



EXPEDITIONARY
LEARNING

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

Studying Conflicting Information: Varying Perspectives on the Pearl Harbor Attack, Part 2



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Studying Conflicting Information:
Varying Perspectives on the Pearl Harbor Attack, Part 2

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can determine an author’s point of view or purpose in informational text. (RI.8.6) I can express my own ideas during discussions. (SL.8.1) I can build on others’ ideas during discussions. (SL.8.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> • I can determine the Japanese government’s point of view in the “Fourteen-Part Message.” • I can discuss the points of view of President Roosevelt and the Japanese government. • I can use sentence starters to build on others’ ideas. 	<ul style="list-style-type: none"> • Text-dependent questions from the “Fourteen-Part Message”



Studying Conflicting Information:
Varying Perspectives on the Pearl Harbor Attack, Part 2

Agenda	Teaching Notes
<p>1. Opening</p> <p style="padding-left: 20px;">A. Engaging the Reader: Discussing the Gist (4 minutes)</p> <p style="padding-left: 20px;">B. Review Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p style="padding-left: 20px;">A. Understanding Varying Perspectives: “Fourteen-Part Message” (25 minutes)</p> <p style="padding-left: 20px;">B. Contrasting Perspectives: Mix and Mingle (10 minutes)</p> <p>3. Closing and Assessment</p> <p style="padding-left: 20px;">A. Review Learning Targets (2 minutes)</p> <p style="padding-left: 20px;">B. Preview Homework (2 minutes)</p> <p>4. Homework</p> <p style="padding-left: 20px;">A. Read pages 51-60 in <i>Unbroken</i>, as well as the summary of pages 60-73 found on the structured notes handout. Complete the structured notes.</p>	<ul style="list-style-type: none"> • In this lesson, students will reread a primary source, the “Fourteen-Part Message,” a diplomatic note that the Japanese government sent to the U.S. secretary of state. This source provides a different perspective on the events leading up to the attack on Pearl Harbor than the students read in Lesson 6. Like Roosevelt’s “Day of Infamy” speech, the “Fourteen-Part Message” is highly complex, so it has been excerpted and scaffolded with some paraphrasing and text-dependent questions. • This lesson continues students’ preparation for the Fishbowl discussions later in this unit. • In Work Time B, students engage in a Mix and Mingle (as they did in Module 1). The purpose is for them to start to analyze the differing perspectives of President Roosevelt and the Japanese government. It also gives them an opportunity to practice some sentence starters that they will use in the Fishbowl discussions in Lessons 12 and 13. • In advance: Create a chart paper with sentence starters or set up a document camera to display them for the Mix and Mingle in Work Time B; have music ready to play for the Mix and Mingle. • Post: Learning targets, sentence starters.



Studying Conflicting Information:
Varying Perspectives on the Pearl Harbor Attack, Part 2

Lesson Vocabulary	Materials
<p>point of view; negotiations, obstruct, fundamental and essential questions, dispatch, advocates, mutually, facilitate, economic, condemned, inhumane, dominant, encounter, earnest</p>	<ul style="list-style-type: none"> • “Fourteen-Part Message” (from Lesson 7; one per student and one to display) • Document camera • Close Reading Guide: “Fourteen-Part Message” (for teacher reference) • Sentence starters (one set to display) • “Day of Infamy” speech (from Lesson 6; one per student) • Unbroken structured notes, pages 51–60, and summary of pages 60–73 (one per student) • Unbroken supported structured notes, pages 51–60, and summary of pages 60–73 (optional; for students needing additional support) • Unbroken Structured Notes Teacher Guide, pages 51-60, and summary of pages 60–73 (for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Discussing the Gist (4 minutes)</p> <ul style="list-style-type: none"> • Invite students to take their copies of the “Fourteen-Part Message” and sit with their Pearl Harbor Discussion Appointment partner. Ask them to discuss the gist of the “Fourteen-Part Message” with their partners. • Cold call several pairs to share the gist. Listen for: “The gist of the ‘Fourteen-Part Message’ is that the Japanese thought the United States was threatening the well-being of their country.” 	<ul style="list-style-type: none"> • Giving students time to talk through ideas supports comprehension and builds class culture.
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the posted learning targets. Ask them to read along while you read the first target aloud: <ul style="list-style-type: none"> * “I can determine the Japanese government’s point of view in the ‘Fourteen-Part Message.’” • Remind students that they analyzed President Roosevelt’s point of view in Lesson 6. In this lesson, they will analyze a different point of view on the events leading up to the attack on Pearl Harbor, that of the Japanese government. 	



