



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

Supporting Learning Targets

- I can deepen my understanding of key words in *Unbroken* by using a vocabulary square.
- I can cite evidence that supports my analysis of *Unbroken*.
- I can analyze how incidents in *Unbroken* reveal aspects of Louie's character.

Ongoing Assessment

- *Unbroken* structured notes, preface, pages 3–6 (from homework)
- Vocabulary Square
- QuickWrite: Allusions



Agenda	Teaching Notes
<p>1. Opening</p> <p>Engaging the Reader: Structured Notes Vocabulary Square (5 minutes)</p> <p>Reviewing the Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. New Discussion Appointments: Pacific Theater Partners (8 minutes)</p> <p>Inferring Character: Chalkboard Splash (15 minutes)</p> <p>Turn and Talk: Building on Homework (7 minutes)</p> <p>3. Closing and Assessment</p> <p>A. QuickWrite and Preview Homework (7 minutes)</p> <p>4. Homework</p> <p>B. Complete a first read of pages 6-12 in <i>Unbroken</i> and complete the structured notes.</p>	<ul style="list-style-type: none">• Students set up Discussion Appointments with five peers; these appointments will be used for peer conversation throughout the module. This routine builds on students' work in Module 2, gradually encouraging them to work with more and more of their classmates. These discussion structures support students' mastery of SL.8.1.• It is important to note that responses to literature are written in present tense. Therefore, structured note summaries and answers to focus questions should be written in present tense.• In advance: Review the Four Square vocabulary activity (Module 2A, Unit 1, Lesson 11) and Discussion Appointments (Module 2A, Unit 1, Lesson 3) review the Chalkboard Splash protocol (Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
allusion; loped (3), transfixed (4), corralled (5), untamable, insurgency (6), theater (as in “military theater”)	<ul style="list-style-type: none">• Vocabulary Square (one per student)• Discussion Appointments: Pacific Theater Partners (one per student)• Timer (optional; for teacher use)• <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> (one per student)• Blank sentence strips (one per student)• QuickWrite: Allusions (one per student)• <i>Unbroken</i> structured notes, pages 6–12 (one per student)• <i>Unbroken</i> supported structured notes, pages 6–12 (optional; for students needing additional support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 6–12 (for teacher reference)• Posting learning targets allows students to reference them throughout the lesson to check their understanding. It also provides a reminder to students and teachers about the intended learning behind a given lesson or activity.



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Structured Notes Vocabulary Square (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the <i>Unbroken</i> structured notes, preface, pages 3-6 they completed for homework. Distribute a Vocabulary Square to each student.• Invite students to work with a partner to choose a word they defined from the homework and complete the Vocabulary Square like the one used in Module 2A (see Teaching Note). Students may work together, but they should each complete their own square. Circulate and monitor students as they work.• Collect the Vocabulary Squares as a formative assessment. Consider displaying student exemplars of each word from the chapter.	
<p>B. Reviewing the Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct the class's attention to the posted learning targets. Read the three learning targets aloud.• Remind students that this is a work of literary nonfiction, but it is written like a story. Louie is a real person, but Hillenbrand writes about him almost as if he's a character in a novel. Sometimes they will analyze Hillenbrand's book more like a novel.	<ul style="list-style-type: none">• Posting learning targets allows students to reference them throughout the lesson to check their understanding. It also provides a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. New Discussion Appointments: Pacific Theater Partners (8 minutes)</p> <ul style="list-style-type: none">• Distribute the Discussion Appointments: Pacific Theater Partners handout. Explain that the “<i>Pacific Theater</i>” is the name for the area where fighting took place in the Pacific during World War II.• Tell students they will continue using the Discussion Appointments protocol in Module 3 and that these new Discussion Appointments will give them an opportunity to work with some new partners. Being able to talk to a lot of classmates will give them more ideas for discussing and writing about the texts during this module. Reinforce that discussion is one strong way to deepen their understanding of a text.• Give the following directions for making Discussion Appointments:<ol style="list-style-type: none">1. You will quietly move around the room to sign up for five appointments with five different partners.2. For each location on the map, you may have only one appointment.3. If someone asks you for an appointment and that location is available, you need to accept the appointment.4. In the blank next to each location, write the name of your appointment partner.5. Once you have made all five appointments, return to your seat.• Give students 4 minutes to make their Discussion Appointments. Consider setting a timer to help them stay focused and do this task quickly. Circulate to support or clarify as needed.• About halfway through this signup process, check with the class to see who needs appointments in various locations. You can do this by asking: “Raise your hand if you need an appointment in Pearl Harbor.” As students raise their hands, match them up.• Once they have their sheets filled out, ask students to return to their seats. Tell them that they will work with these Discussion Appointment partners regularly.• Remind them that if their partner is absent on a given day or they do not have a partner for a particular location, they should report to you at the front of the room and you will tell them with whom to meet.	<ul style="list-style-type: none">• Appointments are a way for students to work with different classmates, leading to mixed-ability groupings. Mixed-ability groupings of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts.



Work Time (continued)	Meeting Students' Needs
<p>B. Inferring Character: Chalkboard Splash (15 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their text, <i>Unbroken</i>. Explain that you will read pages 3–6 aloud. They should follow along silently as you do this and look for details that reveal Louie's character.• In a fluent manner, read pages 3–6 of <i>Unbroken</i> aloud as students read along silently in their heads.• Distribute a blank sentence strip to each student. While you are doing this, ask students to once again take out the structured notes from their homework.• Invite students to write on the sentence strip a detail from the reading that reveals Louie's character. Instruct them to use their structured notes for additional support if needed. Ask students to place their sentence strip on the wall for a Chalkboard Splash. Invite the class to review all the “splashes” of detail.	<ul style="list-style-type: none">• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



Work Time (continued)	Meeting Students' Needs
<p>C. Turn and Talk: Building on Homework (7 minutes)</p> <ul style="list-style-type: none">• Ask students to take their text <i>Unbroken</i> and their structured notes and sit with their Pearl Harbor Discussion Appointment partner.• Invite them to use their structured notes and the “splash” that the class just did, and to turn and talk with their partner:<ul style="list-style-type: none">* “Based on your reading of the preface and pages 3–6, how would you describe Louie’s character?”• As pairs discuss, circulate and monitor. Listen for details such as “one-boy insurgency,” “couldn’t bear to be corralled,” or other examples from the homework.• Focus students’ whole group. Cold call one or two to share responses.• Ask students to discuss the focus question from their homework with their partner:<ul style="list-style-type: none">* “What aspects of his character may have helped him survive his situation described in the preface?”• As pairs turn and talk, circulate and monitor. Listen for details such as “tough character,” “energy,” and “lack of fear.”• Focus student’s whole group. Cold call two or three to share responses.	



Closing and Assessment	Meeting Students' Needs
<p>A. QuickWrite and Independent Writing (7 minutes)</p> <ul style="list-style-type: none">• Hand out the QuickWrite: Allusions.• Remind students that when they complete a QuickWrite, they need to answer the prompt completely, use the strongest evidence, explain the evidence, and include a focus statement and conclusion.• Before beginning the QuickWrite, ensure that students understand who Adolf Hitler and Anne Frank were. (For example: "During WWII, Adolf Hitler was the leader of the Nazi Party in Germany and attempted to create a "pure race" through the use of anti-Semitism and concentration camps. Anne Frank was a young Jewish girl who hid from the Nazis in an attic in Amsterdam. During this time, she kept a diary, which was discovered and made famous.")• Invite students to begin the QuickWrite and allow them 5 minutes to complete it. Collect it and then preview the homework. "Compare the essay and the poem."• Cold call a few pairs of students to share their thoughts. Listen for them to notice that both the essay and the poem focus on survival and require the use of textual evidence; that the essay is about Salva and the poem about Salva and Nya; that the poem uses the novel and informational text; and that a poem is trying to convey experience rather than make an argument.	<ul style="list-style-type: none">• Some students may benefit from having paragraph frames as a scaffold for QuickWrites.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete a first read of pages 6–12 in <i>Unbroken</i> and complete the <i>Unbroken</i> structured notes, pages 6–12.• Answer the focus question: "On page 7, Hillenbrand writes, 'When history carried him into war, this resilient optimism would define him.' How is Louie resilient and optimistic? What does it mean to 'define him'? Use the strongest evidence from the book to support your answer."	<ul style="list-style-type: none">• Consider providing supported structured notes for students who struggle.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 2

Supporting Materials



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Vocabulary Square

Name:

Date:

Definition in your own words	Synonym or variations
Part of speech and prefix/suffix/root (as applicable)	Sketch or symbol

Discussion Appointments:
Pacific Theater Partners

Name:

Date:

Make one appointment at each location.

Pearl Harbor

Midway

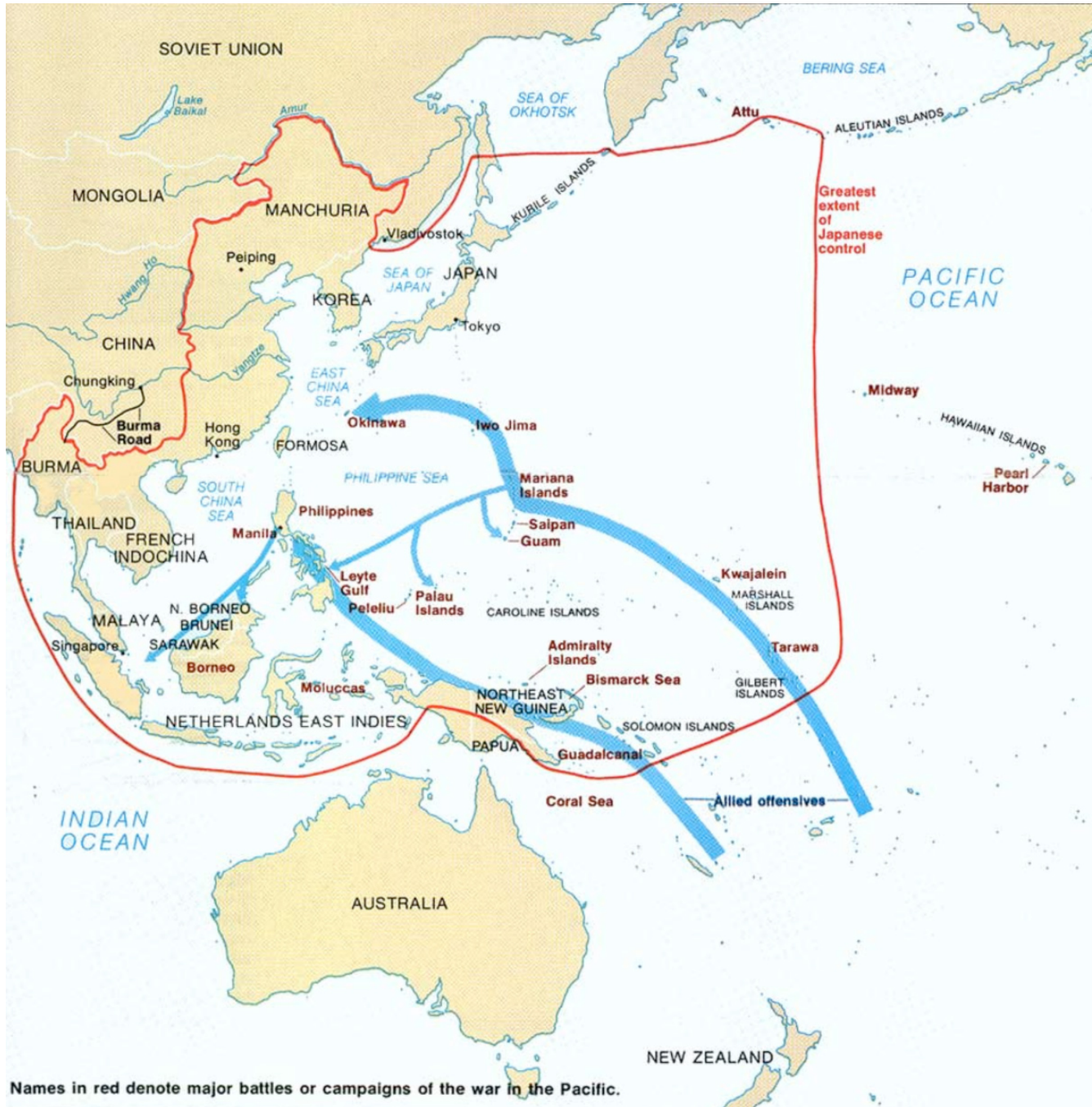
Marshall Islands

Iwo Jima

Okinawa



Discussion Appointments:
Pacific Theater Partners



"Map of the Pacific Theatre 1941-1945." Online Image. Perry-Castañeda Library Map Collection, University of Texas Libraries.
http://www.lib.utexas.edu/maps/national_parks/pacific_theater_1941_45.jpg



QuickWrite:
Allusions

Name:

Date:

On page 4, Hillenbrand writes, “The ship passed over Nuremberg, where fringe politician Adolf Hitler, whose Nazi Party had been trounced in the 1928 election, had just delivered a speech touting selective infanticide. Then it flew east of Frankfurt, where a Jewish woman named Edith Frank was caring for her newborn, a girl named Anne.” Why do you think Hillenbrand uses these *allusions*, references to Adolf Hitler and Anne Frank, as part of Louie’s story?



Unbroken Structured Notes

Pages 6–12

Name: _____

Date: _____

What's the gist of what you read on pages 6-12?

Focus question: On page 7, Hillenbrand writes, “When history carried him into war, this resilient optimism would define him.” How is Louie resilient and optimistic? What does it mean to “define him”? Use the strongest evidence from the book to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
skulked (6)		
magnum opus (7)		
resilient (7)		
optimism (7)		
surreptitious (10)		
eugenics (11)		



Unbroken Supported Structured Notes

Pages 6–12

Name: _____

Date: _____

Summary of pages 6-12

Louie spends much of his childhood getting into trouble—dangerous fun, pranks, and stealing—which usually requires him to run away. He also discovers that he does not like to fly. His older brother, Pete, keeps an eye on him and sometimes joins in on his adventures. When Louie becomes a teen, his temper becomes worse, and so does the trouble he gets himself into. He tries to reform himself, but he just can't get it right.

Focus question: On page 7, Hillenbrand writes, “When history carried him into war, this resilient optimism would define him.” How is Louie resilient and optimistic? What does it mean to “define him”? Use the strongest evidence from the book to support your answer.



Unbroken Supported Structured Notes

Pages 6–12

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
skulked (6)	moved about stealthily	
magnum opus (7)	the single greatest work, usually of an artist or composer	
resilient (7)	able to recover quickly	
optimism (7)	a tendency to expect a positive outcome	
surreptitious (10)	stealthy or secret	
eugenics (11)	the study of attempting to improve the human race by encouraging those with desirable traits to reproduce and discouraging those with undesirable traits from reproducing, sometimes through sterilization	



Unbroken Structured Notes Teacher's Guide

Pages 6–12

Name: _____

Date: _____

Summary of pages 6-12

Louie spends much of his childhood getting into trouble—dangerous fun, pranks, and stealing—which usually requires him to run away. He also discovers that he does not like to fly. His older brother, Pete, keeps an eye on him and sometimes joins in on his adventures. When Louie becomes a teen, his temper becomes worse, and so does the trouble he gets himself into. He tries to reform himself, but he just can't get it right.

Focus question: On page 7, Hillenbrand writes, “When history carried him into war, this resilient optimism would define him.” How is Louie resilient and optimistic? What does it mean to “define him”? Use the strongest evidence from the book to support your answer.

Louie is resilient because he continually bounces back from difficulties or trouble—often to cause more trouble. When Louie was continually beaten up in school, Hillenbrand writes, “He just put his hands in front of his face and took it” (9). He repeatedly steals any food that isn't nailed down and doesn't let fear of being shot by angry victims deter him from his petty crimes. Louie obviously believes he will always get a second chance, proving he is also an optimist. Hillenbrand writes that he was “almost incapable of discouragement” (9). His sister points out that he always got caught, but that didn't stop him from pulling pranks (8). The term “define him” means that resilience and optimism would be two words people would think of when Louie came to mind. Those two words would convey who he is as an individual.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
skulked (6)	moved about stealthily	
magnum opus (7)	the single greatest work, usually of an artist or composer	
resilient (7)	able to recover quickly	
optimism (7)	a tendency to expect a positive outcome	
surreptitious (10)	stealthy or secret	
eugenics (11)	the study of attempting to improve the human race by encouraging those with desirable traits to reproduce and discouraging those with undesirable traits from reproducing, sometimes through sterilization	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 3

Close Reading: Louie's Change of Heart



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL 7.6)
I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W 7.3)

Supporting Learning Targets

- I can use a Frayer Model to deepen my understanding of words in *Unbroken*.
- I can analyze the impact of word choice on meaning and tone in *Unbroken*.
- I can cite evidence that supports my analysis of *Unbroken*

Ongoing Assessment

- *Unbroken* structured notes, pages 6–12 (from homework)
- Text-dependent questions

Agenda

1. Opening
 - A. Engaging the Reader: Frayer Model (10 minutes)
 - B. Reviewing Learning Targets (2 minutes)
2. Work Time
 - A. Close Reading: Louie's Change of Heart (20 minutes)
 - B. Understanding Louie: Character Traits Anchor Chart (8 minutes)
3. Closing and Assessment
 - A. Debrief Learning Targets and Preview Homework (5 minutes)
4. Homework
 - A. Complete a first read of pages 13-18 in *Unbroken* and fill in the structured notes.

Teaching Notes

- In this lesson, students deepen their understanding of the term *resilient*, a key vocabulary word and character trait that enables Louie to survive his ordeal. In the Opening of this lesson, there is a suggested example (Gabby Giffords) to share with students. Based on your students' background knowledge, consider providing a different real-world example of resilience.
- This is the first close reading lesson of the unit, providing an opportunity for students to analyze Louie's character and how he changes.
- Louie's character traits and details from the book will be collected on a class anchor chart.
- In advance: Review Close Reading Guide: *Unbroken* Pages 9–12 (for teacher reference; see supporting materials); review Fist to Five protocol (see Appendix 1).
- Post: Learning



Lesson Vocabulary	Materials
skulked (6), magnum opus, resilient/resilience, optimism, define (7), surreptitious (10), eugenics, pseudoscience (11)	<ul style="list-style-type: none">• Discussion Appointments: Pacific Theater Partners (from Lesson 2; one per student)• Resilient: Frayer Model (one per student and one to display)• Document camera• <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> (book; one per student)• Close Reading Guide: <i>Unbroken</i> Pages 9–12 (for teacher reference)• Louie's Change of Heart: Text-Dependent Questions (one per student)• Understanding Louie: Character Traits anchor chart (new; teacher-created)• <i>Unbroken</i> structured notes, pages 13–18 (one per student)• <i>Unbroken</i> supported structured notes, pages 13–18 (optional; for students needing additional support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 13–18 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Frayer Model (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to look at their Discussion Appointments: Pacific Theater Partners handout and sit with their Midway partners. • Distribute the Resilient: Frayer Model handout to each student and display one copy on the document camera. Orient students to each of the four boxes and explain that they will be learning about resilience and will use this Frayer Model organizer to help them. • Draw students' attention to the Examples box in the lower left corner of the chart. Allow them to share out responses to this question: <ul style="list-style-type: none"> * "What are some examples of being resilient in the book or in life?" • Examples of being resilient from life or society might include someone who overcomes a serious illness and goes back to work and maybe even inspires others. For example, Gabby Giffords, a former member of the House of Representatives who was shot in the head in 2011, became an activist for gun control after a long and difficult recovery. An example from <i>Unbroken</i> could come from the preface, when Louie is the only one of the men on the raft who jumps back in the water when the plane flies over. Share these examples if students cannot come up with any on their own. • Invite them to turn and talk with their partner: <ul style="list-style-type: none"> * "What is another example of resilience from <i>Unbroken</i> and from real life?" • If necessary, point out that <i>resilient</i> is an adjective (describing a person, place, or thing), and <i>resilience</i> is the noun form. Listen for students to mention Louie getting caught again and again and still pulling pranks, or getting beaten up repeatedly and not giving in and continuing to go to school. Real-life examples could include other famous people who have overcome adversity or people they actually know. • Cold call two or three pairs to share out whole group and record their responses on the displayed model of the <i>Resilient: Frayer Model</i>. • Next, draw students' attention to the Definition box in the upper left corner. Invite them to turn and talk with a partner about what <i>resilient</i> means. Remind them that this was a vocabulary word in previous lessons. • Cold call several pairs to share out a definition. Record a consensus definition on the displayed model. You might write something like: "Resilient means bouncing back from adversity or recovering quickly." This would be a good opportunity to explain that <i>resilient</i> comes from the Latin <i>resilire</i>, which means "to spring back." 	<ul style="list-style-type: none"> • Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Next, draw students' attention to the Characteristics/Explanation box in the upper right corner of the handout. Ask students to turn and talk with their partner: <ul style="list-style-type: none"> * "What characteristics, or qualities, does a resilient person have?" • Invite one or two volunteer pairs to share out whole group. Listen for characteristics like: "strength," "ability to overcome adversity or trouble," "continuing on in spite of difficulties," etc. • Probe by asking students what sort of characteristics the people, both real and fictional, display in the Examples box. Cold call several pairs to share. Record their responses on the displayed model. • Finally, draw students' attention to the Non-Examples box in the lower right corner. Ask them to discuss with their partner: <ul style="list-style-type: none"> * "What are non-examples of resilience?" • Encourage students to think about the definition and the characteristics listed on the handout and remind them that they are thinking about the opposite of this, or what people who are not resilient might do. • Listen for: "giving up," "refusing to try when things get difficult," "wallowing in misery," etc. Cold call one or two pairs and record their non-examples on the displayed model. Point out that someone for whom things are going well, who is optimistic that they will continue to do so, is not necessarily resilient. Resilience requires something difficult or bad from which one bounces back. • Explain that <i>resilient</i> is a key term used to describe Louie and his ability to survive experiences like the one in the preface. • Reread the quote from the homework: "When history carried him into war, this resilient optimism would define him" (7). • Cold call a student to provide a definition of <i>optimism</i> (completed for homework). Make sure an appropriate definition, such as "a tendency to expect a positive outcome," is provided. • Ask students to turn and talk: <ul style="list-style-type: none"> * "Now that we have an understanding of the individual words <i>resilient</i> and <i>optimism</i>, what does the phrase "resilient optimism" tell us about Louie and what he may face during the war? Why might the author have used this particular phrase instead of just saying that Louie was strong?" • Ask for one or two volunteer pairs to share out whole group. Remind students that, in this case, this attribute of resilient optimism gives meaning to or forms Louie's character. This phrase points out the specific ways in which Louie was strong. It is more specific and poignant in its meaning and impact on our understanding of Louie as a character. 	
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct the class's attention to the posted learning targets. Cold call students to read them aloud to the class. 	



Work Time	Meeting Students' Needs
<p>A. Close Reading: Louie's Change of Heart (20 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text, <i>Unbroken</i> as well as the Louie's Change of Heart: Text-Dependent Questions.• See the Close Reading Guide: <i>Unbroken</i> Pages 9–12 in the supporting materials.	<ul style="list-style-type: none">• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations for students to read along silently in their heads as you read the text aloud.
<p>B. Understanding Louie: Character Traits Anchor Chart (8 minutes)</p> <ul style="list-style-type: none">• Display the Understanding Louie: Character Traits anchor chart. Tell students that throughout their reading of this book, they will continue to identify character traits and details from <i>Unbroken</i> that illustrate those traits.• Write the word <i>resilient</i> in the traits column. Students have already identified a number of examples from the book while completing the Resilient: Frayer Model. Cold call students to provide evidence from the book of Louie's resilience.• Invite students to turn and talk with their partner to identify another example of a character trait Louie possesses and details from the book that illustrate that trait.• Cold call pairs to share their thinking.• Possible traits include "generous," "optimistic," and "possessing a strong sense of agency." <i>Agency</i> is not a word students will come up with but is a great term to teach them. (For example: "Louie believes he is able to do what he wants and then sets out to do it. He takes action. This demonstrates his <i>agency</i>.") Leave space on the chart between traits to add more details as students continue to read the book.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets and Preview Homework (5 minutes)</p> <ul style="list-style-type: none">• Reread the third learning target aloud to the class:<ul style="list-style-type: none">* "I can cite evidence that supports my analysis of <i>Unbroken</i>."• Ask students to reflect on their learning today and rate their mastery of the learning target using the Fist to Five protocol.• Remind them that their homework is to read pages 13–18 in <i>Unbroken</i>. Distribute the <i>Unbroken</i> structured notes, pages 13–18.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete a first read of pages 13–18 in <i>Unbroken</i> and fill in the structured notes. Answer the focus question: "Hillenbrand refers to the change in Louie as 'rehabilitation' (13). How is Louie rehabilitated? Use the strongest evidence from the text to support your answer."	<ul style="list-style-type: none">• Consider providing supported structured notes for students who struggle.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 3

Supporting Materials



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Resilient:
Frayer Model

Name:

Date:

Definition	Characteristics/Explanation
Examples	Non-Examples

Resilient



Louie's Change of Heart:
Text-Dependent Questions

Name: _____

Date: _____

Text-dependent questions	Response using the strongest evidence from the text
1. What motivates Louie to attempt to change his ways?	
2. How does trying to change work out for him?	
3. How does Louie demonstrate self-examination or reflection?	
4. How does his line of thinking change in this passage?	



