



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 15

Informational Essay Planning: Essay Rubric and Planner



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

I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)

Supporting Learning Targets

- I can intentionally use verbs in the active and passive voice in my World War II invisibility informational essay.
- I can identify strategies and resources to help me spell correctly on my informational essay.
- I can plan an informational essay using relevant details from texts that are carefully selected and organized.

Ongoing Assessment

- Gathering Evidence note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer and Reviewing Learning Targets (7 minutes)Work Time<ol style="list-style-type: none">Reviewing Essay Rubric (20 minutes)Language Mini Lesson (5 minutes)Planning the Essay (10 minutes)Closing and Assessment<ol style="list-style-type: none">Preview Homework (3 minutes)Homework<ol style="list-style-type: none">Finish your Informational Essay Planner	<ul style="list-style-type: none">In this lesson, students prepare to write their essay on the treatment of American POWs in Japanese camps and Japanese-Americans in American internment camps. Students are building on writing skills that they have developed in the first two modules; therefore, they are expected to do more of this work with less scaffolding. However, a sample Informational Essay Planner with an annotated body paragraph is provided in the supporting materials of this lesson.Correct spelling is an expectation at the 8th grade level and has been expected throughout the preceding modules. In this module, students are given time to address spelling using strategies and resources as they write their informational essay.This is the first essay in which students are asked not only to think about their writing, but also how they use language, specifically using active and passive voice and choosing words intentionally.Students review the NYS Expository Writing Evaluation Rubric to understand the expectations of the essay. However, since students analyzed this rubric in more depth in Module 1, the review focuses only on the “3” column, which reflects the expectations that students should meet in their writing. The “4” column is left in to encourage students to set higher goals for themselves.In advance: Decide which discussion appointments students will use today; cut out Rubric Criteria strips.Post: Learning targets



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Informational Essay Prompt and New York State Grades 6–8 Expository Writing Evaluation Rubric (one per student)• Rubric Criteria strips (one strip per pair; one for modeling)• Document camera• Sample Rubric Criteria strips (for teacher reference)• Quote Sandwich guide (for informational essay) (one per student; one to display)• Informational Essay Planner (one per student)• Sample Informational Essay Planner (for teacher reference)• “The Life of Mine Okubo” (from Lesson 4)• Primary Sources (from Lesson 6)• Gathering Textual Evidence Note-catcher (from Lesson 3)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Targets (7 minutes)</p> <ul style="list-style-type: none">• As students enter, distribute the Informational Essay Prompt and New York State Grades 6–8 Expository Writing Evaluation Rubric. Invite students to sit with their discussion appointment partner. Be sure that they have their Gathering Evidence note-catcher from their homework and ask students to reread the essay prompt. Invite students to share which piece of evidence they starred on their Gathering Evidence note-catchers and explain why they starred it.• Cold call one to two pairs to share their responses. Responses will vary; listen for students to say something like: “I starred this quote from <i>Unbroken</i>: ‘When the guards weren’t venting their fury at the captives, they entertained themselves by humiliating them. Louie was forced to stand up and dance ... while his guards roared with laughter.’ I think it’s the best evidence because it is Louie describing himself and he doesn’t think of himself as a live person anymore. He has been dehumanized.”• Direct students’ attention to the posted learning targets. Read the learning targets aloud:<ul style="list-style-type: none">* “I can intentionally use verbs in the active and passive voice in my essay.”* “I can spell correctly in my essay.”* “I can plan an informational essay using relevant details from texts that are carefully selected and organized.”• Ask students to turn and talk to a partner about which learning target they feel most comfortable with right now: the first one, the second one, or the third one.• Ask students to show you which they are most comfortable with by putting that many fingers in the air; for instance, if they are most comfortable with the first one, put one finger in the air.• Then, ask students to do the same thing for the learning target they are least comfortable with. Remind students to keep that learning target in mind during class today and encourage their comfort level with that learning target before they leave class today. To do that, they need to do their best thinking and ask questions.	



