

Notice/Wonder Note-Catcher

Name: _____

Date: _____

Notice	Wonder
Preface, <i>Unbroken</i>	
Gallery Walk	

Partner Discussion Starters

I hear that you said . . .

I'm still wondering . . .

Now that I know that, I think . . .

What you said about . . . raised a question for me. (Ask question.)

Gallery Walk Photograph

7th War Loan



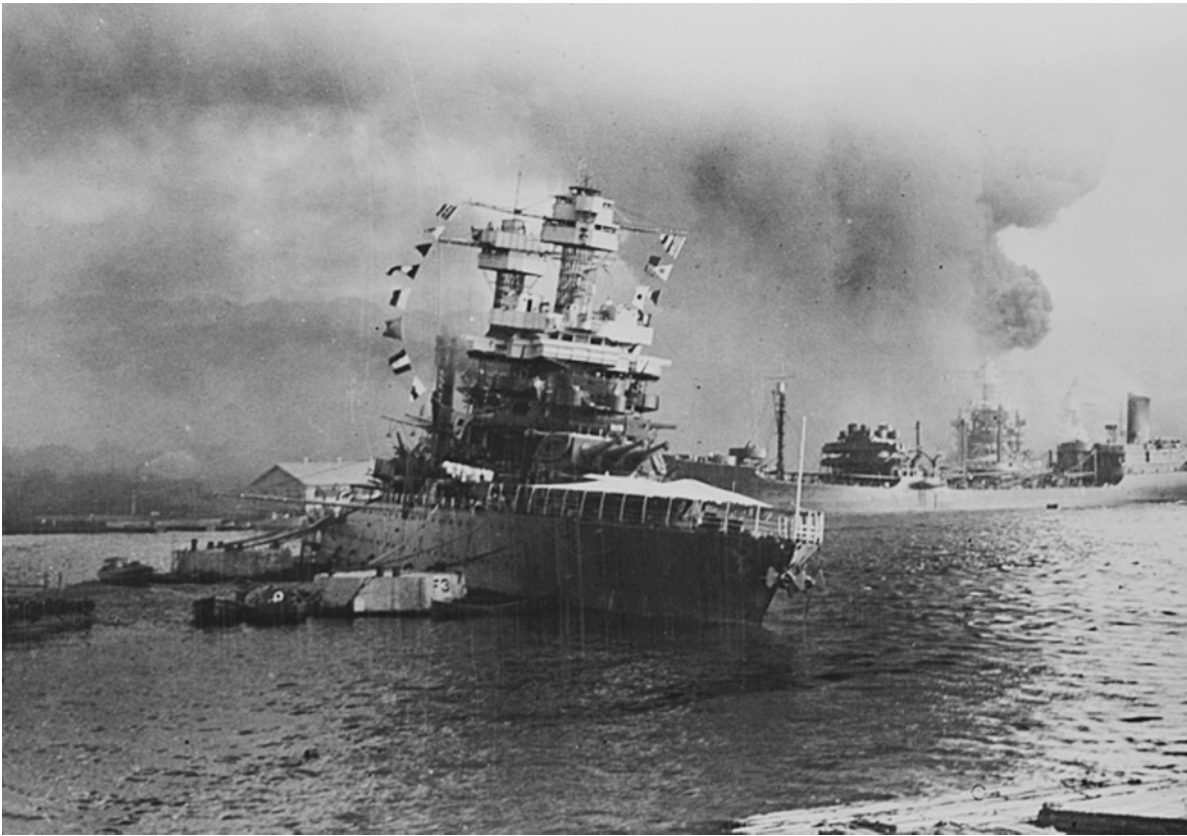
Source: Cecil Calvert Beall, "7th War Loan. Now—All Together" (1945), Prints and Photographs Division, Library of Congress, Washington, D.C.
<http://www.loc.gov/pictures/item/95501013/>.

Boy on Suitcase



Source: Russell Lee, "Los Angeles, California. Japanese-American Child Who Is Being Evacuated with His Parents to Owens Valley" (1942), Prints and Photographs Division, Library of Congress, Washington, D.C. <http://www.loc.gov/pictures/item/fsa1998003572/PP/>.

USS *Neosho*, Navy Oil Tanker, Leaving Berth, Surrounded by Stricken Ships, in Order to Escape Japanese Attack



Source: Official United States Navy photograph (Dec. 7, 1941). <http://www.loc.gov/pictures/item/owi2002048491/PP/>.

USS *Arizona*, at Height of Fire, Following Japanese Aerial Attack on Pearl Harbor, Hawaii



Source: United States Navy, "USS Arizona, at Height of Fire, Following Japanese Aerial Attack on Pearl Harbor, Hawaii" (Dec. 7, 1941), Prints and Photographs Division. Library of Congress, Washington, D.C. <http://www.loc.gov/pictures/item/92500933/>.

Major General M. F. Harmon, Commanding the United States Army in the South Pacific Area, Pointing to His Map as Two Members of His Staff Look On



Source: Farm Security Administration, Office of War Information, "Major General M. F. Harmon, commanding the United States Army in the South Pacific area, pointing to his map as two members of his staff, Brigadier General N. F. Twining, chief of staff, and Colonel G. C. Jamieson, look on. The picture was taken in front of the headquarters in New Caledonia" (1942), Overseas Picture Division, Library of Congress, Washington, D.C. <http://www.loc.gov/pictures/collection/fsa/item/owi2001045256/PP/>.

“The Walkers Club,” Eight U.S. Airmen in China Who Were Forced Down Behind the Japanese Lines



Source: Farm Security Administration, Office of War Information, “The Walkers Club” (between 1940 and 1946), Overseas Picture Division, Library of Congress, Washington, D.C. <http://www.loc.gov/pictures/item/oem2002008628/PP/>.

Manzanar Street Scene, Winter, Manzanar Relocation Center



Source: Ansel Adams, "Manzanar Street Scene, Winter, Manzanar Relocation Center" (1943), Prints and Photographs Division, Library of Congress, Washington, D.C. <http://www.loc.gov/pictures/item/2002695965/>.

Entrance to Manzanar, Manzanar Relocation Center



Source: Ansel Adams, "Entrance to Manzanar, Manzanar Relocation Center" (1943), Prints and Photographs Division, Library of Congress, Washington, D.C. <http://www.loc.gov/pictures/collection/manz/item/2002695960/>.

Unbroken Structured Notes

Preface, Pages 3–6

Name: _____

Date: _____

What's the gist of what you read in the preface and pages 3–6?

Focus Question

Use details from the text to describe Louie's character as shown in pages 3–6. What aspects of his character that you have read about so far may help him survive the situation described in the preface?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
loped (3)		
transfixed (4)		
corralled (5)		
untamable (6)		
insurgency (6)		

Unbroken Supported Structured Notes

Preface, Pages 3–6

Name: _____

Date: _____

Summary of the Preface and Pages 3–6

The preface of *Unbroken* introduces Louie Zamperini, the main character of the book. Along with a couple of other airmen, he is stranded on a raft in the middle of the ocean. Louie and the men are weak and frail after spending almost 30 days on the raft with little food and water. Upon hearing a plane, Louie signals for help. The plane leaves, but then returns and brings an unexpected hail of bullets. The plane is Japanese, the enemy of the American airmen.

In pages 3–6, the reader is brought back to Louie’s childhood. The author, Laura Hillenbrand, introduces the reader to Louie’s family and begins to build background about Louie’s character in the first chapter, “The One-Boy Insurgency.” Louie is a rambunctious, energetic, and mischievous boy who is challenging for his mother to rein in.

Focus Question

Use details from the text to describe Louie’s character as shown in pages 3–6. What aspects of his character that you have read about so far may help him survive the situation described in the preface?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
loped (3)	ran with long strides	
transfixed (4)	motionless with awe, amazement, or terror	
corralled (5)	enclosed	
untamable (6)	unable to be brought under control	
insurgency (6)	a rebellion against authority	

Unbroken Structured Notes

Preface, Pages 3–6

(Teacher Reference)

Summary of the Preface and Pages 3–6

The preface of *Unbroken* introduces Louie Zamperini, the main character of the book. Along with a couple of other airmen, he is stranded on a raft in the middle of the ocean. Louie and the men are weak and frail after spending almost 30 days on the raft with little food and water. Upon hearing a plane, Louie signals for help. The plane leaves, but then returns and brings an unexpected hail of bullets. The plane is Japanese, the enemy of the American airmen.

In pages 3–6, the reader is brought back to Louie’s childhood. The author, Laura Hillenbrand, introduces the reader to Louie’s family and begins to build background about Louie character in the first chapter, “The One-boy Insurgency.” Louie is a rambunctious, energetic, and mischievous boy who is challenging for his mother to rein in.

Focus Question

Use details from the text to describe Louie’s character as shown in pages 3–6. What aspects of his character that you have read about so far may help him survive the situation described in the preface?

Hillenbrand describes Louie as a one-boy insurgency in Chapter 1. “From the moment he could walk, Louie couldn’t bear to be corralled” (5). Louie is described as full of energy and curiosity. It seemed that Louie had no fear or concept of danger, and his rebellion seemed to be inbred from a very young age. For example, Louie started smoking at age 5 and drinking at age 8. Louie also was one tough kid. Hillenbrand describes several incidents in which Louie injured himself, but nothing seemed to faze him.

In the preface, we learn that Louie is stranded on a raft in the middle of the ocean. His tough character, energy, lack of fear, and defiance may help him survive this situation.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
loped (3)	ran with long strides	
transfixed (4)	motionless with awe, amazement, or terror	
corralled (5)	enclosed	
untamable (6)	unable to be brought under control	
insurgency (6)	a rebellion against authority	

Vocabulary Square

Name: _____

Date: _____

Definition in your own words	Synonym or variations
Part of speech and prefix/suffix/root (as applicable)	Sketch or symbol

Discussion Appointments

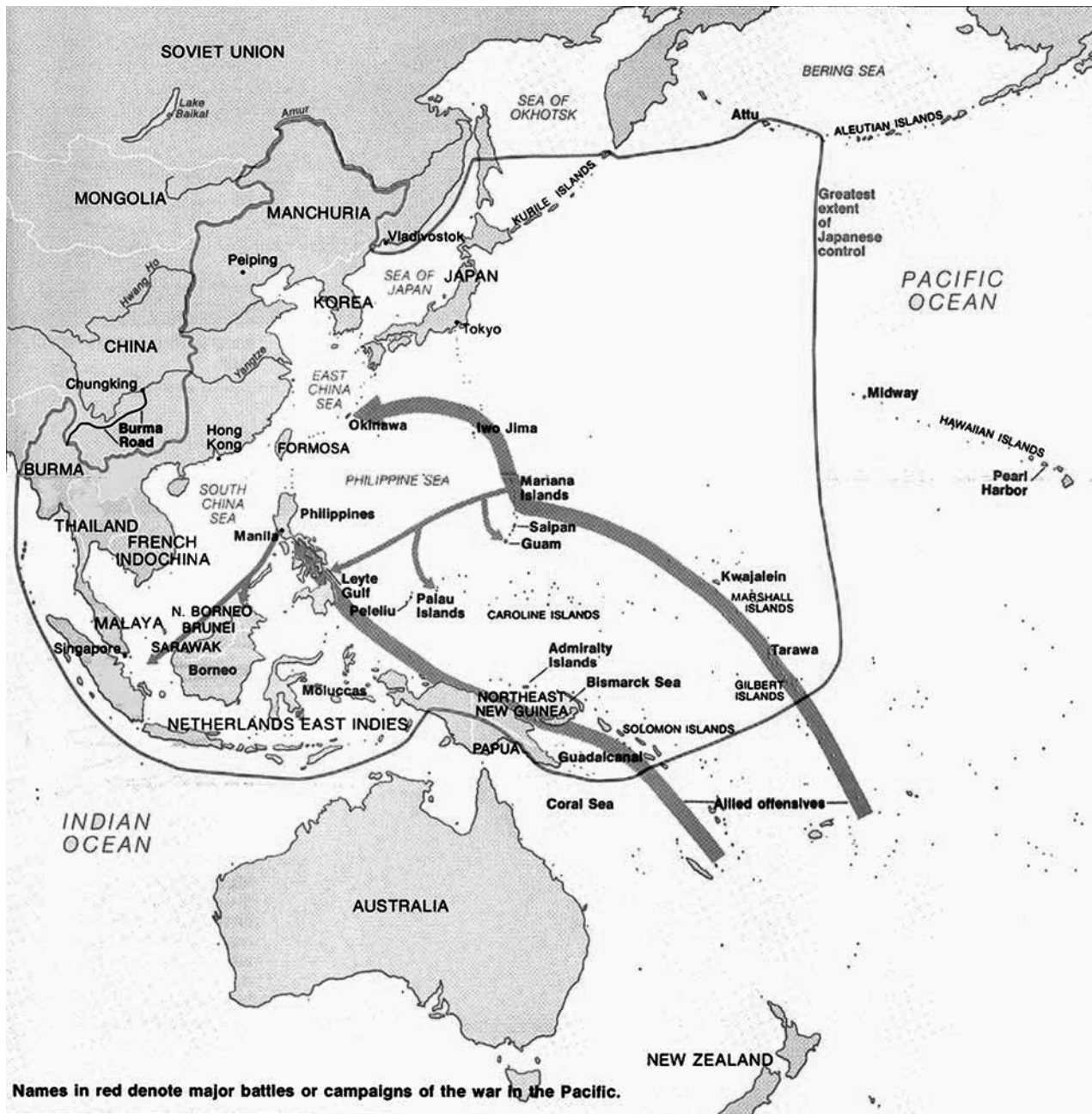
Pacific Theater Partners

Name: _____

Date: _____

Make one appointment at each location.

