

Laura Hillenbrand's *Unbroken* and Jeanne Wakatsuki Houston and James D. Houston's *Farewell to Manzanar* - Grade 7

Lesson Objectives: As students will have previous exposure to the historical themes and factual information about the attacks on Pearl Harbor, the United States involvement in WWII, and the internment of Japanese in camps throughout the western United States, this lesson exemplar will allow students to participate in critical discussion of two stories that illuminate important, yet divergent, experiences of war and conflict. This lesson exemplar will push students to think critically about the experience of wartime as felt by both soldiers and civilians as they navigated specific trials that were a part of their direct or peripheral involvement in WWII.

Within the construct of this lesson, students will use stories of imprisonment and internment during WWII to both further their understanding of history and their application of critical literacy skills embedded in the Common Core State Standards. Students will practice existing skills in reading, writing, speaking, and listening as they apply them to new understandings about overarching historical themes. As part of their participation, students will also compare and contrast different people's wartime experiences, while being deliberate in their use of textual evidence when stating claims and establishing conclusions.

Throughout this short unit of study, students will use the text selections to derive a more specific understanding of larger, more overarching historical themes including (1) the military and civilian experience of WWII, (2) human resilience during times of historical conflict, and (3) how people and communities can potentially heal from the horror of wartime experiences. In conjunction with discussion and peer and teacher feedback, students will use close reading activities to participate in discourse focused on how people existed within different contexts of the same world events.

Reading Task: Students will silently read the passage, first while listening to the instructor read aloud, and then independently. The teacher will then lead students through a set of concise, text-dependent questions that compel students to reread specific sentences and paragraphs in order to extract and discuss themes present in Hillenbrand and Wakatsuki Houston's discussion of divergent experiences in WWII.

Vocabulary Task: Most of the meanings of words in this selection can be discovered from careful reading of the context in which they appear. The practice is both called for by the standards and is vital. Teachers must be prepared to reinforce it constantly by modeling and holding students accountable for looking in the context for meaning as well.

Sentence Syntax Task: On occasion students will encounter particularly difficult sentences to decode. Teachers should engage in a close examination of such sentences to help students discover how they are built and how they convey meaning. While many questions addressing important aspects of the text double as questions about syntax, students should receive regular supported practice in deciphering complex sentences. It is crucial that the help they receive in unpacking text complexity focuses both on the precise meaning of what the author is saying and why the author might have constructed the sentence in this particular fashion. That practice will in turn support students' ability to unpack meaning from syntactically complex sentences they encounter in future reading.

Discussion Task: Students will discuss the passages in depth with their teacher and classmates, performing activities that result in a close reading of passages from both the Hillenbrand non-fiction memoir and the Wakatsuki-Houston novel. The goal of this exemplar is to reinforce the skills students have acquired regarding how to extend their understanding and interaction with multiple texts when investigating a set of focused historical themes.

Writing Task: Students will compare and contrast two perspectives on WWII and use strong evidence to establish and defend their conclusions about several important historical themes.

Text Selection: Students often encapsulate their learning of World War II in the context of the Pearl Harbor attacks, light coverage of Japanese internment, and discussion of important battles and turning points between 1941 and 1945; however, this piece challenges students to understand the power of personal experience and perspective, each from a person touched by WWII in specific and meaningful ways. These passages also help students to build an awareness of how governments potentially act in times of war.

Outline of Lesson Plan: This lesson is designed for a four or five-day course of instruction. This exemplar can be executed in different ways to support two alternatives for student learning. The first involves students' close reading of short, specific excerpts and is structured for teachers and students to use these shorter text selections to develop, discuss, and write about important historical themes. The second possibility, involving student reading of the full texts, will allow students to read longer passages of text in order to extract meaningful excerpts for discussing and writing about relevant historical themes. Please see Appendix A for a detailed discussion of how to use this lesson in a classroom where students will be reading the full text of either work. Despite the learning pathway chosen, each day will follow a similar structure. Additionally, there is great possibility for more student involvement through open debate of text-based ideas, extensions with historical themes, peer review of the culminating writing piece, and potential connections to future units of study in an eighth grade history course.

Standards Addressed: The following Common Core State Standards are the focus of this exemplar: RL.7-8.1, RL.7-8.2, RL.7-8.5, RL.7-8.6; RI.7-8.1, RI.7-8.2, RI.7-8.3, RI.7-8.6, RI.7-8.7; W.7-8.1; RH.7-8.1, RH.7-8.2, RH.7-8.4, RH.7-8.5, RH.7-8.6, RH.7-8.7, RH.7-8.9; L.7-8.4.

Text #1: Hillenbrand, Laura. *Unbroken*

Part 1:

“The men had been **adrift** for twenty-seven days. Borne by an equatorial current, they had floated at least one thousand miles, deep into Japanese-controlled waters. The rafts were beginning to **deteriorate** into jelly, and gave off a sour, burning odor. The men’s bodies were pocked with **salt sores**, and their lips were so swollen that they pressed into their nostrils and chins. They spent their days with their eyes fixed on the sky, singing “White Christmas,” **muttering** about food. No one was even looking for them any more. They were alone on sixty-four million square miles of ocean. A month earlier, twenty-six-year-old [Louie] Zamperini had been one of the greatest runners in the world, expected by many to be the first to break the four-minute mile, one of the most celebrated **barriers** in sport. Now his Olympian’s body had **wasted** to less than one hundred pounds and his famous legs could no longer lift him. Almost everyone outside his family had given him up for dead.”

Part 2:

“Every man in camp was thin, many emaciated, but Louie and Phil were thinner than anyone else. The **rations** weren’t nearly enough and Louie was **plagued** by dysentery. He couldn’t get warm and he was **racked** by a cough. He **teetered** through the exercise sessions, trying to keep his legs from **buckling**. At night, he folded his paper blankets to create loft, but it barely helped; the unheated, **drafty** rooms were only a few degrees warmer than the frigid outside air.”

Borne – (verb) to bear the weight of

Equatorial Current – (noun) ocean currents flowing westward near the equator, controlled by the winds

Pocked – (adjective) small marks on the face similar to pimples

Emaciated – (adjective) state of abnormal thinness caused by lack of nutrition or disease

Dysentery – (noun) a disease marked by inflamed bowels, diarrhea that becomes life-threatening

“The guards were fascinated to learn that the sick, **emaciated** man in the first barracks had been an Olympic runner. They quickly found a Japanese runner and brought him in for a match race against the American. **Hauled** out and forced to run, Louie was **trounced**, and the guards made a tittering mockery out of him. Louie was angry and shaken, and his growing weakness scared him. POWs were dying by the thousands in camps all over Japan and its captured territories, and winter was coming.”

Part 3:

“**Invasion** seemed inevitable and imminent, both to the POWs and to the Japanese. Having been warned of the **kill-all order**, the POWs were terrified. At Borneo’s Batu Lintang POW camp, which held two thousand POWs and civilian captives, Allied fighters circled the camp every day. A civilian warned POW G. W. Pringle that “the Japanese have orders no prisoners are to be recaptured by Allied forces. All must be killed.” Villagers told of having seen hundreds of bodies of POWs in the jungle. “This then is a **forerunner** of a **fate** which must be ours,” wrote Pringle in his diary. A notoriously sadistic camp official began speaking of his empathy for the POWs, and how a new camp was being prepared where there was **ample** food, medical care, and no more **forced labor**. The POWs knew it was a lie, surely designed to **lure** them into obeying an order to march that would, as Pringle wrote, “afford the Japs a wonderful opportunity to carry out the Japanese Government order to ‘Kill them All.’”

