



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 14

Analyzing Evidence: Writing about Theme



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Analyzing Evidence:
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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> • I can explain the end of unit assessment essay prompt. • I can explain ways that people tried to make American POWs and Japanese-American internees “invisible” during WWII. • I can explain ways that POWs and Japanese-American internees resisted “invisibility” during WWII. 	<ul style="list-style-type: none"> • <i>Unbroken</i> structured notes, pages 261–329 (from homework) • Gathering Textual Evidence note-catcher



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Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Engaging the Writer: Discussing the Focus Question (5 minutes)B. Reviewing Learning Targets (3 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Understanding Invisibility (20 minutes)B. Understanding Resistance (15 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Preview Homework (2 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Look back at your Gathering Textual Evidence note-catcher. Choose the six strongest pieces of evidence to use in your essay (three about the POWs and three about the Japanese-American internees). Place a star in the “Used in your writing?” column next to these six pieces of evidence.	<ul style="list-style-type: none">• In this lesson, students will continue to address the question of how war affects individuals and societies by analyzing the theme concept of “invisibility” in <i>Unbroken</i> and “The Life of Miné Okubo.”• This work builds toward the End of Unit 2 Assessment by helping students fully understand the essay prompt before they begin writing.• In advance:<ul style="list-style-type: none">– Create a blank Being Made Invisible anchor chart (see supporting materials; create chart with all boxes and headings but no words filled in yet).– Cut Invisibility Synonyms strips apart (or rewrite on sticky notes).• Post: Learning targets; blank Being Made Invisible anchor chart.



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Lesson Vocabulary	Materials
<p>thematic concept, invisibility, resistance</p>	<ul style="list-style-type: none"> • Gathering Textual Evidence note-catcher (from Lesson 3) • Being Made Invisible anchor chart (new; co-created with students during Work Time A; one to display and one for teacher reference) • Sticky notes (one per student; for anchor chart) • Invisibility Synonyms strips (one set per class; cut apart) • Tape • Gathering Textual Evidence note-catcher (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Discussing the Focus Question (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to sit with their Iwo Jima discussion partners. Give students 3 minutes to discuss the focus question from last night's structured notes: <ul style="list-style-type: none"> * "Why did the men doubt that the war was over?" • After 3 minutes, cold call several pairs to share their thinking about the focus question. Listen for students to understand that Louie and the other POWs did not trust the Japanese guards because they previously had been tricked and lied to, their life in the camp did not change right away, or they did not believe the news until they saw an American plane blinking the message to them in code. • Have students return to their own seats. 	<p>.</p>



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Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Read today's learning targets aloud as students read along silently: <ul style="list-style-type: none"> * "I can explain the end of unit assessment essay prompt." * "I can explain ways that people tried to make American POWs and Japanese-American internees 'invisible' during WWII." * "I can explain ways that POWs and Japanese-American internees resisted 'invisibility' during WWII." • Ask students to turn and talk about when they have worked with these sorts of targets before. Listen for students to recognize that in each module, they have spent time understanding the essay prompt before they begin writing. Emphasize how useful it is, as a writer, to be very clear on your purpose before you begin writing in earnest. • Explain that students will sort through all of the textual evidence they've gathered in the past several weeks in order to write their informational essays. Before they can do that, however, they must have a complete understanding of the essay prompt. • Ask students to take out their Gathering Textual Evidence note-catcher, and have a volunteer read the prompt at the top of the page aloud: <ul style="list-style-type: none"> * "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?" • Tell students this question can be divided into two smaller questions. Ask for another volunteer to name those two smaller questions. Listen for: "What were the efforts to make both Japanese-American internees and American POWs in Japan 'invisible?'" and "How did each group resist?" • Tell students that they will use the first half of class exploring the thematic concept of "invisibility" and the second half exploring resistance. 	