Pearl Harbor	
Midway	
Marshall Islands	
Iwo Jima	
Okinawa	



Source: "Map of the Pacific Theatre 1941-1945." Online image, Perry-Castañeda Library Map Collection, University of Texas Libraries. http://www.lib.utexas.edu/maps/national_parks/pacific_theater_1941_45.jpg.

Quick Write

Allusions

Name: _____

Date: _____

On page 4, Hillenbrand writes, “The ship passed over Nuremberg, where fringe politician Adolf Hitler, whose Nazi Party had been trounced in the 1928 election, had just delivered a speech touting selective infanticide. Then it flew east of Frankfurt, where a Jewish woman named Edith Frank was caring for her newborn, a girl named Anne.” Why do you think Hillenbrand uses these *allusions*, references to Adolf Hitler and Anne Frank, as part of Louie’s story?

Unbroken Structured Notes

Pages 6–12

Name: _____

Date: _____

What's the gist of what you read on pages 6–12?

Focus Question

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 book to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
skulked (6)		
magnum opus (7)		
resilient (7)		
optimism (7)		
surreptitious (10)		
eugenics (11)		

Unbroken Supported Structured Notes

Pages 6–12

Name: _____

Date: _____

Summary of Pages 6–12

Louie spends much of his childhood getting into trouble—dangerous fun, pranks, and stealing—which usually requires him to run away. He also discovers that he does not like to fly. His older brother, Pete, keeps an eye on him and sometimes joins in on his adventures. When Louie becomes a teen, his temper becomes worse, and so does the trouble he gets himself into. He tries to reform himself, but he just can't get it right.

Focus Question

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 book to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
skulked (6)	moved about stealthily	
magnum opus (7)	the single greatest work, usually of an artist or composer	
resilient (7)	able to recover quickly	
optimism (7)	a tendency to expect a positive outcome	
surreptitious (10)	stealthy or secret	
eugenics (11)	the study of attempting to improve the human race by encouraging those with desirable traits to reproduce and discouraging those with undesirable traits from reproducing, sometimes through sterilization	

Unbroken Structured Notes

Pages 6–12

(Teacher Reference)

Name: _____

Date: _____

Summary of Pages 6–12

Louie spends much of his childhood getting into trouble—dangerous fun, pranks, and stealing—which usually requires him to run away. He also discovers that he does not like to fly. His older brother, Pete, keeps an eye on him and sometimes joins in on his adventures. When Louie becomes a teen, his temper becomes worse, and so does the trouble he gets himself into. He tries to reform himself, but he just can't get it right.

Focus Question

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 book to support your answer.

Louie is resilient because he continually bounces back from difficulties or trouble—often to cause more trouble. When Louie was continually beaten up in school, Hillenbrand writes, “He just put his hands in front of his face and took it” (9). He repeatedly steals any food that isn’t nailed down and doesn’t let the fear of being shot by angry victims deter him from his petty crimes. Louie obviously believes he will always get a second chance, proving he is also an optimist. Hillenbrand writes that he was “almost incapable of discouragement” (9). His sister points out that he always got caught, but that didn’t stop him from pulling pranks (8). The term “define him” means that resilience and optimism would be two words people would think of when Louie came to mind. Those two words would convey who he is as an individual.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
skulked (6)	moved about stealthily	
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Frayer Model

Resilient

Name: _____

Date: _____

Definition	Characteristics/Explanation		
Examples		Resilient	Nonexamples

The diagram is a large rectangle divided into four quadrants by a vertical and a horizontal line. In the center, where the lines intersect, is a large circle. The word "Resilient" is written in the center of this circle. The four quadrants are labeled: top-left is "Definition", top-right is "Characteristics/Explanation", bottom-left is "Examples", and bottom-right is "Nonexamples".

Text-Dependent Questions

Louie's Change of Heart

Name: _____

Date: _____

Text-dependent questions	Response using the strongest evidence from the text
1. What motivates Louie to attempt to change his ways?	
2. How does trying to change work out for him?	
3. How does Louie demonstrate self-examination or reflection?	
4. How does his line of thinking change in this passage?	

Close Reading Guide

Unbroken, Pages 9–12

(Teacher Reference)

Total time = 20 minutes

Launching the Text

Questions/Directions for Students	Teaching Notes
<p>Students follow along in the text during teacher read-aloud.</p>	<p>Read from page 6, “If it was edible, Louie stole it,” through the end of the chapter on page 12. This should be a slow, fluent read-aloud with no pausing to provide explanation.</p> <p>Direct the class’s attention back to page 11. Have students find the words <i>pseudoscience</i> and <i>eugenics</i>. Explain that <i>pseudo</i> means “false,” so a pseudoscience is a false science—it’s not based on any real research. Eugenics, as Hillenbrand points out, is one of these false sciences—a science that attempted to strengthen the human race by eliminating the “unfit” from the gene pool. Elimination of the unfit often included institutionalizing them and sterilizing them so they could not have children. As you read in <i>Unbroken</i>, there were many, many reasons people might be determined to be unfit, all of them unfair and incorrect.</p> <p>Distribute Louie’s Change of Heart: Text-Dependent Questions. Tell students they will follow an abbreviated Think-Pair-Share protocol with their Midway partner as they reread and answer key questions. Circulate to listen in and support pairs as they work. Listen for patterns of confusion to determine which questions to address in the whole group.</p> <p>When 5 minutes remain in Work Time, pause the students and refocus them as a whole group. Check for understanding, focusing on specific questions you noted that were more difficult for students.</p> <p>Text-dependent questions can be collected as a formative assessment.</p>

Gathering Evidence from the Text: Text-Dependent Questions

Questions/ Directions for Students	Teaching Notes
<p>1. What motivates Louie to attempt to change his ways?</p>	<p>Listen for: <i>the pseudoscience of eugenics, fear that he might be sterilized because of his constant misbehavior</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> • “How did eugenics affect Louie?” • “Why did eugenics frighten him?”
<p>2. How does trying to change work out for him?</p>	<p>Listen for: <i>People don’t necessarily believe his change of heart. His mother assumes his good deed was done by his brother. She is annoyed that he is messing up her kitchen. He gives away things that don’t even belong to him. Each attempt “ended wrong” (12).</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> • “What happens when he tries to do nice things for others?” • “Why might people doubt Louie’s sincerity?” • “How do his attempts to change ‘end wrong’?”
<p>3. How does Louie demonstrate self-examination or reflection?</p>	<p>Listen for: <i>Louie retreats to his room or the movies, almost as if he is trying to learn how to be with other people. He reads about and watches movies about cowboy “loners,” but they are also good guys. He becomes reflective about his own behavior and how it could have a negative impact on his life.</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> • “What do cowboys represent?” • “What does Louie’s preoccupation with cowboys illustrate about how he sees himself?” • “What does Hillenbrand mean when she writes: ‘The person that Louie had become was not, he knew, his authentic self’?”

<p>4. How does his line of thinking change in this passage?</p>	<p>Listen for:</p> <p><i>He is shaken by the experience of the kid from his neighborhood and decides he needs to change. He tries to connect with others by doing nice things for them. He becomes less angry with others and more reflective about his own behavior and character.</i></p> <p>Scaffolding/probing questions:</p> <p>“How does Louie change from the ‘dangerous young man’ on page 11?”</p> <p>“What goes on in his head as he makes changes to his behavior?”</p> <p>“What does the last paragraph show about how Louie’s thinking has changed?”</p>
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Character Traits Anchor Chart

Understanding Louie

(Teacher Reference)

Trait	Details from <i>Unbroken</i>
resilient	<ul style="list-style-type: none">• continuing to try to survive on the raft by jumping back in the ocean when his crewmates could not even try (xviii)• surviving and continuing all his escapes (5)• getting hurt over and over and recovering to get into more trouble (6)• being beaten up again and again (9)
optimistic	<ul style="list-style-type: none">• “I knew you’d come back” when he jumped from the train (5)
generous	<ul style="list-style-type: none">• Giving away everything he stole (12)
agency	<ul style="list-style-type: none">• He “makes a study” of defending himself and becomes undefeatable by bullies (9).

Unbroken Structured Notes

Pages 13–18

Name: _____

Date: _____

What's the gist of what you read on pages 13–18?

Focus Question

Hillenbrand refers to the change in Louie as “rehabilitation” (13). How is Louie rehabilitated? Use the strongest evidence from the text to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
rehabilitation (13)		
incipient (14)		
restiveness (16)		
obliterating (16)		
biomechanical (17)		

Unbroken Supported Structured Notes

Pages 13–18

Name: _____

Date: _____

Summary of Pages 13–18

Louie’s rehabilitation begins when his brother convinces the principal that allowing Louie to join a sport, rather than being suspended from participating in sports, would improve Louie’s behavior during his freshman year of high school. Unfortunately, Louie runs away from home, hops a train, is forced to jump off at gunpoint, and walks for days, hungry and tired. He finally realizes he should return home. Once home, he begins running, as Pete had wanted. He trains all the time and discovers he has hips that roll as he runs, which gives him a long stride. When track season comes around again, Louie discovers that all his training has paid off—he begins winning by a lot.

Focus Question

Hillenbrand refers to the change in Louie as “rehabilitation” (13). How is Louie rehabilitated? Use the strongest evidence from the text to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
rehabilitation (13)	the process of being restored to useful life	
incipient (14)	beginning to exist or appear	
restiveness (16)	the feeling of being uneasily impatient under restriction or control	
obliterating (16)	eliminating	
biomechanical (17)	the mechanics of a part of the body	

Unbroken Structured Notes

Pages 13–18

(Teacher Reference)

Name: _____

Date: _____

Summary of Pages 13–18

Louie’s rehabilitation begins when his brother convinces the principal that allowing Louie to join a sport, rather than being suspended from participating in sports, would improve Louie’s behavior during his freshman year of high school. Unfortunately, Louie runs away from home, hops a train, is forced to jump off at gunpoint, and walks for days, hungry and tired. He finally realizes he should return home. Once home, he begins running, as Pete had wanted. He trains all the time and discovers he has hips that roll as he runs, which gives him a long stride. When track season comes around again, Louie discovers that all his training has paid off—he begins winning by a lot.

Focus Question

Hillenbrand refers to the change in Louie as “rehabilitation” (13). How is Louie rehabilitated? Use the strongest evidence from the text to support your answer.

Louie has to hit rock bottom before he can be “restored to useful life.” He transforms from a teen runaway into a winning track star through near-constant training, which begins with a stay at a cabin on the Cahuilla Indian Reservation. There he discovers that running provides him with peace, and he commits himself to improving his speed and ability. He also has a committed coach in his brother, Pete, who helps him with his form.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
rehabilitation (13)	the process of being restored to useful life	
incipient (14)	beginning to exist or appear	
restiveness (16)	the feeling of being uneasily impatient under restriction or control	
obliterating (16)	eliminating	
biomechanical (17)	the mechanics of a part of the body	

“War in the Pacific”

Source: “World War II: Americans in the Pacific,” *Cobblestone: The Magazine for Young People* 15, no. 1 (Jan. 1994). Copyright © 1994 by Carus Publishing Company. Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All rights reserved. Used by permission of the publisher. www.cobblestonepub.com.

