



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 1: Lesson 13

End of Unit Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack



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End of Unit Assessment:
Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack

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

- I can analyze texts for disagreement on facts or interpretation. (RI.8.9)
- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL8.1)
- I can build on others' ideas during discussions. (SL.8.1)

Supporting Learning Targets

- I can analyze FDR's "Day of Infamy" speech and the Japanese Foreign Ministry's "Fourteen-Part Message" for disagreement on facts or the interpretation of facts.
- I can participate in a Fishbowl discussion about two different responses to the attack on Pearl Harbor.
- I can listen to others and build on their ideas during the Fishbowl discussion.

Ongoing Assessment

- Mid-Unit 1 Assessment: Fishbowl note-catcher
- End of Unit 1 Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack
- (specifically the goals based on the rubric)
- Exit Ticket: Fishbowl Discussion Wrap-Up



End of Unit Assessment:
Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack

Agenda	Teaching Notes
<p>1. Opening A Engaging the Reader: Review Discussion Goals (2 minutes)</p> <p>2. Work Time A. End of Unit 1 Assessment: Fishbowl Discussion, Part 2 (20 minutes) B. Fishbowl Debrief, Part 2 (10 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Fishbowl Discussion Wrap-Up (12 minutes) B. Preview Homework (1 minute)</p> <p>4. Homework A. Read two sections in <i>Unbroken</i>, along with two summaries included in the structured notes. Complete the structured notes.</p>	<ul style="list-style-type: none"> • This lesson is the second half of a two-day Fishbowl discussion based on historical documents written to justify war between the United States and Japan during WWII (FDR’s “Day of Infamy” speech and Japan’s “Fourteen-Part Message”). • These Fishbowl discussions serve as the End of Unit 1 Assessment. They assess students’ ability to analyze conflicting historical texts and use their new understandings to contribute to a cooperative, text-based discussion. • The historical content of the Fishbowl discussions builds background knowledge about <i>Unbroken</i> by illuminating why Japan and the United States were at war with each other. • In this lesson, students continue to work in the same pairs from the previous lesson. The student experts on the “Fourteen-Part Message” sit in the inside circle during this lesson, and the student experts on the “Day of Infamy” speech sit behind their partner in the outside circle. • At the outset of this lesson, students review their personal discussion goals using the Fishbowl Discussion Rubric: The Japanese Attack on Pearl Harbor. After the discussion, the students in the inside circle self-reflect on their progress toward their goals. • Students in the outside circle take notes on the Mid-Unit 1 Assessment: Fishbowl Note-catcher regarding what they hear and learn during the discussion. After the discussion, they share these findings with their partner. • Students respond to two prompts on the Exit Ticket: Fishbowl Discussion Wrap-Up at the end of the lesson. Use the NYS Grade 8 2-point rubric to assess this exit ticket. • In advance: Review Fishbowl Discussion protocol (see Appendix). Post: Learning targets.



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Lesson Vocabulary	Materials
Do not preview vocabulary.	<ul style="list-style-type: none">• “Fourteen-Part Message” (from Lesson 7; one per student)• Fishbowl Discussion Rubric: The Japanese Attack on Pearl Harbor (from Lesson 12; one per student)• Mid-Unit 1 Assessment: Fishbowl Note-catcher (from Lesson 10; returned in Lesson 12 with teacher feedback)• Fishbowl sentence starters (from Lesson 12; one per student in inside circle)• End of Unit 1 Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack (one per student and one for display)• Document camera• Timer• Exit Ticket: Fishbowl Discussion Wrap-Up (one per student)• <i>Unbroken</i> structured notes, pages 147–168 (one per student)• <i>Unbroken</i> supported structured notes, pages 147–168 (optional; for students needing additional support)• <i>Unbroken</i> Structured Notes Teacher Guide, pages 147–168 (for teacher reference)



End of Unit Assessment:
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Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Review Discussion Goals (2 minutes)</p> <ul style="list-style-type: none">• Explain that today is the second day of the two-part Fishbowl discussion. Today's discussion will focus on the "Fourteen-Part Message." In the previous lesson, students determined two or three goals to work toward during the Fishbowl discussion. In this lesson, students who focused on Japan's "Fourteen-Part Message" will have their turn to speak in the inside circle and work toward these goals.• As needed, review the Fishbowl Discussion protocol briefly	<ul style="list-style-type: none">• Some students will benefit from having more concrete examples of discussion goals to choose from. Consider providing these students with a list of sample goals for the discussion and letting them choose which ones they would like to work on, rather than having them write their own goals.



