



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. 	



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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	