Part 4:

“As bad as were the physical consequences of captivity, the emotional injuries were much more insidious, widespread, and **enduring**. In the first six postwar years, one of the most common diagnoses given to hospitalized former Pacific POWs was psychoneurosis. Nearly forty years after the war, more than 85 percent of former Pacific POWs in one study

Barracks – (noun) a group of buildings used to accommodate military personnel or in this case prisoners

Tittering – (adjective) a kind of laughing that accompanies cruel ridicule

Mockery – (noun) ridicule, contempt

Inevitable – (adjective) unavoidable

Imminent – (adjective) likely to occur at any moment

Notoriously – (adjective) widely and unfavorably known; famous in a negative or bad way

Sadistic – (adjective) deriving pleasure from extreme cruelty

Empathy – (noun) the identification with or experiencing of feelings, thoughts, or attitudes of another

Insidious – (adjective) damaging in a way that cannot be immediately seen

Diagnoses – (noun) the determination of the nature and circumstances of a disease

Psychoneurosis – (noun) a serious mental illness

Part 4 (cont'd):

suffered from **post-traumatic stress disorder** (PTSD), characterized by flashbacks, anxiety and nightmares. Flashbacks, in which men re-experienced their traumas and were unable to distinguish the **illusion** from reality, were common. Intense nightmares were almost ubiquitous. Men walked in their sleep, acting out prison camp **ordeals**, and woke screaming, sobbing, or lashing out. Some slept on their floors because they couldn't sleep on mattresses, ducked in terror when airliners flew over, or hoarded food. One man had a recurrent **hallucination** of seeing his dead POW friends walking past. Another was unable to remember the war. Milton McMullen couldn't stop using Japanese terms, a habit that had been pounded into him. Dr. Alfred Weinstien . . . was dogged by urges to **scavenge** in garbage cans. Huge numbers of men escaped by drinking. In one study of former Pacific POWs, more than a quarter had been diagnosed with alcoholism. "For these men, the central struggle of post-war life was to restore their **dignity** and find a way to see the world as something other than menacing blackness. There was no right way to peace; every man had to find his own path, according to his own history. Some succeeded, for others, the war would never really end."

Anxiety – (noun) being nervous or scared almost all the time, even when nothing bad is happening

Traumas – (noun) body wounds or psychological injuries caused by violence or accident

Ubiquitous – (adjective) found everywhere

Hoarded – (verb) to accumulate for preservation, future use

Recurrent – (adjective) occurring or appearing again, especially repeatedly

Dogged – (adjective) persistent in effort, stubbornly tenacious

Menacing – (adjective) posing the threat of evil, harm, or injury

TEXT #2: Houston, Jeanne Wakatsuki, and Houston, James D. *Farewell to Manzanar*

Part 1:

“They got him two weeks later, when we were staying overnight at Woody’s place, on Terminal Island. Five hundred Japanese families lived there then, and FBI deputies had been questioning everyone, **ransacking** houses for anything that could **conceivably** be used for signaling planes or ships or that **indicated** loyalty to the Emperor. Most of the houses had radios with a short-wave band and a high **aerial** on the roof so that wives could make contact with the fishing boats during these long cruises. To the FBI every radio owner was a potential saboteur. The **confiscators** were often deputies sworn in **hastily** during the turbulent days right after Pearl Harbor, and these men seemed to be acting out the general panic, seeing sinister possibilities in the most ordinary household items: flashlights, kitchen knives, cameras, lanterns, toy swords.”

“The next morning two FBI men in fedora hats and trench coats—like out of a thirties movie—knocked on Woody’s door, and when they left, Papa was between them. He didn’t struggle. There was no point to it. He had become a man without a country. The land of his birth was at war with America; yet after thirty-five years here he was still prevented by law from becoming an American citizen. He was suddenly a man with no rights who looked exactly like the enemy.”

Part 2:

“The American Friends Service helped us find a small house in Boyle Heights, another minority ghetto, in downtown Los Angeles, now inhabited briefly by a few hundred Terminal Island refugees. Executive Order 9066 had been signed by President Roosevelt, giving the War Department authority to define military areas in the western states and to **exclude** from them anyone who might threaten the war effort. There was a lot of talk about internment, or moving inland, or something like that in store for all Japanese Americans . . .

Short-wave band – (noun) radio frequency typically used to communicate with boats at sea

Saboteur – (noun) a person who commits sabotage; trying to destroy or harm a government

Sinister – (adjective) scary and evil

American Friends Service – (noun) a Quaker group that works to help people in times of extreme need

Ghetto – (noun) a section of a city, especially a thickly populated slum area, inhabited predominantly by members of similar minority or ethnic groups

Internment – (noun) the state of being confined

They had seen how quickly Papa was removed, and they knew now that he would not be back for quite a while.”

“Then Papa stepped out, wearing a fedora hat and a wilted white shirt. This was September 1942. He had been gone nine months. He had aged ten years. He looked over sixty, gaunt, **wilted** as his shirt, underweight, leaning on that cane and favoring his right leg . . . He kept that cane for years and it served him well. I see it now as a sad homemade version of the samurai sword his great-great grandfather carried in the land around Hiroshima, at a time when such warriors weren’t much needed anymore, when their swords were both their **virtue** and their **burden**. It helps me understand how Papa’s life could end at a place like Manzanar. He didn’t die there, but things finished for him there, whereas for me, it was like a birthplace. The camp was where our life lines **intersected**.”

“Papa never said more than three or four sentences about his nine months at Fort Lincoln. Few men who spent time there will talk about it more than that. Not because of the physical **hardship**: he had been through worse times on fishing trips down the coast of Mexico. It was the charge of disloyalty. For a man raised in Japan, there was no greater **disgrace**. And it was the **humiliation**. It brought him face to face with his own vulnerability, his own **powerlessness**. He had no rights, no home, no control over his own life. This kind of emasculation was suffered, in one form or another, by all the men **interned** at Manzanar.”

Gaunt – (adjective) extremely thin and bony; haggard and drawn, as from great hunger or torture, emaciated.

Disloyalty – (noun) violation of allegiance or duty

Vulnerability – (noun) being susceptible to being wounded or hurt, open to attack or criticism

Emasculation – (noun) deprivation or loss of strength or vigor

Part 3:

“If I had been told, the next morning, that I could stay outside the fence as long as I wanted, that I was free to go, it would have sent me sprinting for the compound. Lovely as they were to look at, the Sierras were frightening to think about, an icy **barricade**. If you took off in the opposite direction and made it past the Inyos, you’d hit Death Valley, while to the south there **loomed** a range of brown **sculpted** hills everyone said were full of rattlesnakes. Camp One was about as far as I cared to **venture**. What’s more, Block 28 was “where I lived” now.”

“In our family the response to this news [the closing of Manzanar] was **hardly** joyful. For one thing we had no home to return to. Worse, the very thought of going back to the west coast filled us with **dread**. What will they think of us, those who sent us here? How will they look at us? Three years of wartime propaganda—racist headlines, atrocities movies, hate **slogans**, and fright mask posters—had turned the Japanese face into something **despicable** and **grotesque** . . . What’s more, our years of **isolation** at Manzanar had widened the already **spacious** gap between races, and it is not hard to understand why so many **preferred** to stay where they were.”

