



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Overview



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Unit 2: Being Made Invisible: Imprisoned and Interned

In this second unit, students will continue to closely examine the case study of imprisoned Louie Zamperini as they read *Unbroken*. They will expand their study as they learn about interned Japanese-American Miné Okubo in a separate biographical account. As students read both Zamperini’s and Okubo’s stories, they will focus on the theme of resisting forced “invisibility” while being imprisoned or interned. This theme concept will be analyzed through a dual lens: the internal struggle to maintain dignity, identity, and self-worth against dehumanizing efforts; and the external isolation of being closed off from the outside world while in captivity. In

the mid-unit assessment, students will build on the background knowledge they have gained about the Pacific Theater in World War II and the plight of Japanese-Americans as they classify various mediums used to convey information about World War II. Students will also evaluate the advantages and disadvantages of using different mediums to communicate during this mid-unit assessment. For the end of unit assessment, students will write an informational essay in which they use the strongest evidence from both texts to show how captors forced “invisibility” upon those imprisoned or interned.

Guiding Questions And Big Ideas

- **How does war (and conflict) affect individuals and societies?**
- **How does captivity make the captive invisible?**
- **What are the advantages and disadvantages of using different mediums?**
- *There are important yet divergent experiences in war and conflict.*

Mid-Unit 2 Assessment

Evaluating and Classifying Primary Sources

- This assessment centers on NYSP12 ELA CCLS RI.8.7. Students will use various mediums to convey information about World War II, and further their analysis as they evaluate the advantages and disadvantages of using different media to convey information on a topic. Students will complete this analysis using a graphic organizer.

End of Unit 2 Assessment

Informational Essay: The Invisibility of Captives during WWII

- This assessment centers on NYSP12 ELA CCLS W.8.2, W.8.9, L.8.2c, and L.8.3. Students will write an informational essay in which they answer the 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? Use the strongest evidence from *Unbroken*, and selected other informational sources about Japanese-American internees.” This is a two-part assessment: Part 1 is students’ best independent draft, and Part 2 is their final revised draft.



Being Made Invisible:
Imprisoned and Interned

Content Connections

NYS Social Studies Core Curriculum:

3. Time, Continuity, and Change

- Reading, reconstructing, and interpreting events
- Analyzing causes and consequences of events and developments
- Considering competing interpretations of events

6. Power, Authority, and Governance

- Origins, uses, and abuses of power
- Conflict, diplomacy, and war

10. Global Connections and Exchange

- Past, current, and likely future global connections and interactions
- Cultural diffusion, the spread of ideas, beliefs, technology, and goods
- Benefits/consequences of global interdependence (social, political, economic)
- Tension between national interests and global priorities
- Science

N/A

Central Texts

1. Laura Hillenbrand, *Unbroken: A World War II Story of Survival, Resilience, and Redemption* (New York: Random House, 2010), ISBN: 978-1-400-06416-8.
2. Curtis B. Munson, *The Report on Japanese on the West Coast of the United States* (“the Munson Report”), Oct. 7, 1941.
3. Walter Lippmann, “The Fifth Column on the Coast,” *The Washington Post*, Feb. 12, 1942.
4. Franklin D. Roosevelt, “Executive Order No. 9066,” Feb. 19, 1942.
5. “The Life of Miné Okubo,” written by Expeditionary Learning for instructional purposes.



Calendared Curriculum Map:
Unit-at-a-Glance

This unit is approximately 4 weeks or 19 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Key Incidents Reveal Aspects of Character: Survival at Sea	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) 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) 	<ul style="list-style-type: none"> I can analyze narrative techniques, such as pacing, when used in writing narratives about real events. I can analyze how the experience on the raft reveals aspects of Louie's character. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 147–168 (from homework) Things Good Writers Do note-catcher 	<ul style="list-style-type: none"> Understanding Louie: Character Traits Things Good Writers Do Think-Pair-Share protocol
Lesson 2	Introducing a Thematic Concept in This Unit: The “Invisibility” of Captives during WWII	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can determine a theme or the central idea of an informational text. (RI.8.2) 	<ul style="list-style-type: none"> I can analyze nuances in word meanings and the word choice an author selects, which both contribute to the meaning and tone of the text. I can determine a thematic concept in <i>Unbroken</i>. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 169–181 (from homework) 	<ul style="list-style-type: none"> Give One, Get One protocol



