



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 7

Building Background Knowledge: The Pearl Harbor Attack: *Unbroken*, Pages 38–47



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can use evidence from <i>Unbroken</i> that supports my understanding of the Pearl Harbor attack.	<ul style="list-style-type: none"><i>Unbroken</i> structured notes, pages 38–47 (from homework)Text-dependent questions from “Fourteen-Part Message”



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader (5 minutes)</p> <p>B. Review Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Close Reading: War with Japan: <i>Unbroken</i>, Pages 38-47 (25 minutes)</p> <p>B. Read-aloud: “Fourteen-Part Message”(10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief Learning Target (1 minutes)</p> <p>B. Preview Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Reread the “Fourteen-Part Message.” Record the gist in the spaces provided in the left-hand column and add vocabulary words of your choice to the vocabulary chart.</p>	<ul style="list-style-type: none">• In this lesson, students study how author Laura Hillenbrand presents the attack on Pearl Harbor in <i>Unbroken</i>. This lesson provides a strong connection between the supplemental, informational texts students have been analyzing and the central text.• In Lesson 6, students read a primary source document that explained the United States’ perspective on the attack on Pearl Harbor. In this lesson, students read a primary source text from the Japanese perspective on the attack. An excerpted and abridged version of the Japanese “Fourteen-Part Message” is read aloud as students follow along in their heads. The speech will receive closer study in the next lesson.• In advance: Review Think-Write-Pair-Share protocol (see Appendix).• Post: Learning target.



Lesson Vocabulary	Materials
foreshadowing; tariffs, identity, divine, mandate, inferior, superior, destiny, imperial, indoctrination; desensitization (43), unmoored (44), bombardier (45)	<ul style="list-style-type: none"> • <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> (one per student) • Close Reading Guide: War with Japan: <i>Unbroken</i>, pages 38–47 (one per student) • Close Reading Guide: War with Japan: <i>Unbroken</i> Pages 38–47 (for teacher reference) • “Fourteen-Part Message” (one per student and one to display) • Document camera • Vocabulary chart (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to take <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 38–47 and sit with their Pearl Harbor Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner. • Cold call two or three pairs to share the highlights of their discussion. Listen for them to recognize that important events that were happening in the world were going to directly affect Louie. Hillenbrand provides the information about Japan and Germany so the reader has the background knowledge needed to better understand how Louie’s life might change. 	
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the posted learning target. • Read the target aloud to the class: <ul style="list-style-type: none"> * “I can use evidence from <i>Unbroken</i> that supports my understanding of the Pearl Harbor attack.” • Tell students that today they will take another look at the background Hillenbrand provides in <i>Unbroken</i> about the attack on Pearl Harbor and how the attack affected Louie. 	



Work Time	Meeting Students' Needs
<p>A. Close Reading: War with Japan: <i>Unbroken</i>, Pages 38–47 (25 minutes)</p> <ul style="list-style-type: none">• Explain that students will continue to work with their Pearl Harbor partner. They will use the Think-Write-Pair-Share protocol to read and answer text-dependent questions about how Hillenbrand builds background knowledge about the looming war with Japan and how this might affect Louie.• Distribute one copy of Close Reading Guide: War with Japan: <i>Unbroken</i>, pages 38–47 to each student.• Refer to the Close Reading Guide: War with Japan: <i>Unbroken</i> Pages 38–47 (for teacher reference) for explicit instructions on how to guide students through thinking about and answering the text-dependent questions on their War with Japan handout.• Text-dependent questions may be collected as a formative assessment.	<ul style="list-style-type: none">• Giving students time to talk through ideas supports comprehension and builds class culture.



Work Time (continued)	Meeting Students' Needs
<p>B. Read-Aloud: “Fourteen-Part Message” (10 minutes)</p> <ul style="list-style-type: none">• Remind students that the governments of Japan and the United States had different perspectives on the Pearl Harbor attack. They have already studied the perspective of the U.S. government by reading and answering questions about FDR’s “Day of Infamy” speech. Today, they will read a text from a different perspective.• Distribute one copy of Japan’s “Fourteen-Part Message” to each student and display one copy using a document camera.• Ask students to look over the handout as you explain it using the displayed copy. Orient students by pointing out that, like the “Day of Infamy” speech handout, this handout contains sections of the “Fourteen-Part Message” speech, pulled-out vocabulary, and spaces for them to record the gist and answers to the text-dependent questions.• Eventually, they will complete the entire handout. For today, they will read along in their heads as you read the text aloud.• Tell students that with this first read, they are just getting the gist of what the Japanese government is saying.• Read the text aloud to the class. Invite students to turn and talk about the gist with their partner.• Cold call two or three student pairs to share their gist with the class. Listen to be sure they understand that Japan believed the attack on Pearl Harbor was justified and that the United States did several things to provoke Japan’s attack.	<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 that students read along silently in their heads as you read the text aloud.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Target (1 minute)</p> <ul style="list-style-type: none">• Direct students' attention back to the posted learning target. Reread it aloud to the class:<ul style="list-style-type: none">* "I can use evidence from <i>Unbroken</i> that supports my understanding of the Pearl Harbor attack."• Using a Fist to Five, ask students to rate their ability to use evidence from the text to enhance their understanding of the attack on Pearl Harbor.	
<p>B. Preview Homework (2 minutes)</p> <ul style="list-style-type: none">• For homework, students will reread the "Fourteen-Part Message," record the gist, and add vocabulary words of their choice to the vocabulary chart.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the "Fourteen-Part Message." Record the gist in the spaces provided in the left-hand column. Add vocabulary words of your choice to the vocabulary chart.	



