



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"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Things Good Writers Do: Author's Word Choice (8 minutes)</li><li>Reviewing Learning Targets (1 minute)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Studying Theme: Three Threes in a Row (20 minutes)</li><li>Gathering Evidence Note-Catcher (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Preview Homework (1 minute)</li><li>Return Mid-Unit 2 Assessment (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>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.</li></ol></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>Review: Three Threes in a Row (see Appendix).</li><li>Post: Learning targets.</li></ul>



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



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Things Good Writers Do: Author's Word Choice (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students sit with their Midway discussion partner. Ask them to take out their <b>Unbroken</b> books, and turn to page 230, the third paragraph starting with: "He was a beautifully crafted man ..."</li><li>• 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.</li><li>• Next, distribute the <b>Word Choice note-catcher</b>. 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.</li><li>• After several minutes, use a <b>document camera</b> to display the <b>Word Choice note-catcher (one for display)</b>. Cold call several student pairs to add words to the note-catcher.</li><li>• Then cold call several student pairs to describe how the author's word choice helps them understand Watanabe better.</li></ul>	
<p><b>B. Reviewing Learning Targets (1 minute)</b></p> <ul style="list-style-type: none"><li>• Cold call a student to read aloud the first learning target:<ul style="list-style-type: none"><li>* "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.</li></ul></li><li>• Cold call another student to read aloud the second learning target:<ul style="list-style-type: none"><li>* "I can analyze the theme concept of resisting invisibility in <i>Unbroken</i>."</li></ul></li><li>• 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.</li><li>• 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.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Studying Theme: Three Threes in a Row (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Three Threes in a Row note-catcher</b>. 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.)</li><li>• 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.</li><li>• Give directions:</li><li>• Part 1:<ol style="list-style-type: none"><li>1. You and your partner answer just the three questions on your row.</li><li>2. Take 10 minutes as a pair to read your three questions, reread the text, and jot your answers.</li></ol></li><li>• Part 2:<ol style="list-style-type: none"><li>1. Walk around the room to talk with students from other pairs. Bring your notes and text with you.</li><li>2. Ask each person to explain one and only one answer.</li><li>3. Listen to the explanation and then summarize that answer in your own box.</li><li>4. Record the name of the student who shared the information on the line in the question box.</li><li>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.)</li></ol></li><li>• 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.</li><li>• After 10 minutes, focus students whole group. Begin Part 2; give them about 7 minutes to circulate.</li><li>• Then ask students to return to their seats and refocus whole group.</li><li>• Using a document camera, display the <b>Three Threes in a Row note-catcher (for teacher reference and display)</b> so students can check their answers.</li><li>• Students will be able to use the Three Threes in a Row note-catcher for the <b>Gathering Evidence note-catcher</b> in Part B.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Gathering Evidence Note-catcher (10 minutes)</b></p> <ul style="list-style-type: none"> <li>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!</li> </ul>	<ul style="list-style-type: none"> <li>Consider having students who struggle with on-demand writing to talk with a partner before they respond to the question in writing.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Preview Homework (1 minute)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b><i>Unbroken</i> structured notes, pages 248–261</b>, as well as the <b><i>Unbroken</i> supported structured notes, pages 248–261</b>, keeping a copy of the <b><i>Unbroken</i> Structured Notes Teacher Guide, pages 248–261 (for teacher reference)</b>.</li> <li>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"> <li>* “How is Louie resisting invisibility or is he?”</li> </ul> </li> </ul>	
<p><b>B. Return Mid-Unit 2 Assessment (5 minutes)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Give students a moment to look over their assessments. Address clarifying questions as time permits.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>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?”</li> </ul>	



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## 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?
<b>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.</b>	<b>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."</b>	<b>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."</b>



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><b>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.”</b></p>	<p><b>Some sample acts of resistance include:</b></p> <p><b>Page 241, The officers who worked in the camp “deliberately stitched leather improperly.”</b></p> <p><b>Page 242, “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.”</b></p> <p><b>“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.”</b></p>	<p><b>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.”</b></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?
<b>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.”</b>	<b>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.”</b>	<b>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.”</b>  <b>Louie’s family was also unaware of the false radio broadcast put out as propaganda for his family to hear.</b>



*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.**

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**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	