



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 5

Building Background Knowledge: “War in the Pacific,” Part 2



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)

Supporting Learning Targets

- I can cite evidence to analyze how the conflict escalated between Japan and the United States before the attack on Pearl Harbor.

Ongoing Assessment

- Ongoing Assessment
- *Unbroken* structured notes, pages 19–27 (from homework)
- Understanding Perspectives: Pearl Harbor graphic organizer

Agenda

1. Opening
 - A. Engaging the Reader: Structured Notes Focus Question (5 minutes)
 - B. Reviewing Learning Target (5 minutes)
2. Work Time
 - A. Building Background Knowledge: “War in the Pacific” (30 minutes)
3. Closing and Assessment
 - A. Debrief Learning Target (2 minutes)
 - B. Preview Homework (3 minutes)
4. Homework
 - A. Complete a first read of pages 28–37 in *Unbroken* and fill in the structured notes.

Teaching Notes

- This is the second of two lessons in which students build background knowledge about the Pacific Theater in World War II by reading an excerpt from the article “War in the Pacific.” In this lesson, students analyze the actions of the United States and Japan to understand why there was conflict between the two countries. This historical context is important for students to understand as they continue reading *Unbroken*. It will also scaffold their understanding of perspectives in World War II, the focus of the Mid-Unit 1 and End of Unit 1 Assessments.
- Consider continuing to brush up on your World War II history, especially focused on the Pacific Theater. It will be helpful for this lesson, as well as Lessons 7–9, as students are reading informational texts on the war between the United States and Japan.
- In advance: Review the Fist to Five in Checking for Understanding Techniques (see Appendix).
- Post: Learning target.



Lesson Vocabulary	Materials
conflict, escalate	<ul style="list-style-type: none">• “War in the Pacific” (from Lesson 4; one per student and one to display)• Document camera• Understanding Perspectives: Pearl Harbor graphic organizer (one per student)• Understanding Perspectives: Pearl Harbor graphic organizer (for teacher reference)• Colored pencils (two different colors per student)• <i>Unbroken</i> structured notes, pages 28–37 (one per student)• <i>Unbroken</i> supported structured notes, pages 28–37 (optional; for students needing additional support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 28–37 (for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Structured Notes Focus Question (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to take their <i>Unbroken</i> structured notes, pages 19—27 and sit with their Iwo Jima Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner. • Cold call one or two pairs to share their responses. 	
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the posted learning target. Read the learning target aloud to the class: <ul style="list-style-type: none"> * “I can cite evidence to analyze how the conflict between Japan and the United States escalated before the attack on Pearl Harbor.” • Ask students to turn and talk to their partner about what <i>conflict</i> means. Cold call one or two students to share their response. Listen for: “Conflict means to fight or clash.” Clarify as needed. • Ask pairs to turn and talk again, this time to define the word escalate. • Refocus whole group and ask for volunteers to define <i>escalate</i>. Listen for: “Escalate means to become worse or more serious.” Point out that <i>escalate</i> has the root <i>scala</i>, which means “ladder” or “stair” in Latin. Other words that have that root are escalator and scale (as in “to climb”). 	



