

<p>Anchor Texts:</p> <p>Laura Hillenbrand, <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i></p>	<p>ELA Grade: 8 Module 3 - Japanese-American Relations during World War II Duration: 8 weeks</p>	<p>Unit 1 Focus: Building Background Knowledge Duration – 2.5 weeks or 13 lessons Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How does war and conflict affect individuals and societies?</li> <li>• How do historians/readers reconcile multiple accounts of the same event?</li> <li>• How can narrative be used to communicate real events?</li> </ul>
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<b>Lesson</b>	<b>Standard/Long Term Target</b>	<b>I can statement</b>	<b>Ongoing Assessment</b>	<b>Anchor Charts &amp; Protocols</b>
<p>1 Launching the Text: Building Background Knowledge on Louie Zamperini and World War II (Preface, Pages 3–6)</p>	<ul style="list-style-type: none"> <li>• I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)</li> <li>• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze how incidents in <i>Unbroken</i> reveal aspects of Louie Zamperini as a character.</li> <li>• I can use photographs of World War II to build background knowledge about <i>Unbroken</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice/Wonder note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>• Gallery Walk protocol</li> </ul>
<p>2 Analyzing Character: Louie Zamperini</p>	<ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)</li> <li>• I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can deepen my understanding of key words in <i>Unbroken</i> by using a vocabulary square.</li> <li>• I can cite evidence that supports my analysis of <i>Unbroken</i>.</li> <li>• I can analyze how incidents in <i>Unbroken</i> reveal aspects of Louie’s character.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, preface, pages 3–6 (from homework)</li> <li>• Vocabulary Square</li> <li>• QuickWrite: Allusions</li> </ul>	<ul style="list-style-type: none"> <li>• Chalkboard Splash protocol</li> </ul>

<p>3 Close Reading: Louie's Change of Heart</p>	<ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)</li> <li>• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4)</li> <li>• I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a Frayer Model to deepen my understanding of words in Unbroken.</li> <li>• I can analyze the impact of word choice on meaning and tone in Unbroken.</li> <li>• I can cite evidence that supports my analysis of Unbroken.</li> </ul>	<ul style="list-style-type: none"> <li>• Unbroken structured notes, pages 6–12 (from homework)</li> <li>• Text-dependent questions</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Louie: Character Traits</li> </ul>
<p>4 Building Background Knowledge: “War in the Pacific,” Part 1</p>	<ul style="list-style-type: none"> <li>• I can determine the central ideas of an informational text. (RI.8.2)</li> <li>• I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the central idea of “War in the Pacific.”</li> <li>• I can determine the meaning of words and phrases in “War in the Pacific.”</li> </ul>	<ul style="list-style-type: none"> <li>• Unbroken structured notes, pages 13–18 (from homework)</li> <li>• Vocabulary in “War in the Pacific”</li> </ul>	<ul style="list-style-type: none"> <li>• Give One, Get One , Move On protocol</li> </ul>
<p>5 Building Background Knowledge: “War in the Pacific,” Part 2</p>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite evidence to analyze how the conflict escalated between Japan and the United States before the attack on Pearl Harbor.</li> </ul>	<ul style="list-style-type: none"> <li>• Unbroken structured notes, pages 19–27 (from homework)</li> <li>• Understanding Perspectives: Pearl Harbor graphic organizer</li> </ul>	
<p>6 Studying Conflicting Information: Varying Perspectives on the Pearl Harbor Attack, Part 1</p>	<ul style="list-style-type: none"> <li>• I can determine an author's point of view or purpose in informational text. (RI.8.6)</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine Roosevelt's point of view in his “Day of Infamy” speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Unbroken structured notes, pages 28–37 (from homework)</li> <li>• Text-dependent questions from “Day of</li> </ul>	