Part 4:

“‘Gee, I didn’t know you could speak English.’ She was genuinely amazed. I was **stunned** . . . This girl’s guileless remark came as an illumination, an instant knowledge that brought with it the first buds of true **shame**.”

“From that day on, part of me **yearned** to be invisible. In a way, nothing would

Compound – (noun) consisting of two or more parts. In this case a group of housing structures within the Manzanar internment camp

Propaganda – (noun) information, ideas, or rumors deliberately spread widely to help or harm and person, group, or movement

Atrocity – (noun) an act of extreme wickedness, cruelty, or brutality

Fright Mask – (noun) – originally a prop in Japanese Kabuki theaters meant to scare. Used as anti-Japanese images meant to scare Americans during WWII.

Guileless – (adjective) “Guile” means tricky and not honest; guileless means the opposite, honest and sincere

have been nicer than for no one to see me . . . They wouldn't see me, they would see the slant-eyed face, the Oriental. This is what accounts, in part, for the entire **evacuation**. You cannot deport 110,000 people unless you have stopped seeing individuals. Of course, for such a thing to happen, there has to be a kind of acquiescence on the part of the victims, some submerged belief that this treatment is deserved, or at least allowable. It's an attitude easy for non-whites to **acquire** in America. I had **inherited** it. Manzanar had confirmed it."

Oriental – (adjective) of, pertaining to, or characteristic of the geographic East; Eastern.

Deport – (verb) to send or carry off; transport, especially forcibly

Acquiescence – (noun) consent by silence or without objection, compliance, giving in

Submerged – (adjective) hidden, covered, or unknown

Instructional Exemplar – Perspectives of WWII: Imprisonment, Internment, Hope and Humanity

Each day, students will follow a similar agenda that will guide the lesson from start to finish. It is important to recognize that each day of this lesson is not finite; they are a fluid set of learning experiences that can be timed according to the specific needs of divergent classroom structures and daily school schedules.

1. Introduce the text and students read independently

Other than giving an initial brief definition to words students would likely not be able to define from context (bolded in the text), avoid giving any background context or instructional guidance at the outset. This close reading approach forces students to rely exclusively on the text instead of privileging background knowledge. It is critical to cultivating independence and creating a culture of close reading that students initially grapple with rich texts without the aid of prefatory material, extensive notes, or even teacher explanations.

2. Read the passage out loud as students follow along

Asking students to read along with the text selections from *Unbroken* and *Farewell to Manzanar* exposes them a second time to the ideas before they begin their close reading of the text. Speaking clearly and carefully will allow students to follow the text, and reading out loud with students following along improves fluency while offering all students access to this complex text. Accurate and skillful modeling of the reading provides students who may be dysfluent with accurate pronunciations and syntactic patterns of English. Though these readings may not seem complex, even accomplished readers will benefit from this kind of repetition.

3. Guide discussion of the passage with a series of specific text-dependent questions and tasks.

As students move through these questions, be sure to check for and reinforce their understanding of academic vocabulary in the corresponding text (which will be **boldfaced** the first time it appears in the text). At times, the questions may focus on academic vocabulary.

Day 1: Establishing Perspectives on WWII

1. Student silent Reading of Text Selection #1 *Unbroken*
2. Read Aloud
3. Writing Prompt
4. Discussion Questions
5. Student Silent Reading of Text Selection #1 *Manzanar*
6. Read Aloud

7. Discussion Questions

Step 1: Independent Silent Reading

Unbroken

“The men had been **adrift** for twenty-seven days. Borne by an equatorial current, they had floated at least one thousand miles, deep into Japanese-controlled waters. The rafts were beginning to **deteriorate** into jelly, and gave off a sour, burning odor. The men’s bodies were pocked with **salt sores**, and their lips were so swollen that they pressed into their nostrils and chins. They spent their days with their eyes fixed on the sky, singing “White Christmas,” **muttering** about food. No one was even looking for them any more. They were alone on sixty-four million square miles of ocean. A month earlier, twenty-six-year-old [Louie] Zamperini had been one of the greatest runners in the world, expected by many to be the first to break the four-minute mile, one of the most celebrated **barriers** in sport. Now his Olympian’s body had **wasted** to less than one hundred pounds and his famous legs could no longer lift him. Almost everyone outside his family had given him up for dead.”

Step 2: Read Aloud

Step 3: Writing Prompt

In one or two sentences, briefly describe the condition of Louie Zamperini and the other men who were "adrift" in Japanese-controlled waters.

Step 4: Discussion Questions

Q1: The author is establishing time and geographic location. What language helps us establish location?

Follow Up Question: How does the discussion of time build knowledge of this situation?

Establishing the concept of setting is important for student understanding of how global WWII actually was. Though this passage clearly shows the absence of true location, Hillenbrand uses a number of details to illuminate that Zamperini and his men were lost at sea, in enemy-controlled waters, and getting closer to an imminent death from exposure.

Q2: Briefly describe in your own words, the physical and mental condition of the men on the boat.

Follow Up Question: Given this information, what can we hypothesize about these men and their future?

Hillenbrand uses very colorful language to bring her readers closer to the experience of the men floating on a raft in enemy waters. This exercise should push students to see how detailed description can assist a reader in both their understanding of context and situation and their interest to read further into the literature.

Q3: Hillenbrand writes about Louie Zamperini's former life. Why would the author be specific about this man's past events and experiences?

Hillenbrand describes Louie Zamperini's former condition as an Olympic athlete to show how, within a very short period of time, a popular star-athlete could quickly find himself weak, emaciated, and near death while floating aimlessly on a rescue raft in the South Pacific. This portion of text helps students establish a sense of how far Louie was from his former life before the war.

Step 5: Independent Silent Reading

Manzanar

“They got him two weeks later, when we were staying overnight at Woody’s place, on Terminal Island. Five hundred Japanese families lived there then, and FBI deputies had been questioning everyone, **ransacking** houses for anything that could **conceivably** be used for signaling planes or ships or that **indicated** loyalty to the Emperor. Most of the houses had radios with a short-wave band and a high **aerial** on the roof so that wives could make contact with the fishing boats during these long cruises. To the FBI every radio owner was a potential saboteur. The **confiscators** were often deputies sworn in **hastily** during the turbulent days right after Pearl Harbor, and these men seemed to be acting out the general panic, seeing sinister possibilities in the most ordinary household items: flashlights, kitchen knives, cameras, lanterns, toy swords.”

“The next morning two FBI men in fedora hats and trench coats—like out of a thirties movie—knocked on Woody’s door, and when they left, Papa was between them. He didn’t struggle. There was no point to it. He had become a man without a country. The land of his birth was at war with America; yet after thirty-five years here he was still prevented by law from becoming an American citizen. He was suddenly a man with no rights who looked exactly like the enemy.”

Step 6: Read Aloud

Step 7: Discussion Questions

Q4: The authors use words like "saboteur" and "sinister". What would cause the government to label all Japanese people this way?

In the days following the attacks on Pearl Harbor, there was a growing distrust and fear of all things Japanese in America. As a people, the Japanese nationals living in America and American citizens of Japanese descent were falling victim to acts of racism, violence, and intimidation. Once President Roosevelt officially identified the Japanese as enemies of the American people, the lives of those in the western United States would experience significant change.

