



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 6

Studying Conflicting Information: Varying Perspectives on the Pearl Harbor Attack, Part 1



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine an author's point of view or purpose in informational text. (RI.8.6)	
Supporting Learning Targets	Ongoing Assessment
<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



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</p> <p>B. Review Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Understanding Varying Perspectives: “Day of Infamy” Speech (35 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debriefing Learning Targets (2 minutes)</p> <p>B. Preview Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of pages 38-47 in <i>Unbroken</i> and fill in the structured notes</p>	<ul style="list-style-type: none">• In this lesson, students will read a primary source, Franklin Roosevelt’s “Day of Infamy” speech (more formally known as “Transcript of Joint Address Leading to a Declaration of War Against Japan [1941]”). In Lesson 8, students will read another primary source, the “Fourteen- Part Message” (more formally known as “Japanese Note to the United States December 7, 1941”). Both of these sources are highly complex, so they have been excerpted and scaffolded with some pre-defined vocabulary, paraphrasing, and text-dependent questions.• Students will read both primary sources, but they will eventually focus on one. This is in preparation for the Fishbowl discussions in Lessons 12 and 13. Students who focus on the “Day of Infamy” speech will participate in the discussion one day, and students who focus on the “Fourteen-Part Message” will participate in the discussion the other day. See Lessons 12 and 13 for more information.• In advance: Preview the text for this lesson; review the Fishbowl Discussion protocol (see Appendix), which will be used later in the unit.• Post: Learning target.



Lesson Vocabulary	Materials
point of view, primary source; plunder, infamy, solicitation, maintenance, diplomatic negotiations, will, grave	<ul style="list-style-type: none"> • “Day of Infamy” speech (one per student and one to display) • Document camera • Close Reading Guide: “Day of Infamy” Speech (for teacher reference) • <i>Unbroken</i> structured notes, pages 38–47 (one per student) • <i>Unbroken</i> supported structured notes, pages 38–47 (optional; for students needing additional support) • <i>Unbroken</i> Structured Notes Teacher Guide, pages 38–47 (for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</p> <ul style="list-style-type: none"> • Invite students to take their <i>Unbroken</i> structured notes, pages 28–37 and sit with their Okinawa Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner. • Point out that the chapter they read for homework is called “Plundering Germany.” Ask students to turn and talk to their partner: <ul style="list-style-type: none"> * “Why do you think this chapter is titled ‘Plundering Germany’?” If necessary, guide students toward a definition of <i>plunder</i>, which means to rob or pillage, especially during times of war. 	



Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Target (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 determine Roosevelt's point of view in his 'Day of Infamy' speech."• Ask students to turn and talk to their partner about what <i>point of view</i> means. Cold call one or two pairs to share their thinking. Listen for: "It's a person's perspective, or how he/she sees things."• Remind students that the preface of <i>Unbroken</i> foreshadows or previews something that happens later in the book: Louie is in a raft, being shot at by Japanese bombers. Explain that students will be reading texts that will help them understand what happened between the United States and Japan, especially the attack on Pearl Harbor, which ultimately led to the events in the preface. Since history is complicated, it is important to understand the different perspectives that led to huge events, like a world war, which affect so many people—including Louie. The texts that they will read have two different points of view on the events leading up to Pearl Harbor.	