Work Time	Meeting Students' Needs
<p>A. Reviewing Essay Rubric (20 minutes)</p> <ul style="list-style-type: none"> Remind students that in Module 1, their essays were assessed using the New York State Expository Writing Evaluation Rubric and that same rubric will be used this time. Emphasize the importance of students knowing what criteria will be used to assess their work, so it's important to review that rubric. Direct students' attention to the full rubric included on the Informational Essay Prompt and Rubric. Show them the headings of the rows on the left side and read them aloud: <ul style="list-style-type: none"> Content and Analysis Command of Evidence Coherence, Organization, and Style Control of Conventions Remind students that these are the different aspects of writing that they are assessed on. Now, point to the "3" column. Explain that this column is what is generally expected of them in their writing. Distribute one of the Rubric Criteria strips to each pair of students. Point out that at the top of the strip is one heading of one row on the rubric and that the criterion on that strip is from the "3" column on the rubric. Then, point out that there is a prompt for students to finish: "This means, in my informational essay, I need to ..." Explain that students need to write, in their own words, what the criterion will look like in their writing. Model this by displaying the Rubric Criteria strips for modeling using the document camera. Do a think-aloud. First read the criterion: <ul style="list-style-type: none"> * "demonstrate grade-appropriate analysis of the text(s)" Explain that to know what this will look like in the essay, it's important to consider the writing prompt. Model how to finish the prompt: "This means, in my informational essay, I need to ... accurately explain how American POWs and Japanese-Americans were made invisible based on the texts we read." Point out that on their copies of the Informational Essay Prompt and Rubric Criteria, students can take notes about writing their essays. Have students take notes based on your modeling in the Content and Analysis row. Invite students to turn their attention to their own Rubric Criteria strip and to work with their partner to describe what that looks like in their essay. Then, ask pairs who had Strip 1 to raise their hands. Cold call one pair to share what they wrote and encourage students to write it down on their copy of the Informational Essay Prompt and Rubric in the space provided. Continue this until all six strips have been shared and students have taken notes. Refer to the Sample Rubric Criteria strips for possible answers. 	<ul style="list-style-type: none"> Consider pulling a small group of students who struggle with writing during this time and reading through the model body paragraph in the Sample Informational Essay Planner (for teacher reference) (see supporting materials).



Work Time (continued)	Meeting Students' Needs
<p>B. Language Mini Lesson (5 minutes)</p> <ul style="list-style-type: none">• Let students know that they need to use both the active and passive voice in their essays.• Write these two sentences on the board:<ul style="list-style-type: none">– Louie was physically hurt by the guards.– The guards physically hurt Louie.• Read each sentence aloud, asking students to follow along.• Ask students to look at the first sentence and think about who is emphasized more in it: Louie or the guards. Invite students to give a thumbs-up when they have an answer. Call on one to share thoughts. Listen for: “In the first sentence, Louie is emphasized more because he is mentioned first.”• Reread the second sentence: “The guards physically hurt Louie.”• Once again, ask students to think about who is emphasized in that sentence and give a thumbs-up when they know. Call on a student to share. Listen for: “In the second sentence, the guards are emphasized more because they are mentioned first.”• Now ask students to turn and talk to their partner to identify which sentence is written in active voice and which is written in passive voice. After about 1 minute, cold call a pair. Listen for: “The first sentence is in the passive voice and the second sentence is in the active voice.”• Remind students to keep the active and passive voice in mind; they will need to use those intentionally when they draft their essay in the next lesson. While most of their essay will be in the active voice, at times they may use the passive when the “acted upon” (Louie or Miné, for example) is the more important in that particular sentence.	



Work Time (continued)	Meeting Students' Needs
<p>C. Planning the Essay (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Informational Essay Planner. Point out its similarity to the essay planner they used in Module 2 to write their argument essays.• Point out that a major difference between the essay planner in Module 2 and the Informational Essay Planner is that authors don't need to take a position or address a counterclaim in informational writing, but they still need to have a focus statement or topic.• Distribute the Quote Sandwich guide (for informational essay) and display on the document camera. Read it aloud and invite students to follow along silently. Point out that this should look familiar since they used it in Module 2.• Explain that all three parts of the quote sandwich are very important for the reader to understand the information they include in their essays and how it develops their ideas. Explain that they may use this Quote Sandwich guide as a reference.• Ask students to look at their Gathering Evidence note-catchers. Instruct the students to use them to fill out their essay planners.• Students may decide to use details they did not put on their Gathering Evidence note-catcher, which is fine as long as it's still relevant to the essay prompt. Remind them of the resources they have for evidence and quotes, such as their structured notes that they have been completing throughout Units 1 and 2, <i>Unbroken</i>, "The Life of Miné Okubo" (from Lesson 4), as well as the primary sources they read (from Lessons 6).• Let students know that correct spelling will be an important part of this essay. Ask students to think about strategies they can use to make sure they are spelling words correctly. Cold call several students and listen for them to say: "You can use a dictionary," "You can read the word out loud to yourself," "You can make sure it's the right form of the word, like 'there,' 'their,' and 'they're.'"• Remind students that it is important that they are careful about spelling as they plan their essays, especially words that may not be as familiar to them, such as names, places, and domain-specific words.• Invite students to work on their essay planner independently. As students work, circulate to listen in and support as needed. Push students to be clear and explicit in their plan. Invite students to use a dictionary or spell check as they begin to plan their essay.	



Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (3 minutes)</p> <ul style="list-style-type: none">• Tell students that their homework is to finish their Informational Essay Planner. In the next lesson, they will draft their essays, so it's important they do their very best on the planner. Remind students to take home the resources they may need to finish the planner, especially their Gathering Evidence note-catchers.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your Informational Essay Planner	



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Supporting Materials



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Informational Essay Prompt and New York State
Grades 6–8 Expository Writing Evaluation Rubric

Name: _____

Date: _____

During World War II, what were the efforts to make both Japanese-American internees and American POWs in Japan “invisible” and how did each group resist? Use the strongest evidence from *Unbroken*, and selected other informational sources about Japanese-American internees.

New York State Grade 6–8 Expository Writing Evaluation Rubric			
Criteria	SCORE		
	4 Essays at this level:	3 Essays at this level:	This means, in my informational essay, I need to ...
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	— clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	



Informational Essay Prompt and New York State
Grades 6–8 Expository Writing Evaluation Rubric

New York State Grade 6–8 Expository Writing Evaluation Rubric			
Criteria	SCORE		
	4 Essays at this level:	3 Essays at this level:	This means, in my informational essay, I need to ...
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	



Rubric Criteria Strips

(from “3” Column of the NYS Expository Writing Evaluation Rubric)

1) Content and Analysis:

“clearly introduce a topic in a manner that follows from the task and purpose”

This means, in my informational essay, I need to ...



2) Command of Evidence:

“develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)”

This means, in my informational essay, I need to ...



3) Coherence, Organization and Style:

“exhibit clear organization, with the use of appropriate transitions to create a unified whole”

This means, in my informational essay, I need to ...





Rubric Criteria Strips

(From “3” Column of the NYS Expository Writing Evaluation Rubric)

4) Coherence, Organization and Style:

“establish and maintain a formal style using precise language and domain-specific vocabulary”

This means, in my informational essay, I need to ...



5) Coherence, Organization, and Style:

“provide a concluding statement or section that follows from the topic and information presented”

This means, in my informational essay, I need to ...



6) Control of Conventions:

“demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension”

This means, in my informational essay, I need to ...



Rubric Criteria Strips

(from “3” Column of the NYS Expository Writing Evaluation Rubric)

7) Rubric Criteria Strip for Modeling
“demonstrate grade-appropriate analysis of the text(s)”

This means, in my informational essay, I need to ...





Rubric Criteria Strips
from “3” Column of the NYS Expository Writing Evaluation Rubric
(For Teacher Reference)

1) Content and Analysis:

“clearly introduce a topic in a manner that follows from the task and purpose”

This means, in my informational essay, I need to ...*include an introduction that gives background knowledge about Americans in Japanese POW camps and Japanese-Americans in American internment camps. I might also need to write about what “invisibility” and “resistance” mean. I also need a focus statement to state the topic of my essay.*



2) Command of Evidence:

“develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)”

This means, in my informational essay, I need to ...*use details and quotes from Unbroken, “The Life of Miné Okubo,” and the primary sources we read to show how Americans and Japanese-Americans were made invisible and resisted invisibility.*



3) Coherence, Organization and Style:

“exhibit clear organization, with the use of appropriate transitions to create a unified whole”

This means, in my informational essay, I need to ...*use transitions to connect my ideas together and make sure that the organization of the essay overall is logical.*



Rubric Criteria Strips

(from “3” Column of the NYS Expository Writing Evaluation Rubric)
(For Teacher Reference)

4) Coherence, Organization and Style:

“establish and maintain a formal style using precise language and domain-specific vocabulary”

This means, in my informational essay, I need to ... *use words that are domain-specific (like “internment camp”) and write in a way that sounds like an essay, not a story.*



5) Coherence, Organization, and Style:

“provide a concluding statement or section that follows from the topic and information presented”

This means, in my informational essay, I need to ... *write a conclusion that summarizes the main ideas in my essay.*



6) Control of Conventions:

“demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension”

This means, in my informational essay, I need to ... *make sure that I use correct spelling and grammar so that my reader can understand my essay.*



Quote Sandwich Guide
(For Informational Essay)

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you incorporate quotes from texts into an essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea.