Q5: Reread the last 2 sentences of the text selection aloud. How did the author's father become a "man without a country"?
"He had become a man without a country . . . prevented by law from becoming an American citizen."

Q6: How could this situation of war create people "without a country"?

Follow-up Question: Given the historical context of this passage, why would the U.S. have laws that deny citizenship to people of Japanese descent? How could someone living in a country for thirty-five years still not have any kind of citizenship?

In using these questions to close the first lesson, it is imperative that students are exposed to the negative sentiment that captured American society following the attacks on Pearl Harbor. Not only did that singular event give America an entry point into a global conflict, but it also pushed mainstream society to respond to people of Japanese descent in particularly damaging ways. The language used by authors in this passage is potent and will drive students to understand the deep seeded levels of fear and hatred that many Americans took toward Japanese people following the attacks on Pearl Harbor. Using the extension activities (Appendices B and C) will also allow students different access points to how and why there are different responses to such critical turning points in history.

See Appendices for Homework Options and Extension Activities

Rationale for Day 1 Activities:

This initial lesson introduces students to the overarching historical themes brought forth by the two texts. The students will gain multiple exposures to portions of text that introduce them to the stories that will build two distinctive perspectives on World War II. Paraphrasing and open discussion will bolster students' ability to use the text as a platform for developing sound skills in speaking and writing about United States history. This repeated exposure to the text also allows students to read complex text, extract larger historical themes, and begin the process of developing the storylines involving the experiences of both Louie Zamperini and Jeanne Wakatsuki Houston.

Days 2 & 3: Imprisoned and Interned

Day 2:

1. Student silent Reading of Text Selection #1 *Unbroken*
2. Read Aloud
3. Writing Prompt
4. Students reread silently and write to guiding questions
5. Discussion Questions
6. Student Silent Reading of Text Selection #1 *Manzanar*
7. Read Aloud
8. Writing Prompt
9. Discussion Questions

Step 1: Independent Silent Reading

Unbroken

“Every man in camp was thin, many emaciated, but Louie and Phil were thinner than anyone else. The **rations** weren’t nearly enough and Louie was **plagued** by dysentery. He couldn’t get warm and he was **racked** by a cough. He **teetered** through the exercise sessions, trying to keep his legs from **buckling**. At night, he folded his paper blankets to create loft, but it barely helped; the unheated, **drafty** rooms were only a few degrees warmer than the frigid outside air.”

“The guards were fascinated to learn that the sick, **emaciated** man in the first barracks had been an Olympic runner. They quickly found a Japanese runner and brought him in for a match race against the American. **Hauled** out and forced to run, Louie was **trounced**, and the guards made a tittering mockery out of him. Louie was angry and shaken, and his growing weakness scared him. **POWs** were dying by the thousands in camps all over Japan and its captured territories, and winter was coming.”

Step 2: Read Aloud

Step 3: Writing Prompt

Identify two specific quotes from the text that display the horrible treatment of Louie and other POWs. Rewrite these selections in your own words.

Step 4: Discussion Questions

Q7: Louie and Phil are described as emaciated, weak, and ill. How does the author use language to offer the brutal details of Louie and Phil's treatment during their time as POWs in Japan?

Hillenbrand uses specific language to create a powerful image of the brutality experienced by Louie and Phil during their time in the camps. Discussing how this powerful language is used will allow students an opportunity to see the way the composition illuminates the details of both how POWS lived and the constant fear that racked their minds from one day to the next.

Q8: Louie is described as an Olympian. What were the Japanese hoping to accomplish by bringing in their runner to face Louie?

Follow Up Question: What larger ideas about the treatment of POWs are illuminated in this situation?

The Japanese were purposeful in their continued torture of POWs in the camps. In Louie's case, it was a point of pride for the Japanese to continuously humiliate a person who had represented the strength of the United States as an Olympic athlete. Throughout his odyssey in the Japanese camps, Louie was regularly tortured, starved, and publicly degraded in order to establish the United States as inferior to the Japanese Empire.

Step 5: Independent Silent Reading

Manzanar

“The American Friends Service helped us find a small house in Boyle Heights, another minority ghetto, in downtown Los Angeles, now inhabited briefly by a few hundred Terminal Island refugees. Executive Order 9066 had been signed by President Roosevelt, giving the War Department authority to define military areas in the western states and to **exclude** from them anyone who might threaten the war effort. There was a lot of talk about internment, or moving inland, or something like that in store for all Japanese Americans...They had seen how quickly Papa was removed, and they knew now that he would not be back for quite a while.

“Then Papa stepped out, wearing a fedora hat and a wilted white shirt. This was September 1942. He had been gone nine months. He had aged ten years. He looked over sixty, gaunt, **wilted** as his shirt, underweight, leaning on that cane and favoring his right leg...He kept that cane for years and it served him well. I see it now as a sad homemade version of the samurai sword his great-great grandfather carried in the land around Hiroshima, at a time when such warriors weren't much needed anymore, when their swords were both their **virtue** and their **burden**. It helps me understand how Papa's life could end at a place like Manzanar. He didn't die there, but things finished for him there, whereas for me, it was like a birthplace. The camp was where our life lines **intersected**.”

“Papa never said more than three of four sentences about his nine months at Fort Lincoln. Few men who spent time there will talk about it more than that. Not because of the physical **hardship**: he had been through worse times on fishing trips down the coast of Mexico. It was the charge of **disloyalty**. For a man raised in Japan, there was no greater **disgrace**. And it was the **humiliation**. It brought him face to face with his own **vulnerability**, his own **powerlessness**. He had no rights, no home, no control over his own life. This kind of **emasculated** was suffered, in one form or another, by all the men **interned** at Manzanar.”

Step 6: Read Aloud

Step 7: Writing Prompt

Reread the final paragraph of the text selection. Paraphrase this selection in no more than three sentences.

Step 8: Discussion Questions

Reread the first paragraph aloud.

When reading this paragraph back to students, speak loudly enough so that only students within a foot or two can hear your voice. Push them to read silently and not rely on your intonation or volume for assistance.

Q9: How is the establishment of this "ghetto" connected to the displacement of Japanese refugees from Terminal Island? How is this use of the word "ghetto" different from our contemporary understanding of the word?

This passage allows students to uncover the historical meaning of the word ghetto. Though it has evolved from the walled-off portion of cities and the forced habitation of cities by Jews during the Nazi Holocaust, our contemporary understanding and use of the word is focused on sections of American urban centers degraded by blight, class issues, and poverty. This discussion will allow students to develop a clear understanding of the changes that occurred for this Japanese family as they moved into the Boyle Heights section of Los Angeles.

It is also important for students to understand the powerful act of government formally stripping the rights from natural-born American citizens. These questions and following discussion should encourage students to display their understanding of the struggle of moving from a free life, to that of living in a minority ghetto, to the strict limitations of internment. For an Extension Activity that deals with Japanese Arrival in the western United States see Appendix. This activity will help students understand the difference in experiences between Japanese parents who came to the western United States in the late 19th and early 20th centuries and that of their first generation American children.

Q10: The author draws a connection between the author's father and his samurai ancestor. What is a virtue? What is a burden? As a prisoner in an internment camp during WWII, how could his Japanese ancestry be both his "burden" and his "virtue?"

