



EXPEDITIONARY
LEARNING

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

Analyzing a Thematic Concept: Becoming Visible Again, Part 2 (354–380)



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

I can use correct grammar and usage when writing or speaking. (L.8.1)
I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)
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 explain the general function of verbals (gerunds, participles, infinitives) and their function in sentences.
- I can analyze a thematic concept in *Unbroken*.
- I can analyze how an incident described in *Unbroken* provokes Louie to make a decision.

Ongoing Assessment

- *Unbroken* structured notes, pages 354–380 (from homework)
- Text-Dependent Questions: Becoming Visible Again note-catcher

Agenda

1. Opening
 - A. Engaging the Writer: Language Techniques (10 minutes)
 - B. Reviewing Learning Targets (1 minute)
2. Work Time
 - A. Analyzing the Thematic Concept: Becoming Visible Again (33 minutes)
3. Closing and Assessment
 - A. Preview Homework (1 minute)
4. Homework
 - A. Read the epilogue, pages 381–389 in *Unbroken*, and complete the structured notes

Teaching Notes

- Students continue to work with the language standards in this lesson. This is challenging work; students will continue to work toward mastery in higher grade levels.
- The text students study in this lesson portrays a critical incident in Louie's journey to becoming visible again and is based on Louie's account as told to the author. The author provides a model of how to relay the incident by her care to avoid offering her opinion of this event. She respectfully holds true to Louie's account by expressing the deeply personal experience in the way he has described it. Hillenbrand is reporting Louie's own authentic experience, and students will study the critical incident as such.
- Post: Learning targets.



Lesson Vocabulary	Materials
verbals, pivotal moment, turning point; indignant (373), grace (365), profound (376)	<ul style="list-style-type: none">• Verbals handout (one per student)• Verbals handout key (for teacher reference)• <i>Unbroken</i> (book; one per student)• Text-Dependent Questions: Becoming Visible Again note-catcher (one per student)• Close Reading Guide: Becoming Visible Again (answers, for teacher reference)• Becoming Visible Again anchor chart (begun in Unit 2, Lesson 17)• <i>Unbroken</i> structured notes, pages 381–389 (one per student)• <i>Unbroken</i> supported structured notes, pages 381–389 (optional, for students who need more support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 381–389 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Language Techniques (10 minutes)</p> <ul style="list-style-type: none">• Ask students to sit with their Midway partner. Distribute the Verbals handout. Read the definition of <i>verbals</i> at the top of the page. Explain that authors can use verbals in a variety of ways in their writing to aid understanding. Explain that there are three types of verbals: gerunds, participles, and infinitives.• Cold call a student to read the definition of <i>gerund</i>. Cold call students to read the examples. Point out that gerunds look like verbs but act as nouns.• Cold call a student to read the definition of <i>participle</i>. Cold call others to read the examples. Point out that there are two types of participles: past and present.• Cold call a student to read the definition of <i>infinitive</i>. Point out that students have probably encountered infinitives in their foreign language studies. The infinitive in most foreign languages is a special form of the verb, but in English, an infinitive is the word “to” with the stem form of the verb.• Cold call a student to read the examples.• Read the “tip.” Explain that it can be tricky as they encounter sentences with a verb and one or more verbals to identify accurately the verb and verbals. Encourage them to find the word acting as the verb in the sentence before trying to identify the verbals.• Invite students to work with their partner to practice identifying verbals in examples from <i>Unbroken</i>. Circulate and monitor.• When students are done, go over the answers, referring to the Verbals handout key (for teacher reference) as needed.<ol style="list-style-type: none">1. Lasting, debilitating—participles2. To restore—infinitive3. Running—gerund4. Training—gerund5. To derail—infinitive6. Riveted—participle	<ul style="list-style-type: none">• Consider having students circle the verbs on the handout and underline the verbals.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read aloud the first learning target:<ul style="list-style-type: none">* "I can explain the general function of verbals (gerunds, participles, infinitives) and their function in sentences."• Tell students that they will spend more time working with verbals in the next lesson.	
<p>B. Reviewing Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Read aloud the second and third learning targets:<ul style="list-style-type: none">* "I can analyze a thematic concept in <i>Unbroken</i>."* "I can analyze how an incident described in <i>Unbroken</i> provokes Louie to make a decision."• Cold call several students to summarize what they know about the thematic concept of becoming visible again after captivity. Listen for students to use the terms "dignity" and "reconnecting" in their responses.	



