



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 12

End of Unit Assessment: Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack



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

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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- 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)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Goal-setting (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. End of Unit 1 Assessment: Fishbowl Discussion, Part 1 (20 minutes) B. Fishbowl Debrief, Part 1 (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Preview Homework (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete a first read of pages 114–121 and 125–130 in <i>Unbroken</i>, plus the summary of pages 131–140 provided in the structured notes. Complete the structured notes. 	<ul style="list-style-type: none"> • This lesson is the first half of a two-day Fishbowl discussion based on historical documents written to justify war between the United States and Japan during WWII (FDR’s “Day of Infamy” speech and Japan’s “Fourteen-Part Message”). • These Fishbowl discussions serve as the End of Unit 1 Assessment. They assess students’ ability to analyze conflicting historical texts and use their new understandings to contribute to a cooperative, text-based discussion. • The historical content of the Fishbowl discussions builds background knowledge about <i>Unbroken</i> by illuminating why Japan and the United States were at war with each other. • In this lesson and Lesson 13, students are divided into pairs. One student is an expert on the “Day of Infamy” speech and sits in the inside circle during this lesson, while the other is an expert on the “Fourteen-Part Message” and sits behind his/her partner in the outside circle. Each partner performs a specific role, and these roles will be reversed in the next lesson. • Students set personal discussion goals using the Fishbowl Discussion Rubric: The Pearl Harbor Attack. After the discussion, the students in the inside circle self-reflect on their progress toward their goals. • Students in the outside circle take notes on the Fishbowl note-catcher regarding what they hear and learn during the discussion. After the discussion, they share these findings with their partner. • In advance: Determine Fishbowl partners by pairing a student who read FDR’s “Infamy” speech with one who read Japan’s “Fourteen-Part Message”; review: the Fishbowl Discussion protocol (see Appendix). • Post: Learning targets



