



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Overview



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Unit 1: Overview: Building Background Knowledge: Varying Perspectives on World War II

In this first unit, students will build background knowledge about Japanese-American relations during World War II. They will consider the causes of both Japanese and American involvement in the war, beginning with the attack on Pearl Harbor. Students will read FDR's and the Japanese government's responses to the bombing and will consider conflicting perspectives of the same event. For the mid-unit assessment, they will collect, prepare, and submit their best evidence revealing conflicting accounts and perspectives on the attack on Pearl Harbor. Students will

use this evidence for the end of unit assessment in which they will present the information in a Fishbowl discussion. During this unit, they will begin reading the central text of the module, *Unbroken: A World War II Story of Survival, Resilience, and Redemption* by Laura Hillenbrand. As they read Part 1 of the text in this unit, students will build background knowledge on American Louis Zamperini, as well as begin their study of Hillenbrand's craft as she weaves a compelling narrative in this piece of literary nonfiction.

Guiding Questions And Big Ideas

- **How does war and conflict affect individuals and societies?**
- **How do historians/readers reconcile multiple accounts of the same event?**
- **How can narrative be used to communicate real events?**
- *The war affected both ordinary Japanese-Americans and American prisoners of war in life-changing ways.*
- *War and conflict bring important yet divergent experiences to individuals and societies.*



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| Mid-Unit 1 Assessment | <p>Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack</p> <p>This assessment centers on standards NYSP 12 ELA CCLS RI.8.1 and RI.8.9. Students will consider conflicting information regarding the attack on Pearl Harbor by closely studying the response to the attack by either FDR or the Japanese government (they will also have the opportunity to familiarize themselves with the opposing perspective during the lessons). They will further their study by analyzing how the information they have learned might affect an individual in a society. Students will collect this information on a graphic organizer that will be formally assessed as the mid-unit assessment. This assessment serves as a checkpoint for the End of Unit 1 Assessment, in which students will present their assigned perspective in a Fishbowl discussion (just as, in previous modules, the best independent draft of an essay is often used as a checkpoint for the final draft of the essay).</p> |
| End of Unit 1 Assessment | <p>Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack</p> <p>This assessment centers on standards NYSP 12 ELA CCLS RI.8.9 and SL.8.1a-e. Students will participate in a Fishbowl discussion that examines the Japanese and American responses to the attack on Pearl Harbor. The discussion will study the conflicting facts or interpretation of facts by both responses and will engage students to apply these conflicting responses as they reflect on the affect each might have on different individuals or groups. Students will set speaking goals for themselves as they participate in the Fishbowl discussion and will have the opportunity to self-reflect on those goals. In order to have a smaller group for the discussions, this assessment takes place across two days: in Lesson 12 (Part 1), half of the class discusses while the other half observes; in Lesson 13 (Part 2), the two groups switch roles. The specific discussion questions for Parts 1 and 2 differ; see Lessons 12 and 13 supporting materials for details.</p> |



Content Connections

NYS Social Studies Core Curriculum:

- **3. Time, Continuity, and Change**
 - Reading, reconstructing, and interpreting events
 - Analyzing causes and consequences of events and developments
 - Considering competing interpretations of events
- **6. Power, Authority, and Governance**
 - Origins, uses, and abuses of power
 - Conflict, diplomacy, and war
- **10. Global Connections and Exchange**
 - Past, current, and likely future global connections and interactions
 - Cultural diffusion, the spread of ideas, beliefs, technology, and goods
 - Benefits/consequences of global interdependence (social, political, economic)
 - Tension between national interests and global priorities

Science

N/A

Texts

1. Laura Hillenbrand, *Unbroken: A World War II Story of Survival, Resilience, and Redemption* (New York: Random House, 2010), ISBN: 978-1-4000-6416-8
2. Japanese Foreign Ministry, “Fourteen-Part Message,” delivered to the U.S. secretary of state Dec. 7, 1941, as found in the Supporting Materials of Lesson 7.
3. “Edison McIntyre, “War in the Pacific,” in *Cobblestone* (Vol. 15, Issue 1), Jan. 1994, 4.
4. Franklin D. Roosevelt, “Day of Infamy” speech, delivered Dec. 8, 1941, as found at <http://history1900s.about.com/od/franklindroosevelt/a/Day-Of-Infamy-Speech.htm>



