



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Overview



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Unit 2: Being Made Invisible: Imprisoned and Interned

In this second unit, students will continue to closely examine the case study of imprisoned Louie Zamperini as they read *Unbroken*. They will expand their study as they learn about interned Japanese-American Miné Okubo in a separate biographical account. As students read both Zamperini's and Okubo's stories, they will focus on the theme of resisting forced “invisibility” while being imprisoned or interned. This theme concept will be analyzed through a dual lens: the internal struggle to maintain dignity, identity, and self-worth against dehumanizing efforts; and the external isolation of being closed off from the outside world while in captivity.

In the mid-unit assessment, students will build on the background knowledge they have gained about the Pacific Theater in World War II and the plight of Japanese-Americans as they classify various mediums used to convey information about World War II. Students will also evaluate the advantages and disadvantages of using different mediums to communicate during this mid-unit assessment. For the end of unit assessment, students will write an informational essay in which they use the strongest evidence from both texts to show how captors forced “invisibility” upon those imprisoned or interned.

Guiding Questions And Big Ideas

- **How does war (and conflict) affect individuals and societies?**
- **How does captivity make the captive invisible?**
- **What are the advantages and disadvantages of using different mediums?**
- *There are important yet divergent experiences in war and conflict.*



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>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>



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: 978-1-400-06416-8.
2. Curtis B. Munson, *The Report on Japanese on the West Coast of the United States* (“the Munson Report”), Oct. 7, 1941.
3. Walter Lippmann, “The Fifth Column on the Coast,” *The Washington Post*, Feb. 12, 1942.
4. Franklin D. Roosevelt, “Executive Order No. 9066,” Feb. 19, 1942.
5. “The Life of Miné Okubo,” written by Expeditionary Learning for instructional purposes.



This unit is approximately 4 weeks or 19 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Key Incidents Reveal Aspects of Character: Survival at Sea	<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 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 narrative techniques, such as pacing, when used in writing narratives about real events. I can analyze how the experience on the raft reveals aspects of Louie's character. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 147–168 (from homework) Things Good Writers Do note-catcher 	<ul style="list-style-type: none"> Understanding Louie: Character Traits Things Good Writers Do Think-Pair-Share protocol
Lesson 2	Introducing a Thematic Concept in This Unit: The “Invisibility” of Captives during WWII	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can determine a theme or the central idea of an informational text. (RI.8.2) 	<ul style="list-style-type: none"> I can analyze nuances in word meanings and the word choice an author selects, which both contribute to the meaning and tone of the text. I can determine a thematic concept in <i>Unbroken</i>. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 169–181 (from homework) 	<ul style="list-style-type: none"> Give One, Get One, Move On protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Analyzing a Thematic Concept: The Invisibility of Captives during WW II	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can analyze word relationships used in <i>Unbroken</i>. I can analyze the development of a thematic concept in <i>Unbroken</i>. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 181–188 (from homework) Understanding Invisibility note-catcher 	
Lesson 4	Understanding Perspective: Japanese Society's Impact on Japanese Guards	<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 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) 	<ul style="list-style-type: none"> I can analyze the development of the thematic concept "The Invisibility of Captives during WWII." I can provide the strongest evidence from <i>Unbroken</i> as I analyze why some Japanese guards treated prisoners of war brutally during WWII. I can analyze how the ideas of Japanese society contributed to how some Japanese guards treated prisoners of war during WWII. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 189–197 (from homework) Written Conversation Exit ticket 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 1	<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 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 use “The Life of Miné Okubo” to build background knowledge about the internment of Japanese-Americans during WWII. I can analyze how words, phrases, and incidents in “The Life of Miné Okubo” reveal aspects of Okubo as a character. I can cite evidence that supports my analysis of “The Life of Miné Okubo.” 	<ul style="list-style-type: none"> “The Life of Miné Okubo” structured notes, gist notes (from homework) Understanding Miné: Character Traits graphic organizer Understanding Miné: Character Traits QuickWrite 	<ul style="list-style-type: none"> Understanding Louie: Character Traits
Lesson 6	Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 2	<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 determine an author’s point of view or purpose in informational text. (RI.8.6) 	<ul style="list-style-type: none"> I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII. I can explain how World War II affected American society. I can cite evidence to determine an author’s point of view in a primary source. 	<ul style="list-style-type: none"> “The Life of Miné Okubo” structured notes, focus question and vocabulary (from homework) Primary Sources: Japanese-American Internment during World War II packet 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 3	<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 texts for disagreement on facts or interpretation. (RI.8.9) 	<ul style="list-style-type: none"> I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII. I can explain how World War II affected American society. I can cite evidence to analyze primary sources for disagreements about Japanese-American internment during WWII. 	<ul style="list-style-type: none"> Primary Sources: Japanese-American Internment during World War II packet (text-dependent questions) (from homework) Source Comparison strips 	
Lesson 8	Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 4	<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 evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) 	<ul style="list-style-type: none"> I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII. I can explain how World War II affected American society. I can explain the advantages and disadvantages of using different mediums to present a point of view about Japanese-American internment during WWII. 	<ul style="list-style-type: none"> Primary Sources: Japanese-American Internment During World War II QuickWrite (from homework) Analyzing Mediums Exit Ticket 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Gathering Textual Evidence: “Invisibility” of Those Interned	<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 gather relevant information from a variety of sources. (W.8.8) 	<ul style="list-style-type: none"> I can analyze the theme of “invisibility” in primary sources about Japanese-American internment and “The Life of Miné Okubo.” I can gather relevant information from a variety of sources about the “invisibility” of captives during WWII. 	<ul style="list-style-type: none"> Venn diagram: Miné and Louie (from homework) Gathering Textual Evidence note-catcher (from Lesson 3) 	
Lesson 10	Mid-Unit Assessment: Classifying and Evaluating Primary Sources	<ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) 	<ul style="list-style-type: none"> I can identify different types of mediums used in a Gallery Walk. I can evaluate the advantages and disadvantages of using different mediums to present information on World War II. 	<ul style="list-style-type: none"> Gathering Textual Evidence note-catcher (from homework) Mid-Unit 2 Assessment 	
Lesson 11	Analyzing Author's Craft: Analyzing Hillenbrand's Language Techniques	<ul style="list-style-type: none"> 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 determine if sentences are in the conditional and subjunctive mood. I can analyze Hillenbrand's use of the conditional and subjunctive mood in her writing. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 200–229 (from homework) Written Conversation Conditional and Subjunctive Mood handout 	<ul style="list-style-type: none"> Things Good Writers Do Written Conversation protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Character Analysis: Resilience	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can analyze the Hillenbrand's word choice in <i>Unbroken</i> and how it contributes to the meaning of the text. I can analyze the thematic concept of invisibility in <i>Unbroken</i>. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 230–247 (from homework) Word Choice note-catcher Three Threes in a Row note-catcher Gathering Textual Evidence note-catcher 	
Lesson 13	Analyzing Theme: The Invisibility of Captives during WWII	<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 development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 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 a Frayer model to deepen my understanding of words in <i>Unbroken</i>. I can provide the strongest textual evidence as I analyze the development of the thematic concept “The Invisibility of Captives during WWII” in <i>Unbroken</i> and “The Life of Miné Okubo.” 	<ul style="list-style-type: none"> <i>Unbroken structured</i> notes, pages 248–261 (from homework) Gathering Textual Evidence note-catcher 	<ul style="list-style-type: none"> Written Conversation protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 14	Analyzing Evidence: Writing about Theme	<ul style="list-style-type: none"> I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can explain the end of unit assessment essay prompt. I can explain ways that people tried to make American POWs and Japanese-American internees “invisible” during WWII. I can explain ways that POWs and Japanese-American internees resisted “invisibility” during WWII. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 261–329 (from homework) Gathering Textual Evidence note-catcher 	<ul style="list-style-type: none"> Being Made Invisible
Lesson 15	Informational Essay Planning: Essay Rubric and Planner	<ul style="list-style-type: none"> I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.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) 	<ul style="list-style-type: none"> I can intentionally use verbs in the active and passive voice in my World War II invisibility informational essay. I can identify strategies and resources to help me spell correctly on my informational essay. I can plan an informational essay using relevant details from texts that are carefully selected and organized. 	<ul style="list-style-type: none"> Gathering Evidence note-catcher 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 16	End of Unit Assessment, Part 1: Best First Draft of an Informational Essay	<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. (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) 	<ul style="list-style-type: none"> I can write an informational essay using relevant details from texts that are carefully selected and organized. I can intentionally use verbs in the active and passive voice in my World War II invisibility informational essay. I can use spelling strategies and resources to correctly on my informational essay. 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part 1 	<ul style="list-style-type: none"> Things Good Writers Do
Lesson 17	Introducing a Thematic Concept: Becoming Visible Again after Captivity	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can determine a theme or the central ideas of an informational text. (RI.8.2) 	<ul style="list-style-type: none"> I can determine a thematic concept in <i>Unbroken</i>. I can analyze nuances in word meanings as synonyms and phrases for key terms are studied. 	<ul style="list-style-type: none"> End of Unit 1 Assessment, Part 1 (from homework) 	<ul style="list-style-type: none"> Becoming Visible Again
Lesson 18	Analyzing a Thematic Concept: Becoming Visible after Captivity (pages 334–344)	<ul style="list-style-type: none"> I can use correct grammar and usage when writing or speaking. (L.8.1) I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can recognize and correct inappropriate shifts in verb voice and mood. I can analyze the development of a thematic concept in <i>Unbroken</i>. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 334–344 (from homework) Double Arrow Visibility graphic organizer 	<ul style="list-style-type: none"> Becoming Visible Again Think-Pair-Share protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 19	End of Unit 2 Assessment, Part 2: Revising the Informative Essay	<ul style="list-style-type: none">• With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5)• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2c)	<ul style="list-style-type: none">• I can use feedback from others to revise, edit, and improve my essay.• I can use correct grammar and punctuation in my essay.	<ul style="list-style-type: none">• <i>Unbroken</i> structured notes, pages 345–353 (from homework)• End of Unit 2 Assessment, Part 2	



Optional: Experts, Fieldwork, And Service

Experts:

- Consider collaborating with the Social Studies teacher during this unit, as students build background knowledge about the internment of Japanese-Americans during World War II, read and study primary source documents, and study social and cultural influences of Japan on the Japanese soldier.
- Invite World War II historians, veterans, or previously interned Japanese-Americans to visit and provide students with compelling and interesting stories and experiences about the Pacific Theater in World War II and Japanese-American internment.

Fieldwork:

- Students may study the local monuments, the service of local community members who were involved in World War II, and any local connections to the internment of Japanese-Americans.

Service:

- Students may organize a community 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 continue to 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.
- See the Reading Calendar provided in the Module overview document.



EXPEDITIONARY
LEARNING

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

Key Incidents Reveal Aspects of Character: Survival at Sea (Pages 114-168)



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.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 narrative techniques, such as pacing, when used in writing narratives about real events.
- I can analyze how the experience on the raft reveals aspects of Louie's character.

Ongoing Assessment

- *Unbroken* structured notes, pages 147–168 (from homework)
- Things Good Writers Do note-catcher

Agenda

1. Opening
 - A. Engaging the Reader: Things Good Writers Do: Narrative Technique of Pacing (8 minutes)
 - B. Reviewing Learning Targets (1 minute)
2. Work Time
 - A. Key Incidents Reveal Aspects of Character: Survival at Sea (35 minutes)
3. Closing and Assessment
 - A. Preview Homework (1 minute)
4. Homework
 - A. Read pages 169-175 and 179-181 in *Unbroken* Complete the structured notes.

Teaching Notes

- In this lesson, students analyze how being lost at sea in the middle of the Pacific Ocean on a small raft with few provisions reveals Louie's character. Louie is a real-life person in a true story, yet the basis for students' analysis of Louie's character is literature standard (RL.8.3). This literature standard best captures how Louie endures the ordeal by dealing with the challenges he and the others face and changing as a result of those challenges.
- Students study key passages and determine what each selection reveals about Louie's character. Student then engage in a Chalkboard Splash as they sort each selection under the words used to describe Louie on the Understanding Louie: Character Traits anchor chart. The class will add another descriptive word to the chart, and students will sort using sound reasoning. Note that there is more than one right answer for the Chalkboard Splash sort. The goal is for students to use logical thinking to support their reasoning about which character trait a certain quote is illustrating.
- Note that during this lesson, students discuss the focus questions from both Unit 1, Lessons 12 and Unit 1, Lesson 13 homework.
- Students dig in and work with rich text excerpts in this lesson. Considering your students' needs, this lesson could take longer than 45 minutes. If necessary, adjust the pacing accordingly and spread over two lessons.
- Review: Chalkboard Splash (Appendix).
- Post: Learning targets



Lesson Vocabulary	Materials
pacing, inference, generous	<ul style="list-style-type: none">• <i>Unbroken</i> (book; one per student)• Document camera, white board, or chalk board• Things Good Writers Do anchor chart (begun in Unit 1, Lesson 10; for teacher reference)• Things Good Writers Do note-catcher (one per student)• Survival at Sea sentence strips (one strip per student pair)• Survival at Sea sentence strips (for teacher reference)• Tape• Understanding Louie: Character Traits anchor chart (begun in Unit 1, Lesson 3)• Understanding Louie: Character Traits anchor chart (for teacher reference)• <i>Unbroken</i> structured notes, pages 169–181 (one per student)• <i>Unbroken</i> supported structured notes, pages 169–181 (optional; only for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 169–181 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Things Good Writers Do: Narrative Technique of Pacing (8 minutes)</p> <ul style="list-style-type: none"> Be sure students have their text <i>Unbroken</i>. Invite students to pair up with their Iwo Jima discussion partner to share their answer to the focus question from the Unit 1, Lesson 12 homework: <ul style="list-style-type: none"> * “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?” After several minutes, cold call on student pairs to share their descriptive details and record them for the class to see using a document camera, white board, or chalk board. Listen for students to provide details such as: “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. Next, invite students to review all the collected details from the class. Have students Think-Pair-Share to answer the second question again, considering the new details provided by the entire class. After several minutes, cold call student pairs to share how these details contribute to the story’s meaning. Listen for students to recognize that all these details contribute to the meaning of the story, since the author slows this rapid event down so the reader can soak in all the details and appreciate everything that is happening. If needed, support students by asking probing questions: <ul style="list-style-type: none"> * “Does this scene feel like it is happening in real time, slow motion, or fast motion?” * “By providing so many details in such a quickly unfolding scene, what does the author force the reader to notice?” * “Why would the author slow this part of the story down?” * “Why is this scene important?” Read aloud the first learning target. Explain that <i>pacing</i> is a narrative technique authors use to provide a story with rhythm. When the rhythm changes (getting either faster or slower), the reader notices. When the pacing speeds up, there is usually lots of action; when the pacing slows down, the author wants the reader to pay attention to details. Display the Things Good Writers Do anchor chart (for teacher reference) and have students pull out their Things Good Writers Do note-catcher. Add learning about pacing to the anchor chart as students write this on their note-catchers. Reviewing Learning Targets (1 minute) 	<ul style="list-style-type: none"> Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers. Use of protocols (like Think-Pair-Share) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Read aloud the second learning target. Tell students that today they are going to take a closer look at how survival at sea reveals aspects of Louie's character.	
B. Reviewing Learning Targets (1 minute) <ul style="list-style-type: none">Read aloud the second learning target. Tell students that today they are going to take a closer look at how survival at sea reveals aspects of Louie's character.	

Work Time	Meeting Students' Needs
A. Key Incidents Reveal Aspects of Character: Survival at Sea (35 minutes) <ul style="list-style-type: none">Direct students' attention to the focus question from Unit 1, Lesson 13:<ul style="list-style-type: none">* "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?"Have students turn and talk to share their answers.Cold call student pairs, and listen for students to mention that throughout his ordeal, Louie experiences several occasions where he 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," "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 would quench their thirst he would dedicate his life to Him (149). On another occasion, he vows that, "if God would save them, he would serve heaven forever" (165).	<ul style="list-style-type: none">Mixed-ability pairing of students for regular discussion and close reading exercises provides a collaborative and supportive structure for reading complex texts and close reading. You may consider this pairing as discussion partners are determined ahead of time.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to students that these experiences allow the reader to learn more about what Louie experiences on the raft, and help the reader understand more about Louie's character. Explain that they will study his character more deeply through book excerpts.• Distribute one of the Survival at Sea sentence strips per student pair. Tell students they will first participate in a Think-Pair-Share as they each read a quote from the book written on the strip. Ask them to think about how this quote reveals an aspect of Louie's character by making an <i>inference</i>, and share their thinking with each other. Remind students that an <i>inference</i> is taking the evidence from the text and what they know to answer a question.• Direct students to discuss their quote and then write their inference of how this quote reveals an aspect of Louie's character in the space below the quote on the sentence strip. Circulate to listen in and clarify as needed.• Invite pairs to tape the sentence strip on the chalkboard for a Chalkboard Splash. Once all the sentence strips have been placed on the board, have students circulate and read all of the quotes and inferences.• Place the following headings above the sentence strips on the chalkboard (these are the character traits from the Understanding Louie anchor chart):<ul style="list-style-type: none">– resilient– optimistic– generous– agency• Have student volunteers define each term for review. Add a new character trait to the Understanding Louie: Character Traits anchor chart and sentence strip: "Determined to rebel."• Ask students to turn and talk with their partner:<ul style="list-style-type: none">* "What does this phrase mean?"• Cold call student pairs to share their understanding of this phrase. Listen for students to recognize this means Louie was strong-minded and committed to resisting and not conforming.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Call students up to the board, three pairs at a time, to sort the sentence strips by placing one sentence strip under one of the four headings. Explain that some of the quotes may fit under more than one heading, and when a student moves a sentence strip under a heading, they'll share with the class why they are placing it there. Continue until all the sentence strips have been placed under a heading. Invite students to step back and preview the sort; have them move any sentence strips to a different heading if necessary. They must provide a reason for the move. Finally, using a Fist to Five, have students select the strongest example from the sort to place under the character trait on the Understanding Louie: Character Traits anchor chart. Ask students to signal a five for what they believe is the strongest example and a one for the weakest example. Scan the room and add the strongest to the anchor chart. See the Understanding Louie: Character Traits anchor chart (for teacher reference) for examples of where the quotes might be placed. 	<ul style="list-style-type: none"> During this work time, you may want to pull a small group of students to support in finding evidence from the novel. Some students will need more guided practice before they are ready for independent work.
Closing and Assessment	Meeting Students' Needs
<p>A Preview Homework (1 minute)</p> <ul style="list-style-type: none"> Distribute the Unbroken structured notes, pages 169–181 as well as the Unbroken supported structured notes, pages 169–181 as needed, keeping a copy of Unbroken Structured Notes Teacher Guide, pages 169–181 (for teacher reference). Preview the focus question: <ul style="list-style-type: none"> * “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.” 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read pages 169–175 and 179–181 in <i>Unbroken</i>. Complete the structured notes. 	



EXPEDITIONARY
LEARNING

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

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?
pacing	pacing contributes to the tone and meaning of the text by setting the rhythm to which events unfold. The writer may adjust the pace to allow the reader to fully experience what he or she wants them to experience.
sentence fluency/structure	sentence variety aids pacing, helps a ideas flow—word to word, phrase to phrase, and sentence to sentence; can establish tone—formal to conversational
figurative language (example of possible student brainstorm)	helps the reader make connections between unfamiliar ideas or concepts and things they know
description (example of possible student brainstorm)	helps the reader visualize setting, objects, etc. to make meaning
transitions (example of possible student brainstorm)	establish changes in time or place; important part of sentence fluency
word choice (example of possible student brainstorm)	precise words help the reader understand actions and characters better, including helping readers visualize
sensory language (example of possible student brainstorm)	

Things Good Writers Do Note-catcher

Name: _____

Date: _____

Example from Unbroken	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). (Lesson 10)	Passive voice sentence	<i>The person or thing being acted upon becomes the subject, almost more important than the person or thing completing the action.</i>
“For three days, the Japanese bombed and strafed the atoll” (52). (Lesson 10)	Active voice	<i>Easier to comprehend; the subject is completing the action.</i>
The crash of the Green Hornet happens very quickly, but the author slows the scene down by providing rich, vivid details. (117–121)	Pacing	<i>This slows the reader down to experience the details of the scene.</i>



Survival at Sea Sentence Strips

Teacher directions: Copy this page and cut into strips so each pair of students has one strip.

“Louie came up with the ground rules. Each man would eat one square of chocolate in the morning, one in the evening. Louie allotted one water tin per man, with each man allowed two or three sips a day” (128–129).



“Louie kept his hand on Phil’s head, stanching the bleeding” (129).



“Louie decided to divvy up breakfast, a single square of chocolate. He untied the raft pocket and looked in. All of the chocolate was gone... His gaze paused on Mac... The realization that Mac had eaten all of the chocolate rolled hard over Louie... Louie knew they couldn’t survive long without food, but he quelled the thought... Curbing his irritation, Louie told Mac that he was disappointed in him. Understanding that Mac had acted in a panic, he reassured him that they’d soon be rescued. Mac said nothing” (132).





Survival at Sea Sentence Strips

Louie lunged for the raft pocket, retrieved the flare gun, and loaded a flare cartridge... He squeezed the trigger, the gun bucked in his hand... Louie dug out a dye pack and shook it hurriedly into the water, and a pool of vivid greenish-yellow bloomed over the ocean” (133).

“For a moment, Louie felt furious with the airmen who had passed so close to them, yet had not seen them. But his anger soon cooled... He knew how hard it was to see a raft, especially among clouds” (134).



“The castaways’ bodies were declining” (135).

“Sometime on the fifth day, Mac snapped... He suddenly began screaming that they were going to die. Wild-eyed and raving, he couldn’t stop shouting. Louie slapped him across the face. Mac abruptly went silent and lay down ...” (136).

“That night, before he tried to sleep, Louie prayed... He pleaded for help” (136).



“They had to find a way to save the water... Louie tried a new technique... He began continuously sucking the captured water into his mouth, then spitting it in the cans. Once the cans were full, he kept harvesting the rain, giving one man a drink every thirty seconds or so” (142).





Survival at Sea Sentence Strips

“The men were ravenous. It was not clear that Mac’s binge on the chocolate ... was a catastrophe. Louie resented Mac, and Mac seemed to know it. Though Mac never spoke of it, Louie sensed that he was consumed with guilt over what he had done” (142).



“Louie had demonstrated that if they were persistent and resourceful, they could catch food, and both he and Phil felt inspired. Only Mac remained unchanged” (143).



“Louie was determined that no matter what happened to their bodies, their minds would stay under their control. Within a few days of the crash, Louie began peppering the other two with questions on every conceivable subject” (145).



“From earliest childhood, Louie had regarded every limitation placed on him as a challenge to his wits, his resourcefulness, and his determination to rebel... Now, as he was cast into extremity, despair and death became the focus of his defiance. The same attributes that had made him the boy terror of Torrance were keeping him alive in the greatest struggle of his life” (148).





Survival at Sea Sentence Strips

“Looking at the dead raft, Louie thought of a use for it. Using the pliers, he pulled apart the layers of canvas on the ruined raft, creating a large, light sheet. At last, they had a canopy to block the sun in daytime and the cold at night” (159).



“Louie was furious at the sharks. He had thought they had an understanding: The men would stay out of the sharks’ turf—the water—and the sharks would stay off of theirs—the raft... He stewed all night, scowled hatefully at the sharks all day, and eventually made a decision. If the sharks were going to try to eat him, he was going to try to eat them” (161).



“For days, Louie lay over the side of the raft, fishhooks tied to his fingers, trying to catch another pilot fish. He caught none” (151).



“That evening, Phil heard a small voice. It was Mac, asking Louie if he was going to die. Louie looked over at Mac, who was watching him. Louie thought it would be disrespectful to lie to Mac, who might have something that he needed to say or do before life left him. Louie told him that he thought he’d die that night. Mac had no reaction. Phil and Louie lay down, put their arms around Mac, and went to sleep. Sometime that night, Louie was lifted from sleep by a breathy sound, a deep outrushing of air, slow and final” (164).



Survival at Sea Sentence Strips
(For Teacher Reference)

“Louie came up with the ground rules. Each man would eat one square of chocolate in the morning, one in the evening. Louie allotted one water tin per man, with each man allowed two or three sips a day” (128–129).

Louie was thinking clearly about survival and made thoughtful steps to help stretch the supplies. Perhaps he thought they would be rescued in a few days.

“Louie kept his hand on Phil’s head, stanching the bleeding” (129).

Louie was a good leader and a good friend to Phil when he took great care of Phil’s injury.

“Louie decided to divvy up breakfast, a single square of chocolate. He untied the raft pocket and looked in. All of the chocolate was gone... His gaze paused on Mac... The realization that Mac had eaten all of the chocolate rolled hard over Louie... Louie knew they couldn’t survive long without food, but he quelled the thought... Curbing his irritation, Louie told Mac that he was disappointed in him. Understanding that Mac had acted in a panic, he reassured him that they’d soon be rescued. Mac said nothing” (132).

Louie shows self-control when he decides not to react emotionally with Mac. He seems to be controlling his emotions in such a dangerous situation.

Louie lunged for the raft pocket, retrieved the flare gun, and loaded a flare cartridge... He squeezed the trigger, the gun bucked in his hand... Louie dug out a dye pack and shook it hurriedly into the water, and a pool of vivid greenish-yellow bloomed over the ocean” (133).

“For a moment, Louie felt furious with the airmen who had passed so close to them, yet had not seen them. But his anger soon cooled... He knew how hard it was to see a raft, especially among clouds” (134).

Louie is quick to react when a rescue might happen. Although he is angry that their hopes of being rescued were lost, he is quick to recover and forgive.





Survival at Sea Sentence Strips
(For Teacher Reference)

“The castaways’ bodies were declining” (135).

“Sometime on the fifth day, Mac snapped... He suddenly began screaming that they were going to die. Wild-eyed and raving, he couldn’t stop shouting. Louie slapped him across the face. Mac abruptly went silent and lay down ...” (136).

“That night, before he tried to sleep, Louie prayed... He pleaded for help” (136).

Louie strongly reacts by slapping Mac. Maybe he knew Mac was out of control and there was no other way to make him stop. Mac does stop when Louie does this, so maybe Louie knew what type of reaction was needed for such wild behavior. Louie knows that time is running out for the men when Mac loses it. He knows there is only so much he can do now, so he prays.

“They had to find a way to save the water... Louie tried a new technique... He began continuously sucking the captured water into his mouth, then spitting it in the cans. Once the cans were full, he kept harvesting the rain, giving one man a drink every thirty seconds or so” (142).

Louie seems to have this sense of agency to be a problem-solver. He recognizes a need that they have and tries to fix it. He is determined to survive and to help Mac and Phil survive.

“The men were ravenous. It was not clear that Mac’s binge on the chocolate ... was a catastrophe. Louie resented Mac, and Mac seemed to know it. Though Mac never spoke of it, Louie sensed that he was consumed with guilt over what he had done” (142).

Louie lets Mac’s guilt consume him and he doesn’t add to it or try to make him feel better. Louie seems to understand that there is nothing he can do about the situation, and lets Mac punish himself with guilt.

“Louie had demonstrated that if they were persistent and resourceful, they could catch food, and both he and Phil felt inspired. Only Mac remained unchanged” (143).

This passage clearly shows two words that describe Louie’s character in this crisis: persistent and resourceful.





Survival at Sea Sentence Strips
(For Teacher Reference)

“Louie was determined that no matter what happened to their bodies, their minds would stay under their control. Within a few days of the crash, Louie began peppering the other two with questions on every conceivable subject” (145).

Louie is determined to keep his mind from deteriorating like his body. He, once again, shows defiance about the dire situation he is in and manages to find a way to maintain control over something when so many things are out of his control.

“From earliest childhood, Louie had regarded every limitation placed on him as a challenge to his wits, his resourcefulness, and his determination to rebel... Now, as he was cast into extremity, despair and death became the focus of his defiance. The same attributes that had made him the boy terror of Torrance were keeping him alive in the greatest struggle of his life” (148).

Louie’s defiance is brought to a whole new level with this catastrophe and crisis of being lost at sea.

“Looking at the dead raft, Louie thought of a use for it. Using the pliers, he pulled apart the layers of canvas on the ruined raft, creating a large, light sheet. At last, they had a canopy to block the sun in daytime and the cold at night” (159).

Louie shows his resourcefulness and optimism when he takes the bad situation with the loss of the second raft and turns it into something useful.

“Louie was furious at the sharks. He had thought they had an understanding: The men would stay out of the sharks’ turf—the water—and the sharks would stay off of theirs—the raft... He stewed all night, scowled hatefully at the sharks all day, and eventually made a decision. If the sharks were going to try to eat him, he was going to try to eat them” (161).

Louie shows his defiant nature when he shows his hate for the sharks. It is almost comical in how this trait comes out in him when he is near death. He doesn’t take a challenge lying down ... from anyone or anything!





Survival at Sea Sentence Strips
(For Teacher Reference)

“For days, Louie lay over the side of the raft, fishhooks tied to his fingers, trying to catch another pilot fish. He caught none” (151).

Louie is determined to save himself, Phil, and Mac. He is resourceful in his use of the fishing line and fishhook.

“That evening, Phil heard a small voice. It was Mac, asking Louie if he was going to die. Louie looked over at Mac, who was watching him. Louie thought it would be disrespectful to lie to Mac, who might have something that he needed to say or do before life left him. Louie told him that he thought he’d die that night. Mac had no reaction. Phil and Louie lay down, put their arms around Mac, and went to sleep. Sometime that night, Louie was lifted from sleep by a breathy sound, a deep outrushing of air, slow and final” (164).

This sad scene shows Louie’s compassion and leadership. He shows great compassion for Mac and is respectful of his state of being near death. Louie shows such compassion as he comforts Mac on his deathbed.



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) • “They had to find a way to save the water.... Louie tried a new technique.... He began continuously sucking the captured water into his mouth, then spitting it in the cans. Once the cans were full, he kept harvesting the rain, giving one man a drink every thirty seconds or so” (142). • “Louie had demonstrated that if they were persistent and resourceful, they could catch food, and both he and Phil felt inspired. Only Mac remained unchanged” (143).
optimistic	<ul style="list-style-type: none"> • “I knew you’d come back” when he jumped from the train (5) • “For days, Louie lay over the side of the raft, fishhooks tied to his fingers, trying to catch another pilot fish. He caught none” (151).

Understanding Louie: Character Traits Anchor Chart
(For Teacher Reference)

Trait	Details from <i>Unbroken</i>
generous	<ul style="list-style-type: none"> • Giving away everything he stole (12) • “Louie kept his hand on Phil’s head, stanching the bleeding” (129). • “Louie decided to divvy up breakfast, a single square of chocolate. He untied the raft pocket and looked in. All of the chocolate was gone.... His gaze paused on Mac.... The realization that Mac had eaten all of the chocolate rolled hard over Louie.... Louie knew that they couldn’t survive long without food, but he quelled the thought.... Curbing his irritation, Louie told Mac that he was disappointed in him. Understanding that Mac had acted in a panic, he reassured him that they’d soon be rescued. Mac said nothing” (132). • “The men were ravenous. It was not clear that Mac’s binge on the chocolate ... was a catastrophe. Louie resented Mac, and Mac seemed to know it. Though Mac never spoke of it, Louie sensed that he was consumed with guilt over what he had done” (142). • “That evening, Phil heard a small voice. It was Mac, asking Louie if he was going to die. Louie looked at Mac, who was watching him. Louie thought it would be disrespectful to lie to Mac, who might have something that he needed to say or do before life left him. Louie told him that he thought he’d die that night. Mac had no reaction. Phil and Louie lay down, put their arms around Mac, and went to sleep. Sometime that night, Louie was lifted from sleep by a breathy sound, a deep outrushing of air, slow and final” (164).

Understanding Louie: Character Traits Anchor Chart
(For Teacher Reference)

Trait	Details from <i>Unbroken</i>
agency	<ul style="list-style-type: none"> • He “makes a study” of defending himself and becomes undefeatable by bullies (9) • “Louie came up with the ground rules. Each man would eat one square of chocolate in the morning, one in the evening. Louie allotted one water tin per man, with each man allowed two or three sips a day” (128–129). • Louie lunged for the raft pocket, retrieved the flare gun, and loaded a flare cartridge.... He squeezed the trigger, the gun bucked in his hand.... Louie dug out a dye pack and shook it hurriedly into the water, and a pool of vivid greenish-yellow bloomed over the ocean” (133). • “For a moment, Louie felt furious with the airmen who had passed so close to them, yet had not seen them. But his anger soon cooled.... He knew how hard it was to see a raft, especially among clouds” (134). • “The castaways’ bodies were declining” (135). • “Sometime on the fifth day, Mac snapped ... He suddenly began screaming that they were going to die. Wild-eyed and raving, he couldn’t stop shouting. Louie slapped him across the face. Mac abruptly went silent and lay down ...”(136). • “That night, before he tried to sleep Louie prayed.... He pleaded for help” (136). • “Louie was determined that no matter what happened to their bodies, their minds would stay under their control. Within a few days of the crash, Louie began peppering the other two with questions on every conceivable subject” (145). • “Looking at the dead raft, Louie thought of a use for it. Using the pliers, he pulled apart the layers of canvas on the ruined raft, creating a large, light sheet. At last, they had a canopy to block the sun in daytime and the cold at night” (159).
determined to rebel	<ul style="list-style-type: none"> • “From earliest childhood, Louie had regarded every limitation placed on him as a challenge to his wits, his resourcefulness, and his determination to rebel.... Now, as he was cast into extremity, despair and death became the focus of his defiance. The same attributes that had made him the boy terror of Torrance were keeping him alive in the greatest struggle of his life” (148).



Unbroken Structured Notes,
Pages 169–181

Name: _____

Date: _____

What is the gist of pages 169–175 and 179–181?

Focus Question: 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.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
embrace (170)		
chastised (172)		
gaped (173)		
heaved (174)		
yanked (174)		
stench (174)		



Unbroken Supported Structured Notes,
Pages 169–181

Name: _____

Date: _____

Summary of pages 169–175 and 179–181

Louie and Phil find themselves caught in Japanese waters, near Japanese-held islands, and are taken prisoner. They are given food, water, and care on board a Japanese ship, but are soon transported to Execution Island, where they are separated and forced into tiny, wretched cells.

Focus Question: 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.

Unbroken Supported Structured Notes,
Pages 169–181

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
embrace (170)	hold; hug	
chastised (172)	corrected	
gaped (173)	gawked	
heaved (174)	threw, pitched	
yanked (174)	jerked, wrenched	
stench (174)	stink, an awful smell	



Summary of pages 169–175 and 179–181

Louie and Phil find themselves caught in Japanese waters, near Japanese-held islands, and are taken prisoner. They are given food, water, and care on board a Japanese ship, but are soon transported to Execution Island, where they are separated and forced into tiny, wretched cells.

Focus Question: 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.

Louie and Phil are treated with respect by the Japanese men on the ship. For example, they are given medical care, food, and the opportunity to rest. The commander even made the sailor untie them when they were brought on board and gave them beef, chocolate, and coconuts before he had to transport them off the ship. In the prison camp on Execution Island, Louie and Phil are treated brutally and harshly. For example, they are forced to lie down in tiny cells where they are refused adequate food and water and receive no medical care. When the Japanese navy commander brought Louie and Phil the special food, he warned them that he could not guarantee their safety off of the ship. Maybe Louie and Phil were treated differently because the Japanese navy commander insisted on treating them with dignity and like human beings.



Unbroken Structured Notes Teacher Guide,
Pages 169–181

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
embrace (170)	hold; hug	
chastised (172)	corrected	
gaped (173)	gawked	
heaved (174)	threw, pitched	
yanked (174)	jerked, wrenched	
stench (174)	stink, an awful smell	



EXPEDITIONARY
LEARNING

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

**Introducing a Thematic Concept in This Unit: The
“Invisibility” of Captives during WWII (pages 170-181)**



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

I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)

I can determine a theme or the central idea of an informational text. (RI.8.2)

Supporting Learning Targets

- I can analyze nuances in word meanings and the word choice an author selects, which both contribute to the meaning and tone of the text.
- I can determine a thematic concept in *Unbroken*

Ongoing Assessment

- *Unbroken* structured notes, pages 169–181 (from homework)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Structured Notes Vocabulary (7 minutes) B. Reviewing Learning Targets (1 minute) 2. Work Time <ol style="list-style-type: none"> A. Introducing a “Thematic Concept in This Unit: The “Invisibility of Captives during WWII (35 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Preview Homework (2 minute) 4. Homework <ol style="list-style-type: none"> A. Read pages 181-183 (halfway), skip second half of page 183 and 184, and read pages 184-188 in <i>Unbroken</i>. Complete the structured notes. 	<ul style="list-style-type: none"> • This lesson introduces a thematic concept students will study throughout Unit 2: the “invisibility” of captives during WWII. Invisibility will be defined in two ways: isolation from the outside world and dehumanization or loss of dignity. In this lesson, students study one aspect of invisibility: isolation from the outside world. This understanding will link back to one of the module’s guiding questions: “How does war affect individuals and societies?” • A theme is the central topic of a text. Themes can be divided into two categories: <ol style="list-style-type: none"> 1. A thematic concept, which is what readers often think the text is about, and 2. A thematic statement, which is what the text says about a subject or topic. (Source: http://en.wikipedia.org/wiki/Theme_(narrative)) • In Unit 2, students examine a thematic concept from <i>Unbroken</i> and the text “The Life of Miné Okubo.” • Students also examine Hillenbrand’s word choice and nuances of word meaning by sorting pairs of words with positive and negative connotations. You will provide an explanation about word choice, which supports students as they analyze Hillenbrand’s word choice more independently and transfer this thinking to their word choices in their own writing. Building on their work in Module 1, students are encouraged to provide sound reasoning to explain their thinking as they analyze the connotations of words. • Review: Give One, Get One protocol (see Appendix). • Post: Learning targets.