Close Reading Guide: *Unbroken* Pages 9–12
For Teacher Reference

Total time = 20 minutes

Launching the Text

Questions/Directions for Students	Teaching Notes
Students follow along in the text during teacher read-aloud.	<p>Read from page 6, “If it was edible, Louie stole it,” through the end of the chapter on page 12. This should be a slow, fluent read-aloud with no pausing to provide explanation.</p> <p>Direct the class’s attention back to page 11. Have students find the words <i>pseudoscience</i> and <i>eugenics</i>. Explain that <i>pseudo</i> means “false,” so a pseudoscience is a false science—it’s not based on any real research. Eugenics, as Hillenbrand points out, is one of these false sciences—a science that attempted to strengthen the human race by eliminating the “unfit” from the gene pool. Elimination of the unfit often included institutionalizing them and sterilizing them so they could not have children. As you read in <i>Unbroken</i>, there were many, many reasons people might be determined to be unfit, all of them unfair and incorrect.</p> <p>Distribute Louie’s Change of Heart: Text-Dependent Questions. Tell students they will follow an abbreviated Think-Pair-Share protocol with their Midway partner as they reread and answer key questions.</p> <p>Circulate to listen in and support pairs as they work. Listen for patterns of confusion to determine which questions to address whole group.</p> <p>When 5 minutes remain in Work Time, pause students and refocus them whole group. Check for understanding, focusing on specific questions you noted that were more difficult for students.</p> <p>Text-dependent questions can be collected as a formative assessment.</p>

Close Reading Guide: *Unbroken* Pages 9–12
For Teacher Reference

Gathering Evidence from the Text: Text-Dependent Questions

Questions/Directions for Students	Teaching Notes
1. What motivates Louie to attempt to change his ways?	<p>Listen for: <i>the pseudoscience of eugenics, fear that he might be sterilized because of his constant misbehavior</i></p> <p>Scaffolding/probing questions: * “How did eugenics affect Louie?” * “Why did eugenics frighten him?”</p>
2. How does trying to change work out for him?	<p>Listen for: <i>People don’t necessarily believe his change of heart. His mother assumes his good deed was done by his brother. She is annoyed that he is messing up her kitchen. He gives away things that don’t even belong to him. Each attempt “ended wrong” (12).</i></p> <p>Scaffolding/probing questions: * “What happens when he tries to do nice things for others?” * “Why might people doubt Louie’s sincerity?” * “How do his attempts to change ‘end wrong’?”</p>
3. How does Louie demonstrate self-examination or reflection?	<p>Listen for: <i>Louie retreats to his room or the movies, almost like he is trying to learn how to be with other people. He reads about and watches movies about cowboy “loners,” but they are also good guys. He becomes reflective about his own behavior and how it could have a negative impact on his life.</i></p> <p>Scaffolding/probing questions: * “What do cowboys represent?” * “What does Louie’s preoccupation with cowboys illustrate about how he sees himself?” * “What does Hillenbrand mean when she writes: “The person that Louie had become was not, he knew, his authentic self?”</p>



Close Reading Guide: *Unbroken* Pages 9–12
For Teacher Reference

Questions/Directions for Students	Teaching Notes
4. How does his line of thinking change in this passage?	<p>Listen for:</p> <p>He is shaken by the experience of the kid from his neighborhood and decides he needs to change. He tries to connect with others by doing nice things for them. He becomes less angry with others and more reflective about his own behavior and character.</p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none">* “How does Louie change from the ‘dangerous young man’ on page 11?”* “What goes on in his head as he makes changes to his behavior?”* “What does the last paragraph show about how Louie’s thinking has changed?”



Understanding Louie: Character Traits Anchor Chart
For Teacher Reference

Trait	Details from <i>Unbroken</i>
resilient	<ul style="list-style-type: none">• continuing to try to survive on the raft by jumping back in the ocean when his crewmates could not even try (xviii)• surviving and continuing all his escapes (5)• getting hurt over and over and recovering to get into more trouble (6)• being beaten up again and again (9)
optimistic	<ul style="list-style-type: none">• “I knew you’d come back” when he jumped from the train (5)
generous	<ul style="list-style-type: none">• Giving away everything he stole (12)
agency	<ul style="list-style-type: none">• He “makes a study” of defending himself and becomes undefeatable by bullies (9).



Unbroken Structured Notes

Pages 13–18

Name: _____

Date: _____

What's the gist of what you read on pages 13-18?

Focus question: Hillenbrand refers to the change in Louie as “rehabilitation” (13). How is Louie rehabilitated? Use the strongest evidence from the text to support your answer.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
rehabilitation (13)		
incipient (14)		
restiveness (16)		
obliterating (16)		
biomechanical (17)		



Unbroken Supported Structured Notes

Pages 13–18

Name: _____

Date: _____

Summary of pages 13-18

Louie’s rehabilitation begins when his brother convinces the principal that allowing Louie to join a sport, rather than being suspended from participating in sports, would improve Louie’s behavior his freshman year of high school. Unfortunately, Louie runs away from home, hops a train, is forced to jump off at gunpoint, and walks for days, hungry and tired. He finally realizes he should return home. Once home, he begins running, like Pete wanted. He trains all the time and discovers he has hips that roll as he runs, which gives him a long stride. When track season comes around again, Louie discovers that all his training has paid off—he begins winning by a lot.

Focus question: Hillenbrand refers to the change in Louie as “rehabilitation” (13). How is Louie rehabilitated? Use the strongest evidence from the text to support your answer.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
rehabilitation (13)	the process of being restored to useful life	
incipient (14)	beginning to exist or appear	
restiveness (16)	the feeling of being uneasily impatient under restriction or control	
obliterating (16)	eliminating	
biomechanical (17)	the mechanics of a part of the body	



Unbroken Structured Notes Teacher Guide

Pages 13–18

Name: _____

Date: _____

Summary of pages 13–18

Louie’s rehabilitation begins when his brother convinces the principal that allowing Louie to join a sport, rather than being suspended from participating in sports, would improve Louie’s behavior his freshman year of high school. Unfortunately, Louie runs away from home, hops a train, is forced to jump off at gunpoint, and walks for days, hungry and tired. He finally realizes he should return home. Once home, he begins running, like Pete wanted. He trains all the time and discovers he has hips that roll as he runs, which gives him a long stride. When track season comes around again, Louie discovers that all his training has paid off—he begins winning by a lot.

Focus question: Hillenbrand refers to the change in Louie as “rehabilitation” (13). How is Louie rehabilitated? Use the strongest evidence from the text to support your answer.

Louie has to hit rock bottom before he can be “restored to useful life.” He transforms from a teen runaway into a winning track star through near constant training, which begins with a stay at a cabin on the Cahuilla Indian Reservation. There he discovers that running provides him with peace, and he commits himself to improving his speed and ability. He also has a committed coach in his brother, Pete, who helps him with his form.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
rehabilitation (13)	the process of being restored to useful life	
incipient (14)	beginning to exist or appear	
restiveness (16)	the feeling of being uneasily impatient under restriction or control	
obliterating (16)	eliminating	
biomechanical (17)	the mechanics of a part of the body	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 4

Launching The Performance Task: Building Background Knowledge: “War in the Pacific,” Part 1



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the central ideas of an informational text. (RI.8.2)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)

Supporting Learning Targets

- I can determine the central idea of “War in the Pacific.”
- I can determine the meaning of words and phrases in “War in the Pacific.”

Ongoing Assessment

- *Unbroken* structured notes, pages 13–18 (from homework)
- Vocabulary in “War in the Pacific”



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Structured Notes Focus Question (5 minutes)</p> <p>2. Work Time</p> <p>A. First Read: "War in the Pacific" (10 minutes)</p> <p>B. Give One, Get One (15 minutes)</p> <p>C. Geography of the Pacific Theater (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief Learning Targets (3 minutes)</p> <p>B. Preview Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of pages 19-27 in <i>Unbroken</i> and fill in the structured notes.</p>	<ul style="list-style-type: none">• This is the first of two lessons in which students will build background knowledge about the Pacific Theater in World War II. In this lesson, students will read an excerpt from the article “War in the Pacific.” Then, they will work with a partner to determine the gist of the text, as well as identify new vocabulary using context clues and dictionaries. In the next lesson, students will read the text more deeply.• In this lesson, students will also be oriented to the geography of the Pacific to gain background knowledge about the setting of the majority of Louie’s story.• Consider brushing up on your World War II history, especially focused on the Pacific Theater. It will be helpful for this lesson, as well as Lessons 5, 7, 8 and 9, as students are reading informational texts on the war between the United States and Japan.• In advance: Cut strips of paper for students to use during the Give One, Get One protocol (see Work Time B for more information); review the Give One, Get One protocol (see Appendix 1).• Post: Learning targets.



Lesson Vocabulary	Materials
overrunning (Paragraph 4), campaign (Paragraph 6); student-selected vocabulary from “War in the Pacific”	<ul style="list-style-type: none">• “War in the Pacific” (one per student)• Strips of paper (one per student)• Dictionaries (one per pair of students)• <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> (one per student)• Map of the Pacific (one per student and one to display)• Document camera• <i>Unbroken</i> structured notes, pages 19–27 (one per student)• <i>Unbroken</i> supported structured notes, pages 19–27 (optional; for students needing additional support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 19–27 (for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Structured Notes Focus Question (5 minutes)</p> <ul style="list-style-type: none">• Invite students to take their <i>Unbroken</i> structured notes, pages 13–18 (from homework) and sit with their Marshall Islands Discussion Appointment partner. Ask them to reread the focus question and their response silently. Invite students to discuss their responses with their partner.• Cold call one or two pairs to share their responses. Listen for them to say: “Louie changed. He stopped getting into so much trouble and started running.”• Direct students’ attention to the posted learning targets. Read the learning targets aloud to the class.• Let students know that they will be reading a text, “War in the Pacific,” in order to understand it. Tomorrow they will analyze the text more deeply.	<ul style="list-style-type: none">• Using learning targets helps students understand the purpose for the reading.



Work Time	Meeting Students’ Needs
<p>A. First Read: “War in the Pacific” (10 minutes)</p> <ul style="list-style-type: none">• Explain that students will read about World War II in the next few lessons. Tell them that World War II started in Europe in 1939. Germany invaded neighboring countries and attacked Great Britain. The war was mostly fought in Europe before 1941.• Distribute “War in the Pacific.” Invite students to read along silently and circle words they don’t know while you read it out loud.• Ask pairs to reread the text aloud, taking turns reading every other paragraph and then talking about the gist.• Cold call one or two pairs to share the gist. Listen for them to say: “The article is about the events that happened before Pearl Harbor was bombed.” Clarify, as needed, that in the last paragraph, the article mentions Pearl Harbor, but the reader needs to make an inference that the attack does, in fact, happen.	<ul style="list-style-type: none">• For ELLs and students needing additional supports, consider providing smaller chunks of text, sometimes just a few sentences, for a close read. Teachers can check in on students’ thinking as they speak about their text.• Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.• Consider posting the instructions for this protocol using a document camera or chart paper.• Consider providing partially completed strips of paper for students who struggle.



Work Time (continued)	Meeting Students' Needs
<p>B. Give One, Get One (15 minutes)</p> <ul style="list-style-type: none">• Ask students to use context provided in the text to define the words they circled, continuing to work with their partner. They should write the words and their inferred definitions in the right-hand column on the "War in the Pacific" handout.• Distribute one strip of paper to every student and one dictionary to every pair of students. Ask students to choose one vocabulary word to write on their strip of paper, then turn the strip over and write their inferred definition on the back. Instruct them to use the dictionaries to check their inferred definition and to revise the definition on their strip of paper if necessary. Let them know that they will participate in an activity called Give One, Get One.• Give these directions:<ol style="list-style-type: none">1. Stand up, find a different partner, and show your partner your word. Give your partner an opportunity to infer what the word means. Share the definition you wrote on the back of the strip.2. Ask your partner to show you his/her word, infer what it might mean, and then ask your partner to share his/her definition.3. Swap strips with your partner and find a new partner. Repeat the steps.4. Return to your seat next to your Marshall Islands partner when you have talked to three people.• When students are seated, invite them to review the vocabulary words they wrote on their copies of "War in the Pacific" and revise definitions as needed.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Geography of the Pacific Theater (10 minutes)</p> <ul style="list-style-type: none">• Request that students take out their Unbroken texts, turn to the map of the Pacific that is printed between the table of contents and the preface, and put their finger on Hawaii. Once students have done this, explain that Hawaii is made of up several different islands, including one also called Hawaii (the biggest island in the state).• Ask the class to point to Oahu. Pearl Harbor, where the Japanese attacked on December 7, 1941, is a U.S. naval base on the island of Oahu. Let students know that a lot of what they will be reading about in this module will be set in this part of the world. It will help them make sense of Unbroken to have some background knowledge about the geography of the Pacific.• Distribute a copy of the map of the Pacific to each student and display a copy using a document camera. With their Marshall Islands partner, ask students to reread “War in the Pacific” and underline the names of any places in the Pacific that are mentioned. For instance, in the first paragraph, Japan is mentioned. Circle Japan on the displayed copy of the map of the Pacific. Point out that Japan is mentioned many more times, but students need to underline it only the first time it appears in the text. Also point out that although Germany and Britain appear in the text, they are not on this map because they are not in the Pacific.• Once students have finished underlining, direct them to circle those places on their map.• Cold call students to share one place they circled. As they share, circle the places on the displayed map. Encourage students to check their own work.• The following places should be circled on the map:<ul style="list-style-type: none">– Japan– China– Korea– Formosa (Taiwan)– Hawaii– French Indochina (Vietnam)– Philippine Islands• Let students know that they will be returning to these maps as they learn more about Louie Zamperini and World War II.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Reread the first learning target aloud to the class:<ul style="list-style-type: none">* “I can determine the central idea of ‘War in the Pacific.’”• Ask students to think about how well they mastered this learning target today. If they think they mastered it, prompt them to give you a thumbs-up. If they didn’t, prompt them to give a thumbs-down. Notice which students have their thumbs down.• Repeat for the second learning target:<ul style="list-style-type: none">* “I can determine the meaning of words and phrases in ‘War in the Pacific.’”	
<p>B. Preview Homework (2 minutes)</p> <ul style="list-style-type: none">• Distribute <i>Unbroken</i> structured notes, pages 19-27. Ask students to raise their hands if they can explain what it means to forgive. Call on a student and listen for: “To forgive means to excuse someone for doing something wrong.”• Remind students that their homework is to read pages 19-27 in <i>Unbroken</i> and complete the structured notes.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Complete a first read of pages 19–27 in <i>Unbroken</i> and fill in the structured notes. Answer the focus question: “Hillenbrand writes, ‘Once his hometown’s resident archvillain, Louie was now a superstar, and Torrance forgave him everything’ (20). How did Torrance show Louie he was forgiven? Use the strongest evidence from the book to support your answer.” <p><i>Note: Make a note of which students had their thumbs down as they debriefed the learning targets. Consider checking in with them during the next lesson to make sure they understand the reading well enough to move forward. Read the Author’s Note and complete the Author’s Note homework assignment.</i></p>	<ul style="list-style-type: none">• Consider providing supported structured notes for students who struggle.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 4

Supporting Materials



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“War in the Pacific”

Name: _____

Date: _____

Text		Vocabulary Words and Definitions
1	<p>THE BIG PICTURE</p> <p>In 1854, a U.S. naval squadron led by Commodore Matthew Perry arrived in Tokyo Bay, near the Japanese capital. For more than two centuries, Japan had avoided almost all contact with Europeans and Americans. Perry's visit helped reopen Japan to foreign trade, and the Japanese began to adopt European technology (such as steamships, railroads, and modern weapons) and many European-style institutions (schools, a national legislature, and an army and navy).</p>	
2	<p>The Japanese also adopted the policy of imperialism, or colonialism. Many Japanese believed that if Japan was to become wealthy and powerful, it needed to acquire industrially important colonies. In 1894, Japan went to war with China and a year later won Korea and the island of Formosa (now Taiwan). Over the next four decades, Japan seized territory in Asia and the Pacific from China, Russia, and Germany.</p>	
3	<p>By 1937, military leaders controlled Japan. In July, the Japanese launched an all-out war to take over China. The Japanese conquered much of eastern China, but by 1939, the two countries had fought to a stalemate. The United States sided with China against Japan, but most Americans did not want to go to war so far from home. Still, President Franklin D. Roosevelt threatened to cut American trade with Japan if it did not withdraw from China. In May 1940, he stationed the U.S. Pacific Fleet at Pearl Harbor, Hawaii, as a further warning to Japan.</p>	



“War in the Pacific”

Text	Vocabulary Words and Definitions
<p>4 But the Japanese did not stop. By August 1940, Japanese troops occupied the northern part of French Indochina (now Vietnam). In September, Japan signed a treaty of cooperation with Germany and Italy, whose armies were busy overrunning¹ Europe and North Africa. In July 1941, the Japanese occupied the southern part of Indochina. Roosevelt, busy aiding Britain in its war against Germany, ordered a freeze on trade with Japan.</p>	
<p>5 Japan had little oil of its own; without oil and gasoline from the United States, its army and navy could not fight. In October 1941, a new Japanese government, led by General Hideki Tojo, faced a dilemma. If Japan withdrew from China, American trade would resume, but the proud Japanese army would be humiliated. If the Japanese remained in China, Japan would need a new source of oil.</p>	
<p>6 Tojo and his advisors knew that the United States would have a big advantage over Japan in a long campaign². The United States had more people, money, and factories to manufacture weapons and war supplies. But the Japanese believed that the Americans and British, already deeply involved in the war against Germany, did not have the military strength to defend their Asian and Pacific territories. The Japanese had a large, modern navy and an army hardened by years of combat in China. They hoped that many quick victories over the Americans and British would force peace, leaving Japan in control of eastern Asia and the western Pacific.</p>	

¹ Overrunning: invading.

² Campaign: a series of military actions.



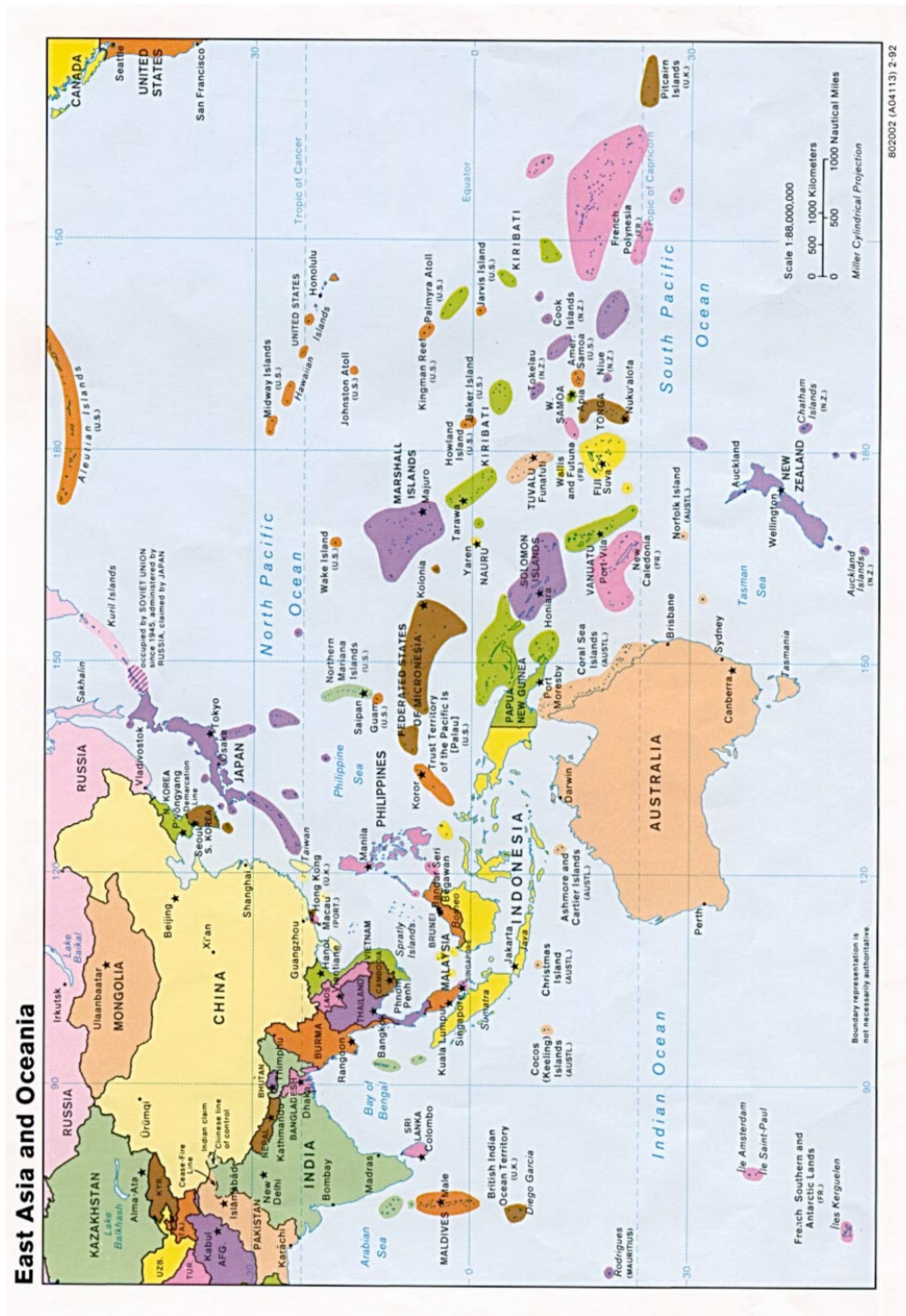
“War in the Pacific”

Text		Vocabulary Words and Definitions
7	As the Japanese prepared for war, the Tojo government continued negotiating with the United States, hoping that Roosevelt might change his mind and resume trade with Japan. But the United States demanded that Japan withdraw from both Indochina and China. Roosevelt was confident that the Japanese would not risk attacking the powerful United States.	
8	As negotiations continued in the fall of 1941, the U.S. Army and Navy rushed to reinforce Hawaii and the Philippine Islands. U.S. military leaders warned Roosevelt that their forces would not be ready for war until the spring of 1942.	
9	On December 1, 1941, Tojo’s government, with the consent of Japan’s emperor, Hirohito, decided to end negotiations and attack U.S. forces on December 8 (December 7 in the United States). For strategic reasons, the Japanese planned a lightning strike on the huge naval force at Pearl Harbor. American leaders knew that Japan was about to strike (U.S. intelligence officials had broken the Japanese diplomatic code), but they did not know that Pearl Harbor would be a target.	

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Map of the Pacific



"East Asia and the Pacific." Map. Central Intelligence Agency. 1992. <http://www.taiwandocuments.org/map09.htm>. Public Domain



Unbroken Structured Notes

Pages 19–27

Name: _____

Date: _____

What's the gist of what you read on pages 19-27?

Focus question: Hillenbrand writes, “Once his hometown’s resident archvillain, Louie was now a superstar, and Torrance forgave him everything” (20). How did Torrance show Louie he was forgiven? Use the strongest evidence from the book to support your answer.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
disillusioned (19)		
touted (19)		
routed (19)		
prodigy (21)		
barn burner (22)		



Unbroken Supported Structured Notes

Pages 19–27

Name: _____

Date: _____

Summary of pages 19–27

Louie continues to train, and his racing goals begin to expand to the 1936 Olympics in Berlin. He begins to travel more and more for his races, is wildly successful, and becomes known as the Torrance Tornado. Finally, Louie travels to New York City to run in his biggest race of all: the Olympic qualifying race. It was a nail-biter to the end, but Louie manages to achieve his goal of running in the Olympics. At 19, he becomes the youngest distance runner ever to make the team.

Focus question: Hillenbrand writes, “Once his hometown’s resident archvillain, Louie was now a superstar, and Torrance forgave him everything” (20). How did Torrance show Louie he was forgiven? Use the strongest evidence from the book to support your answer.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
disillusioned (19)	disappointed, dissatisfied	
touted (19)	promoted or talked-up	
routed (19)	defeated or overpowered	
prodigy (21)	a genius	
barn burner (22)	an exciting event	

Unbroken Structured Notes Teacher Guide

Pages 19–27

Name: _____

Date: _____

Summary of pages 19–27

Louie continues to train, and his racing goals begin to expand to the 1936 Olympics in Berlin. He begins to travel more and more for his races, is wildly successful, and becomes known as the Torrance Tornado. Finally, Louie travels to New York City to run in his biggest race of all: the Olympic qualifying race. It was a nail-biter to the end, but Louie manages to achieve his goal of running in the Olympics. At 19, he becomes the youngest distance runner ever to make the team.

Focus question: Hillenbrand writes, “Once his hometown’s resident archvillain, Louie was now a superstar, and Torrance forgave him everything” (20). How did Torrance show Louie he was forgiven? Use the strongest evidence from the book to support your answer.

The residents of Torrance showed Louie he was forgiven by the way they supported his running. Members of the community cheered him on as he ran, and he was featured in the *Los Angeles Times* and the *Examiner*. He gained the nickname Torrance Tornado, and when he qualified for the Olympics the town was frenzied with excitement.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
disillusioned (19)	disappointed, dissatisfied	
touted (19)	promoted or talked-up	
routed (19)	defeated or overpowered	
prodigy (21)	a genius	
barn burner (22)	an exciting event	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 5

Building Background Knowledge: “War in the Pacific,” Part 2



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)

Supporting Learning Targets

- I can cite evidence to analyze how the conflict escalated between Japan and the United States before the attack on Pearl Harbor.

Ongoing Assessment

- Ongoing Assessment
- *Unbroken* structured notes, pages 19–27 (from homework)
- Understanding Perspectives: Pearl Harbor graphic organizer

Agenda

1. Opening
 - A. Engaging the Reader: Structured Notes Focus Question (5 minutes)
 - B. Reviewing Learning Target (5 minutes)
2. Work Time
 - A. Building Background Knowledge: “War in the Pacific” (30 minutes)
3. Closing and Assessment
 - A. Debrief Learning Target (2 minutes)
 - B. Preview Homework (3 minutes)
4. Homework
 - A. Complete a first read of pages 28–37 in *Unbroken* and fill in the structured notes.

Teaching Notes

- This is the second of two lessons in which students build background knowledge about the Pacific Theater in World War II by reading an excerpt from the article “War in the Pacific.” In this lesson, students analyze the actions of the United States and Japan to understand why there was conflict between the two countries. This historical context is important for students to understand as they continue reading *Unbroken*. It will also scaffold their understanding of perspectives in World War II, the focus of the Mid-Unit 1 and End of Unit 1 Assessments.
- Consider continuing to brush up on your World War II history, especially focused on the Pacific Theater. It will be helpful for this lesson, as well as Lessons 7–9, as students are reading informational texts on the war between the United States and Japan.
- In advance: Review the Fist to Five in Checking for Understanding Techniques (see Appendix).
- Post: Learning target.