Studying Conflicting Information:
Varying Perspectives on the Pearl Harbor Attack, Part 2

Work Time	Meeting Students' Needs
<p>A. Understanding Varying Perspectives: “Fourteen-Part Message” (25 minutes)</p> <ul style="list-style-type: none">• Explain that today, students will reread the “Fourteen-Part Message.” Remind them that the message was delivered by the Japanese ambassador to the U.S. secretary of state on December 7, 1941, the day the Japanese military attacked Pearl Harbor. As with the “Day of Infamy” speech, do not say much more here. Students will learn more about the events leading up to Pearl Harbor by reading this text.• Display the “Fourteen-Part Message” using a document camera.• Since students already completed the column for the gist of each section, they will now move on to answering the text-dependent questions. Use the Close Reading Guide: “Fourteen-Part Message” (for teacher reference) to guide students through this process.	<ul style="list-style-type: none">• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.



Studying Conflicting Information:
Varying Perspectives on the Pearl Harbor Attack, Part 2

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • B. Contrasting Perspectives: Mix and Mingle (10 minutes) • Once students are done, refocus them whole class. • Direct their attention to the posted learning targets. Point to the second and third targets and read them aloud to the class: <ul style="list-style-type: none"> * “I can discuss the points of view of President Roosevelt and the Japanese government.” * “I can use sentence starters to build on others’ ideas.” • Explain that they are going to practice using sentence starters, which will also be used in their Fishbowl discussions in Lessons 12 and 13. • Let students know that the goal of using sentence starters is building on others’ ideas. Ask them to raise their hand if they can explain what it means to build on others’ ideas. • Call on a student with his/her hand raised. Listen for: “It means to connect your ideas to someone else’s so that you both learn more about the topic you are discussing.” • Point to the displayed sentence starters and read them aloud. <ul style="list-style-type: none"> * “I hear that you said ...” * “I’m wondering ...” * “I hear that you said ... and I’m still wondering ...” * “Can you clarify what you meant when you said ...?” * “What you said about ... raised a question for me. My question is ...” * “It seems like what you said about ... is different from what [someone else] said.” (Name conflicting ideas) * “Now that I know that, I need to change what I think about ...” * “I hear that you said ..., but I still think ... because the text says ...” (Cite evidence) * “What you said about ... reminded me of something I read in the text.” (Cite evidence) 	<ul style="list-style-type: none"> • Use of protocols (like Mix and Mingle) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills. • Sentence starters support the development of speaking and listening skills by providing usable structures and modeling how people can engage in a collaborative discussion.



Studying Conflicting Information:
Varying Perspectives on the Pearl Harbor Attack, Part 2

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that each sentence starter is used for a particular purpose, which is listed above it. So, if you have a question, you can use either “I’m wondering ...” or “What you said about ... raised a question for me. My question is ...”• Tell students that they will do a Mix and Mingle to practice these. On the board, write:<ul style="list-style-type: none">* “How are President Roosevelt’s and the Japanese government’s perspectives different? What in the text makes you think as you do?”• Tell students this is their discussion prompt for the Mix and Mingle.• Explain the directions for a Mix and Mingle:<ol style="list-style-type: none">1. While the music is playing, you move around the room with your texts, “A Day of Infamy” and “Fourteen-Part Message.”2. When the music stops, you stop and discuss your response to the question with the nearest person. When responding to your partner’s ideas, use one of the displayed sentence starters.3. Repeat until everyone has talked to three different people.• Start the music and invite the class to start moving around.• When students have talked to three people, ask them to take their seats.• Cold call one or two students to share out something they talked about and one of the sentence starters they used. Students may give a variety of answers here. Be sure that they are logical and rooted in the text. A possible answer may be: “Roosevelt thought they had peaceful relations before Pearl Harbor, but the Japanese thought that the U.S. was not being peaceful by not trading oil with them.”	



Studying Conflicting Information:
Varying Perspectives on the Pearl Harbor Attack, Part 2

Closing and Assessment	Meeting Students' Needs
<p>A. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets. Reread the first target aloud: * "I can determine the Japanese government's point of view in the 'Fourteen-Part Message.'" • Ask students to give a thumbs-up or thumbs-down based on whether they think they mastered this learning target. • Repeat this process with the remaining two learning targets: <ul style="list-style-type: none"> * "I can discuss the points of view of President Roosevelt and the Japanese government." * "I can use sentence starters to build on others' ideas." <p>B. Preview Homework (2 minutes)</p> <ul style="list-style-type: none"> • Distribute Unbroken structured notes, pages 51–60, and summary of pages 60–73. • Tell students that their homework is to read pages 51–60 in Unbroken, as well as the summary of pages 60–73 found in the structured notes. After this, they should complete the structured notes and answer the focus question: "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?" 	<ul style="list-style-type: none"> • Developing self-assessment and reflection supports all learners.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read pages 51–60 in Unbroken, as well as the summary of pages 60–73 found on the structured notes handout. Complete the structured notes. 	<ul style="list-style-type: none"> • Consider providing supported structured notes for students who struggle.