Lesson Vocabulary	Materials
connotation, thematic concept, invisibility, captive (n); embrace (170), chastised (172), gaped (173), heaved (174), yanked (174), stench (174)	<ul style="list-style-type: none">• Word Connotation T-chart (one per student)• <i>Unbroken</i> (book; one per student)• Understanding Invisibility note-catcher (one per student; one to display)• Document camera• <i>Unbroken</i> structured notes, pages 181–188 (one per student)• <i>Unbroken</i> supported structured notes, pages 181–188 (optional; only for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 181–188 (for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Structured Notes Vocabulary (7 minutes)</p> <ul style="list-style-type: none">• Invite students to pair up with their Okinawa discussion partner. List the following pairs of words on the board:<ul style="list-style-type: none">– embrace—grip– chastised—disciplined– gaped—stared– heaved—lifted– yanked—removed– stench—odor• Invite students to sort the words by copying them down on the Word Connotation T-chart, placing each word under either the “positive” or “negative” column. Explain that <i>connotation</i> means a feeling or association one has with a word. Say: “For example, in the word pair, ‘embrace—grip,’ which word might you place under positive? negative? Why?” Invite students to respond with their reasoning.• Give students several minutes to sort the words and then share their answers with the class.• Draw students’ attention to the first learning target and read aloud:<ul style="list-style-type: none">* “I can analyze nuances in word meanings and the word choice an author selects, which both contribute to the meaning and tone of the text.”• Explain that Hillenbrand chose to use specific words in her writing to create an experience for the reader through vivid details. As an example, explain that the word <i>stench</i> captures the horrible filth and smell of the cell best.	<ul style="list-style-type: none">• Additional modeling may be required. Modeling provides a clear vision of the expectation for students.



Opening (continued)	Meeting Students’ Needs
<p>B. Reviewing Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Read aloud the second learning target:<ul style="list-style-type: none">* “I can determine a thematic concept in <i>Unbroken</i>.”• Have students turn and talk about what they understand the word <i>theme</i> to mean.• Cold call student pairs to share out. Be sure they understand that a theme in literature is an aspect of the human experience that the author expresses through writing. Explain that a thematic concept is what readers think the text is about, and that a piece of writing can have more than one theme. Sometimes a theme is open to interpretation by the reader. Share with students that this lesson introduces one thematic concept in <i>Unbroken</i> that will help them understand and answer one of the guiding questions for the module: “How does war and conflict impact individuals and societies?” War and conflict have profound and varied effects on different individuals.	



Work Time	Meeting Students’ Needs
<p>A. Introducing a Thematic Concept in This Unit: The Invisibility of Captives during WWII (35 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their text, <i>Unbroken</i>. Invite them to share with their partner the gist of what they read for homework. • Cold call student pairs to share the gist and be sure they mention that Louie and Phil find themselves caught in Japanese waters, near Japanese-held islands, and are taken prisoner. They are given food, water, and care on board a Japanese ship but are soon transported to Execution Island, where they are separated and forced into tiny, wretched cells. • Ask: <ul style="list-style-type: none"> * “What precaution did the Japanese take when transporting Louie and Phil onto the ship and then later on when transporting them onto the truck on Execution Island? Why was such a precaution taken?” • Have students turn and talk about these questions. • Cold call student pairs to respond. Be sure they identify that Louie and Phil were blindfolded when being transported both times. The Japanese may have done this to prevent Louie and Phil from knowing where they were, to protect Japanese war secrets, or to disorient and confuse the captives. • Distribute the Understanding Invisibility note-catcher to students and display a copy using a document camera. Reorient students to each of the four boxes and explain that they will learn about the <i>invisibility of captives</i> during WWII and will use this organizer to help them. • Cold call on several students to define the word <i>captive</i>. Be sure students understand a captive may be a prisoner or someone held against his or her will. Connect this word to the verb “to capture.” • Next, have students turn and talk to answer the question: <ul style="list-style-type: none"> * “What is the literal definition of the word invisibility?” 	<ul style="list-style-type: none"> • Visuals or graphics on handouts can aid students in processing or understanding key ideas. • 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 students are asked questions. • Some students may benefit from being privately prompted before they are called upon in a cold call. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone to ensure a positive experience for all



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Allow students several minutes to turn and talk. Have them search pages 170–181 to find two strong examples of how Louie’s captors tried to make him invisible, and record the example and page number on the organizer. Encourage students to notice that being captured isolated Louie from the outside world, thus making him “invisible” in one sense.• After several minutes, have students stand up. In a brief Give One, Get One protocol, circulate around the room to share the examples they found and add two more examples to their Understanding Invisibility note-catcher.• Ask students to return to their seats. Ask them to Think-Pair-Share to compare Louie’s invisibility as a captive to his visibility as a free man. Listen for them to notice that as a free man, Louie was a very visible presence in Torrance, known for wild ways as a child; then he was very visible as world-famous athlete.• Ask students to turn and talk:<ul style="list-style-type: none">* “What is an ironic moment where invisibility and visibility happen at the same time for Louie?”• If necessary, remind students that <i>ironic</i> means surprising.• Cold call student pairs to respond; listen for them to recognize that while alone in the small cell, deep in invisibility, a Japanese guard recognizes him as the famous runner.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Preview Homework (2 minutes)</p> <ul style="list-style-type: none">• Distribute the <i>Unbroken</i> structured notes, pages 181–188, as well as the <i>Unbroken</i> supported structured notes, pages 181–188 as needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 181–188 (for teacher reference).• Preview the homework; point out that students should skip certain sections of the text. Read the focus question aloud:<ul style="list-style-type: none">* “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. According to the text, what makes dignity so powerful?”	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read pages 181–183 (halfway), skip second half of page 183 and 184, and read pages 184–188 in <i>Unbroken</i>. Complete the structured notes.	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Word Connotations T-chart

Name: _____

Date: _____

Directions: Sort the following word pairs by writing them in either the positive or negative column.

- **embrace—grip**
- **chastised—disciplined**
- **gaped—stared**
- **heaved—lifted**
- **yanked—removed**
- **stench—odor**

Positive	Negative

Understanding Invisibility Note-catcher

Name: _____

Date: _____

Definition	Examples
Literal—	
Figurative—	



Unbroken Structured Notes,
Pages 181–188

Name: _____

Date: _____

What is the gist of pages 181–183 and 184–188?

Focus Question: 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?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
degradation (182)		
dignity (182)		
dehumanized (182)		
wretchedness (182)		
debased (183)		



Summary of pages 181–183 and 184–188

The guards treat Phil and Louie cruelly by poking them, flicking cigarettes at them, making them dance and sing while they throw gravel at them, all in an attempt to destroy their dignity. After some time, a guard finally befriends both men, offering kindness and candy. Louie and Phil are given an injection that makes them very ill. Then they contract dengue fever. Louie is interrogated and gives locations of bases on Hawaii—the fake airfields he had seen during his time there. For unknown reasons, Louie and Phil are transported off Execution Island to a POW camp.

Focus Question: 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?

Dignity is self-respect and a sense of self-worth. According to Hillenbrand, dignity is the one thing that Louie and Phil held onto as they struggled to survive on the raft. It is this sense of self-worth and identity that keeps a person human. When dignity is stripped away, as one prisoner has said, he “literally became a lesser human being.”

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
degradation (182)	disgrace, poverty, filth	
dignity (182)	self-respect, self-worth	
dehumanized (182)	degraded and made to feel less than human	
wretchedness (182)	misery and dejection	
debased (183)	corrupted, spoiled, stained	



Summary of pages 181–183 and 184–188

The guards treat Phil and Louie cruelly by poking them, flicking cigarettes at them, making them dance and sing while they throw gravel at them, all in an attempt to destroy their dignity. After some time, a guard finally befriends both men, offering kindness and candy. Louie and Phil are given an injection that makes them very ill. Then they contract dengue fever. Louie is interrogated and gives locations of bases on Hawaii—the fake airfields he had seen during his time there. For unknown reasons, Louie and Phil are transported off Execution Island to a POW camp.

Focus Question: 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?

Dignity is self-respect and a sense of self-worth. According to Hillenbrand, dignity is the one thing that Louie and Phil held onto as they struggled to survive on the raft. It is this sense of self-worth and identity that keeps a person human. When dignity is stripped away, as one prisoner has said, he “literally became a lesser human being.”

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
degradation (182)	disgrace, poverty, filth	
dignity (182)	self-respect, self-worth	
dehumanized (182)	degraded and made to feel less than human	
wretchedness (182)	misery and dejection	
debased (183)	corrupted, spoiled, stained	



EXPEDITIONARY
LEARNING

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

Analyzing a Thematic Concept: The Invisibility of Captives during WWII (Pages 182-188)



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

I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)

I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)

Supporting Learning Targets

- I can analyze word relationships used in *Unbroken*.
- I can analyze the development of a thematic concept in *Unbroken*.

Ongoing Assessment

- *Unbroken* structured notes, pages 181–188 (from homework)
- Understanding Invisibility note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader :Dignity (8 minutes)Reviewing Learning Targets (1 minute)Work Time<ol style="list-style-type: none">Analyzing a Thematic Concept: Invisibility (25 minutes)<ol style="list-style-type: none">Collecting Evidence: Introduction to the Gathering Textual Evidence Note-Catcher (10 minutes)Closing and Assessment<ol style="list-style-type: none">Preview Homework (1 minute)Homework<ol style="list-style-type: none">Read pages 189-190, the summary of pages190-192, and read pages 192-197 in <i>Unbroken</i>. Complete the structured notes.	<ul style="list-style-type: none">In this lesson, students further analyze the thematic concept of the invisibility of captives during World War II, introduced in Lesson 2. They study the invisibility of captives from defining invisibility literally as isolation to defining the word figuratively as the loss of dignity or dehumanization.Students are introduced to the Gathering Textual Evidence note-catcher, on which they collect strong textual evidence that exemplifies the invisibility (both isolation and dehumanization) of captives during WWII. Students will use this note-catcher as their primary source of evidence for the informational essay at the end of the unit. Be sure students keep the note-catcher in a safe place so they can access the information for the essay. A sample completed note-catcher may be found in the supporting materials of Lesson 14, for teacher reference. In this lesson, students just begin to fill in page 1 of the note-catcher about Zamperini.Post: Learning targets.



Lesson Vocabulary	Materials
figurative; dignity (182)	<ul style="list-style-type: none">• Document camera• Dignity word web (one to display)• <i>Unbroken</i> (book; one per student)• Understanding Invisibility note-catcher (from Lesson 2)• Gathering Textual Evidence note-catcher (one per student)• <i>Unbroken</i> structured notes, pages 189–197 (one per student)• <i>Unbroken</i> supported structured notes, pages 189–197 (optional; only for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 189–197 (one for teacher)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Dignity (8 minutes)</p> <ul style="list-style-type: none"> • Invite students to sit with their Pearl Harbor discussion partner. Using a document camera, display the Dignity word web for the entire class to see. • Have students reread (independently or with their partner) the last paragraph on page 182 to the page break on page 183. • Emphasize that this paragraph is important for understanding how war affects captives during WWII. Hillenbrand pauses from the story to write about dignity. • Have students share the definition of <i>dignity</i> that they wrote for homework. • Cold call student pairs to share the definition of dignity. Be sure they understand that it means self-respect and to be treated like a human being who matters, whose life is important, who has a sense of self-determination. • Point out that Hillenbrand provides some context clues as to what she means by dignity. Have students reread the paragraph, selecting other key words and phrases that help capture the definition of dignity as Hillenbrand uses it. • Cold call students to share their answers and record on the left side of the Dignity word web. Listen for them to share: self-respect, sense of self-worth, innermost armament of the soul, the heart of humanness. • Next, have students find words or phrases in the text that convey the loss of dignity. Have them share with the class while these are recorded on the right-hand side of the word web. Listen for: dehumanized; cleaved from, cast below mankind; profound wretchedness; loneliness; hope is almost impossible to retain; identity is erased; defined by their captors; defined by their circumstances, humiliation, degradation. • Draw students' attention to the first learning target: <ul style="list-style-type: none"> * "I can analyze word relationships used in <i>Unbroken</i>." • Share with students that the word <i>dignity</i> is important in understanding how captives are affected by war. Hillenbrand provides vivid words and phrases that help convey both the ideas of dignity and the loss of dignity. 	<ul style="list-style-type: none"> • To further support ELL students, consider providing definitions of challenging vocabulary in students' home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (1 minute)</p> <ul style="list-style-type: none"> Read aloud the second learning target: <ul style="list-style-type: none"> * "I can analyze the development of a theme in <i>Unbroken</i>." Share with students that today they will learn more about the theme they are studying: the invisibility of captives during WWII 	

Work Time	Meeting Students' Needs
<p>A. Analyzing a Thematic Concept: Invisibility (25 minutes)</p> <ul style="list-style-type: none"> Be sure students have their book, <i>Unbroken</i>. Focus students on the Dignity word web. Draw their attention to the phrase "identity is erased." Ask: <ul style="list-style-type: none"> * "How does this phrase relate to the theme of invisibility?" Have students Think-Pair-Share. After several minutes, cold call student pairs to share their answers. Listen for them to recognize that this phrase is related to invisibility in that when an identity is erased, the person becomes, in a sense, invisible to himself so that he can no longer see himself or act himself. Clarify to students that this is different from what they talked about in the previous lesson. Have students take out their Understanding Invisibility note-catcher. Remind them that they defined and provided examples of invisibility in a literal sense. The examples from yesterday had to do with external invisibility and being isolated from the outside world. In today's example, however, the loss of dignity or the phrase "identity is erased" is a <i>figurative</i> sense of invisibility (review the term "figurative" if needed). Here, invisibility is what may happen inside a captive when his or her dignity, identity, and self-worth is stripped away. Invite students to work with their partner to provide a figurative definition of invisibility on the Understanding Invisibility note-catcher. After a few minutes, cold call student pairs to share the definition they came up with. Listen for them to understand this to mean that identity, self-determination, agency, self-worth, humanness is erased. 	<ul style="list-style-type: none"> Graphic organizers and recording forms engage students more actively and provide necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. Additional modeling may be required. Modeling provides a clear vision of the expectation for students.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Next, have students work in pairs to find four strong examples of how captors tried to make Louie figuratively invisible. After several minutes, cold call student pairs to share their examples. Listen for examples of dehumanization and isolation. 	
<p>B. Collecting Evidence: Introduction to the Gathering Textual Evidence Note-catcher (10 minutes)</p> <ul style="list-style-type: none"> Using the document camera, display the Gathering Textual Evidence note-catcher and distribute one to each student. Explain that as they read <i>Unbroken</i> and other texts, they will collect the strongest examples of the thematic concept of how captors try to make the captive invisible, and in this case, how the Japanese guards try to make the American POWs invisible. They will use the evidence they collect for the essay at the end of the unit, so be sure to keep it in a safe place. Orient students to page 1 of the note-catcher (they will complete page 2 later in the unit) by reviewing each of the columns. Clarify as needed. Explain that they will use the last column later in the unit, when they plan to write the essay. Have students work independently to select the strongest evidence from their Understanding Invisibility note-catcher add it to the first four columns of the Gathering Textual Evidence note-catcher. Circulate to observe students' work and support as needed. 	

Closing and Assessment	Meeting Students' Needs
<p>A Preview Homework (1 minute)</p> <ul style="list-style-type: none"> Distribute the <i>Unbroken</i> structured notes, pages 189–197, as well as the <i>Unbroken</i> supported structured notes, pages 189–197 as needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 189–197 (for teacher reference). Preview the homework. Read the focus question aloud: <ul style="list-style-type: none"> * “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.” 	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read pages 189–190, the summary of pages 190–193, and read pages 193–197 in <i>Unbroken</i>. Complete the structured notes. <p><i>Note: Be sure to save the Dignity word web to use in Unit 3, Lesson 1.</i></p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials

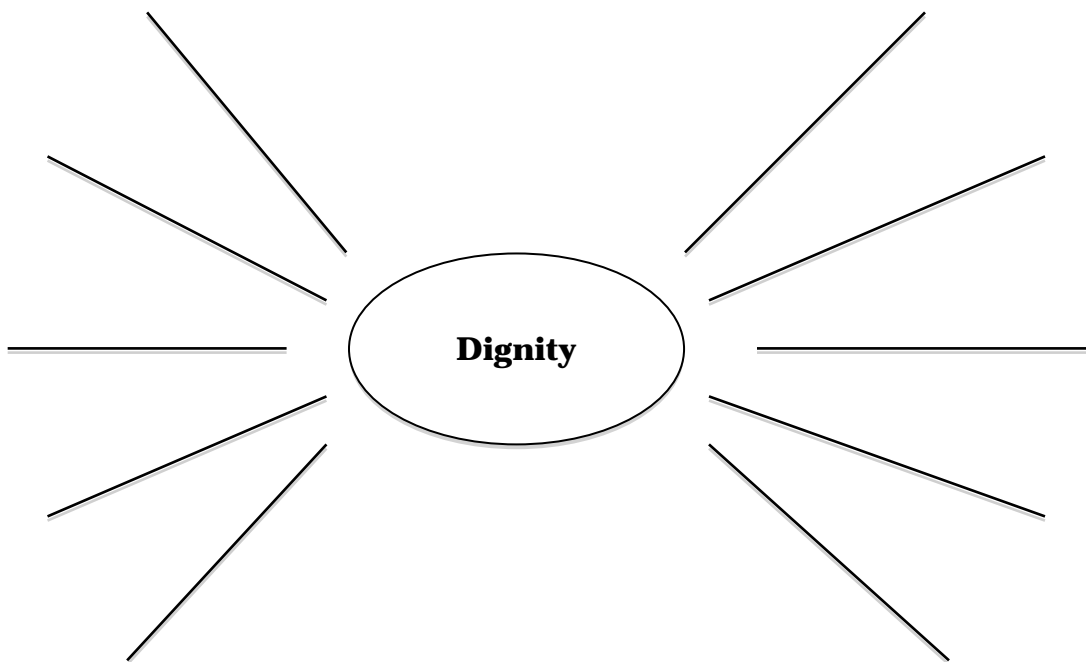


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Dignity Word Web





Gathering Textual Evidence Note-catcher
Informational Essay: The Invisibility of Captives during WWII

Name: _____

Date: _____

Louie Zamperini (note-catcher, page 1)

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?

Evidence: Quotes from <i>Unbroken</i> , which show the strongest evidence of how the Japanese guards try to make Louie and the other POWs invisible.	Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation ? Explain.	Used in your writing?



Gathering Textual Evidence Note-catcher
Informational Essay: The Invisibility of Captives during WWII

Evidence: Quotes from <i>Unbroken</i> , which show the strongest evidence of how the Japanese guards try to make Louie and the other POWs invisible.	Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation ? Explain.	Used in your writing?



Gathering Textual Evidence Note-catcher
Informational Essay: The Invisibility of Captives during WWII

Louie Zamperini (section 1)

Evidence: Quotes from <i>Unbroken</i> , which show the strongest evidence of how Louie and the other POWs resist being made invisible.	Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of resisting invisibility. Is this an example of resisting dehumanization or isolation ? Explain.	Used in your writing?



Gathering Textual Evidence Note-catcher
Informational Essay: The Invisibility of Captives during WWII

Miné Okubo (section 2)

Evidence: Quotes from <i>The Life of Miné Okubo</i> , or primary source documents, which show the strongest evidence of how Miné and other internees resist being made invisible.	Resource & Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation ? Explain.	Used in your writing?



Unbroken Structured Notes,
Pages 189–197

Name:

Date:

What is the gist of pages 189-190?

What is the gist of pages 190-193?



What is the gist of pages 193-197?

Focus Question: 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.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
haggard (193)		
sadism (194)		
fomented (195)		
taboo (196)		
reticence (197)		



Summary of Pages 189–190

On the Japanese navy ship, Phil and Louie refuse to admit that America might lose the war and are beaten up by Japanese sailors. Louie is locked in an officer's cabin and drinks a whole bottle of sake during the journey.

Summary of Pages 190–193

Three weeks into the journey on the Japanese “rescue” ship, they dock at Yokohama and Louie is bathed, shaved, and brought into an interrogation room, where he is met by Jimmie Sasaki. They reminisce about their USC days together, and Jimmie tells Louie that he is a civilian employee of the Japanese navy and the head interrogator. Louie is not in a POW camp but a secret interrogation center called Ofuna.

Summary of Pages 193–197

The conditions at Ofuna are awful. The men are beaten and punished for many offenses, both real and imagined by the guards. The guards come from among the worst of Japan's army and are known for the stupidity and cruelty. Among the Japanese, surrender is considered shameful, so the guards are particularly harsh to POWs. Guards who show mercy or even sympathy are often beaten themselves.



Focus Question: 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.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
haggard (193)	worn and exhausted	
sadism (194)	taking pleasure in being cruel; getting satisfaction from being cruel	
fomented (195)	to provoke or grow trouble	
taboo (196)	something that is off-limits or forbidden	
reticence (197)	silent, restrained emotion or communication	



Summary of Pages 189–190

On the Japanese navy ship, Phil and Louie refuse to admit that America might lose the war and are beaten up by Japanese sailors. Louie is locked in an officer’s cabin and drinks a whole bottle of sake during the journey.

Summary of Pages 190–193

Three weeks into the journey on the Japanese “rescue” ship, they dock at Yokohama and Louie is bathed, shaved, and brought into an interrogation room, where he is met by Jimmie Sasaki. They reminisce about their USC days together, and Jimmie tells Louie that he is a civilian employee of the Japanese navy and the head interrogator. Louie is not in a POW camp but a secret interrogation center called Ofuna.

Summary of Pages 193–197

The conditions at Ofuna are awful. The men are beaten and punished for many offenses, both real and imagined by the guards. The guards come from among the worst of Japan’s army and are known for the stupidity and cruelty. Among the Japanese, surrender is considered shameful, so the guards are particularly harsh to POWs. Guards who show mercy or even sympathy are often beaten themselves.

Focus Question: 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.

When Hillenbrand uses the example from Frederick Douglass’s autobiography, it helps the reader understand Louie’s experiences better by showing the treatment of captives in another time and era. Hillenbrand specifically mentions that the slave owner’s wife was kind until someone told her that’s not how slaves should be treated. After being told this, she became as cruel as ever. Hillenbrand is drawing a connection between the woman and the Japanese guards. They are expected to be brutal to the prisoners, and they exercise this brutality to the extreme.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
haggard (193)	worn and exhausted	
sadism (194)	taking pleasure in being cruel; getting satisfaction from being cruel	
fomented (195)	to provoke or grow trouble	
taboo (196)	something that is off-limits or forbidden	
reticence (197)	silent, restrained emotion or communication	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 4

Understanding Perspective: Japanese Society's Impact on Japanese Guards (Pages 189-197)



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

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 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)

Supporting Learning Targets

- I can analyze the development of the thematic concept “The Invisibility of Captives during WWII.”
- I can provide the strongest evidence from *Unbroken* as I analyze why some Japanese guards treated prisoners of war brutally during WWII.
- I can analyze how the ideas of Japanese society contributed to how some Japanese guards treated prisoners of war during WWII

Ongoing Assessment

- *Unbroken* structured notes, pages 189–197 (from homework)
- Written Conversation
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader :Dignity (10 minutes)B. Reviewing Learning Targets (5 minute)2. Work Time<ol style="list-style-type: none">A. Written Conversation: Understanding How Society Affects the individual (20 minutes)B. Exit Tickets: Analyzing Theme (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (5 minute)4. Homework<ol style="list-style-type: none">A. Read “The Life of Miné Okubo” and write the gist of what the text was about on the structured notes. (You will complete the rest of the structured notes after Lesson 5)	<ul style="list-style-type: none">• Students continue to address the question of how war affects individuals and societies. Primarily, they have studied how WWII affected Louie Zamperini. In this lesson, students study how the Japanese culture and society of that era affected Japanese guards who were in charge of prisoners of war. Since Louie’s story hinges on the events described during his imprisonment in Japanese POW camps, this lesson seeks to provide students with background knowledge as to why prisoners were treated in such a manner. It is important to note that even Hillenbrand acknowledges Japanese guards who refused the status quo and treated prisoners with dignity, even at the risk of their own peril. The learning in this lesson is designed to provide some clarity to questions students may have about why some Japanese guards behaved with such brutality.• Note that students are only asked to complete the first part of “The Life of Miné Okubo” structured notes for homework. They complete the rest of their notes after Lesson 5.• Review: Written conversation (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
resist	<ul style="list-style-type: none">• Gathering Textual Evidence note-catcher (from Lesson 3)• <i>Unbroken</i> (book; one per student)• Written Conversation note-catcher (one per student)• Document camera• Exit ticket (one per student)• “The Life of Miné Okubo” (one per student)• “The Life of Miné Okubo” structured notes (one per student)• “The Life of Miné Okubo” supported structured notes (optional; only for students who need more support)• “The Life of Miné Okubo” Structured Notes Teacher Guide (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Resisting Invisibility (10 minutes)</p> <ul style="list-style-type: none">• Have students sit with their Midway partners and take out their Gathering Textual Evidence note-catcher. Draw students' attention to the second half of page 1. Explain that many times Louie and the other POWs resist the efforts of the Japanese guards to make them invisible.• Be sure students have their text, <i>Unbroken</i>. Remind them to open their texts to find evidence during their discussion. Have student pairs turn, talk, and write on the Gathering Textual Evidence note-catcher:<ul style="list-style-type: none">* "What instances did you see in the text when the POWs resisted efforts to make them invisible?"• Give students about 6 minutes to work in pairs. Circulate and provide support. If necessary, provide the example on page 182: "Once, driven to his breaking point by a guard jabbing him, Louie yanked the stick from the guard's hands. He knew he might get killed for it, but under this unceasing degradation, something was happening to him. His will to live, resilient through all of the trials on the raft, was beginning to fray." Explain that Louie's grabbing the stick from the guard was an extreme act of resisting being dehumanized.• Cold call students to share several examples of resisting invisibility.	



Opening	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to the posted learning targets. Cold call a student to read aloud the first target:<ul style="list-style-type: none">* "I can analyze the development of the thematic concept, "The Invisibility of Captives during WWII.""• Explain that the work they just did—identifying where Louie and the other POWs resisted efforts to make them invisible—was part of analyzing this thematic concept in the book.• Cold call a different student to read aloud the next two learning targets:<ul style="list-style-type: none">– "I can provide the strongest evidence from <i>Unbroken</i> as I analyze why some Japanese guards brutally treated prisoners of war during WWII."– "I can analyze how the ideas of Japanese society contributed to how some Japanese guards treated prisoners of war during WWII."• Share with students that not all Japanese guards treated prisoners of war brutally. Many of the guards described in the book did treat Louie harshly. Explain that historians have studied why some guards were so harsh to prisoners of war. They discovered that the values of the Japanese society during that time affected the way some Japanese guards treated prisoners.• Explain that since they are studying the question of how war affects individuals and societies by specifically studying Louie's experiences in the book <i>Unbroken</i>, this aspect of the story is important to understand. Emphasize to students that that the mentality that it's okay to be awful to someone "lower" than you is not limited to the Japanese—this is a universal human failing, and one thing war does is accentuate universal human behaviors	



Work Time	Meeting Students' Needs
<p>A. Written Conversation: Understanding How Society Affects the Individual (20 minutes)</p> <ul style="list-style-type: none"> Distribute the Written Conversation note-catcher and display a copy on the document camera. Remind students that in a written conversation, they will write simultaneous notes to their partner as they respond to questions about the text; they will swap note-catchers every 2 minutes for a total of two exchanges back and forth, keeping quiet along the way. They are to write for the whole time allotted for each note, putting down words, phrases, questions, connections, ideas, wonderings—anything related to the passage or responding to what their partner has said, just as they would in an out-loud conversation. Spelling and grammar do not count; these are just notes. However, these notes do need to be focused and text-based. Students may use their <i>Unbroken</i> texts as a reference. Using a document camera, display Written Conversation prompt #1: <ul style="list-style-type: none"> * “In the last paragraph on page 194, going on to the top of page 195, Hillenbrand describes one reason some Japanese guards may have been so brutal to POWs. What was this reason and why do you think it contributed to such brutality by some?” Once the exchanges are done, cold call pairs to share an important observation or idea from their written conversation. Encourage other students to build off of those ideas in a classroom discussion. Display the Written Conversation prompt #2: <ul style="list-style-type: none"> * “In the first full paragraph on page 195, Hillenbrand describes the second reason some Japanese guards may have been brutal to POWs. What was this second reason, and how may have this reason contributed to such brutality by some?” Once the exchanges are done, cold call pairs to share an important observation or idea from their written conversation. Encourage other students to build off those ideas in a classroom discussion. 	<ul style="list-style-type: none"> Reassure students who struggle with writing that the Written Conversation is meant to collect their ideas, questions, etc. and provide practice for putting these things down in writing.
<p>B. Exit Ticket: Analyzing Theme (5 minutes)</p> <ul style="list-style-type: none"> Distribute the exit ticket prompt and have students answer independently in class. Collect students' exit tickets as a formative assessment of their understanding of thematic concepts in <i>Unbroken</i>. 	<ul style="list-style-type: none"> Using exit tickets allows you to get a quick check for understanding of the learning target so instruction can be tailored to students' needs.



Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (5 minutes)</p> <ul style="list-style-type: none">• Explain that meanwhile, on the home front, Japanese-Americans were facing captivity of a different sort. It was called “relocation” or “internment.” Students will read the story of one Japanese-American who unexpectedly found herself facing “invisibility.”• Distribute “The Life of Miné Okubo” and the “The Life of Miné Okubo” structured notes, as well as “The Life of Miné Okubo supported structured notes as needed, keeping a copy of “The Life of Miné Okubo Structured Notes Teacher Guide (for teacher reference).	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read the “The Life of Miné Okubo” and write the gist of what the text was about on the structured notes. <p><i>Note: Read over the exit tickets collected at the end of class and be prepared to address any misconceptions during the next lesson.</i></p>	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 4

Supporting Materials



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Written Conversation Note-catcher

Name:

Date:

Prompt 1: In the last paragraph on page 194, going on to the top of page 195, Hillenbrand describes one reason some Japanese guards may have been so brutal to prisoners of war. What was this reason and why do you think it contributed to such brutality by some?

Prompt 2: In the first full paragraph on page 195, Hillenbrand describes the second reason some Japanese guards may have been brutal to prisoners of war. What was this second reason, and how may have this reason contributed to such brutality by some?

I Say	My Partner Responds	I Build	My Partner Concludes



Date:

[illegible]



The Life of Miné Okubo

Written by Expeditionary Learning for Instructional Purposes

Miné Okubo was born in Riverside, California, on June 27, 1912, the fourth of seven children. Both of her parents were Japanese immigrants, also known as “Issei”

(see box). Her father, who had studied Japanese history, named her after a Japanese creation goddess, Mine (pronounced “mee-neh”). Unfortunately, many people called her “Minnie” because they didn’t know the sacred origin of her name.

As a Nisei child, Miné identified as an American citizen. Her parents, born in Japan, asked her if she wanted to go to a special school to learn how to speak Japanese. She responded, “I don’t need to learn Japanese! I’m an American!” (Curtin).

Issei (*EE-say*): Japanese people who had immigrated to the United States but were not U.S. citizens

Nisei (*NEE-say*): First-generation Japanese-Americans born in the United States (the children of Issei)

Sansei (*SAN-say*): Second-generation Japanese-Americans born in the United States (the children of Nisei)

Living up to her name, Miné was a creative, curious child. Her mother, a calligrapher, helped her develop her skills by giving Miné an art assignment: paint a different cat every day. Later, a teacher at Miné’s high school encouraged her to illustrate for the school newspaper and become art editor of the yearbook.

While studying art at Riverside Community College, Miné thought about applying to the University of California at Berkeley, but she worried that her family would not be able to afford it. She applied anyway, and was awarded a scholarship to attend.

In 1938, after earning bachelor’s and master’s degrees from Berkeley, Miné received a fellowship to travel to Europe to study art. She bought a used bicycle in France and rode to and from the Louvre, a famous art museum in Paris. (She picked up an important “souvenir” in France, too—the accent mark over the letter “e” in her name, which she added to her signature.) She brought her bike with her across Europe and spent many days happily pedaling around with lunch and art supplies inside the bike’s basket.

Meanwhile, in Germany, a new leader named Adolf Hitler and his National Socialist (Nazi) Party had risen to power. In 1934, Hitler had crowned himself Führer (“supreme leader”) and was spreading his message about the superiority of the “pure,” white German race (which he called “Aryan”). He wanted to spread the Aryan race by conquering other countries—and by “eliminating,” or killing, Jewish people. Hitler called this the “Final Solution” to the Jewish “problem,” but it is now known as the Holocaust. Hitler began secretly building up Germany’s military and signing pacts with other



The Life of Miné Okubo

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countries (including Japan and Italy) to prepare for war. In 1938, as Miné traveled around Europe studying art, Hitler was preparing for war by secretly building up Germany's army.

Miné's European odyssey was cut short when she received a telegram from Riverside in 1939. Her mother was sick, and she had to go home. Miné was lucky to find a spot on an American-bound ship; Hitler's army had recently invaded Austria and Czechoslovakia, and people were fleeing Europe in preparation for war. Miné boarded the last ship leaving France for America. On September 1, 1939, while Miné was at sea heading home, Hitler's army invaded Poland, Britain and France declared war on Germany, and World War II had officially begun.

Back in California, Miné was hired by the U.S. Army to create mosaic and fresco murals in San Francisco and Oakland. She worked with a famous Mexican artist named Diego Rivera.

In 1940, Miné's mother died. Miné remembered her in a painting, "Mother and Cat/Miyo and Cat," which she painted in 1941.

As war raged in Europe, Miné moved into an apartment with her younger brother, Toku. The United States had not officially entered World War II, although tensions between the U.S., Germany, and Japan were rising. Miné and Toku had no idea how drastically their lives were about to change.

On December 7, 1941, Japanese troops bombed an American naval base at Pearl Harbor, in Hawaii. One day after the Pearl Harbor attack, President Franklin Delano Roosevelt (FDR) declared war on Japan, launching the United States into World War II.

Suddenly, although Miné and Toku were American citizens, they were considered the enemy because of their Japanese heritage. Suspicion and fear about Japanese-American spies reached a fever pitch, despite a report published in the fall of 1941 to the contrary. The Report on Japanese on the West Coast of the United States, also known as the "Munson Report," assured America that "There is no Japanese 'problem' on the Coast. There will be no armed uprising of Japanese.... [The Nisei] are universally estimated from 90 to 98 percent loyal to the United States ..." (Niiya).



"Mother and Cat/Miyo and Cat," 1941

The Life of Miné Okubo

Written by Expeditionary Learning for Instructional Purposes

In spite of the Munson Report's claims, the U.S. government decided to take action against Japanese-Americans to "protect" America. Years later, Miné explained some of the "precautions" taken against Japanese-Americans: "Contraband such as cameras, binoculars, short-wave radios, and firearms had to be turned over to the local police.... It was Jap this and Jap that. Restricted areas were prescribed and many arrests and detentions of enemy aliens took place" (Okubo, 10).

On February 19, 1942, FDR signed Executive Order 9066, which stated, "the successful prosecution of the war requires every possible protection against espionage and against sabotage" (Exec. Order No. 9066). To this end, the order gave the government power to "relocate" Japanese-Americans (now considered "enemy aliens") to specially designated areas. This policy became known as internment. Within three months of this order, 110,000 people of Japanese heritage were moved into internment camps scattered throughout the western states.

On April 23, 1942, Miné and Toku were notified that they had three days to pack their belongings and report to an "assembly center" for relocation. The preparation orders said: "Evacuees must carry with them on departure for the Assembly Center, the following property:

Bedding and linens (no mattress) for each member of the family;

- Toilet articles for each member of the family;
- Extra clothing for each member of the family;
- Sufficient knives, forks, spoons, plates, bowls, and cups for each member of the family;
- Essential personal effects for each member of the family.

All items carried will be securely packaged, tied, and plainly marked...The size and number of packages is limited to that which can be carried by the individual or family group" (Thomas). Anything that internees couldn't carry with them when they reported to the assembly centers had to be left behind: precious family mementos, beloved pets, jobs, and friends. They left home unsure whether they would ever be allowed to return.

When Miné and Toku arrived at the assembly center (actually a church in downtown Berkeley) on April 26, they saw guards at every entrance and surrounding the building. "A woman seated near the entrance gave me a card with No. 7 printed on it and told me to go inside and wait," Miné wrote later. Then she was called into a room for a detailed interview. "As a result of the interview," she wrote, "my

The Life of Miné Okubo

Written by Expeditionary Learning for Instructional Purposes

family name was reduced to No. 13660. I was given several tags bearing the family number, and was then dismissed” (Okubo, 19). For the rest of their time in the internment camps, Miné and Toku were referred to by this number, not by their names. Guarded by soldiers with weapons, Miné and Toku boarded a bus and were driven to Tanforan, another assembly center. When they arrived at Tanforan, they were told to strip and then given a medical examination: “A nurse looked into my mouth with a flashlight and checked my arms to see if I had been vaccinated for smallpox,” Miné wrote (Okubo, 31).

At Tanforan, a former horseracing track, Miné, Toku, and the other internees were housed in horse stables. Miné described the first time she saw her new home: “The place was in semidarkness; light barely came through the dirty window on either side of the entrance. A swinging half-door divided the 20-by-9-ft. stall into two rooms... Both rooms showed signs of a hurried whitewashing. Spider webs, horse hair, and hay had been whitewashed with the walls. Huge spikes and nails stuck out all over the walls. A two-inch layer of dust covered the floor ...” (Okubo, 35).

Inadequate and dangerous conditions were common in the camps. Some internees reported being housed in cafeterias and bathrooms because the camps were overcrowded. The camps were designed to keep Japanese-Americans isolated from the rest of the country in remote areas. This often meant that they were located in the middle of the desert, exposing internees to searing heat during the day, freezing cold at night, and rattlesnakes at any hour. In addition, many of the camps had been built quickly, like Tanforan, and were not finished by the time the first internees arrived. Due to unfinished bathrooms, some internees had to use outhouses, which were unsanitary and afforded little to no privacy. Finally, the presence of armed guards in the camps led to tragedy in a few cases when internees were killed for not obeying orders.

Miné and Toku lived under strict rules at Tanforan. Anyone leaving or entering the camp was subject to a mandatory search, and internees could only see visitors in a special room at the top of the grandstand. Miné wrote, “We were close to freedom and yet far from it... Streams of cars passed by all day. Guard towers and barbed wire surrounded the entire center. Guards were on duty day and night” (Okubo, 81). Internees were not allowed to have cameras, but Miné wanted to document what was happening inside the camps. She put her artistic talent to use making sketches of daily life inside the fences.