Work Time	Meeting Students' Needs
<p>A. Analyzing the Thematic Concept: Becoming Visible (33 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their text, <i>Unbroken</i>. Have them turn and talk with their partner to verbally summarize: <ul style="list-style-type: none"> * “What was Louie’s journey toward becoming visible again after captivity?” • Encourage them to use the two aspects of visibility in their summary. • Cold call several pairs to share. Students should mention that while Louie is becoming more and more visible reconnecting with his public presence and many jobs, he is declining when it comes to regaining his dignity. • Next, have students share their answers to the focus question from the Unit 2, Lesson 19 homework. • Cold call pairs to share their answers. Listen for something like: “Faith in God finally brings Louie home. When he attends the meeting led by Billy Graham, he has a flashback of a promise he had made while he was stranded on the raft with Phil and Mac during the war: ‘If you save me, I will serve you forever’ (375). He realizes that his prayer had been answered on the raft, and he decides to make a change. ‘He felt supremely alive. He began walking’ (375). After that meeting, Louie dumps all of his alcohol down the drain and takes out an old Bible to read. He never has flashbacks of the war again, and he starts on a new path to become an inspirational speaker and forgive the Japanese guards for what they had done to him.” • Distribute the Text-Dependent Questions: Becoming Visible Again note-catcher. Refer to the Close Reading Guide: Becoming Visible Again (answers, for teacher reference) for this part of the lesson. Students will need to be able to see the Becoming Visible Again anchor chart for this portion of the lesson. They will do a Think-Pair-Share for each question posed. • After the close reading, explain that this moment in the book and in Louie’s life can be described as a <i>pivotal moment</i>, which is a decisive, key, critical, or crucial event that changes everything. This moment can also be called a <i>turning point</i>. Ask: <ul style="list-style-type: none"> * “Why could a decisive moment like this be called a turning point?” • Give students time to turn and talk, then cold call pairs to share their answer. Listen for: “It can be called a turning point since it is a point in Louie’s life where he turns from the way he was living and takes a different path.” • Share that since this is such an important event in Louie’s journey to becoming visible again, students are going to spend some time closely reading this moment. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (1 minute)</p> <ul style="list-style-type: none">Distribute the <i>Unbroken</i> structured notes, pages 381–389. Read the focus question aloud:<ul style="list-style-type: none">* “In what ways is Louie’s later life still an example of his ‘resilient optimism’?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read the epilogue, pages 381–389 in <i>Unbroken</i>, and complete the structured notes.	



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

Supporting Materials



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Verbals Handout

Name: _____

Date: _____

Verbals: A verbal is a word formed from a verb but functioning as a different part of speech.

Gerunds

A gerund is a verbal that ends in -ing and acts as a noun.

Examples:

Nobody appreciates his *singing*.

Swimming is a great sport.

Participles

A participle is a verbal that most often ends in -ing or -ed and acts as an adjective.

Examples:

My knees *shaking*, I walked into the principal's office.

The *cracked* windows need to be fixed.

Infinitives

An infinitive is a verbal consisting of the word "to" plus a verb and acts as a noun, adjective, or adverb.

Examples:

Now is the best time *to start*.

My sister agreed *to give* me a ride.

TIP: Don't confuse verbals with verbs. Verbals look like verbs but don't act like verbs.

In each sentence from *Unbroken* below, underline the verbal and identify the type on the line.

1. _____ "The physical injuries were lasting, debilitating, and sometimes deadly" (346).