Name: _____

Date: _____

Text		Vocabulary Words and Definitions
1	<p>THE BIG PICTURE</p> <p>In 1854, a U.S. naval squadron led by Commodore Matthew Perry arrived in Tokyo Bay, near the Japanese capital. For more than two centuries, Japan had avoided almost all contact with Europeans and Americans. Perry’s visit helped reopen Japan to foreign trade, and the Japanese began to adopt European technology (such as steamships, railroads, and modern weapons) and many European-style institutions (schools, a national legislature, and an army and navy).</p>	
2	<p>The Japanese also adopted the policy of imperialism, or colonialism. Many Japanese believed that if Japan was to become wealthy and powerful, it needed to acquire industrially important colonies. In 1894, Japan went to war with China and a year later won Korea and the island of Formosa (now Taiwan). Over the next four decades, Japan seized territory in Asia and the Pacific from China, Russia, and Germany.</p>	
3	<p>By 1937, military leaders controlled Japan. In July, the Japanese launched an all-out war to take over China. The Japanese conquered much of eastern China, but by 1939, the two countries had fought to a stalemate. The United States sided with China against Japan, but most Americans did not want to go to war so far from home. Still, President Franklin D. Roosevelt threatened to cut American trade with Japan if it did not withdraw from China. In May 1940, he stationed the U.S. Pacific Fleet at Pearl Harbor, Hawaii, as a further warning to Japan.</p>	

4	<p>But the Japanese did not stop. By August 1940, Japanese troops occupied the northern part of French Indochina (now Vietnam). In September, Japan signed a treaty of cooperation with Germany and Italy, whose armies were busy overrunning¹ Europe and North Africa. In July 1941, the Japanese occupied the southern part of Indochina. Roosevelt, busy aiding Britain in its war against Germany, ordered a freeze on trade with Japan.</p>	
5	<p>Japan had little oil of its own; without oil and gasoline from the United States, its army and navy could not fight. In October 1941, a new Japanese government, led by General Hideki Tojo, faced a dilemma. If Japan withdrew from China, American trade would resume, but the proud Japanese army would be humiliated. If the Japanese remained in China, Japan would need a new source of oil.</p>	
6	<p>Tojo and his advisors knew that the United States would have a big advantage over Japan in a long campaign.² The United States had more people, money, and factories to manufacture weapons and war supplies. But the Japanese believed that the Americans and British, already deeply involved in the war against Germany, did not have the military strength to defend their Asian and Pacific territories. The Japanese had a large, modern navy and an army hardened by years of combat in China. They hoped that many quick victories over the Americans and British would force peace, leaving Japan in control of eastern Asia and the western Pacific.</p>	

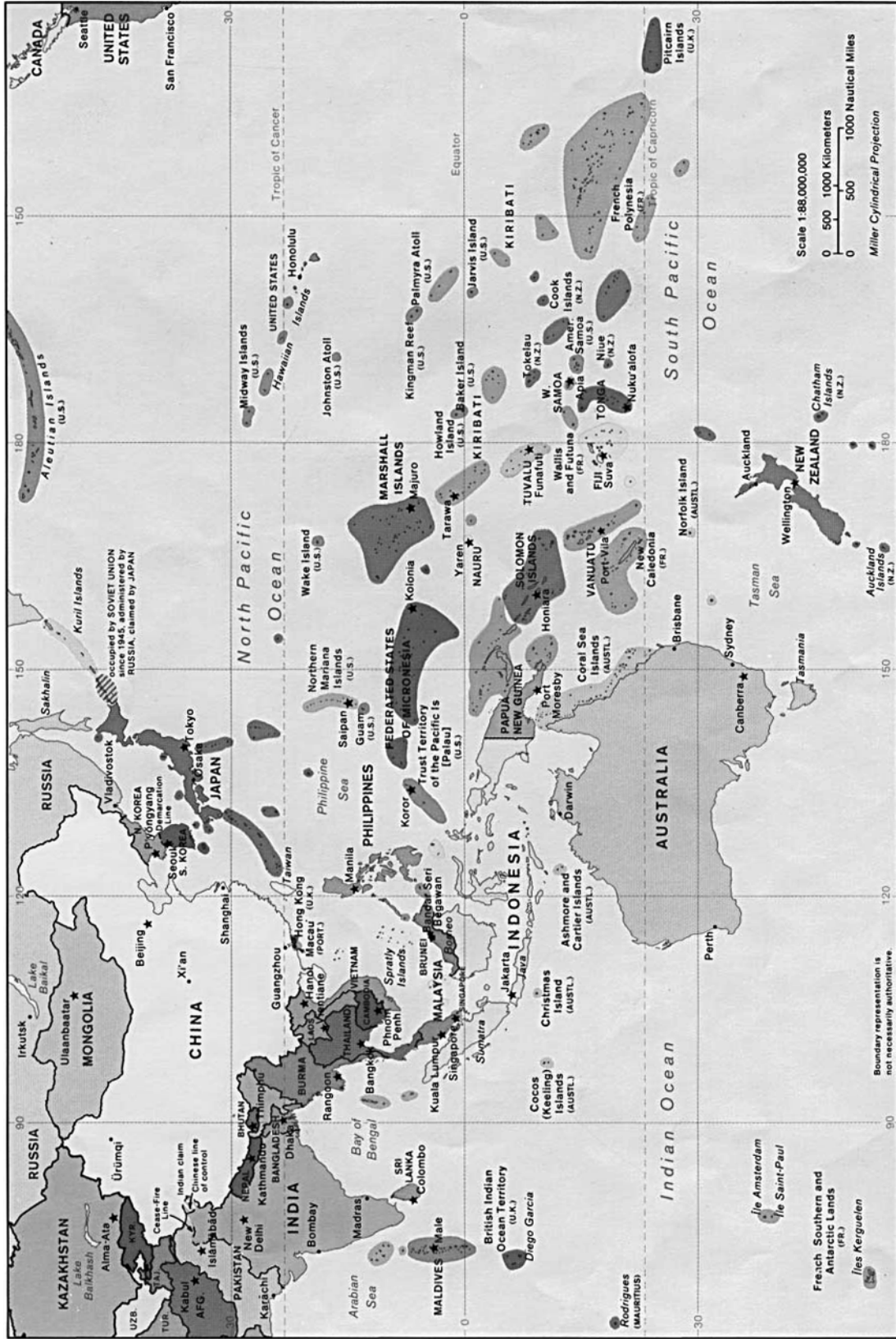
7	<p>As the Japanese prepared for war, the Tojo government continued negotiating with the United States, hoping that Roosevelt might change his mind and resume trade with Japan. But the United States demanded that Japan withdraw from both Indochina and China. Roosevelt was confident that the Japanese would not risk attacking the powerful United States.</p>	
8	<p>As negotiations continued in the fall of 1941, the U.S. Army and Navy rushed to reinforce Hawaii and the Philippine Islands. U.S. military leaders warned Roosevelt that their forces would not be ready for war until the spring of 1942.</p>	
9	<p>On December 1, 1941, Tojo's government, with the consent of Japan's emperor, Hirohito, decided to end negotiations and attack U.S. forces on December 8 (December 7 in the United States). For strategic reasons, the Japanese planned a lightning strike on the huge naval force at Pearl Harbor. American leaders knew that Japan was about to strike (U.S. intelligence officials had broken the Japanese diplomatic code), but they did not know that Pearl Harbor would be a target.</p>	

¹Overrunning: invading

²Campaign: a series of military actions

Map of the Pacific

East Asia and Oceania



802002 (A04113) 2-92

Source: "East Asia and the Pacific." Map. Central Intelligence Agency, Washington, D.C., 2002. <http://www.loc.gov/item/2002627531/>.

Unbroken Structured Notes

Pages 19–27

Name: _____

Date: _____

What’s the gist of what you read on pages 19–27?

Focus Question

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 book to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
disillusioned (19)		
touted (19)		
routed (19)		
prodigy (21)		
barn burner (22)		

Unbroken Supported Structured Notes

Pages 19–27

Name: _____

Date: _____

Summary of Pages 19–27

Louie continues to train, and his racing goals begin to expand to the 1936 Olympics in Berlin. He begins to travel more and more for his races, is wildly successful, and becomes known as the Torrance Tornado. Finally, Louie travels to New York City to run in his biggest race of all: the Olympic qualifying race. It was a nail-biter to the end, but Louie manages to achieve his goal of running in the Olympics. At 19, he becomes the youngest distance runner ever to make the team.

Focus Question

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 book to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
disillusioned (19)	disappointed, dissatisfied	
touted (19)	promoted or talked-up	
routed (19)	defeated or overpowered	
prodigy (21)	a genius	
barn burner (22)	an exciting event	

Unbroken Structured Notes

Pages 19–27

(Teacher Reference)

Name: _____

Date: _____

Summary of Pages 19–27

Louie continues to train, and his racing goals begin to expand to the 1936 Olympics in Berlin. He begins to travel more and more for his races, is wildly successful, and becomes known as the Torrance Tornado. Finally, Louie travels to New York City to run in his biggest race of all: the Olympic qualifying race. It was a nail-biter to the end, but Louie manages to achieve his goal of running in the Olympics. At 19, he becomes the youngest distance runner ever to make the team.

Focus Question

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 book to support your answer.

The residents of Torrance showed Louie he was forgiven by the way they supported his running. Members of the community cheered him on as he ran, and he was featured in the Los Angeles Times and the Examiner. He gained the nickname Torrance Tornado, and when he qualified for the Olympics, the town was frenzied with excitement.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
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Understanding Perspectives

Pearl Harbor Graphic Organizer

Name: _____

Date: _____

	Year	Action	Did this escalate the conflict between the United States and Japan? Explain.
Japanese actions BEFORE the Pearl Harbor attack			

	Year	Action	Did this escalate the conflict between the United States and Japan? Explain.
U.S. actions BEFORE the Pearl Harbor attack			

Understanding Perspectives

Pearl Harbor Graphic Organizer

(Teacher Reference)

	Year	Action	Did this escalate the conflict between the United States and Japan? Explain.
U.S. actions BEFORE the Pearl Harbor attack	1854	The U.S. Navy arrived in Japan to reopen Japan to foreign trade.	No, this was a good thing for Japan because it gave the country access to European technology and institutions.
	1937	The United States took China's side against Japan and warned Japan to withdraw from China. FDR threatened to cut trade with Japan.	Yes. The United States was challenging Japan and threatening to use the military against them.
	1940	FDR stationed the U.S. Pacific Fleet at Pearl Harbor to warn Japan.	Yes. Placing boats at Pearl Harbor was a military threat to Japan.
	1941	FDR ordered a freeze on trade with Japan.	Yes. Japan needed oil from the United States to be able to fuel its army and navy.
	1941	The United States demanded that Japan withdraw from Indochina and China. FDR didn't think Japan would attack his country because it was so powerful.	Yes. This was a challenge to Japan. If the Japanese backed down, they would feel humiliated.

Japanese actions BEFORE the Pearl Harbor attack	1894	Japan went to war with China and took over some of its land.	No. The article doesn't mention the U.S. reaction.
	1937	Japan went to war with China again and took over a lot of its land.	Yes. The United States took China's side.
	1940	Japan took over French Indochina (Vietnam).	Yes. Despite a warning from the United States, Japan kept invading other countries.
	1940	Japan signed a treaty with Germany and Italy.	Yes. Germany and Italy were fighting against Britain, and the United States was helping Britain. Japan was signing a treaty with the enemy.
	1941	Japan decided to attack the United States.	Yes. Making a plan to attack and then following through led to the United States declaring war on Japan.

Unbroken Structured Notes

Pages 28–37

Name: _____

Date: _____

What’s the gist of what you read on pages 28–37?