After six months, Miné and Toku were transferred to Topaz, an internment camp in the Utah desert. As at Tanforan, Miné experienced isolation from the outside world, a near-complete lack of privacy,



The Life of Miné Okubo

Written by Expeditionary Learning for Instructional Purposes

and the feeling of being reduced to a number. She continued chronicling the internee experience, as well as writing letters to friends back home. She also taught an art class to children in the camp and illustrated the front cover of *Trek*, a magazine created by the internees. She took a chance by entering a Berkeley art contest through the mail, and she won.

As a result, across the country, the editors of New York's *Fortune* magazine saw some of Miné's artwork. They decided to hire her as an illustrator for a special April 1944 issue of their magazine featuring information on Japanese culture. But she had to act fast; *Fortune* had asked her to arrive within three days. She had to submit to extensive background and loyalty checks to get permission to leave Topaz. After being cleared to leave, she set off for New York, wondering how she would be able to readjust to life as a free person again.

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(Most useful sources for students to use to learn about the end of Okubo’s story are in **bold**.)



The Life of Miné Okubo Structured Notes

Name: _____

Date: _____

What is the gist of this text?

Focus Question: How did war affect Okubo? Cite two specific examples from the text to support your answer.



The Life of Miné Okubo Structured Notes

Vocabulary

Word	Definition	Context clues: How did you figure out this word?



The Life of Miné Okubo Supported Structured Notes

Summary

Miné Okubo was a Japanese-American citizen who grew up in California. She was a “creative, curious child” who eventually earned a scholarship to study art in college. She studied in Europe until World War II started and then returned home to work as a mural painter. After the Pearl Harbor attack, Okubo and other Japanese-Americans were forced to leave their homes and move to internment camps because the U.S. government considered them “enemy aliens.” Okubo and her brother, Toku, lived in dangerous, unsanitary internment camps for two years. Okubo continued making art about her experiences in the internment camp. In 1944, a magazine in New York saw some of her artwork and arranged for her to leave the internment camp to work as an illustrator.

Focus Question: How did war affect Okubo? Cite two specific examples from the text to support your answer.

The Life of Miné Okubo Supported Structured Notes

Vocabulary

Word	Definition	Context clues: How did you figure out this word?



The Life of Miné Okubo Structured Notes Teacher Guide
(For Teacher Reference)

Summary

Miné Okubo was a Japanese-American citizen who grew up in California. She was a “creative, curious child” who eventually earned a scholarship to study art in college. She studied in Europe until World War II started and then returned home to work as a mural painter. After the Pearl Harbor attack, Okubo and other Japanese-Americans were forced to leave their homes and move to internment camps because the U.S. government considered them “enemy aliens.” Okubo and her brother, Toku, lived in dangerous, unsanitary internment camps for two years. Okubo continued making art about her experiences in the internment camp. In 1944, a magazine in New York saw some of her artwork and arranged for her to leave the internment camp to work as an illustrator.

Focus Question: How did war affect Okubo? Cite two specific examples from the text to support your answer.

Because of America’s war with Japan, Okubo lost her freedom as an American citizen. Before America entered the war, Okubo studied art and was even hired by the U.S. Army to paint murals. However, after the Pearl Harbor attack, she was treated like the enemy because of her Japanese heritage: “Contraband such as cameras, binoculars, short-wave radios, and firearms had to be turned over to the local police... It was Jap this and Jap that.” Okubo was no longer seen as an American citizen; she was viewed as a “Jap” and forced to surrender her belongings. Then she was moved into an internment camp against her will, where she was treated like a prisoner: “Guard towers and barbed wire surrounded the entire center. Guards were on duty day and night.” Because of America’s war with Japan, Okubo and other Japanese-Americans were no longer treated like free American citizens.



The Life of Miné Okubo Structured Notes Teacher Guide
(For Teacher Reference)

Vocabulary

Word	Definition	Context clues: How did you figure out this word?



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 5

Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 1



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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)

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 use “The Life of Miné Okubo” to build background knowledge about the internment of Japanese-Americans during WWII.
- I can analyze how words, phrases, and incidents in “The Life of Miné Okubo” reveal aspects of Okubo as a character.
- I can cite evidence that supports my analysis of “The Life of Miné Okubo.”

Ongoing Assessment

- “The Life of Miné Okubo” structured notes, gist notes (from homework)
- Understanding Miné: Character Traits graphic organizer
- Understanding Miné: Character Traits QuickWrite



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader :Discussing the Gist (5 minutes) B. Reviewing Learning Targets (5 minute) 2. Work Time <ol style="list-style-type: none"> A. Character Study: Miné Okubo (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Quick Write and Preview Homework (10 minute) 4. Homework <ol style="list-style-type: none"> A. Read “The Life of Miné Okubo” and complete the “The Life of Mine Okudo” structured notes (from Lesson 4) Answer the focus question: “How did war affect Okubo? Cite two specific examples from the text to support your answer” 	<ul style="list-style-type: none"> • This is the first in a series of lessons in which students enrich their understanding of <i>Unbroken</i>’s historical context by building background knowledge about Japanese-American internment and the effects of war on individuals and society during WWII. • “The Life of Miné Okubo” is the central text for these lessons. It frames Okubo’s internment through the lens of “invisibility” (both the internal struggle to maintain dignity, identity, and self-worth while captive, and the external isolation of being closed off from the outside world while in captivity), which parallels similar themes about Zamperini’s imprisonment in <i>Unbroken</i>. Reading “The Life of Miné Okubo” helps students build background knowledge about internment, provide source material for the End of Unit 2 Assessment, and serve as a model for the Module 3A final performance task (“Narrative Writing: Becoming Visible after Internment”). • “The Life of Miné Okubo” is narrative nonfiction. However, as with Louie Zamperini in <i>Unbroken</i>, Okubo is developed as a character in the text. So the Reading Literature standards are a useful lens for analyzing this text. • Review: QuickWrite (in preparation for the Closing). • Post: Learning targets; Understanding Louie: Character Traits anchor chart.



Lesson Vocabulary	Materials
internment, character traits; dedicated, infer; student-selected vocabulary words from “The Life of Miné Okubo”	<ul style="list-style-type: none">• “The Life of Miné Okubo” (from Lesson 4)• Understanding Louie: Character Traits anchor chart (begun in Unit 1, Lesson 3)• Understanding Miné: Character Traits graphic organizer (one per student and one to display)• Document camera• Understanding Miné: Character Traits QuickWrite (one per student)• “The Life of Mine Okubo” structured notes (from Lesson 4)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Discussing the Gist (5 minutes)</p> <ul style="list-style-type: none">• Invite students to take out last night’s homework (“The Life of Miné Okubo” structured notes) and sit with their Marshall Islands discussion partner. Then, ask them to discuss the gist of “The Life of Miné Okubo.”• After 2 minutes, cold call several pairs to share the gist.	<ul style="list-style-type: none">• Giving students time to talk through ideas supports comprehension and builds class culture• This short break from reading <i>Unbroken</i> can give students who are behind on their reading some time to catch up.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Have students read along while you read the first learning target aloud:<ul style="list-style-type: none">* “I can use “The Life of Miné Okubo” to build background knowledge about the internment of Japanese-Americans during WWII.”• Invite students to turn and talk with their partner:<ul style="list-style-type: none">* “Based on what you read in ‘The Life of Miné Okubo,’ what does <i>internment</i> mean?”• After a moment, ask for a volunteer to define the term. Listen for a response such as: “Internment was when Japanese-Americans were forced to move out of their houses and live in camps during World War II.” Clarify as needed.• Ask for another volunteer to explain:<ul style="list-style-type: none">* “How does internment connect to the attack on Pearl Harbor?”• Listen for him or her to say that internment was the U.S. government’s response to the attack on Pearl Harbor. Clarify as needed.• Tell students they’ll take a break from reading <i>Unbroken</i> for the next three days to learn more about Japanese-American internment from Miné Okubo’s story.• Ask students to read along while you read the next two learning targets aloud:<ul style="list-style-type: none">* “I can analyze how words, phrases, and incidents in ‘The Life ofMiné Okubo’ reveal aspects of Okubo as a character.”* “I can cite evidence that supports my analysis of ‘The Life of Miné Okubo.’”• Refer students to the Understanding Louie: Character Traits anchor chart. Invite them to turn and talk about how the class came up with the character traits listed on the left-hand side of the anchor chart.• After a moment, ask for a volunteer to explain her thinking. Listen for an inference about Louie based on evidence from the text. Explain that today, students will use these same skills to analyze Miné Okubo as a character. Remind them that even though “The Life of Miné Okubo” is a nonfiction text (just like <i>Unbroken</i>), the author uses some narrative techniques, like transition words and description, to make the text more engaging, so they will sometimes analyze her as if she were a fictional character.	



Work Time	Meeting Students' Needs
<p>A. Character Study: Miné Okubo (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that you will reread “The Life of Miné Okubo” aloud, and they will specifically look for details that reveal Okubo’s character. • In a fluent manner, read “The Life of Miné Okubo” aloud as students follow along silently in their heads. Do not stop to discuss. • Tell students that they will work with their partners to analyze the text. Distribute and display the Understanding Miné: Character Traits graphic organizer using a document camera. Refer students to the Understanding Louie: Character Traits anchor chart and remind them that character traits are adjectives that describe a character’s personality, like “resilient” or “optimistic.” • Say something like: “Based on what I read in this text, I can infer that one of Miné Okubo’s character traits is that she is dedicated, because she is devoted to her artwork and puts a lot of time and energy into it.” Invite students to write “dedicated” in the Trait column of their graphic organizer as you do the same on the displayed copy. • Focus students on the “Details from “The Life of Miné Okubo”” column. Say something like: “One detail from the text that tells me Miné is dedicated is that she painted a different picture of a cat every day when she was a child.” Write this into the Details column and invite students to do the same on their own handout. • Ask: <ul style="list-style-type: none"> * “What is another detail from the text that tells us Miné is dedicated to her art?” • Call on a volunteer and listen for him to say that Miné earned two degrees in art, studied art in Europe, painted murals for the U.S. Army, or continued creating art even when she was interned. Add this detail to the displayed handout and invite students to do the same. • Give students time to work together to finish filling in the character traits chart on the handout. As they work with their partners, circulate and monitor to ensure that students are writing down adjectives in the Trait column and supporting their inferences with textual evidence. • After 15–20 minutes, refocus students whole group. Cold call students to share character traits and details from the text. 	<ul style="list-style-type: none"> • Reassure students who struggle with writing that the Written Conversation is meant to collect their ideas, questions, etc. and provide practice for putting these things down in writing.



Closing and Assessment	Meeting Students' Needs
<p>A. QuickWrite and Preview Homework (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Understanding Miné: Character Traits QuickWrite. Tell students this QuickWrite asks them to <i>infer</i>, which means to make an educated guess based on the evidence in the text. 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.• Invite students to complete the QuickWrite.• Collect the QuickWrite and preview the homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Explain to students that for homework in the previous lesson they read “The Life of Mine Okubo” and wrote the gist of what they read on the Structured Notes. For homework in this lesson, they are going to reread “The Life of Miné Okubo” and complete the focus question, “How did war affect Okubo? Cite two specific examples from the text to support your answer.” on the same Structured Notes from the previous lesson.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 5

Supporting Materials



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Understanding Miné:
Character Traits Graphic Organizer

Name: _____

Date: _____

Based on the information in this text, what are Miné Okubo's character traits?

Trait	Details from <i>The Life of Miné Okubo</i>



Date:

In *The Life of Miné Okubo*, Okubo describes being interviewed at the assembly center when she reported for internment: “As a result of the interview ... my family name was reduced to No. 13660. I was given several tags bearing the family number, and was then dismissed.” What can you infer about Okubo based on the way she describes these events?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 6

Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 2



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

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

Supporting Learning Targets

- I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII.
- I can explain how World War II affected American society.
- I can cite evidence to determine an author's point of view in a primary source.

Ongoing Assessment

- "The Life of Miné Okubo" structured notes, focus question and vocabulary (from homework)
- Primary Sources: Japanese-American Internment during World War II packet



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engage the Reader: Discussing the Focus Question and Vocabulary (8 minutes) Reviewing Learning Targets (2 minutes) Work Time <ol style="list-style-type: none"> Understanding Primary Sources (34 minutes) Closing and Assessment <ol style="list-style-type: none"> Preview Homework (1 minute) Homework <ol style="list-style-type: none"> Finish reading the Primary Sources: Japanese-American Internment during World War II packet. Answer the text-dependent questions for each source. 	<ul style="list-style-type: none"> This is the second of four lessons in which students enrich their understanding of Unbroken's historical context by building background knowledge about Japanese-American internment and the effects of war on individuals and society during WWII. Today's lesson focuses on analyzing the points of view in several conflicting primary sources about internment. In Lesson 7, students will analyze these sources for disagreements among them. These primary source documents are rich in language and content. Students will have the opportunity to reread and analyze these texts over the course of several lessons. Consider collaborating with a social studies teacher to provide deeper study of the primary source documents used in this lesson. Post: Learning targets

Lesson Vocabulary	Materials
<p>primary source; sabotage, espionage (Primary Sources: Japanese-American Internment during World War II packet)</p>	<ul style="list-style-type: none"> "The Life of Miné Okubo" Structured Notes Teacher Guide (for teacher reference; from Lesson 4) Dictionaries (one per pair of students) Primary Sources: Japanese-American Internment during World War II packet (one per student) Primary Sources: Japanese-American Internment during World War II packet, Teacher Guide (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Discussing the Focus Question and Vocabulary (8 minutes)</p> <ul style="list-style-type: none">• Invite students to sit with their Iwo Jima discussion partner. Have them discuss the focus question from Lesson 5 homework (“The Life of Miné Okubo” structured notes).• After 3 minutes, cold call several pairs to share their best ideas and evidence for the focus question. (See “The Life of Miné Okubo” Structured Notes Teacher Guide, from Lesson 4, for more details.)• Next, give students the following directions for sharing their self-selected vocabulary words from “The Life of Miné Okubo” with their partners. (Tell students that the partner whose birthday comes first in the year will share first.)<ol style="list-style-type: none">1. Share one of the vocabulary words you selected from “The Life of Miné Okubo,” and show your partner where the word appears in the text.2. Tell your partner what you think the word means, based on context clues.3. Your partner then looks up the word in the dictionary and reads the definition to you.4. Together, revise your definition if necessary.5. Repeat with the other partner sharing a word. Continue sharing words until the time is up.• As students share words and revise definitions, circulate and monitor. Encourage students to create their own definitions using both context clues and the dictionary definitions.• After a few minutes, refocus students whole group. Cold call several students to share out new vocabulary words and definitions from the text.	<ul style="list-style-type: none">• Giving students time to talk through ideas supports comprehension and builds a strong and positive class culture.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets. Read the learning targets aloud: <ul style="list-style-type: none"> * "I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII." * "I can explain how World War II affected American society." * "I can cite evidence to determine an author's point of view in a primary source." • Ask for a volunteer to explain what a <i>primary source</i> is. Listen for: "A primary source is an original text or artifact that was created during the time period you are studying." (If students struggle to remember this definition, remind them that they have already read some primary sources during this module, including the Day of Infamy speech and the Fourteen-Part Message. Prompt them to explain why these two documents are primary sources, while <i>Unbroken</i> is not.) • Tell students they will examine several primary sources created during World War II to learn more about Japanese-American internment and the way that war affected American society. These sources have different points of view on internment, and students should pay close attention to the ways that the authors of the sources disagree. Remind students that they practiced this skill when they prepared for the Fishbowl discussion about the Day of Infamy speech and the Fourteen-Part Message in Unit 1. • Cold call a student to remind the class: <ul style="list-style-type: none"> * "How did these two documents' perspectives differ?" • Listen for the student to explain that both documents were about the escalation of Japanese-American conflict before and during World War II, but they disagreed on which country was primarily responsible for this escalation. • Ask for a volunteer to explain: <ul style="list-style-type: none"> * "How might using these primary sources help us meet the second learning target ('I can explain how World War II affected American society') in a way that <i>Unbroken</i> might not be able to?" • Listen for: "These sources give the perspective of what was happening at home in America while Louie was away at war." 	



Work Time	Meeting Students' Needs
<p>A. Understanding Primary Sources (34 minutes)</p> <ul style="list-style-type: none">• Distribute the Primary Sources: Japanese-American Internment during World War II packet, keeping one Primary Sources: Japanese-American Internment during World War II packet, Teacher Guide (for teacher reference). Briefly review the content of the packet with students; point out each source's title, embedded vocabulary words, and the text-dependent questions that follow. Tell students that, even though some of the sources aren't traditional texts, they can still analyze them by looking carefully at their words and images and making inferences about what they see. Tell students that they will spend the rest of today's class, as well as tonight for homework, completing this packet.• Direct students to begin by completing a first read of the packet with their partners, then writing the gist of each source in the margin. Let them know that, when they have finished reading for the gist, they should reread the sources and begin answering the text-dependent questions. Remind students that these are challenging texts, so they will probably need to reread and discuss sections with their partner, and it is okay if they do not finish today.• As students work, circulate and check to be sure they are rereading and citing evidence to support their answers.	<ul style="list-style-type: none">• Consider making a shortened version of this packet for struggling readers or students who need more time to process. This version might include Sources 1, 2, 4, and 6. Pair students using this version of the packet with one another.



Closing and Assessment	Meeting Students' Needs
A. Preview Homework (1 minute) <ul style="list-style-type: none">Explain that the next lesson focuses on comparing the sources to each other, so it's important that students understand the gist and point of view of each source. Tell students to finish the packet for tonight's homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Finish reading the Primary Sources: Japanese-American Internment during World War II packet. Answer the text-dependent questions for each source.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 6

Supporting Materials



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Primary Sources:

Japanese-American Internment during World War II

Name:

Date:

Historical Context: After the Japanese attack on Pearl Harbor on December 7, 1941, United States President Franklin D. Roosevelt signed an order forcing Japanese-American citizens to relocate to “internment camps.” This internment was designed to prevent Japanese-Americans, considered “enemy aliens” at that time, from attacking the United States from within its own borders. Over 110,000 Japanese-Americans, mostly from the West Coast, were forced to live in internment camps until January 1945, when the order was rescinded and they were allowed to return home.

Source 1

Note: The term “fifth column” refers to people who are spies within their own country.

*The enemy alien problem on the Pacific Coast, or much more accurately the Fifth Column problem, is very serious and it is very special. What makes it so serious and so special is that the Pacific Coast is in imminent danger of a combined attack from within and from without... It is a fact that since the outbreak of the Japanese war there has been no important **sabotage** on the Pacific Coast...[T]his is not, as some have liked to think, a sign that there is nothing to be feared. It is a sign that the blow is well organized and that it is held back until it can be struck with maximum effect.*

sabotage: deliberate destruction; an attack

Lippmann, Walter. "Today and Tomorrow: The Fifth Column on the Coast." Washington Post. February 12, 1942. <http://encyclopedia.densho.org/sources/en-denshopd-i67-00001-1/>.



Primary Sources:

Japanese-American Internment during World War II

1a. What is Lippman's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

1b. Would Lippman have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.



Primary Sources:

Japanese-American Internment during World War II

Source 2

Note: In 1941, Curtis B. Munson investigated the loyalty of Japanese-Americans. The following are excerpts from the report he submitted to President Roosevelt.

There are still Japanese in the United States who will tie dynamite around their waist and make a human bomb out of themselves. We grant this, but today they are few. The Nisei, who are the children of Japanese immigrants, are universally estimated from 90 to 98 percent loyal to the United States... The Nisei are pathetically eager to show this loyalty. They are not Japanese in culture. They are foreigners to Japan. Though American citizens they are not accepted by Americans, largely because they look differently and can be easily recognized... They are not oriental or mysterious, they are very American and are of a proud, self-respecting race suffering from a little inferiority complex and a lack of contact with the white boys they went to school with. They are eager for this contact and to work alongside them... There is no Japanese “problem” on the Coast. There will be no armed uprising of Japanese.

Munson, Curtis B. “Report and Suggestions Regarding Handling the Japanese Question on the Coast.” December 20, 1941. Commission on Wartime Relocation and Internment of Civilians. http://encyclopedia.densho.org/Munson_Report/.



Primary Sources:

Japanese-American Internment during World War II

2a. What is Munson's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

2b. Would Munson have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.



Primary Sources:

Japanese-American Internment during World War II

Source 3

Note: The following are excerpts from President Roosevelt's order authorizing Japanese-American internment in 1942.

*[T]he successful prosecution of the war requires every possible protection against **espionage** and against sabotage... Now, therefore, I hereby authorize and direct the Secretary of War to prescribe military areas from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War may impose.*

Franklin D. Roosevelt
The White House,
February 19, 1942

espionage: spying

President Franklin D. Roosevelt. "Executive Order 9066: Authorizing the Secretary of War to Prescribe Military Areas." February 19, 1942. Public Domain.



Primary Sources:

Japanese-American Internment during World War II

3a. What is Roosevelt's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

3b. Based on this source, why did Roosevelt support the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.



Primary Sources:

Japanese-American Internment during World War II

Source 4

Map of Japanese-American Internment Camps



National Park Service. "Map 2: War Relocation Centers in the United States." <http://www.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89locate2.htm>. Public Domain.



Primary Sources:

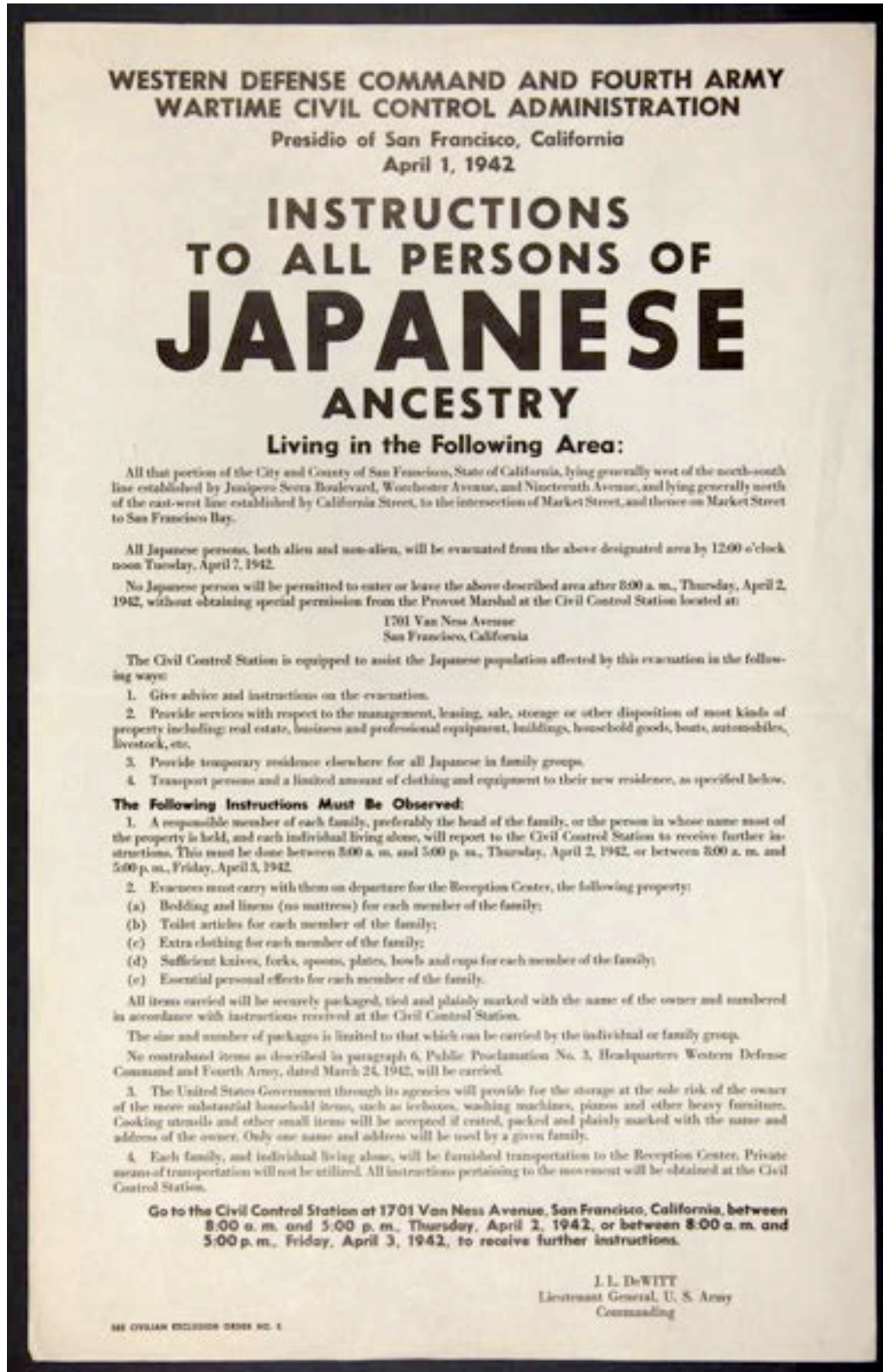
Japanese-American Internment during World War II

4a. What do you notice about the location of the relocation centers and internment camps?

4b. Why might the location of these camps be important?



Source 5



"Exclusion Order posted at First and Front Streets in San Francisco directing removal of persons of Japanese ancestry from the first section of the city to be affected by evacuation. Evacuees will be housed in War Relocation Authority centers for the duration." FDR Library. April 1, 1942. Public Domain.



Primary Sources:

Japanese-American Internment during World War II

5a. Based on this source, what is the author's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.



Primary Sources:

Japanese-American Internment during World War II

Source 6

Note: Japanese-American internees were assigned identification numbers. These numbers were printed on tags and attached to each internee's clothing and belongings.

The Mochida Family Awaiting Relocation



Series : Central Photographic File of the War Relocation Authority, compiled 1942 – 1945. Record Group 210: Records of the War Relocation Authority, 1941 – 1989. Department of the Interior. War Relocation Authority. <http://research.archives.gov/description/537505>. Public Domain.



Primary Sources:

Japanese-American Internment during World War II

6a. Given what you know about Japanese-American internment from the previous sources, why do you think internees were required to wear identification tags during their relocation?

6b. Why do you think the photographer chose to include the family's last name (Mochida) in the picture and in the title?

6c. What do you think is the photographer's point of view on Japanese-American internment? Cite one piece of evidence to support your answer.



Primary Sources:

Japanese-American Internment during World War II

Source 7

Note: This cartoon was published in response to Document 1. "TNT" is an explosive.



Dr. Seuss Collection, UC San Diego Library



Primary Sources:

Japanese-American Internment during World War II

7a. What is Dr. Seuss's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

7b. Would Dr. Seuss have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.

Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

Historical Context: After the Japanese attack on Pearl Harbor on December 7, 1941, United States President Franklin D. Roosevelt signed an order forcing Japanese-American citizens to relocate to “internment camps.” This internment was designed to prevent Japanese-Americans, considered “enemy aliens” at that time, from attacking the United States from within its own borders. Over 110,000 Japanese-Americans, mostly from the West Coast, were forced to live in internment camps until January 1945, when the order was rescinded and they were allowed to return home.

Source 1

Note: The term “fifth column” refers to people who are spies within their own country.

The enemy alien problem on the Pacific Coast, or much more accurately the Fifth Column problem, is very serious and it is very special. What makes it so serious and so special is that the Pacific Coast is in imminent danger of a combined attack from within and from without.... It is a fact that since the outbreak of the Japanese war there has been no important **sabotage** on the Pacific Coast. From what we know about Hawaii and about the Fifth Column in Europe this is not, as some have liked to think, a sign that there is nothing to be feared. It is a sign that the blow is well organized and that it is held back until it can be struck with maximum effect.

sabotage: deliberate destruction; an attack

Lippmann, Walter. "Today and Tomorrow: The Fifth Column on the Coast." Washington Post. February 12, 1942. <http://encyclopedia.densho.org/sources/en-denshopd-i67-00001-1/>.

Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

- 1a. What is Lippman's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

Lippman believes that Japanese-Americans are a threat to the United States. He writes, “the Pacific Coast is in danger of a combined attack from within and from without.” He thinks that Japanese-Americans are acting as spies and plan to sabotage the United States.

- 1b. Would Lippman have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.

Yes, Lippman would have supported internment camps, because he believed that Japanese-Americans were planning to attack the U.S. He called Japanese-Americans “enemy aliens” and warned that this was a “very serious and ... very special” problem.

Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

Source 2

Note: In 1941, Curtis B. Munson investigated the loyalty of Japanese-Americans. The following are excerpts from the report he submitted to President Roosevelt.

There are still Japanese in the United States who will tie dynamite around their waist and make a human bomb out of themselves. We grant this, but today they are few. The Nisei, who are the children of Japanese immigrants, are universally estimated from 90 to 98 percent loyal to the United States.... The Nisei are pathetically eager to show this loyalty. They are not Japanese in culture. They are foreigners to Japan. Though American citizens they are not accepted by Americans, largely because they look differently and can be easily recognized.... They are not oriental or mysterious, they are very American and are of a proud, self-respecting race suffering from a little inferiority complex and a lack of contact with the white boys they went to school with. They are eager for this contact and to work alongside them.... There is no Japanese “problem” on the Coast. There will be no armed uprising of Japanese.

Munson, Curtis B. “Report and Suggestions Regarding Handling the Japanese Question on the Coast.” December 20, 1941. Commission on Wartime Relocation and Internment of Civilians. http://encyclopedia.densho.org/Munson_Report/.



Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

2a. What is Munson's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

Munson believes that Japanese-Americans considered themselves to be American citizens and were not a threat to the United States. He writes, "They are not Japanese in culture. They are foreigners to Japan." This means that Japanese-Americans were not likely to side with Japan in the war against America.

2b. Would Munson have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.

No, Munson would not have supported internment camps, because he did not think Japanese-Americans were a threat to the U.S. He declares, "There is no Japanese 'problem' on the Coast.

There will be no armed uprising of Japanese," meaning that there was no reason to lock Japanese-Americans away in internment camps to prevent them from attacking the United States.



Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

Source 3

Note: The following are excerpts from President Roosevelt's order authorizing Japanese-American internment in 1942.

[T]he successful prosecution of the war requires every possible protection against espionage and against sabotage.... Now, therefore, I hereby authorize and direct the Secretary of War to prescribe military areas from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War may impose.

Franklin D. Roosevelt
The White House,
February 19, 1942

President Franklin D. Roosevelt. "Executive Order 9066: Authorizing the Secretary of War to Prescribe Military Areas." February 19, 1942. Public Domain.

Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

3a. What is Roosevelt's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

Roosevelt believes that Japanese-Americans might be a threat to the United States, because he writes that the country has to protect itself “against espionage and against sabotage.” Even though he doesn’t specifically mention Japanese-Americans, it is clear that he is referring to them, since this is the official document he signed to make internment legal.

3b. Based on this source, why did Roosevelt support the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.

Roosevelt supported the establishment of internment camps because he thought this was a logical part of protecting the United States against Japan during WWII: “the successful prosecution of the war requires every possible protection against espionage and against sabotage.” He thought that putting Japanese-Americans in internment camps was one of these “protections.”



Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

Source 4

Map of Japanese-American Internment Camps



National Park Service. "Map 2: War Relocation Centers in the United States." <http://www.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89locate2.htm>. Public Domain.



Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

4a. What do you notice about the location of the relocation centers and internment camps?

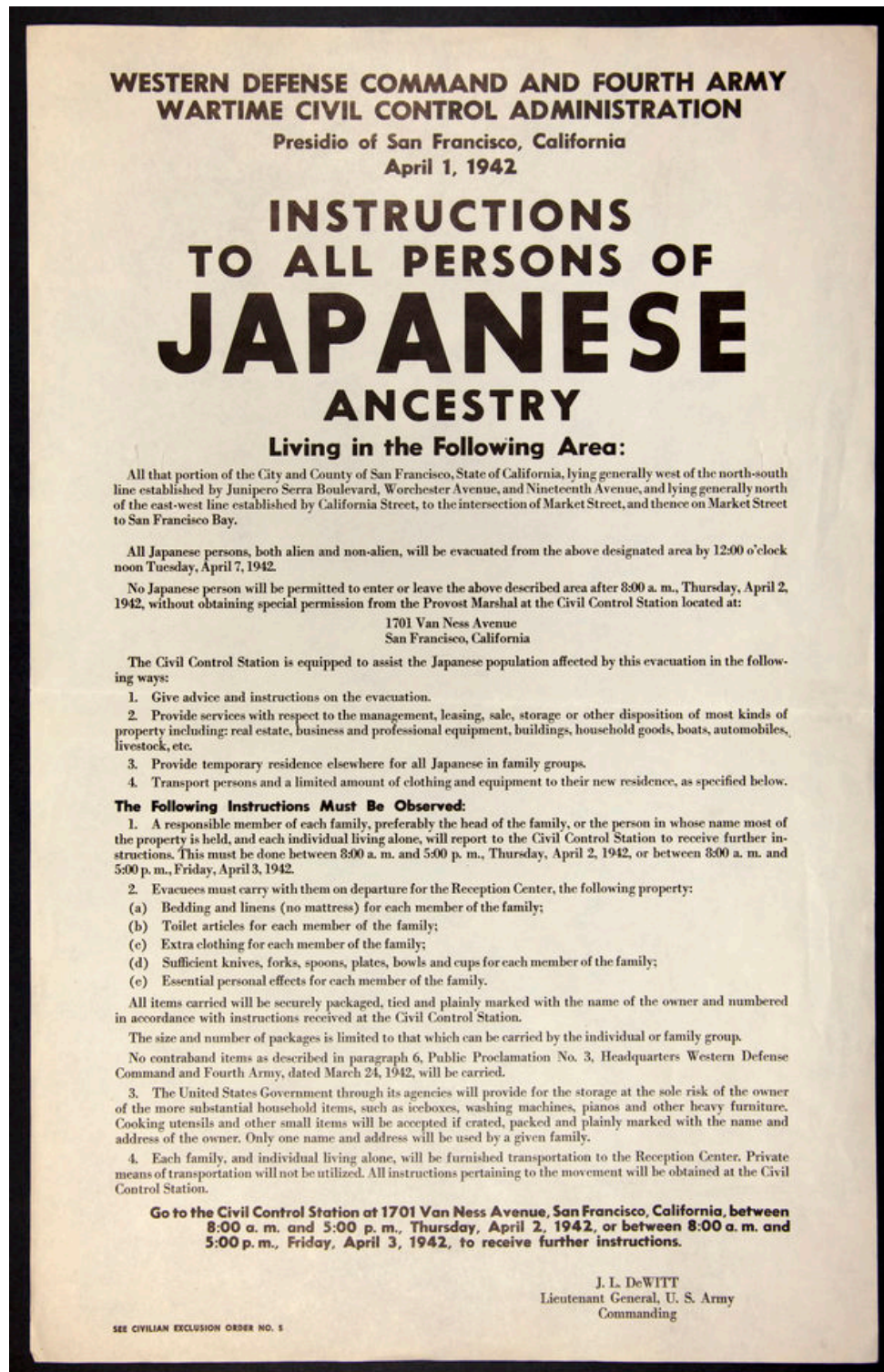
The camps are all on the West Coast. They are spread far apart from each other. Most of them are located in towns I've never heard of before.

4b. Why might the location of these camps be important?

The U.S. government might have wanted to keep the Japanese-Americans as far away from each other and as far away from big, important cities as possible. They might have kept them on the West Coast because there were more of them living in that part of the country at that time, or because they were scared that was where an attack might come from (since the West Coast is the part of the country closest to Japan).



Source 5



"Exclusion Order posted at First and Front Streets in San Francisco directing removal of persons of Japanese ancestry from the first section of the city to be affected by evacuation. Evacuees will be housed in War Relocation Authority centers for the duration." FDR Library. April 1, 1942. Public Domain.



Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

- 5a. Based on this source, what is the author's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

The author of this poster thinks that Japanese-Americans are not really American citizens, because he or she put the word “JAPANESE” in big letters at the top of the poster and refers to Japanese-Americans as just “Japanese” or “persons” throughout the text.



Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

Source 6

Note: Japanese-American internees were assigned identification numbers. These numbers were printed on tags and attached to each internee's clothing and belongings.

The Mochida Family Awaiting Relocation



Series : Central Photographic File of the War Relocation Authority, compiled 1942 – 1945. Record Group 210: Records of the War Relocation Authority, 1941 – 1989. Department of the Interior. War Relocation Authority. <http://research.archives.gov/description/537505>. Public Domain.



Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

- 6a. Given what you know about Japanese-American internment from the previous sources, why do you think internees were required to wear identification tags during their relocation?

People who supported internment thought that Japanese-Americans were a threat to the country, so they wanted an easy way to keep track of them at all times. Another reason could be because there were so many people being forced to move all at once; giving them tags could help prevent people and belongings from being mixed up. Finally, people who supported internment wanted Japanese-Americans to be separated from the rest of the country. Taking away their names and making them go by identification numbers could have been one way to send the message that they were no longer considered full citizens.

Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

6b. Why do you think the photographer chose to include the family's last name (Mochida) in the picture and in the title?

The photographer wanted people who saw this picture to know that the family in the picture had a name and an identity, even though the government made them wear a number, instead.

6c. What do you think is the photographer's point of view on Japanese-American internment? Cite one piece of evidence to support your answer.

The photographer included the family's name (Mochida) in the photograph and in the title of the picture. This could mean that he or she did not support internment and wanted Japanese-Americans to be seen as individuals, rather than as numbers or people who didn't deserve to have rights.



Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

Source 7

Note: This cartoon was published in response to Document 1. "TNT" is an explosive.



Dr. Seuss Collection, UC San Diego Library



Primary Sources:

Japanese-American Internment during World War II
Teacher Guide

7a. What is Dr. Seuss's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

Dr. Seuss believes that all Japanese-Americans are the same, because every person in his cartoon looks exactly the same except for a few differences in their clothing. He doesn't see them as having individual identities. He also thinks that Japanese-Americans are a threat to the United States, because he shows them picking up TNT from their leaders, which means they are going to go attack the United States.

7b. Would Dr. Seuss have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.

