



EXPEDITIONARY  
LEARNING

# Grade 8: Module 3A: Overview



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## Grade 8, Module 3A Overview: Japanese-American Relations during World War II

In this module, students will study Japanese-American relations during World War II. They will consider the question “How does war affect individuals and societies?” as they read case studies about the plight of Japanese-Americans interned on American soil and American prisoners of war held captive in Japan during World War II. The central texts are *Unbroken* by Laura Hillenbrand and a short biography of Miné Okubo, a Japanese-American interned during the war. As students read both of these pieces of literary nonfiction, they will consider how the narrative structure can communicate real events in a compelling manner. In Unit 1, students will build background knowledge as they consider the causes of Japanese and American involvement in World War II focusing on the war in the Pacific. They will begin by studying the attack on Pearl Harbor, considering conflicting accounts of this pivotal event.

In Unit 2, students will analyze case studies of Louie Zamperini (in *Unbroken*) and Miné Okubo to explore the thematic concept of resisting “invisibility” while being held captive. Students also will read primary source documents related to the internment of Japanese-Americans during World War II. Finally, in Unit 3, students will finish reading *Unbroken* and study a second thematic concept: the journey of the imprisoned or interned to becoming “visible” after release. Students will research Miné Okubo’s life after internment; and for their final performance task, they will write a narrative in which they tell the story of how she went from being made “invisible” during internment to becoming “visible” post-internment. This module is content-rich; consider previewing the full module with a social studies colleague and finding ways to collaborate to provide an even richer experience.

### Guiding Questions And Big Ideas

- **How does war and conflict affect individuals and societies?**
- **How do historians/readers reconcile multiple accounts of the same event?**
- **How can narrative be used to communicate real events?**
- **How does captivity make the captive invisible?**
- **How can individuals become visible again?**
- **What are the advantages and disadvantages of using different media?**
- *The war affected both ordinary Japanese-Americans and American prisoners of war in life-changing ways.*
- *War and conflict bring important yet divergent experiences to individuals and societies.*
- *There are important yet divergent experiences in war and conflict.*



Grade 8, Module 3A Overview:  
Japanese-American Relations during World War II

Performance Task

Students will research Miné Okubo's life after internment; and for their final performance task, they will share and reflect on their narrative in which they tell the story of how Okubo went from resisting efforts to make her "invisible" during internment to becoming "visible" post-internment. Students will base their exploded moment narrative on the following writing prompt: "Writing from Miné Okubo's perspective, tell the story of one moment in her struggle to become visible after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo's life to write an original narrative to answer the question 'How did Okubo become visible after her life in the internment camp?' The narrative must end with the sentence "I was visible again." **This performance task centers on NYSP12 ELA CCLS W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3.**

Content Connections

**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



## English Language Arts Outcomes

CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RL.8.3<sup>1</sup>.. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.</li> </ul>

  

CCS Standards: Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence that provides the strongest support for an analysis of literary text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine a theme or the central ideas of an informational text.</li> <li>• I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas).</li> <li>• I can objectively summarize informational text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the connections and distinctions between individuals, ideas or events in a text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings).</li> <li>• I can analyze the impact of word choice on meaning and tone (analogies or allusions).</li> </ul>

<sup>1</sup> Laura Hillenbrand presents the compelling story of Louis Zamperini in the literary nonfiction book, *Unbroken: A World War II Story of Survival, Resilience, and Redemption*. To be clear, this central text is nonfiction, and many aspects of the text will be analyzed using the Reading Standards for Information Text. However, since the book is also a narrative, the Reading Standards for Literature are, at times, also a useful lens. For example, Louie Zamperini is the main character that is developed over the course of the text. He happens to be a real character; nevertheless, studying his development using the Reading Literature Standard RL.8.3 is helpful. More details regarding this are provided in relevant lessons.