Focus Question

What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the book to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
plundering (28)		
coltish (28)		
prodigious (31)		
surreal (32)		
penultimate (34)		

Unbroken Supported Structured Notes

Pages 28–37

Name: _____

Date: _____

Summary of Pages 28–37

As Louie traveled to Germany, he recognized that he needed to act a bit more maturely, but he quickly relapsed into old habits when he realized that others were “souvenir collecting.” People were stealing things that could easily be hidden, and Louie joined right in. In fact, he boasted that he was the best thief of all. Louie also became known for his huge appetite on the ship. Unfortunately, the overeating and lack of training on the ship had caught up with him. Louie’s determination, however, kicked in. Both mentally and physically, he showed steady signs of performing like himself. After one particularly fast finish, he was led to Hitler’s section for a brief introduction. That fast finish was all Louie needed to have his drive to win kick in. He didn’t win in Germany, but he set his eyes on the 1940 Olympic Games, set to take place in Japan.

Focus Question

What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the book to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
plundering (28)	robbing or stealing by force	
coltish (28)	playful	
prodigious (31)	wonderful, amazing	
surreal (32)	strange or dreamlike	
penultimate (34)	second to last	

Unbroken Structured Notes

Pages 28–37

(Teacher Reference)

Name: _____

Date: _____

Summary of Pages 28–37

As Louie traveled to Germany, he recognized that he needed to act a bit more maturely, but he quickly relapsed into old habits when he realized that others were “souvenir collecting.” People were stealing things that could easily be hidden, and Louie joined right in. In fact, he boasted that he was the best thief of all. Louie also became known for his huge appetite on the ship. Unfortunately, the overeating and lack of training on the ship had caught up with him. Louie’s determination, however, kicked in. Both mentally and physically, he showed steady signs of performing like himself. After one particularly fast finish, he was led to Hitler’s section for a brief introduction. That fast finish was all Louie needed to have his drive to win kick in. He didn’t win in Germany, but he set his eyes on the 1940 Olympic Games, set to take place in Japan.

Focus Question

What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the book to support your answer.

While in Germany, Louie demonstrated determination in the face of imminent defeat. He was lousy from overeating and not training on the ship, but when he began to race, his determination to win increased with every loss. He also demonstrated a sense of mischief when he stole the German flag from the Chancellery.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
plundering (28)	robbing or stealing by force	
coltish (28)	playful	
prodigious (31)	wonderful, amazing	
surreal (32)	strange or dreamlike	
penultimate (34)	second to last	

“Day of Infamy” Speech

Given by President Franklin Delano Roosevelt
December 8, 1941

Source: President Franklin D. Roosevelt to Congress, “Transcript of Joint Address to Congress Leading to a Declaration of War Against Japan,” Dec. 8, 1941. Library of Congress, Washington, D.C. Public domain.

Name: _____

Date: _____

What’s the gist of this section?	<p>Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:</p> <p>Yesterday, December 7th, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.</p> <p>The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific.</p>
	<p><i>infamy: evil fame</i></p> <p><i>solicitation: request</i></p> <p><i>maintenance: to work to keep something the way it is</i></p>
	1. According to this document, what was the relationship like between the United States and Japan before the attack on Pearl Harbor?

<p>What's the gist of this section?</p>	<p>Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.</p>
	<p><i>diplomatic negotiations: when two or more countries have discussions in order to reach an agreement</i></p> <p><i>Paraphrase: An hour after the Japanese started bombing in Oahu, the Japanese ambassador delivered a reply to an earlier message that stated that the Japanese and the United States should not continue to negotiate with each other, but it did not mention a threat of war.</i></p>
<p>What's the gist of this section?</p>	<p>It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.</p>
	<p>2. Roosevelt accuses the Japanese of seeking to deceive the United States. According to this speech, what is one example of an action in which the Japanese government deceived the United States?</p>

What's the gist of this section?	<p>The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.</p> <p>Yesterday, the Japanese government also launched an attack against Malaya.</p> <p>Last night, Japanese forces attacked Hong Kong.</p> <p>Last night, Japanese forces attacked Guam.</p> <p>Last night, Japanese forces attacked the Philippine Islands.</p> <p>Last night, the Japanese attacked Wake Island.</p> <p>And this morning, the Japanese attacked Midway Island.</p> <p>Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves.</p>
	<p>3. At the time of this speech, the places mentioned here (Hawaii, Malaya, Hong Kong, Guam, Philippine Islands, Wake Island, and Midway Island) were controlled by either the United States or Great Britain. Why might Roosevelt list each one individually?</p>

<p>What's the gist of this section?</p>	<p>As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us.</p> <p>No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.</p> <p>I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.</p>
	<p><i>will (n.): desire; want</i></p>
	<p>4. What does Roosevelt mean when he says the United States will "make it very certain that this form of treachery shall never again endanger us"?</p>

What's the gist of this section?	Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.
	With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph—so help us God. I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.
	<i>grave (adj.): serious</i>
	5. According to the last paragraph, what is the purpose of Roosevelt's speech?

Close Reading Guide

“Day of Infamy” Speech

(Teacher Reference)

Source: Text from <http://history1900s.about.com/od/franklindroosevelt/a/Day-Of-Infamy-Speech.htm>.

Questions	Teacher Guide
	<p>Direct students to follow along while you read the text aloud. Point out that the text is broken into smaller pieces on the handout, but for this first reading, they will skip over the questions and focus only on the text. Once you have finished reading the whole text, ask students to turn and talk with their partner about the overall gist of the speech. Cold-call on a pair to share their answer.</p>
<p>1. According to this document, what was the relationship like between the United States and Japan before the attack on Pearl Harbor?</p>	<p>Listen for:</p> <p>“President Roosevelt is explaining that the Japanese bombed Pearl Harbor.”</p> <p>Point out that some words and phrases that would not be possible to define from the context are defined in each section. Encourage students to identify other words that are unfamiliar to them, record those words on their copies of the “Day of Infamy” speech, and use the context to try to infer their meaning.</p> <p>Instruct students to work with their partner to reread the first section of the text and write the gist in the margin, then answer the first question. Remind them that rereading is important when they are dealing with a challenging text like this primary source.</p> <p>Circulate while the pairs are working, listening to make sure they are on the right track. If students are confused, ask questions like:</p> <ul style="list-style-type: none"> • “Why does Roosevelt mention the distance between Oahu and Japan?” • “What does it mean to <i>deceive</i> someone?” • “Can you put that sentence into your own words?” <p>When students are finished with the first question, refocus them on the whole group and cold-call on a pair to share their answer.</p> <p>Listen for:</p> <p>Roosevelt says that the United States and Japan have had a good relationship before the attack. The United States even works with Japan to make sure the Pacific area stays peaceful.</p>

<p>2. Roosevelt accuses the Japanese of seeking to deceive the United States. According to this speech, what is one example of an action in which the Japanese government deceived the United States?</p>	<p>Ask students to reread the second section of the text and write the gist in the margin, then answer the second question. Point out that some paraphrasing has been included on the handout to help them understand.</p> <p>Circulate while the pairs work, listening to make sure they are on the right track. If students are confused, ask questions like:</p> <ul style="list-style-type: none"> • “Who is Roosevelt addressing?” • “What happened the day before this speech?” • “Can you put that sentence into your own words?” <p>When students are done with the second question, refocus them on the whole group and cold-call on a pair to share their answer.</p> <p>Listen for:</p> <p>Roosevelt uses the example that the Japanese government sent a message the day before the Pearl Harbor attack and did not mention anything about a possible war between the two countries, even though they must have planned the attack days or weeks beforehand.</p>
<p>3. At the time of this speech, the places mentioned here (Hawaii, Malaya, Hong Kong, Guam, Philippine Islands, Wake Island, and Midway Island) were controlled by either the United States or Great Britain. Why might Roosevelt list each one individually?</p>	<p>Continue the same steps as above: Ask students to work with their partner to reread the next section for the gist, then answer the text-dependent question about that section. Cold-call on 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"> • “Look at the map you worked on yesterday. Where are all these places?” • “What do you think a <i>surprise offensive</i> is?” <p>When students are done with the third question, refocus them on the whole group and cold-call on a pair to share their answer.</p> <p>Listen for:</p> <p>Roosevelt lists each place individually because it shows how many places the Japanese attacked at the same time. It proves his point that Japan must have been planning the attack for a long time. It also makes Japan look especially evil, since the list of places they attacked is so long.</p>

<p>4. What does Roosevelt mean when he says the United States will “make it very certain that this form of treachery shall never again endanger us”?</p>	<p>Continue the same steps as above: Ask students to work with their partner to reread the next section for the gist, then answer the text-dependent question about that section. Cold-call on 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 do you think Roosevelt means by ‘all measures be taken for our defense’?” • “What is an <i>onslaught</i>?” • “What does Roosevelt mean when he says that he is interpreting the will of Congress and of the people?” <p>When students are done with the fourth question, refocus them on the whole group and cold-call on a pair to share their answer.</p> <p>Listen for:</p> <p>Roosevelt means that not only will the United States defend itself against Japan, but it will do whatever it needs to do to make sure that the United States isn’t attacked ever again.</p> <p>Some students may understand that Roosevelt is threatening to soundly defeat the Japanese—planning an offensive rather than a strictly defensive military strategy—but not all students will make that in-depth inference given the complexity of this text.</p>
<p>5. According to the last paragraph, what is the purpose of Roosevelt’s speech?</p>	<p>Continue the same steps as above: Ask students to work with their partner to reread the next section for gist, and then answer the text-dependent question about that section. Cold-call on 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 are <i>hostilities</i>?” • “What does Roosevelt say is in danger?” • “What is <i>inevitable triumph</i>?” • “Can you put the last sentence into your own words?” <p>When students are done with the fifth question, refocus them on the whole group and cold-call on a pair to share their answer.</p> <p>Listen for:</p> <p>Because of the seriousness of Japan’s attack on the United States, Roosevelt is asking Congress to declare war on Japan.</p>

Unbroken Structured Notes

Pages 38–47

Name: _____

Date: _____

What's the gist of what you read on pages 38–47?

Focus Question

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 book to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
ardent (39)		
ruse (40)		
superlative (41)		
unmoored (44)		
bombardier (45)		

Unbroken Supported Structured Notes

Pages 38–47

Name: _____

Date: _____

Summary of Pages 38–47

Louie continues to attend the University of Southern California, train, and set records with his running. Louie's training has reached its peak, but the world is quickly becoming an uncertain and volatile place. Japan withdrew from hosting the 1940 Olympics, and Finland became the new setting. Japan, along with Germany, turned its attention to war, and the long-anticipated 1940 Olympics was canceled. This news sent Louie into a tailspin, with no goal to focus him. As America crept toward war, enlisting became Louie's focus. He joined the Army Air Corps, and soon after, Pearl Harbor was attacked by Japan.

Focus Question

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 book to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
ardent (39)	eager and enthusiastic	
ruse (40)	something done to trick someone	
superlative (41)	excellent, unmatched	
unmoored (44)	unhinged, to be released from something that grounds someone or something (relates to a boat being released from a mooring)	
bombardier (45)	someone who releases bombs from an aircraft	

Unbroken Structured Notes

Pages 38–47

(Teacher Reference)

Name: _____

Date: _____

Summary of Pages 38–47

Louie continues to attend the University of Southern California, train, and set records with his running. Louie’s training has reached its peak, but the world is quickly becoming an uncertain and volatile place. Japan withdrew from hosting the 1940 Olympics, and Finland became the new setting. Japan, along with Germany, turned its attention to war, and the long-anticipated 1940 Olympics was canceled. This news sent Louie into a tailspin, with no goal to focus him. As America crept toward war, enlisting became Louie’s focus. He joined the Army Air Corps, and soon after, Pearl Harbor was attacked by Japan.

Focus Question

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 book to support your answer.

Hillenbrand provides the information about Japan and Germany so the reader has the background knowledge needed to better understand how Zamperini’s life might change because of war. Louie has participated in the German Olympics, and he is setting his sights on the Japan Olympics in 1940. The author writes about Germany and Japan to show that the world around Louie is changing and provides the reader with some foreshadowing that Louie’s plans may not happen as he intends.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
ardent (39)	eager and enthusiastic	
ruse (40)	something done to trick someone	
superlative (41)	excellent, unmatched	
unmoored (44)	unhinged, to be released from something that grounds someone or something (relates to a boat being released from a mooring)	
bombardier (45)	someone who releases bombs from an aircraft	

Close Reading Guide: War with Japan

Unbroken, Pages 38–47

Name: _____

Date: _____

Text-dependent questions	Respond using the strongest evidence from the text
1. Why does Hillenbrand include both the triumphs of Louie and the ominous background on Japan in the same chapter?	
2. What reasons does Hillenbrand give for Japan's plans to conquer new land?	
3. According to Hillenbrand, what belief was central to the Japanese identity?	
4. Hitler believed in the superiority of the Aryan (blond-haired, blue-eyed, German) race. How does this relate to the central Japanese belief described by Hillenbrand?	