Yes, he would have supported internment because he believed Japanese-Americans were planning to work together to attack the United States. He uses the term "Fifth Column" in his cartoon, which was a phrase that implied the Japanese-Americans were working against America and planning to sabotage it from within. He would have thought that putting Japanese-Americans into internment camps would help keep America safe.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 7

Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 3



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

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

Supporting Learning Targets

- I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII.
- I can explain how World War II affected American society.
- I can cite evidence to analyze primary sources for disagreements about Japanese-American internment during WWII.

Ongoing Assessment

- Primary Sources: Japanese-American Internment during World War II packet (text-dependent questions) (from homework)
- Source Comparison strips



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Discussing the Gist (6 minutes)B. Reviewing Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing Primary Sources: Text-Dependent Questions Review (10 minutes)A. Analyzing Primary Sources: Conflicting Accounts (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (2 minute)4. Homework<ol style="list-style-type: none">A. Reread the primary source documents from today's lesson and complete the QuickWrite.	<ul style="list-style-type: none">• This is the third of four lessons in which students will enrich their understanding of <i>Unbroken</i>'s historical context by building background knowledge about Japanese-American internment and the effects of war on individuals and society during WWII. Today's lesson continues the focus from Lesson 6 on analyzing several conflicting primary sources about internment. Consider collaborating with a social studies teacher for a deeper study of these primary source documents.• In advance: Cut Source Comparison strips apart, so each pair of students has six strips.• Review: Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; large versions of primary sources.



Lesson Vocabulary	Materials
student-selected vocabulary words from Primary Sources: Japanese-American Internment during World War II packet	<ul style="list-style-type: none">• Primary Sources: Japanese-American Internment during World War II packet (from Lesson 6)• Primary Sources: Japanese-American Internment During World War II packet, Teacher Guide (from Lesson 6; for teacher reference)• Large versions of primary sources (one of each; to display)• Source Comparison strips (one to two for think-aloud; six per student pair)• Document camera• Tape• Primary Sources: Japanese-American Internment during World War II QuickWrite (one per student)• Primary Sources: Japanese-American Internment during World War II QuickWrite Teacher Guide (answers; for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Discussing the Gist (6 minutes)</p> <ul style="list-style-type: none">• Invite students to sit with their Okinawa discussion partner. Then, have them discuss the gist of the sources in the Primary Sources: Japanese-American Internment during World War II packet. Encourage students to refer to the packet as they share with each other.• After 4 minutes, cold call several pairs to share the gist of each source. Make a note of sources that students struggle with; plan to focus on these sources during the Text-Dependent Questions Review during Work Time A.	<ul style="list-style-type: none">• Giving students time to talk through ideas supports comprehension and builds class culture.
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Explain that students will continue working with the Primary Sources: Japanese-American Internment during World War II packet today.• Read the learning targets aloud as students read along silently:<ul style="list-style-type: none">* "I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII."* "I can explain how World War II affected American society."* "I can cite evidence to analyze primary sources for disagreements about Japanese-American internment during WWII."• Tell students to turn and talk with their partner about what they think they will be doing during today's lesson.• After a moment, ask for a volunteer to share his or her idea. Listen for: "Comparing the primary sources to decide how they disagree about Japanese-American internment."	



Work Time	Meeting Students' Needs
<p>A. Analyzing Primary Sources: Text-Dependent Questions Review (10 minutes)</p> <ul style="list-style-type: none"> Tell students it's important to make sure they understand the primary sources from yesterday's lesson before jumping into the next step of analysis: comparing the sources to each other to find disagreements between them. Cold call students to share responses to the text-dependent questions in the packet. Listen for them to accurately share the point of view as well as back up their answers with textual evidence. Use this time to clarify misunderstandings and help students understand the more complex sources in the packet. (See the Primary Sources: Japanese-American Internment During World War II packet, Teacher Guide for ideas on how students might answer these questions.) Before moving on to the next step, ask students to use the Fist to Five protocol to rate their understanding of the sources in the packet. Make a note of students who rate themselves low and plan to follow up with them during the partner work time later in this lesson. 	<ul style="list-style-type: none"> Consider giving students who struggle to participate advance notice about which question(s) you want them to answer during this review.
<p>B. Analyzing Primary Sources: Conflicting Accounts (25 minutes)</p> <ul style="list-style-type: none"> Show students the large versions of primary sources posted around the room. Point out that Source 8 (Miné Okubo Quotes) was not in yesterday's packet; all of the quotes on that page are from "The Life of Miné Okubo." Explain that students will work with their partners to find places where these sources disagree about Japanese-American internment, but you will do a think-aloud to model the steps you'd like them to take. Explain that your first step is to identify two sources that disagree about Japanese-American internment. Since you have already read the sources and answered the text-dependent questions about point of view, you know that Source 1 and Source 2 disagree. Ask for a volunteer to remind the class of the gist of Source 1. Listen for: "Source 1 argues that Japanese-Americans are secretly planning to attack the United States." Ask for another volunteer to give the gist of Source 2. Listen for: "Source 2 argues that Japanese-Americans are not planning to attack the United States." Reiterate that Source 1 and Source 2 disagree because they communicate opposing ideas about Japanese-Americans. Display the Source Comparison strips on the document camera. Tell students you will write your ideas on it, then post it on the wall. Explain that both partners will fill in identical Source Comparison strips. One strip will be posted under each source compared on the strip. (Consider asking for a volunteer "partner" to fill in a second strip while you do the think-aloud.) On the top box of the strip, write: "Source 1 disagrees with Source 2 about Japanese-Americans being a threat." 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that next you will find evidence to prove that these two sources disagree. Choose a piece of evidence from Source 1 and write it into the left-hand "Source ____ says" box of the Source Comparison strip. (Consider using "The enemy alien problem on the Pacific coast, or much more accurately the Fifth Column problem, is very serious and it is very special.")• Say something like: "Now I need to find evidence that shows how Source 2 disagrees with Source 1." Choose a piece of evidence from Source 2 and write it into the right-hand "Source ____ says" box on the Source Comparison strip. (Consider using "There will be no armed uprising of Japanese.")• Tape your completed Source Comparison strip to the wall beneath Source 1. (If a student volunteer filled in a second strip for you, tape that beneath Source 2. If not, remind students that their partner's strip would go beneath Source 2.)• Briefly review the steps you followed to complete the Source Comparison strip:<ol style="list-style-type: none">1. Use the notes in your Primary Sources: Japanese-American Internment during World War II packet to identify two primary sources that disagree.2. Fill in these two sources' numbers, and the topic they disagree about, at the top of the Source Comparison strip.3. Find one piece of evidence from each source that proves they disagree.4. Post your strip on the wall beneath the two sources you compared.• Tell students that each pair will receive six blank Source Comparison strips and should come up with new disagreements among the sources.• Distribute six Source Comparison strips to each pair. Circulate while they work. Check in with pairs to ensure that they understand the steps and are finding strong evidence.• With 3 minutes remaining, refocus students whole group. Cold call several pairs to share out disagreements that they found among the texts.• Ask:<ul style="list-style-type: none">* "Based on everything we have learned about World War II so far, why do you think these different sources disagree about Japanese-American internment?"• Listen for connections to this module's guiding questions and big ideas: "How do historians/readers reconcile multiple accounts of the same event?", "How does war (and conflict) affect individuals and societies?", and/or "There are important yet divergent experiences in war and conflict."	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Tell students they will continue comparing these sources during the next lesson, focusing on the different methods (text, pictures, etc.) people choose to communicate their ideas.	
Closing and Assessment	Meeting Students' Needs
A. Preview Homework (2 minutes) <ul style="list-style-type: none">Distribute the Primary Sources: Japanese-American Internment During World War II QuickWrite, keeping a copy of Primary Sources: Japanese-American Internment during World War II QuickWrite Teacher Guide.Preview the homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Reread the primary source documents from today's lesson and complete the QuickWrite.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 7

Supporting Materials



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Source 1

The enemy alien problem on the Pacific Coast, or much more accurately the Fifth Column problem, is very serious and it is very special. What makes it so serious and so special is that the Pacific Coast is in imminent danger of a combined attack from within and from without.... It is a fact that since the outbreak of the Japanese war there has been no important sabotage on the Pacific Coast. From what we know about Hawaii and about the Fifth Column in Europe this is not, as some have liked to think, a sign that there is nothing to be feared. It is a sign that the blow is well organized and that it is held back until it can be struck with maximum effect.

Lippmann, Walter. "Today and Tomorrow: The Fifth Column on the Coast." Washington Post. February 12, 1942. <http://encyclopedia.densho.org/sources/en-denshopd-i67-00001-1/>.

Source 2

There are still Japanese in the United States who will tie dynamite around their waist and make a human bomb out of themselves. We grant this, but today they are few. The Nisei, who are the children of Japanese immigrants, are universally estimated from 90 to 98 percent loyal to the United States... The Nisei are pathetically eager to show this loyalty. They are not Japanese in culture. They are foreigners to Japan. Though American citizens they are not accepted by Americans, largely because they look differently and can be easily recognized... They are not oriental or mysterious, they are very American and are of a proud, self-respecting race suffering from a little inferiority complex and a lack of contact with the white boys they went to school with. They are eager for this contact and to work alongside them... There is no Japanese “problem” on the Coast. There will be no armed uprising of Japanese.

Munson, Curtis B. “Report and Suggestions Regarding Handling the Japanese Question on the Coast.” December 20, 1941. Commission on Wartime Relocation and Internment of Civilians. http://encyclopedia.densho.org/Munson_Report/.



Source 3

[T]he successful prosecution of the war requires every possible protection against espionage and against sabotage.... Now, therefore, I hereby authorize and direct the Secretary of War to prescribe military areas from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War may impose.

Franklin D. Roosevelt
The White House,
February 19, 1942

President Franklin D. Roosevelt. "Executive Order 9066: Authorizing the Secretary of War to Prescribe Military Areas." February 19, 1942. Public Domain.



Source 4

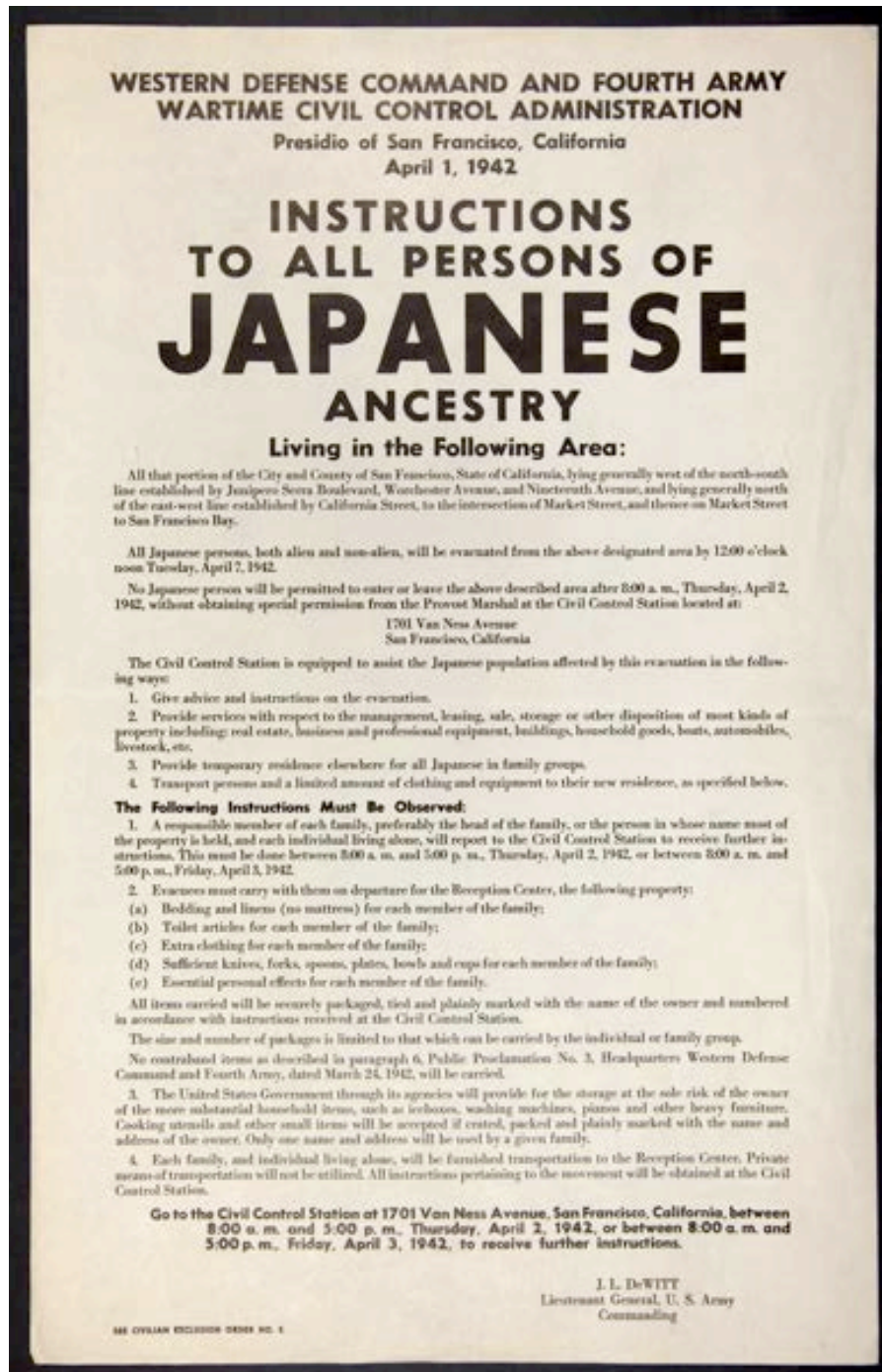
Map of Japanese-American Internment Camps



National Park Service. "Map 2: War Relocation Centers in the United States." <http://www.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89locate2.htm>. Public Domain.



Source 5



"Exclusion Order posted at First and Front Streets in San Francisco directing removal of persons of Japanese ancestry from the first section of the city to be affected by evacuation. Evacuees will be housed in War Relocation Authority centers for the duration." FDR Library. April 1, 1942. Public Domain.



Source 6

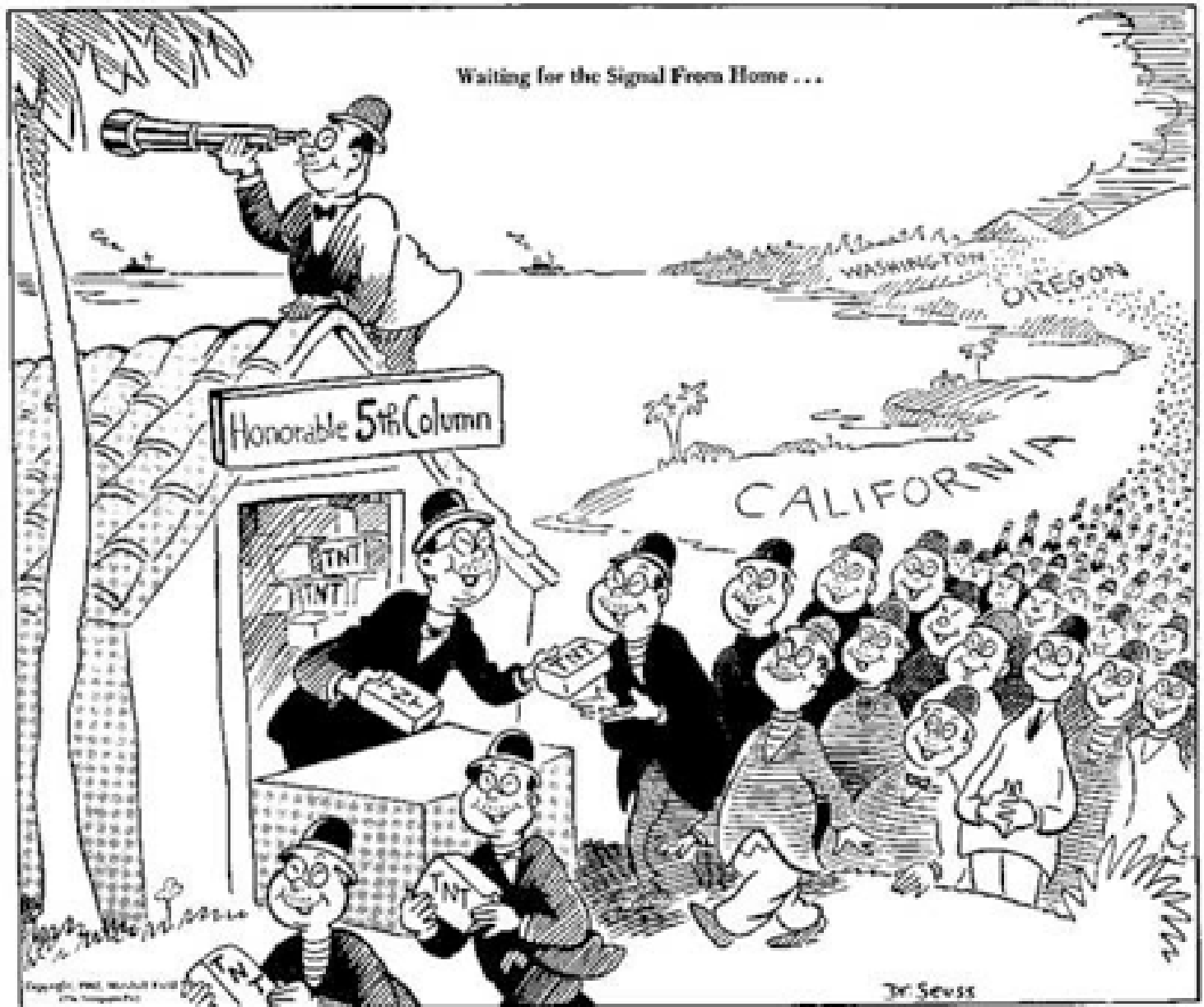
The Mochida Family Awaiting Relocation



Series : Central Photographic File of the War Relocation Authority, compiled 1942 – 1945. Record Group 210: Records of the War Relocation Authority, 1941 – 1989. Department of the Interior. War Relocation Authority. <http://research.archives.gov/description/537505>. Public Domain.



Source 7



Dr. Seuss Collection, UC San Diego Library

Source 8

Miné Okubo Quotes (from *Citizen 13660*)

“Contraband such as cameras, binoculars, short-wave radios, and firearms had to be turned over to the local police... It was Jap this and Jap that. Restricted areas were prescribed and many arrests and detentions of enemy aliens took place.”

“A woman seated near the entrance gave me a card with No. 7 printed on it and told me to go inside and wait... As a result of the interview, my family name was reduced to No. 13660. I was given several tags bearing the family number, and was then dismissed.”

“The place was in semidarkness; light barely came through the dirty window on either side of the entrance. A swinging half-door divided the 20-by-9 ft. stall into two rooms... Both rooms showed signs of a hurried whitewashing. Spider webs, horse hair, and hay had been whitewashed with the walls. Huge spikes and nails stuck out all over the walls. A two-inch layer of dust covered the floor...”

“We were close to freedom and yet far from it... Streams of cars passed by all day. Guard towers and barbed wire surrounded the entire center. Guards were on duty day and night.”

Okubo, Miné. "Quotes." *Citizen 13660*. Seattle: University of Washington, 1983. N. pag. Print.

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Source Comparison Strips

Teacher directions: Make enough copies of this to cut up and be able to distribute six strips per pair of students.

Source ____ disagrees with Source ____ about _____ because:	
Source ____ says:	Source ____ says:



Source ____ disagrees with Source ____ about _____ because:	
Source ____ says:	Source ____ says:



Source ____ disagrees with Source ____ about _____ because:	
Source ____ says:	Source ____ says:



Primary Sources:

Japanese-American Internment during World War II QuickWrite

Name:

Date:

QuickWrite: How can we understand Miné Okubo's story better based on the new information in these primary sources? Cite two specific details to support your answer.

[illegible]



Primary Sources:

Japanese-American Internment during World War II QuickWrite
(For Teacher Reference)

QuickWrite: How can we understand Miné Okubo's story better based on the new information in these primary sources? Cite two specific details to support your answer.

These sources help us understand Okubo's story better because they provide illustrations of some of the facts in her story. For example, Source 6 shows a Japanese-American family wearing identification tags and waiting to be relocated, and in "The Life of Miné Okubo," she describes the same thing happening to her: "my family name was reduced to No. 13660. I was given several tags bearing the family number, and was then dismissed." Also, Okubo's story says that she was relocated to Topaz, which is shown on the map in Source 4. Finally, these sources help us see why Okubo was forced to relocate in the first place. People like Lippman (Source 1), Roosevelt (Source 3), and even Dr. Seuss (Source 7) thought that Japanese-Americans like Okubo and her brother were a threat to the United States because of their ethnicity, so they lumped them all into one category ("It was Jap this and Jap that," Okubo writes) and took away their freedom out of fear.



EXPEDITIONARY
LEARNING

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

Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 4



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

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 evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7)

Supporting Learning Targets

- I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII.
- I can explain how World War II affected American society.
- I can explain the advantages and disadvantages of using different mediums to present a point of view about Japanese-American internment during WWII.

Ongoing Assessment

- Primary Sources: Japanese-American Internment During World War II QuickWrite (from homework)
- Analyzing Mediums Exit Ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Discussing the Focus Question (4 minutes)Reviewing Learning Targets (1 minutes)Work Time<ol style="list-style-type: none">Analyzing Primary Sources: Different Mediums(30 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket and Preview Homework (10 minute)Homework<ol style="list-style-type: none">Fill in a Venn diagram to compare and contrast Louie Zamperini's and Mine Okudo's experience during WWII. Use specific details and evidence from <i>Unbroken</i> and "The Life of Mine Okudo."	<ul style="list-style-type: none">This is the last of four lessons in which students enrich their understanding of <i>Unbroken's</i> historical context by building background knowledge about Japanese-American internment and the effects of war on individuals and society during WWII. Today's lesson continues from Lessons 6 and 7 in analyzing several conflicting primary sources about internment, focusing on evaluating the advantages and disadvantages of using different mediums to present ideas.For homework, students will make a reentry into their study of Louie by comparing the experiences of Louie and Miné during WWII.Post: Learning targets; large versions of primary sources.



Lesson Vocabulary	Materials
medium, advantages, disadvantages	<ul style="list-style-type: none">• Primary Sources: Japanese-American Internment during World War II Structured Notes Teacher Guide (from Lesson 6; for teacher reference)• Primary Sources: Japanese-American Internment during World War II packet (from Lesson 6)• Large versions of primary sources (from Lesson 7; one of each to display)• Analyzing Mediums handout (one per student and one to display)• Document camera• Venn diagram: Miné and Louie (one per student)• Analyzing Mediums Teacher's Guide (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Discussing the QuickWrite from homework (4 minutes)</p> <ul style="list-style-type: none">• Invite students to sit with their Pearl Harbor discussion partner. Have them discuss the QuickWrite from the Primary Sources: Japanese-American Internment during World War II packet.• After two minutes, cold call a student pair to share their best ideas and evidence for the QuickWrite. (Refer to the Primary Sources: Japanese-American Internment during World War II Structured Notes Teacher Guide for more details on what to listen for.)	<ul style="list-style-type: none">• Giving students time to talk through ideas supports comprehension and builds class culture.
<p>B. Reviewing Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Tell students that today they will continue working with the Primary Sources: Japanese-American Internment during World War II packet.• Read the learning targets aloud as students read along silently:<ul style="list-style-type: none">* "I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII."* "I can explain how World War II affected American society."* "I can explain the advantages and disadvantages of using different mediums to present a point of view about Japanese-American internment during WWII."• Ask students to briefly turn and talk with a partner to paraphrase what they're working on today.	



Work Time	Meeting Students' Needs
<p>A. Analyzing Primary Sources: Different Mediums (30 minutes)</p> <ul style="list-style-type: none">• Tell students that they now will focus on the different ways people communicated their ideas about Japanese-American internment. Explain that one way of communicating ideas is called a . Say something like: “One example of a medium is using words to communicate your ideas,” then ask:<ul style="list-style-type: none">* “What is another example of a medium?”• Listen for: artwork, photographs, political cartoons, etc.• Point out there are several different mediums on display in the large versions of primary sources posted around the room. Explain that, even though these sources are about the same topic (Japanese-American internment), the creators of these sources chose different mediums to express their point of view about that topic. Students will now analyze those choices.• Distribute and display the Analyzing Mediums handout on a document camera. Remind students that every medium has <i>advantages</i> (benefits) and <i>disadvantages</i> (drawbacks or downsides). Remind students that the prefix “dis-” means “not” or “opposite from.”• Ask students to brainstorm:<ul style="list-style-type: none">* “What are some of the advantages of choosing text as a medium to communicate your point of view?”• Listen for: “You can fully and clearly explain your ideas,” “You can use strong words to express your point of view,” “Text might be taken more seriously than other mediums,” etc. As students share ideas, write them on the displayed Analyzing Mediums handout. Invite students to do the same on their own copies of the handout.• Ask students to brainstorm:<ul style="list-style-type: none">* “What are some disadvantages of choosing text as a medium to communicate your point of view?”• Listen for: “People who can’t read won’t hear your message,” “Words might not catch people’s attention as much as a picture would,” etc. Write these ideas down as students do the same.• Focus students on the handout. Prompt them to work with their partner to brainstorm ideas for the “Medium: Photograph” and “Medium: Cartoon” sections.• After a few minutes, focus students’ attention and cold call several students to share ideas. Fill in the rest of the displayed Analyzing Mediums handout as students add others’ ideas to their own.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Read Question 1 on the Analyzing Mediums handout aloud: <ul style="list-style-type: none"> * “Source 1 and Source 7 share a point of view on Japanese-Americans. What is that point of view?” • Ask for a volunteer to explain the shared point of view. Listen for: “These sources both say that Japanese-Americans are a threat to the United States.” Students should write this answer down as you fill in the displayed handout. (Refer to the Analyzing Mediums Teacher Guide for more ideas.) • Read Question 2 aloud: <ul style="list-style-type: none"> * “What are the two different mediums the creators of these sources chose to use?” • Cold call a student to answer. Listen for: “Source 1 is text, and Source 7 is a cartoon.” Have students fill in this answer as you fill in the displayed handout. • Read Question 3 aloud: <ul style="list-style-type: none"> * “Why might Walter Lippman, the author of Source 1, have chosen to use text as his medium? What are the advantages of using text to communicate his point of view about Japanese-Americans?” • Cold call a student and listen for: “He can show how serious his message is,” “He can explain all of his ideas fully,” etc. Fill in these answers on the displayed handout as students fill in their own. • Read Question 4 aloud: <ul style="list-style-type: none"> * “Why might Dr. Seuss, the author of Source 7, have chosen to use a cartoon as his medium? What are the advantages of using a cartoon to communicate his point of view about Japanese-Americans?” • Cold call a student and listen for: “It is easier to understand his point of view right away without reading a lot of words,” “He can use humor to lighten a serious situation so people will be more willing to listen to him,” etc. Fill these answers in on the displayed handout as students fill in their own. • Next, have students work with their partners to complete the questions about Source 4 and Source 8 on the back of the Analyzing Mediums handout. While students work, circulate to check their comprehension. • With 3 minutes remaining, focus students' attention and review Questions 7 and 8 on the back of the Analyzing Mediums handout. Ask, <ul style="list-style-type: none"> * “If you had to teach someone about the Japanese-American internment camps, which medium would you choose to use, and why?” Call on several volunteers to answer, and listen for them to name clear advantages of their chosen medium. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket and Preview Homework (10 minutes)</p> <ul style="list-style-type: none">Distribute the Analyzing Mediums Exit Ticket. Read the prompt aloud:<ul style="list-style-type: none">* “The two sources below both communicate ideas about Japanese-American internment, but their creators have chosen to use different mediums to express these ideas. Beneath each source, explain at least one advantage and one disadvantage of using this medium to present these specific ideas.”Address any clarifying questions and invite students to begin.Once all students have completed the exit ticket, preview the homework. Point out to students that they are transitioning back to a deeper focus on <i>Unbroken</i>.	<ul style="list-style-type: none">For students who struggle, consider providing a sentence starter for this exit ticket.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Fill in a Venn diagram to compare and contrast Louie Zamperini's and Miné Okubo's experiences during WWII. Use specific details and evidence from <i>Unbroken</i> and “The Life of Miné Okubo.”	



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

Supporting Materials



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Analyzing Mediums

Name:

Date:

Medium: Text

Advantages:

Disadvantages:

Medium: Photograph

Advantages:

Disadvantages:

Medium: Cartoon

Advantages:

Disadvantages:

Analyzing Mediums

Name:

Date:

Comparing Source 1 & Source 7

1. Source 1 and Source 7 share a point of view on Japanese-Americans. What is that point of view?

2. What are the two different mediums the creators of these sources chose to use?

3. Why might Walter Lippman, the author of Source 1, have chosen to use text as his medium? What are the advantages of using text to communicate his point of view about Japanese-Americans?



Analyzing Mediums

4. Why might Dr. Seuss, the author of Source 7, have chosen to use a cartoon as his medium? What are the advantages of using a cartoon to communicate his point of view about Japanese-Americans?

Analyzing Mediums

Name: _____

Date: _____

Comparing Source 4 and Source 8

5. Source 4 and the last two quotes of Source 8 are about the same topic. What is that topic?

6. What are the two different mediums the creators of these sources chose to use?

7. What can we learn about the internment camps from Source 4 that we cannot learn from Source 8?



Analyzing Mediums

8. What can we learn about the internment camps from Source 8 that we cannot learn from Source 4?

Analyzing Mediums Teacher Guide
(For Teacher Reference)

Medium: Text	
<p><i>Advantages:</i></p> <ul style="list-style-type: none"> • can include many descriptive details • can be creative with language • text might be taken more seriously than other mediums • doesn't require special equipment 	<p><i>Disadvantages:</i></p> <ul style="list-style-type: none"> • some people can't read and won't "hear" your message as a result • not as engaging as pictures • takes longer to get your idea across than an image does
Medium: Photograph	
<p><i>Advantages:</i></p> <ul style="list-style-type: none"> • immediately engaging • more objective than text or cartoons; "what you see is what you get" • photographs might be taken more seriously than other kinds of artwork (because they seem more "factual" or objective) 	<p><i>Disadvantages:</i></p> <ul style="list-style-type: none"> • harder to get a clear message across than it is with words • if someone doesn't understand the photograph they might interpret it differently than you intended • requires special equipment; not accessible for all people
Medium: Cartoon	
<p><i>Advantages:</i></p> <ul style="list-style-type: none"> • immediately engaging • can make a serious topic easier for people to connect to by using humor • can send a clearer message if you use both images and text 	<p><i>Disadvantages:</i></p> <ul style="list-style-type: none"> • might not be taken seriously • if someone doesn't understand the cartoon they might interpret it differently than you intended • could take longer for your audience to understand if they have to make inferences to understand your message

Analyzing Mediums
(For Teacher Reference)

Comparing Source 1 & Source 7

1. Source 1 and Source 7 share a point of view on Japanese-Americans. What is that point of view?

They both think Japanese-Americans are a “fifth column” that plans to attack the United States.

2. What are the two different mediums the creators of these sources chose to use?

Source 1 is text and Source 7 is a cartoon.

3. Why might Walter Lippman, the author of Source 1, have chosen to use text as his medium? What are the advantages of using text to communicate his point of view about Japanese-Americans?

He wanted his message to be clear and straightforward, so he wrote it as text. The advantages of using text are that his message would be taken seriously, and he could explain his thoughts and ideas fully.

4. Why might Dr. Seuss, the author of Source 7, have chosen to use a cartoon as his medium? What are the advantages of using a cartoon to communicate his point of view about Japanese-Americans?

He wanted to get his message across to a wider audience, so he drew a picture to grab people’s attention, and then added words to make the message clearer. The advantages of using a cartoon are that people could understand his point of view in a few seconds, rather than having to read an entire article, which would take longer. Drawing a cartoon also often uses humor to catch people’s attention and make them remember the message.

Comparing Source 4 and Source 8

5. Source 4 and the last two quotes of Source 8 are about the same topic. What is that topic?

They are both about the internment camps. Source 4 is where the camps were located, and Source 8 is describing what they were like inside.

6. What are the two different mediums the creators of these sources chose to use?

Source 4 is a map, and Source 8 is text.



Analyzing Mediums
(For Teacher Reference)

7. What can we learn about the internment camps from Source 4 that we cannot learn from Source 8?

Source 4 shows the locations of the internment camps. It also shows how many there were and where they were located in relation to each other and in relation to big cities.

8. What can we learn about the internment camps from Source 8 that we cannot learn from Source 4?

Source 8 describes what conditions were like inside the camps from the point of view of someone who lived there.



Analyzing Mediums Exit Ticket

Name: _____

Date: _____

The two sources below both communicate ideas about Japanese-American internment, but their creators have chosen to use different mediums to express these ideas. Beneath each source, explain at least one advantage and one disadvantage of using this medium to present these **specific** ideas.

The Mochida Family Awaiting Relocation



Series : Central Photographic File of the War Relocation Authority, compiled 1942 – 1945. Record Group 210: Records of the War Relocation Authority, 1941 – 1989. Department of the Interior. War Relocation Authority. <http://research.archives.gov/description/537505>. Public Domain.

Medium:

Advantages:

Disadvantages:



Analyzing Mediums Exit Ticket

“A woman seated near the entrance gave me a card with No. 7 printed on it and told me to go inside and wait.... As a result of the interview, my family name was reduced to No. 13660. I was given several tags bearing the family number, and was then dismissed.” —Miné Okubo, *Citizen 13660*

Medium:	
Advantages:	Disadvantages:

Venn Diagram: Miné and Louie

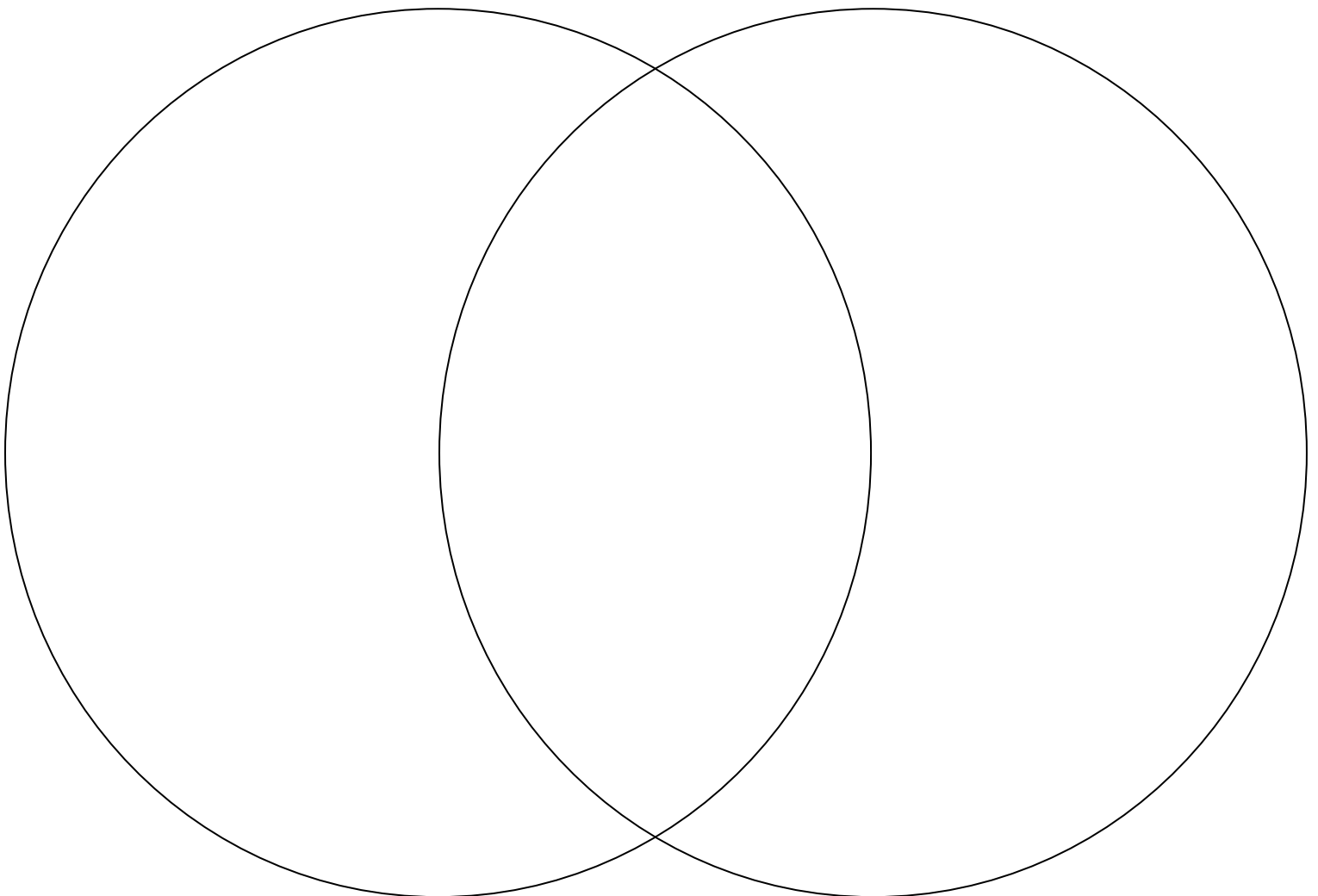
Name:

Date:

Louie Zamperini and Miné Okubo both experienced a form of captivity during World War II. Louie was a prisoner of war in Japan, and Miné was forced to move to an internment camp in the United States. Compare and contrast their experiences. Use specific details and evidence from *Unbroken* and “The Life of Miné Okubo” to fill in the Venn diagram:

Louie Zamperini

Miné Okubo





Grade 8: Module 3A: Unit 2: Lesson 9

Gathering Textual Evidence: “Invisibility” of Those Interned



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

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 gather relevant information from a variety of sources. (W.8.8)

Supporting Learning Targets

- I can analyze the theme of “invisibility” in primary sources about Japanese-American internment and “The Life of Miné Okubo.”
- I can gather relevant information from a variety of sources about the “invisibility” of captives during WWII.