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Work Time	Meeting Students' Needs
<p>A. Understanding Invisibility (20 minutes)</p> <ul style="list-style-type: none"> • Cold call a student to name two kinds of invisibility discussed in recent classes. Listen for: “Isolation and dehumanization.” • Draw students’ attention to the Being Made Invisible anchor chart. Explain that the class will fill in this chart together to prepare to write the essay. • Write “Dehumanization” and “Isolation” as headings in the top two boxes. Remind students that one of the best ways to understand a word is by naming examples of it (as they did when they used the Frayer model to define “propaganda” yesterday). Write “Examples” in the right-hand box underneath each heading. Ask students to just think about the following question: <ul style="list-style-type: none"> * “What are some examples of ways that people tried to make the POWs and Japanese-American internees invisible during World War II?” • Distribute one of the sticky notes to each student. Ask students to write down one example of a way people tried to make captives invisible on their sticky note. • Then ask students to place their sticky note in the correct column on the anchor chart (under “isolation” or “dehumanization”). • Once students have stuck their examples to the anchor chart, ask for a few volunteers to read them aloud. After each example, poll the class; ask for a thumbs-up if students agree that this is an example of a way to make someone invisible. Then, ask for a thumbs-up if students agree that this example is listed in the correct column (under either Isolation or Dehumanization). If students seem divided or confused, ask for a volunteer to explain why this is an example of a way to make someone invisible, and/or explain where this example should go on the anchor chart. • Ask students why using the same words, like “dehumanization” or “isolation,” over and over in their essays might not be a good idea. Listen for students to say that the essay will be repetitive or boring. • Explain that good writers, like Laura Hillenbrand, use synonyms to avoid repetition and help their readers understand complicated topics. In the left-hand box underneath each heading, write “Synonyms and Related Phrases.” • Distribute Invisibility Synonyms strips to students. Ask them to choose which column each strip belongs in and attach it to the anchor chart with tape. • After students have attached their synonyms to the anchor chart, use the same thumbs-up polling method to check for understanding. • Ask students to turn and talk with someone sitting next to them: <ul style="list-style-type: none"> * “How might this anchor chart be useful as you begin to write your essays?” • After a moment, cold call several pairs to share out. Listen for students to say that the examples will be helpful to use as evidence in their essays, and the synonyms will help them avoid repetition. 	<ul style="list-style-type: none"> • Depending on the makeup of your class, consider providing students with pre-written examples instead. Give each student one or two examples on sentence strips or sticky notes and ask them to categorize these examples into either the Isolation or Dehumanization column. In this case, change the class review. After each thumbs-up poll, have a student explain why this example connects to either “dehumanization” or “isolation.”



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Work Time (continued)	Meeting Students' Needs
<p>B. Understanding Resistance (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that now that they have reviewed the first half of the essay prompt, they will dig deeper into the second half: “How did each group resist?” • As a reminder, call on a volunteer to explain what “resistance” is. Listen for him or her to say that resistance means fighting back, refusing to do something, or pushing in the opposite direction. • Review by asking students to turn and talk: <ul style="list-style-type: none"> * “What might ‘resisting invisibility’ look like?” • After a moment, cold call several pairs to share out. Listen for students to say that resisting invisibility might mean refusing to lose one’s dignity/identity or staying connected with other people. • Ask: <ul style="list-style-type: none"> * “How does Louie resist efforts to make him invisible?” • Tell students to turn and talk about this question. • After a few moments, call on volunteers to name ways that Louie resists invisibility. Listen for them to say that Louie refuses to record the propaganda radio message (dehumanization/isolation), fights back against the Bird’s violence (dehumanization), and helps other POWs (isolation/dehumanization). • Focus students on the Gathering Textual Evidence note-catcher, specifically the box at the bottom of the front page. Remind them that it contains the same question they just answered. • Give students the remaining time to jot down notes inside this box. Remind them to be as specific as possible, since the question asks for evidence from the text. If there is time, students should also work on this box on the back of the paper (“How does Miné resist efforts to make her invisible?”). 	<ul style="list-style-type: none"> • Consider providing more structure for students who may struggle to complete this task independently; give these students a list of Louie’s actions to choose from as they think about ways that he resisted.



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Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (2 minutes)</p> <ul style="list-style-type: none">• Tell students they will begin planning their essays tomorrow, so it will be important that they have chosen the strongest evidence to include.• Preview tonight's homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Look back at your Gathering Textual Evidence note-catcher. Choose the six strongest pieces of evidence to use in your essay (three about the POWs and three about the Japanese-American internees). Place a star in the "Used in your writing?" column next to these six pieces of evidence.	