Lesson Vocabulary	Materials
conflict, escalate	<ul style="list-style-type: none">• “War in the Pacific” (from Lesson 4; one per student and one to display)• Document camera• Understanding Perspectives: Pearl Harbor graphic organizer (one per student)• Understanding Perspectives: Pearl Harbor graphic organizer (for teacher reference)• Colored pencils (two different colors per student)• <i>Unbroken</i> structured notes, pages 28–37 (one per student)• <i>Unbroken</i> supported structured notes, pages 28–37 (optional; for students needing additional support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 28–37 (for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Structured Notes Focus Question (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to take their <i>Unbroken</i> structured notes, pages 19—27 and sit with their Iwo Jima Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner. • Cold call one or two pairs to share their responses. 	
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the posted learning target. Read the learning target aloud to the class: <ul style="list-style-type: none"> * “I can cite evidence to analyze how the conflict between Japan and the United States escalated before the attack on Pearl Harbor.” • Ask students to turn and talk to their partner about what <i>conflict</i> means. Cold call one or two students to share their response. Listen for: “Conflict means to fight or clash.” Clarify as needed. • Ask pairs to turn and talk again, this time to define the word escalate. • Refocus whole group and ask for volunteers to define <i>escalate</i>. Listen for: “Escalate means to become worse or more serious.” Point out that <i>escalate</i> has the root <i>scala</i>, which means “ladder” or “stair” in Latin. Other words that have that root are escalator and scale (as in “to climb”). 	



Work Time	Meeting Students’ Needs
<p>A. Building Background Knowledge: “War in the Pacific” (30 minutes)</p> <ul style="list-style-type: none"> Ask students to get out their copies of “War in the Pacific” as you display another copy using a document camera. Explain that students will read this text again today to analyze how the conflict between the United States and Japan developed before the Pearl Harbor attack. Distribute the Understanding Perspectives: Pearl Harbor graphic organizer. Let students know they will use this graphic organizer to help with their rereading and analysis of the events leading up to the attack on Pearl Harbor. Read Paragraph 1 of “War in the Pacific” aloud. Then, model how to use the graphic organizer by doing a think-aloud, saying something like this while filling in the information on the displayed graphic organizer: “The year was 1854. The U.S. action in this paragraph is that Matthew Perry landed in Japan and helped develop foreign trade in Japan. We know from our earlier definitions that ‘escalating the conflict’ means to make the relations between the U.S. and Japan worse. This action did NOT escalate the conflict—it seems like the United States and Japan were on friendly terms, since Japan adopted new technologies and institutions.” See Understanding Perspectives: Pearl Harbor graphic organizer (for teacher reference) in the supporting materials. Distribute two different colored pencils to each student. Instruct them to reread “War in the Pacific” with their partner and underline any U.S. actions leading up to Pearl Harbor in one color and Japanese actions in the other color. If students are not yet sure, model again, using the second row on Understanding Perspectives: Pearl Harbor graphic organizer (for teacher reference) as a guide. After students have reread and underlined, prompt them to transfer the actions to the appropriate place on their copy of Understanding Perspectives: Pearl Harbor graphic organizer. After they have transcribed the actions, they should work with their partner to determine whether each action did or did not escalate the conflict between the United States and Japan and record their thoughts in the last column on the organizer. As student work, circulate to make sure they are correctly identifying actions and explaining why those actions may or may not have escalated tensions between Japan and the United States. When students are finished, cold call several to share something they added to their Understanding Perspectives: Pearl Harbor graphic organizer that escalated tension between the two countries. Consider collecting the graphic organizers to check for understanding. 	<ul style="list-style-type: none"> For students who struggle with reading grade-level text, consider chunking the text for them on separate sheets of paper. This makes the reading of complex texts more manageable and allows them to focus on one small section at a time. Some students may benefit from having key sections pre-color coded in their texts to get them started. If some students gave a thumbs-down at the end of the previous lesson, consider checking in with them while they are working on their Understanding Perspectives: Pearl Harbor graphic organizer.



Closing and Assessment	Meeting Students’ Needs
A. Debrief Learning Targets (2 minutes) <ul style="list-style-type: none">• Reread the learning target aloud to the class.• Ask students to reflect on their learning today and rate their mastery of the learning target using the Fist to Five checking for understanding technique.	
B. Preview Homework (3 minutes) <ul style="list-style-type: none">• Distribute <i>Unbroken</i> structured notes, pages 28–37.• Remind students that their homework is to read pages 28–37 in <i>Unbroken</i> and complete the structured notes.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Complete a first read of pages 28–37 in <i>Unbroken</i> and the fill in the structured notes. Answer the focus question: “What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the book to support your answer.” <p><i>Note: If you do collect the Understanding Perspectives: Pearl Harbor graphic organizers to check for student understanding, prepare to hand them back in Lesson 6.</i></p>	<ul style="list-style-type: none">• Consider providing supported structured notes for students who struggle.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 5

Supporting Materials



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Understanding Perspectives:
Pearl Harbor Graphic Organizer

Name: _____

Date: _____

	Year	Action	Did this escalate the conflict between the United States and Japan? Explain.
Japanese actions BEFORE the Pearl Harbor attack			



Understanding Perspectives:
Pearl Harbor Graphic Organizer

	Year	Action	Did this escalate the conflict between the United States and Japan? Explain.
U.S. actions BEFORE the Pearl Harbor attack			



Understanding Perspectives:
Pearl Harbor Graphic Organizer For Teacher Reference

	Year	Action	Did this escalate the conflict between the United States and Japan? Explain.
U.S. actions BEFORE the Pearl Harbor attack	1854	U.S. Navy arrived in Japan to reopen Japan to foreign trade	No, this was a good thing for Japan because it gave the country access to European technology and institutions.
	1937	The United States took China's side against Japan and warned Japan to withdraw from China. FDR threatened to cut trade with Japan.	Yes. The United States was challenging Japan and threatening to use the military against them.
	1940	FDR stationed the U.S. Pacific Fleet at Pearl Harbor to warn Japan.	Yes. Putting boats at Pearl Harbor was a military threat to Japan.
	1941	FDR ordered a freeze on trade with Japan.	Yes. Japan needed oil from the United States to be able to fuel its army and navy.
	1941	The United States demanded that Japan withdraw from Indochina and China. FDR didn't think Japan would attack his country because it was so powerful.	Yes. This was a challenge to Japan. If the Japanese backed down, they would feel humiliated.
	1894	Japan went to war with China and took over some of its land.	No. The article doesn't mention the U.S. reaction.



Understanding Perspectives:
Pearl Harbor Graphic Organizer For Teacher Reference

	Year	Action	Did this escalate the conflict between the United States and Japan? Explain.
Japanese actions BEFORE the Pearl Harbor attack	1937	Japan went to war with China again and took over a lot of its land.	Yes. The United States took China's side.
	1940	Japan took over French Indochina (Vietnam).	Yes. Despite a warning from the United States, Japan kept invading other countries.
	1940	Japan signed a treaty with Germany and Italy.	Yes. Germany and Italy were fighting against Britain, and the United States was helping Britain. Japan was signing a treaty with the enemy.
	1941	Japan decided to attack the United States.	Yes. Making a plan to attack and then following through led to the U.S. declaring war on Japan.
	1854	U.S. Navy arrived in Japan to reopen Japan to foreign trade	No, this was a good thing for Japan because it gave the country access to European technology and institutions.
	1937	The United States took China's side against Japan and warned Japan to withdraw from China. FDR threatened to cut trade with Japan.	Yes. The United States was challenging Japan and threatening to use the military against them.



Unbroken Structured Notes

Pages 28–37

Name: _____

Date: _____

What's the gist of what you read on pages 28-37?

Focus question:

What do Louie's antics in Germany reveal about his character and values? Use the strongest evidence from the novel to support your answer.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
plundering (28)		
coltish (28)		
prodigious (31)		
surreal (32)		
penultimate (34)		



Unbroken Supported Structured Notes

Pages 28–37

Name: _____

Date: _____

Summary of pages 28-37

As Louie traveled to Germany, he recognized that he needed to act a bit more maturely, but he quickly relapsed into old habits when he realized that others were “souvenir collecting.” People were stealing things that could easily be hidden, and Louie joined right in. In fact, he boasted that he was the best thief of all. Louie also became known for his huge appetite on the ship. Unfortunately, the overeating and lack of training on the ship had caught up with him. Louie’s determination, however, kicked in. Both mentally and physically, he showed steady signs of performing like himself. After one particularly fast finish, he was led to Hitler’s section for a brief introduction. That fast finish was all Louie needed to have his drive to win kick in. He didn’t win in Germany, but he set his eyes on the 1940 Olympic Games, set to take place in Japan.

Focus question:

What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the book to support your answer.



Unbroken Supported Structured Notes

Pages 28–37

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
plundering (28)	robbing or stealing by force	
coltish (28)	playful	
prodigious (31)	wonderful, amazing	
surreal (32)	strange or dreamlike	
penultimate (34)	second to last	



Name: _____

Date: _____

Summary of pages 28-37

As Louie traveled to Germany, he recognized that he needed to act a bit more maturely, but he quickly relapsed into old habits when he realized that others were “souvenir collecting.” People were stealing things that could easily be hidden, and Louie joined right in. In fact, he boasted that he was the best thief of all. Louie also became known for his huge appetite on the ship. Unfortunately, the overeating and lack of training on the ship had caught up with him. Louie’s determination, however, kicked in. Both mentally and physically, he showed steady signs of performing like himself. After one particularly fast finish, he was led to Hitler’s section for a brief introduction. That fast finish was all Louie needed to have his drive to win kick in. He didn’t win in Germany, but he set his eyes on the 1940 Olympic Games, set to take place in Japan.

Focus question:

What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the book to support your answer.

While in Germany, Louie demonstrated determination in the face of imminent defeat. He was lousy from overeating and not training on the ship, but when he began to race, his determination to win increased with every loss. He also demonstrated a sense of mischief when he stole the German flag from the Chancellery.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
plundering (28)	robbing or stealing by force	
coltish (28)	playful	
prodigious (31)	wonderful, amazing	
surreal (32)	strange or dreamlike	
penultimate (34)	second to last	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 6

Studying Conflicting Information: Varying Perspectives on the Pearl Harbor Attack, Part 1



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine an author's point of view or purpose in informational text. (RI.8.6)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can determine Roosevelt's point of view in his "Day of Infamy" speech.	<ul style="list-style-type: none"><i>Unbroken</i> structured notes, pages 28–37 (from homework)Text-dependent questions from "Day of Infamy" speech



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</p> <p>B. Review Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Understanding Varying Perspectives: “Day of Infamy” Speech (35 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debriefing Learning Targets (2 minutes)</p> <p>B. Preview Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of pages 38-47 in <i>Unbroken</i> and fill in the structured notes</p>	<ul style="list-style-type: none">• In this lesson, students will read a primary source, Franklin Roosevelt’s “Day of Infamy” speech (more formally known as “Transcript of Joint Address Leading to a Declaration of War Against Japan [1941]”). In Lesson 8, students will read another primary source, the “Fourteen- Part Message” (more formally known as “Japanese Note to the United States December 7, 1941”). Both of these sources are highly complex, so they have been excerpted and scaffolded with some pre-defined vocabulary, paraphrasing, and text-dependent questions.• Students will read both primary sources, but they will eventually focus on one. This is in preparation for the Fishbowl discussions in Lessons 12 and 13. Students who focus on the “Day of Infamy” speech will participate in the discussion one day, and students who focus on the “Fourteen-Part Message” will participate in the discussion the other day. See Lessons 12 and 13 for more information.• In advance: Preview the text for this lesson; review the Fishbowl Discussion protocol (see Appendix), which will be used later in the unit.• Post: Learning target.



Lesson Vocabulary	Materials
point of view, primary source; plunder, infamy, solicitation, maintenance, diplomatic negotiations, will, grave	<ul style="list-style-type: none">• “Day of Infamy” speech (one per student and one to display)• Document camera• Close Reading Guide: “Day of Infamy” Speech (for teacher reference)• <i>Unbroken</i> structured notes, pages 38–47 (one per student)• <i>Unbroken</i> supported structured notes, pages 38–47 (optional; for students needing additional support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 38–47 (for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</p> <ul style="list-style-type: none">• Invite students to take their <i>Unbroken</i> structured notes, pages 28–37 and sit with their Okinawa Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner.• Point out that the chapter they read for homework is called “Plundering Germany.” Ask students to turn and talk to their partner:<ul style="list-style-type: none">* “Why do you think this chapter is titled ‘Plundering Germany’?” If necessary, guide students toward a definition of <i>plunder</i>, which means to rob or pillage, especially during times of war.	



Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Target (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning target. Read the target aloud to the class:<ul style="list-style-type: none">* "I can determine Roosevelt's point of view in his 'Day of Infamy' speech."• Ask students to turn and talk to their partner about what <i>point of view</i> means. Cold call one or two pairs to share their thinking. Listen for: "It's a person's perspective, or how he/she sees things."• Remind students that the preface of <i>Unbroken</i> foreshadows or previews something that happens later in the book: Louie is in a raft, being shot at by Japanese bombers. Explain that students will be reading texts that will help them understand what happened between the United States and Japan, especially the attack on Pearl Harbor, which ultimately led to the events in the preface. Since history is complicated, it is important to understand the different perspectives that led to huge events, like a world war, which affect so many people—including Louie. The texts that they will read have two different points of view on the events leading up to Pearl Harbor.	



Work Time	Meeting Students' Needs
<p>A. Understanding Varying Perspectives: “Day of Infamy” Speech (35 minutes)</p> <ul style="list-style-type: none">• Tell students that for their end of unit assessment, they will participate in a Fishbowl Discussion. That means half of the class will be participating in a discussion, and the other half will observe the discussion and take notes. The next day, they switch places.• Explain that to prepare for the Fishbowl, students will read two <i>primary sources</i>. Define a primary source as “a text or artifact that was created during the time period you are studying.” Historians use primary sources as often as they can. Since they are created during the time period under study, it is possible to understand what people were thinking and feeling at the time. It is especially important to use primary sources when studying different perspectives. Today, students will read a primary source that represents President Roosevelt’s point of view of Pearl Harbor. In Lesson 8, they will read another primary source with a different point of view. Emphasize that both texts were written in 1941. This is the same time period that <i>Unbroken</i> takes place. Finally, explain that students will read both texts to understand both perspectives, but they will ultimately focus on just one of the texts.• Provide students with some context for their reading of the first primary source, the “Day of Infamy” speech: The speech was given by President Franklin Delano Roosevelt on December 8, 1941. Point out that December 7, 1941, is the day the Japanese military attacked Pearl Harbor. Be sure not to say much more here. Students will discover more about Pearl Harbor and these texts by reading them.• Distribute one copy of the “Day of Infamy” speech to each student and display one copy using a document camera.• Ask the class to look over the handout as you explain it using the displayed copy.• Then, following the steps in the Close Reading Guide: “Day of Infamy” Speech (for teacher reference), guide students through reading the speech and completing their handout.	<ul style="list-style-type: none">• Consider providing smaller chunks of text or a paraphrase of difficult sections in addition to the original text to differentiate for struggling readers.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Target (2 minutes)</p> <ul style="list-style-type: none">• Reread the learning target aloud to the class:<ul style="list-style-type: none">* "I can determine Roosevelt's point of view in his 'Day of Infamy' speech."• Ask students to give a thumbs-up or thumbs-down depending on how well they mastered that target today.	
<p>B. Preview Homework (2 minutes)</p> <ul style="list-style-type: none">• Distribute <i>Unbroken</i> structured notes, pages 38–47.• Remind students that their homework is to read pages 28–37 in <i>Unbroken</i> and complete the structured notes.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete a first read of pages 38–47 in <i>Unbroken</i> and fill in the structured notes. Answer the focus question: "Hillenbrand writes, 'As Louie blazed through college, far away, history was turning' (43). Why does the author interrupt Louie's narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer."	<ul style="list-style-type: none">• Consider providing supported structured notes for students who struggle.



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 1: Lesson 6

Supporting Materials



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“Day of Infamy” Speech

Given by President Franklin Delano Roosevelt December 8, 1941

Name: _____

Date: _____

What’s the gist of this section?	Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:
	<p>Yesterday, December 7th, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.</p>
	<p>The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific....</p>
	<p><i>infamy: evil fame</i> <i>solicitation: request</i> <i>maintenance: to work to keep something the way it is</i></p>
	<p>1. According to this document, what was the relationship like between the United States and Japan before the attack at Pearl Harbor?</p>



“Day of Infamy” Speech

Given by President Franklin Delano Roosevelt December 8, 1941

What’s the gist of this section?	<p>Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.</p>
	<p><i>diplomatic negotiations: when two or more countries discuss in order to reach an agreement</i></p> <p><i>Paraphrase: An hour after the Japanese started bombing in Oahu, the Japanese ambassador delivered a reply to an earlier message that stated that the Japanese and the United States should not continue to negotiate with each other, but it did not mention a threat of war.</i></p>
What’s the gist of this section?	<p>It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.</p>
	<p>2. Roosevelt accuses the Japanese of seeking to deceive the United States. According to this speech, what is one example of an action in which the Japanese government deceived the United States?</p> <div data-bbox="451 1381 1534 1755"> <div></div> <div></div> <div></div> <div></div> <div></div> </div>



“Day of Infamy” Speech

Given by President Franklin Delano Roosevelt December 8, 1941

<p>What’s the gist of this section?</p>	<p>The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.</p> <p>Yesterday, the Japanese government also launched an attack against Malaya.</p> <p>Last night, Japanese forces attacked Hong Kong.</p> <p>Last night, Japanese forces attacked Guam.</p> <p>Last night, Japanese forces attacked the Philippine Islands.</p> <p>Last night, the Japanese attacked Wake Island.</p> <p>And this morning, the Japanese attacked Midway Island.</p> <p>Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves....</p>
	<p>3. At the time of this speech, the places mentioned here (Hawaii, Malaya, Hong Kong, Guam, Philippine Islands, Wake Island, and Midway Island) were controlled by either the United States or Great Britain. Why might Roosevelt list each one individually?</p>



“Day of Infamy” Speech

Given by President Franklin Delano Roosevelt December 8, 1941

What’s the gist of this section?	As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us.
	No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.
	I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.
	<i>will (n.): desire; want</i>
	4. What does Roosevelt mean when he says the United States will “make it very certain that this form of treachery shall never again endanger us”?

“Day of Infamy” Speech

Given by President Franklin Delano Roosevelt December 8, 1941

What’s the gist of this section?	Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.
	With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph—so help us God.
	I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.
	<i>grave (adj.): serious</i>
	5. According to the last paragraph, what is the purpose of Roosevelt’s speech?

President Franklin D. Roosevelt. "Transcript of Joint Address to Congress Leading to a Declaration of War Against Japan (1941)." Washington, D.C. 1941 Dec. 8. Address. Public Domain.

Close Reading Guide: “Day of Infamy” Speech
(For Teacher Reference)

Questions	Teacher Guide
1. According to this document, what was the relationship like between the United States and Japan before the attack at Pearl Harbor?	<p>Direct students to follow along while you read the text aloud. Point out that the text is broken into smaller pieces on the handout, but for this first read, they will skip over the questions and focus only on the text.</p> <p>Once you have finished reading the whole text, ask students to turn and talk with their partner about the overall gist of the speech. Cold call a pair to share their answer.</p> <p>Listen for: “President Roosevelt is explaining that the Japanese bombed Pearl Harbor.” Point out that some words and phrases that would not be possible to define from context are defined in each section. Encourage students to identify other words that are unfamiliar to them, record those words on their copies of the “Day of Infamy” speech, and use the context to try to infer their meaning.</p> <p>Instruct students to work with their partner to reread the first section of the text and write the gist in the margin, then answer the first question. Remind them that rereading is important when they are dealing with a challenging text like this primary source.</p> <p>Circulate while pairs are working, listening to make sure they are on the right track. If students are confused, ask questions like: * “Why does Roosevelt mention the distance between Oahu and Japan?” * “What does it mean to <i>deceive</i> someone?” * “Can you put that sentence into your own words?”</p> <p>When students are done with the first question, refocus them whole group and cold call a pair to share their answer.</p> <p>Listen for: Roosevelt says that the United States and Japan have a good relationship before the attack. The United States even works with Japan to make sure the Pacific area stays peaceful.</p>



Close Reading Guide: “Day of Infamy” Speech
(For Teacher Reference)

Questions	Teacher Guide
2. Roosevelt accuses the Japanese of seeking to deceive the United States. According to this speech, what is one example of an action in which the Japanese government deceived the United States?	<p>Ask students to reread the second section of the text and write the gist in the margin, then answer the second question. Point out that some paraphrasing has been included on the handout to help them understand.</p> <p>Circulate while pairs work, listening to make sure they are on the right track. If students are confused, ask questions like:</p> <ul style="list-style-type: none">* “Who is Roosevelt addressing?”* “What happened the day before this speech?”* “Can you put that sentence into your own words?” <p>When students are done with the second question, refocus them whole group and cold call a pair to share their answer.</p> <p>Listen for: Roosevelt uses the example that the Japanese government sent a message the day before the Pearl Harbor attack and did not mention anything about a possible war between the two countries, even though they must have planned the attack days or weeks beforehand.</p>



Close Reading Guide: “Day of Infamy” Speech
(For Teacher Reference)

Questions	Teacher Guide
3. At the time of this speech, the places mentioned here (Hawaii, Malaya, Hong Kong, Guam, Philippine Islands, Wake Island, and Midway Island) were controlled by either the United States or Great Britain. Why might Roosevelt list each one individually?	<p>Continue the same steps as above: Ask students to work with their partner to reread the next section for gist, then answer the text-dependent question about that section. Cold call a pair to share their answer with the whole class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “Look at the map you worked on yesterday. Where are all these places?”* “What do you think a <i>surprise offensive</i> is?” <p>When students are done with the third question, refocus them whole group and cold call a pair to share their answer.</p> <p>Listen for: Roosevelt lists each place individually because it shows how many places the Japanese attacked at the same time. It proves his point that Japan must have been planning the attack for a long time. It also makes Japan look especially evil, since the list of places they attacked is so long.</p>



Close Reading Guide: “Day of Infamy” Speech
(For Teacher Reference)

Questions	Teacher Guide
4. What does Roosevelt mean when he says the United States will “make it very certain that this form of treachery shall never again endanger us”?	<p>Continue the same steps as above: Ask students to work with their partner to reread the next section for gist, then answer the text-dependent question about that section. Cold call a pair to share their answer with the whole class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “What do you think Roosevelt means by ‘all measure for our defense’?”* “What is an <i>onslaught</i>?”* “What does Roosevelt mean when he says that he is interpreting the will of Congress and of the people?” <p>When students are done with the fourth question, refocus them whole group and cold call a pair to share their answer.</p> <p>Listen for:</p> <p>Roosevelt means that not only will the United States defend itself against Japan, but it will do whatever it needs to do to make sure that the United States isn’t attacked ever again.</p> <p>Some students may understand that Roosevelt is threatening to soundly defeat the Japanese—planning offensive rather than strictly defensive military strategy—but not all students will make that in-depth inference given the complexity of this text.</p>



Close Reading Guide: “Day of Infamy” Speech
(For Teacher Reference)

Questions	Teacher Guide
5. According to the last paragraph, what is the purpose of Roosevelt’s speech?	<p>Continue the same steps as above: Ask students to work with their partner to reread the next section for gist, then answer the text-dependent question about that section. Cold call a pair to share their answer with the whole class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “What are <i>hostilities</i>?”* “What does Roosevelt say is in danger?”* “What is <i>inevitable triumph</i>?”* “Can you put the last sentence into your own words?” <p>When students are done with the fifth question, refocus them whole group and cold call a pair to share their answer.</p> <p>Listen for: Because of the seriousness of Japan’s attack on the United States, Roosevelt is asking Congress to declare war on Japan.</p>

Text from <http://history1900s.about.com/od/franklinroosevelt/a/Day-Of-Infamy-Speech.htm>



Unbroken Structured Notes

Pages 38–47

Name: _____

Date: _____

What's the gist of what you read on pages 38-47?

Focus question: Hillenbrand writes, “As Louie blazed through college, far away, history was turning” (43). Why does the author interrupt Louie’s narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
ardent (39)		
ruse (40)		
superlative (41)		
unmoored (44)		
bombardier (45)		



Unbroken Supported Structured Notes

Pages 38–47

Name: _____

Date: _____

Summary of pages 38–47

Louie continues to attend the University of Southern California, train, and set records with his running. Louie’s training has reached its peak, but the world is quickly becoming an uncertain and volatile place. Japan withdrew from hosting the 1940 Olympics, and Finland became the new setting. Japan, along with Germany, turned its attention to war, and the long-anticipated 1940 Olympics was canceled. This news sent Louie into a tailspin, with no goal to focus him. As America crept toward war, enlisting became Louie’s focus. He joined the Army Air Corps and soon after, Pearl Harbor was attacked by Japan.

Focus question: Hillenbrand writes, “As Louie blazed through college, far away, history was turning” (43). Why does the author interrupt Louie’s narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer.



Unbroken Supported Structured Notes

Pages 38–47

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
ardent (39)	eager and enthusiastic	
ruse (40)	something done to trick someone	
superlative (41)	excellent, unmatched	
unmoored (44)	unhinged, to be released from something that grounds someone or something (relates to a boat being released from a mooring)	
bombardier (45)	someone who releases bombs from an aircraft	



Unbroken Structured Notes Teacher's Guide

Pages 38–47

Name: _____

Date: _____

Summary of pages 38-47

Louie continues to attend the University of Southern California, train, and set records with his running. Louie's training has reached its peak, but the world is quickly becoming an uncertain and volatile place. Japan withdrew from hosting the 1940 Olympics, and Finland became the new setting. Japan, along with Germany, turned its attention to war, and the long-anticipated 1940 Olympics was canceled. This news sent Louie into a tailspin, with no goal to focus him. As America crept toward war, enlisting became Louie's focus. He joined the Army Air Corps and soon after, Pearl Harbor was attacked by Japan.

Focus question: Hillenbrand writes, "As Louie blazed through college, far away, history was turning" (43). Why does the author interrupt Louie's narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer.