Ongoing Assessment

- Venn diagram: Miné and Louie (from homework)
- Gathering Textual Evidence note-catcher (from Lesson 3)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Discussing the Homework (5 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">The “Invisibility” of Japanese-American Internees (23 minutes)Gathering Evidence of “Invisibility” (10 minutes)Closing and Assessment<ol style="list-style-type: none">Reviewing Learning Targets (1 minute)Preview Homework (1 minute)Homework<ol style="list-style-type: none">Finish adding evidence from primary sources and “The Life of Mine Okudo” to your Gathering Textual Evidence Note-Catcher.	<ul style="list-style-type: none">Students begin to synthesize what they’ve learned about Japanese-American internment in the previous four lessons with their ongoing work with the “invisibility” theme of <i>Unbroken</i>. Students find strong evidence of “invisibility” in the primary sources packet and “The Life of Miné Okubo,” which scaffolds their progress toward the End of Unit 2 Assessment (Informational Essay and Commentary: The Invisibility of Captives during WWII).If you have not done so already, preview this assessment to have a clearer sense of where students are heading. Consider writing the assessment essay yourself to understand the skills students need to apply in their own writing.In advance: Preview Work Time A to envision your modeling with Source 6.Review: Fist to Five in Checking for Understanding Techniques (see Appendix).Post: Learning targets; large versions of primary sources.



Lesson Vocabulary	Materials
invisibility, dehumanized	<ul style="list-style-type: none">• Large copies of primary sources (from Lesson 7)• Primary Sources: Japanese-American Internment during World War II packet (from Lesson 6)• Sentence strips (large blank pieces of paper; five per student and two for modeling)• Tape (one roll per three to four students)• “The Life of Miné Okubo” (from Lesson 4)• Gathering Textual Evidence note-catcher (from Lesson 3)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Discussing the Homework (5 minutes)</p> <ul style="list-style-type: none">• Invite students to sit with their Midway discussion partner. Have them share their homework (Venn diagram: Miné and Louie) with each other.• After 3 minutes, cold call several students to share:<ul style="list-style-type: none">* “What connections and similarities did you identify between Miné and Louie’s experiences?”	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Remind students that the theme of this unit is the idea of <i>invisibility</i>. Ask for a volunteer to remind the class of the two different definitions of “invisibility” used for this unit. Listen for students to explain that invisibility could mean being cut off from the outside world or being <i>dehumanized</i>. Remind them that this means having one’s dignity taken away or being treated like less than a human. Point out that prefixes “in-” and “de-” both have to do with “not” or “the opposite of.”• Read the learning targets aloud as students read along:<ul style="list-style-type: none">* “I can analyze the theme of ‘invisibility’ in primary sources about Japanese-American internment and ‘The Life of Miné Okubo.’”* “I can gather relevant information from a variety of sources about the ‘invisibility’ of captives during WWII.”• Tell students that the End of Unit 2 Assessment is an informational essay explaining how captives like Louie Zamperini and Miné Okubo were made “invisible” (in both senses of the term) during WWII. Today, they will gather evidence about how Japanese-American internment made internees “invisible” so they can use this evidence in their essay.	



Work Time	Meeting Students’ Needs
<p>A. The “Invisibility” of Japanese-American Internees (23 minutes)</p> <ul style="list-style-type: none">Refer students to the large copies of primary sources posted on the wall. Remind them that they have determined the texts’ points of view, analyzed the ways in which they disagree, and evaluated the effectiveness of their different mediums. Give students specific positive praise for the thinking they have already done with these difficult texts (e.g., comments you heard students make over the past few days).Tell students that today they will add another layer to their understanding of these texts by analyzing them for evidence of the “invisibility” theme they’ve been tracking in <i>Unbroken</i>.Have students take out their Primary Sources: Japanese-American Internment during World War II packet.Post the following instructions and read them aloud as students silently follow along:<ol style="list-style-type: none">Reread the primary sources in the packet.Find evidence of ways people tried to make Japanese-Americans “invisible” during WWII.Write your evidence on one of the sentence strips and tape it beneath the primary source on the wall.Tell students that you will model this process for them.Instruct students to open their Primary Sources: Japanese-American Internment during World War II packet to Source 6.Explain that this is a good example of “invisibility” because the people in the picture have been dehumanized. Their individual identities have been taken away and replaced with identification numbers. The tags attached to them make them seem more like objects than people.On a sentence strip, write something like: “Dehumanization: identities replaced with numbers.” Tape this sentence strip to the wall beneath Source 6.Tell students to look at the last quote of Source 8. Ask:<ul style="list-style-type: none">* “What is an example of ‘invisibility’ in this quotation?”Listen for a student to notice that Okubo mentions being “close to freedom and yet far from it.”	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Probe, asking a volunteer to explain:<ul style="list-style-type: none">* “Which kind of ‘invisibility’ does this connect to: dehumanization or isolation?”• Listen for: “This is an example of isolation.”• On a sentence strip, write something like: “Isolation: fenced in and guarded.” Tape this sentence strip to the wall beneath Source 8.• Tell students it is now their turn to “have a go.” Ask them to work independently to find their own evidence of invisibility in these sources. As students work, circulate to clarify the definitions of “invisibility” and help students find the strongest evidence. After several minutes, invite students to post their sentence strips and invite students to review their peers’ thinking.• With 3 minutes remaining, call for the class’s attention. Cold call students to share back some of the evidence that they found.	<ul style="list-style-type: none">• Graphic organizers engage students more actively and provide the necessary scaffolding especially critical for learners with lower levels of language proficiency and/or learning. For students needing additional support, you may want to provide a partially filled-in graphic organizer.
<p>B. Gathering Evidence of “Invisibility” (10 minutes)</p> <ul style="list-style-type: none">• Have students take out “The Life of Miné Okubo” and their Gathering Textual Evidence note-catcher. Briefly review each column of the note-catcher to ensure students understand what information belongs in each.• Invite students to add strong textual evidence from the primary sources and “The Life of Miné Okubo” to their note-catcher. They may work on their own or with their partner. (Encourage students to use the strongest ideas from the previous activity on their note-catchers too.)• As students work, circulate to clarify the definitions of “invisibility” and help students find the strongest evidence.	



Closing and Assessment	Meeting Students’ Needs
A. Reviewing Learning Targets (1 minute) <ul style="list-style-type: none">• With 1 minute remaining, call for the class’s attention. Read the learning targets aloud as students read along:<ul style="list-style-type: none">* “I can analyze the theme of ‘invisibility’ in primary sources about Japanese-American internment and ‘The Life of Miné Okubo.’”* “I can gather relevant information from a variety of sources about the ‘invisibility’ of captives during WWII.”• Ask students to use the Fist to Five Checking for Understanding Technique to rate their progress toward today’s learning targets. Make a note of students who rate themselves low and plan to follow up with them about their note-catcher before they write a first draft of their informational essay.	<ul style="list-style-type: none">• For students who struggle, consider providing a sentence starter for this exit ticket.
B. Preview Homework (1 minute) <ul style="list-style-type: none">• Tell students to continue working on the Gathering Textual Evidence note-catcher for tonight’s homework.• Also be sure students know that tomorrow they will take an assessment to demonstrate mastery of some of the skills they have been working on. Build up this assessment as an opportunity for them to “show what you know.”	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Finish adding evidence from primary sources and “The Life of Miné Okubo” to your Gathering Textual Evidence note-catcher.	

There are no new supporting materials for this lesson.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 10

Mid-Unit Assessment: Classifying and Evaluating Primary Sources



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify different types of mediums used in a Gallery Walk.• I can evaluate the advantages and disadvantages of using different mediums to present information on World War II.	<ul style="list-style-type: none">• Gathering Textual Evidence note-catcher (from homework)• Mid-Unit 2 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (4 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit Assessment: Gallery Walk (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (1 minute)4. Homework<ol style="list-style-type: none">A. Read the summary of pages 200-203, pages 203-210 from the book, and the summary of pages 212-229. Complete the structured notes.	<ul style="list-style-type: none">• In this lesson, students revisit previously viewed mediums from the Gallery Walk (in Unit 1, Lesson 1) and primary sources (from Unit 2, Lesson 6). Since these lessons, students have built background knowledge by reading <i>Unbroken</i>, “The Life of Miné Okubo,” and various primary sources. Students now classify different mediums and evaluate the advantages and disadvantages of using different mediums to present information on the Pacific Theater in World War II and the internment of Japanese-Americans on the home front.• Since this is an assessment, students will silently circulate through the Gallery Walk while completing a graphic organizer, which will be collected at the end of the class.• Consider posting the directions in Work Time A to guide students through this work.• In advance: Number and display materials for the Gallery Walk (from Unit 1, Lesson 1 and Unit 2, Lesson 6).• Post: Learning targets.

Lesson Vocabulary	Materials
Do not preview vocabulary.	<ul style="list-style-type: none">• Mid-Unit 2 Assessment: Classifying and Evaluating Primary Sources (one per student)• Gallery Walk Materials (from Unit 1, Lesson 1 and Unit 2, Lesson 6)• <i>Unbroken</i> structured notes, pages 200–229 (one per student)• <i>Unbroken</i> supported structured notes, pages 200–229 (optional; only for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 200–229 (for teacher reference)• NYS Short Response (2-Point) Holistic Rubric (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (4 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will be looking at various mediums used to present information on World War II for the Mid-Unit 2 Assessment. Share with them that they will do two things in the assessment, which are reflected in the two learning targets.• Read aloud the first target:<ul style="list-style-type: none">* “I can identify different types of mediums used in a Gallery Walk.”• Ask:<ul style="list-style-type: none">* “What are some types of mediums we have talked about?”• Cold call students and listen for them to mention artwork, photographs, political cartoons, etc.• Read aloud the second target:<ul style="list-style-type: none">* “I can evaluate the advantages and disadvantages of using different mediums to present information on World War II.” Share with students that for the past few lessons, they have been thinking about what they can and cannot learn from different mediums. Now is their chance to show what they know.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment: Gallery Walk (40 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 2 Assessment: Classifying and Evaluating Primary Sources.• Direct students' attention to the numbered Gallery Walk Materials displayed around the room. Give directions:<ol style="list-style-type: none">1. You will have 10 minutes to do a silent Gallery Walk: independently circulate the room to view the various mediums used to convey information on World War II.2. Then you will return to your seats.3. Use the organizer in Part A of the Mid-Unit 2 Assessment to select and identify the types of three different mediums from the Gallery Walk.4. Respond to the short answer question in Part B.• Address any clarifying questions, and invite students to begin the Gallery Walk. Circulate to monitor and encourage silent focus.• After 10 minutes, signal the transition to the written assessment.• With a few minutes remaining in class, refocus students whole group. Congratulate students on closely examining mediums used in the Gallery Walk for this assessment.• Collect students' assessments.	<ul style="list-style-type: none">• If students receive accommodations for the assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (1 minute)</p> <ul style="list-style-type: none">Distribute the <i>Unbroken</i> structured notes, pages 200–229, as well as the <i>Unbroken</i> supported structured notes, pages 200–229 if needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 200–229 (for teacher reference).Read the focus question aloud:<ul style="list-style-type: none">* “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?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read the summary of pages 200–203, 203–210 from the book, and the summary of pages 212–229. Answer the focus question: “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?” <p><i>Note: Student answers to the Mid-Unit 2 Assessment will vary depending on the mediums they chose to focus on. Please use the NYS 2-Point Rubric to score this assessment. Be prepared to return the Mid-Unit 2 Assessment by Lesson 12.</i></p>	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 10

Supporting Materials



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Mid-Unit 2 Assessment:
Evaluating and Classifying Primary Sources

Name: _____

Date: _____

Learning Target: I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7)

Part A.

Directions: Take 10 minutes to silently browse and view the mediums used in the Gallery Walk. Then select three different mediums to analyze for this assessment.

1. Write the number of each medium you have selected
2. Identify the type of each medium (remember, you must choose three different types).
3. Evaluate the advantages and disadvantages of using each type of medium.

Medium: # _____ Type: _____	
<i>Advantages:</i>	<i>Disadvantages:</i>

Medium: # _____ Type: _____	
<i>Advantages:</i>	<i>Disadvantages:</i>



Mid-Unit 2 Assessment:
Evaluating and Classifying Primary Sources

Medium: # _____ Type: _____	
<i>Advantages:</i>	<i>Disadvantages:</i>

Part B.

Directions: Now that you have identified three different types of mediums and have evaluated the advantages and disadvantages of using each, respond to the question:

“From the perspective of the viewer, what can you learn from these different mediums? What is an advantage of using one medium over another to convey an idea?” Be sure to use the strongest examples from your work above to support your answer.



Name: _____

Date: _____

Summary of pages 200–203

Louie meets Bill Harris in Ofuna and admires his intellect and courage as they all continue to struggle under inhumane treatment and malnutrition. Gaga the duck becomes the POWs' mascot. Jimmie Sasaki calls Louie into his office often, but no effort to interrogate him was ever made. Louie suspects that Sasaki is protecting him.

What is the gist of pages 203–210?

Summary of pages 212–229

Both Louie's and Phil's families refuse to believe that their sons are dead. Even after an official letter from Hale's office tells them that Louie is dead and his trunk is shipped home, they hold their belief in Louie's survival. Thirteen months after their disappearance, messages were sent to the families of The Green Hornet crew. The letters officially declared all the men dead.

A Japanese document is found. When the document is translated, it shows that Louie and Phil were picked up, beaten, and then sent to Japan by boat. The families are not made aware of this.



Focus Question: 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?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
querying (203)		
clandestine (203)		
subversion (204)		
purloined (205)		
loitering (208)		



Unbroken Supported Structured Notes,
Pages 200–229

Name: _____

Date: _____

Summary of pages 200–203

Louie meets Bill Harris in Ofuna and admires his intellect and courage as they all continue to struggle under inhumane treatment and malnutrition. Gaga the duck becomes the POWs' mascot. Jimmie Sasaki calls Louie into his office often, but no effort to interrogate him was ever made. Louie suspects that Sasaki is protecting him.

Summary of pages 203–210

Winter and snow comes to Ofuna and Louie is starving, ill, and freezing. Camp rations have been cut in two because Japanese officials are stealing supplies to sell to local merchants. A Norwegian captive recognizes Louie's condition and gives him his coat. This probably saves Louie's life.

When Japanese guards learn who Louie is they set up three races. The first race Louie loses because he is still ill. In the second race, he crosses the finish line victorious and is promptly beaten; the third race he loses on purpose for the bribe of a rice ball from the other runner.

Fred Garret, a B-24 pilot, searches out Louie in the camp and shares with him how Louie's name etched into a wooden plank in another POW camp saved his life. Garret believed if Zamperini had survived, so could he.

Summary of pages 212–229

Both Louie's and Phil's families refuse to believe that their sons are dead. Even after an official letter from Hale's office tells them that Louie is dead and his trunk is shipped home, they hold their belief in Louie's survival. Thirteen months after their disappearance, messages were sent to the families of The Green Hornet crew. The letters officially declared all the men dead.

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Focus Question: 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?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
querying (203)	questioning or asking about something	
clandestine (203)	something that is secret or undercover	
subversion (204)	a rebellion or an act that seeks to overthrow something or someone	
purloined (205)	stolen	
loitering (208)	waiting around aimlessly	

Summary of pages 200–203

Louie meets Bill Harris in Ofuna and admires his intellect and courage as they all continue to struggle under inhumane treatment and malnutrition. Gaga the duck becomes the POWs’ mascot. Jimmie Sasaki calls Louie into his office often, but no effort to interrogate him was ever made. Louie suspects that Sasaki is protecting him.

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Summary of pages 212–229

Both Louie’s and Phil’s families refuse to believe that their sons are dead. Even after an official letter from Hale’s office tells them that Louie is dead and his trunk is shipped home, they hold their belief in Louie’s survival. Thirteen months after their disappearance, messages were sent to the families of The Green Hornet crew. The letters officially declared all the men dead.

A Japanese document is found. When the document is translated, it shows that Louie and Phil were picked up, beaten, and then sent to Japan by boat. The families are not made aware of this.



Focus Question: 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?

Page 241, The officers who worked in the camp “deliberately stitched leather improperly.”

Page 242, “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.”

“At the worksites, Omori’s POWs were waging guerrilla war. At the railyards and docks, they switched mailing labels, rewrote delivery addresses, and changed the labeling on boxcars, sending tons of goods to the wrong destinations. They threw fistfuls of dirt into gas tanks and broke anything mechanical that passed

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
querying (203)	questioning or asking about something	
clandestine (203)	something that is secret or undercover	
subversion (204)	a rebellion or an act that seeks to overthrow something or someone	
purloined (205)	stolen	
loitering (208)	waiting around aimlessly	



NYS Short Response (2-Point) Holistic Rubric

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 11

Analyzing Author's Craft: Analyzing Hillenbrand's Language Techniques



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can determine if sentences are in the conditional and subjunctive mood.• I can analyze Hillenbrand's use of the conditional and subjunctive mood in her writing.	<ul style="list-style-type: none">• <i>Unbroken</i> structured notes, pages 200–229 (from homework)• Written Conversation• Conditional and Subjunctive Mood handout



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Written Conversation (12 minutes)Reviewing Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Analyzing Voice: Conditional and Subjunctive Mood (15 minutes)Author's Craft Things Good Writers Do (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief Learning Targets and Preview Homework (5 minutes)Homework<ol style="list-style-type: none">Read 230–234, skip 235–237 (top), avoid 236, read pages 237–238, 239–242, and the summary of pages 242–244, read 244–247. Complete the structured notes.	<ul style="list-style-type: none">In this lesson, students learn about conditional and subjunctive mood to analyze how authors use a variety of sentence types to enhance meaning and add to the Things Good Writers Do note-catcher. This will be assessed in Unit 3; students will be expected to apply the conditional and subjunctive moods when writing their narratives.See Work Time A for a distinction between mood and verb tense. The Common Core State Standards refer to conditional and subjunctive as moods. Moods can be indicated using various verb tenses, and are not limited to present or past tense, for example. (For more information, see http://owl.english.purdue.edu/owl/resource/539/07/).Throughout <i>Unbroken</i>, there are many examples of both the conditional and subjunctive mood. While the subjunctive is a rarely used mood in American English, Hillenbrand sometimes uses it to show the wishes or hopes, however unlikely, of Louie, other imprisoned men, and families on the home front. She sometimes uses the conditional when making logical inferences in order to embellish and enrich the story. For example, she uses her imagination to show how people might react or what they might think in certain situations.These examples can serve as additional support for students who are struggling with this concept.Review: Written Conversation protocol (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
conditional mood, subjunctive mood	<ul style="list-style-type: none">• Written Conversation note-catcher (one per student)• Document camera• Conditional and Subjunctive Mood handout (one per student)• <i>Unbroken</i> (book; one per student)• Things Good Writers Do anchor chart (from Unit 1)• Things Good Writers Do note-catcher (from Unit 1)• <i>Unbroken</i> structured notes, pages 230–247 (one per student)• <i>Unbroken</i> supported structured notes, pages 230–247 (optional; only for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 230–247 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Written Conversation (12 minutes)</p> <ul style="list-style-type: none">• Ask students to sit with their Pearl Harbor partners. Distribute the Written Conversation note-catcher and display a copy on the document camera.• Review the Written Conversation protocol. Remind students that in a written conversation, they write simultaneous notes to their partner about the reading selection, swapping them every 2 minutes for a total of two silent exchanges back and forth. They are to write for the whole time allotted for each note, putting down words, phrases, questions, connections, ideas, wonderings—anything related to the passage or responding to what their partner has said, just as they would in an out-loud conversation. Spelling and grammar do not count; these are just notes. However, these notes do need to be focused and text-based.• Display the Written Conversation prompt:<ul style="list-style-type: none">* “The men imprisoned at Ofuna participate in small acts of rebellion and subversion. In what ways do they rebel? What is the effect of these acts on the prisoners?”• Ask students to begin. Signal transitions about every 2 minutes.• Once the exchanges are done, cold call pairs to share an important observation or idea from their written conversation. Encourage other students to build off those ideas in a classroom discussion.	
<p>B. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to posted learning targets. Read the learning targets out loud:<ul style="list-style-type: none">* “I can determine if sentences are in the <i>conditional</i> and <i>subjunctive</i> mood.”* “I can analyze Hillenbrand's use of the conditional and subjunctive mood in her writing.”• Tell students that they will be introduced to two more types of sentences to build upon their understanding of sentence types and structures and how those sentences help the reader make meaning	



Work Time	Meeting Students' Needs
<p>A. Analyzing Voice: Conditional and Subjunctive Mood (15 minutes)</p> <ul style="list-style-type: none">• Students should remain with their partner. Distribute the Conditional and Subjunctive Mood handout. Explain that conditional and subjunctive mood are two ways authors can structure sentences, and authors can use both moods to aid understanding.• Explain that conditional and subjunctive are not tenses; they are moods. A mood can take on a variety of tenses, and does not just have to be in the present or the past tense.• Cold call a student to read the definition of conditional mood.• Read the examples and explain that conditional mood is about things that are likely to happen, might happen, or could happen.• Cold call a student to read the definition of Subjunctive Mood. Read the examples and explain that the subjunctive is rarely used in English. We use the subjunctive to communicate things that are unlikely to happen or even imaginary. The key word “if” is used in the subjunctive.• Read the “TIP 1”: Explain that wishful sentences call for the subjunctive mood of the verb “to be,” which is “were” when using I, he, or she.• Read “TIP 2”: Explain that sentences can be both conditional and subjunctive.• Invite students to work with their partner to practice identifying conditional and subjunctive sentences, using examples from Unbroken. Circulate and monitor.	<ul style="list-style-type: none">• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> When students are done, go over the answers. <ol style="list-style-type: none"> conditional subjunctive and conditional subjunctive and conditional subjunctive subjunctive conditional** Focus on #6, which may confuse many students. Point out that even though #6 contains the word “if,” those types of sentences are only the subjunctive mood if they represent wishful thinking or something unlikely. In this case, Phil actually could make a mistake, thus creating a situation in which the other men could actually die. 	<ul style="list-style-type: none"> Additional modeling may be required. Modeling provides a clear vision of the expectation for students. The teacher may model by saying: “When I read the sentence on page 90, I see that Hillenbrand is showing the reader the dangerous reality of being a pilot during WWII. Phil’s actions—any mistake or error—has the possibility of killing everyone on the plane.”
<p>B. Author's Craft: Things Good Writers Do (10 minutes)</p> <ul style="list-style-type: none"> Display the Things Good Writers Do anchor chart and ask students to take out their Things Good Writers Do note-catcher. Invite students to choose examples from the Conditional and Subjunctive Mood handout to write as examples on their note-catcher, label the technique, and think: <ul style="list-style-type: none"> * “Why might Hillenbrand have used that particular mood?” Encourage students to find the sentences in the book and reread to determine the context and aid their thinking. Tell students that if they could easily search this book (for example, using an e-reader) they would find many examples of the conditional and subjunctive. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Continue to probe:<ul style="list-style-type: none">* "Why might Hillenbrand have specifically chosen to use the subjunctive and conditional to tell Louie's story—and the story of many WWII airmen?"• Invite students to share their thinking with a partner. Circulate and monitor discussions. Consider probing questions like:<ul style="list-style-type: none">* "How does Hillenbrand use the conditional mood to help the reader understand the situations facing the men?"* "How does Hillenbrand use the subjunctive to help the reader understand Louie and his fellow airmen?"• Cold call students to share with the class. Listen for responses such as: "the conditional shows what might have happened in a lot of different scenarios," "the subjunctive is for 'wishful thinking' or hopes, which Louie and his fellow prisoners had a lot of," "Hillenbrand tells stories other than Louie's and uses the conditional to show how things might have been different," etc.• Have students add to their note-catcher.• Add conditional and subjunctive mood to the Things Good Writers Do anchor chart. Record students' thinking in the second column. Continue to emphasize that <i>Unbroken</i> not only teaches us a lot about a topic, but also serves as a great example of powerful writing. They are studying Hillenbrand's techniques both to appreciate how they impact the meaning of the text, and also to think about what techniques they might use in their own writing (in Unit 3).	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets and Preview Homework (5 minutes)</p> <ul style="list-style-type: none">• Read each learning target aloud and invite students to self-assess using the Fist to Five Checking for Understanding Technique. Take note of any students who are not comfortable with the second learning target, as they may need more support in this area.• Distribute the <i>Unbroken</i> structured notes, pages 230–247, as well as the <i>Unbroken</i> supported structured notes, pages 230–247, keeping a copy of <i>Unbroken</i> Structured Notes Teacher Guide, pages 230–247 (for teacher reference).• Read the focus question aloud:<ul style="list-style-type: none">* “What does Hillenbrand see as reasons the Bird is the way he is?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read 230–234, skip 235–237 (top), avoid 236, read pages 237–238, 239–242, and the summary of pages 242–244, read 244–247 and complete the structured notes.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 11

Supporting Materials



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Written Conversation Note-catcher

Name:

Date:

The men imprisoned at Ofuna participate in small acts of rebellion and subversion. In what ways do they rebel? What is the effect of these acts on the prisoners?

I Say	My Partner Responds	I Build	My Partner Concludes



Conditional and Subjunctive Mood

Conditional Mood

Sentences written in the conditional mood indicate a state that will cause something to happen. Key words are *might*, *could*, and *would*.

Examples:	The soda might explode if you shake it up.	The soda could explode if you keep shaking it.
------------------	--	--

Subjunctive Mood

Sentences written in the subjunctive mood indicate a state that is a wish, a desire, or an imaginary situation. Key words or phrases include *if*, *I wish*, *I hope that*, or *I desire that*.

Examples:	If he were to shake the soda, it would explode.	I wish I were a butterfly.
------------------	---	----------------------------

TIP 1: The subjunctive mood requires use of “were” instead of “was” as in the examples above.

TIP 2: Sometimes sentences are conditional AND subjunctive.

On the line, identify whether the sentences from *Unbroken* are conditional or subjunctive mood.

- _____ “Residents looking out their back windows might catch a glimpse of a long-legged boy dashing down the alley, a whole cake balanced on his hands” (6).
- _____ “If asked what he wanted to be, his answer would have been ‘cowboy’” (11).
- _____ “If Louie were recognized for doing something right, Pete argued, he’d turn his life around” (13).
- _____ “It had been Mitchell’s job to strap them to his body, but if he had done so, the instruments had gone to the bottom with him” (128).
- _____ “Phil felt as if he were on fire” (141).
- _____ “As a pilot, he was keenly conscious that if he made a mistake, eight other men could die” (90).



Unbroken Structured Notes,
Pages 230–247

Name: _____

Date: _____

What's the gist of pages 230–234, 237–238, 239–242, and 244–247?

Summary of pages 242–244

Louie and the enlisted men fight back in the only ways they can: sabotage and stealing. They risk their lives to sink barges, pee on rice and derail trains, but they are no longer passive captives. They steal rice, sugar and anything they can. “Stealing from the enemy won back their dignity” (244).



Focus Question: What does Hillenbrand see as reasons the Bird is the way he is?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
imperious (232)		
nihilism (233)		
volatility (234)		
haughtiness (238)		
impunity (245)		



Unbroken Supported Structured Notes,
Pages 230–247

Name: _____

Date: _____

Summary of 230–234, 237–238, 239–242, and 244–247

Louie and others are transferred to Omori POW camp, where they meet a Japanese corporal with a twisted, violent temper named Mutsuhiro Watanabe. They nickname him the Bird. He proceeds to make their lives horrible through physical and emotional torture. He is unpredictable—beating the prisoners and abusing them and then acting ashamed, only to beat them again. Watanabe tried to make the prisoners his buddies because he was disliked by his fellow guards because of his haughtiness. The Bird quickly chooses Louie to especially torture. Louie is beaten regularly and harshly. Eventually, Louie begins to imagine fighting back, strangling the Bird. Watanabe finds Louie’s defiance to be intolerable. In 1944, a Japanese propaganda radio program called Postman Calls airs an announcement that Louis Zamperini is alive.

Summary of pages 242–244

Louie and the enlisted men fight back in the only ways they can: sabotage and stealing. They risk their lives to sink barges, pee on rice and derail trains, but they are no longer passive captives. They steal rice, sugar and anything they can. “Stealing from the enemy won back their dignity” (244).



Focus Question: What does Hillenbrand see as reasons the Bird is the way he is?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
imperious (232)	arrogant	
nihilism (233)	the philosophical belief founded in skepticism or lack of belief in values, laws, or truth	
volatility (234)	explosiveness	
haughtiness (238)	condescending pride; arrogance	
impunity (245)	exemption from punishment	



Summary of 230–234, 237–238, 239–242, and 244–247

Louie and others are transferred to Omori POW camp, where they meet a Japanese corporal with a twisted, violent temper named Mutsuhiro Watanabe. They nickname him the Bird. He proceeds to make their lives horrible through physical and emotional torture. He is unpredictable—beating the prisoners and abusing them and then acting ashamed, only to beat them again. Watanabe tried to make the prisoners his buddies because he was disliked by his fellow guards because of his haughtiness. The Bird quickly chooses Louie to especially torture. Louie is beaten regularly and harshly. Eventually, Louie begins to imagine fighting back, strangling the Bird. Watanabe finds Louie’s defiance to be intolerable. In 1944, a Japanese propaganda radio program called Postman Calls airs an announcement that Louis Zamperini is alive.

Summary of pages 242–244

Louie and the enlisted men fight back in the only ways they can: sabotage and stealing. They risk their lives to sink barges, pee on rice and derail trains, but they are no longer passive captives. They steal rice, sugar and anything they can. “Stealing from the enemy won back their dignity” (244).

Focus Question: What does Hillenbrand see as reasons the Bird is the way he is?

Hillenbrand provides a number of reasons why the Bird is violent and unpredictable. She writes that Watanabe grew up wealthy and waited upon. He discovers nihilism at college, which is a philosophy based on a lack of belief in values or morals or anything. According to Hillenbrand, he probably thought he would be an officer based on his education and background. His rejection left him angry and jealous of officers. He was also humiliated, so the Bird took it upon himself to humiliate others when he was assigned to Omori as a disciplinary officer.



Unbroken Structured Notes Teacher Guide,
Pages 230–247

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
imperious (232)	arrogant	
nihilism (233)	the philosophical belief founded in skepticism or lack of belief in values, laws, or truth	
volatility (234)	explosiveness	
haughtiness (238)	condescending pride; arrogance	
impunity (245)	exemption from punishment	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 12

Character Analysis: Resilience



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

I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)

I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)

Supporting Learning Targets

- I can analyze the Hillenbrand's word choice in *Unbroken* and how it contributes to the meaning of the text.
- I can analyze the thematic concept of invisibility in *Unbroken*.

Ongoing Assessment

- *Unbroken* structured notes, pages 230–247
- (from homework)
- Word Choice note-catcher
- Three Threes in a Row note-catcher
- Gathering Textual Evidence note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Things Good Writers Do: Author's Word Choice (8 minutes)Reviewing Learning Targets (1 minute)Work Time<ol style="list-style-type: none">Studying Theme: Three Threes in a Row (20 minutes)Gathering Evidence Note-Catcher (10 minutes)Closing and Assessment<ol style="list-style-type: none">Preview Homework (1 minute)Return Mid-Unit 2 Assessment (5 minutes)Homework<ol style="list-style-type: none">Read pages 248–253, summary of pages 253–258, “Louie’s letter” on pages 256–257, pages 259–261, in <i>Unbroken</i>. Complete the structured notes.	<ul style="list-style-type: none">In this lesson, students continue to analyze author’s word choice as they study a passage in <i>Unbroken</i>. Students will apply this study of word choice when they choose their own concrete, specific, and nuanced words as they write their essay in their End of Unit 2 Assessment.Students also continue to study the thematic concept of resisting invisibility. They add the information gained in this lesson to the Gathering Textual Evidence note-catcher, which they are completing as they prepare to use the strongest evidence they collect in the end of unit essay.Review: Three Threes in a Row (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
vivid	<ul style="list-style-type: none">• <i>Unbroken</i> (book; one per student)• Word Choice note-catcher (one per student)• Document camera• Word Choice note-catcher (one for display)• Three Threes in a Row note-catcher (one per student and one for display)• Gathering Textual Evidence note-catcher (from Lesson 3)• <i>Unbroken</i> structured notes, pages 248–261 (one per student)• <i>Unbroken</i> supported structured notes, pages 248–261 (optional; only for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 248–261 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Things Good Writers Do: Author's Word Choice (8 minutes)</p> <ul style="list-style-type: none">• Have students sit with their Midway discussion partner. Ask them to take out their Unbroken books, and turn to page 230, the third paragraph starting with: "He was a beautifully crafted man ..."• Tell students that Hillenbrand provides details about Watanabe or the Bird by using carefully chosen and vivid or rich words. In this case, these words help the reader understand more about this man. Have students independently reread this paragraph and then turn and talk with their partner to share the gist of the paragraph.• Next, distribute the Word Choice note-catcher. Orient them to the document and explain that in pairs, students will select words and phrases that are vivid, descriptive, and interesting from this paragraph. Next, they will explain how the words they have chosen help them understand Watanabe better. Invite them to begin.• After several minutes, use a document camera to display the Word Choice note-catcher (one for display). Cold call several student pairs to add words to the note-catcher.• Then cold call several student pairs to describe how the author's word choice helps them understand Watanabe better.	
<p>B. Reviewing Learning Targets (1 minute)</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 the Hillenbrand's word choice in <i>Unbroken</i> and how it contributes to the meaning of the text." Congratulate students for closely reading the text to notice Hillenbrand's word choice and how these words and phrases help them understand Watanabe better.• Cold call another student to read aloud the second learning target:<ul style="list-style-type: none">* "I can analyze the theme concept of resisting invisibility in <i>Unbroken</i>."• Ask students to give a thumbs-up to indicate whether these targets seem familiar; students should see that these targets build naturally on their work from the past few days.• Explain to students that today they continue to look at ways the Japanese guards tried to make American POWs invisible through dehumanization and isolation, as well as ways the POWs resisted these efforts.	



Work Time	Meeting Students' Needs
<p>A. Studying Theme: Three Threes in a Row (20 minutes)</p> <ul style="list-style-type: none">• Distribute the Three Threes in a Row note-catcher. Assign each pair of students one row (three questions) of the note-catcher. (More than one group will have the same set of three questions.)• Note: This is not a pass-the-paper activity. Each student should write on his or her own note-catcher. They must listen, process, and summarize.• Give directions:• Part 1:<ol style="list-style-type: none">1. You and your partner answer just the three questions on your row.2. Take 10 minutes as a pair to read your three questions, reread the text, and jot your answers.• Part 2:<ol style="list-style-type: none">1. Walk around the room to talk with students from other pairs. Bring your notes and text with you.2. Ask each person to explain one and only one answer.3. Listen to the explanation and then summarize that answer in your own box.4. Record the name of the student who shared the information on the line in the question box.5. Repeat, moving on to another student for an answer to another question. (Ask a different person for each answer so you interact with six students total.)• Have students begin Part 1 with their partner. Circulate to listen in and support as needed. Probe, pushing students to dig back into the text to find answers to each question.• After 10 minutes, focus students whole group. Begin Part 2; give them about 7 minutes to circulate.• Then ask students to return to their seats and refocus whole group.• Using a document camera, display the Three Threes in a Row note-catcher (for teacher reference and display) so students can check their answers.• Students will be able to use the Three Threes in a Row note-catcher for the Gathering Evidence note-catcher in Part B.	



Work Time (continued)	Meeting Students' Needs
<p>B. Gathering Evidence Note-catcher (10 minutes)</p> <ul style="list-style-type: none"> Ask students to work independently to select the strongest evidence from their Three Threes in a Row note-catcher and add it to the first four columns of the Gathering Textual Evidence Note-catcher. Remind students that they will be using this information for their informational essay. They are gathering a lot of evidence that will help them write about this text effectively! 	<ul style="list-style-type: none"> Consider having students who struggle with on-demand writing to talk with a partner before they respond to the question in writing.
Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (1 minute)</p> <ul style="list-style-type: none"> Distribute the <i>Unbroken</i> structured notes, pages 248–261, as well as the <i>Unbroken</i> supported structured notes, pages 248–261, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 248–261 (for teacher reference). Preview the homework. Point out that has been the case with other assignments, they will read only some pages of the longer assigned section. Read the focus question aloud: <ul style="list-style-type: none"> * “How is Louie resisting invisibility or is he?” 	
<p>B. Return Mid-Unit 2 Assessment (5 minutes)</p> <ul style="list-style-type: none"> Return students' Mid-Unit 2 Assessments with your feedback. Congratulate them on closely looking at the way different mediums convey ideas and for recognizing that some mediums are stronger than others for conveying certain ideas. Give students a moment to look over their assessments. Address clarifying questions as time permits. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read pages 248–253, summary of pages 253–258, “Louie’s letter” on pages 256–257, pages 259–261, in <i>Unbroken</i>. Complete the structured notes and answer the focus question, “In what ways does Louie continue to resist invisibility?” 	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 12

Supporting Materials



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Word Choice Note-catcher

Name: _____

Date: _____

Words and Phrases from <i>Unbroken</i>	How do these words help me understand Watanabe better?



Three Threes in a Row Note-catcher

Name: _____

Date: _____

In what ways did Watanabe's actions reveal his belief in nihilism?	Why did Watanabe target Louie specifically?	What are some acts of dehumanization Watanabe used to make Louie invisible?
What was the defining event that led to Watanabe's brutal behavior? How did it affect him?	What were the small acts of resistance the POWs waged at Omori?	How did Louie resist the Bird's attempts to dehumanize him to try to make him invisible (in both senses of the word)?
What two attributes separated Watanabe from other prison guards?	Why were acts of sabotage and resistance important to the POWs?	In what ways was Louie isolated from the outside world and made invisible?



Three Threes in a Row Note-catcher
(For Teacher Reference)

In what ways did Watanabe's actions reveal his belief in nihilism?	Why did Watanabe target Louie specifically?	What are some acts of dehumanization Watanabe used to make Louie invisible?
Since Watanabe did not believe in morals, the physical, emotional, and mental brutality he showed the POWs along with the strange acts of friendliness revealed his lack of moral compass and sense of right and wrong.	Page 238, "From the moment that Watanabe locked eyes with Louie Zamperini, an officer, a famous Olympian, and a man for whom defiance was second nature, no man obsessed him more."	Page 244, "As the weeks passed, the Bird didn't relent in his attacks on Louie. The corporal sprang upon him randomly, every day, pounding his face and head. Any resistance from Louie, even shielding his face, would inspire the Bird to more violence. Louie could do nothing but stand there, staggering, as the Bird struck him."