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Supporting Materials



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Being Made Invisible Anchor Chart
(For Teacher Reference)

Dehumanization		Isolation	
<i>Synonyms & Related Phrases</i>	<i>Examples</i>	<i>Synonyms & Related Phrases</i>	<i>Examples</i>
<ul style="list-style-type: none"> • loss of dignity • loss of identity • objectification 	<ul style="list-style-type: none"> • torture • abuse • stereotyping • racism • humiliation • intimidation 	<ul style="list-style-type: none"> • loss of dignity • loss of identity • objectification 	<ul style="list-style-type: none"> • torture • abuse • stereotyping • racism • humiliation • intimidation



Gathering Textual Evidence Note-catcher
(For Teacher Reference)

Teacher Note: This document represents a small sampling of the various types of student responses appropriate for this note-catcher. It is not meant to be an answer key; rather, it should serve as a reference for the teacher only.

Prompt: 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?

Evidence: Quotes from <i>Unbroken</i> , which show the strongest evidence of how the Japanese guards try to make Louie and the other POWs invisible.	Page #	Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.	Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation ? Explain.	Used in your writing?
“It was the place known as Execution Island. ‘After you leave here,’ Louie would remember the officer saying, ‘we cannot guarantee your life.’”	173	Shortly after Zamperini and Phil were rescued from the raft, the Japanese began to put the fear of execution in their minds.	Dehumanization—Louie was afraid and intimidated.	
“All I see, he thought, is a dead body breathing.”	175	Zamperini is describing his reaction to the first time he saw himself on Execution Island after being tortured.	Dehumanization—Louie was tortured and beaten.	
“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.”	182	Zamperini is describing his daily routine in Kwajalein Prison.	Dehumanization—Louie was being humiliated by the guards when they forced him to dance.	



Gathering Textual Evidence Note-catcher
(For Teacher Reference)

<p>Evidence: Quotes from Unbroken, which show the strongest evidence of how Louie and the other POWs resist being made invisible.</p>	<p>Page #</p>	<p>Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.</p>	<p>Explanation: Explain how this quote is evidence of resisting invisibility. Is this an example of resisting dehumanization or isolation?</p>	<p>Used in your writing?</p>
<p>The officers who worked in the camp “deliberately stitched leather improperly.” “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.”</p>	<p>241, 242</p>	<p>The Bird forces officers to work, even though it’s against the rules of war. So, the officers find their own way to resist by ruining the leather and depriving the Bird of seeing them miserable.</p>	<p>The Japanese guards are trying to dehumanize the officers by disrespecting their rank, which is an important part of their identity in the camp.</p>	
<p>“At the worksites, Omori’s POWs were waging guerrilla war. At the railyards and docks, they switched mailing labels, rewrote delivery addresses, and changed the labeling on boxcars, sending tons of goods to the wrong destinations. They threw fistfuls of dirt into gas tanks and broke anything mechanical that passed through their hands.”</p>	<p>242</p>	<p>The POWs are sent out to work outside of the camp, but they resist by sabotaging everything they can get their hands on.</p>	<p>This is evidence of resisting invisibility since the POWs are sent out to do work that would support the Japanese war effort ... an act that would be considered that of a traitor. The POWs find a way to stay true to their identity and resist this dehumanization by sabotaging the Japanese goods.</p>	



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<p>Evidence: Quotes from <i>Unbroken</i>, which show the strongest evidence of how Louie and the other POWs resist being made invisible.</p>	<p>Page #</p>	<p>Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.</p>	<p>Explanation: Explain how this quote is evidence of resisting invisibility. Is this an example of resisting dehumanization or isolation?</p>	<p>Used in your writing?</p>
<p>“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.”</p>	<p>246</p>	<p>The Bird has targeted Louie as the focus of his brutality, but Louie’s determination to rebel stays strong, to the point of proving dangerous for Louie.</p>	<p>Louie resists the dehumanizing acts of violence the Bird throws at him. He defies the Bird’s commands and refuses to show weakness.</p>	



Gathering Textual Evidence Note-catcher
(For Teacher Reference)

Miné Okubo (page 2)

<p>Evidence: Quotes from “The Life of Miné Okubo,” or primary source documents, which show the strongest evidence of how Miné and other internees resist being made invisible.</p>	<p>Resource & Page #</p>	<p>Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.</p>	<p>Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation? Explain.</p>	<p>Used in your writing?</p>
<p>“I hereby authorize and direct the Secretary of War to prescribe military areas from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War may impose.”</p>	<p>Executive Order No. 9066</p>	<p>FDR signed this order making it legal to put Japanese-Americans into internment camps.</p>	<p>Isolation—Japanese-Americans were placed in internment camps in remote areas and cut off from the rest of the country.</p>	
<p>“All Japanese persons ... will be evacuated ...”</p>	<p>Poster: “Instructions to all Persons of Japanese Ancestry”</p>	<p>After FDR signed Executive Order 9066, posters like this went up telling Japanese-Americans that they had to go to internment camps.</p>	<p>Isolation—same as above.</p>	