<p>5. What role does violence and brutality play in the Japanese identity, according to Hillenbrand?</p>	
<p>6. How did the situation with Germany affect Louie directly?</p>	
<p>7. Reread page 46 from “Not long after sunrise on a Sunday in December” to the end of that section, ending with “There were red circles on its wings” on page 47. List the strong descriptive details from this passage that Hillenbrand uses to describe the Pearl Harbor attack. Why does the author provide so much detail?</p>	

Close Reading Guide: War with Japan

Unbroken, Pages 38–47

(Teacher Reference)

Total time = 25 minutes

Gathering Evidence from the Text: Text-dependent questions. Invite students to Think-Pair-Share after posing each question.

Text-Dependent Questions	Teaching Notes
<p>1. Why does Hillenbrand include both the triumphs of Louie and the ominous background on Japan in the same chapter?</p>	<p>Listen for:</p> <p>The author contrasts the successful and positive experiences that Louie is having with the terrible things happening around the world as a way for the reader to expect these two to eventually collide. These details also are included side by side in the text as the author foreshadows that the events of World War II are about to affect Louie.</p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> • “By including both sets of details, what does the reader expect will happen to Louie’s running goals?” • “What might the author be foreshadowing?” • Remind students that foreshadowing is when the author provides hints to set the stage for the story to unfold.
<p>2. What reasons does Hillenbrand give for Japan’s plans to conquer new land?</p>	<p>Listen for:</p> <p>Poor natural resources, high tariffs and low demand, a growing population, economic independence through the resources of other countries, the right to rule other Asians (43).</p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> • “What are tariffs?” If necessary, explain that a <i>tariff</i> is a tax on goods that are being imported or exported.

<p>3. According to Hillenbrand, what belief was central to the Japanese identity?</p>	<p>Listen for:</p> <p>“Central to the Japanese identity was the belief that it was Japan’s divinely mandated right to rule its fellow Asians, whom it saw as inherently inferior” (43).</p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> • “What does <i>identity</i> mean in this case?” • “Where did the Japanese believe this right came from?” • “What does the word <i>divine</i> mean?” • If necessary, explain that a <i>mandate</i> is a command or an order. • “How did the Japanese see other Asians?” • “What does it mean to be inferior?” • If necessary, invite students to turn to their partner to paraphrase this sentence for better understanding.
<p>4. Hitler believed in the superiority of the Aryan (blond haired, blue eyed, German) race. How does this relate to the central Japanese belief described by Hillenbrand?</p>	<p>Listen for:</p> <ul style="list-style-type: none"> • “‘There are superior and inferior races in the world,’ said the Japanese politician Nakajima Chikuhei in 1940, ‘and it is the sacred duty of the leading race to lead and enlighten the inferior ones.’” • “‘The Japanese,’ he continued, ‘are the sole superior race of the world’” (43). <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> • “What does the word <i>superior</i> mean?” • “How might this belief affect Japan’s identity?”

<p>5. What role does violence and brutality play in the Japanese identity, according to Hillenbrand?</p>	<p>Listen for:</p> <ul style="list-style-type: none">• “crafted a muscular, technologically sophisticated army and navy”• “military-run school system that relentlessly and violently drilled children on the nation’s imperial destiny”• “through intense indoctrination, beatings, and desensitization, its army cultivated and celebrated extreme brutality in its soldiers” (43) <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none">• Invite students to take a closer look at the term <i>imperial destiny</i>. Ask them to define the word <i>destiny</i> and listen for them to recognize destiny as “fate” or “future.” Invite students to share their understanding of the word <i>imperial</i>; make sure they understand it relates to the idea of imperialism and the desire to take over other countries.• If necessary, draw students’ attention to the word <i>indoctrination</i>. Explain that this means “brainwashing.”• If necessary, draw students’ attention to the word <i>desensitization</i>. Ask whether they recognize a familiar word embedded in this word. Students may recognize the word <i>sensitive</i>. Explain that with the prefix <i>de-</i>, this word means “to make someone less sensitive.”• Invite students to paraphrase each piece of evidence to enhance comprehension.• “How might these practices affect children and civilians as well as soldiers?”
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<p>6. How did the situation with Germany affect Louie directly?</p>	<p>Listen for:</p> <p>Louie became unmoored (44) and ill; he didn't finish his degree; he mourned the Olympics and joined the Army Air Corps; he couldn't tolerate the Air Corps, so he left and signed papers he didn't read; he ended up becoming a bombardier (45) in the Army Air Corps after all, since those papers he signed said he agreed to join the Corps in the future (44 and 45).</p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> • "What does the word <i>unmoored</i> mean?" If necessary, explain that this is a nautical term that refers to a ship being released from its anchor or mooring. • "What was Louie's anchor? What did he use to ground and focus him? Where did his energy and goals lie?"
<p>7. Reread page 46 from "Not long after sunrise on a Sunday in December" to the end of that section, ending with "There were red circles on its wings" on page 47.</p> <p>List the strong descriptive details from this passage that Hillenbrand uses to describe the Pearl Harbor attack. Why does the author provide so much detail?</p>	<p>Listen for:</p> <ul style="list-style-type: none"> • The description begins from the perspective of the pilot of one of the Japanese planes. • Hillenbrand describes the time of day as sunrise. The pilot is flying into the sunrise while the unsuspecting people on the island of Oahu are doing normal, routine things (getting dressed for Mass, leaving a poker game, having a pillow fight, taking a picture, sleeping, getting ready for a baseball game, preparing to raise the flag for the national anthem). • One of the men in the pillow fight suddenly falls dead from being shot in the neck. <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> • "What do these details convey to the reader?" • "How do the details in the last paragraph affect the reader?"

“Fourteen-Part Message”

Delivered by the Japanese Ambassador to the U.S. Secretary of State, December 7, 1941

Source: Japanese Note to the United States, December 7, 1941. Delivered as a telegram. *Department of State Bulletin* 5, no. 129 (Dec. 13, 1941). Public domain.

Name: _____

Date: _____

What’s the gist of this section?	<ol style="list-style-type: none">1. The government of Japan genuinely wants to come to a friendly understanding with the Government of the United States so that the two countries may secure peace in the Pacific Area and contribute toward world peace. Japan has continued sincere negotiations with the Government of the United States since last April.2. The Japanese Government wants to insure the stability of East Asia and to promote world peace and thereby to enable each nation to find its proper place in the world.
	<i>negotiation: resolving a conflict using compromise</i>
	According to this document, what are three of the Japanese Government’s goals?

<p>What's the gist of this section?</p>	<p>Ever since Japan's war with China, the Japanese Government has tried to restore peace. However, the United States has resorted to every possible measure to assist China and to obstruct peace between Japan and China. Nevertheless, last August, the Premier of Japan proposed to meet the President of the United States for a discussion of important problems between the two countries. However, the American Government insisted that the meeting should take place after an agreement of view had been reached on fundamental and essential questions.</p> <p><i>Paraphrase: The leader of Japan proposed a meeting with the president of the United States to discuss their problems in the Pacific, but the American government insisted that Japan and the U.S. agree on some things before the two leaders met.</i></p>
	<p><i>obstruct: to block</i></p> <p><i>fundamental and essential questions: the most important, basic questions or issues</i></p>
	<p>According to this document, what are two ways the American government made it difficult for the Japanese Government to reach these goals?</p>

What's the gist of this section?	<p>3. Subsequently, on September 25th, the Japanese Government submitted a proposal, taking fully into consideration past American claims and also incorporating Japanese views. Repeated discussions did not help produce an agreement. The present cabinet, therefore, submitted a revised proposal, moderating still further the Japanese claims. But the American Government failed to display in the slightest degree a spirit of conciliation. The negotiation made no progress.</p> <p><i>Paraphrase: Japan tried to suggest ideas for a compromise between itself and the United States, taking into account past conversations. The United States did not agree. Japan revised the compromise, but the American government would not compromise at all.</i></p>
	What does the document say is another way the American government made it difficult for the Japanese government to reach its goals?

What's the gist of this section?	<p>Therefore, the Japanese Government, trying to avert a Japanese-American crisis, submitted still another proposal on November 20th, which included:</p> <p>(1) The Government of Japan and the United States will not dispatch armed forces into any of the regions, excepting French Indo-China, in the Southeastern Asia and the Southern Pacific area.</p> <p>(3) Both Governments will work to restore commercial relations. The Government of the United States shall supply Japan the required quantity of oil.</p> <p>The American Government, refusing to yield an inch, delayed the negotiation. It is difficult to understand this attitude of the American Government.</p> <p><i>Paraphrase: Japan then made another attempt at a compromise that included:</i></p> <ul style="list-style-type: none"> • <i>Neither Japan nor the United States will send any armed forces to Southeast Asia or the southern Pacific.</i> • <i>The United States will stop its embargo of oil. (An embargo is when one country refuses to trade with another country.)</i>
	<i>dispatch: send</i>
	What two things did the Japanese Government ask for in its proposal?

<p>What's the gist of this section?</p>	<p>The Japanese Government wants the American Government to know:</p> <p>1. The American Government advocates, in the name of world peace, ideas that are favorable to it. But the peace of the world may only be reached by discovering a mutually acceptable formula through recognition of the reality of the situation and mutual appreciation of one another's position. An attitude that ignores realities and imposes one's selfish views upon others will not facilitate successful negotiations.</p> <p><i>Paraphrase: The American government wants world peace, but only if it still gets what it wants. World peace will happen only through compromise. Making others accept one's selfish views will not help create agreements between countries.</i></p>
	<p><i>advocates: supports, argues for</i></p> <p><i>mutual: shared by both sides</i></p> <p><i>facilitate: enable, help with</i></p>
	<p><i>Diplomacy 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?</i></p>

<p>What's the gist of this section?</p>	<p>3. The American Government objects to settling international issues through military pressure, but it uses economic pressure instead. Using economic pressure to deal with international relations should be condemned. It is, at times, more inhumane than military pressure.</p> <p><i>Paraphrase: The U.S. government says not to use military attacks and wars to end international conflicts. Instead, the U.S. government uses economic pressure, which means that it tries to control other countries by refusing to trade with them. This kind of economic pressure should not be used because it can be even more cruel than a military attack.</i></p>
	<p><i>economic: related to money or wealth</i></p> <p><i>condemn: to call or name something wrong</i></p> <p><i>inhumane: cruel</i></p>
	<p>Why do you think the authors of this message believe that using economic pressure against another country is worse than using military pressure?</p>

What's the gist of this section?	<p>4. It is impossible not to reach the conclusion that the American Government desires to maintain and strengthen its dominant position in East Asia. The Japanese Government cannot tolerate that, since it directly runs counter to Japan's fundamental policy to enable each nation to enjoy its proper place in the world. . . .</p> <p>7. Obviously the American Government's intention is to obstruct Japan's effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. This intention has been revealed clearly during the course of the present negotiation.</p> <p><i>Paraphrase: The only possible conclusion is that the United States wants to continue having a lot of control in East Asia because of the way the American government has handled these negotiations. The United States wants to keep Japan and China at war with each other.</i></p>
	<p><i>dominant: strongest, most powerful</i></p> <p><i>counter: against, opposite</i></p>
	<p>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>What's the gist of this section?</p>	<p>Thus, the earnest hope of the Japanese Government to preserve the peace of the Pacific through cooperation with the American Government has finally been lost. The Japanese Government regrets to have to notify the American Government that it seems it is impossible to reach an agreement through further negotiations.</p>
	<p><i>earnest: honest and serious</i></p>
	<p>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>

Close Reading Guide

“Fourteen-Part Message”

(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 the 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, and then answer the first question. Remind them that these primary sources are challenging, so rereading is important for comprehension.</p> <p>Circulate while the 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 on the whole group and cold-call on a pair to share their answer.</p> <p><i>Listen for:</i></p> <p><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>
<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, and 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 the 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 the students are done with the second question, refocus them on the whole group and cold-call on a pair to share their answer.</p> <p><i>Listen for:</i></p> <p><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>
<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, and then answer the text-dependent question about that section.</p> <p>Cold-call on 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>conciliation</i> mean?” • “Who is ‘the present cabinet?’” <p><i>Listen for:</i></p> <p><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, and then answer the text-dependent question about that section.</p> <p>Cold-call on 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>avert</i> mean?” • “What do you think a ‘Japanese-American crisis’ means?” • “What are ‘commercial relations?’”