Three Threes in a Row Note-catcher
(For Teacher Reference)

What was the defining event that led to Watanabe's brutal behavior? How did it affect him?	What were the small acts of resistance the POWs waged at Omori?	How did Louie resist the Bird's attempts to dehumanize him to try to make him invisible (in both senses of the word)?
<p>Pages 233–234, “Watanabe had lofty expectations for himself as a soldier.... Attaining an officer’s rank was of supreme importance to Watanabe, and when he applied to become an officer he probably thought acceptance was his due.... But he was rejected; he would be only a corporal. By all accounts, this was the moment that derailed him, leaving him feeling disgraced, infuriated, and bitterly jealous of officers. Those who knew him would say that every part of his mind gathered around this blazing humiliation, and every subsequent action was informed by it. This defining event would have tragic consequences for hundreds of men.”</p>	<p>Some sample acts of resistance include:</p> <p>Page 241, The officers who worked in the camp “deliberately stitched leather improperly.”</p> <p>Page 242, “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.”</p> <p>“At the worksites, Omori’s POWs were waging a guerrilla war. At the railyards and docks, they switched mailing labels, rewrote delivery addresses, and changed the labeling on boxcars, sending tons of goods to the wrong destinations. They threw fistfuls of dirt into gas tanks and broke anything mechanical that passed through their hands.”</p>	<p>Page 246, “Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn’t do it. The Bird tried to knock Louie down; Louie wobbled but wouldn’t fall.... Other prisoners warned Louie that he had to show deference or the Bird would never stop. Louie couldn’t do it.”</p>



Three Threes in a Row Note-catcher
(For Teacher Reference)

What two attributes separated Watanabe from other prison guards?	Why were acts of sabotage and resistance important to the POWs?	In what ways was Louie isolated from the outside world and made invisible?
Pages 237–238, “Two things separated Watanabe from other notorious war criminals. One was the emphasis that he placed on emotional torture.... Watanabe combined beatings with acts meant to batter men’s psyches.... The other attribute that separated Watanabe from fellow guards was his inconsistency. Most of the time, he was the wrathful god of Omori. But after beatings, he sometimes returned to apologize, often in tears. These fits of contrition usually lasted only moments before the shrieking and punching began again.... When Watanabe wasn’t thrashing POWs, he was forcing them to be his buddies.”	Page 243, “As dangerous as these acts were, for the POWs, they were transformative. In risking their necks to sabotage their enemy, the men were no longer passive captives. They were soldiers again.”	Page 246, “More and more now, the POWs could hear air-raid sirens echoing across the bay, from Tokyo. They were all false alarms, but they raised prisoners’ hope. Louie searched the empty sky and hoped that the bombers would come before the Bird put an end to him.” Louie’s family was also unaware of the false radio broadcast put out as propaganda for his family to hear.



Unbroken Structured Notes,
Pages 248–261

Name: _____

Date: _____

What is the gist of pages 248–253?

Summary of pages 253–258

In 1944 an Office of War Information employee hears a Japanese propaganda show Postman Calls informing listeners that Louie is alive and in a Japanese POW camp. At the same time, the family is sent his Purple Heart and \$10,000 in insurance money for his death. They choose to save the medal and the money for Louie's arrival home.

A second broadcast of Postman Calls is Louie himself speaking. He drops hints that would help his family identify him as the speaker. People from all over the country call the Zamperinis about the broadcast—many confirm it was Louie's voice.



What’s the gist of “Louie’s letter” on pages 256–257?

What is the gist of pages 259–261?



Focus Question: In what ways does Louie continue to resist invisibility?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
clamor (250)		
distorting (250)		
portended (251)		
vitriol (251)		
propaganda (260)		



Unbroken Supported Structured Notes,
Pages 248–261

Name: _____

Date: _____

Summary of pages 248–253

A B-29 bomber, a gigantic plane that will destroy Japan, flies over Tokyo. The prisoners begin to have hope. But the B-29 flying overhead angers the Bird and causes him to beat Louie with his belt, causing him to be deaf in one ear for weeks. Louie is asked to appear live on *Postman Calls*.

Summary of pages 253–258

In 1944 an Office of War Information employee hears a Japanese propaganda show *Postman Calls* informing listeners that Louie is alive and in a Japanese POW camp. At the same time, the family is sent his Purple Heart and \$10,000 in insurance money for his death. They choose to save the medal and the money for Louie's arrival home.

A second broadcast of *Postman Calls* is Louie himself speaking. He drops hints that would help his family identify him as the speaker. People from all over the country call the Zamperinis about the broadcast—many confirm it was Louie's voice.

Summary of “Louie’s letter” on Pages 256–257

Louie's letter is upbeat but also full of lies. He says that he is treated well at the prisoners' camp. He asks for snapshots to be sent to him. He also includes information about some of his fellow soldiers so their families will know they are safe too.



Summary of Pages 259–261

The radio men try to get Louie to read a message that they wrote intended to make the Americans look bad. Louie refuses to read it and begins to think he has been kept unregistered from the Red Cross, hidden, and tortured at Ofuna and Omori so that he would be willing to be used by the Japanese to aid their efforts in exchange for better treatment. The radio men become angry and tell Louie he will be sent to a punishment camp.

Focus Question: In what ways does Louie continue to resist invisibility?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
clamor (250)	loud noise	
distorting (250)	twisting out of shape	
portended (251)	served as an omen	
vitriol (251)	bitterly abusive feeling	
propaganda (260)	information or ideas spread to help or harm a person or nation	



Summary of Pages 259–261

A B-29 bomber, a gigantic plane that will destroy Japan, flies over Tokyo. The prisoners begin to have hope. But the B-29 flying overhead angers the Bird and causes him to beat Louie with his belt, causing him to be deaf in one ear for weeks. Louie is asked to appear live on *Postman Calls*.

Summary of pages 253–258

In 1944 an Office of War Information employee hears a Japanese propaganda show *Postman Calls* informing listeners that Louie is alive and in a Japanese POW camp. At the same time, the family is sent his Purple Heart and \$10,000 in insurance money for his death. They choose to save the medal and the money for Louie's arrival home.

A second broadcast of *Postman Calls* is Louie himself speaking. He drops hints that would help his family identify him as the speaker. People from all over the country call the Zamperinis about the broadcast—many confirm it was Louie's voice.

Summary of “Louie's letter” on Pages 256–257

Louie's letter is upbeat but also full of lies. He says that he is treated well at the prisoners' camp. He asks for snapshots to be sent to him. He also includes information about some of his fellow soldiers so their families will know they are safe too.

Summary of Pages 259–261

The radio men try to get Louie to read a message that they wrote intended to make the Americans look bad. Louie refuses to read it and begins to think he has been kept unregistered from the Red Cross, hidden, and tortured at Ofuna and Omori so that he would be willing to be used by the Japanese to aid their efforts in exchange for better treatment. The radio men become angry and tell Louie he will be sent to a punishment camp.



Focus Question: In what ways does Louie continue to resist invisibility?

By continuing to stand up and take the Bird’s abuse, Louie is resisting invisibility. He clenches his fists and allows the Bird to see the hate in his eyes rather than submit and debase himself. He also agrees to write the letter and record an announcement for Postman Calls in order to let the world know he is still alive.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
clamor (250)	loud noise	
distorting (250)	twisting out of shape	
portended (251)	served as an omen	
vitriol (251)	bitterly abusive feeling	
propaganda (260)	information or ideas spread to help or harm a person or nation	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 13

Analyzing Theme: The Invisibility of Captives during WWII



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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 analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)
I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)

Supporting Learning Targets

- I can use a Frayer model to deepen my understanding of words in *Unbroken*.
- I can provide the strongest textual evidence as I analyze the development of the thematic concept “The Invisibility of Captives during WWII” in *Unbroken* and “The Life of Miné Okubo.”.

Ongoing Assessment

- *Unbroken* structured notes, pages 248–261 (from homework)
- Gathering Textual Evidence note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Frayer Model (13 minutes)B. Reviewing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Discussing the Focus Question (15 minutes)B. Written Conversation: Comparing Louie and Miné (13 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (1 minute)4. Homework<ol style="list-style-type: none">A. Read the summaries provided on the structured notes and pages 291–293 and 301–308 in <i>Unbroken</i>. Complete the structured notes.	<ul style="list-style-type: none">• In this lesson, students continue to address the question of how war affects individuals and societies by analyzing the theme concept of “invisibility” in a complex scene in <i>Unbroken</i>.• The work in this lesson builds toward Lesson 14, during which students will receive the prompt for the End of Unit 2 Assessment (Informational Essay and Commentary: The Invisibility of Captives during WWII) and begin to select the strongest evidence from <i>Unbroken</i> and “The Life of Miné Okubo” to include in their essays. Since students have not worked with “The Life of Miné Okubo” in several lessons, today’s Written Conversation will refamiliarize them with that text.• Review: Written Conversation protocol (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
propaganda (from Lesson 12 homework), emaciated (291), liquidated (292), stricken (301), innocuous (303), inuring (305)	<ul style="list-style-type: none">• <i>Unbroken</i> (book; one per student)• Propaganda: Frayer Model (one per student; one to display)• Document camera• Gathering Textual Evidence note-catcher (from Lesson 3)• “The Life of Miné Okubo” (from Lesson 5)• Written Conversation note-catcher (one per student; one to display)• <i>Unbroken</i> structured notes, pages 261–329 (one per student)• <i>Unbroken</i> supported structured notes, pages 261–329 (optional; for students needing extra reading support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 261–329 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Frayer Model (13 minutes)</p> <ul style="list-style-type: none"> • Invite students to sit with their Marshall Islands discussion partner. Then, have them turn to page 259 in <i>Unbroken</i> and quickly review the gist of the message the Japanese radio producers wanted Louie to record. • After a minute, cold call a student to share the gist of the radio message. Listen for him or her to explain that the message was about Louie being alive, even though he had been declared dead by the American government. • Explain to students that this radio message was an example of <i>propaganda</i>, and that students will use the Frayer model to better understand what this word means. • Distribute the Propaganda: Frayer Model and display using a document camera. • Draw students' attention to the Examples box in the lower left corner of the Frayer model. Explain that, since they already know that this radio message was an example of propaganda, this can be the first entry in this box. Write something like: "Louie's second radio address (pages 259–260)" and have students do the same on their own copy. • Next, draw students' attention to the Definition box in the upper left corner. Remind them that propaganda was a vocabulary word on last night's structured notes. Invite them to turn and talk with their partners about the definitions of propaganda that they wrote on their structured notes. • Cold call several pairs to share out a definition and write something like: "Propaganda is misleading information or media messages that are used to help or harm an individual, group, or country; usually used to gain power or control." Encourage students to write your definition in the Definition box on their Frayer model. • Ask students to turn and talk about this definition in the context of the radio message: <ul style="list-style-type: none"> * "If propaganda is 'misleading information,' what was misleading about the radio message the Japanese wanted Louie to record?" • Call on a volunteer to answer. Listen for: "The message was misleading because it made it seem like Louie was declared dead because of American error, but it was actually because the Japanese had purposefully withheld information about his whereabouts." 	<ul style="list-style-type: none"> • Students who received supported structured notes for the homework already had a definition provided for them. They should focus on sharing context clues that supported that definition with their partner.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that the second half of the definition of propaganda (“used to harm an individual, group, or country”) is a difficult concept, but Hillenbrand gives us some context clues to help us understand propaganda’s purpose. Invite students to work with their partners to look back at their structured notes and at pages 260–261 to find some of these clues.• As students talk, circulate and listen for them to find context clues like: “A famous American Olympian ... would be especially valuable,” “betray his country,” or “hoped to embarrass America and undermine American soldiers’ faith in their government.” (If students are having trouble finding these clues, consider asking a probing question, like: “Why did the Japanese think Louie would be a good person to deliver this radio address?”) Probe as needed.• After a few minutes, refocus students whole group. Ask for volunteers to share the context clues that helped them understand the purpose of propaganda.• Next, ask:<ul style="list-style-type: none">* “If propaganda is ‘used to harm an individual, group, or country,’ who was this radio message intended to harm?”• Cold call a student, and listen for: “The message was intended to harm America.”• Ask:<ul style="list-style-type: none">* “How was this message intended to harm America? What effect did the Japanese hope this message would have?”• Call on a volunteer to answer, and listen for: “The message was supposed to make Americans feel embarrassed about what had happened to Louie and lose faith in the government.”• Next, draw students’ attention to the box labeled Characteristics/Explanation in the upper right corner of the Frayer model. Ask:<ul style="list-style-type: none">* “Given what you know about this radio address, what characteristics, or qualities, does propaganda have?”• Invite students to turn and talk with their partner. Listen for them to say characteristics like: misleading or not fully truthful information, embarrassing, hurtful, public, etc.• Cold call several pairs to share and record on the displayed model.	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Finally, draw students' attention to the box labeled Non-Examples in the lower right corner. Ask:<ul style="list-style-type: none">* "What are other ways that people communicated during World War II that are non-examples of propaganda?"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 messages that are not propaganda might look like. Listen for them to talk about non-examples like: private letters from one person to another, phone calls, truthful newspaper articles from a free press, etc.Cold call pairs and record the non-examples on the displayed model.Explain that propaganda can be a confusing term, but understanding what it is can help students understand why Louie refused to record the second radio message.	
<p>B. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">Read the learning targets aloud as students read along silently:<ul style="list-style-type: none">* "I can use a Frayer model to deepen my understanding of words in <i>Unbroken</i>."* "I can provide the strongest textual evidence as I analyze the development of the thematic concept 'The Invisibility of Captives during WWII' in <i>Unbroken</i> and 'The Life of Miné Okubo.'"Point out that they have already been working toward the first target. Tell students that they will continue tracing the "invisibility" thematic concept in <i>Unbroken</i>, as well as acquaint themselves with "The Life of Miné Okubo," so they are ready to work on their essays in tomorrow's class.Ask students to turn and talk to paraphrase the second target in their own words.Invite a volunteer to share out a paraphrase. Clarify as needed. Help students see how all their careful work analyzing the text is building their background knowledge so they will write their essay well. Reading, thinking, and talking about the text all support their writing with evidence from the text.	



Work Time	Meeting Students' Needs
<p>A. Discussing the Focus Question (15 minutes)</p> <ul style="list-style-type: none">• Explain that now that students have a basic understanding of why the message the Japanese radio producers wanted Louie to record was propaganda, they can connect that to the “invisibility” thematic concept the class has been tracking throughout the book.• Ask a volunteer to remind the class of the two different definitions of “invisibility” they will use for this unit. Listen for students to explain that invisibility could be literal (being cut off from the outside world) or figurative (being dehumanized).• Invite students to turn and talk with their partner about their answer to the focus question on last night’s structured notes.• After a few minutes, cold call students to share their ideas about the focus question.• Next, ask students to think, turn, and talk with their partner:<ul style="list-style-type: none">* “When Louie refused to record this propaganda message, did he become more or less ‘invisible’?”• Tell students that they may disagree with their partners about the answer to this question, and they should find the strongest evidence from pages 259–261 to support their answers.• As students talk, circulate and listen for some to say that Louie became more invisible, because his family wouldn’t know that he was alive unless he recorded the message, and others to argue that he became less invisible by refusing to do something that would make him feel ashamed or dehumanized (like the “propaganda prisoners” on page 261). Note which students found strong evidence and plan to call on them to share back in the next step.• After a few minutes, cold call the students you made note of while circulating. Invite them to explain to the class whether they think Louie became more or less “invisible” in this example.• Request that students take out their Gathering Textual Evidence note-catcher and add this example.• Remind students that one of the great things about reading a complex text like <i>Unbroken</i> is that there can be different ways to understand events, depending on how one interprets the evidence, and this is a good example of one of those cases. Interpreting evidence from the text will be important for writing their essay at the end of this unit, which they will formally begin in the next lesson. In order to tackle that writing, they must be comfortable working with both <i>Unbroken</i> and “The Life of Miné Okubo.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Written Conversation: Comparing Louie and Miné (13 minutes)</p> <ul style="list-style-type: none">• Have students take out their copy of “The Life of Miné Okubo.” Ask for volunteers to remind the class of the gist of Okubo’s story.• Distribute the Written Conversation note-catcher and display a copy on the document camera. Remind students that in a written conversation, they write simultaneous notes to their partner about the prompts, swapping them every 2 minutes for a total of two silent exchanges back and forth. They must write for the whole time allotted for each note, putting down words, phrases, questions, connections, ideas—anything related to the passage or responding to what their partner has said, just as they would in an out-loud conversation. Spelling and grammar do not count; these are just notes. However, these notes do need to be focused and text-based.• Draw students’ attention to the first Written Conversation prompt: * “During World War II, what did Louie Zamperini and Miné Okubo have in common?”• Give students 2 minutes for each box on the note-catcher.• Once the exchanges are done, cold call pairs to share an important observation or idea from their written conversation.• Encourage other students to build off of those ideas in a classroom discussion. Listen for students to recognize that both Louie and Miné were captives because of the war, both faced people trying to make them “invisible,” both were American citizens, both resisted and succumbed to attempts to make them “invisible,” etc.• With 2 minutes remaining, ask:<ul style="list-style-type: none">* “Do you think Louie or Miné became ‘invisible’ (through isolation or dehumanization) during the war?”• Call on volunteers to share their opinions. Encourage students to support their answers with evidence from the texts.	



Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (1 minute)</p> <ul style="list-style-type: none">• Distribute the <i>Unbroken</i> structured notes, pages 261–329 as well as the <i>Unbroken</i> supported structured notes, pages 261–329, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 261–329 (for teacher reference).• Preview which parts of the text they will read versus which parts they will read summaries of. Read the focus question aloud:<ul style="list-style-type: none">* “Why do the men doubt that the war is over?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read the summaries provided on the structured notes and pages 291–293 and 301–308 in <i>Unbroken</i>. Complete the focus question and vocabulary on the structured notes.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 13

Supporting Materials



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Propaganda:
Frayer Model

Name: _____

Date: _____

Understanding Propaganda

Definition	Characteristics/Explanation	
Examples	Propaganda	Non-Examples



Written Conversation Note-catcher

Name:

Date:

During World War II, what did Louie Zamperini and Miné Okubo have in common?

I Say	My Partner Responds	I Build	My Partner Concludes



Name: _____

Date: _____

Summary of pages 261–290:

Still in the Omori POW camp, Louie and the other prisoners see U.S. B-29s flying overhead on their way to Tokyo. The bombers increase the Bird's mania, and he stalks Louie. Louie, starving, starts to unravel under the Bird's incessant attacks. Eventually, the Bird is ordered to leave Omori because of his cruelty toward the POWs. Bill Harris is transferred to Omori, where he and Louie are reunited. Bill is in rough shape, so Louie gives him his Red Cross box to help him gain his strength. The Tokyo bombings continue. The POWs hear about the "kill all" order and fear for their lives. Louie is transferred to Naoetsu, where the Bird is in command. The Bird withholds Red Cross packages and forces the POWs into slave labor. Louie fights back by stealing rice. He hurts himself working and is forced to work in the camp all day with the Bird, who makes him clean out a pig pen with his bare hands. Louie and the rest of the POWs conspire to kill the Bird by contaminating his rice with infected feces. Four hundred new POWs are marched into Naoetsu from POW camps in larger cities that have been destroyed by U.S. B-29 bombers. They inform Louie that Germany has fallen and Japan remains in the war alone. Fish is stolen from a worksite, and the men get caught. Rather than punish the culprits, the Bird orders each man to punch POW officers in the face. Up to 200 punches land on Louie's face, and his nose is broken.



What's the gist of pages 291-293?

Summary of pages 294–300:

Louie becomes the caretaker of a goat on the brink of death. The goat dies, and the Bird beats Louie. On August 1, a huge U.S. air raid is launched. After the bombing, the bombers drop leaflets warning Japanese civilians of further bombings in Hiroshima and Nagasaki. The Bird tells Louie, “Tomorrow I’m going to drown you” (297), but instead he beats him senseless and leaves him with the threat of drowning him the next day. Again, Louie plots to kill the Bird. On August 6, 1945, the U.S. drops an atomic bomb on the city of Hiroshima.



What's the gist of pages 301-308?

Summary of pages 309–329:

Five days after the atomic bomb is dropped, the commander of the camp tells Louie and the POWs that “The emperor has brought peace to the world” (309). Days later, American fighter planes drop food supplies to starving POWs. Louie and his fellow POWs celebrate. The Bird escapes. The U.S. sends planes to transport POWs out of Japan. Louie is flown to Okinawa to recuperate. His family waits anxiously for his return home. Months later, Louie and Pete reunite in San Francisco. The entire family celebrates Louie’s return on a runway in Long Beach, California. *(See a picture of this reunion on page 330.)* Phil reunites with his family, marries Cecy immediately, and the two run away to a place where no one can find them. On September 2, 1945, Japan formally surrenders and World War II ends.



Focus Question: Why do the men doubt that the war is over?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
emaciated (291)		
liquidated (292)		
stricken (301)		
innocuous (303)		
inuring (305)		



Unbroken Supported Structured Notes,
Pages 261–329

Name: _____

Date: _____

Summary of pages 261–290:

Still in the Omori POW camp, Louie and the other prisoners see U.S. B-29s flying overhead on their way to Tokyo. The bombers increase the Bird's mania, and he stalks Louie. Louie, starving, starts to unravel under the Bird's incessant attacks. Eventually, the Bird is ordered to leave Omori because of his cruelty toward the POWs. Bill Harris is transferred to Omori, where he and Louie are reunited. Bill is in rough shape, so Louie gives him his Red Cross box to help him gain his strength. The Tokyo bombings continue. The POWs hear about the "kill all" order and fear for their lives. Louie is transferred to Naoetsu, where the Bird is in command. The Bird withholds Red Cross packages and forces the POWs into slave labor. Louie fights back by stealing rice. He hurts himself working and is forced to work in the camp all day with the Bird, who makes him clean out a pig pen with his bare hands. Louie and the rest of the POWs conspire to kill the Bird by contaminating his rice with infected feces. Four hundred new POWs are marched into Naoetsu from POW camps in larger cities that have been destroyed by U.S. B-29 bombers. They inform Louie that Germany has fallen and Japan remains in the war alone. Fish is stolen from a worksite, and the men get caught. Rather than punish the culprits, the Bird orders each man to punch POW officers in the face. Up to 200 punches land on Louie's face, and his nose is broken.

Summary of pages 291–293:

Louie's condition worsens throughout the summer. Although there are more men in the POW camp, there is less food, and the men suffer from malnutrition and illness. It is clear that Japan is losing the war, but the Japanese seem unwilling to surrender. The POWs fear that they will be killed. They see troubling signs that the Japanese are planning something; their identification is taken away, they are separated from one another, and new weapons show up at the camp. Finally, the POWs learn of the Japanese guards' plan to kill them all at the end of the summer.



Summary of pages 294–300:

Louie becomes the caretaker of a goat on the brink of death. The goat dies, and the Bird beats Louie. On August 1, a huge U.S. air raid is launched. After the bombing, the bombers drop leaflets warning Japanese civilians of further bombings in Hiroshima and Nagasaki. The Bird tells Louie, “Tomorrow I’m going to drown you” (297), but instead he beats him senseless and leaves him with the threat of drowning him the next day. Again, Louie plots to kill the Bird. On August 6, 1945, the U.S. drops an atomic bomb on the city of Hiroshima.

Summary of pages 301–308:

Although it seems that the bombing of Hiroshima marked a defeat for Japan, the POWs are still forced to work and wonder what will happen to them next. The Bird disappears to prepare a new camp in the mountains one week before the “kill all” date. Louie becomes sick with beriberi and is attacked by Ogawa, a Japanese guard who had never been violent toward him previously. One of the guards tells the POWs that the war is over, but the POWs are uneasy and unsure whether they should believe this news. Louie receives several letters from home after not having heard from his family in over two years. A few days later, the POWs are assembled again and told that the war is over, then invited to bathe in the river. In the water, the POWs see an American plane flying overhead; it blinks out a message that the war is over, and the POWs finally believe it and begin celebrating. Pilots drop some supplies (chocolate and cigarettes) to the POWs, who share the treats while they wait to be rescued. During these celebrations, the Bird quietly disappears into the countryside.



Summary of pages 309–329:

Five days after the atomic bomb is dropped, the commander of the camp tells Louie and the POWs that “The emperor has brought peace to the world” (309). Days later, American fighter planes drop food supplies to starving POWs. Louie and his fellow POWs celebrate. The Bird escapes. The U.S. sends planes to transport POWs out of Japan. Louie is flown to Okinawa to recuperate. His family waits anxiously for his return home. Months later, Louie and Pete reunite in San Francisco. The entire family celebrates Louie’s return on a runway in Long Beach, California. *(See a picture of this reunion on page 330.)* Phil reunites with his family, marries Cecy immediately, and the two run away to a place where no one can find them. On September 2, 1945, Japan formally surrenders and World War II ends.

Focus Question: Why do the men doubt that the war is over?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
emaciated (291)	very thin	
liquidated (292)	killed; destroyed	
stricken (301)	troubled; tormented	
innocuous (303)	innocent; harmless	
inuring (305)	hardening a person to something	



Summary of pages 261–290:

Still in the Omori POW camp, Louie and the other prisoners see U.S. B-29s flying overhead on their way to Tokyo. The bombers increase the Bird’s mania, and he stalks Louie. Louie, starving, starts to unravel under the Bird’s incessant attacks. Eventually, the Bird is ordered to leave Omori because of his cruelty toward the POWs. Bill Harris is transferred to Omori, where he and Louie are reunited. Bill is in rough shape, so Louie gives him his Red Cross box to help him gain his strength. The Tokyo bombings continue. The POWs hear about the “kill all” order and fear for their lives. Louie is transferred to Naoetsu, where the Bird is in command. The Bird withholds Red Cross packages and forces the POWs into slave labor. Louie fights back by stealing rice. He hurts himself working and is forced to work in the camp all day with the Bird, who makes him clean out a pig pen with his bare hands. Louie and the rest of the POWs conspire to kill the Bird by contaminating his rice with infected feces. Four hundred new POWs are marched into Naoetsu from POW camps in larger cities that have been destroyed by U.S. B-29 bombers. They inform Louie that Germany has fallen and Japan remains in the war alone. Fish is stolen from a worksite, and the men get caught. Rather than punish the culprits, the Bird orders each man to punch POW officers in the face. Up to 200 punches land on Louie’s face, and his nose is broken.

Summary of pages 291–293:

Louie’s condition worsens throughout the summer. Although there are more men in the POW camp, there is less food, and the men suffer from malnutrition and illness. It is clear that Japan is losing the war, but the Japanese seem unwilling to surrender. The POWs fear that they will be killed. They see troubling signs that the Japanese are planning something; their identification is taken away, they are separated from one another, and new weapons show up at the camp. Finally, the POWs learn of the Japanese guards’ plan to kill them all at the end of the summer.



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Summary of pages 301–308:

Although it seems that the bombing of Hiroshima marked a defeat for Japan, the POWs are still forced to work and wonder what will happen to them next. The Bird disappears to prepare a new camp in the mountains one week before the “kill all” date. Louie becomes sick with beriberi and is attacked by Ogawa, a Japanese guard who had never been violent toward him previously. One of the guards tells the POWs that the war is over, but the POWs are uneasy and unsure whether they should believe this news. Louie receives several letters from home after not having heard from his family in over two years. A few days later, the POWs are assembled again and told that the war is over, then invited to bathe in the river. In the water, the POWs see an American plane flying overhead; it blinks out a message that the war is over, and the POWs finally believe it and begin celebrating. Pilots drop some supplies (chocolate and cigarettes) to the POWs, who share the treats while they wait to be rescued. During these celebrations, the Bird quietly disappears into the countryside.



Summary of pages 309–329:

Five days after the atomic bomb is dropped, the commander of the camp tells Louie and the POWs that “The emperor has brought peace to the world” (309). Days later, American fighter planes drop food supplies to starving POWs. Louie and his fellow POWs celebrate. The Bird escapes. The U.S. sends planes to transport POWs out of Japan. Louie is flown to Okinawa to recuperate. His family waits anxiously for his return home. Months later, Louie and Pete reunite in San Francisco. The entire family celebrates Louie’s return on a runway in Long Beach, California. *(See a picture of this reunion on page 330.)* Phil reunites with his family, marries Cecy immediately, and the two run away to a place where no one can find them. On September 2, 1945, Japan formally surrenders and World War II ends.

Focus Question: Why do the men doubt that the war is over?

The men doubt that the war is over because they do not trust the Japanese guards in the POW camp. They have been beaten, lied to, and mistreated for months, so they fear that the announcement of the end of the war could be a trick: “Everyone had heard this rumor before, and each time, it had turned out to be false.... A few men celebrated the peace rumor, but Louie and many others were anticipating something very different. Someone had heard that Naoetsu was slated to be bombed that night” (304). The men live in fear for their lives, and they think that the announcement of the end of the war is just a “rumor,” possibly even covering up a plan to bomb and kill them.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
emaciated (291)	very thin	
liquidated (292)	killed; destroyed	
stricken (301)	troubled; tormented	
innocuous (303)	innocent; harmless	
inuring (305)	hardening a person to something	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 14

Analyzing Evidence: Writing about Theme



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

I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)

I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)

Supporting Learning Targets

- I can explain the end of unit assessment essay prompt.
- I can explain ways that people tried to make American POWs and Japanese-American internees “invisible” during WWII.
- I can explain ways that POWs and Japanese-American internees resisted “invisibility” during WWII.

Ongoing Assessment

- *Unbroken* structured notes, pages 261–329 (from homework)
- Gathering Textual Evidence note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Discussing the Focus Question (5 minutes)B. Reviewing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Understanding Invisibility (20 minutes)B. Understanding Resistance (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (2 minutes)4. Homework<ol style="list-style-type: none">A. Look back at your Gathering Textual Evidence note-catcher. Choose the six strongest pieces of evidence to use in your essay (three about the POWs and three about the Japanese-American internees). Place a star in the “Used in your writing?” column next to these six pieces of evidence.	<ul style="list-style-type: none">• In this lesson, students will continue to address the question of how war affects individuals and societies by analyzing the theme concept of “invisibility” in <i>Unbroken</i> and “The Life of Miné Okubo.”• This work builds toward the End of Unit 2 Assessment by helping students fully understand the essay prompt before they begin writing.• In advance:<ul style="list-style-type: none">– Create a blank Being Made Invisible anchor chart (see supporting materials; create chart with all boxes and headings but no words filled in yet).– Cut Invisibility Synonyms strips apart (or rewrite on sticky notes).• Post: Learning targets; blank Being Made Invisible anchor chart.



Lesson Vocabulary	Materials
thematic concept, invisibility, resistance	<ul style="list-style-type: none">• Gathering Textual Evidence note-catcher (from Lesson 3)• Being Made Invisible anchor chart (new; co-created with students during Work Time A; one for display)• Being Made Invisible anchor chart sample (one for teacher reference)• Sticky notes (one per student; for anchor chart)• Invisibility Synonyms strips (one set per class; cut apart)• Tape• Gathering Textual Evidence note-catcher (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Discussing the Focus Question (5 minutes)</p> <ul style="list-style-type: none">• Invite students to sit with their Iwo Jima discussion partners. Give students 3 minutes to discuss the focus question from last night's structured notes:<ul style="list-style-type: none">* "Why did the men doubt that the war was over?"• After 3 minutes, cold call several pairs to share their thinking about the focus question. Listen for students to understand that Louie and the other POWs did not trust the Japanese guards because they previously had been tricked and lied to, their life in the camp did not change right away, or they did not believe the news until they saw an American plane blinking the message to them in code.• Have students return to their own seats.	



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Read today's learning targets aloud as students read along silently:<ul style="list-style-type: none">* "I can explain the end of unit assessment essay prompt."* "I can explain ways that people tried to make American POWs and Japanese-American internees 'invisible' during WWII."* "I can explain ways that POWs and Japanese-American internees resisted 'invisibility' during WWII."• Ask students to turn and talk about when they have worked with these sorts of targets before. Listen for students to recognize that in each module, they have spent time understanding the essay prompt before they begin writing. Emphasize how useful it is, as a writer, to be very clear on your purpose before you begin writing in earnest.• Explain that students will sort through all of the textual evidence they've gathered in the past several weeks in order to write their informational essays. Before they can do that, however, they must have a complete understanding of the essay prompt.• Ask students to take out their Gathering Textual Evidence note-catcher, and have a volunteer read the prompt at the top of the page aloud:<ul style="list-style-type: none">* "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?"• Tell students this question can be divided into two smaller questions. Ask for another volunteer to name those two smaller questions. Listen for: "What were the efforts to make both Japanese-American internees and American POWs in Japan 'invisible'?" and "How did each group resist?"• Tell students that they will use the first half of class exploring the thematic concept of "invisibility" and the second half exploring resistance.	



Work Time	Meeting Students' Needs
<p>A. Understanding Invisibility (20 minutes)</p> <ul style="list-style-type: none"> • Cold call a student to name two kinds of invisibility discussed in recent classes. Listen for: “Isolation and dehumanization.” • Draw students’ attention to the Being Made Invisible anchor chart. Explain that the class will fill in this chart together to prepare to write the essay. • Draw attention to “Dehumanization” and “Isolation” as headings in the top two boxes. Remind students that one of the best ways to understand a word is by naming examples of it (as they did when they used the Frayer model to define “propaganda” yesterday). Point to “Examples” in the right-hand box underneath each heading. Ask students to just think about the following question: <ul style="list-style-type: none"> * “What are some examples of ways that people tried to make the POWs and Japanese-American internees invisible during World War II?” • Distribute one of the sticky notes to each student. Ask students to write down one example of a way people tried to make captives invisible on their sticky note. • Then ask students to place their sticky note in the correct column on the anchor chart (under “isolation” or “dehumanization”). • Once students have stuck their examples to the anchor chart, ask for a few volunteers to read them aloud. After each example, poll the class; ask for a thumbs-up if students agree that this is an example of a way to make someone invisible. Then, ask for a thumbs-up if students agree that this example is listed in the correct column (under either Isolation or Dehumanization). If students seem divided or confused, ask for a volunteer to explain why this is an example of a way to make someone invisible, and/or explain where this example should go on the anchor chart. • Ask students why using the same words, like “dehumanization” or “isolation,” over and over in their essays might not be a good idea. Listen for students to say that the essay will be repetitive or boring. • Explain that good writers, like Laura Hillenbrand, use synonyms to avoid repetition and help their readers understand complicated topics. In the left-hand box underneath each heading, point to “Synonyms and Related Phrases.” • Distribute Invisibility Synonyms strips to students. Ask them to choose which column each strip belongs in and attach it to the anchor chart with tape. • After students have attached their synonyms to the anchor chart, use the same thumbs-up polling method to check for understanding. 	<ul style="list-style-type: none"> • Depending on the makeup of your class, consider providing students with pre-written examples instead. Give each student one or two examples on sentence strips or sticky notes and ask them to categorize these examples into either the Isolation or Dehumanization column. In this case, change the class review. After each thumbs-up poll, have a student explain why this example connects to either “dehumanization” or “isolation.”



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Ask students to turn and talk with someone sitting next to them: <ul style="list-style-type: none"> * “How might this anchor chart be useful as you begin to write your essays?” After a moment, cold call several pairs to share out. Listen for students to say that the examples will be helpful to use as evidence in their essays, and the synonyms will help them avoid repetition. 	
<p>B. Understanding Resistance (15 minutes)</p> <ul style="list-style-type: none"> Tell students that now that they have reviewed the first half of the essay prompt, they will dig deeper into the second half: “How did each group resist?” As a reminder, call on a volunteer to explain what “resistance” is. Listen for him or her to say that resistance means fighting back, refusing to do something, or pushing in the opposite direction. Review by asking students to turn and talk: <ul style="list-style-type: none"> * “What might ‘resisting invisibility’ look like?” After a moment, cold call several pairs to share out. Listen for students to say that resisting invisibility might mean refusing to lose one’s dignity/identity or staying connected with other people. Ask: <ul style="list-style-type: none"> * “How does Louie resist efforts to make him invisible?” Tell students to turn and talk about this question. After a few moments, call on volunteers to name ways that Louie resists invisibility. Listen for them to say that Louie refuses to record the propaganda radio message (dehumanization/isolation), fights back against the Bird’s violence (dehumanization), and helps other POWs (isolation/dehumanization). Focus students on the Gathering Textual Evidence note-catcher, specifically the box at the bottom of the front page. Remind them that it contains the same question they just answered. Give students the remaining time to jot down notes inside this box. Remind them to be as specific as possible, since the question asks for evidence from the text. If there is time, students should also work on this box on the back of the paper (“How does Miné resist efforts to make her invisible?”). 	<ul style="list-style-type: none"> Consider providing more structure for students who may struggle to complete this task independently; give these students a list of Louie’s actions to choose from as they think about ways that he resisted.



Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (2 minutes)</p> <ul style="list-style-type: none">• Tell students they will begin planning their essays tomorrow, so it will be important that they have chosen the strongest evidence to include.• Preview tonight's homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Look back at your Gathering Textual Evidence note-catcher. Choose the six strongest pieces of evidence to use in your essay (three about the POWs and three about the Japanese-American internees). Place a star in the "Used in your writing?" column next to these six pieces of evidence.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 14

Supporting Materials



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Being Made Invisible Anchor Chart

Dehumanization		Isolation	
<i>Synonyms & Related Phrases</i>	<i>Examples</i>	<i>Synonyms & Related Phrases</i>	<i>Examples</i>



Being Made Invisible Anchor Chart Sample
(For Teacher Reference)

Dehumanization		Isolation	
<i>Synonyms & Related Phrases</i>	<i>Examples</i>	<i>Synonyms & Related Phrases</i>	<i>Examples</i>
<ul style="list-style-type: none">• loss of dignity• loss of identity• objectification	<ul style="list-style-type: none">• torture• abuse• stereotyping• racism• humiliation• intimidation	<ul style="list-style-type: none">• loss of dignity• loss of identity• objectification	<ul style="list-style-type: none">• torture• abuse• stereotyping• racism• humiliation• intimidation



Invisibility Synonyms strips

loss of dignity



loss of identity



objectification



exclusion



solitude



separation



loss of community



being “cut off” from others



disconnection



absence





Gathering Textual Evidence Note-catcher
(For Teacher Reference)

Teacher Note: This document represents a small sampling of the various types of student responses appropriate for this note-catcher. It is not meant to be an answer key; rather, it should serve as a reference for the teacher only.