Work Time	Meeting Students’ Needs
<p>A. Building Background Knowledge: “War in the Pacific” (30 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their copies of “War in the Pacific” as you display another copy using a document camera. Explain that students will read this text again today to analyze how the conflict between the United States and Japan developed before the Pearl Harbor attack.• Distribute the Understanding Perspectives: Pearl Harbor graphic organizer. Let students know they will use this graphic organizer to help with their rereading and analysis of the events leading up to the attack on Pearl Harbor.• Read Paragraph 1 of “War in the Pacific” aloud. Then, model how to use the graphic organizer by doing a think-aloud, saying something like this while filling in the information on the displayed graphic organizer: “The year was 1854. The U.S. action in this paragraph is that Matthew Perry landed in Japan and helped develop foreign trade in Japan. We know from our earlier definitions that ‘escalating the conflict’ means to make the relations between the U.S. and Japan worse. This action did NOT escalate the conflict—it seems like the United States and Japan were on friendly terms, since Japan adopted new technologies and institutions.” See Understanding Perspectives: Pearl Harbor graphic organizer (for teacher reference) in the supporting materials.• Distribute two different colored pencils to each student. Instruct them to reread “War in the Pacific” with their partner and underline any U.S. actions leading up to Pearl Harbor in one color and Japanese actions in the other color. If students are not yet sure, model again, using the second row on Understanding Perspectives: Pearl Harbor graphic organizer (for teacher reference) as a guide.• After students have reread and underlined, prompt them to transfer the actions to the appropriate place on their copy of Understanding Perspectives: Pearl Harbor graphic organizer.• After they have transcribed the actions, they should work with their partner to determine whether each action did or did not escalate the conflict between the United States and Japan and record their thoughts in the last column on the organizer.• As student work, circulate to make sure they are correctly identifying actions and explaining why those actions may or may not have escalated tensions between Japan and the United States.• When students are finished, cold call several to share something they added to their Understanding Perspectives: Pearl Harbor graphic organizer that escalated tension between the two countries.• Consider collecting the graphic organizers to check for understanding.	<ul style="list-style-type: none">• For students who struggle with reading grade-level text, consider chunking the text for them on separate sheets of paper. This makes the reading of complex texts more manageable and allows them to focus on one small section at a time.• Some students may benefit from having key sections pre-color coded in their texts to get them started.• If some students gave a thumbs-down at the end of the previous lesson, consider checking in with them while they are working on their Understanding Perspectives: Pearl Harbor graphic organizer.



Closing and Assessment	Meeting Students’ Needs
A. Debrief Learning Targets (2 minutes) <ul style="list-style-type: none">• Reread the learning target aloud to the class.• Ask students to reflect on their learning today and rate their mastery of the learning target using the Fist to Five checking for understanding technique.	
B. Preview Homework (3 minutes) <ul style="list-style-type: none">• Distribute <i>Unbroken</i> structured notes, pages 28–37.• Remind students that their homework is to read pages 28–37 in <i>Unbroken</i> and complete the structured notes.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Complete a first read of pages 28–37 in <i>Unbroken</i> and the fill in the structured notes. Answer the focus question: “What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the book to support your answer.” <p><i>Note: If you do collect the Understanding Perspectives: Pearl Harbor graphic organizers to check for student understanding, prepare to hand them back in Lesson 6.</i></p>	<ul style="list-style-type: none">• Consider providing supported structured notes for students who struggle.



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 5

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Understanding Perspectives:
Pearl Harbor Graphic Organizer

Name: _____

Date: _____

	Year	Action	Did this escalate the conflict between the United States and Japan? Explain.
Japanese actions BEFORE the Pearl Harbor attack			



Understanding Perspectives:
Pearl Harbor Graphic Organizer

	Year	Action	Did this escalate the conflict between the United States and Japan? Explain.
U.S. actions BEFORE the Pearl Harbor attack			



Understanding Perspectives:
Pearl Harbor Graphic Organizer For Teacher Reference

	Year	Action	Did this escalate the conflict between the United States and Japan? Explain.
U.S. actions BEFORE the Pearl Harbor attack	1854	U.S. Navy arrived in Japan to reopen Japan to foreign trade	No, this was a good thing for Japan because it gave the country access to European technology and institutions.
	1937	The United States took China's side against Japan and warned Japan to withdraw from China. FDR threatened to cut trade with Japan.	Yes. The United States was challenging Japan and threatening to use the military against them.
	1940	FDR stationed the U.S. Pacific Fleet at Pearl Harbor to warn Japan.	Yes. Putting boats at Pearl Harbor was a military threat to Japan.
	1941	FDR ordered a freeze on trade with Japan.	Yes. Japan needed oil from the United States to be able to fuel its army and navy.
	1941	The United States demanded that Japan withdraw from Indochina and China. FDR didn't think Japan would attack his country because it was so powerful.	Yes. This was a challenge to Japan. If the Japanese backed down, they would feel humiliated.
	1894	Japan went to war with China and took over some of its land.	No. The article doesn't mention the U.S. reaction.