English Language Arts Outcomes

CCS Standards: Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• <b>RI.8.6.</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li></ul>	<ul style="list-style-type: none"><li>• I can determine an author’s point of view or purpose in informational text.</li><li>• I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li></ul>
<ul style="list-style-type: none"><li>• <b>RI.8.7.</b> Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</li></ul>	<ul style="list-style-type: none"><li>• I can evaluate the advantages and disadvantages of using different media to present an idea.</li></ul>
<ul style="list-style-type: none"><li>• <b>RI.8.9.</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</li></ul>	<ul style="list-style-type: none"><li>• I can analyze texts for disagreement on facts or interpretation.</li></ul>
<ul style="list-style-type: none"><li>• <b>RI.8.10.</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</li></ul>	<ul style="list-style-type: none"><li>• I can read grade-level informational texts proficiently and independently.</li><li>• I can read above-grade informational texts with scaffolding and support.</li></ul>



English Language Arts Outcomes

CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ul style="list-style-type: none"><li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li><li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e. Establish and maintain a formal style.</li><li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.</li></ul>
<ul style="list-style-type: none"><li>• W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<ul style="list-style-type: none"><li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li><li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li><li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li><li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li><li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense.</li></ul>



English Language Arts Outcomes

CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"><li>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none"><li>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</li><li>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</li></ul></li></ul>	<ul style="list-style-type: none"><li>I can use evidence from informational texts to support analysis, reflection, and research.</li></ul>
<ul style="list-style-type: none"><li>W.8.11a Create a presentation, artwork, or text in response to a literary work, with a commentary that identifies and explains divergences from the original.<ul style="list-style-type: none"><li>a. Make well-supported personal, cultural, textual, and thematic connections across genres. (W.8.11a)</li><li>b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work</li></ul></li></ul>	<ul style="list-style-type: none"><li>I can support the personal, cultural, textual, and thematic connections I make across genres.</li></ul>

CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none"><li>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.<ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li><li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li></ul></li></ul>	<ul style="list-style-type: none"><li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues.</li><li>I can express my own ideas clearly during discussions.</li><li>I can build on others’ ideas during discussions.</li></ul>



## English Language Arts Outcomes

CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>I can use correct grammar and usage when writing or speaking.</li> </ul>
<ul style="list-style-type: none"> <li>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.</li> </ul>
<ul style="list-style-type: none"> <li>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.               <ol style="list-style-type: none"> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood.</li> </ul>
<ul style="list-style-type: none"> <li>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.               <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., verbal irony, puns) in context.</li> <li>Use the relationship between particular words to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>I can analyze figurative language, word relationships, and nuances in word meanings.</li> </ul>



Central Texts

Mary H. Curtin, “Riverside’s Miné Okubo,” Splinters-Splinters (blog), Aug. 27, 2011. <http://splinters-splinters.blogspot.com/2011/08/riversides-mine-okubo.html>.

Expeditionary Learning, “The Life of Miné Okubo,” written for instructional purposes.

Chelsie Hanstad, Louann Huebsch, Danny Kantar, and Kathryn Siewert, “Miné Okubo,” Voices from the Gaps, University of Minnesota, March 5, 2004. <http://voices.cla.umn.edu/artistpages/okuboMine.php>.

Laura Hillenbrand, *Unbroken: a World War II Story of Survival, Resilience, and Redemption* (New York: Random House, 2010), ISBN: 978-1-4000-6416-8.

Japanese Foreign Ministry, “Fourteen-Part Message,” Dec. 7, 1941,  
Modern History Sourcebook: Pearl Harbour Attack Documents, 1941.

Walter Lippmann, “The Fifth Column on the Coast,” *The Washington Post*, Feb. 12, 1942,  
as found at <http://encyclopedia.densho.org/sources/en-denshopd-i67-00001-1/>.

Edison McIntyre, “War in the Pacific,” in *Cobblestone* (Vol. 15, Issue 1), Jan. 1994, 4.

