



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 3A: Unit 3: Lesson 3**

## **Researching Miné Okubo: Gathering Textual Evidence**



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Researching Miné Okubo:  
Gathering Textual Evidence

Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can gather evidence about Miné Okubo's life from informational texts for my narrative.</li><li>• I can plan a narrative that describes the moment when Miné Okubo “became visible again.”</li></ul>	<ul style="list-style-type: none"><li>• <i>Unbroken</i> structured notes, pages 389–398 (from homework)</li><li>• Narrative Writing: Becoming Visible Again after Internment note-catcher</li></ul>



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Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Discussing the Focus Question (10 minutes)</p> <p>B. Reviewing Learning Targets (1 minute)</p> <p>2. Work Time</p> <p>A. Gathering Textual Evidence about Miné Okubo (32 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Previewing Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Finish reading the informational text about Miné Okubo's life that you began in class today. Choose the moment in Okubo's life that your narrative will describe. (The four choices are listed on the Narrative Writing: Becoming Visible Again after Internment handout from Lesson 2.) In writing, answer this question: "Based on your research, why did you choose this moment?"</p>	<ul style="list-style-type: none"> <li>• In this lesson, students read an informational text about Miné Okubo's life so they have enough information to write a well-informed narrative on how Okubo "became visible again" for their performance task, Narrative Writing: Becoming Visible Again after Internment.</li> <li>• The two informational texts about Okubo's life, "Riverside's Miné Okubo" and "Miné Okubo," are both rich but vary in length and difficulty. Consider choosing just one of the texts for the entire class to read, or assign different texts to different students depending on their reading level. Advanced readers will benefit from reading multiple texts; consider assigning the second informational text for these students to read for homework.</li> <li>• Since students are embarking on brief research in this lesson, in the spirit of the other research lessons at this grade level, the two texts provide differentiated levels to allow students greater independence as they study this aspect of Miné Okubo's life. Consider extending this lesson over one more class period if you wish to have students read both texts in class.</li> <li>• Although the performance task is a more creative project than the informational essay students wrote in Unit 2, it is designed to be based on textual evidence and resemble Hillenbrand's literary nonfiction style. As students work, it will be important to remind them that the major events in their narratives should have a factual basis, although they are being dramatized and fictionalized using students' imaginations. The model narrative provides a good example of this; although smaller incidents in Okubo's life have been fictionalized (such as her encounter with the woman at the newsstand), the major events are drawn from informational texts about her life (such as the publication of her drawings in a national magazine).</li> <li>• In advance: Split students into groups of four for the focus question discussion; read the two informational texts about Okubo ("Riverside's Miné Okubo" and "Miné Okubo") and decide which students will read each one.</li> <li>• Post: Learning targets.</li> </ul>



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Lesson Vocabulary	Materials
<p>ethics, serene, frugal, appropriated, integrity (from Informational Texts about Miné Okubo: Source 1); refine, alter, wry, scanty, vivid (from Informational Texts about Miné Okubo: Source 2)</p>	<ul style="list-style-type: none"><li>• “The Life of Miné Okubo” (from Unit 2, Lesson 4)</li><li>• Gathering Textual Evidence: Becoming Visible Again after Internment note-catcher (one per student)</li><li>• “Riverside’s Miné Okubo” (one per student)</li><li>• “Miné Okubo” (one per student)</li><li>• Narrative Writing: Becoming Visible Again after Internment handout (from Lesson 2; one to display)</li><li>• Document camera</li></ul>



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Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Discussing the Focus Question (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Divide students into groups of four. Have them discuss their answers to the focus question on the structured notes homework:<ul style="list-style-type: none"><li>* “What statement is Hillenbrand trying to make about resilience? What in the text makes you think this?”</li></ul></li><li>• In their groups, have students write a thematic statement about resilience based on the new information in their homework reading.</li><li>• After a few minutes, have each group share out their thematic statement about resilience.</li></ul> <p>Congratulate students on finishing <i>Unbroken</i>. Give specific positive praise for evidence of their growing stamina as readers.</p>	
<p><b>B. Reviewing Learning Targets (1 minute)</b></p> <ul style="list-style-type: none"><li>• Have students read along silently as you read the learning targets aloud:<ul style="list-style-type: none"><li>* “I can gather evidence about Miné Okubo’s life from informational texts for my narrative.”</li><li>* “I can plan a narrative that describes the moment when Miné Okubo ‘became visible again.’”</li></ul></li><li>• Tell students that they will use the rest of today’s class to read about Miné’s life so they have enough information to start writing their narratives tomorrow. Remind them that like the narrative in <i>Unbroken</i>, their narrative will be based on true events, so they need to gather textual evidence to build on.</li></ul>	



