



EXPEDITIONARY  
LEARNING

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

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



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

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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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



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

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



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



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



Work Time (continued)	Meeting Students' Needs
<p><b>B. Analyzing Voice: Active and Passive Sentences (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute one copy of the <b>Active and Passive Sentences handout</b> to each student. Explain that active voice and passive voice are two ways authors can structure sentences, and authors can use both voices to aid understanding.</li><li>• Cold call a student to read the definition of active voice. Read the examples and explain that a majority of sentences are written in the active voice, which is usually easier to read and comprehend.</li><li>• Cold call a student to read the definition of passive voice. Read the examples and explain that passive voice is generally not preferred, but it can be used, sparingly, for effect.</li><li>• Read the “tip” and ask students to fill in the phrase with a noun, such as zombies, kittens, or bluebirds. Students should fill in the sentences with the noun. Cold call students to read each example. Explain that “He ate (by zombies, kittens, etc.) hamburgers” makes no sense, and it is an active sentence in which the subject, “he,” is doing the action, “ate.” “Hamburgers were eaten (by zombies, kittens, etc.)” does make sense, in a humorous way, so it is a passive sentence in which the subject, “hamburgers,” is being acted upon.</li><li>• Invite pairs to work together to practice identifying active and passive sentences using examples from <i>Unbroken</i>. Circulate and monitor, reminding students of the “tip” to identify active and passive sentences.</li><li>• When students are done, go over the answers.<ol style="list-style-type: none"><li>1. Passive</li><li>2. Passive</li><li>3. Active</li><li>4. Passive</li><li>5. Passive</li><li>6. Active</li></ol></li><li>• Explain that in the next lesson, students will analyze why an author might use passive voice rather than active voice.</li></ul>	<ul style="list-style-type: none"><li>• Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before asking questions.</li></ul>



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





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

## Supporting Materials



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**Things Good Writers Do Anchor Chart**  
For Teacher Reference

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



Active and Passive Sentences

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Active Voice**

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

Examples:

*John washed dishes.*

*Kittens chased Rosa.*

**Passive Voice**

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

Examples:

*The dishes were washed by John.*

*Rosa was chased.*



## Active and Passive Sentences

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

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

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

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

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

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

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

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

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

\_\_\_\_\_ “Phillips had one consuming passion” (57).



*Unbroken* Structured Notes

Pages 73–113

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What is the gist of pages 73–77?**



### Summary of pages 78–85

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

#### **These losses were not unusual:**

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

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

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

### What is the gist of pages 85–89?



**Summary of pages 90–113**

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

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

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

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

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



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





**Vocabulary**

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



*Unbroken* Supported Structured Notes

Pages 73–113

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Summary of pages 73–77**

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

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

**Summary of pages 78–85**

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

These losses were not unusual:

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

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

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



**Summary of pages 85–89**

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

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

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

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



### Summary of pages 90–113

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

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

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

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

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



*Unbroken* Supported Structured Notes

Pages 73–113

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engulfed (74)	swallowed up or overwhelmed by	
garish (74)	loud and flashy	
feted (76)	celebrated or honored	
lauded (77)	praised	
delusory (88)	deceptive	



**Summary of pages 73–77**

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**Focus question:**

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

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



## Vocabulary

Word	Definition	Context clues: How did you figure out this word?
engulfed (74)	swallowed up or overwhelmed by	
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