With this portion of the text selection, students are asked to examine the concepts of virtue and burden. The author alludes to her father's ancestors as those dealing with the same issues as a man who has had his livelihood taken away. Just as the Samurai still carried their swords as a point of pride following the elimination of Bushido (the Samurai code), Wakatsuki's father carried a cane in the absence of injury as a show of his conviction in a place where he had little to no power as the head of his family. What was once a virtue (pride in ancestry, strength as head of family) for the author's father became a distinctive burden as result of his being a Manzanar.

Q11: Reread the following passage aloud: "It helps me understand how Papa's life could end at a place like Manzanar. He didn't die there, but things finished for him there, whereas for me, it was like a birthplace. The camp was where our life lines intersected." Why would her father's life "end" at Manzanar? If the camp "ended" her father's life, how could Manzanar be seen as a "birthplace" for the author?

Follow-Up Questions: How could their separate experiences at Manzanar bring their lives closer?

Q12: The author uses words like "vulnerability" and "emasculatation." How might these words further illuminate the experience of Japanese men as they lived through internment at Manzanar?

It is important that the student discussion illuminate the stripping of basic human rights, and how the internment of Japanese in the Western United States stripped people of their individuality and any sense of power they may have previously possessed. The experience of Jeanne Wakatsuki Houston and her father clearly show how overtly the dignity of a grown man can be taken, alongside a more covert indoctrination of a young girl who began to establish her identity as a Japanese-American within the confines of Manzanar.

Q13: How does the author use specific language to identify the depth of the emotional impacts of internment?

These questions push students to investigate the concepts of disloyalty and humiliation as they pertain to Jeanne Wakatsuki Houston's description of how the experience at Manzanar robbed Japanese men of their traditions, cultural identities, and personal power as they heads of their families. It is important to integrate her interesting, yet contrasting discussion of her own growth as an individual in the camp and how this helped her find commonality with her father's issues and experiences at Manzanar.

See Appendices for HW Options and Extension Activities

Rationale for Day 2 Activities:

This day's activities push students to think more closely about how the text selections clearly display the direct experiences of people in POW camps and those interned within the borders of the United States. These activities also allow students to clearly understand the impact of wartime on the lives of a specific civilian group and that of soldiers staring directly into the process of the war. As they reason through this portion of the story, students will develop their knowledge of what occurs when a person or people are denied basic levels of civil and/or human rights as result of war.

Day 3:

1. Student silent Reading of Text Selection #1 *Unbroken*
2. Read Aloud
3. Writing Prompt
4. Discussion Questions
5. Student Silent Reading of Text Selection #1 *Manzanar*
6. Read Aloud
7. Writing Prompt
8. Discussion Questions
9. Writing Prompt: Freedom or Confinement?

Step 1: Independent Silent Reading

Unbroken

“**Invasion** [by the Allied forces] seemed inevitable and imminent, both to the POWs and to the Japanese. Having been warned of the **kill-all order**, the POWs were terrified. At Borneo’s Batu Lintang POW camp, which held two thousand POWs and civilian captives, Allied fighters circled the camp every day. A civilian warned POW G. W. Pringle that “the Japanese have orders no prisoners are to be recaptured by Allied forces. All must be killed.” Villagers told of having seen hundreds of bodies of POWs in the jungle. “ This then is a **forerunner** of a **fate** which must be ours,” wrote Pringle in his diary. A notoriously sadistic camp official began speaking of his empathy for the POWs, and how a new camp was being prepared where there was **ample** food, medical care, and no more **forced labor**. The POWs knew it was a lie, surely designed to lure them into obeying an order to march that would, as Pringle wrote, “afford the Japs a wonderful opportunity to carry out the Japanese Government order to ‘Kill them All.’”

Step 2: Read Aloud

Step 3: Writing Prompt

Paraphrase the following sentences: "A notoriously sadistic camp official began speaking of his empathy for the POWs, and how a new camp was being prepared where there was ample food, medical care, and no more forced labor. The POWs knew it was a lie, surely designed to lure them into obeying an order to march that would, Pringle wrote, 'afford the Japs a wonderful opportunity to carry out the Japanese Government order to 'Kill them All.'"

Step 4: Discussion Questions

Q14: With freedom being "inevitable and imminent", why was the Allied invasion a terrifying experience for POWs?

Students should be encouraged to understand the intensity of living life in fear of death. This text selection allows the reader to become closely acquainted with the potential toll that constant confusion and uncertainty could bring to the lives of the POWs. It also extends the discussion about the immense impact of the false hope infused by Japanese camp officials and the rumors that death was inevitable for all.

Step 5: Independent Silent Reading

Manzanar

“If I had been told, the next morning, that I could stay outside the fence as long as I wanted, that I was free to go, it would have sent me sprinting for the compound. Lovely as they were to look at, the Sierras were frightening to think about, an icy **barricade**. If you took off in the opposite direction and made it past the Inyos, you’d hit Death Valley, while to the south there **loomed** a range of brown **sculpted** hills everyone said were full of rattlesnakes. Camp One was about as far as I cared to **venture**. What’s more, Block 28 was “where I lived” now.”

“In our family the response to this news [the closing of Manzanar] was **hardly** joyful. For one thing we had no home to return to. Worse, the very thought of going back to the west coast filled us with **dread**. What will they think of us, those who sent us here? How will they look at us? Three years of wartime propaganda—racist headlines, atrocities movies, hate **slogans**, and fright mask posters—had turned the Japanese face into something **despicable** and **grotesque**...What’s more, our years of **isolation** at Manzanar had widened the already **spacious** gap between races, and it is not hard to understand why so many **preferred** to stay where they were.”

Step 6: Read Aloud

Step 7: Writing Prompt

The author states, "What's more, Block 28 was 'where I lived' now." What does this tell us about the author's connection to Manzanar?

Step 8: Discussion Questions

Point out key vocabulary terms in the second paragraph (wartime propaganda, racist headlines, atrocity movies, fright mask posters)

Q15: The author asks important questions about her exit from Manzanar. Why would Japanese be concerned about moving away from Manzanar and back to life in mainstream America?

Follow Up Question: How would these concerns push people interned at Manzanar and other relocation centers to self-create "minority ghettos" following their release?

Propaganda, atrocity movies, and fright mask posters were used to cultivate a resentment and hatred of people and citizens of Japanese descent. As the formerly interned Japanese began their reentry into American society, there was a general fear of retribution and racism that could result from the intense campaigns that governed American media during the wartime years. This discussion should push

students toward the notion that these "minority ghettos" were self-created as a way to maintain a kind of safety within a familiar community. Regardless of setting, formerly interned Japanese found this safety by continuing to live around people similar to themselves.

Step 9: Writing Prompt

In both situations, internees at Manzanar and POWs in Japan faced difficulty as their respective situations came to an end. In no more than one paragraph, describe how the "end" of each camp produced different, yet profound psychological repercussions for those directly involved.

As students develop stronger understandings of the larger historical themes, they will participate in an activity that establishes benefits and detriments of both freedom and confinement. As students work quickly to develop their response, they will participate in the synthesis of their class notes and discussion of pertinent questions and any new ideas that have surfaced during their interaction with the texts.