	<p><i>Listen for:</i></p> <p><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>
<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, and then answer the text-dependent question about that section.</p> <p>Cold-call on 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></p> <p><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>
<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, and then answer the text-dependent question about that section.</p> <p>Cold-call on 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> <p>“What does ‘military pressure’ mean?”</p> <p>“What are ‘international relations’?”</p> <p>Prompt students to put the sentence into their own words.</p> <p><i>Listen for:</i></p> <p><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, and then answer the text-dependent question about that section.</p> <p>Cold-call on 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></p> <p><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>
<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, and then answer the text-dependent question about that section.</p> <p>Cold-call on 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 knew died in plane crashes. These kinds of accidents became so common that the Air Force started 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 is 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.

Summary of Pages 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 often are 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)		

Unbroken Supported Structured Notes

Pages 51–60 and Summary of Pages 60–73

Name: _____

Date: _____

Summary of Pages 51–60

Even as Japan attacks Pearl Harbor, it successfully carries out a coordinated attack on seven other locations across the Pacific. Japan is on the offensive, capturing territories and inspiring fear and panic on the West Coast of the United States.

Louie, who is miserable to be back in the Army Air Corps, trains as a bombardier to fly in the B-24 Liberator in Ephrata, Washington. It is there that he meets the crew that he will be assigned to. Among the crew is Russell Allen Phillips, also known as Phil, a friendly, well-spoken, calm, and shy pilot with whom Louie gets along quite well.

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.)

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onslaught (51)	an overwhelming and fierce attack	
recessive (55)	suppressed and quiet	
abrasive (57)	rough and brusque	
bonhomie (57)	friendliness, kindness	
cheek by jowl (59)	side by side, close together	

Unbroken Structured Notes

Pages 51–60 and Summary of Pages 60–73

(Teacher Reference)

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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?

One metaphor that Hillenbrand uses to describe the B-24 is: “Flying it was like wrestling a bear, leaving pilots weary and sore” (59). This comparison is effective because wrestling a bear would be extremely difficult, and it’s clear that flying a B-24 is difficult as well. This detail makes the B-24 seem heavy and hard to manage. It helps the reader understand what it would be like to fly and work in a B-24 as Louie does. Hillenbrand uses such details to make it clear even for readers who don’t know what a B-24 is like.

Vocabulary

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“War in the Pacific”

Quotes

In 1937, military leaders controlled Japan. In July, the Japanese launched an all-out war to take over China. The Japanese conquered much of eastern China, but by 1939, the two countries had fought to a stalemate. (“War in the Pacific”)

The United States sided with China against Japan. (“War in the Pacific”)

By August 1940, Japanese troops occupied the northern part of French Indochina (now Vietnam). (“War in the Pacific”)

In July 1941, the Japanese occupied the southern part of Indochina. (“War in the Pacific”)

The Japanese had a large, modern navy and an army hardened by years of combat in China. They hoped that many quick victories over the Americans and British would force peace, leaving Japan in control of eastern Asia and the western Pacific. (“War in the Pacific”)

Roosevelt, busy aiding Britain in its war against Germany, ordered a freeze on trade with Japan. (“War in the Pacific”)

Japan had little oil of its own; without oil and gasoline from the United States, its army and navy could not fight. (“War in the Pacific”)

If Japan withdrew from China, American trade would resume, but the proud Japanese army would be humiliated. If the Japanese remained in China, Japan would need a new source of oil. (“War in the Pacific”)

As the Japanese prepared for war, the Tojo government continued negotiating with the United States, hoping that Roosevelt might change his mind and resume trade with Japan. (“War in the Pacific”)

In May 1940, [Roosevelt] stationed the U.S. Pacific Fleet at Pearl Harbor, Hawaii, as a further warning to Japan. (“War in the Pacific”)

In September [1940], Japan signed a treaty of cooperation with Germany and Italy, whose armies were busy overrunning Europe and North Africa. Roosevelt [was] busy aiding Britain in its war against Germany. (“War in the Pacific”)

The United States demanded that Japan withdraw from both Indochina and China. Roosevelt was confident that the Japanese would not risk attacking the powerful United States. (“War in the Pacific”)

As negotiations continued in the fall of 1941, the U.S. Army and Navy rushed to reinforce Hawaii and the Philippine Islands. (“War in the Pacific”)

Analyzing Perspectives Recording Form

Name: _____

Date: _____

Text	Japan's Role in Asia and the Pacific	U.S. Embargo of Japan	Diplomacy and the Failure of Diplomacy
"War in the Pacific"	What relationship did Japan want with the countries in Asia and the Pacific?	What was the U.S. embargo of Japan?	What was the relationship between the United States and Japan like leading up to Pearl Harbor?
"Day of Infamy" speech	What was Roosevelt's perspective on Japanese imperialism?	Why might Roosevelt not have mentioned the U.S. embargo of Japan in his speech?	What was Roosevelt's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?
"Fourteen-Part Message"	What was the Japanese government's perspective on Japanese imperialism?	What was the Japanese government's perspective on the U.S. embargo?	What was the Japanese government's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?

Analyzing Perspectives Recording Form

(Teacher Reference)

Text	Japan's Role in Asia and the Pacific	U.S. Embargo of Japan	Diplomacy and the Failure of Diplomacy
"War in the Pacific"	<p>What relationship did Japan want with the countries in Asia and the Pacific?</p> <p><i>Japan wanted to control many parts of Asia and the Pacific.</i></p>	<p>What was the U.S. embargo of Japan?</p> <p><i>The United States stopped trading with Japan to persuade it to stop taking over other countries. This was really important for Japan because it got a lot of its oil from the United States.</i></p>	<p>What was the relationship between the United States and Japan like leading up to Pearl Harbor?</p> <p><i>The relationship was getting worse and worse in the lead-up to Pearl Harbor. Tension was growing because the United States did not want Japan to take over other countries in Asia, and Japan needed oil from the United States.</i></p>
"Day of Infamy" speech	<p>What was Roosevelt's perspective on Japanese imperialism?</p> <p><i>Japan was taking over other countries by force.</i></p>	<p>Why might Roosevelt not have mentioned the U.S. embargo of Japan in his speech?</p> <p><i>He was presenting the attack on Pearl Harbor as unprovoked, so he left out the U.S. embargo.</i></p>	<p>What was Roosevelt's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?</p> <p><i>He said that the United States was "at peace with that nation" before the attack.</i></p>
"Fourteen-Part Message"	<p>What was the Japanese government's perspective on Japanese imperialism?</p> <p><i>Japanese officials claimed that they wanted peace in Asia and that every country should find its "proper place in the world."</i></p>	<p>What was the Japanese government's perspective on the U.S. embargo?</p> <p><i>The Japanese called it worse than a military attack, saying it was more inhumane.</i></p>	<p>What was the Japanese government's perspective on the relationship between the United States and Japan leading up to Pearl Harbor?</p> <p><i>The Japanese said they were negotiating in good faith, but the United States wasn't willing to compromise at all.</i></p>

“Day of Infamy”

Quotes

Yesterday, the Japanese government also launched an attack against Malaya. Last night, Japanese forces attacked Hong Kong. Last night, Japanese forces attacked Guam. (“Day of Infamy” speech)

Last night, Japanese forces attacked the Philippine Islands. Last night, the Japanese attacked Wake Island. And this morning, the Japanese attacked Midway Island. (“Day of Infamy” speech)

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. (“Day of Infamy” speech)

The United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. (“Day of Infamy” speech)

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack. (“Day of Infamy” speech)

During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace. (“Day of Infamy” speech)

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific. (“Day of Infamy” speech)

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire. (“Day of Infamy” speech)

“Fourteen-Part Message”

Quotes

The Japanese Government wants to insure the stability of East Asia and to promote world peace and thereby to enable each nation to find its proper place in the world. (“Fourteen-Part Message”)

Ever since Japan’s war with China, the Japanese Government has tried to restore peace. (“Fourteen-Part Message”)

Obviously, the American Government’s intention is to obstruct Japan’s effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. (“Fourteen-Part Message”)

The American Government objects to settling international issues through military pressure, but it uses economic pressure instead. (“Fourteen-Part Message”)

Using economic pressure to deal with international relations should be condemned. It is, at times, more inhumane than military pressure. (“Fourteen-Part Message”)

The government of Japan genuinely wants to come to a friendly understanding with the Government of the United States so that the two countries may secure peace in the Pacific Area and contribute toward world peace. Japan has continued sincere negotiations with the Government of the United States since last April. (“Fourteen-Part Message”)

Last August, the Premier of Japan proposed to meet the President of the United States for a discussion of important problems between the two countries. However, the American Government insisted that the meeting should take place after an agreement of view had been reached on fundamental and essential questions. (“Fourteen-Part Message”)

It is impossible not to reach the conclusion that the American Government desires to maintain and strengthen its dominant position in East Asia. The Japanese Government cannot tolerate that, since it directly runs counter to Japan’s fundamental policy to enable each nation to enjoy its proper place in the world. (“Fourteen-Part Message”)

Thus, the earnest hope of the Japanese Government to preserve the peace of the Pacific through cooperation with the American Government has finally been lost. The Japanese Government regrets to have to notify the American Government that it seems it is impossible to reach an agreement through further negotiations. (“Fourteen-Part Message”)

Japan's Role in Asia and the Pacific

(Teacher Reference)

In 1937, military leaders controlled Japan. In July, the Japanese launched an all-out war to take over China. The Japanese conquered much of eastern China, but by 1939, the two countries had fought to a stalemate. ("War in the Pacific")

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By August 1940, Japanese troops occupied the northern part of French Indochina (now Vietnam). ("War in the Pacific")

In July 1941, the Japanese occupied the southern part of Indochina. ("War in the Pacific")

The Japanese had a large, modern navy and an army hardened by years of combat in China. They hoped that many quick victories over the Americans and British would force peace, leaving Japan in control of eastern Asia and the western Pacific. ("War in the Pacific")

The Japanese Government wants to insure the stability of East Asia and to promote world peace and thereby to enable each nation to find its proper place in the world. ("Fourteen-Part Message")

Ever since Japan's war with China, the Japanese Government has tried to restore peace. ("Fourteen-Part Message")

Obviously, the American Government's intention is to obstruct Japan's effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. ("Fourteen-Part Message")

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific. ("Day of Infamy" speech)

Yesterday, the Japanese government also launched an attack against Malaya. Last night, Japanese forces attacked Hong Kong. Last night, Japanese forces attacked Guam. ("Day of Infamy" speech)

Last night, Japanese forces attacked the Philippine Islands. Last night, the Japanese attacked Wake Island. And this morning, the Japanese attacked Midway Island. ("Day of Infamy" speech)

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. ("Day of Infamy" speech)

The United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. ("Day of Infamy" speech)

U.S. Embargo of Japan

(Teacher Reference)

Roosevelt, busy aiding Britain in its war against Germany, ordered a freeze on trade with Japan. (“War in the Pacific”)

Japan had little oil of its own; without oil and gasoline from the United States, its army and navy could not fight. (“War in the Pacific”)

If Japan withdrew from China, American trade would resume, but the proud Japanese army would be humiliated. If the Japanese remained in China, Japan would need a new source of oil. (“War in the Pacific”)

As the Japanese prepared for war, the Tojo government continued negotiating with the United States, hoping that Roosevelt might change his mind and resume trade with Japan. (“War in the Pacific”)

The American Government objects to settling international issues through military pressure, but it uses economic pressure instead. (“Fourteen-Part Message”)

Using economic pressure to deal with international relations should be condemned. It is, at times, more inhumane than military pressure. (“Fourteen-Part Message”)