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Close Reading Guide: “Fourteen-Part Message”
(for Teacher Reference)

Questions	Teacher Guide
<p>1. According to this document, what are three of the Japanese government’s goals?</p>	<p>Point out that, like the “Day of Infamy” speech, this text is broken into smaller pieces, and some vocabulary words and phrases that would not be possible to define from context are defined in each section. Encourage students to identify other words that are unfamiliar to them, record those words on the vocabulary chart on their “Fourteen-Part Message” handout, and use the context to try to infer their meaning.</p> <p>Direct students to follow along while you read the first section aloud. Remind students that they already recorded the gist as a part of their homework from Lesson 7. Ask them to work with their partner to share their gist statements, then answer the first question. Remind them that these primary sources are challenging, so rereading is important for comprehension.</p> <p>Circulate while pairs are working, listening to make sure they are on the right track. If they are confused, ask questions like:</p> <ul style="list-style-type: none"> * “What does Japan mean by a ‘friendly understanding’?” * “What does it mean to ‘insure stability’?” * “What does Japan mean by each country finding its ‘proper place in the world’?” <p>When students are done with the first question, refocus them whole group and cold call a pair to share their answer.</p> <p><i>Listen for:</i> <i>The three goals are that Japan and the United States agree on how to (1) maintain peace in the Pacific, (2) make sure there is no war in East Asia, and (3) help each country find its “proper place in the world.”</i></p>



Close Reading Guide: “Fourteen-Part Message”
(for Teacher Reference)

Questions	Teacher Guide
<p>2. According to this document, what are two ways the American government has made it difficult for the Japanese government to reach these goals?</p>	<p>Read aloud the second section of the text while students follow along. Remind students that they already recorded the gist as a part of their homework from Lesson 7. Ask them to work with their partner to share their gist statements, then answer the second question. Point out that some paraphrasing has been included to help students make sense of this section.</p> <p>Circulate while pairs work, listening to make sure they are on the right track. If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “In the conflict between Japan and China, who does Japan say the United States has helped?”* “What does the author mean by ‘fundamental and essential questions’?” <p>When students are done with the second question, refocus them whole group and cold call a pair to share their answer.</p> <p><i>Listen for:</i> <i>According to the Japanese, the U.S. government has helped China in the conflict between China and Japan, as well as made demands that Japan and the United States had to agree on before their leaders could meet.</i></p>



Close Reading Guide: “Fourteen-Part Message”
(for Teacher Reference)

Questions	Teacher Guide
<p>3. What does the document say is another way the American government made it difficult for the Japanese government to reach its goals?</p>	<p>Continue the same steps as above: Read the section aloud. Remind students that they already recorded the gist as a part of their homework from Lesson 7. Ask them to work with their partner to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the class. Circulate while students are working.</p> <p>If they are confused, ask questions like: * “What does <i>conciliation</i> mean?” * “Who is ‘the present cabinet’?”</p> <p><i>Listen for:</i> <i>Japan says the U.S. government is not willing to compromise at all.</i></p>
<p>4. What two things did the Japanese government ask for in its proposal?</p>	<p>Continue the same steps as above: Read the section aloud, ask students to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the class. Circulate while students are working.</p> <p>If they are confused, ask questions like: * “What does <i>avert</i> mean?” * “What do you think a ‘Japanese-American crisis’ means?” * “What are ‘commercial relations’?”</p> <p><i>Listen for:</i> <i>The Japanese government asked that neither the United States nor Japan send troops to certain parts of the Pacific and that the United States resume trading oil with Japan.</i></p>



Close Reading Guide: “Fourteen-Part Message”
(for Teacher Reference)

Questions	Teacher Guide
<p>5. <i>Diplomacy</i> is the term used to describe when two or more countries discuss and negotiate to come to agreement. According to the Japanese government, what is U.S. diplomacy like?</p>	<p>Continue the same steps as above: Read the section aloud, ask students to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “What does <i>favorable</i> mean?”* “What do you think a ‘mutually acceptable formula’ means?” If students struggle with this phrase, you might break it down and first ask what <i>mutual</i> means.* “Who is the author implying is selfish?” <p><i>Listen for:</i> <i>Diplomacy should include compromise, but Japan accuses the United States of refusing to compromise, saying the U.S. government won’t agree on anything unless it gets what it wants.</i></p>



Close Reading Guide: “Fourteen-Part Message”
(for Teacher Reference)