End of Unit Assessment:
Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack

Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment: Fishbowl Discussion, Part 2 (20 minutes)</p> <ul style="list-style-type: none"> • Invite students to take their copies of the “Fourteen-Part Message,” Fishbowl Discussion Rubric: The Japanese Attack on Pearl Harbor, and the Mid-Unit 1 Assessment: Fishbowl Note-catcher and move to their appropriate places inside and outside the circle. Remind them that those in the outside circle should sit directly behind their partners. • Remind the class that those in the outside circle need to take notes in the Listening Notes section of the Fishbowl note-catcher regarding what they hear and learn during the discussion. • Distribute one copy of the Fishbowl sentence starters to each student in the inside circle. Encourage them to use this resource during the discussion. • Explain that students will have 15 minutes to discuss, and you will use a timer to keep track of this. Tell them you will start the discussion by asking some questions, but they should focus on talking to each other, rather than just answering your questions. • Distribute the End of Unit 1 Assessment: Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack to each student and display a copy using a document camera. • Set the timer for 15 minutes and begin the discussion by asking: <ul style="list-style-type: none"> * “From your perspective, what was the gist of this text?” • After a few students have shared their understanding of the text’s gist, ask: <ul style="list-style-type: none"> * “What did the Japanese government accuse the United States of doing?” * “What was the Japanese government’s perspective on the Pearl Harbor attack?” • Encourage all students to respond to the questions using evidence from their Fishbowl note-catcher and the text. • Choose from the following questions to engage students further in the discussion. If the discussion runs out of steam at any point, return to this list of questions and ask a new one to keep students thinking: <ul style="list-style-type: none"> * “What key facts did the Japanese use in this text? How were each of these facts interpreted?” * “Were there any facts that the Japanese government omitted?” * “What questions do you have for other people in the circle about their understanding of this text?” 	<ul style="list-style-type: none"> • Consider modifying the Fishbowl sentence starters for struggling readers or students who need more processing time. Cut the list down to three basic sentence starters and put each one underneath a heading, such as: “When You Agree,” “When You Disagree,” and “When You Have a Question.” • Consider preparing students who need more processing time or who struggle with speaking in front of others by giving them a list of the other perspectives/roles in the discussion beforehand.



End of Unit Assessment:
Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack

Work Time (continued)	Meeting Students' Needs
<p>B. Fishbowl Debrief, Part 2 (10 minutes)</p> <ul style="list-style-type: none"> • Give students in the outside circle 3 minutes to complete their Listening Notes. While they are doing this, direct students sitting in the inside circle to the Self-Reflection portion of the Fishbowl Discussion rubric. Ask them to think about and record things they did well during the discussion and things they could improve upon for future discussions. • Tell students to meet with their partner. Give them 2 minutes for the person in the outside circle to share reflections on what they heard/learned during the discussion and 2 minutes for the person in the inside circle to share reflections. • Ask students to turn and talk to their partner: <ul style="list-style-type: none"> * “What are the overall differences in perspectives?” • Cold call two or three student pairs to share their ideas. 	<ul style="list-style-type: none"> • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Fishbowl Discussion Wrap-Up (12 minutes)</p> <ul style="list-style-type: none"> • As a closing piece to the Fishbowl discussion, have students complete the Exit Ticket: Fishbowl Discussion Wrap-Up. 	
<p>B. As time permits, invite students to share out whole group. Preview Homework (1 minute)</p> <ul style="list-style-type: none"> • As time permits, invite students to share out whole group. Preview Homework (1 minute) Distribute Unbroken structured notes, pages 147–168. • Let students know they should complete their reading assignments in <i>Unbroken</i>, read the summaries provided for pages 141–147 and 156–166 in the structured notes, and complete the structured notes. 	



End of Unit Assessment:
Fishbowl Discussion, Part 2: Comparing Conflicting Accounts of the Pearl Harbor Attack

Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read the summary for pages 141–147 provided in the structured notes, then read pages 147–156 in <i>Unbroken</i> and record the gist. Next, read the summary provided for pages 156–166, then read 166–168 in the book and record the gist. Answer the focus question: “During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?” Finish filling in the structured notes	



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Supporting Materials



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End of Unit Assessment: Fishbowl Discussion, Part 2:
Comparing Conflicting Accounts of the Pearl Harbor Attack

Name:

Date:

- From your perspective, what was the gist of this text?
- What did the Japanese government accuse the United States of doing?
- What was the Japanese government's perspective on the Pearl Harbor attack?
- What key facts did the Japanese government use in this text? How were each of these facts interpreted?
- Are there any key facts that Japanese government omitted?
- What questions do you have for other people in the circle about their understanding of this text?

Exit Ticket: Fishbowl Discussion
Wrap-Up

Name:

Date:

Part A.

Select one of the following scenarios and write a one-paragraph response. Use evidence from the texts and common sense to support your answer.

- * If you were an American citizen listening to FDR's speech, how would it affect you?
- * If you were a Japanese citizen listening to FDR's speech, how would it affect you?
- * If you were a Japanese citizen reading the Japanese message, how would it affect you?
- * If you were an American citizen reading the Japanese message, how would it affect you?

Part B.

Respond to the following question in a one-paragraph response. Use evidence from the texts and common sense to support your answer:

- * After having read about the crash of the Green Hornet and the situation Louie finds himself in, why is it important to understand these two perspectives on the war?



Unbroken Structured Notes, Pages 141–168

Name: _____

Date: _____

Summary of pages 141–147

The sharks continue to be a concern, but the lack of drinkable water is an even greater threat. During the first short rainfall, the men rig an ingenious way to collect and save the water. An albatross lands on Louie’s head, and he is able to catch it. The men try to eat the bird, but the smell is overwhelming. Instead, they use the bird meat as bait and catch their first fish.