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?

Louie Zamperini (section 1)

Evidence: Quotes from <i>Unbroken</i> , which show the strongest evidence of how the Japanese guards try to make Louie and the other POWs invisible.	Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation ? Explain.	Used in your writing?
“It was the place known as Execution Island. ‘After you leave here,’ Louie would remember the officer saying, ‘we cannot guarantee your life.’”	173	Shortly after Zamperini and Phil were rescued from the raft, the Japanese began to put the fear of execution in their minds.	Dehumanization—Louie was afraid and intimidated.	
“All I see, he thought, is a dead body breathing.”	175	Zamperini is describing his reaction to the first time he saw himself on Execution Island after being tortured.	Dehumanization—Louie was tortured and beaten.	
“When the guards weren’t venting their fury at the captives, they entertained themselves by humiliating them. Louie was forced to stand up and dance ... while his guards roared with laughter.”	182	Zamperini is describing his daily routine in Kwajalein Prison.	Dehumanization—Louie was being humiliated by the guards when they forced him to dance.	



Gathering Textual Evidence Note-catcher
(For Teacher Reference)

Evidence: Quotes from Unbroken, which show the strongest evidence of how Louie and the other POWs resist being made invisible.	Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of resisting invisibility. Is this an example of resisting dehumanization or isolation ?	Used in your writing?
The officers who worked in the camp “deliberately stitched leather improperly.” “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.”	241, 242	The Bird forces officers to work, even though it’s against the rules of war. So, the officers find their own way to resist by ruining the leather and depriving the Bird of seeing them miserable.	The Japanese guards are trying to dehumanize the officers by disrespecting their rank, which is an important part of their identity in the camp.	
“At the worksites, Omori’s POWs were waging guerrilla war. At the railyards and docks, they switched mailing labels, rewrote delivery addresses, and changed the labeling on boxcars, sending tons of goods to the wrong destinations. They threw fistfuls of dirt into gas tanks and broke anything mechanical that passed through their hands.”	242	The POWs are sent out to work outside of the camp, but they resist by sabotaging everything they can get their hands on.	This is evidence of resisting invisibility since the POWs are sent out to do work that would support the Japanese war effort ... an act that would be considered that of a traitor. The POWs find a way to stay true to their identity and resist this dehumanization by sabotaging the Japanese goods.	



Gathering Textual Evidence Note-catcher
(For Teacher Reference)

Evidence: Quotes from <i>Unbroken</i> , which show the strongest evidence of how Louie and the other POWs resist being made invisible.	Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of resisting invisibility. Is this an example of resisting dehumanization or isolation ?	Used in your writing?
"Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn't do it. The Bird tried to knock Louie down; Louie wobbled but wouldn't fall.... Other prisoners warned Louie that he had to show deference or the Bird would never stop. Louie couldn't do it."	246	The Bird has targeted Louie as the focus of his brutality, but Louie's determination to rebel stays strong, to the point of proving dangerous for Louie.	Louie resists the dehumanizing acts of violence the Bird throws at him. He defies the Bird's commands and refuses to show weakness.	



Gathering Textual Evidence Note-catcher
(For Teacher Reference)

Miné Okubo (section 2)

Evidence: Quotes from “The Life of Miné Okubo,” or primary source documents, which show the strongest evidence of how Miné and other internees resist being made invisible.	Resource & Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation ? Explain.	Used in your writing?
“I hereby authorize and direct the Secretary of War to prescribe military areas from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War may impose.”	Executive Order No. 9066	FDR signed this order making it legal to put Japanese-Americans into internment camps.	Isolation—Japanese-Americans were placed in internment camps in remote areas and cut off from the rest of the country.	
“All Japanese persons ... will be evacuated ...”	Poster: “Instructions to all Persons of Japanese Ancestry”	After FDR signed Executive Order 9066, posters like this went up telling Japanese-Americans that they had to go to internment camps.	Isolation—same as above.	



Gathering Textual Evidence Note-catcher
(For Teacher Reference)

Evidence: Quotes from “The Life of Miné Okubo,” or primary source documents, which show the strongest evidence of how Miné and other internees resist being made invisible.	Resource & Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation ? Explain.	Used in your writing?
The family is wearing tags with their number.	Photo: “The Mochida Family Awaiting Relocation”	When families were moved into internment camps, they were assigned an identification number and had to mark all their belongings with it.	Dehumanization—Japanese-Americans lost their own names and identities and were just known by numbers instead.	
“It was Jap this and Jap that.”	“The Life of Miné Okubo”	Okubo is describing how people talked about Japanese-Americans during internment.	Dehumanization—“Jap” is a racist word people used to put all Japanese-Americans into one category instead of seeing them as individuals.	
“Miné, Toku, and the other internees were housed in horse stables ...”	“The Life of Miné Okubo”	Okubo was relocated to an internment camp located on a former horse-racing track.	Dehumanization—they had to live in a building meant for animals.	
“As at Tanforan, Miné experienced isolation from the outside world, a near-complete lack of privacy, and the feeling of being reduced to a number.”	“The Life of Miné Okubo”	Okubo was moved to a different internment camp but experienced similar challenges.	Both—she was isolated and also didn’t have privacy or her own identity (dehumanization).	



Gathering Textual Evidence Note-catcher
(For Teacher Reference)

Evidence: Quotes from “The Life of Miné Okubo,” or primary source documents, which show the strongest evidence of how Miné and other internees resist being made invisible.	Resource & Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation ? Explain.	Used in your writing?
The family has its last name (Mochida) written in large letters on their bags.	Photo: “The Mochida Family Awaiting Relocation”	When families were moved into internment camps, they were assigned an identification number and had to mark all their belongings with it.	The family is resisting efforts to dehumanize them by taking their name (identity) away. Even though they are wearing the identification tags, they are still showing the photographer that they have a name and an identity—they are the Mochidas.	
“Internees were not allowed to have cameras, but Miné wanted to document what was happening inside the camps. She put her artistic talent to use making sketches of daily life inside the fences.”	“The Life of Miné Okubo”	Okubo was moved into an internment camp against her will and wasn’t allowed to bring many of her belongings, but she brought her sketchpad.	Okubo resisted being invisible by not letting what was happening to her go unnoticed and undocumented. She made drawings about what happened in the camps so she could show the world.	



Gathering Textual Evidence Note-catcher
(For Teacher Reference)

Evidence: Quotes from “The Life of Miné Okubo,” or primary source documents, which show the strongest evidence of how Miné and other internees resist being made invisible.	Resource & Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation ? Explain.	Used in your writing?
She continued chronicling the internee experience, as well as writing letters to friends back home. She also taught an art class to children in the camp and illustrated the front cover of <i>Trek</i> , a magazine created by the internees. She took a chance by entering a Berkeley art contest through the mail, and she won.	“The Life of Miné Okubo”	Okubo tried to keep up with her normal life as much as she could while she was in the internment camps.	Okubo and other internees were supposed to be isolated from the outside world (because the government said they were a threat to America), but Okubo resisted that by writing to her friends and entering an art contest. She wanted people outside the camps to know that she and other internees still existed. She also resisted dehumanization and isolation by staying connected to the other internees. She taught art classes and helped with the camp magazine.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 15

Informational Essay Planning: Essay Rubric and Planner



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

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

Supporting Learning Targets

- I can intentionally use verbs in the active and passive voice in my World War II invisibility informational essay.
- I can identify strategies and resources to help me spell correctly on my informational essay.
- I can plan an informational essay using relevant details from texts that are carefully selected and organized.

Ongoing Assessment

- Gathering Evidence note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Reviewing Learning Targets (7 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing Essay Rubric (20 minutes)B. Language Mini Lesson (5 minutes)C. Planning the Essay (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (3 minutes)4. Homework<ol style="list-style-type: none">A. Finish your Informational Essay Planner	<ul style="list-style-type: none">• In this lesson, students prepare to write their essay on the treatment of American POWs in Japanese camps and Japanese-Americans in American internment camps. Students are building on writing skills that they have developed in the first two modules; therefore, they are expected to do more of this work with less scaffolding. However, a sample Informational Essay Planner with an annotated body paragraph is provided in the supporting materials of this lesson.• Correct spelling is an expectation at the 8th grade level and has been expected throughout the preceding modules. In this module, students are given time to address spelling using strategies and resources as they write their informational essay.• This is the first essay in which students are asked not only to think about their writing, but also how they use language, specifically using active and passive voice and choosing words intentionally.• Students review the NYS Expository Writing Evaluation Rubric to understand the expectations of the essay. However, since students analyzed this rubric in more depth in Module 1, the review focuses only on the “3” column, which reflects the expectations that students should meet in their writing. The “4” column is left in to encourage students to set higher goals for themselves.• In advance: Decide which discussion appointments students will use today; cut out Rubric Criteria strips.• Post: Learning targets



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Informational Essay Prompt and New York State Grades 6–8 Expository Writing Evaluation Rubric (one per student)• Rubric Criteria strips (one strip per pair; one for modeling)• Document camera• Sample Rubric Criteria strips (for teacher reference)• Quote Sandwich guide (for informational essay) (one per student; one to display)• Informational Essay Planner (one per student)• Sample Informational Essay Planner (for teacher reference)• “The Life of Mine Okubo” (from Lesson 4)• Primary Sources (from Lesson 6)• Gathering Textual Evidence Note-catcher (from Lesson 3)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Targets (7 minutes)</p> <ul style="list-style-type: none">• As students enter, distribute the Informational Essay Prompt and New York State Grades 6–8 Expository Writing Evaluation Rubric. Invite students to sit with their discussion appointment partner. Be sure that they have their Gathering Evidence note-catcher from their homework and ask students to reread the essay prompt. Invite students to share which piece of evidence they starred on their Gathering Evidence note-catchers and explain why they starred it.• Cold call one to two pairs to share their responses. Responses will vary; listen for students to say something like: “I starred this quote from <i>Unbroken</i>: ‘When the guards weren’t venting their fury at the captives, they entertained themselves by humiliating them. Louie was forced to stand up and dance ... while his guards roared with laughter.’ I think it’s the best evidence because it is Louie describing himself and he doesn’t think of himself as a live person anymore. He has been dehumanized.”• Direct students’ attention to the posted learning targets. Read the learning targets aloud:<ul style="list-style-type: none">* “I can intentionally use verbs in the active and passive voice in my essay.”* “I can spell correctly in my essay.”* “I can plan an informational essay using relevant details from texts that are carefully selected and organized.”• Ask students to turn and talk to a partner about which learning target they feel most comfortable with right now: the first one, the second one, or the third one.• Ask students to show you which they are most comfortable with by putting that many fingers in the air; for instance, if they are most comfortable with the first one, put one finger in the air.• Then, ask students to do the same thing for the learning target they are least comfortable with. Remind students to keep that learning target in mind during class today and encourage their comfort level with that learning target before they leave class today. To do that, they need to do their best thinking and ask questions.	



Work Time	Meeting Students' Needs
<p>A. Reviewing Essay Rubric (20 minutes)</p> <ul style="list-style-type: none"> Remind students that in Module 1, their essays were assessed using the New York State Expository Writing Evaluation Rubric and that same rubric will be used this time. Emphasize the importance of students knowing what criteria will be used to assess their work, so it's important to review that rubric. Direct students' attention to the full rubric included on the Informational Essay Prompt and Rubric. Show them the headings of the rows on the left side and read them aloud: <ul style="list-style-type: none"> Content and Analysis Command of Evidence Coherence, Organization, and Style Control of Conventions Remind students that these are the different aspects of writing that they are assessed on. Now, point to the "3" column. Explain that this column is what is generally expected of them in their writing. Distribute one of the Rubric Criteria strips to each pair of students. Point out that at the top of the strip is one heading of one row on the rubric and that the criterion on that strip is from the "3" column on the rubric. Then, point out that there is a prompt for students to finish: "This means, in my informational essay, I need to ..." Explain that students need to write, in their own words, what the criterion will look like in their writing. Model this by displaying the Rubric Criteria strips for modeling using the document camera. Do a think-aloud. First read the criterion: <ul style="list-style-type: none"> * "demonstrate grade-appropriate analysis of the text(s)" Explain that to know what this will look like in the essay, it's important to consider the writing prompt. Model how to finish the prompt: "This means, in my informational essay, I need to ... accurately explain how American POWs and Japanese-Americans were made invisible based on the texts we read." Point out that on their copies of the Informational Essay Prompt and Rubric Criteria, students can take notes about writing their essays. Have students take notes based on your modeling in the Content and Analysis row. Invite students to turn their attention to their own Rubric Criteria strip and to work with their partner to describe what that looks like in their essay. Then, ask pairs who had Strip 1 to raise their hands. Cold call one pair to share what they wrote and encourage students to write it down on their copy of the Informational Essay Prompt and Rubric in the space provided. Continue this until all six strips have been shared and students have taken notes. Refer to the Sample Rubric Criteria strips for possible answers. 	<ul style="list-style-type: none"> Consider pulling a small group of students who struggle with writing during this time and reading through the model body paragraph in the Sample Informational Essay Planner (for teacher reference) (see supporting materials).



Work Time (continued)	Meeting Students' Needs
<p>B. Language Mini Lesson (5 minutes)</p> <ul style="list-style-type: none">• Let students know that they need to use both the active and passive voice in their essays.• Write these two sentences on the board:<ul style="list-style-type: none">– Louie was physically hurt by the guards.– The guards physically hurt Louie.• Read each sentence aloud, asking students to follow along.• Ask students to look at the first sentence and think about who is emphasized more in it: Louie or the guards. Invite students to give a thumbs-up when they have an answer. Call on one to share thoughts. Listen for: “In the first sentence, Louie is emphasized more because he is mentioned first.”• Reread the second sentence: “The guards physically hurt Louie.”• Once again, ask students to think about who is emphasized in that sentence and give a thumbs-up when they know. Call on a student to share. Listen for: “In the second sentence, the guards are emphasized more because they are mentioned first.”• Now ask students to turn and talk to their partner to identify which sentence is written in active voice and which is written in passive voice. After about 1 minute, cold call a pair. Listen for: “The first sentence is in the passive voice and the second sentence is in the active voice.”• Remind students to keep the active and passive voice in mind; they will need to use those intentionally when they draft their essay in the next lesson. While most of their essay will be in the active voice, at times they may use the passive when the “acted upon” (Louie or Miné, for example) is the more important in that particular sentence.	



Work Time (continued)	Meeting Students' Needs
<p>C. Planning the Essay (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Informational Essay Planner. Point out its similarity to the essay planner they used in Module 2 to write their argument essays.• Point out that a major difference between the essay planner in Module 2 and the Informational Essay Planner is that authors don't need to take a position or address a counterclaim in informational writing, but they still need to have a focus statement or topic.• Distribute the Quote Sandwich guide (for informational essay) and display on the document camera. Read it aloud and invite students to follow along silently. Point out that this should look familiar since they used it in Module 2.• Explain that all three parts of the quote sandwich are very important for the reader to understand the information they include in their essays and how it develops their ideas. Explain that they may use this Quote Sandwich guide as a reference.• Ask students to look at their Gathering Evidence note-catchers. Instruct the students to use them to fill out their essay planners.• Students may decide to use details they did not put on their Gathering Evidence note-catcher, which is fine as long as it's still relevant to the essay prompt. Remind them of the resources they have for evidence and quotes, such as their structured notes that they have been completing throughout Units 1 and 2, <i>Unbroken</i>, "The Life of Miné Okubo" (from Lesson 4), as well as the primary sources they read (from Lessons 6).• Let students know that correct spelling will be an important part of this essay. Ask students to think about strategies they can use to make sure they are spelling words correctly. Cold call several students and listen for them to say: "You can use a dictionary," "You can read the word out loud to yourself," "You can make sure it's the right form of the word, like 'there,' 'their,' and 'they're.'"• Remind students that it is important that they are careful about spelling as they plan their essays, especially words that may not be as familiar to them, such as names, places, and domain-specific words.• Invite students to work on their essay planner independently. As students work, circulate to listen in and support as needed. Push students to be clear and explicit in their plan. Invite students to use a dictionary or spell check as they begin to plan their essay.	



Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (3 minutes)</p> <ul style="list-style-type: none">• Tell students that their homework is to finish their Informational Essay Planner. In the next lesson, they will draft their essays, so it's important they do their very best on the planner. Remind students to take home the resources they may need to finish the planner, especially their Gathering Evidence note-catchers.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your Informational Essay Planner	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 15

Supporting Materials



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Informational Essay Prompt and New York State
Grades 6–8 Expository Writing Evaluation Rubric

Name: _____

Date: _____

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.

New York State Grade 6–8 Expository Writing Evaluation Rubric			
Criteria	SCORE		
	4 Essays at this level:	3 Essays at this level:	This means, in my informational essay, I need to ...
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	— clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	



Informational Essay Prompt and New York State
Grades 6–8 Expository Writing Evaluation Rubric

New York State Grade 6–8 Expository Writing Evaluation Rubric			
Criteria	SCORE		
	4 Essays at this level:	3 Essays at this level:	This means, in my informational essay, I need to ...
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	



Rubric Criteria Strips

(from “3” Column of the NYS Expository Writing Evaluation Rubric)

1) Content and Analysis:

“clearly introduce a topic in a manner that follows from the task and purpose”

This means, in my informational essay, I need to ...



2) Command of Evidence:

“develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)”

This means, in my informational essay, I need to ...



3) Coherence, Organization and Style:

“exhibit clear organization, with the use of appropriate transitions to create a unified whole”

This means, in my informational essay, I need to ...





Rubric Criteria Strips

(From “3” Column of the NYS Expository Writing Evaluation Rubric)

4) Coherence, Organization and Style:

“establish and maintain a formal style using precise language and domain-specific vocabulary”

This means, in my informational essay, I need to ...



5) Coherence, Organization, and Style:

“provide a concluding statement or section that follows from the topic and information presented”

This means, in my informational essay, I need to ...



6) Control of Conventions:

“demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension”

This means, in my informational essay, I need to ...



Rubric Criteria Strips

(from “3” Column of the NYS Expository Writing Evaluation Rubric)

7) Rubric Criteria Strip for Modeling
“demonstrate grade-appropriate analysis of the text(s)”

This means, in my informational essay, I need to ...





Rubric Criteria Strips
from “3” Column of the NYS Expository Writing Evaluation Rubric
(For Teacher Reference)

1) Content and Analysis:

“clearly introduce a topic in a manner that follows from the task and purpose”

This means, in my informational essay, I need to ...*include an introduction that gives background knowledge about Americans in Japanese POW camps and Japanese-Americans in American internment camps. I might also need to write about what “invisibility” and “resistance” mean. I also need a focus statement to state the topic of my essay.*



2) Command of Evidence:

“develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)”

This means, in my informational essay, I need to ...*use details and quotes from Unbroken, “The Life of Miné Okubo,” and the primary sources we read to show how Americans and Japanese-Americans were made invisible and resisted invisibility.*



3) Coherence, Organization and Style:

“exhibit clear organization, with the use of appropriate transitions to create a unified whole”

This means, in my informational essay, I need to ...*use transitions to connect my ideas together and make sure that the organization of the essay overall is logical.*



Rubric Criteria Strips

(from “3” Column of the NYS Expository Writing Evaluation Rubric)
(For Teacher Reference)

4) Coherence, Organization and Style:

“establish and maintain a formal style using precise language and domain-specific vocabulary”

This means, in my informational essay, I need to ... *use words that are domain-specific (like “internment camp”) and write in a way that sounds like an essay, not a story.*



5) Coherence, Organization, and Style:

“provide a concluding statement or section that follows from the topic and information presented”

This means, in my informational essay, I need to ... *write a conclusion that summarizes the main ideas in my essay.*



6) Control of Conventions:

“demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension”

This means, in my informational essay, I need to ... *make sure that I use correct spelling and grammar so that my reader can understand my essay.*



Quote Sandwich Guide
(For Informational Essay)

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you incorporate quotes from texts into an essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea.

Introduce the quote.

This includes the “who” and “when” of the quote.

Sample sentence starters for introducing a quote:

In Chapter _____, _____.

When Louie is _____, he _____.

After _____, Miné _____.

Include the quote.

Make sure to punctuate the quotes correctly using quotation marks. Remember to cite the page number in parentheses after the quote.

Analyze the quote.

This is where you explain how the quote supports your idea.

Sample sentence starters for quote analysis:

This means that _____.

This shows that _____.

This demonstrates that _____.



Informational Essay Planner

Name:

Date:

Focusing Question: 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?

Reminders:

- * As you plan your essay, be intentional about writing sentences in the active or passive voice.
- * Make sure that your spelling is correct, especially of names, places, and other domain-specific vocabulary.

I. Introduction	
A. Hook to capture the reader's interest and attention	
B. Give brief background information to the reader about the texts (historical context, and who Louie and Miné were, etc.)	
C. Topic or focus statement	



Informational Essay Planner

II. Body Paragraph 1	
Context to the first reason that supports your focus statement	
A. Topic sentence	
B. Evidence 1	
C. Evidence 2	
D. Evidence 3	
E. Concluding sentence	



Informational Essay Planner

III. Body Paragraph 2	
Context to the second reason that supports your focus statement	
A. Topic sentence	
B. Evidence 1	
C. Evidence 2	
D. Evidence 3	
E. Concluding sentence	



Informational Essay Planner

V. Conclusion	
A. Restate focus statement	
B. Summarize reasons	
C. What do the experiences of these two people show about the ability of humans to recover, even from deeply difficult experiences?	

Sample Informational Essay Planner
(For Teacher Reference)

Focusing Question: 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?

Reminders:

- * As you plan your essay, be intentional about writing sentences in the active or passive voice.
- * Make sure that your spelling is correct, especially of names, places, and other domain-specific vocabulary.

I. Introduction	
A. Hook to capture the reader’s interest and attention	War can be loud and visible or quiet and remote. It affects the individual and entire societies, the soldier, and the civilian.
B. Give brief background information to the reader about the texts (historical context, and who Louie and Miné were, etc.)	Both U.S. prisoners of war in Japan and Japanese-American citizens in the United States during WWII undergo efforts to make them “invisible.” Laura Hillenbrand’s <i>Unbroken</i> hero, Louie Zamperini, like so many other POWs, is imprisoned, beaten, and denied basic human rights in POW camps throughout Japan. Miné Okubo, a U.S. citizen by birth, is removed from society and interned in a “protective custody” camp for Japanese-American citizens. She is one of the many Japanese-Americans who were interned for the duration of the war.
C. Topic or focus statement	Louie, as a POW in Japan, and Miné, as a Japanese-American internee, both experience efforts to make them “invisible” through dehumanization and isolation in the camps of WWII, and both resist these efforts.



Context to the first reason that supports your focus statement

From a very early age, Louie Zamperini is a visible young man. His charismatic, rebellious ways and his athletic accomplishments continually put him in the spotlight, but years in Japanese POW camps slowly erode that visibility.

A. Topic sentence

He, like so many others in captivity, experiences efforts to make him “invisible.”

B. Evidence 1

During World War II, POW's are systematically stripped of their dignity in the camps of Japan, and as Hillenbrand writes, "without dignity, identity is erased" (183). The constant threats to their lives, starvation, and beatings strip them of their identity to the point that when Louie looks at himself in the mirror, he only sees "a dead body breathing" (179).

Passive

Active

C. Evidence 2

Dehumanizing tactics by Japanese guards deny prisoners their dignity and humanity.

On Execution Island prisoners are repeatedly told they “will be killed,” suffer torture, and are humiliated by prison guards.

Louie is made to dance at gunpoint while the guards “roared with laughter” (182) and pelt him with fists full of gravel.

Passive

Passive

Active

Sample Informational Essay Planner
(For Teacher Reference)

II. Body Paragraph 1		
D. Evidence 3	In Ofuna, prisoners are forced into solitary confinement for long stretches of time, starved, and tortured.	Passive
	“The Bird” becomes their worst nightmare to the point that Louie actually tries to become invisible by “concealing himself in groups of men” (241) to avoid this Japanese officer’s inconsistent and cruel behavior.	Active
	“Virtually nothing about Japan’s use of POW’s was in keeping with Geneva Conventions” (234).	Active
	Prisoners are declared unarmed combatants and not registered with the Red Cross.	Passive
	This makes communication with the outside world impossible. To the world, including Louie’s family, he has vanished.	Active
	Initially declared missing at sea, thirteen months into his imprisonment Louie is declared dead by the U.S. military, and he, like many of the other POW’s within the camps, becomes invisible to the outside world.	Passive
E. Concluding sentence	<p>Louie, however, does what he can to resist these efforts to make him “invisible.” For example, Louie repeatedly defies the Bird every chance he gets. “Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn’t do it. The Bird tried to knock Louie down; Louie wobbled but wouldn’t fall ... Other prisoners warned Louie that he had to show deference or the Bird would never stop. Louie couldn’t do it” (246). He defies the Bird’s commands and refuses to show weakness.</p>	

Sample Informational Essay Planner
(For Teacher Reference)

III. Body Paragraph 2	
Context to the second reason that supports your focus statement	Miné Okubo was not a soldier, but she was greatly affected by the events of WWII. As a Japanese-American citizen living in California, she, like all other Japanese-Americans, was visible because of her easily recognizable physical features. The ideas put forward in Walter Lippmann's "Fifth Column" article for the Los Angeles Times (Feb. 1942) condemn thousands of Japanese immigrants, and U.S. citizens of Japanese descent are forced into internment camps when President Roosevelt signs Executive Order 9066 into law. Like many people, Lippmann believes that "The enemy alien problem on the Pacific Coast ... (was) very serious" and he calls for "mass evacuation and internment of all those who are technically enemy aliens" ("The Fifth Column").
A. Topic sentence	Miné is one of the thousands of Japanese-Americans who is sent to internment camps for the duration of WWII.
B. Evidence 1	During this time, although they are U.S. citizens, Japanese-Americans are denied all the rights and freedoms that are afforded to citizens of the United States. Miné becomes "Citizen 13660," the number given to her family and her family's possessions as she enters the Japanese Internment camps in Tanforan and then Topaz. Being given a number to replace their family name becomes the first step in erasing their identities and making the Japanese-American invisible to the rest of the country.
C. Evidence 2	At that time, the internment camps are located in fairly remote locations, making them physically invisible and further removing them from U.S. society. Many internees left behind jobs, businesses, and farms, some to sit unoccupied for the duration of the war. These invisible land, business, and farm owners were taken away from their own communities.
D. Evidence 3	Unable to bring anything with them that could be identified as Japanese, the Japanese-American's cultural identity was being left behind. In the camps, their Japanese culture is invisible. These U.S. citizens believe they have suffered severe humiliation: the loss of their culture and their dignity through the mistrust of their own government.



Sample Informational Essay Planner
(For Teacher Reference)

III. Body Paragraph 2	
E. Concluding sentence	Certain other items, like cameras, are also forbidden in the camps, but Miné finds a way to resist these efforts to make her experiences “invisible.” Instead of taking pictures, she makes sketches of the daily life that takes place within the camp. Miné resists being invisible by not letting what is happening to her go unnoticed and undocumented. She makes drawings about what happens in the camps so she could show the world.



Sample Informational Essay Planner
(For Teacher Reference)

V. Conclusion	
A. Restate focus statement	During WWII, both U.S. prisoners of war in Japan and Japanese-American citizens in the United States during WWII undergo efforts to make them “invisible” through dehumanization and isolation.
B. Summarize reasons	Every one of these people becomes invisible in some way to their families, their country, or their communities. Many lose friends, family connections, and homes during their time of incarceration, but perhaps the greatest loss that these people suffer is the loss of their dignity, because “dignity is as essential to human life as water, food and oxygen” (Hillenbrand, 183).
C. What do the experiences of these two people show about the ability of humans to recover, even from deeply difficult experiences?	The experiences of Louie and Miné show that in spite of deeply difficult experiences, the human spirit is able to resist and rise above relentlessly dire and unforgiving circumstances. Louie and Miné both show the resilience, determination, and agency to push through.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 16

End of Unit Assessment, Part 1: Best First Draft of an Informational Essay



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)</p> <p>I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)</p> <p>I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write an informational essay using relevant details from texts that are carefully selected and organized.• I can intentionally use verbs in the active and passive voice in my World War II invisibility informational essay.• I can use spelling strategies and resources to correctly on my informational essay.	<ul style="list-style-type: none">• End of Unit 2 Assessment, Part 1 (students may complete in class or finish for homework)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (3 minutes) 2. Work Time <ol style="list-style-type: none"> A. End of Unit 2 Assessment, Part 1: Drafting the Essay (40 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief Essay Writing (2 minutes) 4. Homework <ol style="list-style-type: none"> A. Finish your Informational Essay Drafts 	<ul style="list-style-type: none"> • In this lesson, students write the draft of their essay about how the effort to make captives during WWII invisible and their efforts to resist invisibility. Students should have completed essay planners and now need time to craft their essay. • Consider posting a list of the resources to help students write their essays. The list includes: <ul style="list-style-type: none"> – Things Good Writers Do anchor chart and note-catchers – Gathering Evidence note-catchers – Informational Essay Planners – Structured notes – <i>Unbroken</i> – “The Life of Miné Okubo” – Other primary sources • This lesson is written assuming students will use computers to draft the essays, making later revisions easier. • Consider the setup of your classroom if you are using laptops; since students can distract themselves on computers, think about positioning the desks so that it is easy to scan the screens throughout the lesson. • If your students are not familiar with expectations about computer use in the classroom, explain them in Work Time A. • If students finish by the end of class, be sure to think about how students will submit their drafts: printing, saving to a server, emailing, etc. • If students do not finish by the end of class be sure to think about having students save their work to finish at typing at home or handwriting the remainder of the essay at home. • If computers are not an option, consider giving students more time to handwrite their essays. • Because students will produce this essay draft independently, it is used as an assessment for Content and Analysis and Command of Evidence on the NYS Expository Writing Evaluation Rubric. Return the essay drafts with feedback in Lesson 19. Be sure to give feedback on the Coherence, Style, and Organization row and the Command of Conventions row of the rubric so that students can make those revisions in Lesson 19. • A sample student essay is included for teacher reference in the supporting materials. Though it is not needed during the lesson, it may help to have a sample student response for assessment purposes. • Post: Learning targets.



Lesson Vocabulary	Materials
(Encourage students to integrate vocabulary from previous lessons in their essay.)	<ul style="list-style-type: none">• Informational Essay Planner (from Lesson 15)• <i>Unbroken</i> (book; one per student)• Students' planning materials (see Teaching Note, above)• End of Unit 2 Assessment: Best First Draft of an Informational Essay (one per student)• End of Unit 2 Assessment: Informational Essay: The Invisibility of Captives during WWII (sample response, for teacher reference)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Assign computers and invite students to get out their Informational Essay Planners and their text <i>Unbroken</i>.• Read the learning targets:<ul style="list-style-type: none">* "I can write an informational essay using relevant details from texts that are carefully selected and organized."* "I can intentionally use verbs in the active and passive voice in my World War II invisibility informational essay."* "I can spell correctly in my informational essay."• Remind students that these learning targets build on the work they have been doing in the past four lessons, as well as work they did in Modules 1 and 2.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment, Part 1: Drafting the Essay (40 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 2 Assessment: Best First Draft of an Informational Essay.• Remind students of the following:<ol style="list-style-type: none">1. Use the ideas and evidence in your planners to write your essay drafts.2. You will have this lesson to write your drafts, and you may finish at home if you need to.3. You will have a chance to revise for conventions and style after you get your first draft back.• Emphasize the importance of saving their work often as they are typing. Let them know in what form (email, printed, saved to server, etc.) they will turn in their draft at the end of the class.• As students work, circulate around the room, supporting students when needed or when their hands are raised. Since this is an assessment, students should work independently.• When a few minutes remain, remind students to save their work. Tell them they will finish their drafts for homework, and the essays will be collected at the beginning of the next lesson. Remind them to use available resources to be sure they spell correctly.	<ul style="list-style-type: none">• One of the goals of the scaffolding in the previous lessons is to support all students in writing their essays, including SPED and ELL students. As much as possible, this draft should be done independently. However, if it is appropriate for some students to receive more support, there is space during Work Time A.• In order to give more support, consider the following:<ul style="list-style-type: none">– Prompt them to look at their essay planner for their topic or focus statement and/or the evidence they gathered.– Ask questions like: “How does that evidence support your focus statement?” or “How are those ideas connected?”– Remind them of the resources available to them.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Essay Writing (2 minutes)</p> <ul style="list-style-type: none">• Give students specific positive praise for behaviors you noticed during class. Emphasize ways in which they show stamina as writers and point out students demonstrating strong strategies, such as actively using their resources.	<ul style="list-style-type: none">• Consider allowing SPED and ELL students more time to complete their draft.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish the informational essay drafts.• Lessons 17 and 18 begin the work of Unit 3 and build toward the narrative writing performance task (this also allows time for you to review essays and give feedback by Lesson 19.) If you need additional time before the revision lesson, consider using a day or two between Lesson 16 and Lesson 19 where you have students attend to the independent reading routine. This routine is explained more fully in a supporting document Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org). However, make sure students return to their essays relatively soon; a gap of more than a few days will make it harder for them to revise successfully.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 16

Supporting Materials



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End of Unit 2 Assessment:
Best First Draft of an Informational Essay

Name:

Date:

For the End of Unit 2 Assessment, write your best first draft of your informational essay that addresses 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.

Remember to keep today’s learning targets in mind as you write and use the resources you have available, especially your Informational Essay Planner.

End of Unit 2 Assessment:
Informational Essay: The Invisibility of Captives during WWII
(For Teacher Reference)

Prompt: Write an informational essay to answer this question: 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.

The Invisibility of Captives during WWII

War can be loud and visible or quiet and remote. It impacts the individual and entire societies, the soldier and the civilian. Both U.S. prisoners of war in Japan and Japanese-American citizens in the United States during WWII undergo efforts to make them “invisible.” Laura Hillenbrand’s Unbroken hero, Louie Zamperini, like so many other POW’s, is imprisoned, beaten, and denied basic human rights in POW camps throughout Japan. Miné Okubo, a U.S. citizen by birth, is removed from society and interned in a “protective custody” camp for Japanese-American citizens. She is one of the many Japanese-Americans who were interned for the duration of the war. Louie, as a POW in Japan, and Miné, as a Japanese-American internee, both experience efforts to make them “invisible” through dehumanization and isolation in the camps of WWII, and both resist these efforts.

From a very early age, Louie Zamperini is a visible young man. His charismatic, rebellious ways and his athletic accomplishments continually put him in the spotlight, but years in Japanese POW camps slowly erode that visibility. He, like so many others in captivity, experiences efforts to make him “invisible.” During World War II, POW’s are systematically stripped of their dignity in the camps of Japan, and as Hillenbrand writes, “without dignity, identity is erased” (183). The constant threats to their lives, starvation, and beatings strip them of their identity to the point that when Louie looks at himself in the mirror, he only sees “a dead body breathing” (179). Dehumanizing tactics by Japanese guards deny prisoners their dignity and humanity. On Execution Island, prisoners are repeatedly told they “will be killed,” suffer torture, and are humiliated by prison guards. Louie is made to dance at gunpoint while the guards “roared with laughter” (182) and pelt him with fists full of gravel. In Ofuna, prisoners are forced into solitary confinement for long stretches of time, starved, and tortured. “The Bird” becomes their worst nightmare to the point that Louie actually tries to become invisible by “concealing himself in groups of men”(241) to avoid this Japanese officer’s inconsistent and cruel behavior. “Virtually nothing about Japan’s use of POW’s was in keeping with Geneva Conventions” (234). Prisoners are declared unarmed combatants and not registered with



End of Unit 2 Assessment:

Informational Essay: The Invisibility of Captives during WWII
(For Teacher Reference)

the Red Cross. This makes communication with the outside world impossible. To the world, including Louie's family, he has vanished. Initially declared missing at sea, thirteen months into his imprisonment Louie is declared dead by the U.S. military, and he, like many of the other POW's within the camps, becomes invisible to the outside world. Louie, however, does what he can to resist these efforts to make him "invisible." For example, Louie repeatedly defies the Bird every chance he gets. "Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn't do it. The Bird tried to knock Louie down; Louie wobbled but wouldn't fall.... Other prisoners warned Louie that he had to show deference or the Bird would never stop. Louie couldn't do it" (246). He defies the Bird's commands and refuses to show weakness.

Miné Okubo was not a soldier, but she was greatly affected by the events of WWII. As a Japanese-American citizen living in California she, like all other Japanese-Americans, was visible because of her easily recognizable physical features. The ideas put forward in Walter Lippmann's "Fifth Column" article for the Los Angeles Times (Feb. 1942) condemn thousands of Japanese immigrants, and U.S. citizens of Japanese descent are forced into internment camps when President Roosevelt signs Executive Order 9066 into law. Like many people, Lippmann believes that "The enemy alien problem on the Pacific Coast ... (was) very serious" and he calls for "mass evacuation and internment of all those who are technically enemy aliens" ("The Fifth Column"). Miné is one of the thousands of Japanese-Americans who is sent to internment camps for the duration of WWII. During this time, although they are U.S. citizens, Japanese-Americans are denied all the rights and freedoms that are afforded to citizens of the United States. Miné becomes "Citizen 13660," the number given to her family and her family's possessions as she enters the Japanese Internment camps in Tanforan and then Topaz. Being given a number to replace their family name becomes the first step in erasing their identities and making the Japanese-American invisible to the rest of the country. At that time, the internment camps are located in fairly remote locations, making them physically invisible and further removing them from U.S. society. Many internees left behind jobs, businesses and farms, some to sit unoccupied for the duration of the war. These invisible land, business, and farm owners were taken away from their own communities. Unable to bring anything with them that could be identified as Japanese, the Japanese-Americans' cultural identity was being left behind. In the camps their Japanese culture is invisible. These U.S. citizens believe they have suffered severe humiliation: the loss of their culture and their dignity through the mistrust of their



End of Unit 2 Assessment:

Informational Essay: The Invisibility of Captives during WWII
(For Teacher Reference)

own government. Certain other items, like cameras, are also forbidden in the camps, but Miné finds a way to resist these efforts to make her experiences “invisible.” Instead of taking pictures, she makes sketches of the daily life that takes place within the camp. Miné resists being invisible by not letting what is happening to her go unnoticed and undocumented. She makes drawings about what happens in the camps so she could show the world.