Hillenbrand provides the information about Japan and Germany so the reader has the background knowledge needed to better understand how Zamperini's life might change because of war. Louie has participated in the German Olympics, and he is setting his sights on the Japan Olympics in 1940. The author writes about Germany and Japan to show that the world around Louie is changing and provides the reader with some foreshadowing that Louie's plans may not happen as he intends.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
ardent (39)	eager and enthusiastic	
ruse (40)	something done to trick someone	
superlative (41)	excellent, unmatched	
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bombardier (45)	someone who releases bombs from an aircraft	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 7

Building Background Knowledge: The Pearl Harbor Attack: *Unbroken*, Pages 38–47



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can use evidence from <i>Unbroken</i> that supports my understanding of the Pearl Harbor attack.	<ul style="list-style-type: none"><i>Unbroken</i> structured notes, pages 38–47 (from homework)Text-dependent questions from “Fourteen-Part Message”



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader (5 minutes)</p> <p>B. Review Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Close Reading: War with Japan: <i>Unbroken</i>, Pages 38–47 (25 minutes)</p> <p>B. Read-aloud: “Fourteen-Part Message”(10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief Learning Target (1 minutes)</p> <p>B. Preview Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Reread the “Fourteen-Part Message.” Record the gist in the spaces provided in the left-hand column and add vocabulary words of your choice to the vocabulary chart.</p>	<ul style="list-style-type: none">• In this lesson, students study how author Laura Hillenbrand presents the attack on Pearl Harbor in <i>Unbroken</i>. This lesson provides a strong connection between the supplemental, informational texts students have been analyzing and the central text.• In Lesson 6, students read a primary source document that explained the United States’ perspective on the attack on Pearl Harbor. In this lesson, students read a primary source text from the Japanese perspective on the attack. An excerpted and abridged version of the Japanese “Fourteen-Part Message” is read aloud as students follow along in their heads. The speech will receive closer study in the next lesson.• In advance: Review Think-Write-Pair-Share protocol (see Appendix).• Post: Learning target.



Lesson Vocabulary	Materials
foreshadowing; tariffs, identity, divine, mandate, inferior, superior, destiny, imperial, indoctrination; desensitization (43), unmoored (44), bombardier (45)	<ul style="list-style-type: none"> • <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> (one per student) • Close Reading Guide: War with Japan: <i>Unbroken</i>, pages 38–47 (one per student) • Close Reading Guide: War with Japan: <i>Unbroken</i> Pages 38–47 (for teacher reference) • “Fourteen-Part Message” (one per student and one to display) • Document camera • Vocabulary chart (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to take <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 38–47 and sit with their Pearl Harbor Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner. • Cold call two or three pairs to share the highlights of their discussion. Listen for them to recognize that important events that were happening in the world were going to directly affect Louie. Hillenbrand provides the information about Japan and Germany so the reader has the background knowledge needed to better understand how Louie’s life might change. 	
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the posted learning target. • Read the target aloud to the class: <ul style="list-style-type: none"> * “I can use evidence from <i>Unbroken</i> that supports my understanding of the Pearl Harbor attack.” • Tell students that today they will take another look at the background Hillenbrand provides in <i>Unbroken</i> about the attack on Pearl Harbor and how the attack affected Louie. 	



Work Time	Meeting Students' Needs
<p>A. Close Reading: War with Japan: <i>Unbroken</i>, Pages 38–47 (25 minutes)</p> <ul style="list-style-type: none">• Explain that students will continue to work with their Pearl Harbor partner. They will use the Think-Write-Pair-Share protocol to read and answer text-dependent questions about how Hillenbrand builds background knowledge about the looming war with Japan and how this might affect Louie.• Distribute one copy of Close Reading Guide: War with Japan: <i>Unbroken</i>, pages 38–47 to each student.• Refer to the Close Reading Guide: War with Japan: <i>Unbroken</i> Pages 38–47 (for teacher reference) for explicit instructions on how to guide students through thinking about and answering the text-dependent questions on their War with Japan handout.• Text-dependent questions may be collected as a formative assessment.	<ul style="list-style-type: none">• Giving students time to talk through ideas supports comprehension and builds class culture.



Work Time (continued)	Meeting Students' Needs
<p>B. Read-Aloud: “Fourteen-Part Message” (10 minutes)</p> <ul style="list-style-type: none">• Remind students that the governments of Japan and the United States had different perspectives on the Pearl Harbor attack. They have already studied the perspective of the U.S. government by reading and answering questions about FDR’s “Day of Infamy” speech. Today, they will read a text from a different perspective.• Distribute one copy of Japan’s “Fourteen-Part Message” to each student and display one copy using a document camera.• Ask students to look over the handout as you explain it using the displayed copy. Orient students by pointing out that, like the “Day of Infamy” speech handout, this handout contains sections of the “Fourteen-Part Message” speech, pulled-out vocabulary, and spaces for them to record the gist and answers to the text-dependent questions.• Eventually, they will complete the entire handout. For today, they will read along in their heads as you read the text aloud.• Tell students that with this first read, they are just getting the gist of what the Japanese government is saying.• Read the text aloud to the class. Invite students to turn and talk about the gist with their partner.• Cold call two or three student pairs to share their gist with the class. Listen to be sure they understand that Japan believed the attack on Pearl Harbor was justified and that the United States did several things to provoke Japan’s attack.	<ul style="list-style-type: none">• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Target (1 minute)</p> <ul style="list-style-type: none">• Direct students' attention back to the posted learning target. Reread it aloud to the class:<ul style="list-style-type: none">* "I can use evidence from <i>Unbroken</i> that supports my understanding of the Pearl Harbor attack."• Using a Fist to Five, ask students to rate their ability to use evidence from the text to enhance their understanding of the attack on Pearl Harbor.	
<p>B. Preview Homework (2 minutes)</p> <ul style="list-style-type: none">• For homework, students will reread the "Fourteen-Part Message," record the gist, and add vocabulary words of their choice to the vocabulary chart.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the "Fourteen-Part Message." Record the gist in the spaces provided in the left-hand column. Add vocabulary words of your choice to the vocabulary chart.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 7

Supporting Materials



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Close Reading Guide: War with Japan:

Unbroken Pages 38–47

Name: _____

Date: _____

Text-dependent questions	Respond using the strongest evidence from the text
1. Why does Hillenbrand include both the triumphs of Louie and the ominous background on Japan in the same chapter?	
2. What reasons does Hillenbrand give for Japan's plans to conquer new land?	
3. According to Hillenbrand, what belief was central to the Japanese identity?	
4. Hitler believed in the superiority of the Aryan (blond haired, blue eyed, German) race. How does this relate to the central Japanese belief described by Hillenbrand?	



Close Reading Guide: War with Japan:

Unbroken Pages 38–47

Text-dependent questions	Respond using the strongest evidence from the text
5. What role does violence and brutality play in the Japanese identity, according to Hillenbrand?	
6. How did the situation with Germany affect Louie directly?	
7. Reread page 46 from “Not long after sunrise on a Sunday in December ...” to the end of that section, ending with “There were red circles on its wings” on page 47. List the strong descriptive details from this passage that Hillenbrand uses to describe the Pearl Harbor attack. Why does the author provide so much detail?	



Close Reading Guide: War with Japan:

Unbroken Pages 38–47

(For Teacher Reference)

Total time = 25 minutes

Gathering Evidence from the Text: Text-dependent questions. Invite students to Think-Pair-Share after posing each question.

Text-dependent questions	Teaching Notes
1. Why does Hillenbrand include both the triumphs of Louie and the ominous background on Japan in the same chapter?	<p>Listen for:</p> <p>The author contrasts the successful and positive experiences that Louie is having with the terrible things happening around the world as a way for the reader to expect these two to eventually collide. These details are also included side by side in the text as the author foreshadows that the events of World War II are about to affect Louie.</p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none">* “By including both sets of details, what does the reader expect will happen to Louie’s running goals?”* “What might the author be foreshadowing?”* Remind students that foreshadowing is when the author provides hints to set the stage for the story to unfold.
2. What reasons does Hillenbrand give for Japan’s plans to conquer new land?	<p>Listen for:</p> <p>Poor natural resources, high tariffs and low demand, a growing population, economic independence through the resources of other countries, the right to rule other Asians (pg. 43).</p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none">* “What are tariffs?” If necessary, explain that a tariff is a tax on goods that are being imported or exported.

Close Reading Guide: War with Japan:

Unbroken Pages 38–47

(For Teacher Reference)

Text-dependent questions	Teaching Notes
<p>3. According to Hillenbrand, what belief was central to the Japanese identity?</p>	<p>Listen for:</p> <p>“Central to the Japanese identity was the belief that it was Japan’s divinely mandated right to rule its fellow Asians, whom it saw as inherently inferior” (pg. 43).</p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * “What does identity mean in this case?” * “Where did the Japanese believe this right came from?” * “What does the word divine mean?” * If necessary, explain that a mandate is a command or an order. * “How did the Japanese see other Asians?” * “What does it mean to be inferior?” * If necessary, invite students to turn and talk to paraphrase this sentence for better understanding.
<p>4. Hitler believed in the superiority of the Aryan (blond haired, blue eyed, German) race. How does this relate to the central Japanese belief described by Hillenbrand?</p>	<p>Listen for:</p> <ul style="list-style-type: none"> * “‘There are superior and inferior races in the world,’ said the Japanese politician Nakajima Chikuhei in 1940, ‘and it is the sacred duty of the leading race to lead and enlighten the inferior ones.’” * “‘The Japanese,’ he continued, ‘are the sole superior race of the world’” (pg. 43). <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * “What does the word superior mean?” * “How might this belief affect Japan’s identity?”



Close Reading Guide: War with Japan

Unbroken Pages 38–47

(For Teacher Reference)

Text-dependent questions	Teaching Notes
<p>5. What role does violence and brutality play in the Japanese identity, according to Hillenbrand?</p>	<p>Listen for:</p> <ul style="list-style-type: none">* “crafted a muscular, technologically sophisticated army and navy”* “military-run school system that relentlessly and violently drilled children on the nation’s imperial destiny”* “through intense indoctrination, beatings, and desensitization, its army cultivated and celebrated extreme brutality in its soldiers” (pg. 43) <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none">* Invite students to take a closer look at the term imperial destiny. Ask them to define the word destiny and listen for them to recognize destiny as “fate” or “future.” Invite students to share their understanding of the word imperial; be sure they understand it relates to the idea of imperialism and the desire to take over other countries.* If necessary, draw students’ attention to the word indoctrination. Explain that this means “brainwashing.”* If necessary, draw students’ attention to the word desensitization. Ask whether they recognize a familiar word embedded in this word. Students may recognize the word sensitive. Explain that with the prefix de-, this word means “to make someone less sensitive.”* Invite students to paraphrase each piece of evidence to enhance comprehension.* “How might these practices affect children and civilians as well as soldiers?”

Close Reading Guide: War with Japan

Unbroken Pages 38–47

(For Teacher Reference)

Text-dependent questions	Teaching Notes
<p>6. How did the situation with Germany affect Louie directly?</p>	<p>Listen for:</p> <p>Louie became unmoored (44) and ill; he didn’t finish his degree; he mourned the Olympics and joined the Army Air Corps; he couldn’t tolerate the Air Corps, so he left and signed papers he didn’t read; he ended up becoming a bombardier (45) in the Army Air Corps after all, since those papers he signed said he agreed to join the corps in the future (pages 44 and 45).</p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * “What does the word unmoored mean?” If necessary, explain that this is a nautical term that refers to a ship being released from its anchor or mooring. * “What was Louie’s anchor? What did he use to ground and focus him? Where did his energy and goals lie?”
<p>7. Reread page 46 from “Not long after sunrise on a Sunday in December ...” to the end of that section, ending with “There were red circles on its wings” on page 47.</p> <p>List the strong descriptive details from this passage that Hillenbrand uses to describe the Pearl Harbor attack. Why does the author provide so much detail?</p>	<p>Listen for:</p> <ul style="list-style-type: none"> * The description begins from the perspective of the pilot of one of the Japanese planes. * Hillenbrand describes the time of day as sunrise. The pilot is flying into the sunrise while the unsuspecting people on the island of Oahu are doing normal, routine things (getting dressed for Mass, leaving a poker game, having a pillow fight, taking a picture, sleeping, getting ready for a baseball game, preparing to raise the flag for the national anthem). * One of the men in the pillow fight suddenly falls dead from being shot in the neck. <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * “What do these details convey to the reader?” * “How do the details in the last paragraph affect the reader?”

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

Name:

Date:

What's the gist of this section?	<p>1. The government of Japan genuinely wants to come to a friendly understanding with the Government of the United States so that the two countries may secure peace in the Pacific Area and contribute toward world peace. Japan has continued sincere negotiations with the Government of the United States since last April.</p> <p>2. The Japanese Government wants to insure the stability of East Asia and to promote world peace and thereby to enable each nation to find its proper place in the world.</p>
	<i>negotiation: resolving a conflict using compromise</i>
	According to this document, what are three of the Japanese government's goals?



“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What’s the gist of this section?	<p>Ever since Japan’s war with China, the Japanese Government has tried to restore peace. However, the United States has resorted to every possible measure to assist China and to obstruct peace between Japan and China. Nevertheless, last August, the Premier of Japan proposed to meet the President of the United States for a discussion of important problems between the two countries. However, the American Government insisted that the meeting should take place after an agreement of view had been reached on fundamental and essential questions.</p> <p><i>Paraphrase: The leader of Japan proposed a meeting with the president of the United States to discuss their problems in the Pacific, but the American government insisted that Japan and the U.S. agree on some things before the two leaders met.</i></p>
	<p><i>obstruct: to block</i> <i>fundamental and essential questions: the most important, basic questions or issues</i></p>
	<p>According to this document, what are two ways the American government made it difficult for the Japanese government to reach these goals?</p>

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What’s the gist of this section?	<p>3. Subsequently, on September 25th, the Japanese Government submitted a proposal, taking fully into consideration past American claims and also incorporating Japanese views. Repeated discussions did not help produce an agreement. The present cabinet, therefore, submitted a revised proposal, moderating still further the Japanese claims. But the American Government failed to display in the slightest degree a spirit of conciliation. The negotiation made no progress.</p> <p><i>Paraphrase: Japan tried to suggest ideas for compromise between itself and the United States, taking into account past conversations. The United States did not agree. Japan revised the compromise, but the American government would not compromise at all.</i></p>
	What does the document say is another way the American government made it difficult for the Japanese government to reach its goals?



“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What’s the gist of this section?	<p>Therefore, the Japanese Government, trying to avert a Japanese-American crisis, submitted still another proposal on November 20th, which included:</p> <p>(1) The Government of Japan and the United States will not dispatch armed forces into any of the regions, excepting French Indo-China, in the Southeastern Asia and the Southern Pacific area....</p> <p>(3) Both Governments will work to restore commercial relations. The Government of the United States shall supply Japan the required quantity of oil.</p> <p>The American Government, refusing to yield an inch, delayed the negotiation. It is difficult to understand this attitude of the American Government.</p> <p><i>Paraphrase: Japan then made another attempt at a compromise that included:</i></p> <p><i>Neither Japan nor the United States will send any armed forces to Southeast Asia or the southern Pacific.</i></p> <p><i>The United States will stop its embargo of oil. (An “embargo” is when one country refuses to trade with another country.)</i></p>
	<i>dispatch: send</i>
	What two things did the Japanese Government ask for in its proposal?

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

<p>What’s the gist of this section?</p>	<p>The Japanese Government wants the American Government to know:</p> <ol style="list-style-type: none"> 1. The American Government advocates, in the name of world peace, ideas that are favorable to it. But the peace of the world may only be reached by discovering a mutually acceptable formula through recognition of the reality of the situation and mutual appreciation of one another’s position. An attitude that ignores realities and imposes one’s selfish views upon others will not facilitate successful negotiations.... <p><i>Paraphrase: The American government wants world peace, but only if it still gets what it wants. World peace will happen only through compromise. Making others accept one’s selfish views will not help create agreements between countries.</i></p>
	<p><i>advocates: supports, argues for</i> <i>mutual: shared by both sides</i> <i>facilitate: enable, help with</i></p>
	<p><i>Diplomacy is the term used to describe when two or more countries discuss and negotiate to come to agreement. According to the Japanese government, what is U.S. diplomacy like?</i></p>



“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What’s the gist of this section?	3. The American Government objects to settling international issues through military pressure, but it uses economic pressure instead. Using economic pressure to deal with international relations should be condemned . It is, at times, more inhumane than military pressure.
	<p><i>Paraphrase: The U.S. government says not to use military attacks and wars to end international conflicts. Instead, the U.S. government uses economic pressure, which means that it tries to control other countries by refusing to trade with them. This kind of economic pressure should not be used because it can be even more cruel than a military attack.</i></p>
	<p><i>economic: related to money or wealth</i> <i>condemn: to call/name something wrong</i> <i>inhumane: cruel</i></p>
	Why do you think the authors of this message believe that using economic pressure against another country is worse than using military pressure?



“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What’s the gist of this section?	<p>4. It is impossible not to reach the conclusion that the American Government desires to maintain and strengthen its dominant position in East Asia. The Japanese Government cannot tolerate that, since it directly runs counter to Japan’s fundamental policy to enable each nation to enjoy its proper place in the world....</p> <p>7. Obviously the American Government’s intention is to obstruct Japan’s effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. This intention has been revealed clearly during the course of the present negotiation.</p> <p><i>Paraphrase: The only possible conclusion is that the United States wants to continue having a lot of control in East Asia because of the way the American government has handled these negotiations. The United States wants to keep Japan and China at war with each other.</i></p> <p><i>dominant: strongest, most powerful</i> <i>counter: against, opposite</i></p> <p>This document accuses the American government of interfering in Japan’s relationship with China. Why does the Japanese government think the U.S. government is doing this? (In other words, what do they think America’s goal is?)</p>

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What’s the gist of this section?	Thus, the earnest hope of the Japanese Government to preserve the peace of the Pacific through cooperation with the American Government has finally been lost. The Japanese Government regrets to have to notify the American Government that it seems it is impossible to reach an agreement through further negotiations.
	<i>earnest: honest and serious</i>
	The Japanese government says that it seems “impossible to reach an agreement through further negotiations.” Make an inference: What did the Japanese government do next?

Japanese Note to the United States December 7, 1941. Delivered as telegram. December 7, 1941. Public Domain.



Vocabulary Chart

Directions: Add words that are new to you from the reading. Do not add words that are defined for you already.

[illegible]



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 8

Studying Conflicting Information: Varying Perspectives on the Pearl Harbor Attack, Part 2



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine an author's point of view or purpose in informational text. (RI.8.6)

I can express my own ideas during discussions. (SL.8.1)

I can build on others' ideas during discussions. (SL.8.1)

Supporting Learning Targets

- I can determine the Japanese government's point of view in the "Fourteen-Part Message."
- I can discuss the points of view of President Roosevelt and the Japanese government.
- I can use sentence starters to build on others' ideas.

Ongoing Assessment

- Text-dependent questions from the "Fourteen-Part Message"



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Discussing the Gist (4 minutes)</p> <p>B. Review Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Understanding Varying Perspectives: “Fourteen-Part Message” (25 minutes)</p> <p>B. Contrasting Perspectives: Mix and Mingle (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Review Learning Targets (2 minutes)</p> <p>B. Preview Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Read pages 51-60 in <i>Unbroken</i>, as well as the summary of pages 60-73 found on the structured notes handout. Complete the structured notes.</p>	<ul style="list-style-type: none">• In this lesson, students will reread a primary source, the “Fourteen-Part Message,” a diplomatic note that the Japanese government sent to the U.S. secretary of state. This source provides a different perspective on the events leading up to the attack on Pearl Harbor than the students read in Lesson 6. Like Roosevelt’s “Day of Infamy” speech, the “Fourteen-Part Message” is highly complex, so it has been excerpted and scaffolded with some paraphrasing and text-dependent questions.• This lesson continues students’ preparation for the Fishbowl discussions later in this unit.• In Work Time B, students engage in a Mix and Mingle (as they did in Module 1). The purpose is for them to start to analyze the differing perspectives of President Roosevelt and the Japanese government. It also gives them an opportunity to practice some sentence starters that they will use in the Fishbowl discussions in Lessons 12 and 13.• In advance: Create a chart paper with sentence starters or set up a document camera to display them for the Mix and Mingle in Work Time B; have music ready to play for the Mix and Mingle.• Post: Learning targets, sentence starters.



Lesson Vocabulary	Materials
point of view; negotiations, obstruct, fundamental and essential questions, dispatch, advocates, mutually, facilitate, economic, condemned, inhumane, dominant, encounter, earnest	<ul style="list-style-type: none"> • “Fourteen-Part Message” (from Lesson 7; one per student and one to display) • Document camera • Close Reading Guide: “Fourteen-Part Message” (for teacher reference) • Sentence starters (one set to display) • “Day of Infamy” speech (from Lesson 6; one per student) • <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 (one per student) • <i>Unbroken</i> supported structured notes, pages 51–60, and summary of pages 60–73 (optional; for students needing additional support) • <i>Unbroken</i> Structured Notes Teacher Guide, pages 51-60, and summary of pages 60–73 (for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Discussing the Gist (4 minutes)</p> <ul style="list-style-type: none"> • Invite students to take their copies of the “Fourteen-Part Message” and sit with their Pearl Harbor Discussion Appointment partner. Ask them to discuss the gist of the “Fourteen-Part Message” with their partners. • Cold call several pairs to share the gist. Listen for: “The gist of the ‘Fourteen-Part Message’ is that the Japanese thought the United States was threatening the well-being of their country.” 	<ul style="list-style-type: none"> • Giving students time to talk through ideas supports comprehension and builds class culture.
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the posted learning targets. Ask them to read along while you read the first target aloud: <ul style="list-style-type: none"> * “I can determine the Japanese government’s point of view in the ‘Fourteen-Part Message.’” • Remind students that they analyzed President Roosevelt’s point of view in Lesson 6. In this lesson, they will analyze a different point of view on the events leading up to the attack on Pearl Harbor, that of the Japanese government. 	



Work Time	Meeting Students' Needs
<p>A. Understanding Varying Perspectives: “Fourteen-Part Message” (25 minutes)</p> <ul style="list-style-type: none">• Explain that today, students will reread the “Fourteen-Part Message.” Remind them that the message was delivered by the Japanese ambassador to the U.S. secretary of state on December 7, 1941, the day the Japanese military attacked Pearl Harbor. As with the “Day of Infamy” speech, do not say much more here. Students will learn more about the events leading up to Pearl Harbor by reading this text.• Display the “Fourteen-Part Message” using a document camera.• Since students already completed the column for the gist of each section, they will now move on to answering the text-dependent questions. Use the Close Reading Guide: “Fourteen-Part Message” (for teacher reference) to guide students through this process.	<ul style="list-style-type: none">• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • B. Contrasting Perspectives: Mix and Mingle (10 minutes) • Once students are done, refocus them whole class. • Direct their attention to the posted learning targets. Point to the second and third targets and read them aloud to the class: <ul style="list-style-type: none"> * "I can discuss the points of view of President Roosevelt and the Japanese government." * "I can use sentence starters to build on others' ideas." • Explain that they are going to practice using sentence starters, which will also be used in their Fishbowl discussions in Lessons 12 and 13. • Let students know that the goal of using sentence starters is building on others' ideas. Ask them to raise their hand if they can explain what it means to build on others' ideas. • Call on a student with his/her hand raised. Listen for: "It means to connect your ideas to someone else's so that you both learn more about the topic you are discussing." • Point to the displayed sentence starters and read them aloud. <ul style="list-style-type: none"> * "I hear that you said ..." * "I'm wondering ..." * "I hear that you said ... and I'm still wondering ..." * "Can you clarify what you meant when you said ...?" * "What you said about ... raised a question for me. My question is ..." * "It seems like what you said about ... is different from what [someone else] said." (Name conflicting ideas) * "Now that I know that, I need to change what I think about ..." * "I hear that you said ..., but I still think ... because the text says ..." (Cite evidence) * "What you said about ... reminded me of something I read in the text." (Cite evidence) 	<ul style="list-style-type: none"> • Use of protocols (like Mix and Mingle) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills. • Sentence starters support the development of speaking and listening skills by providing usable structures and modeling how people can engage in a collaborative discussion.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that each sentence starter is used for a particular purpose, which is listed above it. So, if you have a question, you can use either “I’m wondering ...” or “What you said about ... raised a question for me. My question is ...”• Tell students that they will do a Mix and Mingle to practice these. On the board, write:<ul style="list-style-type: none">* “How are President Roosevelt’s and the Japanese government’s perspectives different? What in the text makes you think as you do?”• Tell students this is their discussion prompt for the Mix and Mingle.• Explain the directions for a Mix and Mingle:<ol style="list-style-type: none">1. While the music is playing, you move around the room with your texts, “A Day of Infamy” and “Fourteen-Part Message.”2. When the music stops, you stop and discuss your response to the question with the nearest person. When responding to your partner’s ideas, use one of the displayed sentence starters.3. Repeat until everyone has talked to three different people.• Start the music and invite the class to start moving around.• When students have talked to three people, ask them to take their seats.• Cold call one or two students to share out something they talked about and one of the sentence starters they used. Students may give a variety of answers here. Be sure that they are logical and rooted in the text. A possible answer may be: “Roosevelt thought they had peaceful relations before Pearl Harbor, but the Japanese thought that the U.S. was not being peaceful by not trading oil with them.”	