Lesson Vocabulary	Materials
relevant, compelling, drawing, advocating (from rubric)	<ul style="list-style-type: none">• Fishbowl Discussion Rubric and Goal-Setting Sheet: The Pearl Harbor Attack (one per student)• Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (either the “Day of Infamy” or the “Fourteen-Part Message” version) (from Lesson 9; one per student) “Day of Infamy” speech (from Lesson 6; one per student)• “Day of Infamy” speech (from Lesson 6; one per student)• Fishbowl sentence starters (one per student in inside circle)• End of Unit 1 Assessment: Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack (one per student and one for display)• Document camera• Timer• <i>Unbroken</i> structured notes, pages 114–140 (one per student)• <i>Unbroken</i> supported structured notes, pages 114–140 (optional; for students needing additional support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 114–140 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Goal-setting (10 minutes)</p> <ul style="list-style-type: none"> Share with students that the past few lessons were an important side trip in which they studied author Laura Hillenbrand's craft as a writer. They will continue to study this craft as they read more of <i>Unbroken</i>. Explain that today is the first day of the two-part Fishbowl discussion, which focuses on the "Day of Infamy" speech. Tell students that this Fishbowl is a way for them to assess their ability to analyze a difficult text. It is also a way to practice speaking and listening to each other. Remind them that they practiced these speaking and listening skills when they used the sentence starters during their partner discussions in Lesson 8. Distribute one copy of the Fishbowl Discussion Rubric and Goal-Setting Sheet: The Pearl Harbor Attack to each student. Give students 3 minutes to read the "4" column silently. Refocus whole group. Direct students' attention to the Preparation and Evidence row. Have them circle the words <i>relevant</i> and <i>compelling</i>. Explain that during the Fishbowl discussion, the information they share needs to be related, or relevant, to the topic and questions being discussed. Their additions should be compelling or thought provoking. Next, direct their attention to the Effective Communication row. Ask students to circle the word <i>drawing</i> in the last bullet. Explain that part of being an effective communicator means drawing or inviting others into the discussion. Ask: <ul style="list-style-type: none"> * "What are some ways you can pull others into the discussion?" Cold call two or three students for responses. Listen for them to say that they can ask a question of a specific classmate or invite a classmate to share notes. Finally, direct students' attention to the Respecting Multiple Perspectives row. Ask them to circle the word <i>advocating</i>. Explain that <i>advocating</i> means publicly saying a given position is true or a certain action should be taken. When students advocate for their opinions, they need to support them with the strongest evidence. Divide students into pairs. In each pair, one student should be an expert on the "Day of Infamy" speech, and the other should be an expert on the "Fourteen-Part Message." 	<ul style="list-style-type: none"> Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Review the Fishbowl Discussion protocol. Explain that the partner who read FDR's "Day of Infamy" speech will be in the inside circle today, and the other partner will be observing; tomorrow, they will switch roles.• Point out the goal-setting section at the bottom of the rubric. Fishbowl Discussion Goals. Invite all students to write down two or three personal goals for their time in the inside circle discussion.• Ask students to take out their Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (either the "Day of Infamy" or the "Fourteen-Part Message version"). The students in the outside circle will make notes in the Listening Notes section about what they hear during the discussion. These students will have a chance to share their notes with their partner during a debrief after the discussion.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment: Fishbowl Discussion, Part 1 (20 minutes)</p> <ul style="list-style-type: none"> • Tell students who read FDR's "Day of Infamy" speech to bring their copy of the speech, their Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack, and the Fishbowl Discussion rubric to their seat in the inside circle. Ask the remaining students to bring their Fishbowl note-catcher and Fishbowl Discussion rubric to the seat behind their partner in the outside circle. • Distribute one copy of the Fishbowl sentence starters to each student in the inside circle. Encourage students to use this resource during the discussion. • Explain that they will have 15 minutes to discuss, and you will use a timer to keep track. Tell them that you will start the discussion by asking some questions, but they should focus on talking to each other, rather than just answering your questions. • Distribute the End of Unit 1 Assessment: Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack to each student and display a copy using a document camera • Set the timer for 15 minutes and begin the discussion by asking each question one at a time: <ul style="list-style-type: none"> * "From your perspective, what was the gist of this text?" • After a few students have shared their understanding of the gist, ask: <ul style="list-style-type: none"> * "What did FDR accuse Japan of doing?" * "What was FDR's perspective on the Pearl Harbor attack?" • Encourage all students to respond to the questions using evidence from their Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack ("Day of Infamy" version). • Choose from the following questions to engage students further in the discussion. If the discussion runs out of steam at any point, return to this list of questions and ask a new one to keep students thinking: <ul style="list-style-type: none"> * "What key facts did FDR use in his speech? How did he interpret each of these facts?" * "Are there any key facts that FDR omitted?" * "What questions do you have for other people in the circle about their understanding of this text?" 	<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.



Work Time (continued)	Meeting Students' Needs
<p>B. Fishbowl Debrief, Part 1 (10 minutes)</p> <ul style="list-style-type: none"> • Give students in the outside circle 3 minutes to complete their Listening Notes. While they are doing this, direct students sitting in the inside circle to the Self-Reflection portion of the Fishbowl Discussion rubric. Ask them to think about and record things they did well during the discussion and things they could improve upon for future discussions. • Tell students to meet with their partner. Give them 2 minutes for the person in the outside circle to share reflections on what they heard/learned during the discussion and 2 minutes for the person in the inside circle to share reflections. • Cold call two or three students who were in the inside circle to share out something they learned, either from the discussion itself or from their partner's notes. 	<ul style="list-style-type: none"> • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (5 minutes)</p> <ul style="list-style-type: none"> • Distribute <i>Unbroken</i> structured notes, pages 114–140. • Let students know that they should complete a first read of pages 114–121 and 125–130 in <i>Unbroken</i> and the summary of pages 131–140 included in the structured notes. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Complete a first read of pages 114–121 and 125–130 in <i>Unbroken</i> and the summary of pages 131–140 included in the structured notes. Fill in the structured notes and answer the focus question: "From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?" 	



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Supporting Materials



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Fishbowl Discussion Rubric and Goal-Setting Sheet:
The Pearl Harbor Attack

CRITERIA	Score				
	4	3	2	1	0
PREPARATION & EVIDENCE (SL.8.1a)	Student brings thorough, relevant, well-organized notes, including evidence from informational texts, to the discussion.	Student brings relevant notes, including evidence from informational texts, to the discussion.	Student brings notes, including evidence from informational texts, to the discussion.	Student brings notes, including evidence from one informational text, to the discussion.	Student does not bring notes to the discussion.
	Student explicitly and consistently draws on relevant, compelling textual evidence during the discussion. Student uses evidence to probe and reflect on ideas under discussion.	Student explicitly and consistently draws on relevant textual evidence during the discussion. Student uses evidence to probe and reflect on ideas under discussion.	Student explicitly draws on some relevant textual evidence during the discussion. Student uses evidence to probe OR reflect on ideas under discussion.	Student draws on little relevant textual evidence during the discussion.	Student does not draw on textual evidence during the discussion.