Curtis B. Munson, *The Report on Japanese on the West Coast of the United States* (“the Munson Report”), Oct. 7, 1941,  
as found at [http://encyclopedia.densho.org/Munson\\_Report/](http://encyclopedia.densho.org/Munson_Report/).

Franklin D. Roosevelt, “Executive Order No. 9066,” Feb. 19, 1942,  
as found at <http://www.ourdocuments.gov/doc.php?flash=true&doc=73&page=transcript>.



Calendared Curriculum Map:  
Week at a Glance

Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: Building Background Knowledge: Varying Perspectives on World War II</b>			
<b>Weeks 1-3</b>	<ul style="list-style-type: none"><li>• Launching the Module: Gallery Walk</li><li>• Analyzing Character: Louie Zamperini</li><li>• Building Background Knowledge: “War in the Pacific”</li></ul>	<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><li>• I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.8.3)</li><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 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>	



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Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: Building Background Knowledge: Varying Perspectives on World War II</b>			
<b>Weeks 1-3</b>	<ul style="list-style-type: none"> <li>Studying Conflicting Information: Varying Perspectives on the Pearl Harbor Attack</li> <li>Comparing Conflicting Accounts of the Pearl Harbor Attack</li> <li>Author's Craft: Narrative Technique</li> </ul>	<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> <li>I can determine a theme or the central ideas of an informational text. (RI.8.2)</li> <li>I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)</li> <li>I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.8.3)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.8.6)</li> <li>I can analyze texts for disagreement on facts or interpretation. (RI.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1 Assessment: Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (NYSP 12 ELA CCLS RI.8.1 and RI.8.9)</li> </ul>
	<ul style="list-style-type: none"> <li>Comparing Conflicting Accounts of the Pearl Harbor Attack</li> <li>Fishbowl Discussion</li> </ul>	<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 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. (SL.8.1)</li> <li>I can express my own ideas clearly 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>Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack (NYSP 12 ELA CCLS RI.8.9, and SL.8.1a-e)</li> </ul>



Calendared Curriculum Map:  
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Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Made Invisible: The Imprisoned and Interned</b>			
<b>Weeks 3-6</b>	<ul style="list-style-type: none"> <li>• Key Incidents Reveals Aspects of Character</li> <li>• The Thematic Concept of the “Invisibility” of Captives during WWII</li> <li>• Building Background Knowledge: The Internment of Japanese-Americans during WWII</li> </ul>	<ul style="list-style-type: none"> <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> <li>• I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)</li> <li>• I can determine a theme or the central ideas of an informational text. (RI.8.2)</li> <li>• I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)</li> <li>• I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)</li> <li>• I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)</li> </ul>	



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<b>Unit 2: Made Invisible: The Imprisoned and Interned</b>			
<b>Weeks 3-6</b>	<ul style="list-style-type: none"> <li>• Building Background Knowledge: The Internment of Japanese-Americans during WWII</li> <li>• Gathering Textual Evidence: “Invisibility” of Those Interned</li> <li>• Classifying and Evaluating Different Media</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)</li> <li>• I can determine an author’s point of view or purpose in informational text. (RI.8.6)</li> <li>• I can evaluate the advantages and disadvantages of using different media to present an idea. (RI.8.7)</li> <li>• I can analyze texts for disagreement on facts or interpretation. (RI.8.9)</li> <li>• I can gather relevant information from a variety of sources. (W.8.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 2 Assessment: Evaluating and Classifying Primary Sources (NYSP12 ELA CCLS RI.8.7)</li> </ul>



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<b>Unit 2: Made Invisible: The Imprisoned and Interned</b>			
<b>Weeks 3-6</b>	<ul style="list-style-type: none"> <li>• Analysis of a Thematic Concept: Resisting Invisibility</li> <li>• Character Analysis: Resilience</li> <li>• Informational Essay Planning and Writing</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)</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> <li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)</li> <li>• I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)</li> <li>• I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)</li> <li>• I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)</li> </ul>	