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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Analyzing a Thematic Concept: The Invisibility of Captives during WW II	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can analyze word relationships used in <i>Unbroken</i>. I can analyze the development of a thematic concept in <i>Unbroken</i>. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 181–188 (from homework) Understanding Invisibility note-catcher 	
Lesson 4	Understanding Perspective: Japanese Society’s Impact on Japanese Guards	<ul style="list-style-type: none"> I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) 	<ul style="list-style-type: none"> I can analyze the development of the thematic concept “The Invisibility of Captives during WWII.” I can provide the strongest evidence from <i>Unbroken</i> as I analyze why some Japanese guards treated prisoners of war brutally during WWII. I can analyze how the ideas of Japanese society contributed to how some Japanese guards treated prisoners of war during WWII. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 189–197 (from homework) Written Conversation Exit ticket 	



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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 1	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of literary 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) 	<ul style="list-style-type: none"> I can use “The Life of Miné Okubo” to build background knowledge about the internment of Japanese-Americans during WWII. I can analyze how words, phrases, and incidents in “The Life of Miné Okubo” reveal aspects of Okubo as a character. I can cite evidence that supports my analysis of “The Life of Miné Okubo.” 	<ul style="list-style-type: none"> “The Life of Miné Okubo” structured notes, gist notes (from homework) Understanding Miné: Character Traits graphic organizer Understanding Miné: Character Traits QuickWrite 	<ul style="list-style-type: none"> Understanding Louie: Character Traits
Lesson 6	Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 2	<ul style="list-style-type: none"> I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) I can determine an author’s point of view or purpose in informational text. (RI.8.6) 	<ul style="list-style-type: none"> I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII. I can explain how World War II affected American society. I can cite evidence to determine an author’s point of view in a primary source. 	<ul style="list-style-type: none"> “The Life of Miné Okubo” structured notes, focus question and vocabulary (from homework) Primary Sources: Japanese-American Internment during World War II packet 	



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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 3	<ul style="list-style-type: none"> I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) I can analyze texts for disagreement on facts or interpretation. (RI.8.9) 	<ul style="list-style-type: none"> I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII. I can explain how World War II affected American society. I can cite evidence to analyze primary sources for disagreements about Japanese-American internment during WWII. 	<ul style="list-style-type: none"> Primary Sources: Japanese-American Internment during World War II packet (text-dependent questions) (from homework) Source Comparison strips 	
Lesson 8	Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 4	<ul style="list-style-type: none"> I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) 	<ul style="list-style-type: none"> I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII. I can explain how World War II affected American society. I can explain the advantages and disadvantages of using different mediums to present a point of view about Japanese-American internment during WWII. 	<ul style="list-style-type: none"> Primary Sources: Japanese-American Internment During World War II QuickWrite (from homework) Analyzing Mediums Exit Ticket 	



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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Gathering Textual Evidence: “Invisibility” of Those Interned	<ul style="list-style-type: none"> I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can gather relevant information from a variety of sources. (W.8.8) 	<ul style="list-style-type: none"> I can analyze the theme of “invisibility” in primary sources about Japanese-American internment and “The Life of Miné Okubo.” I can gather relevant information from a variety of sources about the “invisibility” of captives during WWII. 	<ul style="list-style-type: none"> Venn diagram: Miné and Louie (from homework) Gathering Textual Evidence note-catcher (from Lesson 3) 	
Lesson 10	Mid-Unit Assessment: Classifying and Evaluating Primary Sources	<ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) 	<ul style="list-style-type: none"> I can identify different types of mediums used in a Gallery Walk. I can evaluate the advantages and disadvantages of using different mediums to present information on World War II. 	<ul style="list-style-type: none"> Gathering Textual Evidence note-catcher (from homework) Mid-Unit 2 Assessment 	
Lesson 11	Analyzing Author’s Craft: Analyzing Hillenbrand’s Language Techniques	<ul style="list-style-type: none"> I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) 	<ul style="list-style-type: none"> I can determine if sentences are in the conditional and subjunctive mood. I can analyze Hillenbrand’s use of the conditional and subjunctive mood in her writing. 	<ul style="list-style-type: none"> Unbroken structured notes, pages 200–229 (from homework) Written Conversation Conditional and Subjunctive Mood handout 	<ul style="list-style-type: none"> Things Good Writers Do Written Conversation protocol