Introduce the quote.

This includes the “who” and “when” of the quote.

Sample sentence starters for introducing a quote:

In Chapter _____, _____.

When Louie is _____, he _____.

After _____, Miné _____.

Include the quote.

Make sure to punctuate the quotes correctly using quotation marks. Remember to cite the page number in parentheses after the quote.

Analyze the quote.

This is where you explain how the quote supports your idea.

Sample sentence starters for quote analysis:

This means that _____.

This shows that _____.

This demonstrates that _____.



Informational Essay Planner

Name:

Date:

Focusing Question: During World War II, what were the efforts to make both Japanese-American internees and American POWs in Japan “invisible,” and how did each group resist?

Reminders:

- * As you plan your essay, be intentional about writing sentences in the active or passive voice.
- * Make sure that your spelling is correct, especially of names, places, and other domain-specific vocabulary.

I. Introduction	
A. Hook to capture the reader's interest and attention	
B. Give brief background information to the reader about the texts (historical context, and who Louie and Miné were, etc.)	
C. Topic or focus statement	



Informational Essay Planner

II. Body Paragraph 1	
Context to the first reason that supports your focus statement	
A. Topic sentence	
B. Evidence 1	
C. Evidence 2	
D. Evidence 3	
E. Concluding sentence	



Informational Essay Planner

III. Body Paragraph 2	
Context to the second reason that supports your focus statement	
A. Topic sentence	
B. Evidence 1	
C. Evidence 2	
D. Evidence 3	
E. Concluding sentence	



Informational Essay Planner

V. Conclusion	
A. Restate focus statement	
B. Summarize reasons	
C. What do the experiences of these two people show about the ability of humans to recover, even from deeply difficult experiences?	

Sample Informational Essay Planner
(For Teacher Reference)

Focusing Question: During World War II, what were the efforts to make both Japanese-American internees and American POWs in Japan “invisible,” and how did each group resist?

Reminders:

- * As you plan your essay, be intentional about writing sentences in the active or passive voice.
- * Make sure that your spelling is correct, especially of names, places, and other domain-specific vocabulary.

I. Introduction	
A. Hook to capture the reader’s interest and attention	War can be loud and visible or quiet and remote. It affects the individual and entire societies, the soldier, and the civilian.
B. Give brief background information to the reader about the texts (historical context, and who Louie and Miné were, etc.)	Both U.S. prisoners of war in Japan and Japanese-American citizens in the United States during WWII undergo efforts to make them “invisible.” Laura Hillenbrand’s <i>Unbroken</i> hero, Louie Zamperini, like so many other POWs, is imprisoned, beaten, and denied basic human rights in POW camps throughout Japan. Miné Okubo, a U.S. citizen by birth, is removed from society and interned in a “protective custody” camp for Japanese-American citizens. She is one of the many Japanese-Americans who were interned for the duration of the war.
C. Topic or focus statement	Louie, as a POW in Japan, and Miné, as a Japanese-American internee, both experience efforts to make them “invisible” through dehumanization and isolation in the camps of WWII, and both resist these efforts.



Sample Informational Essay Planner
(For Teacher Reference)

II. Body Paragraph 1		
Context to the first reason that supports your focus statement	From a very early age, Louie Zamperini is a visible young man. His charismatic, rebellious ways and his athletic accomplishments continually put him in the spotlight, but years in Japanese POW camps slowly erode that visibility.	
A. Topic sentence	He, like so many others in captivity, experiences efforts to make him “invisible.”	
B. Evidence 1	During World War II, POW’s are systematically stripped of their dignity in the camps of Japan, and as Hillenbrand writes, “without dignity, identity is erased” (183). The constant threats to their lives, starvation, and beatings strip them of their identity to the point that when Louie looks at himself in the mirror, he only sees “a dead body breathing” (179).	<i>Passive</i> <i>Active</i>
C. Evidence 2	Dehumanizing tactics by Japanese guards deny prisoners their dignity and humanity. On Execution Island prisoners are repeatedly told they “will be killed,” suffer torture, and are humiliated by prison guards. Louie is made to dance at gunpoint while the guards “roared with laughter” (182) and pelt him with fists full of gravel.	<i>Passive</i> <i>Passive</i> <i>Active</i>



Sample Informational Essay Planner
(For Teacher Reference)