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Work Time	Meeting Students' Needs
<p><b>A. Gathering Textual Evidence about Miné Okubo (32 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have students take out their copy of <b>“The Life of Miné Okubo”</b> while you distribute the <b>Gathering Textual Evidence: Becoming Visible Again after Internment note-catcher</b>. Explain that before they can write the story of how Miné became visible again, their narrative will need to orient readers to the reasons Miné is “invisible” in the first place. Remind students that they have already done the work of tracking how people tried to make Miné invisible during the war when they gathered evidence for their informational essay in Unit 2. Tell them to skim through “The Life of Miné Okubo” to refresh their memories about her experiences in the internment camp, then jot down some notes in the left-hand column of the note-catcher.</li> <li>• After a few minutes, cold call students to remind the class of the ways in which Miné was “invisible” during the war. Listen for: “She was isolated and dehumanized by being moved out of her home and into a remote camp,” “She was forced to live in a former horse stable,” “She was watched by armed guards,” “She was not allowed to bring her possessions with her,” and “Her name was replaced by the number 13660.” Encourage students to write these ideas down in the left-hand column of their note-catcher if they do not already have them.</li> <li>• Point out the other two columns on the note-catcher: The middle column is for students to write down any evidence they find about how Miné became “visible” again (which will be critical in crafting their narratives), and the right-hand column is for any interesting details that they want to work into their narratives. (For example, they may want to write down details that reveal aspects of Miné’s character in this column.)</li> <li>• Tell students that you will give them a new informational text about Miné’s life after she left the internment camp. Explain that the new texts begin by reviewing information they already know about Miné’s childhood and her time in the camp. However, students should still read the entire text, because they might find new details in it that will help them write an engaging narrative.</li> <li>• Depending on which text you have decided to have each student read (see Teaching Note at the top of this lesson), distribute <b>“Riverside’s Miné Okubo”</b> and/or <b>“Miné Okubo.”</b> Give students the rest of the class period to read and take notes. Circulate while they work to check in with them about what they are learning and to help them strike a balance between grounding their narrative in textual evidence and using their imaginations to dramatize the moment when Miné became visible again.</li> </ul>	<p>Advanced readers will benefit from reading multiple texts; consider assigning the second informational text for these students to read for homework.</p>



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Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Homework (1 minute)</b></p> <ul style="list-style-type: none"><li>Distribute the <b><i>Unbroken</i> structured notes, pages 389–398</b>. Tell students that their homework is to finish reading <i>Unbroken</i>. Remind them that the book's epilogue is crucial to understanding the thematic concept of “becoming visible again,” which they will need to understand well so they can write Miné’s “becoming visible again” narrative.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Read pages 389–398 in <i>Unbroken</i> and complete the structured notes. Focus question: “What statement is Hillenbrand trying to make about resilience? What in the text makes you think this?”</li></ul>	



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## Supporting Materials



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Gathering Textual Evidence:  
Becoming Visible Again After Internment

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

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

**PROMPT:** Writing from Miné Okubo’s perspective, tell the story of **one moment** in her struggle to become visible again after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo’s life to write an original narrative. Answer the question: “How did Okubo become visible again after her life in the internment camp?” The narrative must end with the sentence, “I was visible again.”

Evidence of invisibility during WWII (from “The Life of Miné Okubo”)	Evidence of visibility after WWII (from Source #: )	Other interesting details and facts about Okubo’s life that I want to remember



Riverside's Miné Okubo

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**Name:**

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**Date:**

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*Expeditionary Learning is seeking permission for this material. We will post an updated version of the lesson once permission is granted.*

Adapted from Curtin, Mary H. "Riverside's Miné Okubo." Web log post. Splinters-Splinters. George N. Giacoppe, 27 Aug. 2011. Web. 12 Apr. 2013.  
<<http://splinters-splinters.blogspot.com/2011/08/riversides-mine-okubo.html>>.



Miné Okubo

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**Name:**

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**Date:**

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Adapted from Hanstad, Chelsie, Louann Huebsch, Danny Kantar, and Kathryn Siewert. "Mine Okubo." *Voices from the Gaps*. University of Minnesota, 3 May 2004. Web. 12 Apr. 2013. <<http://voices.clu.umn.edu/artistpages/okuboMine.php>>.