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Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Made Invisible: The Imprisoned and Interned</b>			
<b>Weeks 3-6</b>	<ul style="list-style-type: none"> <li>Informational Essay Planning and Writing</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)</li> <li>I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)</li> <li>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)</li> <li>I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment: Informational Essay: The Invisibility of Captives during WWII (NYSP12 ELA CCLS W.8.2, W.8.9, L.8.2c, and L.8.3.)</li> </ul>



Calendared Curriculum Map:  
Week at a Glance

Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Made Invisible: The Imprisoned and Interned</b>			
<b>Weeks 7-8</b>	<ul style="list-style-type: none"> <li>• Analysis of a Thematic Concept: Becoming Visible</li> <li>• Introducing Thematic Statement and Essay Prompt</li> <li>• Researching Okubo</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)</li> <li>• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)</li> <li>• I can use correct grammar and usage when writing or speaking. (L.8.1)</li> <li>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)</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>• Mid-Unit 3 Assessment: Single Draft Narrative Writing (NYSP12 ELA CCLS W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2, and L.8.3.)</li> </ul>



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Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Made Invisible: The Imprisoned and Interned</b>			
<b>Weeks 7-8</b>	<ul style="list-style-type: none"> <li>Narrative Writing: Planning the Plot and Use of Narrative Techniques</li> <li>Analysis of Language Techniques</li> </ul>	<ul style="list-style-type: none"> <li>I can read grade-level informational texts proficiently and independently. (RI.8.10)</li> <li>I can use technology to produce and publish writing that presents relationships between information and ideas efficiently. (W.8.6)</li> <li>I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)</li> <li>I can create a presentation, artwork, or text in response to a literary work with a commentary that identifies and explains divergences from the original. (W.8.11)               <ul style="list-style-type: none"> <li>I can make well-supported personal, cultural, textual, and thematic connections across genres. (W.8.11a)</li> </ul> </li> <li>I can use correct grammar and usage when writing or speaking. (L.8.1)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment: Analysis of Language Techniques (NYSP12 ELA CCLS L.8.1a, L.8.1d, and L.8.5)</li> <li>Independent Reading Assessment: Independent Reading Book Review (NYSP12 CCLS RL.8.11a-b, W.8.11a)</li> </ul>



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Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Made Invisible: The Imprisoned and Interned</b>			
<b>Weeks 7-8</b>	<ul style="list-style-type: none"> <li>Final Performance Task: Narrative</li> <li>Sharing and Reflection of Narrative</li> </ul>	<ul style="list-style-type: none"> <li>I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)</li> <li>I can use technology to produce and publish writing that presents relationships between information and ideas efficiently. (W.8.6)</li> <li>I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9b)</li> <li>I can use correct grammar and usage when writing or speaking. (L.8.1)</li> <li>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)</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>Final Performance Task: Narrative Writing: Becoming Visible after Internment Group Presentation and Reflection (NYSP12 ELA CCLS W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3)</li> </ul>



### **Preparation and Materials**

This module is content-rich; consider previewing the full module with a Social Studies colleague and finding ways to collaborate to give an even richer experience. Students may benefit from spending more time with specific primary source documents with the support of the Social Studies teacher. That teacher may also identify natural connections or extensions with the compelling content of this module that s/he can address during Social Studies class.



*Unbroken* Reading Calendar  
Module 3A, Units 1–3

The calendar below shows what is due on each day.

Teachers can modify this document to include dates instead of lessons.