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Grade 8: Module 3A: Unit 1: Lesson 7

Supporting Materials



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Close Reading Guide: War with Japan:

Unbroken Pages 38–47

Name: _____

Date: _____

Text-dependent questions	Respond using the strongest evidence from the text
1. Why does Hillenbrand include both the triumphs of Louie and the ominous background on Japan in the same chapter?	
2. What reasons does Hillenbrand give for Japan's plans to conquer new land?	
3. According to Hillenbrand, what belief was central to the Japanese identity?	
4. Hitler believed in the superiority of the Aryan (blond haired, blue eyed, German) race. How does this relate to the central Japanese belief described by Hillenbrand?	



Close Reading Guide: War with Japan:

Unbroken Pages 38–47

Text-dependent questions	Respond using the strongest evidence from the text
5. What role does violence and brutality play in the Japanese identity, according to Hillenbrand?	
6. How did the situation with Germany affect Louie directly?	
7. Reread page 46 from “Not long after sunrise on a Sunday in December ...” to the end of that section, ending with “There were red circles on its wings” on page 47. List the strong descriptive details from this passage that Hillenbrand uses to describe the Pearl Harbor attack. Why does the author provide so much detail?	

Close Reading Guide: War with Japan:

Unbroken Pages 38–47

(For Teacher Reference)

Total time = 25 minutes

Gathering Evidence from the Text: Text-dependent questions. Invite students to Think-Pair-Share after posing each question.

Text-dependent questions	Teaching Notes
<p>1. Why does Hillenbrand include both the triumphs of Louie and the ominous background on Japan in the same chapter?</p>	<p>Listen for: The author contrasts the successful and positive experiences that Louie is having with the terrible things happening around the world as a way for the reader to expect these two to eventually collide. These details are also included side by side in the text as the author foreshadows that the events of World War II are about to affect Louie.</p> <p>Scaffolding/probing questions: * “By including both sets of details, what does the reader expect will happen to Louie’s running goals?” * “What might the author be foreshadowing?” * Remind students that foreshadowing is when the author provides hints to set the stage for the story to unfold.</p>
<p>2. What reasons does Hillenbrand give for Japan’s plans to conquer new land?</p>	<p>Listen for: Poor natural resources, high tariffs and low demand, a growing population, economic independence through the resources of other countries, the right to rule other Asians (pg. 43).</p> <p>Scaffolding/probing questions: * “What are tariffs?” If necessary, explain that a tariff is a tax on goods that are being imported or exported.</p>

Close Reading Guide: War with Japan:

Unbroken Pages 38–47

(For Teacher Reference)

Text-dependent questions	Teaching Notes
<p>3. According to Hillenbrand, what belief was central to the Japanese identity?</p>	<p>Listen for:</p> <p>“Central to the Japanese identity was the belief that it was Japan’s divinely mandated right to rule its fellow Asians, whom it saw as inherently inferior” (pg. 43).</p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * “What does identity mean in this case?” * “Where did the Japanese believe this right came from?” * “What does the word divine mean?” * If necessary, explain that a mandate is a command or an order. * “How did the Japanese see other Asians?” * “What does it mean to be inferior?” * If necessary, invite students to turn and talk to paraphrase this sentence for better understanding.
<p>4. Hitler believed in the superiority of the Aryan (blond haired, blue eyed, German) race. How does this relate to the central Japanese belief described by Hillenbrand?</p>	<p>Listen for:</p> <ul style="list-style-type: none"> * “‘There are superior and inferior races in the world,’ said the Japanese politician Nakajima Chikuhei in 1940, ‘and it is the sacred duty of the leading race to lead and enlighten the inferior ones.’” * “‘The Japanese,’ he continued, ‘are the sole superior race of the world’” (pg. 43). <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * “What does the word superior mean?” * “How might this belief affect Japan’s identity?”



