



EXPEDITIONARY  
LEARNING

# Grade 8: Module 3A: Unit 1: Lesson 2

## Analyzing Character: Louie Zamperini



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Analyzing Character:  
Louie Zamperini

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

- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)
- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
- 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)

Supporting Learning Targets

- I can deepen my understanding of key words in *Unbroken* by using a vocabulary square.
- I can cite evidence that supports my analysis of *Unbroken*.
- I can analyze how incidents in *Unbroken* reveal aspects of Louie’s character.

Ongoing Assessment

- *Unbroken* structured notes, preface, pages 3–6 (from homework)
- Vocabulary Square
- QuickWrite: Allusions



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Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none"><li>A. Engaging the Reader: Structured Notes Vocabulary Square (5 minutes)</li><li>B. Reviewing the Learning Targets (3 minutes)</li></ul> <p>2. Work Time</p> <ul style="list-style-type: none"><li>A. New Discussion Appointments: Pacific Theater Partners (8 minutes)</li><li>B. Inferring Character: Chalkboard Splash (15 minutes)</li><li>C. Turn and Talk: Building on Homework (7 minutes)</li></ul> <p>3. Closing and Assessment</p> <ul style="list-style-type: none"><li>A. QuickWrite and Preview Homework (7 minutes)</li></ul> <p>4. Homework</p> <ul style="list-style-type: none"><li>A. Complete a first read of pages 6-12 in <i>Unbroken</i> and complete the structured notes.</li></ul>	<ul style="list-style-type: none"><li>• Students set up Discussion Appointments with five peers; these appointments will be used for peer conversation throughout the module. This routine builds on students' work in Module 2, gradually encouraging them to work with more and more of their classmates. These discussion structures support students' mastery of SL.8.1.</li><li>• It is important to note that responses to literature are written in present tense. Therefore, structured note summaries and answers to focus questions should be written in present tense.</li><li>• In advance: Review the Four Square vocabulary activity (Module 2A, Unit 1, Lesson 11) and Discussion Appointments (Module 2A, Unit 1, Lesson 3) review the Chalkboard Splash protocol (Appendix).</li><li>• Post: Learning targets.</li></ul>



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Lesson Vocabulary	Materials
<p>allusion; loped (3), transfixed (4), corralled (5), untamable, insurgency (6), theater (as in “military theater”)</p>	<ul style="list-style-type: none"><li>• Materials</li><li>• Vocabulary Square (one per student)</li><li>• Discussion Appointments: Pacific Theater Partners (one per student)</li><li>• Timer (optional; for teacher use)</li><li>• <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> (one per student)</li><li>• Blank sentence strips (one per student)</li><li>• QuickWrite: Allusions (one per student)</li><li>• <i>Unbroken</i> structured notes, pages 6–12 (one per student)</li><li>• <i>Unbroken</i> supported structured notes, pages 6–12 (optional; for students needing additional support)</li><li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 6–12 (for teacher reference)</li><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. It also provides a reminder to students and teachers about the intended learning behind a given lesson or activity.</li></ul>



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Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Structured Notes Vocabulary Square (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out the Unbroken structured notes, preface, pages 3-6 they completed for homework. Distribute a <b>Vocabulary Square</b> to each student.</li> <li>• Invite students to work with a partner to choose a word they defined from the homework and complete the Vocabulary Square like the one used in Module 2A (see Teaching Note). Students may work together, but they should each complete their own square. Circulate and monitor students as they work.</li> <li>• Collect the Vocabulary Squares as a formative assessment. Consider displaying student exemplars of each word from the chapter.</li> </ul>	
<p><b>B. Reviewing the Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct the class's attention to the posted learning targets. Read the three learning targets aloud.</li> <li>• Remind students that this is a work of literary nonfiction, but it is written like a story. Louie is a real person, but Hillenbrand writes about him almost as if he's a character in a novel. Sometimes they will analyze Hillenbrand's book more like a novel.</li> </ul>	<ul style="list-style-type: none"> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. It also provides a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> </ul>