During WWII, both U.S. prisoners of war in Japan and Japanese-American citizens in the United States undergo efforts to make them “invisible” through dehumanization and isolation. Every one of these people becomes invisible in some way to their families, their country, or their communities. Many lose friends, family connections, and homes during their time of incarceration, but perhaps the greatest loss that these people suffer is the loss of their dignity, because “dignity is as essential to human life as water, food and oxygen” (Hillenbrand, 183). The experiences of Louie and Miné show that in spite of deeply difficult experiences, the human spirit is able to resist and rise above relentlessly dire and unforgiving circumstances. Louie and Miné both show the resilience, determination, and agency to push through.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 17

Introducing a Thematic Concept: Becoming Visible Again after Captivity



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can determine a theme or the central ideas of an informational text. (RI.8.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can determine a thematic concept in <i>Unbroken</i>.I can analyze nuances in word meanings as synonyms and phrases for key terms are studied.	<ul style="list-style-type: none">End of Unit 2 Assessment, Part 1 (from homework)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Turn in Informational Essay (2 minutes)B. Reviewing Learning Targets (1 minute)2. Work Time<ol style="list-style-type: none">A. Read-aloud: Louie Returns Home (11 minutes)B. Introducing a Thematic Concept: Becoming Visible after Captivity (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (1 minute)4. Homework<ol style="list-style-type: none">A. Read pages 334–338 and the summary of pages 339–344 in <i>Unbroken</i>. Complete the structured notes.	<ul style="list-style-type: none">• This lesson introduces a second thematic concept students will study in Units 2 and 3 of this module: becoming visible again after captivity. Visibility will be defined in two ways: dignity and reconnecting. In this lesson, students will come to understand both aspects. This understanding will link back to one of the module’s guiding questions: “How does war affect individuals and societies?”• Students have spent some time away from the book as they prepared to write the informational essay. This lesson also serves as a reentry to the book as students review the last focus question and the teacher does a brief read-aloud.• In this lesson and in Lesson 18, students may bring up the phrase “PTSD,” or Post-Traumatic Stress Disorder. If necessary, define the term for students: “Post-traumatic stress disorder (PTSD) is a mental health condition triggered by a terrifying event. Symptoms may include flashbacks, nightmares and severe anxiety, as well as uncontrollable thoughts about the event.” (http://www.mayoclinic.com/health/post-traumatic-stress-disorder/DS00246)• Post: Learning targets.



Lesson Vocabulary	Materials
demeanor, nuances	<ul style="list-style-type: none">• <i>Unbroken</i> (book; one per student)• <i>Becoming Visible Again</i> (one per student and one to display)• <i>Becoming Visible Again</i> anchor chart (for teacher reference)• Document camera• Sticky notes (one per student)• Visibility Synonyms strips (for teacher use; one strip per student)• Tape• <i>Unbroken</i> structured notes, pages 334–344 (one per student)• <i>Unbroken</i> supported structured notes, pages 334–344 (optional; only for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 334–344 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Turn in Informational Essay (2 minutes)</p> <ul style="list-style-type: none">• Congratulate students on completing their first draft of their informational essay, and have them turn in this end of unit assessment.• Reviewing Learning Targets (1 minute)• Read aloud the first learning target:<ul style="list-style-type: none">* “I can determine a thematic concept in <i>Unbroken</i>.”• Have students turn and talk to summarize the thematic concept they have been studying in Unit 2. Listen for them to say something about the invisibility through isolation or dehumanization of those who were imprisoned or interred during WWII.• Explain now that the war is over, they are going to study a different, but related, thematic concept. Share with students that this thematic concept will continue to help them understand the guiding question for this module: “How does war and conflict impact individuals and societies?”• Cold call a student to read aloud the second learning target:<ul style="list-style-type: none">* “I can analyze nuances in word meanings as synonyms and phrases for key terms are studied.”• Explain that they’ll list synonyms and word phrases that help them better communicate the key ideas of the thematic concept. Remind students they did this when they studied synonyms for dehumanization and isolation during their learning of resisting invisibility.	



Work Time	Meeting Students' Needs
<p>A. Read-aloud: Louie Returns Home (11 minutes)</p> <ul style="list-style-type: none"> • Invite students to join their Okinawa discussion partner and share their answer to the focus question from the last reading homework (Lesson 13): <ul style="list-style-type: none"> * “Why do the men doubt that the war is over?” • Cold call student pairs to respond and listen for students to notice that the men doubt that the war is over because they mistrust the Japanese guards in the POW camp. They have been beaten, lied to, and mistreated for months, so they fear the announcement of the war’s end could be a trick: “Everyone had heard this rumor before, and each time, it had turned out to be false.... A few men celebrated the peace rumor, but Louie and many others were anticipating something very different. Someone had heard that Naoetsu was slated to be bombed that night” (304). The men live in fear for their lives, and they think that the announcement of the war’s end is just a “rumor,” possibly even covering up a plan to bomb and kill them. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “Now that the war is over, how do you predict the thematic concept of invisibility will be affected?” • Cold call students to share their thinking. Don’t say too much at this point in the lesson, since students will be studying this later. • Draw students’ attention to the photograph of Louie’s homecoming on page 330 in their Unbroken books. Ask students: “Based on this photo, what is your impression of Louie’s health and <i>demeanor</i> or attitude and appearance?” Students may say Louie appears well dressed, relieved, happy, a healthy weight, and he looks strong. • Have students turn to page 333 to read along silently in their heads as you read aloud from page 333 to the break on page 334. This should be a pure read-aloud with no interruptions. • When finished, invite students to turn to their partner and share the gist of what was read. 	<ul style="list-style-type: none"> • Some students may benefit from being given sentence starters for Think-Pair-Share. • Graphic organizers engage students more actively and provide the necessary scaffolding especially critical for learners with lower levels of language proficiency and/or learning. For students needing additional support, you may want to provide a partially filled-in graphic organizer.



Work Time (continued)	Meeting Students' Needs
<p>B. Introducing a Thematic Concept: Becoming Visible Again after Captivity (30 minutes)</p> <ul style="list-style-type: none">• Lead a discussion with students about this passage to introduce the new thematic concept of becoming visible again. Have students engage in a Think-Pair-Share after each question.• Ask students:<ul style="list-style-type: none">* “Now that Louie is home, in what ways has he left invisibility behind him?”• Listen for students to realize that Louie is no longer isolated from the outside world now that he is home with his family.• Probe deeper by having students look again at the photo on page 330, and ask:<ul style="list-style-type: none">* “Based on this photo, how has Louie left invisibility behind him?” Listen for students to note again that he is with his family and appears healthy and happy.• Summarize that Louie has left invisibility behind him in some ways. He is visible to his family and is reconnecting with the outside world, his family, community, and friends.• Ask:<ul style="list-style-type: none">* “In ways is Louie still invisible?”• Listen for students to notice that Louie is still not his old self. He snaps when he hears the recording of the radio broadcast. He reacts with uncontrolled shaking and screaming, and he doesn’t seem to make sense. At first his family thought Louie would be fine since he talked about the prison camp so calmly, but after his violent reaction, they stare at him horrified. They realize he is not fine. When Louie tries to sleep, his dreams are haunted by the Bird.• Summarize for students by explaining that deep inside, Louie is still facing the effects of the dehumanization and loss of dignity he experienced in the prison camp.• Explain to students that after captivity, Louie is becoming visible again in some ways, but they will learn that the journey back to visibility will not be easy for Louie.• Distribute the Becoming Visible Again anchor chart and display using a document camera. Explain that you will fill it in together to better understand this new thematic concept. Write “Dignity” and “Reconnecting” as headings in the top two boxes.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Remind students that one of the best ways to understand a word is by naming examples of it (as they did when they used the Frayer model to define <i>resilient</i> and <i>propaganda</i>). Write “Examples” in the right-hand box underneath each heading. Ask: <ul style="list-style-type: none"> * “What are some examples of ways Louie is becoming visible again?” Distribute one of the sticky notes to each student. Ask students to write down one example of a way Louie is becoming visible from the passage they just read on their sticky note, then stick it to the anchor chart in the correct column (under either Dignity or Reconnecting). Then ask for a few volunteers to read the sticky notes aloud. After each example, poll the class, asking for a thumbs-up if students agree that this is an example of a way to become visible again. Then, ask for a thumbs-up if students agree that this example is listed in the correct column (under either Dignity or Reconnecting). If students seem divided or confused, ask a volunteer to explain why this is an example of a way to make someone visible, and/or explain where this example should go on the anchor chart. Ask students: <ul style="list-style-type: none"> “What do you notice about the examples listed on the chart?” Listen for students to notice that most of the examples are related to “reconnecting.” Remind them that this journey will be complicated for Louie. He won’t become visible again, in both senses of the word, all at once. Emphasize that good writers like Laura Hillenbrand use synonyms to avoid repetition and help their readers understand complicated topics. Write “Synonyms and Related Phrases” in the left-hand box underneath each heading. Remind students that these are words and phrases that the students may use to talk or write about the concept of visibility. Distribute Visibility Synonyms strips to students. Ask them to choose which column each strip belongs in and attach it to the anchor chart with tape. After students have attached their synonyms/related phrases to the anchor chart, use the same thumbs-up polling method to check for understanding and make sure everything is in the right spot. Have students explore the <i>nuances</i> or differences or shades of meaning among the synonyms and phrases they have collected. Reiterate that these synonyms will be helpful for students’ final performance task. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (1 minute)</p> <ul style="list-style-type: none">Distribute <i>Unbroken</i> structured notes, pages 334–344, as well as the <i>Unbroken</i> supported structured notes, pages 334–344 as needed, keeping a copy of <i>Unbroken</i> Structured Notes Teacher Guide, pages 334–344 (for teacher reference).Preview the homework. Read the focus question aloud:<ul style="list-style-type: none">* “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?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read pages 334–338 and the summary of pages 339–344 in <i>Unbroken</i>. Complete the structured notes. <p><i>Note: After collecting students' draft informational essays at the beginning of the lesson, assess the drafts for “Content and Analysis” and “Command of Evidence” on the NYS Expository Writing Evaluation Rubric. By Lesson 19, be prepared to return students' drafts with feedback and the scored rubric.</i></p> <p><i>For assessment purposes on students' first draft, focus on just the top two rows of the rubric. But also give feedback on the “Coherence, Organization, and Style” and “Control of Conventions” for students to revise in Lesson 19. Specifically, keep an eye out for mistakes that relate to the following learning targets:</i></p> <ul style="list-style-type: none">– “I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.” (L.8.2) (This essay is meant to assess L.8.2c: Spell correctly. Give students feedback on their spelling.)”– “I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood.” (L.8.3) (Focus your feedback on active and passive voice; subjunctive and conditional moods will be assessed in Unit 3.)	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 17

Supporting Materials



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Becoming Visible Again

Name: _____

Date: _____

Dignity		Reconnecting	
<i>Synonyms & Related Phrases</i>	<i>Examples</i>	<i>Synonyms & Related Phrases</i>	<i>Examples</i>



Becoming Visible Again
(For Teacher Reference)

Name: _____

Date: _____

Dignity		Reconnecting	
<i>Synonyms & Related Phrases</i>	<i>Examples</i>	<i>Synonyms & Related Phrases</i>	<i>Examples</i>
<ul style="list-style-type: none">• individuality• pride• identity• self-respect• self-esteem• self-worth• self-control• agency	<ul style="list-style-type: none">• being recognized as your own person• believing in yourself• standing up for yourself• feeling safe and in control• having a voice• being in control of yourself	<ul style="list-style-type: none">• belonging• presence• involvement• inclusion	<ul style="list-style-type: none">• being a member of a community• communicating with others• interacting with others



Visibility Synonyms Strips

Teacher directions: Make enough copies of this to cut up and be able to distribute one strip per student.

individuality



pride



identity



self-respect



self-esteem



self-worth



self-control



agency





Visibility Synonyms Strips

involvement



presence



belonging



inclusion





Unbroken Structured Notes,
Pages 334-344

Name: _____

Date: _____

What's the gist of pages 334-344?

Summary of pages 339–344

Louie goes to Miami Beach for two weeks of rest and relaxation. It is there that he meets beautiful, wealthy, pedigreed Cynthia Applewhite. It is love at first sight for Louie. After two weeks of dating, he asks her to marry him. He finishes his speaking tour, and Cynthia flies out to California to meet the family and see him. They marry by the end of May, but not with the full blessing of Cynthia's parents. Louie's drinking is starting to become a problem.



Focus Question: 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?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
corroborated (334)		
intercepted (336)		
whereabouts (336)		
Odyssean (337)		
bewilderment (338)		



Unbroken Supported Structured Notes,
Pages 334-344

Name: _____

Date: _____

Summary of pages 334-344

After the war ends, the Bird learns that he is listed among the worst war criminals in Japan and is being sought to face justice. He decides to flee and vows to disappear forever. Police question his family and pursue any possible lead, but the Bird has made himself “invisible.”

Louie’s amazing story has caught the attention of the War Department, and Louie is sent to deliver inspiring speeches to audiences around the country. He is, however, gripped with anxiety and fear as memories of his imprisonment flash before him. He becomes more and more dependent on drinking to numb his problems.

Summary of pages 339–344

Louie goes to Miami Beach for two weeks of rest and relaxation. It is there that he meets beautiful, wealthy, pedigreed Cynthia Applewhite. It is love at first sight for Louie. After two weeks of dating, he asks her to marry him. He finishes his speaking tour, and Cynthia flies out to California to meet the family and see him. They marry by the end of May, but not with the full blessing of Cynthia’s parents. Louie’s drinking is starting to become a problem.



Focus Question: 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?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
corroborated (334)	confirmed; verified	
intercepted (336)	interrupted; stopped	
whereabouts (336)	location	
Odyssean (337)	A reference to Odysseus in The Odyssey, an epic poem describing Odysseus' 10-year journey to return home after war.	
bewilderment (338)	confusion; disorientation	



Summary of pages 334–338

After the war ends, the Bird learns that he is listed among the worst war criminals in Japan and is being sought to face justice. He decides to flee and vows to disappear forever. Police question his family and pursue any possible lead, but the Bird has made himself “invisible.”

Louie’s amazing story has caught the attention of the War Department, and Louie is sent to deliver inspiring speeches to audiences around the country. He is, however, gripped with anxiety and fear as memories of his imprisonment flash before him. He becomes more and more dependent on drinking to numb his problems.

Summary of pages 339–344

Louie goes to Miami Beach for two weeks of rest and relaxation. It is there that he meets beautiful, wealthy, pedigreed Cynthia Applewhite. It is love at first sight for Louie. After two weeks of dating, he asks her to marry him. He finishes his speaking tour, and Cynthia flies out to California to meet the family and see him. They marry by the end of May, but not with the full blessing of Cynthia’s parents. Louie’s drinking is starting to become a problem.

Focus Question: 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?

Louie is having trouble dealing with his life. He doesn’t have a way to cope with his life now that he is free. He has been relying more and more on soothing his pain, anxiety, and fears with alcohol. Drinking has become an easy solution for Louie because it helps him escape his reality.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
corroborated (334)	confirmed; verified	
intercepted (336)	interrupted; stopped	
whereabouts (336)	location	
Odyssean (337)	A reference to Odysseus in The Odyssey, an epic poem describing Odysseus' 10-year journey to return home after war.	
bewilderment (338)	confusion; disorientation	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 18

Analyzing a Thematic Concept: Becoming Visible after Captivity (pages 334–344)



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use correct grammar and usage when writing or speaking. (L.8.1) I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can recognize and correct inappropriate shifts in verb voice and mood.• I can analyze the development of a thematic concept in <i>Unbroken</i>.	<ul style="list-style-type: none">• <i>Unbroken</i> structured notes, pages 334–344 (from homework)• Double Arrow Visibility graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Language Techniques (15 minutes)B. Reviewing Learning Targets (1 minute)2. Work Time<ol style="list-style-type: none">A. Analyzing the Thematic Concept: Becoming Visible after Captivity (28 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (1 minute)4. Homework<ol style="list-style-type: none">A. Read pages 345–353 in <i>Unbroken</i> and complete the structured notes.	<ul style="list-style-type: none">• Students work with active and passive voice and the conditional and subjunctive moods in this lesson to determine the correct voice or mood to use. This language standard is highlighted on the NYS standards as one that must be revisited throughout eighth grade and high school as students become more sophisticated writers.• In this lesson, students further analyze the thematic concept of becoming visible after captivity, which was introduced in Lesson 17.• Post: Learning targets



Lesson Vocabulary	Materials
dignity	<ul style="list-style-type: none">• Sentence Voice and Mood handout (one per student)• Document camera• Dignity word web (from Lesson 3; one to display)• Becoming Visible Again anchor chart (from Lesson 17; students' copies)• Visibility Double Arrow graphic organizer (one per student and one to display)• <i>Unbroken</i> (book; one per student)• <i>Unbroken</i> structured notes, pages 345–353 (one per student)• <i>Unbroken</i> supported structured notes, pages 345–353 (optional; only for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 345–353 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Language Techniques (15 minutes)</p> <ul style="list-style-type: none">• Students should sit with their Pearl Harbor discussion partners. Distribute and display the Sentence Voice and Mood handout.• Remind students that they have learned about some different types of sentences—active, passive, conditional, and subjunctive. Explain that they have learned how to identify the different voices and moods of sentences, and how authors use them to help the reader make meaning, but today they are going to work on determining which type of sentence would be correct or appropriate to use.• Direct students' attention to the first section on the handout. Invite them to think about what the active and passive voice indicate, then jot down their answers and share with their partner. Circulate and monitor.• When students finish, cold call pairs to share their thinking. Listen for answers like: "Active voice indicates that the subject is 'doing' the action; passive voice indicates that the subject is being acted upon."• Remind students that sentences in the active voice are generally easier to comprehend. Most sentences are written this way, but we studied some sentences in <i>Unbroken</i> that were written in the passive voice. Invite students to think about why Hillenbrand sometimes uses passive voice, then turn and talk with their partner.• Cold call pairs to share their thinking. Listen for responses that indicate that Hillenbrand uses the passive voice to show Louie or the other POWs being acted upon by their captors or outside forces.• Direct students' attention to the first set of numbered examples. Explain that each pair of sentences includes passive and active voice. Students will use the Think-Pair-Share protocol to decide which sentence is easier to understand and conveys meaning in the clearest way. They will then explain their thinking on the line provided.• Circulate and monitor while students complete the four examples. Cold call pairs to share their answers. Students should identify the active voice as the preferable choice for the majority of the sentences because they are easier to comprehend. However, for Pairs 1 and 2, the passive could also be appropriate if the author is trying to emphasize The Green Hornet and/or the raft. Explain that this sort of judgment about when to use active and passive voice is part of the learning target.	<ul style="list-style-type: none">• Consider a partially completed graphic organizer for students who struggle.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to think about the last question about active and passive voice, write their answer, and share with a partner. Cold call pairs to share their thinking. Listen for answers such as: “It is important to think about what you want to emphasize—the one doing the action, or the one being acted upon.”• Next, direct students’ attention to the second section of the handout. Invite them to think about what the conditional and subjunctive mood indicate, then jot down their answers and share with their partner. Circulate and monitor.• When students finish, cold call pairs to share their thinking. Listen for answers such as the following: The conditional indicates a state in which something is likely to happen. The subjunctive indicates “wishful thinking” or things that will never be true.• Remind students that the subjunctive is not often used in English and key words for the conditional are might, could, and would. Explain that being able to choose the correct verb tense or conditional word is also part of today’s learning target. Direct their attention to the four examples. Invite students to think about the correct verb tense or conditional verb needed to complete each sentence, jot down their answers, and share with their partner. Circulate and monitor.• When students finish, cold call pairs to share their thinking.• Responses:<ol style="list-style-type: none">1. “could” or “might”—a pilot making a mistake could make a plane crash. “Would” is incorrect because planes do not always crash if pilots make mistakes.2. “were”—this is the subjunctive, as it was uncertain that Louie would survive3. “would”—in this case, the conditions in the POW camps are so awful that some men would die. Could and might indicate some doubt.4. “could,” “would,” or “might”—any of these would be correct based on students’ explanations.• Ask students to think about the last questions on conditional and subjunctive mood, write their answer, and share with a partner.• Cold call students to share their thinking. Listen for responses such as: Subjunctive mood is really for things that are wished. Conditional mood is used to indicate likely outcomes or effects.	<ul style="list-style-type: none">• Consider a partially completed graphic organizer for students who struggle.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Read aloud the first learning target:<ul style="list-style-type: none">* “I can recognize and correct inappropriate shifts in verb voice and mood.”• Give students specific positive feedback on this learning target.• Read aloud the second learning target:<ul style="list-style-type: none">* “I can analyze the development of a thematic concept in <i>Unbroken</i>.”• Tell students they will now learn more about the theme of becoming visible after captivity.	



Work Time	Meeting Students' Needs
<p>A. Analyzing the Thematic Concept: Becoming Visible after Captivity (28 minutes)</p> <ul style="list-style-type: none"> Have students share with their partner the answer to the focus question from homework: <ul style="list-style-type: none"> * “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?” Cold call student pairs to share their answers and listen for students to say something like: Louie has trouble dealing with his life. He doesn’t have a way to cope with his life now that he is free. He has been relying more and more on soothing his pain, anxiety, and fears with alcohol. Drinking is an easy solution for Louie because it helps him escape his reality. Using a document camera, display the Dignity word web, and ask students to read over the language Hillenbrand uses to describe <i>dignity</i> and the lack of dignity earlier in the book. (Dignity is described as: self-respect, sense of self-worth, innermost armament of the soul, the heart of humanness; the lack of dignity is described as: dehumanized; cleaved from, cast below mankind; profound wretchedness; loneliness; hope is almost impossible to retain; identity is erased; defined by their captors; defined by their circumstances, humiliation, degradation.) Have students take out their copy of the Becoming Visible Again anchor chart. Have the student pairs read over both documents. Ask students: <ul style="list-style-type: none"> * “Based on the question you answered for homework, what language or related language from this web and anchor chart would you use to describe Louie at this point?” Invite students to Think-Pair-Share. Listen for them to say that Louie seems lonely, hopeless, defined by his circumstances, etc. Distribute the Visibility Double Arrow graphic organizer to students and display using a document camera. Remind students that there are two aspects to becoming visible again: dignity and reconnecting. Ask: <ul style="list-style-type: none"> * “On Louie’s journey to becoming visible, is he making stronger progress on the dignity aspect or the reconnecting aspect?” Listen for students to note that Louie is making progress reconnecting with the outside world, and he seems to be losing ground with the dignity aspect of visibility. Do not probe deeper for evidence; students will search for evidence from the text next. 	<ul style="list-style-type: none"> Graphic organizers engage students more actively and provide the necessary scaffolding especially critical for learners with lower levels of language proficiency and/or learning. For students needing additional support, consider providing a partially filled-in graphic organizer.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Write “Reconnecting” on the arrow pointing to the top of the page and “Dignity” on the arrow point toward the bottom of the page, and have students do the same on their copies. Explain to students that they will find evidence from the text (pages 334–344) showing how Louie is becoming visible or not by finding examples related to reconnecting and dignity. They should write these examples on the lines provided. (For example, based on the answer to the focus question from homework, this would be evidence of Louie losing ground on his journey back to dignity.)• Provide time for students to work on this with their partner, and bring the whole class together to add the evidence to the graphic organizer.• Ask students:<ul style="list-style-type: none">* “Do you notice any sort of pattern to Louie’s journey?”• If necessary, probe deeper by asking: “What’s happening to Louie as he makes progress reconnecting—what happens to the dignity side?” Listen for students to notice that he is a very public person, since he travels delivering inspirational speeches. On the other hand, the more he increases his visibility by reconnecting with family and friends, the more he spins out of control. The dignity side loses ground as his reconnecting increases.• Remind students that this was not going to be an easy journey for Louie. Explain that Louie has been through so many terrible things. Ask students to predict:<ul style="list-style-type: none">* “What do you predict will be the outcome of his life? Will he ever complete the journey back to complete visibility?”• A clue to this may be the title of the book.	



Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (1 minute)</p> <ul style="list-style-type: none">Distribute the <i>Unbroken</i> structured notes, pages 345–353, as well as the <i>Unbroken</i> supported structured notes, pages 345–353 as needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 345–353. Read the focus question aloud:<ul style="list-style-type: none">* “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?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read pages 345–353 in <i>Unbroken</i> and complete the structured notes.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 18

Supporting Materials



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Sentence Voice and Mood

Name:

Date:

Active and Passive	
What does active voice indicate?	
What does passive voice indicate?	

Choose the sentence that helps the reader make meaning best. Explain your choice.

1. a. *The Green Hornet* was crashed by a combination of mechanical failure and human error.
b. A combination of mechanical failure and human error crashed *The Green Hornet*.

Explain:

2. a. Sharks attacked the raft when it began to deflate.
b. The raft was attacked by sharks when it began to deflate.

Explain:



Sentence Voice and Mood

3. a. Phil and Louie expected the worst on Kwajalein.
b. The worst was expected by Phil and Louie on Kwajalein.

Explain:

4. a. Dignity was brought to the POWs at Ofuna through small acts of defiance.
b. Small acts of defiance brought dignity to the POWs at Ofuna.

Explain:

Active and Passive

What is important to remember when using active or passive voice?

Conditional and Subjunctive

What does the conditional mood indicate?

What does the subjunctive mood indicate?



Sentence Voice and Mood

1. If a pilot made a mistake, the plane _____ crash.

Explain:

2. If Louie _____ going to survive, he would need to tap into his “resilient optimism.”

Explain:

3. In the POW camps, the conditions were so terrible men _____ die of many preventable diseases.

Explain:

4. The Bird was so unpredictable and violent, he _____ do anything.

Explain:

Conditional and Subjunctive

What is important to remember when using the conditional or subjunctive mood?

--



VISIBILITY

A large, hollow upward-pointing arrow, centered on the page. It is drawn with a thick black outline. The arrow consists of a long vertical rectangular shaft and a triangular head at the top. The interior of the arrow is white, matching the background.This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.A large, hollow downward-pointing arrow, outlined in black, centered on the page.This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the paper.



Unbroken Structured Notes,
Pages 345-353

Name: _____

Date: _____

What's the gist of pages 345–353?

Focus Question: 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?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
garrulous (345)		
ravaged (346)		
debilitating (346)		
insidious (346)		
flashbacks (347)		
cogently (348)		



Unbroken Supported Structured Notes,
Pages 345–353

Name: _____

Date: _____

Summary of pages 345–353

Hillenbrand describes the physical and emotional toll the war has had on many men. The physical consequences of imprisonment were apparent by the thin, scarred, sick men. The emotional consequences were harder to see but just as severe. Men experienced screaming, flashbacks, the urge to dig in garbage cans, and other behaviors they were forced to do to survive while imprisoned. Many of these men were diagnosed as alcoholics. For these men, the search for peace became something they all had to find for themselves. As for Louie, he began his search for this peace. He began to train for the Olympics, but his war-torn body would never run at that level again. Devastated, Louie turned his passion to the person he blamed for his demise: the Bird. Louie had replaced his passion for the Olympics with a determination to kill the Bird.

Focus Question: 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?



Unbroken Structured Notes, Pages 345-353
(For Teacher Reference)

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
garrulous (345)	talkative; longwinded	
ravaged (346)	destroyed; emaciated	
debilitating (346)	devastating; limiting	
insidious (346)	deceptive and subtle	
flashbacks (347)	hallucinations of past events	
cogently (348)	clearly and coherently	



Summary of pages 345–353

Hillenbrand describes the physical and emotional toll the war has had on many men. The physical consequences of imprisonment were apparent by the thin, scarred, sick men. The emotional consequences were harder to see but just as severe. Men experienced screaming, flashbacks, the urge to dig in garbage cans, and other behaviors they were forced to do to survive while imprisoned. Many of these men were diagnosed as alcoholics. For these men, the search for peace became something they all had to find for themselves. As for Louie, he began his search for this peace. He began to train for the Olympics, but his war-torn body would never run at that level again. Devastated, Louie turned his passion to the person he blamed for his demise: the Bird. Louie had replaced his passion for the Olympics with a determination to kill the Bird.

Focus Question: 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?

On page 353, Hillenbrand writes, “Louie had found a quest to replace his lost Olympics. He was going to kill the Bird.” Louie has replaced the passion, focus, and determination he once had for running in the Olympics with this new quest to kill the Bird. It becomes all-consuming.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
garrulous (345)	talkative; longwinded	
ravaged (346)	destroyed; emaciated	
debilitating (346)	devastating; limiting	
insidious (346)	deceptive and subtle	
flashbacks (347)	hallucinations of past events	
cogently (348)	clearly and coherently	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 19

End of Unit 2 Assessment, Part 2: Revising the Informative Essay



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

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5)
I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2c)

Supporting Learning Targets

- I can use feedback from others to revise, edit, and improve my essay.
- I can use correct grammar and punctuation in my essay.

Ongoing Assessment

- *Unbroken* structured notes, pages 345–353 (from homework)
- End of Unit 2 Assessment, Part 2
- End of Unit 2 Assessment, Part 1 (students may complete in class or finish for homework)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Review Feedback on Essay (9 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit Assessment, Part 2: Complete Final Draft of Essay (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (1 minute)4. Homework<ol style="list-style-type: none">A. Read pages 354–356 (top), the summary of pages 356–361, and pages 363–376 and 377–380 in <i>Unbroken</i>. Complete the structured notes.	<ul style="list-style-type: none">• In this lesson, students revise and edit their End of Unit 2 Assessment based on your feedback.• In advance: Grade students' first essay drafts using the rubric.• Post: Learning targets.



Lesson Vocabulary	Materials
edit, revise; incognito (356), imperatives (355), lucidity (363), paradox (366), cleave (367)	<ul style="list-style-type: none">• Students' draft Informational Essays (from Lesson 16, returned in this lesson with teacher feedback; see Teaching Notes at the end of Lessons 16–18)• Sticky notes (three per student; ideally three different colors)• <i>Unbroken</i> (book; one per student)• Document camera• End of Unit 2 Assessment, Part 2: Informational Essay Prompt (from Lesson 16; one to display)• Computers• <i>Unbroken</i> structured notes, pages 354–380 (one per student)• <i>Unbroken</i> supported structured notes, pages 354–380 (optional; only for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 354–380 (for teacher reference)• Informational Essay Prompt and New York State Grade 6–8 Expository Writing Evaluation Rubric (from Lesson 15; use this to score students' essays)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Review Feedback on Essay (9 minutes)</p> <ul style="list-style-type: none">• Write “edit” and “revise” on the board. Ask:<ul style="list-style-type: none">* “What is the difference between revising and editing?”• Listen for students to say that revising is making changes to the essay’s ideas, organization, evidence, etc., while editing is making changes to spelling, grammar, punctuation, etc. As students offer these ideas, list them on the board underneath the words “revise” and “edit.”• Explain that students will work on both of these skills to improve their essays today. Distribute students’ draft Informational Essays with teacher feedback and three sticky notes to each student.• Ask students to silently review the feedback on their first draft.• Post the following directions:<ol style="list-style-type: none">1. On one sticky note, make a list of the top three things you must revise in your essay.2. On another sticky note, make a list of the top three things you must edit in your essay.3. On the last sticky note, write down any questions you have for me about your essay.4. Stick the sticky notes to your desk so I can see them when I come around to help you.	<ul style="list-style-type: none">• Some SPED or ELL students may need more scaffolding to revise and edit. Consider giving their feedback as a set of step-by-step instructions. For instance:• REVISE: Your essay is missing transitions. Add a transition sentence at the end of each paragraph that leads into the next paragraph.<ol style="list-style-type: none">1. EDIT: The circled words are misspelled. Get a dictionary and use it to correct the circled words.2. EDIT: The underlined sentences are run-ons. Find them and correct them by adding a full stop and capitalizing the first letter of the new sentence.



Work Time	Meeting Students' Needs
<p>A. End of Unit Assessment, Part 2: Complete Final Draft of Essay (35 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text, <i>Unbroken</i>. Using a document camera, display the End of Unit 2 Assessment: Informational Essay Prompt (from Lesson 16).• Tell students that they have the rest of the class period to work on revising and editing their essays. Explain that you will come around to check in with them as they work. Create a “Help List” on the whiteboard and invite students to add their names to it if they need more help. Remind students that their revision is due at the end of class today.• Revisit expectations for using computers.• Assign computers, and then prompt students to open the word processing program and make revisions and edits.• While circulating, converse with students based on what they wrote on their sticky notes.• When a few minutes are left, ask students to print or email their work to you.	<ul style="list-style-type: none">• Consider checking in first with students needing extra support to ensure they use their time well.• For students who need more time, consider focusing their revisions and edits on just one paragraph or just one section of the rubric.• Have independent activities ready for students who finish working early.• Consider extending the deadline for students who need extra processing or writing time; give them an opportunity to finish at home or come in after school to complete their revision.



Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (1 minute)</p> <ul style="list-style-type: none">• Congratulate students on their hard work, and remind them that this final draft marks the end of Unit 2. In Unit 3, students will continue to explore the idea of “becoming visible again,” which they began thinking about in Lessons 17 and 18.• Distribute the <i>Unbroken</i> structured notes, pages 354–380, as well as the <i>Unbroken</i> supported structured notes, pages 354–380, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 354–380 (for teacher reference). Clarify that students will read only certain sections of a longer part of the text (not all 35 pages).• Preview the reading homework. Read the focus question aloud:<ul style="list-style-type: none">* “On page 365, Hillenbrand writes, ‘No one could reach Louie because he had never really come home.’ What finally brings Louie home?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read pages 354–356 (top), the summary of pages 356–361, and pages 363–376 and 377–380 in <i>Unbroken</i>. Complete the focus question and vocabulary on the structured notes.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 19

Supporting Materials



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Unbroken Structured Notes,
Pages 354-380

Name: _____

Date: _____

What's the gist of pages 354–top of 356?

Summary of pages 356–361:

At the end of the war, more than 5,400 Japanese were tried as war criminals; of those numbers, 4,400 were convicted, 984 were sentenced to death and 475 to life in prison. In Sasaki's trial, it was revealed that he was in truth a low-ranking interpreter, not the high-ranking official he had claimed to be. The Bird had vanished into the mountains, where he became a farmer's assistant and then a waiter. Later he herded cows. In 1946, two bodies were found in the Okuchichibu Mountains. One was identified as the Bird.



What is the gist of what you read on pages 363–376?

What is the gist of what you read on pages 377–380?



Focus Question: On page 365, Hillenbrand writes, “No one could reach Louie because he had never really come home.” What finally brings Louie home?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
incognito (356)		
imperatives (355)		
lucidity (363)		
paradox (366)		
cleave (367)		



Summary of pages 354–top of 356:

After the war, Japanese police search for Watanabe (the Bird), who had fled into the mountains and was living on a farm and using a fake name to avoid being caught and punished for his war crimes. The Bird struggles with what he has done, feeling that he is unfairly judged by Americans.

Summary of pages 356–361:

At the end of the war, more than 5,400 Japanese were tried as war criminals; of those numbers, 4,400 were convicted, 984 were sentenced to death and 475 to life in prison. In Sasaki's trial, it was revealed that he was in truth a low-ranking interpreter, not the high-ranking official he had claimed to be. The Bird had vanished into the mountains, where he became a farmer's assistant and then a waiter. Later he herded cows. In 1946, two bodies were found in the Okuchichibu Mountains. One was identified as the Bird.

Summary of pages 363–376:

Louie struggles with alcoholism and money problems, and his marriage to Cynthia suffers as he becomes increasingly violent. He decides to find and murder the Bird. Cynthia convinces him to attend two religious meetings led by the preacher Billy Graham. Graham's sermons stir up Louie's painful memories of war, but Louie responds to Graham's challenge to change his ways. He decides to stop drinking, start reading the Bible, and start a new, more peaceful life. Once he makes this decision, he is no longer tormented by thoughts and nightmares about the Bird. Meanwhile, in Japan, the Bird continues to elude capture by the police.

Summary of pages 377–380:

Louie visits one of the POW camps where he was held during the war. After seeing his former guards and learning that they believe the Bird to be dead, he is surprised to feel a sense of compassion and forgiveness for the guards, including the Bird.



Focus Question: On page 365, Hillenbrand writes, “No one could reach Louie because he had never really come home.” What finally brings Louie home?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
incognito (356)	in disguise	
imperatives (355)	rules	
lucidity (363)	clarity (clearness)	
paradox (366)	something that contradicts itself	
cleave (367)	split; separate	



Summary of pages 354–top of 356

After the war, Japanese police search for Watanabe (the Bird), who had fled into the mountains and was living on a farm and using a fake name to avoid being caught and punished for his war crimes. The Bird struggles with what he has done, feeling that he is unfairly judged by Americans.

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Summary of pages 377–380:

Louie visits one of the POW camps where he was held during the war. After seeing his former guards and learning that they believe the Bird to be dead, he is surprised to feel a sense of compassion and forgiveness for the guards, including the Bird.

Focus Question: On page 365, Hillenbrand writes, “No one could reach Louie because he had never really come home.” What finally brings Louie home?

Faith in God finally brings Louie home. When he attends the meeting led by Billy Graham, he has a flashback of a promise he had made while he was stranded on the raft with Phil and Mac during the war: “If you save me, I will serve you forever” (375). He realizes that his prayer had been answered on the raft, and he decides to make a change: “He felt supremely alive. He began walking” (375). After that meeting, Louie dumps all of his alcohol down the drain and takes out an old Bible to read. He never has flashbacks of the war again, and he starts on a new path to become an inspirational speaker and forgive the Japanese guards for what they had done to him.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
incognito (356)	in disguise	
imperatives (355)	rules	
lucidity (363)	clarity (clearness)	
paradox (366)	something that contradicts itself	
cleave (367)	split; separate	