

The calendar below shows what is due on each day.

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

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

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



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

This module continues an independent reading structure that was formally introduced in Module 2. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Students are expected to continue reading texts, completing the reading log, and selecting new independent reading texts throughout Module 3A. The independent reading routine takes about ½ class period per week, with an additional day near the end of a unit or module for students to review and share their books. Although independent reading was launched in Module 2A, it is not formally assessed until Module 3A. This decision was made in order to allow students the time and opportunity to read self-selected texts, some of which may be quite long and take many weeks for students to complete. Independent reading is assessed in Unit 3 of this module. Students will write a book review based on one of the independent books they have read this school year, and may also be given an opportunity to share their books through a book talk given to peers.

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

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



Dear Families,

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

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

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

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

Sincerely,

parent/ guardian name & signature

Estimadas Familias,

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

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

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

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

Atentamente,

Nombre y firma del padre / tutor



“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”)





“War in the Pacific”
Quotes

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”)





“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)





“Day of Infamy”
Quotes

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”)



“Fourteen-Part Message”
Quotes

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”)





Vocabulary Strips

Name: _____

Date: _____



onslaught (51)



recessive (55)



abrasive (57)



bonhomie (57)



engulfed (74)



garish (74)



feted (76)



lauded (77)



delusory (88)