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Work Time	Meeting Students' Needs
<p><b>A. New Discussion Appointments: Pacific Theater Partners (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Discussion Appointments: Pacific Theater Partners</b> handout. Explain that the “<i>Pacific Theater</i>” is the name for the area where fighting took place in the Pacific during World War II.</li><li>• Tell students they will continue using the Discussion Appointments protocol in Module 3 and that these new Discussion Appointments will give them an opportunity to work with some new partners. Being able to talk to a lot of classmates will give them more ideas for discussing and writing about the texts during this module. Reinforce that discussion is one strong way to deepen their understanding of a text.</li><li>• Give the following directions for making Discussion Appointments:<ol style="list-style-type: none"><li>1. You will quietly move around the room to sign up for five appointments with five different partners.</li><li>2. For each location on the map, you may have only one appointment.</li><li>3. If someone asks you for an appointment and that location is available, you need to accept the appointment.</li><li>4. In the blank next to each location, write the name of your appointment partner.</li><li>5. Once you have made all five appointments, return to your seat.</li></ol></li><li>• Give students 4 minutes to make their Discussion Appointments. Consider setting a timer to help them stay focused and do this task quickly. Circulate to support or clarify as needed.</li><li>• About halfway through this signup process, check with the class to see who needs appointments in various locations. You can do this by asking: “Raise your hand if you need an appointment in Pearl Harbor.” As students raise their hands, match them up.</li><li>• Once they have their sheets filled out, ask students to return to their seats. Tell them that they will work with these Discussion Appointment partners regularly.</li><li>• Remind them that if their partner is absent on a given day or they do not have a partner for a particular location, they should report to you at the front of the room and you will tell them with whom to meet.</li></ul>	<ul style="list-style-type: none"><li>• Appointments are a way for students to work with different classmates, leading to mixed-ability groupings. Mixed-ability groupings of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts.</li></ul>



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Work Time (continued)	Meeting Students' Needs
<p><b>B. Inferring Character: Chalkboard Splash (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their text, <i>Unbroken</i>. Explain that you will read pages 3–6 aloud. They should follow along silently as you do this and look for details that reveal Louie’s character.</li><li>• In a fluent manner, read pages 3–6 of <i>Unbroken</i> aloud as students read along silently in their heads.</li><li>• Distribute a blank <b>sentence strip</b> to each student. While you are doing this, ask students to once again take out the structured notes from their homework.</li><li>• Invite students to write on the sentence strip a detail from the reading that reveals Louie’s character. Instruct them to use their structured notes for additional support if needed. Ask students to place their sentence strip on the wall for a Chalkboard Splash. Invite the class to review all the “splashes” of detail.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



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Work Time (continued)	Meeting Students' Needs
<p><b>C. Turn and Talk: Building on Homework (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take their text <i>Unbroken</i> and their structured notes and sit with their Pearl Harbor Discussion Appointment partner.</li><li>• Invite them to use their structured notes and the “splash” that the class just did, and to turn and talk with their partner:<ul style="list-style-type: none"><li>* “Based on your reading of the preface and pages 3–6, how would you describe Louie’s character?”</li></ul></li><li>• As pairs discuss, circulate and monitor. Listen for details such as “one-boy insurgency,” “couldn’t bear to be corralled,” or other examples from the homework.</li><li>• Focus students’ whole group. Cold call one or two to share responses.</li><li>• Ask students to discuss the focus question from their homework with their partner:<ul style="list-style-type: none"><li>* “What aspects of his character may have helped him survive his situation described in the preface?”</li></ul></li><li>• As pairs turn and talk, circulate and monitor. Listen for details such as “tough character,” “energy,” and “lack of fear.”</li><li>• Focus student’s whole group. Cold call two or three to share responses.</li></ul>	