Diplomacy and the Failure of Diplomacy

(Teacher Reference)

In May 1940, [Roosevelt] stationed the U.S. Pacific Fleet at Pearl Harbor, Hawaii, as a further warning to Japan. (“War in the Pacific”)

In September [1940], Japan signed a treaty of cooperation with Germany and Italy, whose armies were busy overrunning Europe and North Africa. Roosevelt [was] busy aiding Britain in its war against Germany. (“War in the Pacific”)

The United States demanded that Japan withdraw from both Indochina and China. Roosevelt was confident that the Japanese would not risk attacking the powerful United States. (“War in the Pacific”)

As negotiations continued in the fall of 1941, the U.S. Army and Navy rushed to reinforce Hawaii and the Philippine Islands. (“War in the Pacific”)

The government of Japan genuinely wants to come to a friendly understanding with the Government of the United States so that the two countries may secure peace in the Pacific Area and contribute toward world peace. Japan has continued sincere negotiations with the Government of the United States since last April. (“Fourteen-Part Message”)

Last August, the Premier of Japan proposed to meet the President of the United States for a discussion of important problems between the two countries. However, the American Government insisted that the meeting should take place after an agreement of view had been reached on fundamental and essential questions. (“Fourteen-Part Message”)

It is impossible not to reach the conclusion that the American Government desires to maintain and strengthen its dominant position in East Asia. The Japanese Government cannot tolerate that, since it directly runs counter to Japan’s fundamental policy to enable each nation to enjoy its proper place in the world. (“Fourteen-Part Message”)

Obviously the American Government’s intention is to obstruct Japan’s effort toward the establishment of peace through the creation of a new order in East Asia, and especially to preserve American interests by keeping Japan and China at war. (“Fourteen-Part Message”)

Thus, the earnest hope of the Japanese Government to preserve the peace of the Pacific through cooperation with the American Government has finally been lost. The Japanese Government regrets to have to notify the American Government that it seems it is impossible to reach an agreement through further negotiations. (“Fourteen-Part Message”)

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack. (“Day of Infamy” speech)

During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace. (“Day of Infamy” speech)

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire. (“Day of Infamy” speech)

Mid-Unit Assessment: Fishbowl Note-Catcher

Understanding Perspectives on the Pearl Harbor Attack, “Day of Infamy” Version

Name: _____

Date: _____

Part A: Speaking Notes

Directions: Reread Roosevelt’s “Day of Infamy” speech and answer the following questions to prepare for the Fishbowl discussion.

What did FDR accuse Japan of doing?	
What was FDR’s perspective on the Pearl Harbor attack? What in the text makes you think as you do?	
What are some of the ways the speech you studied might affect people? What makes you think so? Make sure to use the strongest evidence from the speech and your common sense to respond to the question. Think about how hearing the speech might have affected: <ul style="list-style-type: none">• People in the American military• People of Japanese descent living in the United States• People who lived in Hawaii	

Part B: Fishbowl Listening Notes

Directions: As you listen to the information being shared in the inside circle, answer the following questions.

What information is new to you?	
What thinking is new to you?	
What questions do you have?	

Part C: Follow-up Partner Discussion Notes

Directions: These two perspectives had an impact on individuals and societies. After studying both perspectives on the Pearl Harbor attack, analyze both perspectives by answering the question below and discussing your answer with your partner.

What are the overall differences in perspective? Use the best evidence to support your answer.

Part D: Post-Fishbowl Homework

Exit Ticket: Varying Perspectives

Select one of the following scenarios and write a 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 might it affect you?
- If you were a Japanese citizen listening to FDR’s speech, how might it affect you?
- If you were a Japanese citizen reading the Japanese message, how might it affect you?
- If you were an American citizen reading the Japanese message, how might it affect you?

Mid-Unit Assessment: Fishbowl Note-Catcher

Understanding Perspectives on the Pearl Harbor Attack, “Fourteen-Part Message” Version

Name: _____

Date: _____

Part A: Speaking Notes

Directions: Reread the “Fourteen-Part Message” and answer the following questions to prepare for the Fishbowl discussion.

<p>What did the Japanese government accuse the United States of doing?</p>	
<p>What was the Japanese government’s perspective on the Pearl Harbor attack? What in the text makes you think as you do?</p>	
<p>What are some of the ways the message you studied might affect people? What makes you think so? Make sure to use the strongest evidence from the text and your common sense to respond to the question.</p> <p>Think about how reading the text might have affected:</p> <ul style="list-style-type: none">• People in the Japanese military• People in Japan who had family living in the United States• People in Japan or the United States who had sons of draft age	

Part B: Fishbowl Listening Notes

Directions: As you listen to the information being shared in the inside circle, answer the following questions.

What information is new to you?	
What thinking is new to you?	
What questions do you have?	

Part C: Follow-up Partner Discussion Notes

Directions: These two perspectives had an impact on individuals and societies. After studying both perspectives on the Pearl Harbor attack, analyze both perspectives by answering the question below and discussing your answer with your partner.

What are the overall differences in perspective? Use the best evidence to support your answer.

Part D: Post-Fishbowl Homework

Exit Ticket: Varying Perspectives

Select one of the following scenarios and write a 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 might it affect you?
- If you were a Japanese citizen listening to FDR's speech, how might it affect you?
- If you were a Japanese citizen reading the Japanese message, how might it affect you?
- If you were an American citizen reading the Japanese message, how might it affect you?

Things Good Writers Do Anchor Chart

(Teacher Reference)

Technique	How might this technique contribute to tone or meaning?
Sentence fluency/ structure	Sentence variety aids pacing, helps ideas flow word to word, phrase to phrase, and sentence to sentence; can establish tone, formal to conversational
Figurative language	Helps the reader make connections between unfamiliar ideas or concepts and things they know
Description	Helps the reader visualize setting, objects, etc., to make meaning
Transitions	Establish changes in time or place; important part of sentence fluency
Word choice	Precise words help the reader understand actions and characters better, including helping readers visualize
Sensory language	

Active and Passive Sentences

Name: _____

Date: _____

Active Voice: In most sentences with an action verb, the subject “does” or “acts on” the verb. Examples:

- John washed dishes.
- Kittens chased Rosa.

Passive Voice: Sentences can be changed so that the subject is being “acted on.” Examples:

- The dishes were washed by John.
- Rosa was chased.

Tip: Insert the prepositional phrase “by _____” after the verb as a quick check for passive or active voice. If it makes no sense, the sentence is probably active. If it does make sense, it’s probably passive.

He ate (by _____) hamburgers.

Doesn’t make sense=ACTIVE

Hamburgers were eaten (by _____).

Makes sense (in a funny way)=PASSIVE

On the line, identify whether the sentences from *Unbroken* are in active or passive voice.

_____ “As he lost his aloof, thorny manner, he was welcomed by the fashionable crowd” (17).

_____ “The British were driven from Malaya and into surrender in Singapore in seventy days” (52).

_____ “For three days, the Japanese bombed and strafed the atoll” (52).

_____ “Louie was trained in the use of two bombsights” (53).

_____ “Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint” (15).

_____ “Phillips had one consuming passion” (57).

Unbroken Structured Notes

Pages 73–113

Name: _____

Date: _____

What is the gist of pages 73–77?

Summary of Pages 78–85

In early 1943, Louie is shaken by the deaths of several dozen men he knew. Some had crashed their planes, others had survived crashes but been eaten by sharks, and others had simply disappeared while on missions. One plane exploded when fuel leaked all over the floor and caught fire midflight.

These losses were not unusual:

In the Air Corps, 35,946 personnel died in nonbattle situations, the vast majority of them in accidental crashes. Even in combat, airmen appeared to have been more likely to die from accidents than combat itself. A report issued by the AAF surgeon general suggests that in the Fifteenth Air Force, between November 1, 1943, and May 25, 1945, 70 percent of men listed as killed in action died in operational aircraft accidents, not as a result of enemy action (80).

Aside from accidents, American airmen also face danger from Japanese fighters. The Japanese fly planes called Zeros, which are fast and attack with machine guns and cannon shells.

In addition to the airmen who were killed in accidents or by Japanese fighters, thousands disappeared and were never found. They may have died in the ocean, been captured by the enemy, or survived and

been lost in unknown lands. “Unable to find them, the military declared them missing. If they weren’t found within thirteen months, they were declared dead” (85).

What is the gist of pages 85–89?

Summary of Pages 90–113

(Note: Refer to the picture on page 111 of *Super Man* with the damage done by the Japanese Zeros.)

Louie and the crew of *Super Man* are sent to Canton Air Base and prepare to fly two missions over the Gilbert Islands. During the first mission, the fuel gauges “had settled unusually low,” and the plane barely makes it back to Canton. Later on, the crew flies a rescue mission looking for a B-25 and its crew members that have gone down. They find the men in a life raft encircled by hundreds of sharks. Louie and Phil realize just how lethal “ditching” a plane into the ocean would be.

Their next mission is the bombing of Nauru, where they successfully hit all of their targets, but the plane is gravely wounded. Phil is forced to land *Super Man* on Funafuti Island with no hydraulic brakes, which he manages to do successfully. When the plane and its crew are assessed for damages, they find 594 bullet holes and several wounded crew members. Both Brooks and *Super Man* die that day.

While the crew is recuperating on Funafuti, the island comes under Japanese attack from “The Stinking Six.” A pilot later recalled that “it sounded like the whole island was blowing up” (108). Phil and Louie take cover under a native hut and survive the bombings. Three B-24s are destroyed, and several casualties result from the attack.

Because *Super Man* and several members of its crew are out of commission, Louie, Phil, and the remaining healthy crew are transferred to the 42nd Squadron of the 11th Bomb Group, stationed in Oahu. Louie writes in his diary, “Every time they mix a crew, they have a crack up” (112). Shortly after they arrive in Oahu, Louie and Phil see their next plane, the *Green Hornet*. Neither man wants to fly in this plane.

Focus Question

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 with whom he served? Use the strongest evidence from the book to support your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
engulfed (74)		
garish (74)		
feted (76)		
lauded (77)		
delusory (88)		

Unbroken Supported Structured Notes

Pages 73–113

Name: _____

Date: _____

Summary of Pages 73–77

Super Man took part in an attack on Wake in the middle of the night. The Japanese were taken unaware but quickly began to shoot anti-aircraft guns. The bomb bay doors of *Super Man* were stuck open, and the men worried that they would not make it home. As the engines began to die one by one, the plane landed safely.

The mission was a great success, and the men were lauded as heroes.

Summary of Pages 78–85

In early 1943, Louie is shaken by the deaths of several dozen men he knew. Some had crashed their planes, others had survived crashes but been eaten by sharks, and others had simply disappeared while on missions. One plane exploded when fuel leaked all over the floor and caught fire midflight.

These losses were not unusual:

In the Air Corps, 35,946 personnel died in nonbattle situations, the vast majority of them in accidental crashes. Even in combat, airmen appeared to have been more likely to die from accidents than combat itself. A report issued by the AAF surgeon general suggests that in the Fifteenth Air Force, between November 1, 1943, and May 25, 1945, 70 percent of men listed as killed in action died in operational aircraft accidents, not as a result of enemy action (80).

Aside from accidents, American airmen also face danger from Japanese fighters. The Japanese fly planes called Zeros, which are fast and attack with machine guns and cannon shells.

In addition to the airmen who were killed in accidents or by Japanese fighters, thousands disappeared and were never found. They may have died in the ocean, been captured by the enemy, or survived and been lost in unknown lands. “Unable to find them, the military declared them missing. If they weren’t found within thirteen months, they were declared dead” (85).

Summary of Pages 85–89

Escaping from downed aircraft is very important. The men have “Mae West” life vests that inflate and life rafts that are released manually. The men have to get to the rafts immediately because the water is shark-infested.

Finding survivors is extremely difficult. Rescuers often have little idea of where to even look in the vast Pacific. Because they have to fly so quickly, they generally can't see a raft even if they fly over it. The Air Corps tries to improve the rescue system, but most men are never found. Search planes are actually more likely to crash than to find survivors.

The longer survivors exist without rescue, the worse things become. Dehydration, starvation, sores from saltwater, and the chill at night bring great suffering. After a few days lost at sea, men even suffer delusions.