Louie reflects that the record for survival at sea is 34 days and hopes they will not have to break the record. He becomes concerned with the sanity of the men and turns the raft into a quiz show.

Louie and Phil remain optimistic, but Mac is not. They ward off their fears and focus on survival. Louie appears to have been wired for optimism, and Phil’s deeply held religious beliefs keep him going. Mac has never been faced with a crisis or adversity in his life, and he is struggling to survive.

What is the gist of what you read on pages 147–156?



Summary of pages 156–166

After the Japanese strafe the rafts, the sharks attack the rafts and the men. Louie is able to repair one raft, but the other is lost. Because of the direction the planes are flying, Louie and Phil are able to orient themselves and calculate that they will reach land after 46 or 47 days at sea. This means they need to survive three more weeks on the raft.

The sharks become aggressive and launch an attack on the men. Louie decides that if the sharks attack him, then he will attack the sharks. He catches and kills two sharks and shares their livers with Phil and Mac. A great white shark attacks the raft, and the men struggle to stay afloat. Mac saves Louie from the jaws of death. Eventually the great white gives up.

On day 33, Mac dies and the men bury him at sea. Louie prays for himself and Phil. He vows that “if God would save them, he would serve heaven forever” (165). The next day, Louie and Phil surpass the record of days survived at sea. They enter the doldrums, where Louie thinks, “Such beauty was too perfect to have come about by mere chance” (166).

What is the gist of what you read on pages 166–168?



Vocabulary

Focus question:

During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?”

Word	Definition	Context clues: How did you figure out this word?
grotesque (148)		
demoralized (151)		
fickle (152)		
inept (156)		
lucid (167)		

Unbroken Structured Notes, Pages 141–168

Name: _____

Date: _____

Summary of pages 141–147

The sharks continue to be a concern, but the lack of drinkable water is an even greater threat. During the first short rainfall, the men rig an ingenious way to collect and save the water. An albatross lands on Louie’s head, and he is able to catch it. The men try to eat the bird, but the smell is overwhelming. Instead, they use the bird meat as bait and catch their first fish.

Louie reflects that the record for survival at sea is 34 days and hopes they will not have to break the record. He becomes concerned with the sanity of the men and turns the raft into a quiz show.

Louie and Phil remain optimistic, but Mac is not. They ward off their fears and focus on survival. Louie appears to have been wired for optimism, and Phil’s deeply held religious beliefs keep him going. Mac has never been faced with a crisis or adversity in his life, and he is struggling to survive.

What is the gist of what you read on pages 147–156?

Louie, Phil, and Mac reach day 21 on the raft as they struggle to stay alive with limited food, water, and shelter from the sun. The men realize they will not be able to stay alive much longer, and Louie prays that if God will quench their thirst he will serve him forever. The next day it rains.

The men wish for a plane to come, and on the 27th day a plane comes. They realize it is not the rescue plane they are hoping for when it opens fire on them. Bullets pelt the raft, and Louie jumps overboard, risking his luck with the sharks to save himself from the bullets. While underwater, he looks down and can see the huge, gaping mouth of a shark racing toward him from the depths of the ocean. Louie dodges the shark, and as soon as the bullets stop, he pulls himself back into the raft. Phil and Mac lie curled up but alive and unhurt.



Summary of pages 156–166

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What is the gist of what you read on pages 166–168?

On day 40, Louie is startled by the sound of a choir singing. He asks Phil if he hears anything, but Phil doesn't. Louie looks up and knows what he was hearing and seeing is impossible: 21 human figures singing a beautiful song in the clouds. Louie knows he is completely lucid and that this moment belongs only to him.

They drift for several more days, and they begin to notice that the sky is different. There are more birds. One morning, the waves churn and the horizon presents an ominous sight: an island.

Focus question:

During Louie's ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?"



Unbroken Structured Notes, Pages 141–168

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fickle (152)		
inept (156)		
lucid (167)		

Unbroken Structured Notes, Teacher Guide Pages 141–168

Name:

Date:

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Unbroken Structured Notes, Teacher Guide Pages 141–168

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They drift for several more days, and they begin to notice that the sky is different. There are more birds. One morning, the waves churn and the horizon presents an ominous sight: an island.

Focus question:

During Louie's ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?"

On several occasions throughout his ordeal, Louie experiences peace and tranquility that is beyond human understanding. For example, on pages 166 and 167, Louie has what it seems can only be called religious experiences—the author uses words like “reverent,” “compassion,” and “beauty.” Also, Louie prays out of desperation, and he prays when circumstances are overwhelming and he can't use his own ability to make things better. For example, he prays and tells God that if He will quench their thirst, he will dedicate his life to him (149). On another occasion, he vows that “if God would save them, he would serve heaven forever” (165).



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
grotesque (148)	ugly and gross	
demoralized (151)	discouraged and depressed	
fickle (152)	indecisive, unpredictable	
inept (156)	clumsy, incompetent	
lucid (167)	clear and in the right mind	