Fishbowl Discussion Rubric and Goal-Setting Sheet:
The Pearl Harbor Attack

CRITERIA	Score				
	4	3	2	1	0
EFFECTIVE COMMUNICATION (SL.8.1b, c, e)	<p>Student actively helps lead the discussion by:</p> <ul style="list-style-type: none"> engaging in relevant conversation asking relevant questions listening actively responding to the ideas of others making eye contact maintaining a respectful tone and volume drawing peers into the discussion 	<p>Student actively participates in the discussion by:</p> <ul style="list-style-type: none"> engaging in relevant conversation asking relevant questions listening actively making eye contact maintaining a respectful tone and volume 	<p>Student participates in the discussion but:</p> <ul style="list-style-type: none"> is sometimes off-topic asks some irrelevant questions has some side conversations does not always make eye contact does not always maintain a respectful tone and volume 	<p>Student participates in the discussion but:</p> <ul style="list-style-type: none"> is often off-topic asks irrelevant questions has frequent side conversations does not usually make eye contact does not usually maintain a respectful tone and volume 	<p>Student does not participate in the discussion.</p>
RESPECTING MULTIPLE PERSPECTIVES (SL.8.1c, d, e)	<p>Student considers others' diverse perspectives during the discussion by paraphrasing and asking respectful questions. Student always maintains respect while advocating for his/her opinion.</p>	<p>Student considers others' diverse perspectives during the discussion by paraphrasing or asking respectful questions. Student usually maintains respect while advocating for his/her opinion.</p>	<p>Student attempts to consider others' diverse perspectives during the discussion but has difficulty paraphrasing or asking respectful questions. Student sometimes maintains respect while advocating for his/her opinion.</p>	<p>Student does not consider others' perspectives during the discussion. Student has difficulty maintaining respect while advocating for his/her opinion.</p>	<p>Student does not participate in the discussion.</p>



Fishbowl Discussion Rubric and Goal-Setting Sheet:
The Pearl Harbor Attack

A student who does not participate in the discussion should be given a 0.

A student whose contributions to the discussion are only personal and make no reference to textual evidence can be scored no higher than a 1.

Using this rubric, set two or three goals for yourself. What would you like to work on improving during this Fishbowl discussion? (Ex: “I want to use my notes during the discussion,” “I want to make eye contact with other people during the discussion.”)



Fishbowl Discussion Rubric and Goal-Setting Sheet:
The Pearl Harbor Attack

Goal #1:	Goal #2:	Goal #3:
What I did well:	What I did well:	What I did well:
How I can improve next time:	How I can improve next time:	How I can improve next time:



Fishbowl Sentence Starters

To paraphrase someone else's idea to make sure you understand, use:

I hear that you said ...

To ask a question or probe, use:

I'm wondering ...

I hear that you said ..., and I'm still wondering ...

Can you clarify what you meant when you said ...?

What you said about ... raised a question for me. My question is ...

It seems like what you said about ... is different from what [someone else] said. (Name conflicting ideas)

To show how something has changed your thinking, use:

Now that I know that, I need to change what I think about ...

To cite text evidence, use:

I hear that you said ..., but I still think ... because the text says ... (Cite evidence)

What you said about ... reminded me of something I read in the text. (Cite evidence)



End of Unit 1 Assessment: Fishbowl Discussion, Part 1:
Comparing Conflicting Accounts of the Pearl Harbor Attack

Name:

Date:

Questions for Discussion:

- From your perspective, what was the gist of this text?
- What did FDR accuse Japan of doing?
- What was FDR's perspective on the Pearl Harbor attack?
- What key facts did FDR use in his speech? How did he interpret each of these facts?
- Are there any key facts that FDR omitted?
- What questions do you have for other people in the circle about their understanding of this text?