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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Character Analysis: Resilience	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can analyze the Hillenbrand's word choice in <i>Unbroken</i> and how it contributes to the meaning of the text. I can analyze the thematic concept of invisibility in <i>Unbroken</i>. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 230–247 (from homework) Word Choice note-catcher Three Threes in a Row note-catcher Gathering Textual Evidence note-catcher 	
Lesson 13	Analyzing Theme: The Invisibility of Captives during WWII	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) 	<ul style="list-style-type: none"> I can use a Frayer model to deepen my understanding of words in <i>Unbroken</i>. I can provide the strongest textual evidence as I analyze the development of the thematic concept “The Invisibility of Captives during WWII” in <i>Unbroken</i> and “The Life of Miné Okubo.” 	<ul style="list-style-type: none"> <i>Unbroken structured notes, pages 248–261 (from homework)</i> <i>Gathering Textual Evidence note-catcher</i> 	<ul style="list-style-type: none"> Written Conversation protocol



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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 14	Analyzing Evidence: Writing about Theme	<ul style="list-style-type: none"> 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) 	<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 	<ul style="list-style-type: none"> Being Made Invisible
Lesson 15	Informational Essay Planning: Essay Rubric and Planner	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> <i>Gathering Evidence note-catcher</i> 	



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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 16	End of Unit Assessment, Part 1: Best First Draft of an Informational Essay	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) 	<ul style="list-style-type: none"> I can write an informational essay using relevant details from texts that are carefully selected and organized. I can intentionally use verbs in the active and passive voice in my World War II invisibility informational essay. I can use spelling strategies and resources to correctly on my informational essay. 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part 1 	<ul style="list-style-type: none"> Things Good Writers Do
Lesson 17	Introducing a Thematic Concept: Becoming Visible Again after Captivity	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can determine a theme or the central ideas of an informational text. (RI.8.2) 	<ul style="list-style-type: none"> I can determine a thematic concept in Unbroken. I can analyze nuances in word meanings as synonyms and phrases for key terms are studied. 	<ul style="list-style-type: none"> End of Unit 1 Assessment, Part 1 (from homework) 	<ul style="list-style-type: none"> Becoming Visible Again
Lesson 18	Analyzing a Thematic Concept: Becoming Visible after Captivity (pages 334–344)	<ul style="list-style-type: none"> I can use correct grammar and usage when writing or speaking. (L.8.1) I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can recognize and correct inappropriate shifts in verb voice and mood. I can analyze the development of a thematic concept in Unbroken. 	<ul style="list-style-type: none"> Unbroken structured notes, pages 334–344 (from homework) Double Arrow Visibility graphic organizer 	<ul style="list-style-type: none"> Becoming Visible Again Think-Pair-Share protocol



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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 19	End of Unit 2 Assessment, Part 2: Revising the Informative Essay	<ul style="list-style-type: none"> With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2c) 	<ul style="list-style-type: none"> I can use feedback from others to revise, edit, and improve my essay. I can use correct grammar and punctuation in my essay. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 345–353 (from homework) End of Unit 2 Assessment, Part 2 	



Optional: Experts, Fieldwork, And Service

Experts:

- Consider collaborating with the Social Studies teacher during this unit, as students build background knowledge about the internment of Japanese-Americans during World War II, read and study primary source documents, and study social and cultural influences of Japan on the Japanese soldier.
- Invite World War II historians, veterans, or previously interned Japanese-Americans to visit and provide students with compelling and interesting stories and experiences about the Pacific Theater in World War II and Japanese-American internment.

Fieldwork:

- Students may study the local monuments, the service of local community members who were involved in World War II, and any local connections to the internment of Japanese-Americans.

Service:

- Students may organize a community benefit or event to recognize the service and sacrifice of veterans in their community.

Optional: Extensions

- Consider using the Library of Congress Teaching with Primary Sources as a resource for World War II and Japanese Internment. <http://www.loc.gov/teachers/tps/>

Preparation and Materials

- As students read each night for homework, they will also continue to complete corresponding structured notes. Consider which students might benefit from the supported structured notes. Students will need to keep these notes in a safe place; consider having them keep the notes in a sturdy folder.
- See the Reading Calendar provided in the Module overview document.