Work Time	Meeting Students' Needs
<p>A. Understanding Varying Perspectives: “Day of Infamy” Speech (35 minutes)</p> <ul style="list-style-type: none">• Tell students that for their end of unit assessment, they will participate in a Fishbowl Discussion. That means half of the class will be participating in a discussion, and the other half will observe the discussion and take notes. The next day, they switch places.• Explain that to prepare for the Fishbowl, students will read two <i>primary sources</i>. Define a primary source as “a text or artifact that was created during the time period you are studying.” Historians use primary sources as often as they can. Since they are created during the time period under study, it is possible to understand what people were thinking and feeling at the time. It is especially important to use primary sources when studying different perspectives. Today, students will read a primary source that represents President Roosevelt’s point of view of Pearl Harbor. In Lesson 8, they will read another primary source with a different point of view. Emphasize that both texts were written in 1941. This is the same time period that <i>Unbroken</i> takes place. Finally, explain that students will read both texts to understand both perspectives, but they will ultimately focus on just one of the texts.• Provide students with some context for their reading of the first primary source, the “Day of Infamy” speech: The speech was given by President Franklin Delano Roosevelt on December 8, 1941. Point out that December 7, 1941, is the day the Japanese military attacked Pearl Harbor. Be sure not to say much more here. Students will discover more about Pearl Harbor and these texts by reading them.• Distribute one copy of the “Day of Infamy” speech to each student and display one copy using a document camera.• Ask the class to look over the handout as you explain it using the displayed copy.• Then, following the steps in the Close Reading Guide: “Day of Infamy” Speech (for teacher reference), guide students through reading the speech and completing their handout.	<ul style="list-style-type: none">• Consider providing smaller chunks of text or a paraphrase of difficult sections in addition to the original text to differentiate for struggling readers.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Target (2 minutes)</p> <ul style="list-style-type: none">Reread the learning target aloud to the class:<ul style="list-style-type: none">* "I can determine Roosevelt's point of view in his 'Day of Infamy' speech."Ask students to give a thumbs-up or thumbs-down depending on how well they mastered that target today.	
<p>B. Preview Homework (2 minutes)</p> <ul style="list-style-type: none">Distribute <i>Unbroken</i> structured notes, pages 38–47.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 38–47 in <i>Unbroken</i> and fill in the structured notes. Answer the focus question: "Hillenbrand writes, 'As Louie blazed through college, far away, history was turning' (43). Why does the author interrupt Louie's narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer."	<ul style="list-style-type: none">Consider providing supported structured notes for students who struggle.



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Grade 8: Module 2A: Unit 1: Lesson 6

Supporting Materials



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“Day of Infamy” Speech

Given by President Franklin Delano Roosevelt December 8, 1941

Name: _____

Date: _____

What’s the gist of this section?	Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:
	<p>Yesterday, December 7th, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.</p> <p>The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific....</p>
	<p><i>infamy: evil fame</i> <i>solicitation: request</i> <i>maintenance: to work to keep something the way it is</i></p>
	<p>1. According to this document, what was the relationship like between the United States and Japan before the attack at Pearl Harbor?</p>



“Day of Infamy” Speech

Given by President Franklin Delano Roosevelt December 8, 1941

What’s the gist of this section?	<p>Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.</p>
	<p><i>diplomatic negotiations: when two or more countries discuss in order to reach an agreement</i></p> <p><i>Paraphrase: An hour after the Japanese started bombing in Oahu, the Japanese ambassador delivered a reply to an earlier message that stated that the Japanese and the United States should not continue to negotiate with each other, but it did not mention a threat of war.</i></p>
What’s the gist of this section?	<p>It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.</p>
	<p>2. Roosevelt accuses the Japanese of seeking to deceive the United States. According to this speech, what is one example of an action in which the Japanese government deceived the United States?</p> <hr/> <hr/> <hr/> <hr/> <hr/>



“Day of Infamy” Speech

Given by President Franklin Delano Roosevelt December 8, 1941

<p>What’s the gist of this section?</p>	<p>The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.</p> <p>Yesterday, the Japanese government also launched an attack against Malaya.</p> <p>Last night, Japanese forces attacked Hong Kong.</p> <p>Last night, Japanese forces attacked Guam.</p> <p>Last night, Japanese forces attacked the Philippine Islands.</p> <p>Last night, the Japanese attacked Wake Island.</p> <p>And this morning, the Japanese attacked Midway Island.</p> <p>Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves....</p>
	<p>3. At the time of this speech, the places mentioned here (Hawaii, Malaya, Hong Kong, Guam, Philippine Islands, Wake Island, and Midway Island) were controlled by either the United States or Great Britain. Why might Roosevelt list each one individually?</p>



“Day of Infamy” Speech

Given by President Franklin Delano Roosevelt December 8, 1941

What’s the gist of this section?	As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us.
	<p>No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.</p> <p>I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.</p>
	<i>will (n.): desire; want</i>
	4. What does Roosevelt mean when he says the United States will “make it very certain that this form of treachery shall never again endanger us”?