Understanding Perspectives:
Pearl Harbor Graphic Organizer For Teacher Reference

	Year	Action	Did this escalate the conflict between the United States and Japan? Explain.
Japanese actions BEFORE the Pearl Harbor attack	1937	Japan went to war with China again and took over a lot of its land.	Yes. The United States took China's side.
	1940	Japan took over French Indochina (Vietnam).	Yes. Despite a warning from the United States, Japan kept invading other countries.
	1940	Japan signed a treaty with Germany and Italy.	Yes. Germany and Italy were fighting against Britain, and the United States was helping Britain. Japan was signing a treaty with the enemy.
	1941	Japan decided to attack the United States.	Yes. Making a plan to attack and then following through led to the U.S. declaring war on Japan.
	1854	U.S. Navy arrived in Japan to reopen Japan to foreign trade	No, this was a good thing for Japan because it gave the country access to European technology and institutions.
	1937	The United States took China's side against Japan and warned Japan to withdraw from China. FDR threatened to cut trade with Japan.	Yes. The United States was challenging Japan and threatening to use the military against them.



Unbroken Structured Notes

Pages 28–37

Name: _____

Date: _____

What's the gist of what you read on pages 28-37?

Focus question:

What do Louie's antics in Germany reveal about his character and values? Use the strongest evidence from the novel to support your answer.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
plundering (28)		
coltish (28)		
prodigious (31)		
surreal (32)		
penultimate (34)		



Unbroken Supported Structured Notes

Pages 28–37

Name: _____

Date: _____

Summary of pages 28-37

As Louie traveled to Germany, he recognized that he needed to act a bit more maturely, but he quickly relapsed into old habits when he realized that others were “souvenir collecting.” People were stealing things that could easily be hidden, and Louie joined right in. In fact, he boasted that he was the best thief of all. Louie also became known for his huge appetite on the ship. Unfortunately, the overeating and lack of training on the ship had caught up with him. Louie’s determination, however, kicked in. Both mentally and physically, he showed steady signs of performing like himself. After one particularly fast finish, he was led to Hitler’s section for a brief introduction. That fast finish was all Louie needed to have his drive to win kick in. He didn’t win in Germany, but he set his eyes on the 1940 Olympic Games, set to take place in Japan.

Focus question:

What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the book to support your answer.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
plundering (28)	robbing or stealing by force	
coltish (28)	playful	
prodigious (31)	wonderful, amazing	
surreal (32)	strange or dreamlike	
penultimate (34)	second to last	



Name: _____

Date: _____

Summary of pages 28-37

As Louie traveled to Germany, he recognized that he needed to act a bit more maturely, but he quickly relapsed into old habits when he realized that others were “souvenir collecting.” People were stealing things that could easily be hidden, and Louie joined right in. In fact, he boasted that he was the best thief of all. Louie also became known for his huge appetite on the ship. Unfortunately, the overeating and lack of training on the ship had caught up with him. Louie’s determination, however, kicked in. Both mentally and physically, he showed steady signs of performing like himself. After one particularly fast finish, he was led to Hitler’s section for a brief introduction. That fast finish was all Louie needed to have his drive to win kick in. He didn’t win in Germany, but he set his eyes on the 1940 Olympic Games, set to take place in Japan.

Focus question:

What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the book to support your answer.

While in Germany, Louie demonstrated determination in the face of imminent defeat. He was lousy from overeating and not training on the ship, but when he began to race, his determination to win increased with every loss. He also demonstrated a sense of mischief when he stole the German flag from the Chancellery.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
plundering (28)	robbing or stealing by force	
coltish (28)	playful	
prodigious (31)	wonderful, amazing	
surreal (32)	strange or dreamlike	
penultimate (34)	second to last	