This unit is approximately 2.5 weeks or 13 sessions of instruction

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|--|--|---|--|--|
| Lesson 1 | Launching the Text: Building Background Knowledge on Louie Zamperini and World War II (Preface, Pages 3–6) | <ul style="list-style-type: none"> I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.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) | <ul style="list-style-type: none"> I can analyze how incidents in <i>Unbroken</i> reveal aspects of Louie Zamperini as a character. I can use photographs of World War II to build background knowledge about <i>Unbroken</i>. | <ul style="list-style-type: none"> Notice/Wonder note-catcher | <ul style="list-style-type: none"> Gallery Walk protocol |
| Lesson 2 | Analyzing Character: Louie Zamperini | <ul style="list-style-type: none"> I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) 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) | <ul style="list-style-type: none"> I can deepen my understanding of key words in <i>Unbroken</i> by using a vocabulary square. I can cite evidence that supports my analysis of <i>Unbroken</i>. I can analyze how incidents in <i>Unbroken</i> reveal aspects of Louie's character. | <ul style="list-style-type: none"> <i>Unbroken</i> structured notes, preface, pages 3–6 (from homework) Vocabulary Square QuickWrite: Allusions | <ul style="list-style-type: none"> Chalkboard Splash protocol |



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|-----------------|---|--|--|---|---|
| Lesson 3 | Close Reading: Louie's Change of Heart | <ul style="list-style-type: none"> I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4) I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) | <ul style="list-style-type: none"> I can use a Frayer Model to deepen my understanding of words in <i>Unbroken</i>. I can analyze the impact of word choice on meaning and tone in <i>Unbroken</i>. I can cite evidence that supports my analysis of <i>Unbroken</i>. | <ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 6–12 (from homework) Text-dependent questions | <ul style="list-style-type: none"> Understanding Louie: Character Traits |
| Lesson 4 | Building Background Knowledge: “War in the Pacific,” Part 1 | <ul style="list-style-type: none"> I can determine the central ideas of an informational text. (RI.8.2) I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) | <ul style="list-style-type: none"> I can determine the central idea of “War in the Pacific.” I can determine the meaning of words and phrases in “War in the Pacific.” | <ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 13–18 (from homework) Vocabulary in “War in the Pacific” | <ul style="list-style-type: none"> Give One, Get One , Move On protocol |
| Lesson 5 | Building Background Knowledge: “War in the Pacific,” Part 2 | <ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) | <ul style="list-style-type: none"> I can cite evidence to analyze how the conflict escalated between Japan and the United States before the attack on Pearl Harbor. | <ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 19–27 (from homework) Understanding Perspectives: Pearl Harbor graphic organizer | |



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| Lesson 6 | Studying Conflicting Information: Varying Perspectives on the Pearl Harbor Attack, Part 1 | <ul style="list-style-type: none"> I can determine an author's point of view or purpose in informational text. (RI.8.6) | <ul style="list-style-type: none"> I can determine Roosevelt's point of view in his "Day of Infamy" speech. | <ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 28–37 (from homework) Text-dependent questions from "Day of Infamy" speech | |
| Lesson 7 | Building Background Knowledge: The Pearl Harbor Attack: <i>Unbroken</i> , Pages 38–47 | <ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) | <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" | <ul style="list-style-type: none"> Think-Write-Pair-Share protocol |
| Lesson 8 | Studying Conflicting Information: Varying Perspectives on the Pearl Harbor Attack, Part 2 | <ul style="list-style-type: none"> I can determine an author's point of view or purpose in informational text. (RI.8.6) I can express my own ideas during discussions. (SL.8.1) I can build on others' ideas during discussions. (SL.8.1) | <ul style="list-style-type: none"> I can determine the Japanese government's point of view in the "Fourteen-Part Message." I can discuss the points of view of President Roosevelt and the Japanese government. I can use sentence starters to build on others' ideas. | <ul style="list-style-type: none"> Text-dependent questions from the "Fourteen-Part Message" | |
| Lesson 9 | Connecting Ideas in Primary and Secondary Sources: What Led to the Attack on Pearl Harbor? | <ul style="list-style-type: none"> I can analyze texts for disagreement on facts or interpretation. (RI.8.9) I can determine an author's point of view or purpose in informational text. (RI.8.6) | <ul style="list-style-type: none"> I can determine an author's point of view in a primary source. I can analyze how President Roosevelt and the Japanese government interpreted actions differently. | <ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 (from homework) Analyzing Perspectives recording form | |