Worse than sharks, starvation, or delusions is the thought of being captured by the Japanese. The Japanese went on a "six-week frenzy of killing" (88) after 500,000 Chinese civilians and 90,000 soldiers in the Chinese city of Nanking surrendered in 1937. The horrific acts—including rape, mass murder, mutilation, and worse—became known as the Rape of Nanking. The Kwajalein atoll is known as "Execution Island." Some airmen chose to crash into the ocean rather than risk being captured and sent to any of the Japanese POW camps.

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Vocabulary

Word	Definition	Context clues: How did you figure out this word?
engulfed (74)	swallowed up or overwhelmed by	
garish (74)	loud and flashy	
feted (76)	celebrated or honored	
lauded (77)	praised	
delusory (88)	deceptive	

Unbroken Structured Notes

Pages 73–113

(Teacher Reference)

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Corps tries to improve the rescue system, but most men are never found. Search planes are actually more likely to crash than to find survivors.

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Focus Question

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 with whom he served? Use the strongest evidence from the book to support your answer.

Hillenbrand provides anecdotes (or examples) of the greatest fears of airmen in the Pacific theater, including sharks, being stranded at sea, and capture, to illustrate exactly why the men were afraid. Sharks were a deadly reality, seen swarming the ocean immediately after a crash. Being stranded at sea led to starvation, dehydration, severe sunburn, sores, and even insanity. The Japanese were incredibly brutal, known to execute POWs or worse. These details show the reader just how brave the airmen were, because their odds of returning home from any mission were slim.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
engulfed (74)	swallowed up or overwhelmed by	
garish (74)	loud and flashy	
feted (76)	celebrated or honored	
lauded (77)	praised	
delusory (88)	deceptive	

Vocabulary Strips

Name: _____

Date: _____

onslaught (51)

recessive (55)

abrasive (57)

bonhomie (57)

engulfed (74)

garish (74)

feted (76)

lauded (77)

delusory (88)

Written Conversation Note-Catcher

Name: _____

Date: _____

Think about pages 85–89 and review the focus question from your *Unbroken* structured notes, pages 73–133: “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 with whom he served? Use the strongest evidence from the book to support your answer.” What was the most dangerous for downed airmen? Why?

I Say	My Partner Responds	I Build	My Partner Concludes

Active and Passive Sentences II

Name: _____

Date: _____

Example from <i>Unbroken</i>	How does the active or passive voice aid or construct meaning?
1. "Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint" (15). (Passive)	
2. "As he lost his aloof, thorny manner, he was welcomed by the fashionable crowd" (17). (Passive)	
3. "The British were driven from Malaya and into surrender in Singapore in seventy days" (52). (Passive)	
4. "For three days, the Japanese bombed and strafed the atoll" (52). (Active)	
5. "Louie was trained in the use of two bombsights" (53). (Passive)	
6. "Phillips had one consuming passion" (57). (Active)	

Things Good Writers Do Note-Catcher

Name: _____

Date: _____

Example from <i>Unbroken</i>	Technique	How does this technique contribute to tone or meaning?
"Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint" (15).		
"For three days, the Japanese bombed and strafed the atoll" (52).		

Fishbowl Discussion Rubric and Goal-Setting Sheet

The Pearl Harbor Attack

Criteria	Score				
	4	3	2	1	0
PREPARATION AND EVIDENCE (SL.8.1a)	Student brings thorough, relevant, well-organized notes, including evidence from informational texts, to the discussion.	Student brings relevant notes, including evidence from informational texts, to the discussion.	Student brings notes, including evidence from informational texts, to the discussion.	Student brings notes, including evidence from one informational text, to the discussion.	Student does not bring notes to the discussion.
	Student explicitly and consistently draws on relevant, compelling textual evidence during the discussion. Student uses evidence to probe and reflect on the ideas under discussion.	Student explicitly and consistently draws on relevant textual evidence during the discussion. Student uses evidence to probe and reflect on the ideas under discussion.	Student explicitly draws on some relevant textual evidence during the discussion. Student uses evidence to probe OR reflect on the ideas under discussion.	Student draws on little relevant textual evidence during the discussion.	Student does not draw on textual evidence during the discussion.

<p>EFFECTIVE COMMUNICATION (SL.8.1b, c, e)</p>	<p>Student actively helps lead the discussion by:</p> <ul style="list-style-type: none"> Engaging in relevant conversation Asking relevant questions Listening actively Responding to the ideas of others Making eye contact Maintaining a respectful tone and volume Drawing peers into the discussion 	<p>Student actively participates in the discussion by:</p> <ul style="list-style-type: none"> Engaging in relevant conversation Asking relevant questions Listening actively Making eye contact Maintaining a respectful tone and volume 	<p>Student participates in the discussion but:</p> <ul style="list-style-type: none"> Is sometimes off-topic Asks some irrelevant questions Has some side conversations Does not always make eye contact Does not always maintain a respectful tone and volume 	<p>Student participates in the discussion but:</p> <ul style="list-style-type: none"> Is often off-topic Asks irrelevant questions Has frequent side conversations Does not usually make eye contact Does not usually maintain a respectful tone and volume 	<p>Student does not participate in the discussion.</p>
<p>RESPECTING MULTIPLE PERSPECTIVES (SL.8.1c, d, e)</p>	<p>Student considers others' diverse perspectives during the discussion by paraphrasing and asking respectful questions. Student always maintains respect while advocating for his or her opinion.</p>	<p>Student considers others' diverse perspectives during the discussion by paraphrasing or asking respectful questions. Student usually maintains respect while advocating for his or her opinion.</p>	<p>Student attempts to consider others' diverse perspectives during the discussion but has difficulty paraphrasing or asking respectful questions. Student sometimes maintains respect while advocating for his or her opinion.</p>	<p>Student does not consider others' perspectives during the discussion. Student has difficulty maintaining respect while advocating for his or her opinion.</p>	<p>Student does not participate in the discussion.</p>

A student who does not participate in the discussion should be given a 0.

A student whose contributions to the discussion are only personal and make no reference to textual evidence can be scored no higher than a 1.

Using this rubric, set two or three goals for yourself. What would you like to work on improving during this Fishbowl discussion? (Examples: "I want to use my notes during the discussion," "I want to make eye contact with other people during the discussion.")

Goal No. 1:	Goal No. 2:	Goal No. 3:
What I did well:	What I did well:	What I did well:
How I can improve next time:	How I can improve next time:	How I can improve next time:

Fishbowl 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)

End-of-Unit Assessment: Fishbowl Discussion, Part 1

Comparing Conflicting Accounts of the Pearl Harbor Attack

Name: _____

Date: _____

Questions for Discussion

- From your perspective, what was the gist of this text?
- What did FDR accuse Japan of doing?
- What was FDR's perspective on the Pearl Harbor attack?
- What key facts did FDR use in his speech? How did he interpret each of these facts?
- Are there any key facts that FDR omitted?
- What questions do you have for other people in the circle about their understanding of this text?

Unbroken Structured Notes

Pages 114–140

Name: _____

Date: _____

What is the gist of pages 114–121 and 125–130?

Summary of Pages 131–140

The military begins searching for the *Green Hornet* and its crew, knowing that the search area is enormous and the odds of finding the crew very long. Louie, Phil, and Mac see a B-25 and a B-24 from their rafts, but the planes do not see them. The men realize that they are drifting west, out of friendly territory, and hopes of being rescued are getting slim.

Mac eats all the chocolate when Louie and Phil are asleep, but Louie does not reprimand him. Their bodies are in distress, and with the fresh water gone, Mac begins to decline. Louie prays for the first time since his childhood.

At home, telegrams are sent to families of the *Green Hornet* crew.

“I regret to inform you that the commanding general Pacific area reports your son—First Lieutenant Russell A. Phillips—missing since May Twenty-seven. If further details or other information of his status are received you will be promptly notified” (138).

The entire Zamperini family remains resolute that Louie is alive.

Focus Question

From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she 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?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
musher (115)		
assented (117)		
writhing (120)		
grossly (127)		
addled resolution (130)		

Unbroken Supported Structured Notes

Pages 114–140

Name: _____

Date: _____

Summary of Pages 114–121

Upon hearing the news that a plane and her crew are missing, Louie, Phil, and Cuppernell are asked to volunteer in the search effort. Although Phil and Louie hear the word “volunteer,” they both know it is an order. When they mention that they don’t have a plane to fly, they are told to use the *Green Hornet*, the plane they know is unsafe and dangerous (see photograph on page 116). The *Green Hornet*, with a crew of Phil, Louie, Cuppernell, and Mac (an enlisted man who wants to hitch a ride), and another plane, the *Daisy Mae*, and her crew take off on a search mission 200 miles north of Palmyra. The two planes lose track of each other when the *Green Hornet* can’t keep up, and as Phil and Louie had worried, they encounter engine trouble. The plane begins to drop and spiral toward the ocean below.

As the plane strikes the water, Louie is catapulted forward and becomes trapped and tangled in the plane’s wires. The plane begins to plunge down into the depths of the ocean, with Louie trapped inside. Something strikes his head, and he passes out underwater. Suddenly he awakes and is free from the wire trap, floating inside the plane and in desperate need of air. As he struggles free, his USC ring catches something that helps him recognize where he is inside the plane. This helps him find a way out of the plane and make his way to the surface.

Summary of Pages 125–130

As Louie rises to the surface, the ocean is covered with blood and pieces of the *Green Hornet*. Phil manages to survive, although he is badly injured. Mac is near Phil, both clinging to a fuel tank. Louie manages to spot one of the life rafts and get Phil and Mac into it. The raft’s supplies are few and inadequate, but Louie hopes they will soon be rescued and the survival supplies will be enough.

Summary of Pages 131–140

The military begins searching for the *Green Hornet* and its crew, knowing that the search area is enormous and the odds of finding the crew very long. Louie, Phil, and Mac see a B-25 and a B-24 from their rafts, but the planes do not see them. The men realize that they are drifting west, out of friendly territory, and hopes of being rescued are getting slim.

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Vocabulary

Word	Definition	Context clues: How did you figure out this word?
musher (115)	something that is thick, dense, and soft, like oatmeal	
assented (117)	agreed	
writhing (120)	twisting, struggling	
grossly (127)	completely, totally	
addled resolution (130)	confused or muddled determination	

Unbroken Structured Notes

Pages 114–140

(Teacher Reference)

Summary of Pages 114–121

Upon hearing the news that a plane and her crew are missing, Louie, Phil, and Cuppernell are asked to volunteer in the search effort. Although Phil and Louie hear the word “volunteer,” they both know it is an order. When they mention that they don’t have a plane to fly, they are told to use the *Green Hornet*, the plane they know is unsafe and dangerous (see photograph on page 116). The *Green Hornet*, with a crew of Phil, Louie, Cuppernell, and Mac (an enlisted man who wants to hitch a ride), and another plane, the *Daisy Mae*, and her crew take off on a search mission 200 miles north of Palmyra. The two planes lose track of each other when the *Green Hornet* can’t keep up, and as Phil and Louie had worried, they encounter engine trouble. The plane begins to drop and spiral toward the ocean below.

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The entire Zamperini family remains resolute that Louie is alive.

Focus Question

From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she 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?

Hillenbrand describes in detail the underwater scene of Louie being trapped. She describes the “soundless sensations” of Louie’s body being thrust forward, the plane breaking, Louie being trapped in wires, Phil fighting to get out of the plane and swimming free, Louie being pulled down into the depths of the ocean and the pressure on his body and ears, etc. All of these details contribute to the meaning of the story because they slow down this rapid event so the reader can soak in all of the details. This was the single event that led to the rest of the story, and the author takes the time to allow the reader to appreciate everything that happened with these details. In this mostly underwater scene, the war has put Louie in danger of losing his life by drowning.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
musher (115)	something that is thick, dense, and soft, like oatmeal	
assented (117)	agreed	
writhing (120)	twisting, struggling	
grossly (127)	completely, totally	
addled resolution (130)	confused or muddled determination	

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 the 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 141–147?

Summary of 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.

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 156–166?

Summary of 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.

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

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?”

Vocabulary

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

Unbroken Supported 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.

Summary of 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

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.

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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).

Summary of 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?”

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	

Unbroken Structured Notes

Pages 141–168

(Teacher Reference)

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.

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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 such as “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	
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