II. Body Paragraph 1		
D. Evidence 3	<p>In Ofuna, prisoners are forced into solitary confinement for long stretches of time, starved, and tortured.</p> <p>“The Bird” becomes their worst nightmare to the point that Louie actually tries to become invisible by “concealing himself in groups of men” (241) to avoid this Japanese officer’s inconsistent and cruel behavior.</p> <p>“Virtually nothing about Japan’s use of POW’s was in keeping with Geneva Conventions” (234). Prisoners are declared unarmed combatants and not registered with the Red Cross.</p> <p>This makes communication with the outside world impossible. To the world, including Louie’s family, he has vanished.</p> <p>Initially declared missing at sea, thirteen months into his imprisonment Louie is declared dead by the U.S. military, and he, like many of the other POW’s within the camps, becomes invisible to the outside world.</p>	<p>Passive</p> <p>Active</p> <p>Active</p> <p>Passive</p> <p>Active</p> <p>Passive</p>
E. Concluding sentence	<p>Louie, however, does what he can to resist these efforts to make him “invisible.” For example, Louie repeatedly defies the Bird every chance he gets. “Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn’t do it. The Bird tried to knock Louie down; Louie wobbled but wouldn’t fall ... Other prisoners warned Louie that he had to show deference or the Bird would never stop. Louie couldn’t do it” (246). He defies the Bird’s commands and refuses to show weakness.</p>	

Sample Informational Essay Planner
(For Teacher Reference)

III. Body Paragraph 2	
Context to the second reason that supports your focus statement	Miné Okubo was not a soldier, but she was greatly affected by the events of WWII. As a Japanese-American citizen living in California, she, like all other Japanese-Americans, was visible because of her easily recognizable physical features. The ideas put forward in Walter Lippmann's "Fifth Column" article for the Los Angeles Times (Feb. 1942) condemn thousands of Japanese immigrants, and U.S. citizens of Japanese descent are forced into internment camps when President Roosevelt signs Executive Order 9066 into law. Like many people, Lippmann believes that "The enemy alien problem on the Pacific Coast ... (was) very serious" and he calls for "mass evacuation and internment of all those who are technically enemy aliens" ("The Fifth Column").
A. Topic sentence	Miné is one of the thousands of Japanese-Americans who is sent to internment camps for the duration of WWII.
B. Evidence 1	During this time, although they are U.S. citizens, Japanese-Americans are denied all the rights and freedoms that are afforded to citizens of the United States. Miné becomes "Citizen 13660," the number given to her family and her family's possessions as she enters the Japanese Internment camps in Tanforan and then Topaz. Being given a number to replace their family name becomes the first step in erasing their identities and making the Japanese-American invisible to the rest of the country.
C. Evidence 2	At that time, the internment camps are located in fairly remote locations, making them physically invisible and further removing them from U.S. society. Many internees left behind jobs, businesses, and farms, some to sit unoccupied for the duration of the war. These invisible land, business, and farm owners were taken away from their own communities.
D. Evidence 3	Unable to bring anything with them that could be identified as Japanese, the Japanese-American's cultural identity was being left behind. In the camps, their Japanese culture is invisible. These U.S. citizens believe they have suffered severe humiliation: the loss of their culture and their dignity through the mistrust of their own government.



Sample Informational Essay Planner
(For Teacher Reference)

III. Body Paragraph 2	
E. Concluding sentence	Certain other items, like cameras, are also forbidden in the camps, but Miné finds a way to resist these efforts to make her experiences “invisible.” Instead of taking pictures, she makes sketches of the daily life that takes place within the camp. Miné resists being invisible by not letting what is happening to her go unnoticed and undocumented. She makes drawings about what happens in the camps so she could show the world.



Sample Informational Essay Planner
(For Teacher Reference)

V. Conclusion	
A. Restate focus statement	During WWII, both U.S. prisoners of war in Japan and Japanese-American citizens in the United States during WWII undergo efforts to make them “invisible” through dehumanization and isolation.
B. Summarize reasons	Every one of these people becomes invisible in some way to their families, their country, or their communities. Many lose friends, family connections, and homes during their time of incarceration, but perhaps the greatest loss that these people suffer is the loss of their dignity, because “dignity is as essential to human life as water, food and oxygen” (Hillenbrand, 183).
C. What do the experiences of these two people show about the ability of humans to recover, even from deeply difficult experiences?	The experiences of Louie and Miné show that in spite of deeply difficult experiences, the human spirit is able to resist and rise above relentlessly dire and unforgiving circumstances. Louie and Miné both show the resilience, determination, and agency to push through.