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| Lesson 10 | Mid-Unit Assessment and Author's Craft: Narrative Techniques | <ul style="list-style-type: none"> I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) | <ul style="list-style-type: none"> I can analyze the impact of word choice on meaning and tone in <i>Unbroken</i>. I can determine if sentences are in active or passive voice. | <ul style="list-style-type: none"> Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (from homework) <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 (from homework) Active and Passive Sentences handout | <ul style="list-style-type: none"> Things Good Writers Do Think-Write-Pair-Share protocol |
| Lesson 11 | Author's Craft: Analyzing Narrative Techniques (Pages 73–113) | <ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1) I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects. (L.8.3) | <ul style="list-style-type: none"> I can cite the strongest evidence to support my analysis of <i>Unbroken</i>. I can analyze the impact of word choice on meaning and tone in <i>Unbroken</i>. I can analyze Hillenbrand's use of active and passive voice in <i>Unbroken</i>. | <ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 73–133 (from homework) Vocabulary Word Sort Written Conversation | <ul style="list-style-type: none"> Written Conversation protocol Think-Write-Pair-Share protocol |



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| Lesson 12 | End of Unit Assessment: Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack | <ul style="list-style-type: none"> I can analyze texts for disagreement on facts or interpretation. (RI.8.9) I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) I can build on others' ideas during discussions. (SL.8.1) | <ul style="list-style-type: none"> I can analyze FDR's "Day of Infamy" speech and the Japanese Foreign Ministry's "Fourteen-Part Message" for disagreement on facts or the interpretation of facts. I can participate in a Fishbowl discussion about two different responses to the attack on Pearl Harbor. I can listen to others and build on their ideas during the Fishbowl discussion. | <ul style="list-style-type: none"> Mid-Unit 1 Assessment: Fishbowl note-catcher End of Unit 1 Assessment: Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack (specifically the goals based on the rubric) | <ul style="list-style-type: none"> Fishbowl protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|--|--|--|--|---|
| Lesson 13 | End of Unit Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack | <ul style="list-style-type: none"> I can analyze texts for disagreement on facts or interpretation. (RI.8.9) I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) I can build on others' ideas during discussions. (SL.8.1) | <ul style="list-style-type: none"> I can analyze FDR's "Day of Infamy" speech and the Japanese Foreign Ministry's "Fourteen-Part Message" for disagreement on facts or the interpretation of facts. I can participate in a Fishbowl discussion about two different responses to the attack on Pearl Harbor. I can listen to others and build on their ideas during the Fishbowl discussion. | <ul style="list-style-type: none"> Mid-Unit 1 Assessment: Fishbowl note-catcher End of Unit 1 Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack (specifically the goals based on the rubric) Exit Ticket: Fishbowl Discussion Wrap-Up | <ul style="list-style-type: none"> Fishbowl protocol |

Optional: Experts, Fieldwork, And Service

Experts:

- Collaborate with the social studies teacher during this unit, as students build background knowledge about the Pacific theater in World War II.
- Invite World War II historians or veterans to visit and provide compelling and interesting stories and experiences about the Pacific theater.

Fieldwork:

- Students may study local monuments and the service of community members who were involved in World War II, specifically the Pacific front.

Service:

- Students may organize a benefit or event to recognize the service and sacrifice of veterans in their community

Optional: Extensions

- Consider using the Library of Congress Teaching with Primary Sources as a resource for World War II and Japanese internment. <http://www.loc.gov/teachers/tps/>

Preparation and Materials

As students read each night for homework, they will also complete corresponding structured notes. Consider which students might benefit from the supported structured notes. Students will need to keep these notes in a safe place; consider having them keep the notes in a sturdy folder.