Verbals Handout

2. _____ “The central struggle of postwar life was to restore their dignity” (349).
3. _____ “Like many elite athletes, he ... had never seriously contemplated life after running” (350).
4. _____ “Louie threw himself into training” (350).
5. _____ “His mind began to derail” (352).
6. _____ “One day he opened a newspaper and saw a story that riveted his attention” (352).

Verbals Handout Key (for Teacher Reference)

Verbals: A verbal is a word formed from a verb but functioning as a different part of speech.

Gerunds		
A gerund is a verbal that ends in -ing and acts as a noun.		
Examples:	Nobody appreciates his <i>singing</i> .	<i>Swimming</i> is a great sport.

Participles		
A participle is a verbal that most often ends in -ing or -ed and acts as an adjective.		
Examples:	My knees <i>shaking</i> , I walked into the principal's office.	The <i>cracked</i> windows need to be fixed.

Infinitives		
An infinitive is a verbal consisting of the word “to” plus a verb and acts as a noun, adjective, or adverb.		
Examples:	Now is the best time <i>to start</i> .	My sister agreed <i>to give</i> me a ride.

TIP: Don't confuse verbals with verbs. Verbals look like verbs but don't act like verbs. In each sentence from *Unbroken* below, underline the verbal and identify the type on the line.

- _____ gerund “The physical injuries were lasting, debilitating, and sometimes deadly” (346).



Verbals Handout Key (for Teacher Reference)

- | | | |
|----|------------|---|
| 2. | infinitive | "The central struggle of postwar life was to restore their dignity" (349). |
| 3. | participle | "Like many elite athletes, he ... had never seriously contemplated life after running" (350). |
| 4. | gerund | "Louie threw himself into training" (350). |
| 5. | infinitive | "His mind began to derail" (352). |
| 6. | participle | "One day he opened a newspaper and saw a story that riveted his attention" (352). |



Text-Dependent Questions: Becoming Visible Again

Text-dependent questions	Response using the strongest evidence from the text
1. On his first visit to the tent, what did the preacher, Billy Graham, say that affected Louie?	
2. How did Louie react during Graham's sermon? Why does the author tell us Louie is repeating, "I am a good man"? What does this have to do with his search for visibility?	
3. What was Graham's message on the second night? What does Graham mean by "the intangible blessings that give men the strength to outlast their sorrows"?	
4. Why does the author bring us back to the raft? Why does Louie remember his own gratitude on the raft? What does the author mean when she says, "The only explanation he could find was one in which the impossible was possible"?	



Text-Dependent Questions: Becoming Visible Again

Text-dependent questions	Response using the strongest evidence from the text
5. Why does the author end this description with “Louie felt rain falling”? What was the immediate effect of this moment on Louie?	
6. Looking at the Becoming Visible again anchor chart, what synonyms and examples of dignity now appear to describe Louie?	



Close Reading Guide: Becoming Visible Again
(Answers, for Teacher Reference)

Total time = 33 minutes

Gathering evidence from the text: text-dependent questions

Text-dependent questions	Response using the strongest evidence from the text
<p>1. On his first visit to the tent, what did the preacher, Billy Graham, say that affected Louie?</p>	<p>Listen for:</p> <ul style="list-style-type: none"> • “Graham read Jesus’s words from the Bible and asked the audience ‘how long it had been since they’d prayed in earnest’” (373). • “Graham also said that God records a person’s entire life and that nothing is hidden from God. A person’s thoughts, actions, and words condemn a person before God.” • “Graham called out a ‘drowning man’ who was ‘lost in the sea of life’” (373). <p>Scaffolding/probing question: * “What does the word <i>earnest</i> mean?”</p>
<p>2. How did Louie react during Graham’s sermon?</p> <p>Why does the author tell us Louie is repeating, “I am a good man”?</p> <p>What does this have to do with his search for visibility?</p>	<p>Listen for:</p> <ul style="list-style-type: none"> • “Graham’s words made Louie alert and ‘indignant with rage’ (373). Louie became angry and spooked at Graham’s words. He actually barged out of the tent when Graham prayed at the end of the meeting. It seemed like Graham was talking directly to Louie by the words he was using. The references to a drowning man and drowning in the sea of life were just too close to Louie’s experiences.” • “Louie tried to convince himself he was ‘a good man,’ but deep inside he knew it was a lie” (373). • “Louie had been so degraded during captivity that by repeating these words, he was trying to convince himself of his self-worth.” • <p>Scaffolding/probing question: * “What does the word <i>indignant</i> mean?” Explain that <i>indignant</i> means being angry about something one feels is unjust or unworthy.</p>