“Day of Infamy” Speech

Given by President Franklin Delano Roosevelt December 8, 1941

What’s the gist of this section?	Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.
	With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph—so help us God.
	I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.
	<i>grave (adj.): serious</i>
	5. According to the last paragraph, what is the purpose of Roosevelt’s speech?

President Franklin D. Roosevelt. "Transcript of Joint Address to Congress Leading to a Declaration of War Against Japan (1941)." Washington, D.C. 1941 Dec. 8. Address. Public Domain.

Close Reading Guide: “Day of Infamy” Speech
(For Teacher Reference)

Questions	Teacher Guide
1. According to this document, what was the relationship like between the United States and Japan before the attack at Pearl Harbor?	<p>Direct students to follow along while you read the text aloud. Point out that the text is broken into smaller pieces on the handout, but for this first read, they will skip over the questions and focus only on the text.</p> <p>Once you have finished reading the whole text, ask students to turn and talk with their partner about the overall gist of the speech. Cold call a pair to share their answer.</p> <p>Listen for: “President Roosevelt is explaining that the Japanese bombed Pearl Harbor.” Point out that some words and phrases that would not be possible to define from context are defined in each section. Encourage students to identify other words that are unfamiliar to them, record those words on their copies of the “Day of Infamy” speech, and use the context to try to infer their meaning.</p> <p>Instruct students to work with their partner to reread the first section of the text and write the gist in the margin, then answer the first question. Remind them that rereading is important when they are dealing with a challenging text like this primary source.</p> <p>Circulate while pairs are working, listening to make sure they are on the right track. If students are confused, ask questions like: * “Why does Roosevelt mention the distance between Oahu and Japan?” * “What does it mean to <i>deceive</i> someone?” * “Can you put that sentence into your own words?”</p> <p>When students are done with the first question, refocus them whole group and cold call a pair to share their answer.</p> <p>Listen for: Roosevelt says that the United States and Japan have a good relationship before the attack. The United States even works with Japan to make sure the Pacific area stays peaceful.</p>



Close Reading Guide: “Day of Infamy” Speech
(For Teacher Reference)

Questions	Teacher Guide
2. Roosevelt accuses the Japanese of seeking to deceive the United States. According to this speech, what is one example of an action in which the Japanese government deceived the United States?	<p>Ask students to reread the second section of the text and write the gist in the margin, then answer the second question. Point out that some paraphrasing has been included on the handout to help them understand.</p> <p>Circulate while pairs work, listening to make sure they are on the right track. If students are confused, ask questions like:</p> <ul style="list-style-type: none">* “Who is Roosevelt addressing?”* “What happened the day before this speech?”* “Can you put that sentence into your own words?” <p>When students are done with the second question, refocus them whole group and cold call a pair to share their answer.</p> <p>Listen for: Roosevelt uses the example that the Japanese government sent a message the day before the Pearl Harbor attack and did not mention anything about a possible war between the two countries, even though they must have planned the attack days or weeks beforehand.</p>



Close Reading Guide: “Day of Infamy” Speech
(For Teacher Reference)

Questions	Teacher Guide
3. At the time of this speech, the places mentioned here (Hawaii, Malaya, Hong Kong, Guam, Philippine Islands, Wake Island, and Midway Island) were controlled by either the United States or Great Britain. Why might Roosevelt list each one individually?	<p>Continue the same steps as above: Ask students to work with their partner to reread the next section for gist, then answer the text-dependent question about that section. Cold call a pair to share their answer with the whole class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “Look at the map you worked on yesterday. Where are all these places?”* “What do you think a <i>surprise offensive</i> is?” <p>When students are done with the third question, refocus them whole group and cold call a pair to share their answer.</p> <p>Listen for: Roosevelt lists each place individually because it shows how many places the Japanese attacked at the same time. It proves his point that Japan must have been planning the attack for a long time. It also makes Japan look especially evil, since the list of places they attacked is so long.</p>



Close Reading Guide: “Day of Infamy” Speech
(For Teacher Reference)