Due at Lesson	Reading	Focus Question:
Unit 1, Lesson 2	Reread the Preface and read pages 3–6 (to page break)	Use details from the text to describe Louie’s character in pages 3–6. What aspects of his character that you have read about so far may help him survive his situation described in the Preface? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 3	Read pages 6–12	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 novel to support your answer.
Unit 1, Lesson 4	Read pages 13–18	Hillenbrand refers to the change in Louie as “rehabilitation” (13). How is Louie rehabilitated? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 5	Read pages 19–27	Hillenbrand writes, “Once his hometown’s resident archvillain, Louie was now a superstar, and Torrance forgave him everything” (20). How did Torrance show Louie he was forgiven? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 6	Read pages 28–37	What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 7	Read pages 38–47	Hillenbrand writes, “As Louie blazed through college, far away, history was turning” (43). Why does the author interrupt Louie’s narrative with information about Japan and Germany? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 9	Read pages 51–60, and the summary of pages 60–73	Hillenbrand uses similes and metaphors to describe the B-24. Choose one and explain the comparison she makes. What makes this comparison effective? Why does Hillenbrand give the reader these details? How do they help the reader understand the story better?
Unit 1, Lesson 11	Read pages 73–77 and 85–89, and the summaries of pages 78–85 and 91–113	On pages 85–89, why do you think Hillenbrand describes what the airmen fear in such detail? What does it help the reader understand about Louie and the men he served with? Use the strongest evidence from the novel to support your answer.
Unit 1, Lesson 13	Read pages 114–121, the summary of pages 131–140, and pages 125–130 from the book	From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does Hillenbrand use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?



*Unbroken Reading Calendar*  
Module 3A, Units 1–3

Due at Lesson	Reading	Focus Question:
Unit 2, Lesson 1	Read the summaries of pages 141–147 and 156–164, and pages 147–156 and 165–168 in the book	During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions where he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?
Unit 2, Lesson 2	Read pages 169–175 and 179–181	In what ways are Louie and Phil treated differently by each group of Japanese they meet in the early days of their imprisonment? Why might that be? Cite the strongest evidence from the text to support your thinking.
Unit 2, Lesson 3	Read pages 181–183 (halfway), skip second half of page 183 and 184, and read pages 184–188	Reread the last paragraph on page 182 through to the page break on page 183. According to Hillenbrand, dignity was the one thing that kept Louie and Phil going and it was also the one thing the guards sought to destroy. What is dignity? According to the text, what makes dignity so powerful?
Unit 2, Lesson 4	Read pages 189–190, the summary of pages 190–192, and pages 192–197 from the book	On page 196, Hillenbrand uses an example from Frederick Douglass’s autobiography. How does this allusion to an American slave help the reader understand Louie’s experiences? Cite the strongest evidence from the text to support your thinking.
Unit 2, Lesson 11	Read the summary of pages 200–203, 203–210 from the book, and the summary of pages 212–229.	The men imprisoned at Ofuna participate in small acts of rebellion and subversion. In what ways do they rebel, and what is the effect of these acts on the prisoners?
Unit 2, Lesson 12	Read 230–234, skip 235–237 (top), read pages 237–238, 239–242 in the book, and the summary of pages 242–244, read 244–247 in the book	What does Hillenbrand see as reasons the Bird is the way he is?
Unit 2, Lesson 13	Read pages 248–253, the summary of pages 253–258, and “Louie’s letter” on pages 256–257; pages 259–261 from the book	In what ways does Louie continue to resist invisibility?
Unit 2, Lesson 14	Read the summary of pages 291–293, and pages 301–308 in the book	Why do the men doubt that the war is over?
Unit 2, Lesson 18	Read pages 334–338 and the summary of pages 339–344	On page 338 Hillenbrand writes, “When the harsh push of memory ran through Louie, reaching for his flask became as easy as slapping a swatter on a fly.” What is happening to Louie? Why?
Unit 2, Lesson 19	Read pages 345–353	Holocaust survivor Jean Amery described “a seething, purifying, thirst for revenge” that some men experienced after being imprisoned in Nazi concentration camps. How is Louie an example of what Amery describes?