Closing and Assessment	Meeting Students' Needs
<p>A. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets. Reread the first target aloud: <ul style="list-style-type: none"> * "I can determine the Japanese government's point of view in the 'Fourteen-Part Message.'" • Ask students to give a thumbs-up or thumbs-down based on whether they think they mastered this learning target. • Repeat this process with the remaining two learning targets: <ul style="list-style-type: none"> * "I can discuss the points of view of President Roosevelt and the Japanese government." * "I can use sentence starters to build on others' ideas." 	<ul style="list-style-type: none"> • Developing self-assessment and reflection supports all learners.
<p>B. Preview Homework (2 minutes)</p> <ul style="list-style-type: none"> • Distribute <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73. • Tell students that their homework is to read pages 51–60 in <i>Unbroken</i>, as well as the summary of pages 60–73 found in the structured notes. Explain that sometimes they will not read a section of the book, and a summary of the they part they skip will be provided for them on the structured notes. After the reading,, they should complete the structured notes and answer the focus question: "Hillenbrand uses similes and metaphors to describe the B-24. Choose one and explain the comparison she makes. What makes this comparison effective? Why does Hillenbrand give the reader these details? How do they help the reader understand the story better?" 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read pages 51–60 in <i>Unbroken</i>, as well as the summary of pages 60–73 found on the structured notes handout. Complete the structured notes. 	<ul style="list-style-type: none"> • Consider providing supported structured notes for students who struggle.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 8

Supporting Materials



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Close Reading Guide: “Fourteen-Part Message”
(For Teacher Reference)

Questions	Teacher Guide
1. According to this document, what are three of the Japanese government’s goals?	<p>Point out that, like the “Day of Infamy” speech, this text is broken into smaller pieces, and some vocabulary words and phrases that would not be possible to define from context are defined in each section. Encourage students to identify other words that are unfamiliar to them, record those words on the vocabulary chart on their “Fourteen-Part Message” handout, and use the context to try to infer their meaning.</p> <p>Direct students to follow along while you read the first section aloud. Remind students that they already recorded the gist as a part of their homework from Lesson 7. Ask them to work with their partner to share their gist statements, then answer the first question. Remind them that these primary sources are challenging, so rereading is important for comprehension.</p> <p>Circulate while pairs are working, listening to make sure they are on the right track. If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “What does Japan mean by a ‘friendly understanding’?”* “What does it mean to ‘insure stability’?”* “What does Japan mean by each country finding its ‘proper place in the world’?” <p>When students are done with the first question, refocus them whole group and cold call a pair to share their answer.</p> <p><i>Listen for:</i> <i>The three goals are that Japan and the United States agree on how to (1) maintain peace in the Pacific, (2) make sure there is no war in East Asia, and (3) help each country find its “proper place in the world.”</i></p>



Close Reading Guide: “Fourteen-Part Message”
(For Teacher Reference)

Questions	Teacher Guide
2. According to this document, what are two ways the American government has made it difficult for the Japanese government to reach these goals?	<p>Read aloud the second section of the text while students follow along. Remind students that they already recorded the gist as a part of their homework from Lesson 7. Ask them to work with their partner to share their gist statements, then answer the second question. Point out that some paraphrasing has been included to help students make sense of this section.</p> <p>Circulate while pairs work, listening to make sure they are on the right track. If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “In the conflict between Japan and China, who does Japan say the United States has helped?”* “What does the author mean by ‘fundamental and essential questions’?” <p>When students are done with the second question, refocus them whole group and cold call a pair to share their answer.</p> <p><i>Listen for:</i> <i>According to the Japanese, the U.S. government has helped China in the conflict between China and Japan, as well as made demands that Japan and the United States had to agree on before their leaders could meet.</i></p>



Close Reading Guide: “Fourteen-Part Message”
(For Teacher Reference)

Questions	Teacher Guide
3. What does the document say is another way the American government made it difficult for the Japanese government to reach its goals?	<p>Continue the same steps as above: Read the section aloud. Remind students that they already recorded the gist as a part of their homework from Lesson 7. Ask them to work with their partner to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “What does <i>conciliation</i> mean?”* “Who is ‘the present cabinet’?” <p><i>Listen for:</i> <i>Japan says the U.S. government is not willing to compromise at all.</i></p>
4. What two things did the Japanese government ask for in its proposal?	<p>Continue the same steps as above: Read the section aloud, ask students to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “What does <i>avert</i> mean?”* “What do you think a ‘Japanese-American crisis’ means?”* “What are ‘commercial relations’?” <p><i>Listen for:</i> <i>The Japanese government asked that neither the United States nor Japan send troops to certain parts of the Pacific and that the United States resume trading oil with Japan.</i></p>



Close Reading Guide: “Fourteen-Part Message”
(For Teacher Reference)

Questions	Teacher Guide
5. <i>Diplomacy</i> is the term used to describe when two or more countries discuss and negotiate to come to agreement. According to the Japanese government, what is U.S. diplomacy like?	<p>Continue the same steps as above: Read the section aloud, ask students to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “What does <i>favorable</i> mean?”* “What do you think a ‘mutually acceptable formula’ means?” If students struggle with this phrase, you might break it down and first ask what <i>mutual</i> means.* “Who is the author implying is selfish?” <p><i>Listen for:</i> <i>Diplomacy should include compromise, but Japan accuses the United States of refusing to compromise, saying the U.S. government won’t agree on anything unless it gets what it wants.</i></p>



Close Reading Guide: “Fourteen-Part Message”
(For Teacher Reference)

Questions	Teacher Guide
6. Why do you think the authors of this message believe that using economic pressure against another country is worse than using military pressure?	<p>Continue the same steps as above: Read the section aloud, ask students to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the whole class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none"> * “What does ‘military pressure’ mean?” * “What are ‘international relations’?” * Prompt students to put the sentence into their own words. <p><i>Listen for:</i> <i>The Japanese government claims that using economic pressure against another country (such as refusing to trade oil) is more cruel than using the military against another country.</i></p>
7. This document accuses the American government of interfering in Japan’s relationship with China. Why does the Japanese government think the U.S. government is doing this? (In other words, what do they think America’s goal is?)	<p>Continue the same steps as above: Read the section aloud, ask students to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none"> * “What does ‘dominant position’ mean?” * “What do you think ‘runs counter’ means?” * “What does <i>intention</i> mean?” <p><i>Listen for:</i> <i>The Japanese government claims that the United States wants to be the most powerful country in the Pacific and also wants China and Japan to stay at war with each other.</i></p>



Close Reading Guide: “Fourteen-Part Message”
(For Teacher Reference)

Questions	Teacher Guide
8. The Japanese government says that it seems “impossible to reach an agreement through further negotiations.” Make an inference: What did the Japanese government do next?	<p>Continue the same steps as above: Read the section aloud, ask students to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “What does <i>preserve</i> mean?”* “What are <i>negotiations</i>?” <p><i>Listen for:</i> <i>Since the Japanese government said that it wouldn’t cooperate with the United States anymore, I infer that it becomes an enemy and attacks Pearl Harbor next.</i></p>



Sentence Starters

To paraphrase someone else's idea to make sure you understand, use:

I hear that you said ...

To ask a question or probe, use:

I'm wondering ...

I hear that you said ... and I'm still wondering ...

Can you clarify what you meant when you said ... ?

What you said about ... raised a question for me. My question is ...

It seems like what you said about ... is different from what [someone else] said. (Name conflicting ideas)

To show how something has changed your thinking, use:

Now that I know that, I need to change what I think about ...

To cite text evidence, use:

I hear that you said ..., but I still think ... because the text says ... (Cite evidence)

What you said about ... reminded me of something I read in the text. (Cite evidence)



Unbroken Structured Notes,
Pages 51–60, and Summary of Pages 60–73

Name: _____

Date: _____

What is the gist of pages 51–60?

Summary of pages 60–65

(Note: Refer to the diagram of the B-24 bomber on page 48 to better understand this section of the text.)

Louie and his crewmates are assigned to fly in a B-24 Liberator plane. They spend three months learning how to fly it and use its weapons to attack targets. Louie’s job is to drop bombs on targets from the “greenhouse” (labeled “bombardier” on the diagram on page 48).

During training, Louie and the rest of the crew learn about the dangers of flying. They have radio trouble and get lost for three-and-a-half hours one night. Several other men they know died in plane crashes. These kinds of accidents became so common that the Air Force starts training men to “ditch” (land on water), jump out of planes safely, and survive after a crash.

Louie’s plane has its share of problems: a fuel leak, broken gas gauges that sometimes say the plane is full of fuel when it was almost empty, and one engine that is “thirstier” for gas than the other one. Even though they know how dangerous their job is, Louie and the other men grow to love their plane and decide to name it *Super Man*. (See a picture of *Super Man* on page 64.)

On November 2, 1942, Louie and the rest of the crew of *Super Man* take off for Hawaii and their first mission of the war.



Summary of pages 66–73

Louie and the rest of the *Super Man* crew arrive in Hawaii and move into the Kahuku barracks. They are ready to fight: “Everyone was eager to take a crack at the enemy, but there was no combat to be had” (67). The crew continues training, flying over Hawaii to practice bombing targets, but they are often bored and play practical jokes to keep themselves entertained.

On their days off, the men go to the movies and out to eat. Louie runs around the runway to stay in shape for the Olympics. One day, while driving around the island, “they came upon several airfields, but when they drew closer, they realized that all of the planes and equipment were fake, made of plywood, an elaborate ruse designed to fool Japanese reconnaissance planes” (70).

The *Super Man* crew finally gets their first real assignment. They set out with 25 other planes to bomb Wake Atoll, where the Japanese have built an army base.

Focus question: Hillenbrand uses similes and metaphors to describe the B-24. Choose one and explain the comparison she makes. What makes this comparison effective? Why does Hillenbrand give the reader these details? How do they help the reader understand the story better?



Unbroken Structured Notes,
Pages 51–60, and Summary of Pages 60–73

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
onslaught (51)		
recessive (55)		
abrasive (57)		
bonhomie (57)		
cheek by jowl (59)		



Unbroken Supported Structured Notes,
Pages 51–60, and Summary of Pages 60–73

Name: _____

Date: _____

Summary of pages 51–60

Even as Japan attacks Pearl Harbor, it successfully carries out a coordinated attack on seven other locations across the Pacific. Japan is on the offensive, capturing territories and inspiring fear and panic on the West Coast of the United States.

Louie, who is miserable to be back in the Army Air Corps, trains as a bombardier to fly in the B-24 Liberator in Ephrata, Washington. It is there that he meets the crew that he will be assigned to. Among the crew is Russell Allen Phillips, also known as Phil, a friendly, well-spoken, calm, and shy pilot with whom Louie gets along quite well.

Summary of pages 60–65

(Note: Refer to the diagram of the B-24 bomber on page 48 to better understand this section of the text.)

Louie and his crewmates are assigned to fly in a B-24 Liberator plane. They spend three months learning how to fly it and use its weapons to attack targets. Louie's job is to drop bombs on targets from the "greenhouse" (labeled "bombardier" on the diagram on page 48).

During training, Louie and the rest of the crew learn about the dangers of flying. They have radio trouble and get lost for three-and-a-half hours one night. Several other men they know died in plane crashes. These kinds of accidents became so common that the Air Force starts training men to "ditch" (land on water), jump out of planes safely, and survive after a crash.

Louie's plane has its share of problems: a fuel leak, broken gas gauges that sometimes say the plane is full of fuel when it was almost empty, and one engine that is "thirstier" for gas than the other one. Even though they know how dangerous their job is, Louie and the other men grow to love their plane and decide to name it *Super Man*. (See a picture of *Super Man* on page 64.)

On November 2, 1942, Louie and the rest of the crew of *Super Man* take off for Hawaii and their first mission of the war.



Unbroken Supported Structured Notes,
Pages 51–60, and Summary of Pages 60–73

Summary of pages 66–73

Louie and the rest of the *Super Man* crew arrive in Hawaii and move into the Kahuku barracks. They are ready to fight: “Everyone was eager to take a crack at the enemy, but there was no combat to be had” (67). The crew continues training, flying over Hawaii to practice bombing targets, but they are often bored and play practical jokes to keep themselves entertained.

On their days off, the men go to the movies and out to eat. Louie runs around the runway to stay in shape for the Olympics. One day, while driving around the island, “they came upon several airfields, but when they drew closer, they realized that all of the planes and equipment were fake, made of plywood, an elaborate ruse designed to fool Japanese reconnaissance planes” (70).

The *Super Man* crew finally gets their first real assignment. They set out with 25 other planes to bomb Wake Atoll, where the Japanese have built an army base.

Focus question: Hillenbrand uses similes and metaphors to describe the B-24. Choose one and explain the comparison she makes. What makes this comparison effective? Why does Hillenbrand give the reader these details? How do they help the reader understand the story better?



Unbroken Supported Structured Notes,
Pages 51–60, and Summary of Pages 60–73

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
onslaught (51)	an overwhelming and fierce attack	
recessive (55)	suppressed and quiet	
abrasive (57)	rough and brusque	
bonhomie (57)	friendliness, kindness	
cheek by jowl (59)	side by side, close together	



Summary of pages 51–60

Even as Japan attacks Pearl Harbor, it successfully carries out a coordinated attack on seven other locations across the Pacific. Japan is on the offensive, capturing territories and inspiring fear and panic on the West Coast of the United States.

Louie, who is miserable to be back in the Army Air Corps, trains as a bombardier to fly in the B-24 Liberator in Ephrata, Washington. It is there that he meets the crew that he will be assigned to. Among the crew is Russell Allen Phillips, also known as Phil, a friendly, well-spoken, calm, and shy pilot with whom Louie gets along quite well.

Summary of pages 60–65

(Note: Refer to the diagram of the B-24 bomber on page 48 to better understand this section of the text.)

Louie and his crewmates are assigned to fly in a B-24 Liberator plane. They spend three months learning how to fly it and use its weapons to attack targets. Louie's job is to drop bombs on targets from the "greenhouse" (labeled "bombardier" on the diagram on page 48).

During training, Louie and the rest of the crew learn about the dangers of flying. They have radio trouble and get lost for three-and-a-half hours one night. Several other men they know died in plane crashes. These kinds of accidents became so common that the Air Force starts training men to "ditch" (land on water), jump out of planes safely, and survive after a crash.

Louie's plane has its share of problems: a fuel leak, broken gas gauges that sometimes say the plane is full of fuel when it was almost empty, and one engine that is "thirstier" for gas than the other one. Even though they know how dangerous their job is, Louie and the other men grow to love their plane and decide to name it *Super Man*. (See a picture of *Super Man* on page 64.)

On November 2, 1942, Louie and the rest of the crew of *Super Man* take off for Hawaii and their first mission of the war.



Unbroken Structured Notes Teacher Guide,
Pages 51–60, and Summary of Pages 60–73

Summary of pages 66–73

Louie and the rest of the *Super Man* crew arrive in Hawaii and move into the Kahuku barracks. They are ready to fight: “Everyone was eager to take a crack at the enemy, but there was no combat to be had” (67). The crew continues training, flying over Hawaii to practice bombing targets, but they are often bored and play practical jokes to keep themselves entertained.

On their days off, the men go to the movies and out to eat. Louie runs around the runway to stay in shape for the Olympics. One day, while driving around the island, “they came upon several airfields, but when they drew closer, they realized that all of the planes and equipment were fake, made of plywood, an elaborate ruse designed to fool Japanese reconnaissance planes” (70).

The *Super Man* crew finally gets their first real assignment. They set out with 25 other planes to bomb Wake Atoll, where the Japanese have built an army base.

Focus question: Hillenbrand uses similes and metaphors to describe the B-24. Choose one and explain the comparison she makes. What makes this comparison effective? Why does Hillenbrand give the reader these details? How do they help the reader understand the story better?

One metaphor that Hillenbrand uses to describe the B-24 is: “Flying it was like wrestling a bear, leaving pilots weary and sore” (59). This comparison is effective because wrestling a bear would be extremely difficult, and it’s clear that flying a B-24 is difficult as well. This detail makes the B-24 seem heavy and hard to manage. It helps the reader understand what it would be like to fly and work in a B-24 like Louie does. Hillenbrand uses such details to make it clear even for readers who don’t know what a B-24 is like.



Unbroken Structured Notes Teacher Guide,
Pages 51–60, and Summary of Pages 60–73

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
onslaught (51)	an overwhelming and fierce attack	
recessive (55)	suppressed and quiet	
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bonhomie (57)	friendliness, kindness	
cheek by jowl (59)	side by side, close together	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 9

Connecting Ideas in Primary and Secondary Sources: What Led to the Attack on Pearl Harbor?



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can analyze texts for disagreement on facts or interpretation. (RI.8.9) I can determine an author's point of view or purpose in informational text. (RI.8.6)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can determine an author's point of view in a primary source.• I can analyze how President Roosevelt and the Japanese government interpreted actions differently.	<ul style="list-style-type: none">• <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 (from homework)• Analyzing Perspectives recording form



Agenda	Teaching Notes
<p>1. Opening</p> <p style="padding-left: 20px;">A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</p> <p style="padding-left: 20px;">B. Review Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p style="padding-left: 20px;">A. Understanding Varying Perspectives: The Pearl Harbor Attack (25 minutes)</p> <p style="padding-left: 20px;">B. Preparing for Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (10 minutes)</p> <p>3. Closing and Assessment</p> <p style="padding-left: 20px;">A. Debrief Learning Targets (2 minutes)</p> <p style="padding-left: 20px;">B. Preview Homework (2 minutes)</p> <p>4. Homework</p> <p style="padding-left: 20px;">A. Complete Part A of the Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (either the “Day of Infamy” or the “Fourteen Part Message” version) to turn in at the beginning of the next class as part of the mid-unit assessment.</p>	<ul style="list-style-type: none"> • In this lesson, students continue to analyze the two primary sources on Pearl Harbor, the “Day of Infamy” speech and the “Fourteen-Part Message.” • The quote activity in this lesson is designed to support students’ comprehension of these highly complex texts, as well as begin to compare how Franklin Delano Roosevelt and the Japanese government saw the events leading up to the attack on Pearl Harbor. • To do this, students will connect quotes from “War in the Pacific” (from Lessons 4 and 5) to quotes from the two primary sources. For this activity, consider printing quotes from each source on a different color paper so that students can easily see which quotes are from which source. • Students turn in the Fishbowl Note-catcher at the beginning of the next class period as the mid-unit assessment, so they should work on it independently. • To prepare for this lesson, decide how to assign students a perspective to focus on for the Fishbowl discussions (either Roosevelt’s or the Japanese government’s). Keep in mind that the students who focus on the “Day of Infamy” speech will participate in a Fishbowl together in Lesson 12, and the students who focus on the “Fourteen-Part Message” will participate in the Fishbowl in Lesson 13. As you determine the assignments, consider creating heterogeneous groups, as these groupings will affect the Fishbowl discussions. • In advance: Post three pieces of chart paper around the room. Each one should display one of these headings at the top: <ul style="list-style-type: none"> * Japan’s Role in Asia and the Pacific * U.S. Embargo of Japan * Diplomacy and the Failure of Diplomacy • Cut out quotes for Work Time A. • Post: Learning targets.



Lesson Vocabulary	Materials
interpret	<ul style="list-style-type: none">• Chart paper (one piece for each heading; see Teaching Note)• “War in the Pacific” quotes (one per pair)• Tape• Analyzing Perspectives recording form (one per student)• Analyzing Perspectives (answers, for teacher reference)• “Day of Infamy” and “Fourteen-Part Message” quotes (one of each per pair)• Japan’s Role in Asia and the Pacific (for teacher reference)• U.S. Embargo of Japan (for teacher reference)• Diplomacy and the Failure of Diplomacy (for teacher reference)• Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack, “Day of Infamy” version (one per student focusing on the “Day of Infamy” speech)• Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack, “Fourteen-Part Message” version (one per student focusing on the “Fourteen-Part Message”)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</p> <ul style="list-style-type: none">• Invite students to take their <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 and sit with their Midway Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner.• Cold call one or two pairs to share their responses whole group.	<ul style="list-style-type: none">• Discussion Appointments are a way for students to work with different classmates, leading to mixed-ability groupings. Mixed-ability groupings of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts and close reading of the text.
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Read them aloud to the class:<ul style="list-style-type: none">* "I can determine an author's point of view in a primary source."* "I can analyze how President Roosevelt and the Japanese government interpreted actions differently."• Point out that today, students will begin to look at how President Roosevelt and the Japanese government interpreted the same actions differently.• Invite students to turn and talk to their partner about what <i>interpret</i> means. After a moment, ask for a volunteer to define the term. Listen for: "Interpret means to explain what something means." Clarify as necessary.• Remind students that they have read both the "Day of Infamy" speech and the "Fourteen-Part Message" closely. They will now analyze how President Roosevelt and the Japanese government had different interpretations of the events leading up to Pearl Harbor.	



Work Time	Meeting Students' Needs
<p>A. Understanding Varying Perspectives: The Pearl Harbor Attack, Part 2 (25 minutes)</p> <ul style="list-style-type: none"> • Tell students they will continue to think about varying perspectives, which they began in Lesson 8. • Point out the chart paper around the room. Ask students to turn and talk about what each heading means. Cold call pairs to share their thinking. Listen for these explanations: <ul style="list-style-type: none"> – Japan's Role in Asia and the Pacific: This heading is about how powerful Japan is in Asia, as well as the actions it takes in Asia and the Pacific. – U.S. Embargo of Japan: This heading is focused on how the United States stopped trading certain things with Japan. – Diplomacy and the Failure of Diplomacy: This heading is about the negotiations between the United States and Japan and how the two countries didn't work together well. • Explain that students will be sorting quotes from the three texts they have read about World War II: "War in the Pacific," the "Day of Infamy" speech, and the "Fourteen-Part Message." They will do this in two rounds. • Round 1: Distribute a "War in the Pacific" quote and a piece of tape to each pair. Ask the pairs to discuss what the quote means. After one or two minutes, ask them to calmly and quietly send one person to tape the quote on the chart paper that they think it best relates to. As students are doing this, circulate to the charts and make sure the quotes are in logical places. • Distribute the Analyzing Perspectives recording form. Invite students to, again, calmly and quietly walk to each chart paper, read the quotes, and respond to the questions in the "War in the Pacific" row that correspond to each chart paper. • When students are finished, ask them to return to their seats and sit with their partners. Cold call some to share their responses. Refer to the Analyzing Perspectives (answers, for teacher reference) for sample answers. • Round 2: Distribute one "Day of Infamy" quote, one "Fourteen-Part Message" quote, and two pieces of tape to each pair. Invite partners to talk about the meaning of the quotes. Encourage them to go back to the primary sources to read the quotes in context. Then, when students are ready, ask them to send one person to post the quotes on the chart paper that they best relate to. • As students are doing this, circulate to the charts and make sure the quotes are in logical places. For example, there are no quotes from the "Day of Infamy" speech that mention or refer to the U.S. embargo of Japan. 	<ul style="list-style-type: none"> • This activity is designed to help students make the connections between the background information they read in "War in the Pacific" and the primary source texts. By focusing on particular quotes, students reread parts of the texts again. Also, by categorizing the quotes, students can see how President Roosevelt and the Japanese government viewed similar things very differently.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to walk around again with their Analyzing Perspectives recording form, this time to respond to the questions about the “Day of Infamy” speech and the “Fourteen-Part Message.”• When the students are finished, ask them to sit back down with their partner and share their answers. If they disagree about an answer, encourage them to look back at their copies of the primary sources to come to an agreement.• After a few minutes, refocus students whole class. Cold call students to share their responses to the questions about the “Day of Infamy” speech and the “Fourteen-Part Message.” Listen for responses that are similar to those on the Analyzing Perspectives (answers, for teacher reference). Encourage students to revise their own answers based on the discussion.	
<p>B. Preparing for Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (10 minutes)</p> <ul style="list-style-type: none">• Remind students that they are now very familiar with two perspectives on the events leading up to Pearl Harbor: President Roosevelt’s and the Japanese government’s. For the Fishbowl, they will focus on one perspective. Let students know which perspective you have assigned them.• Distribute the Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (either the “Day of Infamy” or the “Fourteen-Part Message” version) to the appropriate students.• Explain that students will begin Part A of the note-catcher in class and finish it for homework. Let them know that you will collect Part A of their note-catchers at the beginning of the next class as their mid-unit assessment, so it is important that they do their best work.• Explain that this mid-unit assessment is designed to help them prepare for the Fishbowl discussion that is the end of unit assessment. They will use Parts B, C, and D of the note-catcher for the end of the unit assessment.• Point out that the class did a lot of work in the previous lessons to understand the primary source texts. To complete Part A of the note-catcher, students will need to reread their particular text and their answers to the questions. Remind them that they should support their ideas with evidence from the text. They can also use their notes on the Analyzing Perspectives recording form to help them.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to turn their attention to the third row on the note-catcher. Read the questions, noting that for the “Day of Infamy” text, it says “speech,” and it refers to the “Fourteen-Part Message” as “message.”<ul style="list-style-type: none">* “What are some of the ways the text you studied might affect people? What makes you think so? Be sure to use the strongest evidence from the text and your common sense to respond to the question.”* “What are some of the ways the message you studied might affect people? What makes you think so? Be sure to use the strongest evidence from the speech and your common sense to respond to the question.”• Explain that these questions ask students to make inferences based on the text and on their common sense. That means they need to think about what they know from the text, as well as what makes sense. The goal is for them to think about the different perspectives people may have had at the time.• Invite students to return to the primary source text that represents their assigned perspective and answer the questions in Part A. This should be done independently, since it will be handed in as the mid-unit assessment at the beginning of the next lesson.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Direct students' attention to the posted learning targets. Reread the first target aloud: <ul style="list-style-type: none"> * "I can analyze how President Roosevelt and the Japanese government interpreted actions differently." Ask students to give you a thumbs-up if they think they understand the two perspectives and a thumbs-down if they don't. 	<ul style="list-style-type: none"> Developing self-assessment and reflection supports all learners.
<p>B. Preview Homework (2 minutes)</p> <ul style="list-style-type: none"> Tell students that they will finish Part A of the note-catcher, their mid-unit assessment, for homework. Remind them that they can use their primary source texts and their Analyzing Perspectives recording form, so they should be sure to take them home. <p>Point out that students should not do Parts B, C, and D yet. Those are for the End of Unit 1 Assessment.</p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Finish Part A of the Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (either the "Day of Infamy" or the "Fourteen-Part Message" version) to turn in at the beginning of the next class for the mid-unit assessment. 	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 9

Supporting Materials



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“War in the Pacific”

Quotes

In 1937, military leaders controlled Japan. In July, the Japanese launched an all-out war to take over China. The Japanese conquered much of eastern China, but by 1939, the two countries had fought to a stalemate. (“War in the Pacific”)



The United States sided with China against Japan. (“War in the Pacific”)



By August 1940, Japanese troops occupied the northern part of French Indochina (now Vietnam). (“War in the Pacific”)



In July 1941, the Japanese occupied the southern part of Indochina. (“War in the Pacific”)



The Japanese had a large, modern navy and an army hardened by years of combat in China. They hoped that many quick victories over the Americans and British would force peace, leaving Japan in control of eastern Asia and the western Pacific. (“War in the Pacific”)



Roosevelt, busy aiding Britain in its war against Germany, ordered a freeze on trade with Japan. (“War in the Pacific”)





“War in the Pacific”

Quotes

Japan had little oil of its own; without oil and gasoline from the United States, its army and navy could not fight. (“War in the Pacific”)



If Japan withdrew from China, American trade would resume, but the proud Japanese army would be humiliated. If the Japanese remained in China, Japan would need a new source of oil. (“War in the Pacific”)



As the Japanese prepared for war, the Tojo government continued negotiating with the United States, hoping that Roosevelt might change his mind and resume trade with Japan. (“War in the Pacific”)



In May 1940, [Roosevelt] stationed the U.S. Pacific Fleet at Pearl Harbor, Hawaii, as a further warning to Japan. (“War in the Pacific”)



In September [1940], Japan signed a treaty of cooperation with Germany and Italy, whose armies were busy overrunning Europe and North Africa. Roosevelt [was] busy aiding Britain in its war against Germany. (“War in the Pacific”)



The United States demanded that Japan withdraw from both Indochina and China. Roosevelt was confident that the Japanese would not risk attacking the powerful United States. (“War in the Pacific”)



As negotiations continued in the fall of 1941, the U.S. Army and Navy rushed to reinforce Hawaii and the Philippine Islands. (“War in the Pacific”)





Analyzing Perspectives
Recording Form

Name: _____

Date: _____

Text	Japan's Role in Asia and the Pacific	U.S. Embargo of Japan	Diplomacy and the Failure of Diplomacy
"War in the Pacific"	What relationship did Japan want with the countries in Asia and the Pacific?	What was the U.S. embargo of Japan?	What was the relationship between the U.S. and Japan like leading up to Pearl Harbor?
"Day of Infamy" speech	What was Roosevelt's perspective on Japanese imperialism?	Why might Roosevelt not have mentioned the U.S. embargo of Japan in his speech?	What was Roosevelt's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?
"Fourteen-Part Message"	What was the Japanese government's perspective on Japanese imperialism?	What was the Japanese government's perspective on the U.S. embargo?	What was the Japanese government's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?