Questions	Teacher Guide
4. What does Roosevelt mean when he says the United States will “make it very certain that this form of treachery shall never again endanger us”?	<p>Continue the same steps as above: Ask students to work with their partner to reread the next section for gist, then answer the text-dependent question about that section. Cold call a pair to share their answer with the whole class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “What do you think Roosevelt means by ‘all measure for our defense’?”* “What is an <i>onslaught</i>?”* “What does Roosevelt mean when he says that he is interpreting the will of Congress and of the people?” <p>When students are done with the fourth question, refocus them whole group and cold call a pair to share their answer.</p> <p>Listen for:</p> <p>Roosevelt means that not only will the United States defend itself against Japan, but it will do whatever it needs to do to make sure that the United States isn’t attacked ever again.</p> <p>Some students may understand that Roosevelt is threatening to soundly defeat the Japanese—planning offensive rather than strictly defensive military strategy—but not all students will make that in-depth inference given the complexity of this text.</p>



Close Reading Guide: “Day of Infamy” Speech
(For Teacher Reference)

Questions	Teacher Guide
5. According to the last paragraph, what is the purpose of Roosevelt’s speech?	<p>Continue the same steps as above: Ask students to work with their partner to reread the next section for gist, then answer the text-dependent question about that section. Cold call a pair to share their answer with the whole class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “What are <i>hostilities</i>?”* “What does Roosevelt say is in danger?”* “What is <i>inevitable triumph</i>?”* “Can you put the last sentence into your own words?” <p>When students are done with the fifth question, refocus them whole group and cold call a pair to share their answer.</p> <p>Listen for: Because of the seriousness of Japan’s attack on the United States, Roosevelt is asking Congress to declare war on Japan.</p>

Text from <http://history1900s.about.com/od/franklinroosevelt/a/Day-Of-Infamy-Speech.htm>



Unbroken Structured Notes

Pages 38–47

Name: _____

Date: _____

What's the gist of what you read on pages 38-47?

Focus question: Hillenbrand writes, “As Louie blazed through college, far away, history was turning” (43). Why does the author interrupt Louie’s narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
ardent (39)		
ruse (40)		
superlative (41)		
unmoored (44)		
bombardier (45)		



Unbroken Supported Structured Notes

Pages 38–47

Name: _____

Date: _____

Summary of pages 38–47

Louie continues to attend the University of Southern California, train, and set records with his running. Louie's training has reached its peak, but the world is quickly becoming an uncertain and volatile place. Japan withdrew from hosting the 1940 Olympics, and Finland became the new setting. Japan, along with Germany, turned its attention to war, and the long-anticipated 1940 Olympics was canceled. This news sent Louie into a tailspin, with no goal to focus him. As America crept toward war, enlisting became Louie's focus. He joined the Army Air Corps and soon after, Pearl Harbor was attacked by Japan.

Focus question: Hillenbrand writes, “As Louie blazed through college, far away, history was turning” (43). Why does the author interrupt Louie's narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer.



Unbroken Supported Structured Notes

Pages 38–47

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
ardent (39)	eager and enthusiastic	
ruse (40)	something done to trick someone	
superlative (41)	excellent, unmatched	
unmoored (44)	unhinged, to be released from something that grounds someone or something (relates to a boat being released from a mooring)	
bombardier (45)	someone who releases bombs from an aircraft	



Unbroken Structured Notes Teacher's Guide

Pages 38–47

Name: _____

Date: _____

Summary of pages 38-47

Louie continues to attend the University of Southern California, train, and set records with his running. Louie's training has reached its peak, but the world is quickly becoming an uncertain and volatile place. Japan withdrew from hosting the 1940 Olympics, and Finland became the new setting. Japan, along with Germany, turned its attention to war, and the long-anticipated 1940 Olympics was canceled. This news sent Louie into a tailspin, with no goal to focus him. As America crept toward war, enlisting became Louie's focus. He joined the Army Air Corps and soon after, Pearl Harbor was attacked by Japan.

Focus question: Hillenbrand writes, "As Louie blazed through college, far away, history was turning" (43). Why does the author interrupt Louie's narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer.

Hillenbrand provides the information about Japan and Germany so the reader has the background knowledge needed to better understand how Zamperini's life might change because of war. Louie has participated in the German Olympics, and he is setting his sights on the Japan Olympics in 1940. The author writes about Germany and Japan to show that the world around Louie is changing and provides the reader with some foreshadowing that Louie's plans may not happen as he intends.



Vocabulary

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bombardier (45)	someone who releases bombs from an aircraft	