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Closing and Assessment	Meeting Students' Needs
<p><b>A. QuickWrite and Independent Writing (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Hand out the <b>QuickWrite: Allusions</b>.</li> <li>• Remind students that when they complete a QuickWrite, they need to answer the prompt completely, use the strongest evidence, explain the evidence, and include a focus statement and conclusion.</li> <li>• Before beginning the QuickWrite, ensure that students understand who Adolf Hitler and Anne Frank were. (For example: “During WWII, Adolf Hitler was the leader of the Nazi Party in Germany and attempted to create a “pure race” through the use of anti-Semitism and concentration camps. Anne Frank was a young Jewish girl who hid from the Nazis in an attic in Amsterdam. During this time, she kept a diary, which was discovered and made famous.”)</li> <li>• Invite students to begin the QuickWrite and allow them 5 minutes to complete it. Collect it and then preview the homework. “Compare the essay and the poem.”</li> <li>• Cold call a few pairs of students to share their thoughts. Listen for them to notice that both the essay and the poem focus on survival and require the use of textual evidence; that the essay is about Salva and the poem about Salva and Nya; that the poem uses the novel and informational text; and that a poem is trying to convey experience rather than make an argument.</li> </ul>	<p>Some students may benefit from having paragraph frames as a scaffold for QuickWrites.</p>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Complete a first read of pages 6–12 in <i>Unbroken</i> and complete the <b>Unbroken structured notes, pages 6–12</b>. Answer the focus question: “On page 7, Hillenbrand writes, ‘When history carried him into war, this resilient optimism would define him.’ How is Louie resilient and optimistic? What does it mean to ‘define him’? Use the strongest evidence from the book to support your answer.”</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing supported structured notes for students who struggle.</li> </ul>



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## Supporting Materials



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Vocabulary Square

Name: \_\_\_\_\_

Date: \_\_\_\_\_

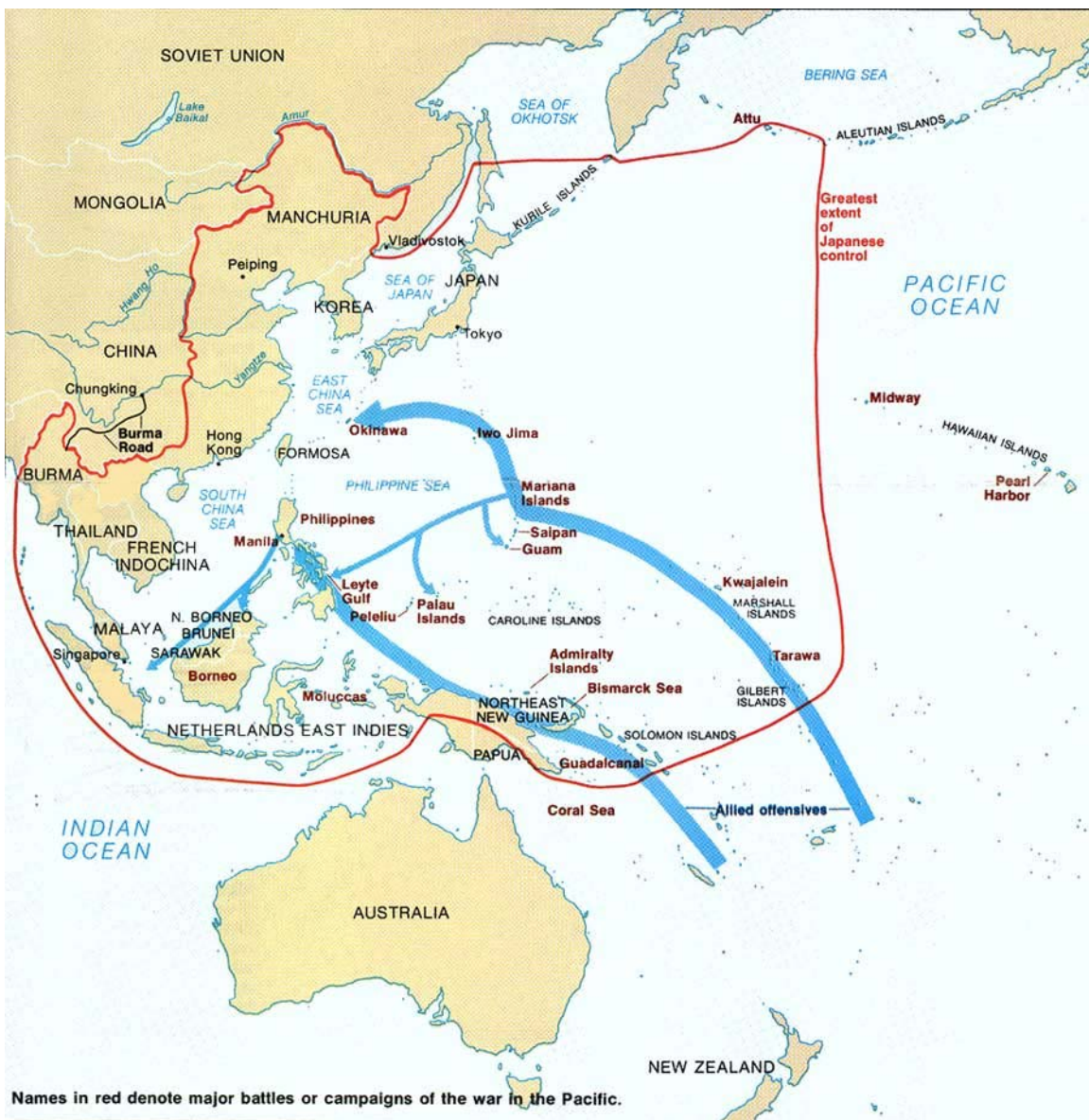
<p><b>Definition in your own words</b></p>	<p><b>Synonym or variations</b></p>
<p><b>Part of speech and prefix/suffix/root (as applicable)</b></p>	<p><b>Sketch or symbol</b></p>