Analyzing Perspectives
(Answers for Teacher Reference)

Text	Japan's Role in Asia and the Pacific	U.S. Embargo of Japan	Diplomacy and the Failure of Diplomacy
"War in the Pacific"	<p>What relationship did Japan want with the countries in Asia and the Pacific?</p> <p>Japan wanted to control many parts of Asia and the Pacific.</p>	<p>What was the U.S. embargo of Japan?</p> <p>The United States stopped trading with Japan to persuade it to stop taking over other countries. This was really important for Japan because it got a lot of its oil from the United States.</p>	<p>What was the relationship between the U.S. and Japan like leading up to Pearl Harbor?</p> <p>The relationship was getting worse and worse in the lead-up to Pearl Harbor. Tension was growing because the United States did not want Japan to take over other countries in Asia, and Japan needed oil from the United States.</p>
"Day of Infamy" speech	<p>What was Roosevelt's perspective on Japanese imperialism?</p> <p>Japan was taking over other countries by force.</p>	<p>Why might Roosevelt not have mentioned the U.S. embargo of Japan in his speech?</p> <p>He was presenting the attack on Pearl Harbor as unprovoked, so he left out the U.S. embargo.</p>	<p>What was Roosevelt's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?</p> <p>He said that the United States was "at peace with that nation" before the attack.</p>



Analyzing Perspectives
(Answers for Teacher Reference)

Text	Japan's Role in Asia and the Pacific	U.S. Embargo of Japan	Diplomacy and the Failure of Diplomacy
"Fourteen-Part Message"	<p>What was the Japanese government's perspective on Japanese imperialism?</p> <p>Japanese officials claimed that they wanted peace in Asia and that every country should find its "proper place in the world."</p>	<p>What was the Japanese government's perspective on the U.S. embargo?</p> <p>The Japanese called it worse than a military attack, saying it was more inhumane.</p>	<p>What was the Japanese government's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?</p> <p>The Japanese said they were negotiating in good faith, but the U.S. wasn't willing to compromise at all.</p>

“Day of Infamy”

Quotes

Yesterday, the Japanese government also launched an attack against Malaya. Last night, Japanese forces attacked Hong Kong. Last night, Japanese forces attacked Guam. (“Day of Infamy” speech)



Last night, Japanese forces attacked the Philippine Islands. Last night, the Japanese attacked Wake Island. And this morning, the Japanese attacked Midway Island. (“Day of Infamy” speech)



Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. (“Day of Infamy” speech)



The United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. (“Day of Infamy” speech)



Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack. (“Day of Infamy” speech)



During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace. (“Day of Infamy” speech)



The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific. (“Day of Infamy” speech)





“Day of Infamy”

Quotes

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.
 (“Day of Infamy” speech)



“Fourteen-Part Message”

Quotes

The Japanese Government wants to insure the stability of East Asia and to promote world peace and thereby to enable each nation to find its proper place in the world. (“Fourteen-Part Message”)



Ever since Japan’s war with China, the Japanese Government has tried to restore peace. (“Fourteen-Part Message”)



Obviously, the American Government’s intention is to obstruct Japan’s effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. (“Fourteen-Part Message”)



The American Government objects to settling international issues through military pressure, but it uses economic pressure instead. (“Fourteen-Part Message”)



Using economic pressure to deal with international relations should be condemned. It is, at times, more inhumane than military pressure. (“Fourteen-Part Message”)



The government of Japan genuinely wants to come to a friendly understanding with the Government of the United States so that the two countries may secure peace in the Pacific Area and contribute toward world peace. Japan has continued sincere negotiations with the Government of the United States since last April (“Fourteen-Part Message”)





“Fourteen-Part Message”

Quotes

Last August, the Premier of Japan proposed to meet the President of the United States for a discussion of important problems between the two countries. However, the American Government insisted that the meeting should take place after an agreement of view had been reached on fundamental and essential questions. (“Fourteen-Part Message”)



It is impossible not to reach the conclusion that the American Government desires to maintain and strengthen its dominant position in East Asia. The Japanese Government cannot tolerate that, since it directly runs counter to Japan’s fundamental policy to enable each nation to enjoy its proper place in the world. (“Fourteen-Part Message”)



Thus, the earnest hope of the Japanese Government to preserve the peace of the Pacific through cooperation with the American Government has finally been lost. The Japanese Government regrets to have to notify the American Government that it seems it is impossible to reach an agreement through further negotiations. (“Fourteen-Part Message”)



Japan's Role in Asia and the Pacific
(For Teacher Reference)

In 1937, military leaders controlled Japan. In July, the Japanese launched an all-out war to take over China. The Japanese conquered much of eastern China, but by 1939, the two countries had fought to a stalemate. (“War in the Pacific”)

The United States sided with China against Japan. (“War in the Pacific”)

By August 1940, Japanese troops occupied the northern part of French Indochina (now Vietnam). (“War in the Pacific”)

In July 1941, the Japanese occupied the southern part of Indochina. (“War in the Pacific”)

The Japanese had a large, modern navy and an army hardened by years of combat in China. They hoped that many quick victories over the Americans and British would force peace, leaving Japan in control of eastern Asia and the western Pacific. (“War in the Pacific”)

The Japanese Government wants to insure the stability of East Asia and to promote world peace and thereby to enable each nation to find its proper place in the world. (“Fourteen-Part Message”)

Ever since Japan's war with China, the Japanese Government has tried to restore peace. (“Fourteen-Part Message”)

Obviously, the American Government's intention is to obstruct Japan's effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. (“Fourteen-Part Message”)

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific. (“Day of Infamy” speech)

Yesterday, the Japanese government also launched an attack against Malaya. Last night, Japanese forces attacked Hong Kong. Last night, Japanese forces attacked Guam. (“Day of Infamy” speech)

Last night, Japanese forces attacked the Philippine Islands. Last night, the Japanese attacked Wake Island. And this morning, the Japanese attacked Midway Island. (“Day of Infamy” speech)



Japan's Role in Asia and the Pacific
(For Teacher Reference)

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. ("Day of Infamy" speech)

The United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. ("Day of Infamy" speech)

U.S. Embargo of Japan
(For Teacher Reference)

Roosevelt, busy aiding Britain in its war against Germany, ordered a freeze on trade with Japan. (“War in the Pacific”)

Japan had little oil of its own; without oil and gasoline from the United States, its army and navy could not fight. (“War in the Pacific”)

If Japan withdrew from China, American trade would resume, but the proud Japanese army would be humiliated. If the Japanese remained in China, Japan would need a new source of oil. (“War in the Pacific”)

As the Japanese prepared for war, the Tojo government continued negotiating with the United States, hoping that Roosevelt might change his mind and resume trade with Japan. (“War in the Pacific”)

The American Government objects to settling international issues through military pressure, but it uses economic pressure instead. (“Fourteen-Part Message”)

Using economic pressure to deal with international relations should be condemned. It is, at times, more inhumane than military pressure. (“Fourteen-Part Message”)

Diplomacy and the Failure of Diplomacy
(For Teacher Reference)

In May 1940, [Roosevelt] stationed the U.S. Pacific Fleet at Pearl Harbor, Hawaii, as a further warning to Japan. (“War in the Pacific”)

In September [1940], Japan signed a treaty of cooperation with Germany and Italy, whose armies were busy overrunning Europe and North African. Roosevelt [was] busy aiding Britain in its war against Germany. (“War in the Pacific”)

The United States demanded that Japan withdraw from both Indochina and China. Roosevelt was confident that the Japanese would not risk attacking the powerful United States. (“War in the Pacific”)

As negotiations continued in the fall of 1941, the U.S. Army and Navy rushed to reinforce Hawaii and the Philippine Islands. (“War in the Pacific”)

The government of Japan genuinely wants to come to a friendly understanding with the Government of the United States so that the two countries may secure peace in the Pacific Area and contribute toward world peace. Japan has continued sincere negotiations with the Government of the United States since last April. (“Fourteen-Part Message”)

Last August, the Premier of Japan proposed to meet the President of the United States for a discussion of important problems between the two countries. However, the American Government insisted that the meeting should take place after an agreement of view had been reached on fundamental and essential questions. (“Fourteen-Part Message”)

It is impossible not to reach the conclusion that the American Government desires to maintain and strengthen its dominant position in East Asia. The Japanese Government cannot tolerate that, since it directly runs counter to Japan’s fundamental policy to enable each nation to enjoy its proper place in the world. (“Fourteen-Part Message”)

Obviously the American Government’s intention is to obstruct Japan’s effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. (“Fourteen-Part Message”)

Thus, the earnest hope of the Japanese Government to preserve the peace of the Pacific through cooperation with the American Government has finally been lost. The Japanese Government regrets

Diplomacy and the Failure of Diplomacy
(For Teacher Reference)

to have to notify the American Government that it seems it is impossible to reach an agreement through further negotiations. (“Fourteen-Part Message”)

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack. (“Day of Infamy” speech)

During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace. (“Day of Infamy” speech)

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire. (“Day of Infamy” speech)



Mid-Unit 1 Assessment: Fishbowl Note-catcher:
Understanding Perspectives on the Pearl Harbor Attack “Day of Infamy” Version

Name: _____

Date: _____

Part A: Speaking Notes

Directions: Reread Roosevelt’s “Day of Infamy” speech and answer the following questions to prepare for the Fishbowl discussion.

What did FDR accuse Japan of doing?	
What was FDR’s perspective on the Pearl Harbor attack? What in the text makes you think as you do?	
What are some of the ways the speech you studied might affect people? What makes you think so? Be sure to use the strongest evidence from the speech and your common sense to respond to the question. Think about how hearing the speech might have affected: <ul style="list-style-type: none">• People in the American military• People of Japanese descent living in the United States• People who lived in Hawaii	



Mid-Unit 1 Assessment: Fishbowl Note-catcher:
Understanding Perspectives on the Pearl Harbor Attack “Day of Infamy” Version

Part B: Fishbowl Listening Notes

Directions: As you listen to the information being shared in the inside circle, answer the following questions.

What information is new to you?	
What thinking is new to you?	
What questions do you have?	



Mid-Unit 1 Assessment: Fishbowl Note-catcher:
Understanding Perspectives on the Pearl Harbor Attack “Day of Infamy” Version

Part C: Follow-up Partner Discussion Notes

Directions: These two perspectives had an impact on individuals and societies. After studying both perspectives on the Pearl Harbor attack, analyze both perspectives by answering the question below and discussing your answer with your partner.

<p>What are the overall differences in perspectives? Use the best evidence to support your answer.</p>	
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Mid-Unit 1 Assessment: Fishbowl Note-catcher:
Understanding Perspectives on the Pearl Harbor Attack “Day of Infamy” Version

Part D: Post-Fishbowl Homework

Exit Ticket: Varying Perspectives

Select one of the following scenarios and write a response. Use evidence from the texts and common sense to support your answer.

If you were an American citizen listening to FDR’s speech, how might it affect you?

If you were a Japanese citizen listening to FDR’s speech, how might it affect you?

If you were a Japanese citizen reading the Japanese message, how might it affect you?

If you were an American citizen reading the Japanese message, how might it affect you?



Mid-Unit 1 Assessment: Fishbowl Note-catcher:

Understanding Perspectives on the Pearl Harbor Attack “Fourteen-Part Message” Version

Name: _____

Date: _____

Part A: Speaking Notes

Directions: Reread the “Fourteen-Part Message” and answer the following questions to prepare for the Fishbowl discussion.

What did the Japanese government accuse the United States of doing?	
What was the Japanese government’s perspective on the Pearl Harbor attack? What in the text makes you think as you do?	
What are some of the ways the message you studied might affect people? What makes you think so? Be sure to use the strongest evidence from the text and your common sense to respond to the question. Think about how reading the text might have affected: <ul style="list-style-type: none">• People in the Japanese military• People in Japan who had family living in the United States• People in Japan or the United States who had sons of draft age	



Mid-Unit 1 Assessment: Fishbowl Note-catcher:

Understanding Perspectives on the Pearl Harbor Attack “Fourteen-Part Message” Version

Part B: Fishbowl Listening Notes

Directions: As you listen to the information being shared in the inside circle, answer the following questions.

What information is new to you?	
What thinking is new to you?	
What questions do you have?	



Mid-Unit 1 Assessment: Fishbowl Note-catcher:

Understanding Perspectives on the Pearl Harbor Attack “Fourteen-Part Message” Version

Part C: Follow-up Partner Discussion Notes

Directions: These two perspectives had an impact on individuals and societies. After studying both perspectives on the Pearl Harbor attack, analyze both perspectives by answering the question below and discussing your answer with your partner.

<p>What are the overall differences in perspectives? Use the best evidence to support your answer.</p>	
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Mid-Unit 1 Assessment: Fishbowl Note-catcher:

Understanding Perspectives on the Pearl Harbor Attack “Fourteen-Part Message” Version

Part D: Post-Fishbowl Homework

Exit Ticket: Varying Perspectives Select one of the following scenarios and write a response. Use evidence from the texts and common sense to support your answer.	<p>If you were an American citizen listening to FDR’s speech, how might it affect you?</p> <p>If you were a Japanese citizen listening to FDR’s speech, how might it affect you?</p> <p>If you were a Japanese citizen reading the Japanese message, how might it affect you?</p> <p>If you were an American citizen reading the Japanese message, how might it affect you?</p>
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EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 10

Mid-Unit Assessment and Author's Craft: Narrative Techniques



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4)

I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)

Supporting Learning Targets

- I can analyze the impact of word choice on meaning and tone in *Unbroken*.
- I can determine if sentences are in active or passive voice.

Ongoing Assessment

- Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (from homework)
- *Unbroken* structured notes, pages 51–60, and summary of pages 60–73 (from homework)
- Active and Passive Sentences handout



Agenda	Teaching Notes
<p>1. Opening</p> <p style="padding-left: 20px;">A. Collecting the Mid-unit 1 Assessment (4 minutes)</p> <p style="padding-left: 20px;">B. Engaging the Reader: Focus Question and Review Learning Targets (6 minutes)</p> <p>2. Work Time</p> <p style="padding-left: 20px;">A. Author's Craft: Things Good Writers Do (20 minutes)</p> <p style="padding-left: 20px;">B. Analyzing Voice: Active and Passive Sentences (10 minutes)</p> <p>3. Closing and Assessment</p> <p style="padding-left: 20px;">A. Debrief Learning Targets and Preview Homework (5 minutes)</p> <p>4. Homework</p> <p style="padding-left: 20px;">A. Complete a first read of pages 73–77 and 85–89 in <i>Unbroken</i>, plus the summaries of pages 78–85 and 91–113 provided in the structured notes. Complete the structured notes.</p>	<ul style="list-style-type: none"> • In this lesson, students turn in their completed Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack as the mid-unit assessment. They will use this note-catcher during the Fishbowl discussion in either Lesson 12 or 13, depending on the text they were assigned in Lesson 9. • Much like the best independent draft of a writing piece may serve as a mid-unit assessment before the revised piece is submitted as an end of unit assessment, this note-catcher will serve as a mid-unit assessment before the use of these notes in the Fishbowl discussions, which serve as the End of Unit 1 Assessment. • This is one of two lessons in which students transition to studying <i>Unbroken</i> as a model of author's craft. Students examine author Laura Hillenbrand's craft and how it relates to meaning. They create an anchor chart to note good writing techniques that help construct or enhance meaning for the reader (see Work Time A). These techniques will be used throughout the rest of the module and will serve as a reference when students write their own narratives for the final performance task in Unit 3. • Teachers who use 6+1 Traits of Writing or other writing framework may choose to remind students of these as they brainstorm writing techniques. • In this lesson, students also learn about passive and active sentences as they study author's craft and work toward mastery of Language Standard 8.3. • A fun tip for identifying passive sentences is to insert "by zombies" after the verb. Depending on your students, this could be changed to "by kittens," "by squirrels," etc. Visit the Writing Center at American University blog for more information: http://auwritingcenter.blogspot.com/2012/10/identify-passive-voice-with-zombies.html. • In advance: Review the Think-Write-Pair-Share protocol (see Appendix). • Post: Learning targets.



Lesson Vocabulary	Materials
word choice, active, passive; onslaught (51), recessive (55), abrasive, bonhomie (57), cheek by jowl (59)	<ul style="list-style-type: none"> • <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> (one per student) • Document camera • White boards and white board markers or scrap paper (one per student) • Things Good Writers Do anchor chart (new; co-created with students during Work Time A; see supporting materials) • Active and Passive Sentences (one per student) • <i>Unbroken</i> structured notes, pages 73–113 (one per student) • <i>Unbroken</i> supported structured notes, pages 73–113 (optional; for students needing additional support) • <i>Unbroken</i> Structured Notes Teacher Guide, pages 73–113 (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Collecting the Mid-Unit 1 Assessment (4 minutes)</p> <ul style="list-style-type: none"> • Remind students that the Mid-Unit 1 Assessment, which they completed for homework, will be used during the Fishbowl discussion they will have in a few days. • Collect the Mid-Unit 1 Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack. Tell students that you will assess these note-catchers and return them in a few days so they can make any necessary revisions and prepare for the Fishbowl. 	<ul style="list-style-type: none"> • Many students will benefit from seeing questions displayed on an interactive white board or document camera, but reveal questions one at a time to keep them focused on the question at hand.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Focus Question and Review Learning Targets (6 minutes)</p> <ul style="list-style-type: none">• Invite students to take the text <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 and sit with their Iwo Jima Discussion Appointment partner.• Using a document camera, display the focus question from the structured notes: “Hillenbrand uses similes and metaphors to describe the B-24. Choose one and explain the comparison she makes. What makes this comparison effective?”• Ask students to share their answer with their partners. After 2 minutes, display the next question:<ul style="list-style-type: none">* “How does this help the reader understand the story better?”• Invite pairs to discuss their responses. Circulate and monitor. Listen for replies such as: “The comparison helps me understand what the plane was like better” or “The simile gives me an idea of what flying a B-24 was like,” etc.• Cold call one or two students to share their responses. Explain that most writers use similes and metaphors—examples of figurative language—as a technique to help readers understand ideas or objects by relating something unfamiliar with something familiar or unique.• Next, direct students’ attention to the posted learning targets. Read the first target aloud to the class:<ul style="list-style-type: none">* “I can analyze the impact of word choice on meaning and tone in <i>Unbroken</i>.”• Ask students to turn and talk to their partner about what <i>word choice</i> means.• Cold call one or two pairs to share their thinking. Listen for: “It’s the author’s use of precise or specific words.”• Read the second learning target aloud to the class:<ul style="list-style-type: none">* “I can determine if sentences are active or passive.”• Cold call a student to provide the meaning of <i>active</i>, such as “doing something” or “energetic.” Explain that <i>passive</i> is an antonym of active that means “receiving action.” Tell the class that this learning target is about grammar and sentence construction, and why writers might choose to use various constructions.	



Work Time	Meeting Students' Needs
<p>A. Author's Craft: Things Good Writers Do (20 minutes)</p> <ul style="list-style-type: none">• Distribute individual white boards (or scrap paper) and one white board marker to each student.• With their partner, students will use the Think-Write-Pair-Share protocol to brainstorm good writing techniques.• Display a blank Things Good Writers Do anchor chart. Add the phrase “figurative language” to this anchor chart and explain that using figurative language is an example of something good writers do. Invite students to think of other things that good writers do. These may be techniques they’ve learned while reading or during writing lessons.• Ask:<ul style="list-style-type: none">* “What are some techniques we know good writers use?”• Invite students to spend 1 minute brainstorming ideas on their white boards or scraps of paper.• When the minute is up, students should share their ideas with their partner.• Cold call several pairs to share their thinking. When applicable, add students’ ideas to the Technique column on the Things Good Writers Do anchor chart. These might include things like varying sentence structure or using word choice to affect tone or mood.• After adding a student’s idea to the chart, ask:<ul style="list-style-type: none">* “How might this technique contribute to tone or meaning?”• Invite students to turn and talk about each technique. Cold call them to share their thinking.	<ul style="list-style-type: none">• Anchor charts offer students a visual cue about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.



Work Time (continued)	Meeting Students' Needs
<p>B. Analyzing Voice: Active and Passive Sentences (10 minutes)</p> <ul style="list-style-type: none">• Distribute one copy of the Active and Passive Sentences handout to each student. Explain that active voice and passive voice are two ways authors can structure sentences, and authors can use both voices to aid understanding.• Cold call a student to read the definition of active voice. Read the examples and explain that a majority of sentences are written in the active voice, which is usually easier to read and comprehend.• Cold call a student to read the definition of passive voice. Read the examples and explain that passive voice is generally not preferred, but it can be used, sparingly, for effect.• Read the “tip” and ask students to fill in the phrase with a noun, such as zombies, kittens, or bluebirds. Students should fill in the sentences with the noun. Cold call students to read each example. Explain that “He ate (by zombies, kittens, etc.) hamburgers” makes no sense, and it is an active sentence in which the subject, “he,” is doing the action, “ate.” “Hamburgers were eaten (by zombies, kittens, etc.)” does make sense, in a humorous way, so it is a passive sentence in which the subject, “hamburgers,” is being acted upon.• Invite pairs to work together to practice identifying active and passive sentences using examples from <i>Unbroken</i>. Circulate and monitor, reminding students of the “tip” to identify active and passive sentences.• When students are done, go over the answers.<ol style="list-style-type: none">1. Passive2. Passive3. Active4. Passive5. Passive6. Active• Explain that in the next lesson, students will analyze why an author might use passive voice rather than active voice.	<ul style="list-style-type: none">• Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before asking questions.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets and Preview Homework (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets. Read each target aloud to the class.• Ask students to self-assess using the Fist to Five protocol. Take note of any students who are not comfortable with the second learning target, as they may need more support in Lesson 11.• Distribute the <i>Unbroken</i> structured notes, pages 73–113.• Let students know that they should complete a first read of pages 73–77 and 85–89, plus the summaries for pages 78–85 and 91–113 included in the structured notes.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete a first read of pages 73–77 and 85–89 in <i>Unbroken</i>, plus the summaries of pages 78–85 and 91–113 provided in the structured notes. Complete the structured notes, including the focus question: “On pages 85–89, why do you think Hillenbrand describes what the airmen fear in such detail? What does it help the reader understand about Louie and the men he served with? Use the strongest evidence from the book to support your answer.” <p><i>Note: Be sure to have the Fishbowl Note-catchers: Understanding Perspectives on the Pearl Harbor Attack ready to return in Lesson 11.</i></p>	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 10

Supporting Materials



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Things Good Writers Do Anchor Chart
For Teacher Reference

Technique	How might this technique contribute to tone or meaning?
sentence fluency/structure	sentence variety aids pacing, helps ideas flow word to word, phrase to phrase, and sentence to sentence; can establish tone, formal to conversational
figurative language	helps the reader make connections between unfamiliar ideas or concepts and things they know
description	helps the reader visualize setting, objects, etc., to make meaning
transitions	establish changes in time or place; important part of sentence fluency
word choice	precise words help the reader understand actions and characters better, including helping readers visualize
sensory language	



Active and Passive Sentences

Name: _____

Date: _____

Active Voice

In most sentences with an action verb, the subject “does” or “acts upon” the verb.

Examples:

John washed dishes.

Kittens chased Rosa.

Passive Voice

Sentences can be changed so that the subject is being “acted upon.”

Examples:

The dishes were washed by John.

Rosa was chased.



Active and Passive Sentences

Tip: Insert the prepositional phrase “by _____” after the verb as a quick check for passive or active voice. If it makes no sense, the sentence is probably active. If it does make sense, it’s probably passive.

He ate (by _____) hamburgers. Doesn’t make sense=ACTIVE

Hamburgers were eaten (by _____). Makes sense (in a funny way)=PASSIVE

On the line, identify whether the sentences from *Unbroken* are active or passive voice.

_____ “As he lost his aloof, thorny manner, he was welcomed by the fashionable crowd” (17).

_____ “The British were driven from Malaya and into surrender in Singapore in seventy days” (52).

_____ “For three days, the Japanese bombed and strafed the atoll” (52).

_____ “Louie was trained in the use of two bombsights” (53).

_____ “Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint” (15).

_____ “Phillips had one consuming passion” (57).



Unbroken Structured Notes

Pages 73–113

Name: _____

Date: _____

What is the gist of pages 73–77?



Summary of pages 78–85

In early 1943, Louie is shaken by the deaths of several dozen men he knew. Some had crashed their planes, others had survived crashes but been eaten by sharks, and others had simply disappeared while on missions. One plane exploded when fuel leaked all over the floor and caught fire mid-flight.

These losses were not unusual:

In the air corps, 35,946 personnel died in non-battle situations, the vast majority of them in accidental crashes. Even in combat, airmen appear to have been more likely to die from accidents than combat itself. A report issued by the AAF surgeon general suggests that in the Fifteenth Air Force, between November 1, 1943, and May 25, 1945, 70 percent of men listed as killed in action died in operational aircraft accidents, not as a result of enemy action (80).

Aside from accidents, American airmen also face danger from Japanese fighters. The Japanese fly planes called Zeros, which are fast and attack with machine guns and cannon shells.