Close Reading Guide: War with Japan

Unbroken Pages 38–47

(For Teacher Reference)

Text-dependent questions	Teaching Notes
5. What role does violence and brutality play in the Japanese identity, according to Hillenbrand?	<p>Listen for:</p> <ul style="list-style-type: none">* “crafted a muscular, technologically sophisticated army and navy”* “military-run school system that relentlessly and violently drilled children on the nation’s imperial destiny”* “through intense indoctrination, beatings, and desensitization, its army cultivated and celebrated extreme brutality in its soldiers” (pg. 43) <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none">* Invite students to take a closer look at the term imperial destiny. Ask them to define the word destiny and listen for them to recognize destiny as “fate” or “future.” Invite students to share their understanding of the word imperial; be sure they understand it relates to the idea of imperialism and the desire to take over other countries.* If necessary, draw students’ attention to the word indoctrination. Explain that this means “brainwashing.”* If necessary, draw students’ attention to the word desensitization. Ask whether they recognize a familiar word embedded in this word. Students may recognize the word sensitive. Explain that with the prefix de-, this word means “to make someone less sensitive.”* Invite students to paraphrase each piece of evidence to enhance comprehension.* “How might these practices affect children and civilians as well as soldiers?”

Close Reading Guide: War with Japan

Unbroken Pages 38–47
(For Teacher Reference)

Text-dependent questions	Teaching Notes
<p>6. How did the situation with Germany affect Louie directly?</p>	<p>Listen for:</p> <p>Louie became unmoored (44) and ill; he didn’t finish his degree; he mourned the Olympics and joined the Army Air Corps; he couldn’t tolerate the Air Corps, so he left and signed papers he didn’t read; he ended up becoming a bombardier (45) in the Army Air Corps after all, since those papers he signed said he agreed to join the corps in the future (pages 44 and 45).</p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * “What does the word unmoored mean?” If necessary, explain that this is a nautical term that refers to a ship being released from its anchor or mooring. * “What was Louie’s anchor? What did he use to ground and focus him? Where did his energy and goals lie?”
<p>7. Reread page 46 from “Not long after sunrise on a Sunday in December ...” to the end of that section, ending with “There were red circles on its wings” on page 47.</p> <p>List the strong descriptive details from this passage that Hillenbrand uses to describe the Pearl Harbor attack. Why does the author provide so much detail?</p>	<p>Listen for:</p> <ul style="list-style-type: none"> * The description begins from the perspective of the pilot of one of the Japanese planes. * Hillenbrand describes the time of day as sunrise. The pilot is flying into the sunrise while the unsuspecting people on the island of Oahu are doing normal, routine things (getting dressed for Mass, leaving a poker game, having a pillow fight, taking a picture, sleeping, getting ready for a baseball game, preparing to raise the flag for the national anthem). * One of the men in the pillow fight suddenly falls dead from being shot in the neck. <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * “What do these details convey to the reader?” * “How do the details in the last paragraph affect the reader?”

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

Name:

Date:

What's the gist of this section?	<p>1. The government of Japan genuinely wants to come to a friendly understanding with the Government of the United States so that the two countries may secure peace in the Pacific Area and contribute toward world peace. Japan has continued sincere negotiations with the Government of the United States since last April.</p> <p>2. The Japanese Government wants to insure the stability of East Asia and to promote world peace and thereby to enable each nation to find its proper place in the world.</p>
	<i>negotiation: resolving a conflict using compromise</i>
	According to this document, what are three of the Japanese government's goals?

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

<p>What’s the gist of this section?</p>	<p>Ever since Japan’s war with China, the Japanese Government has tried to restore peace. However, the United States has resorted to every possible measure to assist China and to obstruct peace between Japan and China. Nevertheless, last August, the Premier of Japan proposed to meet the President of the United States for a discussion of important problems between the two countries. However, the American Government insisted that the meeting should take place after an agreement of view had been reached on fundamental and essential questions.</p> <p><i>Paraphrase: The leader of Japan proposed a meeting with the president of the United States to discuss their problems in the Pacific, but the American government insisted that Japan and the U.S. agree on some things before the two leaders met.</i></p>
	<p><i>obstruct: to block</i> <i>fundamental and essential questions: the most important, basic questions or issues</i></p>
	<p>According to this document, what are two ways the American government made it difficult for the Japanese government to reach these goals?</p>

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What’s the gist of this section?	<p>3. Subsequently, on September 25th, the Japanese Government submitted a proposal, taking fully into consideration past American claims and also incorporating Japanese views. Repeated discussions did not help produce an agreement. The present cabinet, therefore, submitted a revised proposal, moderating still further the Japanese claims. But the American Government failed to display in the slightest degree a spirit of conciliation. The negotiation made no progress.</p> <p><i>Paraphrase: Japan tried to suggest ideas for compromise between itself and the United States, taking into account past conversations. The United States did not agree. Japan revised the compromise, but the American government would not compromise at all.</i></p>
	What does the document say is another way the American government made it difficult for the Japanese government to reach its goals?