Close Reading Guide: Becoming Visible Again
(Answers, for Teacher Reference)

Text-dependent questions	Response using the strongest evidence from the text
<p>3. What was Graham’s message on the second night?</p> <p>What does Graham mean by “the intangible blessings that give men the strength to outlast their sorrows”?</p>	<p>Listen for:</p> <ul style="list-style-type: none"> • “Graham spoke of war and suffering. He asked the question, ‘Why is God silent when good men suffer?’ Graham continued to speak about how God is actually not silent through suffering. He explained that God gives ‘men the strength to outlast their sorrows’ (374–375). He goes on to say, ‘God says, if you suffer I’ll give you the grace to go forward.’ Graham says that God’s ‘invisibility is the truest test of that faith. To know who sees him, God makes himself unseen’” (375). • “By this Graham means that when in a crisis, God provides things that one cannot touch, and it is these special blessings that give men the strength they need to persevere and push through the crisis and sorrow.” <p>Scaffolding/probing question:</p> <p>* “What does the word <i>grace</i> mean?” Explain that grace is divine assistance or mercy.</p>



Close Reading Guide: Becoming Visible Again
(Answers, for Teacher Reference)

Text-dependent questions	Response using the strongest evidence from the text
<p>4. Why does the author bring us back to the raft?</p> <p>Why does Louie remember his own gratitude on the raft?</p> <p>What does the author mean when she says, “The only explanation he could find was one in which the impossible was possible”?</p>	<p>Listen for:</p> <ul style="list-style-type: none"> • “Hillenbrand brings the reader back to the raft because this is how Louie remembers this moment. The raft represents a time when Louie reached out to God in prayer and experienced two spiritual moments of grace.” • “From the raft, Louie remembers: <ul style="list-style-type: none"> – The doldrums: the beauty and tranquility of that place (see scaffolding note below) – The inexplicable way he was freed from the wires in the sinking aircraft – The fact that he was never hit by a single bullet even though a Japanese bomber had flown so close to the raft and sent a flurry of bullets at him and the others – The way he had suffered such cruelty and brutality but had survived • All of these memories make him grateful for those ‘intangible blessings’ that gave him strength to outlast the raft.” • “Hillenbrand means that Louie could explain those intangible moments only as gifts from God, something that should have been impossible in Louie’s mind that he was now explaining as possible.” <p>Scaffolding/probing questions: Invite students to reread page 166, where Louie experiences a moment of transcendence. Draw their attention to the line, “Such beauty, he thought, was too perfect to have come about by mere chance. That day in the center of the Pacific was, to him, a gift crafted deliberately, compassionately, for him and Phil” (166). Ask: * “How does this scene relate to what Graham is talking about in his sermon?”</p>



Close Reading Guide: Becoming Visible Again
(Answers, for Teacher Reference)