See Appendices for Homework Options and Extension Activities

Rationale For Day 3 Activities:

At this point, students will experience sustained exposure to author/subject's point of view on issues regarding the issues embedded in the close reading activities. Though it seems counterintuitive, students will be able to transcend the expectation that people wish to leave confinement for freedom. In the summative writing prompt on this day, however, students will grapple with the differing reasons that both Zamperini and Jeanne Wakatsuki Houston gave for resisting their release from confinement. These passages and activities allow students access to a new kind of depth with regards to the human experience of being prisoners of war. The reading, writing, speaking, and listening aspects of this day's lesson will allow students to build skills involving their processing of text and using its complex aspects to develop new ideas.

Day 4: Finding Freedom, Recovering Life

1. Student silent Reading of Text Selection #1 *Unbroken*
2. Read Aloud
3. Writing Prompt
4. Discussion Questions
5. Student Silent Reading of Text Selection #1 *Manzanar*
6. Read Aloud
7. Writing Prompt
8. Discussion Questions
9. Writing Prompt

Step 1: Independent Silent Reading

Unbroken

“As bad as were the physical consequences of captivity, the emotional injuries were much more insidious, widespread, and **enduring**. In the first six postwar years, one of the most common diagnoses given to hospitalized former Pacific POWs was psychoneurosis. Nearly forty years after the war, more than 85 percent of former Pacific POWs in one study suffered from **post-traumatic stress disorder** (PTSD), characterized by flashbacks, **anxiety** and nightmares.”

“Flashbacks, in which men re-experienced their traumas and were unable to distinguish the **illusion** from reality, were common. Intense nightmares were almost ubiquitous. Men walked in their sleep, acting out prison camp **ordeals**, and woke screaming, sobbing, or lashing out. Some slept on their floors because they couldn’t sleep on mattresses, ducked in terror when airliners flew over, or hoarded food. One man had a recurrent hallucination of seeing his dead POW friends walking past. Another was unable to remember the war. Milton McMullen couldn’t stop using Japanese terms, a habit that had been pounded into him. Dr. Alfred Weinstien . . . was dogged by urges to **scavenge** in garbage cans. Huge numbers of men escaped by drinking. In one study of former Pacific POWs, more than a quarter had been diagnosed with alcoholism.”

“For these men, the central struggle of post-war life was to restore their **dignity** and find a way to see the world as something other than menacing blackness. There was no right way to peace; every man had to find his own path, according to his own history. Some succeeded, for others, the war would never really end.”

Step 2: Read Aloud

Step 3: Writing Prompt

Paraphrase this text selection in your own words. Once finished, share your work with a partner in order to compare and contrast *how* you chose to describe the situation of post-war trauma.

Step 4: Discussion Questions

Q16: What was the "central struggle of post-war life" for the POWs?

Follow Up Questions: How does the author describe the symptoms of post-war trauma? How did Hillenbrand display the hardships experienced by veterans of the POW camps? What language points to the horrors (or redemptive qualities) of the lives lived by these men? What were the common issues POWs suffered as they reentered post-war life?

This passage focuses the students on the lasting physical and emotional impact on the POWs in the Pacific Theater of WWII. The powerful language used in the passage should push students to understand the trauma of war extends far beyond the battlefields or camps into the continuing lives of those who lived through it. This is also a wonderful chance for students to potentially examine the large spanning impact that war has, both on those who participated directly and those who awaited their return at home. The statistics embedded in the passage allow students to see the sheer number of those affected by similar experiences to those of Louie Zamperini.

Step 5: Independent Silent Reading

Manzanar

“‘Gee, I didn’t know you could speak English.’ She was genuinely amazed. I was **stunned** . . . This girl’s guileless remark came as an illumination, an instant knowledge that brought with it the first buds of true **shame**.”

“From that day on, part of me **yearned** to be invisible. In a way, nothing would have been nicer than for no one to see me...They wouldn’t see me, they would see the slant-eyed face, the Oriental. This is what accounts, in part, for the entire **evacuation**. You cannot deport 110,000 people unless you have stopped seeing individuals. Of course, for such a thing to happen, there has to be a kind of acquiescence on the part of the victims, some submerged belief that this treatment is deserved, or at least allowable. It’s an attitude easy for non-whites to **acquire** in America. I had **inherited** it. Manzanar had confirmed it.”

Step 6: Read Aloud

Step 7: Writing Prompt

Focus students on the following quote from the text selection. In no more than three sentences, describe (a) what might prompt her to seek invisibility following her time at Manzanar and (b) why she would believe that mainstream American society would only "see the slant-eyed face, the Oriental?"

"From that day on, part of me yearned to be invisible. In a way, nothing would have been nicer than for no one to see me . . . They wouldn't see me, they would see the slant-eyed face, the Oriental."

This writing prompt will begin to focus students on the larger ideas involved in how the experience in the camps pushed Wakatsuki towards seeing herself as invisible . . . this prompt (and the following discussion questions) should push students to consider why she is invisible and how the act of racial internment erased any kind of cultural or ethnic individuality possessed by Japanese people in American society.

Step 8: Discussion Questions

Q17: The author states, "They wouldn't see me, they would see the slant eyed oriental." Why does the author use the word "would"?

Follow Up Question: What does her choice of this word tell about the way mainstream America viewed the Japanese following WWII?

Q18: Why would the author "yearn to be invisible"?

Follow Up Question: How could this define her view of life in America following her experiences at Manzanar? Why does the author talk about shame? What details in this passage point to potential prejudices against Japanese living within American society?

Q19: The author states, "You cannot deport 110,000 people unless you have stopped seeing individuals." Why would the U.S. Government stop seeing people of Japanese descent as individuals in American society?

Follow-up Questions: What language illuminates these ideas? How might this viewpoint influence the long-range impact of internment on the lives of Japanese people in America? How does this "invisibility" prompt a group of people to acquiesce?

In this text selection, Jeanne Wakatsuki Houston is describing the unwillingness of mainstream America to see anything but a mirror image of the recently defeated Japanese Empire. These questions also address the idea that Wakatsuki "inherited" the ills of wartime racism while further pushing students to understand the depth of how her experiences in the camps "confirmed" their impact on her life. As Japanese internees began moving back into mainstream American society, they faced a society fearful of their existence, harsh stereotyping based on the intense propaganda campaign, and a sense of humiliation after having their lives being taken from them and being imprisoned by their own government as result of their racial and ethnic designations.

In the time following their internment, Japanese victims submitted to the notion that they were deserving of internment. As they moved back into mainstream society, few arguments were made (other than the Supreme Court cases), and many attempted to resume life as normal following the war. This acquiescence displays the stoicism embedded in Japanese culture and the pride that a people could bring after being treated as subhuman by their own nation charged with protecting their interests. It could also be reminiscent of a need to move on from a dark time in United States history.

Step 9: Writing Prompt

Both the U.S. Government and the Japanese Army made their captives "invisible" as humans. In no more than one paragraph, explain how the Japanese at Manzanar and the POWs in Japan were made "invisible" during their imprisonment?

See Appendices for Homework Options and Extension Activities

Rationale for Day 4 Activities:

This final day of close reading allows students to attach their own experiences to how Zamprini (and other POWs) and Wakatsuki-Houston (and other interned children) responded to life after their forced ordeals described in the text selections. In their consideration of how people recover from their wartime experiences, students will be able to participate in a close reading of these experiences that will prepare them for the culminating writing assignment to be completed on Day 5.