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What’s the gist of this section?	<p>Therefore, the Japanese Government, trying to avert a Japanese-American crisis, submitted still another proposal on November 20th, which included:</p> <p>(1) The Government of Japan and the United States will not dispatch armed forces into any of the regions, excepting French Indo-China, in the Southeastern Asia and the Southern Pacific area....</p> <p>(3) Both Governments will work to restore commercial relations. The Government of the United States shall supply Japan the required quantity of oil.</p> <p>The American Government, refusing to yield an inch, delayed the negotiation. It is difficult to understand this attitude of the American Government.</p> <p><i>Paraphrase: Japan then made another attempt at a compromise that included:</i></p> <p><i>Neither Japan nor the United States will send any armed forces to Southeast Asia or the southern Pacific.</i></p> <p><i>The United States will stop its embargo of oil. (An “embargo” is when one country refuses to trade with another country.)</i></p>
	<p><i>dispatch: send</i></p>
	<p>What two things did the Japanese Government ask for in its proposal?</p>

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

<p>What’s the gist of this section?</p>	<p>The Japanese Government wants the American Government to know:</p> <ol style="list-style-type: none"> 1. The American Government advocates, in the name of world peace, ideas that are favorable to it. But the peace of the world may only be reached by discovering a mutually acceptable formula through recognition of the reality of the situation and mutual appreciation of one another’s position. An attitude that ignores realities and imposes one’s selfish views upon others will not facilitate successful negotiations.... <p><i>Paraphrase: The American government wants world peace, but only if it still gets what it wants. World peace will happen only through compromise. Making others accept one’s selfish views will not help create agreements between countries.</i></p>
	<p><i>advocates: supports, argues for</i> <i>mutual: shared by both sides</i> <i>facilitate: enable, help with</i></p>
	<p><i>Diplomacy</i> is the term used to describe when two or more countries discuss and negotiate to come to agreement. According to the Japanese government, what is U.S. diplomacy like?</p>



“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What’s the gist of this section?	<p>3. The American Government objects to settling international issues through military pressure, but it uses economic pressure instead. Using economic pressure to deal with international relations should be condemned. It is, at times, more inhumane than military pressure.</p> <p><i>Paraphrase: The U.S. government says not to use military attacks and wars to end international conflicts. Instead, the U.S. government uses economic pressure, which means that it tries to control other countries by refusing to trade with them. This kind of economic pressure should not be used because it can be even more cruel than a military attack.</i></p>
	<p><i>economic: related to money or wealth</i> <i>condemn: to call/name something wrong</i> <i>inhumane: cruel</i></p>
	<p>Why do you think the authors of this message believe that using economic pressure against another country is worse than using military pressure?</p>

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What’s the gist of this section?	<p>4. It is impossible not to reach the conclusion that the American Government desires to maintain and strengthen its dominant position in East Asia. The Japanese Government cannot tolerate that, since it directly runs counter to Japan’s fundamental policy to enable each nation to enjoy its proper place in the world....</p> <p>7. Obviously the American Government’s intention is to obstruct Japan’s effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. This intention has been revealed clearly during the course of the present negotiation.</p> <p><i>Paraphrase: The only possible conclusion is that the United States wants to continue having a lot of control in East Asia because of the way the American government has handled these negotiations. The United States wants to keep Japan and China at war with each other.</i></p> <p><i>dominant: strongest, most powerful</i> <i>counter: against, opposite</i></p> <p>This document accuses the American government of interfering in Japan’s relationship with China. Why does the Japanese government think the U.S. government is doing this? (In other words, what do they think America’s goal is?)</p>

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State
December 7, 1941

What’s the gist of this section?	Thus, the earnest hope of the Japanese Government to preserve the peace of the Pacific through cooperation with the American Government has finally been lost. The Japanese Government regrets to have to notify the American Government that it seems it is impossible to reach an agreement through further negotiations.
	<i>earnest: honest and serious</i>
	The Japanese government says that it seems “impossible to reach an agreement through further negotiations.” Make an inference: What did the Japanese government do next?

Japanese Note to the United States December 7, 1941. Delivered as telegram. December 7, 1941. Public Domain.



Vocabulary Chart

Directions: Add words that are new to you from the reading. Do not add words that are defined for you already.

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