Gathering Textual Evidence Note-catcher
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<p>Evidence: Quotes from “The Life of Miné Okubo,” or primary source documents, which show the strongest evidence of how Miné and other internees resist being made invisible.</p>	<p>Resource & Page #</p>	<p>Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.</p>	<p>Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation? Explain.</p>	<p>Used in your writing?</p>
<p>The family is wearing tags with their number.</p>	<p>Photo: “The Mochida Family Awaiting Relocation”</p>	<p>When families were moved into internment camps, they were assigned an identification number and had to mark all their belongings with it.</p>	<p>Dehumanization—Japanese-Americans lost their own names and identities and were just known by numbers instead.</p>	
<p>“It was Jap this and Jap that.”</p>	<p>“The Life of Miné Okubo”</p>	<p>Okubo is describing how people talked about Japanese-Americans during internment.</p>	<p>Dehumanization—“Jap” is a racist word people used to put all Japanese-Americans into one category instead of seeing them as individuals.</p>	
<p>“Miné, Toku, and the other internees were housed in horse stables ...”</p>	<p>“The Life of Miné Okubo”</p>	<p>Okubo was relocated to an internment camp located on a former horse-racing track.</p>	<p>Dehumanization—they had to live in a building meant for animals.</p>	
<p>“As at Tanforan, Miné experienced isolation from the outside world, a near-complete lack of privacy, and the feeling of being reduced to a number.”</p>	<p>“The Life of Miné Okubo”</p>	<p>Okubo was moved to a different internment camp but experienced similar challenges.</p>	<p>Both—she was isolated and also didn’t have privacy or her own identity (dehumanization).</p>	



Gathering Textual Evidence Note-catcher
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<p>Evidence: Quotes from “The Life of Miné Okubo,” or primary source documents, which show the strongest evidence of how Miné and other internees resist being made invisible.</p>	<p>Resource & Page #</p>	<p>Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.</p>	<p>Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation? Explain.</p>	<p>Used in your writing?</p>
<p>The family has its last name (Mochida) written in large letters on their bags.</p>	<p>Photo: “The Mochida Family Awaiting Relocation”</p>	<p>When families were moved into internment camps, they were assigned an identification number and had to mark all their belongings with it.</p>	<p>The family is resisting efforts to dehumanize them by taking their name (identity) away. Even though they are wearing the identification tags, they are still showing the photographer that they have a name and an identity—they are the Mochidas.</p>	
<p>“Internees were not allowed to have cameras, but Miné wanted to document what was happening inside the camps. She put her artistic talent to use making sketches of daily life inside the fences.”</p>	<p>“The Life of Miné Okubo”</p>	<p>Okubo was moved into an internment camp against her will and wasn’t allowed to bring many of her belongings, but she brought her sketchpad.</p>	<p>Okubo resisted being invisible by not letting what was happening to her go unnoticed and undocumented. She made drawings about what happened in the camps so she could show the world.</p>	



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<p>Evidence: Quotes from “The Life of Miné Okubo,” or primary source documents, which show the strongest evidence of how Miné and other internees resist being made invisible.</p>	<p>Resource & Page #</p>	<p>Context: A quick reminder of where and when this quote appears in the text. You may want to include an event, person, or group to which the quote connects.</p>	<p>Explanation: Explain how this quote is evidence of being made invisible. Is this an example of dehumanization or isolation? Explain.</p>	<p>Used in your writing?</p>
<p>She continued chronicling the internee experience, as well as writing letters to friends back home. She also taught an art class to children in the camp and illustrated the front cover of <i>Trek</i>, a magazine created by the internees. She took a chance by entering a Berkeley art contest through the mail, and she won.</p>	<p>“The Life of Miné Okubo”</p>	<p>Okubo tried to keep up with her normal life as much as she could while she was in the internment camps.</p>	<p>Okubo and other internees were supposed to be isolated from the outside world (because the government said they were a threat to America), but Okubo resisted that by writing to her friends and entering an art contest. She wanted people outside the camps to know that she and other internees still existed. She also resisted dehumanization and isolation by staying connected to the other internees. She taught art classes and helped with the camp magazine.</p>	