Questions	Teacher Guide
<p>6. Why do you think the authors of this message believe that using economic pressure against another country is worse than using military pressure?</p>	<p>Continue the same steps as above: Read the section aloud, ask students to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the whole class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none"> * “What does ‘military pressure’ mean?” * “What are ‘international relations’?” * Prompt students to put the sentence into their own words. <p><i>Listen for:</i> <i>The Japanese government claims that using economic pressure against another country (such as refusing to trade oil) is more cruel than using the military against another country.</i></p>
<p>7. This document accuses the American government of interfering in Japan’s relationship with China. Why does the Japanese government think the U.S. government is doing this? (In other words, what do they think America’s goal is?)</p>	<p>Continue the same steps as above: Read the section aloud, ask students to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none"> * “What does ‘dominant position’ mean?” * “What do you think ‘runs counter’ means?” * “What does <i>intention</i> mean?” <p><i>Listen for:</i> <i>The Japanese government claims that the United States wants to be the most powerful country in the Pacific and also wants China and Japan to stay at war with each other.</i></p>



Close Reading Guide: “Fourteen-Part Message”
(for Teacher Reference)

Questions	Teacher Guide
<p>8. The Japanese government says that it seems “impossible to reach an agreement through further negotiations.” Make an inference: What did the Japanese government do next?</p>	<p>Continue the same steps as above: Read the section aloud, ask students to share their gist statements, then answer the text-dependent question about that section.</p> <p>Cold call a pair to share their answer with the class. Circulate while students are working.</p> <p>If they are confused, ask questions like:</p> <ul style="list-style-type: none">* “What does <i>preserve</i> mean?”* “What are <i>negotiations</i>?” <p><i>Listen for:</i></p> <p><i>Since the Japanese government said that it wouldn’t cooperate with the United States anymore, I infer that it becomes an enemy and attacks Pearl Harbor next.</i></p>



Sentence Starters

To paraphrase someone else’s idea to make sure you understand, use:

I hear that you said ...

To ask a question or probe, use:

I’m wondering ...

I hear that you said ... and I’m still wondering ...

Can you clarify what you meant when you said ... ?

What you said about ... raised a question for me. My question is ...

It seems like what you said about ... is different from what [someone else] said. (Name conflicting ideas)

To show how something has changed your thinking, use:

Now that I know that, I need to change what I think about ...

To cite text evidence, use:

I hear that you said ..., but I still think ... because the text says ... (Cite evidence)

What you said about ... reminded me of something I read in the text. (Cite evidence)



Unbroken Structured Notes,
Pages 51–60, and Summary of Pages 60–73

Name:

Date:

What is the gist of pages 51–60?

Summary of pages 60–65

(Note: Refer to the diagram of the B-24 bomber on page 48 to better understand this section of the text.)

Louie and his crewmates are assigned to fly in a B-24 Liberator plane. They spend three months learning how to fly it and use its weapons to attack targets. Louie’s job is to drop bombs on targets from the “greenhouse” (labeled “bombardier” on the diagram on page 48).

During training, Louie and the rest of the crew learn about the dangers of flying. They have radio trouble and get lost for three-and-a-half hours one night. Several other men they know died in plane crashes. These kinds of accidents became so common that the Air Force starts training men to “ditch” (land on water), jump out of planes safely, and survive after a crash.

Louie’s plane has its share of problems: a fuel leak, broken gas gauges that sometimes say the plane is full of fuel when it was almost empty, and one engine that is “thirstier” for gas than the other one. Even though they know how dangerous their job is, Louie and the other men grow to love their plane and decide to name it *Super Man*. (See a picture of *Super Man* on page 64.)

On November 2, 1942, Louie and the rest of the crew of *Super Man* take off for Hawaii and their first mission of the war.



66–73

Louie and the rest of the *Super Man* crew arrive in Hawaii and move into the Kahuku barracks. They are ready to fight: “Everyone was eager to take a crack at the enemy, but there was no combat to be had” (67). The crew continues training, flying over Hawaii to practice bombing targets, but they are often bored and play practical jokes to keep themselves entertained.

On their days off, the men go to the movies and out to eat. Louie runs around the runway to stay in shape for the Olympics. One day, while driving around the island, “they came upon several airfields, but when they drew closer, they realized that all of the planes and equipment were fake, made of plywood, an elaborate ruse designed to fool Japanese reconnaissance planes” (70).

The *Super Man* crew finally gets their first real assignment. They set out with 25 other planes to bomb Wake Atoll, where the Japanese have built an army base.

Focus question:

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?



Vocabulary

Word	Definition	Context clues: How did you figure out this word?
onslaught (51)		
recessive (55)		
abrasive (57)		
bonhomie (57)		
cheek by jowl (59)		