In addition to the airmen who were killed in accidents or by Japanese fighters, thousands disappeared and were never found. They may have died in the ocean, been captured by the enemy, or survived and been lost in unknown land. “Unable to find them, the military declared them missing. If they weren’t found within thirteen months, they were declared dead” (85).

What is the gist of pages 85–89?



Summary of pages 90–113

(Note: Refer to the picture on page 111 of *Superman* with the damage done by the Japanese Zeros.)

Louie and the crew of *Superman* are sent to Canton Air Base and prepare to fly two missions over the Gilbert Islands. During the first mission, the fuel gauges “had settled unusually low” and the plane barely makes it back to Canton. Later on, the crew flies a rescue mission looking for a B-25 and its crew members that go down. They find the men in a life raft encircled by hundreds of sharks. Louie and Phil realize just how lethal “ditching” a plane into the ocean would be.

Their next mission is the bombing of Nauru, where they successfully hit all their targets but the plane is gravely wounded. Phil is forced to land *Superman* on Funafuti Island with no hydraulic brakes, which he manages to do successfully. When the plane and its crew are assessed for damages, they find 594 bullet holes and several crew members wounded. Both Brooks and Superman die that day.

While the crew is recuperating on Funafuti, the island comes under Japanese attack from “The Stinking Six.” A pilot later recalled that “it sounded like the whole island was blowing up” (108). Phil and Louie take cover under a native hut and survive the bombings. Three B-24s are destroyed, and several casualties result from the attack.

Because *Superman* and several members of its crew are out of commission, Louie, Phil, and the remaining healthy crew are transferred to the 42nd squadron of the 11th Bomb Group, stationed in Oahu. Louie writes in his diary, “Every time they mix a crew, they have a crack up” (112). Shortly after they arrive in Oahu, Louie and Phil see their next plane, the Green Hornet. Neither man wants to fly in this plane.



Focus question: On pages 85–89, why do you think Hillenbrand describes what the airmen fear in such detail? What does it help the reader understand about Louie and the men he served with? Use the strongest evidence from the book to support your answer.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
engulfed (74)		
garish (74)		
feted (76)		
lauded (77)		
delusory (88)		



Unbroken Supported Structured Notes

Pages 73–113

Name: _____

Date: _____

Summary of pages 73–77

Super Man took part in an attack on Wake in the middle of the night. The Japanese were taken unaware but quickly began to shoot antiaircraft guns. The bomb bay doors of *Super Man* were stuck open, and the men worried they would not make it home. As the engines began to die one by one, the plane landed safely.

The mission was a great success, and the men were lauded as heroes.

Summary of pages 78–85

In early 1943, Louie is shaken by the deaths of several dozen men he knew. Some had crashed their planes, others had survived crashes but been eaten by sharks, and others had simply disappeared while on missions. One plane exploded when fuel leaked all over the floor and caught fire mid-flight.

These losses were not unusual:

In the air corps, 35,946 personnel died in non-battle situations, the vast majority of them in accidental crashes. Even in combat, airmen appear to have been more likely to die from accidents than combat itself. A report issued by the AAF surgeon general suggests that in the Fifteenth Air Force, between November 1, 1943, and May 25, 1945, 70 percent of men listed as killed in action died in operational aircraft accidents, not as a result of enemy action (80).

Aside from accidents, American airmen also face danger from Japanese fighters. The Japanese fly planes called Zeros, which are fast and attack with machine guns and cannon shells.

In addition to the airmen who were killed in accidents or by Japanese fighters, thousands disappeared and were never found. They may have died in the ocean, been captured by the enemy, or survived and been lost in unknown land. “Unable to find them, the military declared them missing. If they weren’t found within thirteen months, they were declared dead” (85).



Summary of pages 85–89

Escaping from downed aircraft is very important. The men have “Mae West” life vests that inflate and life rafts that are released manually. The men have to get to the rafts immediately because the water is shark-infested.

Finding survivors is extremely difficult. Rescuers often have little idea of where to even look in the vast Pacific. Because they have to fly so quickly, they generally can’t see a raft even if they fly over it. The Air Corps tries to improve the rescue system, but most men are never found. Search planes are actually more likely to crash than to find survivors.

The longer survivors exist without rescue, the worse things became. Dehydration, starvation, sores from saltwater, and the chill at night bring great suffering. After a few days lost at sea, men even suffer delusions.

Worse than sharks, starvation, or delusions is the thought of being captured by the Japanese. The Japanese went on a “six-week frenzy of killing” (88) after 500,000 Chinese civilians and 90,000 soldiers in the Chinese city of Nanking surrendered in 1937. The horrific acts—including rape, mass murder, mutilation, and worse—became known as the Rape of Nanking. The Kwajalein atoll is known as “Execution Island.” Some airmen choose to crash into the ocean rather than risk being captured and sent to any of the Japanese POW camps.



Summary of pages 90–113

(Note: Refer to the picture on page 111 of *Superman* with the damage done by the Japanese Zeros.)

Louie and the crew of *Superman* are sent to Canton Air Base and prepare to fly two missions over the Gilbert Islands. During the first mission, the fuel gauges “had settled unusually low” and the plane barely makes it back to Canton. Later on, the crew flies a rescue mission looking for a B-25 and its crew members that go down. They find the men in a life raft encircled by hundreds of sharks. Louie and Phil realize just how lethal “ditching” a plane into the ocean would be.

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Unbroken Supported Structured Notes

Pages 73–113

Focus question: On pages 85–89, why do you think Hillenbrand describes what the airmen fear in such detail? What does it help the reader understand about Louie and the men he served with? Use the strongest evidence from the book to support your answer.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
engulfed (74)	swallowed up or overwhelmed by	
garish (74)	loud and flashy	
feted (76)	celebrated or honored	
lauded (77)	praised	
delusory (88)	deceptive	



Summary of pages 73–77

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Summary of pages 85–89

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Focus question:

On pages 85–89, why do you think Hillenbrand describes what the airmen fear in such detail? What does it help the reader understand about Louie and the men he served with? Use the strongest evidence from the book to support your answer.

Hillenbrand provides anecdotes (or examples) of the greatest fears of airmen in the Pacific theater, including sharks, being stranded at sea, and capture, to illustrate exactly why the men were afraid. Sharks were a deadly reality, seen swarming the ocean immediately after a crash. Being stranded at sea led to starvation, dehydration, severe sunburn, sores, and even insanity. The Japanese were incredibly brutal, known to execute POWs or worse. These details show the reader just how brave the airmen were, because their odds of returning home from any mission were slim.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
engulfed (74)	swallowed up or overwhelmed by	
garish (74)	loud and flashy	
feted (76)	celebrated or honored	
lauded (77)	praised	
delusory (88)	deceptive	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 11

Author's Craft: Analyzing Narrative Techniques (Pages 73–113)



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)

I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4)

I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects. (L.8.3)

Supporting Learning Targets

- I can cite the strongest evidence to support my analysis of *Unbroken*.
- I can analyze the impact of word choice on meaning and tone in *Unbroken*.
- I can analyze Hillenbrand's use of active and passive voice in *Unbroken*.

Ongoing Assessment

- Unbroken structured notes, pages 73–133 (from homework)
- Vocabulary Word Sort
- Written Conversation



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Vocabulary (5 minutes)Review Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Written Conversation: Focus Question (10 minutes)Author's Craft: Analyze Active and Passive Voice (20 minutes)Return Mid-Unit 1 Fishbowl Note-catcher (5 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief Learning Targets (3 minutes)Homework<ol style="list-style-type: none">Revise the Mid-Unit 1 Fishbowl Note-catcher based on teacher feedback.	<ul style="list-style-type: none">In this lesson, students analyze the use of passive and active voice in <i>Unbroken</i> to determine how Hillenbrand's choices affect tone and help create meaning. Conditional and subjunctive will be analyzed in a later lesson.Students make use of the Things Good Writers Do note-catcher as a way to keep track of techniques Hillenbrand uses in <i>Unbroken</i>. They will continue to add to this resource throughout the unit, so they should store it in a safe place.At the end of this lesson, students review teacher feedback on their Fishbowl note-catchers in order to revise their thoughts and prepare for the Fishbowl discussion in the next lesson. Reviewing this feedback during class gives them an opportunity to clarify any misunderstandings with the teacher before the Fishbowl discussion.In advance: Provide feedback on Mid-Unit 1 Fishbowl note-catchers; prepare one set of vocabulary strips for each pair of students; review the Written Conversation protocol, Think-Write-Pair-Share protocol, and Fist to Five in Checking for Understanding Techniques (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
active voice, passive voice; onslaught (51), recessive (55), abrasive, bonhomie (57), engulfed, garish (74), feted (76), lauded (77), delusory (88)	<ul style="list-style-type: none"> • <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> (one per student) • Vocabulary strips (one set per pair of students) • Written Conversation note-catcher (one for each student, and one for display) • Active and Passive Sentences II handout (one for each student, and one for display) • Things Good Writers Do note-catcher (one for each student, and one for display)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Vocabulary (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to take the text Unbroken and their <i>Unbroken</i> structured notes, pages 73–113 and sit with their Midway Discussion Appointment partner. • Distribute a set of vocabulary strips to each pair and ask them to sort the words based on whether they have a positive or negative connotation. Students may use their structured notes to aid them in the task. • Circulate and monitor. Give pairs 3 minutes to sort, then ask them to discuss: <ul style="list-style-type: none"> * “How does categorizing the vocabulary words help you better understand the text?” • Cold call one or two pairs to share their thinking. 	<ul style="list-style-type: none"> • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets. Read the third target aloud to the class: <ul style="list-style-type: none"> * “I can analyze Hillenbrand's use of active and passive voice in <i>Unbroken</i>.” • Invite students to take the text <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 73–113 and sit with their Midway Discussion Appointment partner. 	



Work Time	Meeting Students' Needs
<p>A. Written Conversation: Focus Question (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Written Conversation note-catcher and display a copy on a document camera.• Explain that in a written conversation, students will write simultaneous notes to their partner about the reading selection, swap the notes every 2 minutes for a total of two exchanges back and forth, and keep quiet along the way.• Students should write for the whole time allotted for each note, putting down words, phrases, questions, connections, ideas, wonderings—anything that relates to the passage or responds to their partner's notes, just as they would in an out-loud conversation.• Although these notes need to be focused and text-based, spelling and grammar do not count.• Direct students' attention to the focus question on their Unbroken structured notes, pages 73–113:<ul style="list-style-type: none">* “On pages 85–89, why do you think Hillenbrand describes what the airmen fear in such detail? What does it help the reader understand about Louie and the men he served with? Use the strongest evidence from the text to support your answer.”• Give students time to complete their two exchanges. Cold call two or three pairs to share an important observation or idea from their written conversation. Encourage other students to build on those ideas in a classroom discussion.	<ul style="list-style-type: none">• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



Work Time (continued)	Meeting Students' Needs
<p>B. Author's Craft: Analyze Active and Passive Voice (20 minutes)</p> <ul style="list-style-type: none"> • Distribute one copy of the Active and Passive Sentences II handout to each student and display a copy on the document camera. Tell students that to analyze the “Ain’t I a Woman” text, they will focus on the same skills—this time in a “World Café.” • Explain that students will analyze sentences from <i>Unbroken</i> that they identified as active or passive voice in Lesson 10. Students are in groups of four. • Cold call students to define <i>active voice</i> and <i>passive voice</i>. Listen for definitions such as: “In most sentences with an action verb, the subject ‘does’ or ‘acts upon’ the verb” and “Sentences can be changed so that the subject is being ‘acted upon.’” • Direct the class’s attention to the first sentence on the Active and Passive Sentences II handout and read it aloud: <ul style="list-style-type: none"> * “Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint” (15). • Point out that it is a passive sentence. • Cold call a student to read the second column heading: <ul style="list-style-type: none"> * “How does the active or passive voice aid or construct meaning?” • Ask students to turn and talk with their partner about how the passive voice helps the reader understand or make meaning. Circulate and monitor. Listen for responses such as: “It emphasizes Louie and his friend,” “The book is about Louie, so it makes sense that he was ‘acted upon,’” and “Louie and his friend are the focus of the scene, not the railroad detective.” • If students struggle, use probing questions such as: <ul style="list-style-type: none"> * “Who is the focus of the sentence?” * “What if the sentence were rewritten with the railroad detective as the subject?” • Model completion of the second column using a student response. • Tell students they will finish the second column for the rest of the sentences using Think-Write-Pair-Share. They should read the sentence, think about how active or passive voice helps the reader comprehend the sentence or make meaning, write their answer, and then share with their partner. • Circulate and monitor, using probing questions similar to those above. 	<ul style="list-style-type: none"> • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Refocus attention whole group. Cold call students to share their responses.• They should recognize that use of the passive voice changes the focus of the sentences. The person or thing being acted upon becomes the subject, almost more important than the person or thing completing the action. It makes sense in a book about Louie that he would often be the subject of sentences, even when he is receiving the action, such as being discovered by the railroad detective or welcomed by the popular crowd.• Distribute one copy of the Things Good Writers Do note-catcher to each student and display one using the document camera.• Direct students' attention to the first column, which contains two examples from <i>Unbroken</i>. Read the first example aloud to the class:<ul style="list-style-type: none">* "Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint" (15).• Cold call a student to identify the technique: passive voice. Write the answer on the displayed note-catcher while students complete theirs.• Invite students to turn and talk with their partner about the question in the third column:<ul style="list-style-type: none">* "How does this technique contribute to tone or meaning?"• Cold call students to provide an explanation, such as:<ul style="list-style-type: none">– "The person or thing being acted upon becomes the subject, almost more important than the person or thing completing the action."• Read the second example aloud to the class:<ul style="list-style-type: none">* "For three days, the Japanese bombed and strafed the atoll" (52).• Cold call a student to identify the technique: active voice. Write the answer on the displayed note-catcher while students complete theirs.• Invite students to turn and talk with their partner about the question in the third column:<ul style="list-style-type: none">* "How does this technique contribute to tone or meaning?"	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call a student to provide an explanation for how active voice contributes to tone or meaning, such as: "Active voice is easier to comprehend; the subject is completing the action."• Explain that students will add to this note-catcher as they read the book, so they should hold on to it for future lessons.	
<p>C. Return Mid-Unit 1 Fishbowl Note-catcher (5 minutes)</p> <ul style="list-style-type: none">• Return students' Mid-Unit 1: Fishbowl note-catchers from Lesson 10. Invite students to review your feedback and begin any necessary revisions for the Fishbowl discussion in the next lesson.• This is also an opportunity for students to ask clarifying questions. Remind them to complete revisions for homework so they will be prepared for the End of Unit 1 Assessment, the Fishbowl discussions.	

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets. Read the first target aloud to the class:<ul style="list-style-type: none">* "I can cite the strongest evidence to support my analysis of Unbroken."• Ask students to self-assess using the Fist to Five checking for understanding technique.• Repeat this process for the second and third learning targets.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise your Mid-Unit 1 Fishbowl note-catcher to prepare for the Fishbowl discussion.	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 1: Lesson 11

Supporting Materials



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Vocabulary Strips

Name: _____

Date: _____



onslaught (51)



recessive (55)



abrasive (57)



bonhomie (57)



engulfed (74)



garish (74)



feted (76)



lauded (77)



delusory (88)





Written Conversation Note-catcher

Name:

Date:

Think about pages 85–89 and review the focus question from your *Unbroken* structured notes, pages 73–133: “On pages 85–89, why do you think Hillenbrand describes what the airmen fear in such detail? What does it help the reader understand about Louie and the men he served with? Use the strongest evidence from the book to support your answer.” What was the most dangerous for downed airmen? Why?

I Say	My Partner Responds	I Build	My Partner Concludes



Active and Passive Sentences II

Name: _____

Date: _____

Example from <i>Unbroken</i>	How does the active or passive voice aid or construct meaning?
5. "Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint" (15). (Passive)	
6. "As he lost his aloof, thorny manner, <u>he was welcomed by the fashionable crowd</u> " (17). (Passive)	
7. "The British were driven from Malaya and into surrender in Singapore in seventy days" (52). (Passive)	
8. "For three days, the Japanese bombed and strafed the atoll" (52). (Active)	
9. "Louie was trained in the use of two bombsights" (53). (Passive)	
10. "Phillips had one consuming passion" (57). (Active)	



Things Good Writers Do
Note-catcher

Name: _____

Date: _____

Example from <i>Unbroken</i>	Technique	How does this technique contribute to tone or meaning?
“Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint” (15).		
“For three days, the Japanese bombed and strafed the atoll” (52).		



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 12

End of Unit Assessment: Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze texts for disagreement on facts or interpretation. (RI.8.9)

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

I can build on others' ideas during discussions. (SL.8.1)

Supporting Learning Targets

- I can analyze FDR's "Day of Infamy" speech and the Japanese Foreign Ministry's "Fourteen-Part Message" for disagreement on facts or the interpretation of facts.
- I can participate in a Fishbowl discussion about two different responses to the attack on Pearl Harbor.
- I can listen to others and build on their ideas during the Fishbowl discussion.

Ongoing Assessment

- Mid-Unit 1 Assessment: Fishbowl note-catcher
- End of Unit 1 Assessment: Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack (specifically the goals based on the rubric)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Goal-setting (10 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 1 Assessment: Fishbowl Discussion, Part 1 (20 minutes)B. Fishbowl Debrief, Part 1 (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (5 minutes)4. Homework<ol style="list-style-type: none">A. Complete a first read of pages 114–121 and 125–130 in <i>Unbroken</i>, plus the summary of pages 131–140 provided in the structured notes. Complete the structured notes.	<ul style="list-style-type: none">• This lesson is the first half of a two-day Fishbowl discussion based on historical documents written to justify war between the United States and Japan during WWII (FDR’s “Day of Infamy” speech and Japan’s “Fourteen-Part Message”).• These Fishbowl discussions serve as the End of Unit 1 Assessment. They assess students’ ability to analyze conflicting historical texts and use their new understandings to contribute to a cooperative, text-based discussion.• The historical content of the Fishbowl discussions builds background knowledge about <i>Unbroken</i> by illuminating why Japan and the United States were at war with each other.• In this lesson and Lesson 13, students are divided into pairs. One student is an expert on the “Day of Infamy” speech and sits in the inside circle during this lesson, while the other is an expert on the “Fourteen-Part Message” and sits behind his/her partner in the outside circle. Each partner performs a specific role, and these roles will be reversed in the next lesson.• Students set personal discussion goals using the Fishbowl Discussion Rubric: The Pearl Harbor Attack. After the discussion, the students in the inside circle self-reflect on their progress toward their goals.• Students in the outside circle take notes on the Fishbowl note-catcher regarding what they hear and learn during the discussion. After the discussion, they share these findings with their partner.• In advance: Determine Fishbowl partners by pairing a student who read FDR’s “Infamy” speech with one who read Japan’s “Fourteen-Part Message”; review: the Fishbowl Discussion protocol (see Appendix).• Post: Learning targets



Lesson Vocabulary	Materials
relevant, compelling, drawing, advocating (from rubric)	<ul style="list-style-type: none">• Fishbowl Discussion Rubric and Goal-Setting Sheet: The Pearl Harbor Attack (one per student)• Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (either the “Day of Infamy” or the “Fourteen-Part Message” version) (from Lesson 9; one per student) “Day of Infamy” speech (from Lesson 6; one per student)• “Day of Infamy” speech (from Lesson 6; one per student)• Fishbowl sentence starters (one per student in inside circle)• End of Unit 1 Assessment: Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack (one per student and one for display)• Document camera• Timer• <i>Unbroken</i> structured notes, pages 114–140 (one per student)• <i>Unbroken</i> supported structured notes, pages 114–140 (optional; for students needing additional support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 114–140 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Goal-setting (10 minutes)</p> <ul style="list-style-type: none"> Share with students that the past few lessons were an important side trip in which they studied author Laura Hillenbrand's craft as a writer. They will continue to study this craft as they read more of <i>Unbroken</i>. Explain that today is the first day of the two-part Fishbowl discussion, which focuses on the "Day of Infamy" speech. Tell students that this Fishbowl is a way for them to assess their ability to analyze a difficult text. It is also a way to practice speaking and listening to each other. Remind them that they practiced these speaking and listening skills when they used the sentence starters during their partner discussions in Lesson 8. Distribute one copy of the Fishbowl Discussion Rubric and Goal-Setting Sheet: The Pearl Harbor Attack to each student. Give students 3 minutes to read the "4" column silently. Refocus whole group. Direct students' attention to the Preparation and Evidence row. Have them circle the words <i>relevant</i> and <i>compelling</i>. Explain that during the Fishbowl discussion, the information they share needs to be related, or relevant, to the topic and questions being discussed. Their additions should be compelling or thought provoking. Next, direct their attention to the Effective Communication row. Ask students to circle the word <i>drawing</i> in the last bullet. Explain that part of being an effective communicator means drawing or inviting others into the discussion. Ask: <ul style="list-style-type: none"> * "What are some ways you can pull others into the discussion?" Cold call two or three students for responses. Listen for them to say that they can ask a question of a specific classmate or invite a classmate to share notes. Finally, direct students' attention to the Respecting Multiple Perspectives row. Ask them to circle the word <i>advocating</i>. Explain that <i>advocating</i> means publicly saying a given position is true or a certain action should be taken. When students advocate for their opinions, they need to support them with the strongest evidence. Divide students into pairs. In each pair, one student should be an expert on the "Day of Infamy" speech, and the other should be an expert on the "Fourteen-Part Message." 	<ul style="list-style-type: none"> Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Review the Fishbowl Discussion protocol. Explain that the partner who read FDR's "Day of Infamy" speech will be in the inside circle today, and the other partner will be observing; tomorrow, they will switch roles.• Point out the goal-setting section at the bottom of the rubric. Fishbowl Discussion Goals. Invite all students to write down two or three personal goals for their time in the inside circle discussion.• Ask students to take out their Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (either the "Day of Infamy" or the "Fourteen-Part Message version"). The students in the outside circle will make notes in the Listening Notes section about what they hear during the discussion. These students will have a chance to share their notes with their partner during a debrief after the discussion.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment: Fishbowl Discussion, Part 1 (20 minutes)</p> <ul style="list-style-type: none"> • Tell students who read FDR's "Day of Infamy" speech to bring their copy of the speech, their Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack, and the Fishbowl Discussion rubric to their seat in the inside circle. Ask the remaining students to bring their Fishbowl note-catcher and Fishbowl Discussion rubric to the seat behind their partner in the outside circle. • Distribute one copy of the Fishbowl sentence starters to each student in the inside circle. Encourage students to use this resource during the discussion. • Explain that they will have 15 minutes to discuss, and you will use a timer to keep track. Tell them that you will start the discussion by asking some questions, but they should focus on talking to each other, rather than just answering your questions. • Distribute the End of Unit 1 Assessment: Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack to each student and display a copy using a document camera • Set the timer for 15 minutes and begin the discussion by asking each question one at a time: <ul style="list-style-type: none"> * "From your perspective, what was the gist of this text?" • After a few students have shared their understanding of the gist, ask: <ul style="list-style-type: none"> * "What did FDR accuse Japan of doing?" * "What was FDR's perspective on the Pearl Harbor attack?" • Encourage all students to respond to the questions using evidence from their Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack ("Day of Infamy" version). • Choose from the following questions to engage students further in the discussion. If the discussion runs out of steam at any point, return to this list of questions and ask a new one to keep students thinking: <ul style="list-style-type: none"> * "What key facts did FDR use in his speech? How did he interpret each of these facts?" * "Are there any key facts that FDR omitted?" * "What questions do you have for other people in the circle about their understanding of this text?" 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



Work Time (continued)	Meeting Students' Needs
<p>B. Fishbowl Debrief, Part 1 (10 minutes)</p> <ul style="list-style-type: none"> • Give students in the outside circle 3 minutes to complete their Listening Notes. While they are doing this, direct students sitting in the inside circle to the Self-Reflection portion of the Fishbowl Discussion rubric. Ask them to think about and record things they did well during the discussion and things they could improve upon for future discussions. • Tell students to meet with their partner. Give them 2 minutes for the person in the outside circle to share reflections on what they heard/learned during the discussion and 2 minutes for the person in the inside circle to share reflections. • Cold call two or three students who were in the inside circle to share out something they learned, either from the discussion itself or from their partner's notes. 	<ul style="list-style-type: none"> • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (5 minutes)</p> <ul style="list-style-type: none"> • Distribute <i>Unbroken</i> structured notes, pages 114–140. • Let students know that they should complete a first read of pages 114–121 and 125–130 in <i>Unbroken</i> and the summary of pages 131–140 included in the structured notes. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Complete a first read of pages 114–121 and 125–130 in <i>Unbroken</i> and the summary of pages 131–140 included in the structured notes. Fill in the structured notes and answer the focus question: "From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?" 	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 12

Supporting Materials



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Fishbowl Discussion Rubric and Goal-Setting Sheet:
The Pearl Harbor Attack

CRITERIA	Score				
	4	3	2	1	0
PREPARATION & EVIDENCE (SL.8.1a)	Student brings thorough, relevant, well-organized notes, including evidence from informational texts, to the discussion.	Student brings relevant notes, including evidence from informational texts, to the discussion.	Student brings notes, including evidence from informational texts, to the discussion.	Student brings notes, including evidence from one informational text, to the discussion.	Student does not bring notes to the discussion.
	Student explicitly and consistently draws on relevant, compelling textual evidence during the discussion. Student uses evidence to probe and reflect on ideas under discussion.	Student explicitly and consistently draws on relevant textual evidence during the discussion. Student uses evidence to probe and reflect on ideas under discussion.	Student explicitly draws on some relevant textual evidence during the discussion. Student uses evidence to probe OR reflect on ideas under discussion.	Student draws on little relevant textual evidence during the discussion.	Student does not draw on textual evidence during the discussion.