**Discussion Appointments:  
Pacific Theater Partners**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Make one appointment at each location.



[http://www.lib.utexas.edu/maps/national\\_parks/pacific\\_theater\\_1941\\_45.jpg](http://www.lib.utexas.edu/maps/national_parks/pacific_theater_1941_45.jpg)



Discussion Appointments:  
Pacific Theater Partners

Pearl Harbor

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Midway

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Marshall Islands

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Iwo Jima

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Okinawa

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\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

What's the gist of what you read?

**Focus question:** On page 7, Hillenbrand writes, “When history carried him into war, this resilient optimism would define him.” How is Louie resilient and optimistic? What does it mean to “define him”? Use the strongest evidence from the book to support your answer.



**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
skulked (6)		
magnum opus (7)		
resilient (7)		
optimism (7)		
surreptitious (10)		
eugenics (11)		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

What's the gist of what you read?

**Louie spends much of his childhood getting into trouble—dangerous fun, pranks, and stealing—which usually requires him to run away. He also discovers that he does not like to fly. His older brother, Pete, keeps an eye on him and sometimes joins in on his adventures. When Louie becomes a teen, his temper becomes worse, and so does the trouble he gets himself into. He tries to reform himself, but he just can't get it right.**

**Focus question:** On page 7, Hillenbrand writes, “When history carried him into war, this resilient optimism would define him.” How is Louie resilient and optimistic? What does it mean to “define him”? Use the strongest evidence from the book to support your answer.

**Louie is resilient because he continually bounces back from difficulties or trouble—often to cause more trouble. When Louie was continually beaten up in school, Hillenbrand writes, “He just put his hands in front of his face and took it” (9). He repeatedly steals any food that isn't nailed down and doesn't let fear of being shot by angry victims deter him from his petty crimes. Louie obviously believes he will always get a second chance, proving he is also an optimist. Hillenbrand writes that he was “almost incapable of discouragement” (9). His sister points out that he always got caught, but that didn't stop him from pulling pranks (8). The term “define him” means that resilience and optimism would be two words people would think of when Louie came to mind. Those two words would convey who he is as an individual.**



**Vocabulary**

<b>Word</b>	<b>Definition</b>	<b>Context clues: How did you figure out this word?</b>
<b>skulked (6)</b>	moved about stealthily	
<b>magnum opus (7)</b>	the single greatest work, usually of an artist or composer	
<b>resilient (7)</b>	able to recover quickly	
<b>optimism (7)</b>	a tendency to expect a positive outcome	
<b>surreptitious (10)</b>	stealthy or secret	
<b>eugenics (11)</b>	the study of attempting to improve the human race by encouraging those with desirable traits to reproduce and discouraging those with undesirable traits from reproducing, sometimes through sterilization	