Day 5: The Impact of Conflict—Using Textual Evidence to Compare and Contrast Wartime Experiences

1. Discussion Questions (Brainstorming Historical Themes)
2. Culminating Writing Assignment Prompt
3. Individual Writing
4. Homework (depending on teacher's wishes, final writing piece could be finished as HW)

Step 1: Discussion Questions:

For each of the themes, lead the students through the development of a word web that gathers their new understandings and thoughts about each of the overarching historical themes present throughout their involvement with these texts. They should be encouraged to look to their class notes and writing prompts to add to the full class discussion. Students could also start the activity in smaller groups to brainstorm themes with just a few classmates at a time. These small groups would then discuss their collective ideas with the larger class.

Themes for Closing Discussion:

- Experiencing War (word web that catalogues the strongest evidence from the texts)
- Resilience During War (word web that outlines how students saw this concept within the text(s))
- Understanding the Lasting Trauma of War (word web that outlines text-based evidence dealing with post-war trauma and possible long-range effects)

Step 2: Culminating Writing Assignment:

Students should think carefully about the experiences of both Louie Zamperini (POW in Japan) and that of Jeanne Wakatsuki Houston (Japanese internee) and develop a short essay of no more than one page. This assignment will be divided into three parts in which students will:

- Establish the similarities and differences between the two perspectives on WWII (using established historical themes),
- Gather and use text-based evidence to support the major historical themes illuminated in the text, and
- Write an essay based on guiding questions about Japanese internment at Manzanar and the experience of soldiers in Japanese POW camps.

See Appendices for a full explanation of the culminating writing assignment with teacher explanation and student handouts

Rationale for Day 5 Activities:

The final assignment for these lessons should provide students with an opportunity to participate in an overview and discussion of guiding historical themes and the ability to write about the comparisons and contrasts of Zamperini's and Houton's wartime experiences. Initially, this culminating experience will push students to strengthen their direct interaction with specific portions of the text selections. This exercise will also allow students to use specific evidence gathered from the text selections in order to make conclusions about those experiences as they relate to the larger story of United States involvement in WWII. See Appendix I for a detailed explanation of the culminating writing assignment.

Appendices:

Primary source documents that, along with careful questioning and structured support will act as excellent supplements for increased student understanding of content and skills development. These could be used as homework assignments or supplemental pieces for a variety of enrichment activities.

- Appendix A – Lesson Structure for Using Full Text
- Appendix B – Extension Activity #1: Accounts of Pearl Harbor
- Appendix C – Extension Activity #2: FDR's Declaration of War
- Appendix D – Extension Activity #3: Understanding Japanese Immigration to the western U.S.
- Appendix E – Extension Activity #4 Using Images as Text
- Appendix F – Extension Activity #5: A Changing Home Front: Rosie the Riveter and the Women of WWII
- Appendix G – Extension Activity #6: Coming Home from War: Using Statistics to Understand Post-War Trauma
- Appendix H – *Culminating Writing Assignment*
- Appendix I – Chart – Gathering evidence for *Culminating Writing Assignment*

APPENDIX A: Lesson Structure for Full-Text Readings

Overview: Throughout this unit of study, students will read and interact with the full texts of *Unbroken* by Laura Hillenbrand and *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston. Teachers will facilitate an experience where students can engage in critical discussion and activity. Students will participate in established reading groups, each specific to either book. Students will work independently, in small reading groups, and as a whole class to explore necessary historical content and larger historical themes present throughout the aforementioned texts, as well as participate in close reading activities that allow them access to both texts. This exemplar lesson will display the learning possibilities involved when having students read through a full, complex text while comparing and contrasting viewpoints from an alternative text being investigated by other students.

Options for Student "Reading Groups"

1. Teachers can split their students into two "reading groups," full class discussion/activity, book-specific reading groups, etc.
2. Teachers can have students focus on a single text (*Manzanar* is shorter and more grade-appropriate as a full-text) and participate in close reading lessons to gain exposure to a more complex text dealing with similar historical themes.

Timeframe

3-4 weeks (Teachers should feel free to pace this activity in such a way that fits the largest cross section of learners in their classrooms.)

Reading Journal

Students can use reading journals as part of a structured/periodic assignment focused on expanding students' their understanding of how full texts can be multifaceted and useful for building literary skills along with historical understandings of particular time periods, events, and people. Through this sustained activity, students will identify larger historical themes as evident throughout the text, select meaningful passages and quotes with analysis/display of thinking

while reading, develop clear and critical annotations of the text, and show comprehension through response to writing prompts focused on assigned reading.

Reading Partners

As they are reading two separate texts, students can be paired together as reading partners. This interaction allows students to share ideas about the two texts by discussing their chapter-by-chapter progress, highlighting exciting and shocking aspects of their chosen text, and comparing and contrasting the two compelling stories of people's experiences during World War II. Teachers can prepare questions that guide their discussions or create graphic organizers for different examinations of assigned chapters. This can be a daily or weekly exercise, but works well with established consistency throughout the unit of study.

Daily Lessons

This unit of study will be organized in five, three-day lesson sets (teachers may wish to add a day to each lesson set in order to differentiate appropriately for classrooms with diverse levels of student ability). Initially, students will investigate topics specific to WWII beginning with the U.S. Lend-Lease Act and closing with the dropping of atomic bombs in Hiroshima and Nagasaki. Teachers have the opportunity to enrich their students' understanding of content materials with a variety of primary text and research-based extension activities that can be used as either homework options or full-class activities. The lesson set concludes with the option of using the close reading exercises to create space for in-depth examination of small portions of text as they pertain to the historical topics under discussion. This order is intended to help teachers in their facilitation of students reading a full text outside the classroom, using class time to delve deeply into the historical content and themes, immersing themselves in specific excerpts from both texts through close reading, and the practicing of skills identified in the Common Core Literacy Standards for Social Studies.

Days 1-4

WWII Topic 1: From Lend-Lease to Pearl Harbor

Independent Reading For Days 1-4: *Unbroken* (1-11), *Manzanar* (1-8)

Establishing Historical Context: The first days of this unit will allow students to establish historical context for the upcoming United States involvement in the growing global conflict in Europe. As students learn about the expansion of Hitler's German empire, students should be building their understanding of how the United States transitioned from a militarily and politically neutral country to an active participant in wartime issues with the Lend-Lease Act. This first section will conclude with the Japanese attack on the U.S. military installation at Pearl Harbor.

Extension Activity 1: *Accounts of Pearl Harbor, Responding to Attack: FDR's Pearl Harbor Speech*

Close Reading Lesson 1: *Unbroken & Manzanar Part 1*

Days 5-7

WWII Topic 2: The Pacific War

Independent Reading 2: *Unbroken (12-17), Manzanar (9-17)*

Establishing Historical Context: This portion of the unit will push students to understand the activities of the Japanese Empire in their attempts to expand their influence throughout East Asia and their actions as aggressors throughout the Pacific Theater of WWII. This could begin with pre-WWII actions in China (Nanking), Korea, and Manchuria and conclude with the clashes between the Axis and Allied powers in the Pacific theater.

Extension Activity 2: Understanding Japanese in America

Close Reading Lesson 2: *Unbroken & Manzanar Part 2*

Days 8-10

WWII Topic 3: War on the Home Front

Independent Reading 3: *Unbroken (18-29), Manzanar (18-21)*

Establishing Historical Context: The wartime efforts on the home front came to define a new mode of operation for people on every level of American society. In addition to wartime rationing, Americans began to redefine social and economic roles. As men went to war, American women began to take a more significant social role in America and challenged traditional understandings of gender roles in the workplace. This unit will also allow students to develop a strong visual understanding of how the Japanese coped with their internment during the initial years of American involvement in the war.