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

<p>10 Mid-Unit Assessment and Author’s Craft: Narrative Techniques</p>	<ul style="list-style-type: none"> <li>• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4)</li> <li>• I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the impact of word choice on meaning and tone in Unbroken.</li> <li>• I can determine if sentences are in active or passive voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (from homework)</li> <li>• Unbroken structured notes, pages 51–60, and summary of pages 60–73 (from homework)</li> <li>• Active and Passive Sentences handout</li> </ul>	<ul style="list-style-type: none"> <li>• Things Good Writers Do</li> <li>• Think-Write-Pair-Share protocol</li> </ul>
<p>11 Author’s Craft: Analyzing Narrative Techniques (Pages 73–113)</p>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)</li> <li>• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4)</li> <li>• I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects. (L.8.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite the strongest evidence to support my analysis of Unbroken.</li> <li>• I can analyze the impact of word choice on meaning and tone in Unbroken.</li> <li>• I can analyze Hillenbrand’s use of active and passive voice in Unbroken.</li> </ul>	<ul style="list-style-type: none"> <li>• Unbroken structured notes, pages 73–133 (from homework)</li> <li>• Vocabulary Word Sort</li> <li>• Written Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Conversation protocol</li> <li>• Think-Write-Pair-Share protocol</li> </ul>
<p>12 End of Unit Assessment: Fishbowl Discussion, Part 1:</p>	<ul style="list-style-type: none"> <li>• I can analyze texts for disagreement on facts or interpretation. (RI.8.9)</li> <li>• I can effectively engage in discussions with diverse partners about</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze FDR’s “Day of Infamy” speech and the Japanese Foreign Ministry’s “Fourteen-Part Message” for</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment: Fishbowl note-catcher</li> <li>• End of Unit 1 Assessment:</li> </ul>	<ul style="list-style-type: none"> <li>• Fishbowl protocol</li> </ul>

<p>Comparing Conflicting Accounts of the Pearl Harbor Attack</p>	<p>eighth-grade topics, texts, and issues. (SL8.1)</p> <ul style="list-style-type: none"> <li>• I can build on others' ideas during discussions. (SL.8.1)</li> </ul>	<p>disagreement on facts or the interpretation of facts.</p> <ul style="list-style-type: none"> <li>• I can participate in a Fishbowl discussion about two different responses to the attack on Pearl Harbor.</li> <li>• I can listen to others and build on their ideas during the Fishbowl discussion.</li> </ul>	<p>Fishbowl Discussion, Part 1: Comparing Conflicting Accounts of the Pearl Harbor Attack (specifically the goals based on the rubric)</p>	
<p>13 End of Unit Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack</p>	<ul style="list-style-type: none"> <li>• I can analyze texts for disagreement on facts or interpretation. (RI.8.9)</li> <li>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL8.1)</li> <li>• I can build on others' ideas during discussions. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I can participate in a Fishbowl discussion about two different responses to the attack on Pearl Harbor.</li> <li>• I can listen to others and build on their ideas during the Fishbowl discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment: Fishbowl note-catcher</li> <li>• End of Unit 1 Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack (specifically the goals based on the rubric)</li> <li>• Exit Ticket: Fishbowl Discussion Wrap-Up</li> </ul>	<ul style="list-style-type: none"> <li>• Fishbowl protocol</li> </ul>

**Academic and Reading Vocabulary:**

foreshadow; bombardier (xvii), theater (as in "military theater"), allusion; loped (3), transfixed (4), corralled (5), untamable, insurgency (6), theater (as in "military theater"), skulked (6), magnum opus, resilient/resilience, optimism, define (7), surreptitious (10), eugenics, pseudoscience (11), overrunning (Paragraph 4), campaign (Paragraph 6); student-selected vocabulary from "War in the Pacific", conflict, escalate, point of view, primary source; plunder, infamy, solicitation, maintenance, diplomatic negotiations, will, grave, foreshadowing; tariffs, identity, divine, mandate, inferior, superior, destiny, imperial, indoctrination; desensitization (43), unmoored (44), bombardier (45), point of view; negotiations, obstruct, fundamental and essential questions, dispatch, advocates, mutually, facilitate, economic, condemned, inhumane, dominant, encounter, earnest, interpret, word choice, active, passive; onslaught (51), recessive (55), abrasive, bonhomie (57), cheek by jowl (59), active voice, passive voice; onslaught (51), recessive (55), abrasive, bonhomie (57), engulfed, garish (74), feted (76), lauded (77), delusory (88), relevant, compelling, drawing, advocating (from rubric)

**Central Texts:**

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