Text-dependent questions	Response using the strongest evidence from the text
<p>5. Why does the author end this description with “Louie felt rain falling”?</p> <p>What was the immediate effect of this moment on Louie?</p>	<p>Listen for:</p> <ul style="list-style-type: none"> • “The author’s words identify exactly how Louie felt at this moment. Louie’s last flashback, rain falling, occurred just as he was called out by Graham not to leave the tent at that time. It was a memory that he had resisted the night before, and it was suddenly upon him. This was significant because it was what he had asked for when he promised to dedicate his life to God. Rain is also symbolic of cleansing.” (See scaffolding note below.) • “This moment affected Louie immediately. When he returned home, he had no desire to drink and got rid of his liquor and other vices. Louie says that when he awoke the next morning, he felt ‘cleansed.’ For the first time in five years, he had not dreamed of the Bird, and he never would again. He began to read the Bible. Louie remembers that he felt ‘<i>profound</i> peace.’ Louie’s whole outlook on his experience changed. He no longer thought of all that he suffered, but that God had intervened to save him. Hillenbrand writes, ‘He was not the worthless, broken, forsaken man that the Bird had striven to make of him. In a single, silent moment, his rage, his fear, his humiliation and helplessness had fallen away. That morning he believed he was a new creation’” (376). <p>Scaffolding/probing questions: Invite students to turn to page 152 and read from “On the sixth day ...” to the end of the chapter. Ask:</p> <ul style="list-style-type: none"> * “What was it about the experience in the tent with Graham that triggered this memory?” Listen for: “Louie promised to dedicate his life to God if God would quench their thirst. The next day, it rained and the men had water to drink.” * “What does the word <i>profound</i> mean?” Explain that profound means deep and overwhelming.



Close Reading Guide: Becoming Visible Again
(Answers, for Teacher Reference)

Text-dependent questions	Response using the strongest evidence from the text
6. Looking at the Becoming Visible Again anchor chart, what synonyms and examples of dignity now appear to describe Louie?	<p>Listen for:</p> <ul style="list-style-type: none">• “self-control,” “self-worth,” “self-esteem,” “self-respect,” “pride,” “feeling safe and in control,” “being in control of yourself”



Unbroken Structured Notes,
Pages 381–389

Name:

Date:

What's the gist of pages 381–389?

Focus question: In what ways is Louie's later life still an example of his "resilient optimism"?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
dilapidation (381)		
ungovernable (381)		
rapt (382)		
improbably (382)		
honoraria (383)		



Unbroken Supported Structured Notes,
Pages 381–389

Name: _____

Date: _____

Summary of pages 381–389

Louie now had a new focus to delve into: Victory Boys Camp, a camp for troubled boys. Louie devoted his life to tending to these boys and providing a haven for them to heal. His youthful, optimistic approach to life is apparent with every endeavor and circumstance Louie finds himself in.

Along with some of the other men, Phil settled into a calm and satisfying life. Sadly, others were not so fortunate and struggled for the rest of their lives.

Focus question: In what ways is Louie’s later life still an example of his “resilient optimism”?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
dilapidation (381)	deterioration	
ungovernable (381)	uncontrollable; unmanageable	
rapt (382)	captivated	
improbably (382)	doubtfully; unbelievably	
honoraria (383)	payment	



Summary of pages 381–389

Louie now had a new focus to delve into: Victory Boys Camp, a camp for troubled boys. Louie devoted his life to tending to these boys and providing a haven for them to heal. His youthful, optimistic approach to life is apparent with every endeavor and circumstance Louie finds himself in.

Along with some of the other men, Phil settled into a calm and satisfying life. Sadly, others were not so fortunate and struggled for the rest of their lives.

Focus question: In what ways is Louie’s later life still an example of his “resilient optimism”?

Louie still retained his “resilient optimism” even in his later life. He started a camp for troubled boys, always staying positive and helpful to these souls in need. Louie continued to believe that “everything happened for a reason and would come to good” (384). He seemed to be ageless, fearless, and happy. “He remained infectiously, incorrigibly cheerful” (384). He carried the Olympic torch five times, ran six-minute miles, skateboarded, and traveled.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
dilapidation (381)	deterioration	
ungovernable (381)	uncontrollable; unmanageable	
rapt (382)	captivated	
improbably (382)	doubtfully; unbelievably	
honoraria (383)	payment	