Name: _____

Date: _____

What is the gist of pages 114–121 and 125–130?

Summary of pages 131–140

The military begins searching for the *Green Hornet* and its crew, knowing that the search area is enormous and the odds of finding the crew very long. Louie, Phil, and Mac see a B-25 and a B-24 from their rafts, but the planes do not see them. The men realize that they are drifting west, out of friendly territory, and hopes of being rescued are getting slim.

Mac eats all the chocolate when Louie and Phil are asleep, but Louie does not reprimand him. Their bodies are in distress, and with the fresh water gone, Mac begins to decline. Louie prays for the first time since his childhood.

At home, telegrams are sent to families of the *Green Hornet* crew.

“I regret to inform you that the commanding general Pacific area reports your son—First Lieutenant Russell A. Phillips—missing since May Twenty-seven. If further details or other information of his status are received you will be promptly notified” (138).

The entire Zamperini family remains resolute that Louie is alive.



Focus question:

From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
musher (115)		
assented (117)		
writhing (120)		
grossly (127)		
addled resolution (130)		



Name: _____

Date: _____

Summary of pages 114–121

Upon hearing the news that a plane and her crew are missing, Louie, Phil, and Cuppernell are asked to volunteer in the search effort. Although Phil and Louie hear the word “volunteer,” they both know it was an order. When they mention that they don’t have a plane to fly, they are told to use the *Green Hornet*, the plane they know is unsafe and dangerous (see photograph on page 116). The *Green Hornet*, with a crew of Phil, Louie, Cuppernell, and Mac (an enlisted man who wants to hitch a ride), and another plane, the *Daisy Mae*, and her crew take off on a search mission 200 hundred miles north of Palmyra. The two planes lose track of each other when the *Green Hornet* can’t keep up, and as Phil and Louie had worried, they encounter engine trouble. The plane begins to drop and spiral toward the ocean below.

As the plane strikes the water, Louie is catapulted forward and becomes trapped and tangled in the plane’s wires. The plane begins to plunge down into the depths of the ocean, with Louie trapped inside. Something strikes his head, and he passes out underwater. Suddenly he awakes and is free from the wire trap, floating inside the plane and in desperate need of air. As he struggles free, his USC ring catches something that helps him recognize where he is inside the plane. This helps him find a way out of the plane and make his way to the surface.

Summary of pages 125–130

As Louie rises to the surface, the ocean is covered with blood and pieces of the *Green Hornet*. Phil manages to survive, although he is badly injured. Mac is near Phil, both clinging to a fuel tank. Louie manages to spot one of the life rafts and get Phil and Mac onto it. The raft’s supplies are few and inadequate, but Louie hopes they will soon be rescued and the survival supplies will be enough.



Summary of pages 131–140

The military begins searching for the *Green Hornet* and its crew, knowing that the search area is enormous and the odds of finding the crew very long. Louie, Phil, and Mac see a B-25 and a B-24 from their rafts, but the planes do not see them. The men realize that they are drifting west, out of friendly territory, and hopes of being rescued are getting slim.

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The entire Zamperini family remains resolute that Louie is alive.

Focus question:

From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
musher (115)	something that is thick, dense, and soft, like oatmeal	
assented (117)	agreed	
writhing (120)	twisting, struggling	
grossly (127)	completely, totally	
addled resolution (130)	confused or muddled determination	



Summary of pages 114–121

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Summary of pages 131–140

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The entire Zamperini family remains resolute that Louie is alive.

Focus question:

From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?

Hillenbrand describes in detail the underwater scene of Louie being trapped. She describes the "soundless sensations" of Louie's body being thrust forward, the plane breaking, Louie being trapped in wires, Phil fighting to get out of the plane and swimming free, Louie being pulled down into the depths of the ocean and the pressure on his body and ears, etc. All of these details contribute to the meaning of the story because they slow this rapid event down so the reader can soak in all of the details. This was the single event that led to the rest of the story, and the author takes the time to allow the reader to appreciate everything that happened with these details. In this mostly underwater scene, the war has put Louie in danger of losing his life by drowning.



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
musher (115)	something that is thick, dense, and soft, like oatmeal	
assented (117)	agreed	
writhing (120)	twisting, struggling	
grossly (127)	completely, totally	
addled resolution (130)	confused or muddled determination	