Fishbowl Discussion Rubric and Goal-Setting Sheet:
The Pearl Harbor Attack

CRITERIA	Score				
	4	3	2	1	0
EFFECTIVE COMMUNICATION (SL.8.1b, c, e)	<p>Student actively helps lead the discussion by:</p> <ul style="list-style-type: none"> engaging in relevant conversation asking relevant questions listening actively responding to the ideas of others making eye contact maintaining a respectful tone and volume drawing peers into the discussion 	<p>Student actively participates in the discussion by:</p> <ul style="list-style-type: none"> engaging in relevant conversation asking relevant questions listening actively making eye contact maintaining a respectful tone and volume 	<p>Student participates in the discussion but:</p> <ul style="list-style-type: none"> is sometimes off-topic asks some irrelevant questions has some side conversations does not always make eye contact does not always maintain a respectful tone and volume 	<p>Student participates in the discussion but:</p> <ul style="list-style-type: none"> is often off-topic asks irrelevant questions has frequent side conversations does not usually make eye contact does not usually maintain a respectful tone and volume 	<p>Student does not participate in the discussion.</p>
RESPECTING MULTIPLE PERSPECTIVES (SL.8.1c, d, e)	<p>Student considers others' diverse perspectives during the discussion by paraphrasing and asking respectful questions. Student always maintains respect while advocating for his/her opinion.</p>	<p>Student considers others' diverse perspectives during the discussion by paraphrasing or asking respectful questions. Student usually maintains respect while advocating for his/her opinion.</p>	<p>Student attempts to consider others' diverse perspectives during the discussion but has difficulty paraphrasing or asking respectful questions. Student sometimes maintains respect while advocating for his/her opinion.</p>	<p>Student does not consider others' perspectives during the discussion. Student has difficulty maintaining respect while advocating for his/her opinion.</p>	<p>Student does not participate in the discussion.</p>



Fishbowl Discussion Rubric and Goal-Setting Sheet:
The Pearl Harbor Attack

A student who does not participate in the discussion should be given a 0.

A student whose contributions to the discussion are only personal and make no reference to textual evidence can be scored no higher than a 1.

Using this rubric, set two or three goals for yourself. What would you like to work on improving during this Fishbowl discussion? (Ex: “I want to use my notes during the discussion,” “I want to make eye contact with other people during the discussion.”)



Fishbowl Discussion Rubric and Goal-Setting Sheet:
The Pearl Harbor Attack

Goal #1:	Goal #2:	Goal #3:
What I did well:	What I did well:	What I did well:
How I can improve next time:	How I can improve next time:	How I can improve next time:



Fishbowl Sentence Starters

To paraphrase someone else's idea to make sure you understand, use:

I hear that you said ...

To ask a question or probe, use:

I'm wondering ...

I hear that you said ..., and I'm still wondering ...

Can you clarify what you meant when you said ...?

What you said about ... raised a question for me. My question is ...

It seems like what you said about ... is different from what [someone else] said. (Name conflicting ideas)

To show how something has changed your thinking, use:

Now that I know that, I need to change what I think about ...

To cite text evidence, use:

I hear that you said ..., but I still think ... because the text says ... (Cite evidence)

What you said about ... reminded me of something I read in the text. (Cite evidence)



End of Unit 1 Assessment: Fishbowl Discussion, Part 1:
Comparing Conflicting Accounts of the Pearl Harbor Attack

Name:

Date:

Questions for Discussion:

- From your perspective, what was the gist of this text?
- What did FDR accuse Japan of doing?
- What was FDR's perspective on the Pearl Harbor attack?
- What key facts did FDR use in his speech? How did he interpret each of these facts?
- Are there any key facts that FDR omitted?
- What questions do you have for other people in the circle about their understanding of this text?

Name: _____

Date: _____

What is the gist of pages 114–121 and 125–130?

Summary of pages 131–140

The military begins searching for the *Green Hornet* and its crew, knowing that the search area is enormous and the odds of finding the crew very long. Louie, Phil, and Mac see a B-25 and a B-24 from their rafts, but the planes do not see them. The men realize that they are drifting west, out of friendly territory, and hopes of being rescued are getting slim.

Mac eats all the chocolate when Louie and Phil are asleep, but Louie does not reprimand him. Their bodies are in distress, and with the fresh water gone, Mac begins to decline. Louie prays for the first time since his childhood.

At home, telegrams are sent to families of the *Green Hornet* crew.

“I regret to inform you that the commanding general Pacific area reports your son—First Lieutenant Russell A. Phillips—missing since May Twenty-seven. If further details or other information of his status are received you will be promptly notified” (138).

The entire Zamperini family remains resolute that Louie is alive.



Focus question:

From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
musher (115)		
assented (117)		
writhing (120)		
grossly (127)		
addled resolution (130)		



Name: _____

Date: _____

Summary of pages 114–121

Upon hearing the news that a plane and her crew are missing, Louie, Phil, and Cuppernell are asked to volunteer in the search effort. Although Phil and Louie hear the word “volunteer,” they both know it was an order. When they mention that they don’t have a plane to fly, they are told to use the *Green Hornet*, the plane they know is unsafe and dangerous (see photograph on page 116). The *Green Hornet*, with a crew of Phil, Louie, Cuppernell, and Mac (an enlisted man who wants to hitch a ride), and another plane, the *Daisy Mae*, and her crew take off on a search mission 200 hundred miles north of Palmyra. The two planes lose track of each other when the *Green Hornet* can’t keep up, and as Phil and Louie had worried, they encounter engine trouble. The plane begins to drop and spiral toward the ocean below.

As the plane strikes the water, Louie is catapulted forward and becomes trapped and tangled in the plane’s wires. The plane begins to plunge down into the depths of the ocean, with Louie trapped inside. Something strikes his head, and he passes out underwater. Suddenly he awakes and is free from the wire trap, floating inside the plane and in desperate need of air. As he struggles free, his USC ring catches something that helps him recognize where he is inside the plane. This helps him find a way out of the plane and make his way to the surface.

Summary of pages 125–130

As Louie rises to the surface, the ocean is covered with blood and pieces of the *Green Hornet*. Phil manages to survive, although he is badly injured. Mac is near Phil, both clinging to a fuel tank. Louie manages to spot one of the life rafts and get Phil and Mac onto it. The raft’s supplies are few and inadequate, but Louie hopes they will soon be rescued and the survival supplies will be enough.



Summary of pages 131–140

The military begins searching for the *Green Hornet* and its crew, knowing that the search area is enormous and the odds of finding the crew very long. Louie, Phil, and Mac see a B-25 and a B-24 from their rafts, but the planes do not see them. The men realize that they are drifting west, out of friendly territory, and hopes of being rescued are getting slim.

Mac eats all the chocolate when Louie and Phil are asleep, but Louie does not reprimand him. Their bodies are in distress, and with the fresh water gone, Mac begins to decline. Louie prays for the first time since his childhood.

At home, telegrams are sent to families of the *Green Hornet* crew.

“I regret to inform you that the commanding general Pacific area reports your son—First Lieutenant Russell A. Phillips—missing since May Twenty-seven. If further details or other information of his status are received you will be promptly notified” (138).

The entire Zamperini family remains resolute that Louie is alive.

Focus question:

From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
musher (115)	something that is thick, dense, and soft, like oatmeal	
assented (117)	agreed	
writhing (120)	twisting, struggling	
grossly (127)	completely, totally	
addled resolution (130)	confused or muddled determination	



Summary of pages 114–121

Upon hearing the news that a plane and her crew are missing, Louie, Phil, and Cuppernell are asked to volunteer in the search effort. Although Phil and Louie hear the word “volunteer,” they both know it was an order. When they mention that they don’t have a plane to fly, they are told to use the *Green Hornet*, the plane they know is unsafe and dangerous (see photograph on page 116). The *Green Hornet*, with a crew of Phil, Louie, Cuppernell, and Mac (an enlisted man who wants to hitch a ride), and another plane, the *Daisy Mae*, and her crew take off on a search mission 200 hundred miles north of Palmyra. The two planes lose track of each other when the *Green Hornet* can’t keep up, and as Phil and Louie had worried, they encounter engine trouble. The plane begins to drop and spiral toward the ocean below.

As the plane strikes the water, Louie is catapulted forward and becomes trapped and tangled in the plane’s wires. The plane begins to plunge down into the depths of the ocean, with Louie trapped inside. Something strikes his head, and he passes out underwater. Suddenly he awakes and is free from the wire trap, floating inside the plane and in desperate need of air. As he struggles free, his USC ring catches something that helps him recognize where he is inside the plane. This helps him find a way out of the plane and make his way to the surface.

Summary of pages 125–130

As Louie rises to the surface, the ocean is covered with blood and pieces of the *Green Hornet*. Phil manages to survive, although he is badly injured. Mac is near Phil, both clinging to a fuel tank. Louie manages to spot one of the life rafts and get Phil and Mac onto it. The raft’s supplies are few and inadequate, but Louie hopes they will soon be rescued and the survival supplies will be enough.



Summary of pages 131–140

The military begins searching for the *Green Hornet* and its crew, knowing that the search area is enormous and the odds of finding the crew very long. Louie, Phil, and Mac see a B-25 and a B-24 from their rafts, but the planes do not see them. The men realize that they are drifting west, out of friendly territory, and hopes of being rescued are getting slim.

Mac eats all the chocolate when Louie and Phil are asleep, but Louie does not reprimand him. Their bodies are in distress, and with the fresh water gone, Mac begins to decline. Louie prays for the first time since his childhood.

At home, telegrams are sent to families of the *Green Hornet* crew.

"I regret to inform you that the commanding general Pacific area reports your son—First Lieutenant Russell A. Phillips—missing since May Twenty-seven. If further details or other information of his status are received you will be promptly notified" (138).

The entire Zamperini family remains resolute that Louie is alive.

Focus question:

From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?

Hillenbrand describes in detail the underwater scene of Louie being trapped. She describes the "soundless sensations" of Louie's body being thrust forward, the plane breaking, Louie being trapped in wires, Phil fighting to get out of the plane and swimming free, Louie being pulled down into the depths of the ocean and the pressure on his body and ears, etc. All of these details contribute to the meaning of the story because they slow this rapid event down so the reader can soak in all of the details. This was the single event that led to the rest of the story, and the author takes the time to allow the reader to appreciate everything that happened with these details. In this mostly underwater scene, the war has put Louie in danger of losing his life by drowning.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
musher (115)	something that is thick, dense, and soft, like oatmeal	
assented (117)	agreed	
writhing (120)	twisting, struggling	
grossly (127)	completely, totally	
addled resolution (130)	confused or muddled determination	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 13

End of Unit 1 Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze texts for disagreement on facts or interpretation. (RI.8.9)

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

I can build on others' ideas during discussions. (SL.8.1)

Supporting Learning Targets

- I can analyze FDR's "Day of Infamy" speech and the Japanese Foreign Ministry's "Fourteen-Part Message" for disagreement on facts or the interpretation of facts.
- I can participate in a Fishbowl discussion about two different responses to the attack on Pearl Harbor.
- I can listen to others and build on their ideas during the Fishbowl discussion.

Ongoing Assessment

- Mid-Unit 1 Assessment: Fishbowl note-catcher
- End of Unit 1 Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack
- Part B. Fishbowl Discussion Goals
- Exit Ticket: Fishbowl Discussion Wrap-Up



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Review Discussion Goals (2 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 1 Assessment: Fishbowl Discussion, Part 2 (20 minutes)B. Fishbowl Debrief, Part 2 (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: Fishbowl Discussion Wrap-Up (12 minutes)B. Preview Homework (1 minute)4. Homework<ol style="list-style-type: none">A. Read two sections in <i>Unbroken</i>, along with two summaries included in the structured notes. Complete the structured notes.	<ul style="list-style-type: none">• This lesson is the second half of a two-day Fishbowl discussion based on historical documents written to justify war between the United States and Japan during WWII (FDR’s “Day of Infamy” speech and Japan’s “Fourteen-Part Message”).• These Fishbowl discussions serve as the End of Unit 1 Assessment. They assess students’ ability to analyze conflicting historical texts and use their new understandings to contribute to a cooperative, text-based discussion.• The historical content of the Fishbowl discussions builds background knowledge about <i>Unbroken</i> by illuminating why Japan and the United States were at war with each other.• In this lesson, students continue to work in the same pairs from the previous lesson. The student experts on the “Fourteen-Part Message” sit in the inside circle during this lesson, and the student experts on the “Day of Infamy” speech sit behind their partner in the outside circle.• At the outset of this lesson, students review their personal discussion goals using the Fishbowl Discussion Rubric: The Japanese Attack on Pearl Harbor. After the discussion, the students in the inside circle self-reflect on their progress toward their goals.• Students in the outside circle take notes on the Mid-Unit 1 Assessment: Fishbowl Note-catcher regarding what they hear and learn during the discussion. After the discussion, they share these findings with their partner.• Students respond to two prompts on the Exit Ticket: Fishbowl Discussion Wrap-Up at the end of the lesson. Use the NYS Grade 8 2-point rubric to assess this exit ticket.• In advance: Review Fishbowl Discussion protocol (see Appendix). <p>Post: Learning targets.</p>



Lesson Vocabulary	Materials
Do not preview vocabulary.	<ul style="list-style-type: none">• “Fourteen-Part Message” (from Lesson 7; one per student)• Fishbowl Discussion Rubric: The Japanese Attack on Pearl Harbor (from Lesson 12; one per student)• Mid-Unit 1 Assessment: Fishbowl Note-catcher (from Lesson 10; returned in Lesson 12 with teacher feedback)• Fishbowl sentence starters (from Lesson 12; one per student in inside circle)• End of Unit 1 Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack (one per student and one for display)• Document camera• Timer• Exit Ticket: Fishbowl Discussion Wrap-Up (one per student)• <i>Unbroken</i> structured notes, pages 147–168 (one per student)• <i>Unbroken</i> supported structured notes, pages 147–168 (optional; for students needing additional support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 147–168 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Review Discussion Goals (2 minutes)</p> <ul style="list-style-type: none">• Explain that today is the second day of the two-part Fishbowl discussion. Today's discussion will focus on the "Fourteen-Part Message." In the previous lesson, students determined two or three goals to work toward during the Fishbowl discussion. In this lesson, students who focused on Japan's "Fourteen-Part Message" will have their turn to speak in the inside circle and work toward these goals.• As needed, review the Fishbowl Discussion protocol briefly	<ul style="list-style-type: none">• Some students will benefit from having more concrete examples of discussion goals to choose from. Consider providing these students with a list of sample goals for the discussion and letting them choose which ones they would like to work on, rather than having them write their own goals.



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment: Fishbowl Discussion, Part 2 (20 minutes)</p> <ul style="list-style-type: none"> • Invite students to take their copies of the “Fourteen-Part Message,” Fishbowl Discussion Rubric: The Japanese Attack on Pearl Harbor, and the Mid-Unit 1 Assessment: Fishbowl Note-catcher and move to their appropriate places inside and outside the circle. Remind them that those in the outside circle should sit directly behind their partners. • Remind the class that those in the outside circle need to take notes in the Listening Notes section of the Fishbowl note-catcher regarding what they hear and learn during the discussion. • Distribute one copy of the Fishbowl sentence starters to each student in the inside circle. Encourage them to use this resource during the discussion. • Explain that students will have 15 minutes to discuss, and you will use a timer to keep track of this. Tell them you will start the discussion by asking some questions, but they should focus on talking to each other, rather than just answering your questions. • Distribute the End of Unit 1 Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack to each student and display a copy using a document camera. • Set the timer for 15 minutes and begin the discussion by asking: <ul style="list-style-type: none"> * “From your perspective, what was the gist of this text?” • After a few students have shared their understanding of the text’s gist, ask: <ul style="list-style-type: none"> * “What did the Japanese government accuse the United States of doing?” * “What was the Japanese government’s perspective on the Pearl Harbor attack?” • Encourage all students to respond to the questions using evidence from their Fishbowl note-catcher and the text. • Choose from the following questions to engage students further in the discussion. If the discussion runs out of steam at any point, return to this list of questions and ask a new one to keep students thinking: <ul style="list-style-type: none"> * “What key facts did the Japanese use in this text? How were each of these facts interpreted?” * “Were there any facts that the Japanese government omitted?” * “What questions do you have for other people in the circle about their understanding of this text?” 	<ul style="list-style-type: none"> • Consider modifying the Fishbowl sentence starters for struggling readers or students who need more processing time. Cut the list down to three basic sentence starters and put each one underneath a heading, such as: “When You Agree,” “When You Disagree,” and “When You Have a Question.” • Consider preparing students who need more processing time or who struggle with speaking in front of others by giving them a list of the other perspectives/roles in the discussion beforehand.



Work Time (continued)	Meeting Students' Needs
<p>B. Fishbowl Debrief, Part 2 (10 minutes)</p> <ul style="list-style-type: none"> • Give students in the outside circle 3 minutes to complete their Listening Notes. While they are doing this, direct students sitting in the inside circle to the Self-Reflection portion of the Fishbowl Discussion rubric. Ask them to think about and record things they did well during the discussion and things they could improve upon for future discussions. • Tell students to meet with their partner. Give them 2 minutes for the person in the outside circle to share reflections on what they heard/learned during the discussion and 2 minutes for the person in the inside circle to share reflections. • Ask students to turn and talk to their partner: <ul style="list-style-type: none"> * “What are the overall differences in perspectives?” • Cold call two or three student pairs to share their ideas. 	<ul style="list-style-type: none"> • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Fishbowl Discussion Wrap-Up (12 minutes)</p> <ul style="list-style-type: none"> • As a closing piece to the Fishbowl discussion, have students complete the Exit Ticket: Fishbowl Discussion Wrap-Up. 	
<p>B. As time permits, invite students to share out whole group. Preview Homework (1 minute)</p> <ul style="list-style-type: none"> • As time permits, invite students to share out whole group. Preview Homework (1 minute) Distribute Unbroken structured notes, pages 147–168. • Let students know they should complete their reading assignments in <i>Unbroken</i>, read the summaries provided for pages 141–147 and 156–166 in the structured notes, and complete the structured notes. 	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read the summary for pages 141–147 provided in the structured notes, then read pages 147–156 in <i>Unbroken</i> and record the gist. Next, read the summary provided for pages 156–166, then read 166–168 in the book and record the gist. Answer the focus question: “During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?” Finish filling in the structured notes	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 13

Supporting Materials



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End of Unit 1 Assessment: Fishbowl Discussion, Part 2:
Comparing Conflicting Accounts of the Pearl Harbor Attack

Name:

Date:

- From your perspective, what was the gist of this text?
- What did the Japanese government accuse the United States of doing?
- What was the Japanese government's perspective on the Pearl Harbor attack?
- What key facts did the Japanese government use in this text? How were each of these facts interpreted?
- Are there any key facts that Japanese government omitted?
- What questions do you have for other people in the circle about their understanding of this text?



Exit Ticket: Fishbowl Discussion
Wrap-Up

Name:

Date:

Part A.

Select one of the following scenarios and write a one-paragraph response. Use evidence from the texts and common sense to support your answer.

- * If you were an American citizen listening to FDR's speech, how would it affect you?
- * If you were a Japanese citizen listening to FDR's speech, how would it affect you?
- * If you were a Japanese citizen reading the Japanese message, how would it affect you?
- * If you were an American citizen reading the Japanese message, how would it affect you?

Part B.

Respond to the following question in a one-paragraph response. Use evidence from the texts and common sense to support your answer:

- * After having read about the crash of the Green Hornet and the situation Louie finds himself in, why is it important to understand these two perspectives on the war?



Name: _____

Date: _____

Summary of pages 141–147

The sharks continue to be a concern, but the lack of drinkable water is an even greater threat. During the first short rainfall, the men rig an ingenious way to collect and save the water. An albatross lands on Louie's head, and he is able to catch it. The men try to eat the bird, but the smell is overwhelming. Instead, they use the bird meat as bait and catch their first fish.

Louie reflects that the record for survival at sea is 34 days and hopes they will not have to break the record. He becomes concerned with the sanity of the men and turns the raft into a quiz show.

Louie and Phil remain optimistic, but Mac is not. They ward off their fears and focus on survival. Louie appears to have been wired for optimism, and Phil's deeply held religious beliefs keep him going. Mac has never been faced with a crisis or adversity in his life, and he is struggling to survive.

What is the gist of what you read on pages 147–156?



Summary of pages 156–166

After the Japanese strafe the rafts, the sharks attack the rafts and the men. Louie is able to repair one raft, but the other is lost. Because of the direction the planes are flying, Louie and Phil are able to orient themselves and calculate that they will reach land after 46 or 47 days at sea. This means they need to survive three more weeks on the raft.

The sharks become aggressive and launch an attack on the men. Louie decides that if the sharks attack him, then he will attack the sharks. He catches and kills two sharks and shares their livers with Phil and Mac. A great white shark attacks the raft, and the men struggle to stay afloat. Mac saves Louie from the jaws of death. Eventually the great white gives up.

On day 33, Mac dies and the men bury him at sea. Louie prays for himself and Phil. He vows that “if God would save them, he would serve heaven forever” (165). The next day, Louie and Phil surpass the record of days survived at sea. They enter the doldrums, where Louie thinks, “Such beauty was too perfect to have come about by mere chance” (166).

What is the gist of what you read on pages 166–168?



Focus question:

During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?”

Word	Definition	Context clues: How did you figure out this word?
grotesque (148)		
demoralized (151)		
fickle (152)		
inept (156)		
lucid (167)		



Unbroken Supported Structured Notes,
Pages 141–168

Name: _____

Date: _____

Summary of pages 141–147

The sharks continue to be a concern, but the lack of drinkable water is an even greater threat. During the first short rainfall, the men rig an ingenious way to collect and save the water. An albatross lands on Louie's head, and he is able to catch it. The men try to eat the bird, but the smell is overwhelming. Instead, they use the bird meat as bait and catch their first fish.

Louie reflects that the record for survival at sea is 34 days and hopes they will not have to break the record. He becomes concerned with the sanity of the men and turns the raft into a quiz show.

Louie and Phil remain optimistic, but Mac is not. They ward off their fears and focus on survival. Louie appears to have been wired for optimism, and Phil's deeply held religious beliefs keep him going. Mac has never been faced with a crisis or adversity in his life, and he is struggling to survive.

Summary of pages 147–156

Louie, Phil, and Mac reach day 21 on the raft as they struggle to stay alive with limited food, water, and shelter from the sun. The men realize they will not be able to stay alive much longer, and Louie prays that if God will quench their thirst he will serve him forever. The next day it rains.

The men wish for a plane to come, and on the 27th day a plane comes. They realize it is not the rescue plane they are hoping for when it opens fire on them. Bullets pelt the raft, and Louie jumps overboard, risking his luck with the sharks to save himself from the bullets. While underwater, he looks down and can see the huge, gaping mouth of a shark racing toward him from the depths of the ocean. Louie dodges the shark, and as soon as the bullets stop, he pulls himself back into the raft. Phil and Mac lie curled up but alive and unhurt.



Summary of pages 156–166

After the Japanese strafe the rafts, the sharks attack the rafts and the men. Louie is able to repair one raft, but the other is lost. Because of the direction the planes are flying, Louie and Phil are able to orient themselves and calculate that they will reach land after 46 or 47 days at sea. This means they need to survive three more weeks on the raft.

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Summary of pages 166–168

On day 40, Louie is startled by the sound of a choir singing. He asks Phil if he hears anything, but Phil doesn’t. Louie looks up and knows what he was hearing and seeing is impossible: 21 human figures singing a beautiful song in the clouds. Louie knows he is completely lucid and that this moment belongs only to him.

They drift for several more days, and they begin to notice that the sky is different. There are more birds. One morning, the waves churn and the horizon presents an ominous sight: an island.



Focus question:

During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?”

Word	Definition	Context clues: How did you figure out this word?
grotesque (148)	ugly and gross	
demoralized (151)	discouraged and depressed	
fickle (152)	indecisive, unpredictable	
inept (156)	clumsy, incompetent	
lucid (167)	clear and in the right mind	

Unbroken Structured Notes, Teacher Guide
Pages 141–168

Name: _____

Date: _____

Summary of pages 141–147

The sharks continue to be a concern, but the lack of drinkable water is an even greater threat. During the first short rainfall, the men rig an ingenious way to collect and save the water. An albatross lands on Louie's head, and he is able to catch it. The men try to eat the bird, but the smell is overwhelming. Instead, they use the bird meat as bait and catch their first fish.

Louie reflects that the record for survival at sea is 34 days and hopes they will not have to break the record. He becomes concerned with the sanity of the men and turns the raft into a quiz show.

Louie and Phil remain optimistic, but Mac is not. They ward off their fears and focus on survival. Louie appears to have been wired for optimism, and Phil's deeply held religious beliefs keep him going. Mac has never been faced with a crisis or adversity in his life, and he is struggling to survive.

Summary of pages 147–156

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The men wish for a plane to come, and on the 27th day a plane comes. They realize it is not the rescue plane they are hoping for when it opens fire on them. Bullets pelt the raft, and Louie jumps overboard, risking his luck with the sharks to save himself from the bullets. While underwater, he looks down and can see the huge, gaping mouth of a shark racing toward him from the depths of the ocean. Louie dodges the shark, and as soon as the bullets stop, he pulls himself back into the raft. Phil and Mac lie curled up but alive and unhurt.



Summary of pages 156–166

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The sharks become aggressive and launch an attack on the men. Louie decides that if the sharks attack him, then he will attack the sharks. He catches and kills two sharks and shares their livers with Phil and Mac. A great white shark attacks the raft, and the men struggle to stay afloat. Mac saves Louie from the jaws of death. Eventually the great white gives up.

On day 33, Mac dies and the men bury him at sea. Louie prays for himself and Phil. He vows that “if God would save them, he would serve heaven forever” (165). The next day, Louie and Phil surpass the record of days survived at sea. They enter the doldrums, where Louie thinks, “Such beauty was too perfect to have come about by mere chance” (166).

Summary of pages 166–168

On day 40, Louie is startled by the sound of a choir singing. He asks Phil if he hears anything, but Phil doesn’t. Louie looks up and knows what he was hearing and seeing is impossible: 21 human figures singing a beautiful song in the clouds. Louie knows he is completely lucid and that this moment belongs only to him.

They drift for several more days, and they begin to notice that the sky is different. There are more birds. One morning, the waves churn and the horizon presents an ominous sight: an island.



Focus question:

During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?”

On several occasions throughout his ordeal, Louie experiences peace and tranquility that is beyond human understanding. For example, on pages 166 and 167, Louie has what it seems can only be called religious experiences—the author uses words like “reverent,” “compassion,” and “beauty.” Also, Louie prays out of desperation, and he prays when circumstances are overwhelming and he can’t use his own ability to make things better. For example, he prays and tells God that if He will quench their thirst, he will dedicate his life to him (149). On another occasion, he vows that “if God would save them, he would serve heaven forever” (165).



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
grotesque (148)	ugly and gross	
demoralized (151)	discouraged and depressed	
fickle (152)	indecisive, unpredictable	
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