*Unbroken* Reading Calendar  
Module 3A, Units 1–3

Due at Lesson	Reading	Focus Question:
Unit 3, Lesson 1	Read pages 354–356 (top), the summary of pages 356–361, and pages 363–376 and 377–380 in the book	On page 365, Hillenbrand writes, “No one could reach Louie because he had never really come home.” What finally brings Louie home?
Unit 3, Lesson 2	Read the Epilogue, pages 381–389	In what ways is Louie’s later life still an example of his “resilient optimism”?
Unit 3, Lesson 3	Read pages 389–398	What statement is Hillenbrand trying to make about resilience? What in the text makes you think this?
Unit 3, Lesson 1	Read pages 354–356 (top), the summary of pages 356–361, and pages 363–376 and 377–380 in the book	On page 365, Hillenbrand writes, “No one could reach Louie because he had never really come home.” What finally brings Louie home?

This module continues an independent reading structure that was formally introduced in Module 2. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Students are expected to continue reading texts, completing the reading log, and selecting new independent reading texts throughout Module 3A. The independent reading routine takes about 1/2 class period per week, with an additional day near the end of a unit or module for students to review and share their books. Although independent reading was launched in Module 2A, it is not formally assessed until Module 3A. This decision was made in order to allow students the time and opportunity to read self-selected texts, some of which may be quite long and take many weeks for students to complete. Independent reading is assessed in Unit 3 of this module. Students will write a book review based on one of the independent books they have read this school year, and may also be given an opportunity to share their books through a book talk given to peers.

*Unbroken*, by Laura Hillenbrand, was chosen as the central text for this module based on the author’s vivid and rich telling of one man’s struggle to overcome terribly debilitating circumstances while being held captive during World War II. Hillenbrand’s masterful account blends important historical context with personal and intimate details of the resilience of the human spirit. Because of the length and some adult and intense content, a reading calendar has been carefully crafted to allow for omitting some passages from the reading or, at times, passages have been summarized for students to read in place of the actual text.

Below is a letter to families regarding this text. Adapt as necessary to meet the needs of your school or district.



## Letter to Families

Dear Families,

At school, students will begin a new study about Japanese-American relations during World War II, and will be reading the compelling story of Louie Zamperini in the book *Unbroken: A World War II Story of Survival, Resilience, and Redemption*, by Laura Hillenbrand, and an account of Miné Okubo, a Japanese-American interned during World War II.

Students will read much of *Unbroken*, but certain excerpts have been summarized or omitted from the student reading calendar due to sensitive content. Great care has been taken to consider this reading calendar, and any time we read about violence in the world, we need to be extra thoughtful to make sure that everyone feels safe.

We welcome your feedback and questions about the important work that we are doing to support your child's growth as a reader, writer, and citizen.

Please print and sign your name on this letter and return it with your child to school tomorrow so that we know that you received this communication.

Sincerely,

---

parent/guardian name & signature

Estimadas Familias,

En la escuela, los estudiantes comenzarán un nuevo estudio sobre las relaciones entre Japón y los Estados Unidos durante la Segunda Guerra Mundial. Los estudiantes leerán una fascinante historia de Louie Zamperini en el libro *Inquebrantable; Una historia de supervivencia, fortaleza, y redención durante la Segunda Guerra Mundial*, por Laura Hillenbrand. También leerán un relato de Miné Okubo, un ciudadano japonés- americano internado durante la Segunda Guerra Mundial.

Los estudiantes leerán una gran parte del libro *Inquebrantable*, pero algunos pasajes han sido resumidos u omitidos del calendario de lectura de los estudiantes debido a su delicado contenido. Se ha tomado mucho cuidado en considerar este calendario de lectura, y siempre que leemos sobre violencia en el mundo, tenemos aún más cuidado de asegurarnos que todos se sientan seguros.

Acogemos con agrado sus comentarios y preguntas acerca del importante trabajo que realizamos para apoyar el crecimiento de su hijo como lector, escritor, y ciudadano.

Por favor imprima esta carta y firme su nombre y devuélvala a la escuela con su hijo mañana para que sepamos que ha recibido esta comunicación.

Atentamente,

Nombre y firma del padre / tutor