



EXPEDITIONARY
LEARNING

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

Close Reading: Louie's Change of Heart



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

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

Supporting Learning Targets

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

Ongoing Assessment

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

Agenda

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

Teaching Notes

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



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



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



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



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



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



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Supporting Materials



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Resilient:
Frayer Model

Name:

Date:

| | |
|-------------------|------------------------------------|
| Definition | Characteristics/Explanation |
| Examples | Non-Examples |

Resilient



Louie's Change of Heart:
Text-Dependent Questions

Name: _____

Date: _____

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



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

Total time = 20 minutes

Launching the Text

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

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

Gathering Evidence from the Text: Text-Dependent Questions

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



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

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



Understanding Louie: Character Traits Anchor Chart
For Teacher Reference

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



Unbroken Structured Notes

Pages 13–18

Name: _____

Date: _____

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

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



Vocabulary

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



Unbroken Supported Structured Notes

Pages 13–18

Name: _____

Date: _____

Summary of pages 13-18

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

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



Vocabulary

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



Unbroken Structured Notes Teacher Guide

Pages 13–18

Name: _____

Date: _____

Summary of pages 13–18

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

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

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



Vocabulary

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|------------------------|--|--|
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| biomechanical (17) | the mechanics of a part of the body | |