Extension Activity 3: *Japanese Internment Photo Activity*

Close Reading Lesson 3: *Unbroken & Manzanar Part 3*

Days 10-12

WWII Topic 4: The European War

Independent Reading 4: *Unbroken (30-Epilogue), Manzanar (21-End)*

Establishing Historical Context: As the unit moves toward discussion of an increased U.S. involvement in WWII, students will need to gain a basic understanding of how the U.S. deployed its forces in WWII, the politics involved in its alliances with Hitler's enemies, and the major battles that defined this event in U.S. History. With this understanding, students will

be able to understand the connection between the historical context, the use of two texts, and specific wartime statistics to establish a deep understanding of how participants in WWII dealt with life after war.

Extension Activity 4: *Coming Home from War: Using Statistics to understand Post-War Trauma*

Close Reading Lesson 4: *Unbroken & Manzanar* Part 4

Days 13-15

WWII Topic 5: Hiroshima and Nagasaki

Establishing Historical Context: In the final days of the unit, students should understand the impact of the U.S. bombing of Hiroshima and Nagasaki. Students will be able to use specific parts of both texts to discuss and write about how and why these events took place and how they contributed to the end of the war.

Extension Activity 5: *Culminating Writing Assignment*

Close Reading Lesson 5: *Unbroken & Manzanar* Part 5 (final discussion/closing/culminating writing piece)

Culminating Writing Assignment (see Appendix H)

End of Unit Products

These products will be used for the formative assessment of reading comprehension, vocabulary acquisition, and ability to evaluate information. Teachers will use these products to evaluate how their students are able to draw connections between course content materials and independent reading, identify appropriate evidence from informational and literary text, and display a continuum of understanding from the start of the unit to its end.

1. Reading Journal
2. Close Reading Writing Prompts
3. Extension Activity Products
4. Culminating Writing Assignment

APPENDIX B: Extension Activity #1: Primary Account of the Attack on Pearl Harbor

"Attack at Pearl Harbor, 1941," EyeWitness to History, www.eyewitnesstohistory.com (1997).

Students can use this primary source document to build their knowledge of the attacks at Pearl Harbor, while simultaneously deepening their understanding of the text selections they experience during the daily class sessions. This selection will allow students access to a point of view not established in the two texts under examination, as well as help them make connections between the reading of primary source documents and that of memoirs and novels.

The battleships moored along "Battleship Row" are the primary target of the attack's first wave. Ten minutes after the beginning of the attack a bomb crashes through the Arizona's two armored decks igniting its magazine. The explosion rips the ship's sides open like a tin can starting a fire that engulfs the entire ship. Within minutes she sinks to the bottom taking 1,300 lives with her. The sunken ship remains as a memorial to those who sacrificed their lives during the attack. Marine Corporal E.C. Nightingale was aboard the Arizona that fateful Sunday morning:

"At approximately eight o'clock on the morning of December 7, 1941, I was leaving the breakfast table when the ship's siren for air defense sounded. Having no anti-aircraft battle station, I paid little attention to it. Suddenly I heard an explosion. I ran to the port door leading to the quarterdeck and saw a bomb strike a barge of some sort alongside the NEVADA, or in that vicinity. The marine color guard came in at this point saying we were being attacked. I could distinctly hear machine gun fire. I believe at this point our anti-aircraft battery opened up.

"We stood around awaiting orders of some kind. General Quarters sounded and I started for my battle station in secondary aft. As I passed through casement nine I noted the gun was manned and being trained out. The men seemed extremely calm and collected. I reached the boat deck and our anti-aircraft guns were in full action, firing very rapidly. I was about three quarters of the way to the first platform on the mast when it seemed as though a bomb struck our quarterdeck. I could hear shrapnel or fragments whistling past me. As soon as I reached the first platform, I saw Second Lieutenant Simonson lying on his back with blood on his shirt front. I bent over him and taking him by the shoulders asked if there was anything I could do. He was dead, or so nearly so that speech was impossible. Seeing there was nothing I could do for the Lieutenant, I continued to my battle station.

"When I arrived in secondary aft I reported to Major Shapley that Mr. Simonson had been hit and there was nothing to be done for him. There was a lot of talking going on and I shouted for silence which came immediately. I had only been there a short time when a terrible explosion caused the ship to shake violently. I looked at the boat deck and everything seemed aflame forward of the mainmast. I reported to the Major that the ship was aflame, which was rather needless, and after looking about, the Major ordered us to leave.

"I was the last man to leave secondary aft because I looked around and there was no one left. I followed the Major down the port side of the tripod mast. The railings, as we ascended, were very hot and as we reached the boat deck I noted that it was torn up and burned. The bodies of the dead were thick, and badly burned men were heading for the quarterdeck, only to fall apparently dead or badly wounded. The Major and I went between No. 3 and No. 4 turret to the starboard side and found Lieutenant Commander Fuqua ordering the men over the side and assisting the wounded. He seemed exceptionally calm and the Major stopped and they talked for a moment. Charred bodies were everywhere.

I made my way to the quay and started to remove my shoes when I suddenly found myself in the water. I think the concussion of a bomb threw me in. I started swimming for the pipe line which was about one hundred and fifty feet away. I was about half way when my strength gave out entirely. My clothes and shocked condition sapped my strength, and I was about to go under when Major Shapley started to swim by, and seeing my distress, grasped my shirt and told me to hang to his shoulders while he swam in.

"We were perhaps twenty-five feet from the pipe line when the Major's strength gave out and I saw he was floundering, so I loosened my grip on him and told him to make it alone. He stopped and grabbed me by the shirt and refused to let go. I would have drowned but for the Major. We finally reached the beach where a marine directed us to a bomb shelter, where I was given dry clothes and a place to rest."

Homework/Classwork Tasks:

- Select and copy three particular quotes from the text that help you better understand this soldier's experience on the USS Arizona on December 7, 1941. Under each quote, provide an explanation of the quote and list any words that you did not know before reading this selection.
- Language is used in different ways when reading primary source documents. Think about Nightengale's vivid description of the day Pearl Harbor was attacked. Select a minimum of 8 words (with definitions) that illuminate his account of the attacks.
- This reading provides a certain kind of perspective on war and conflict. How is this account similar or different than our text selections in class? What does this primary document add to our discussion of the in-class text selections?

APPENDIX C: Extension Activity #2: Speech to the U.S. Congress, President Franklin Delano Roosevelt, December 8, 1941

Immediately following the attacks on Pearl Harbor, President Roosevelt delivered a speech to the United States Congress outlining his reasoning behind the U.S. declaration of war against the Japanese Empire. Unlike the other primary document that was chiefly based in recollection, this speech reflects both the emotion and politics of the moments just following a massive attack on a domestic military installation. While giving students a feeling for the intensity of the moment, this document also allows students to make pertinent connections between the course of events leading up to Louie Zamperini's imprisonment and the internment of the Japanese in the western United States.

Yesterday, Dec. 7, 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.

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

Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese ambassador to the United States and his colleagues delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

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.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday, the Japanese government also launched an attack against Malaya.

Last night, Japanese forces attacked Hong Kong.

Last night, Japanese forces attacked Guam.

Last night, Japanese forces attacked the Philippine Islands.

Last night, the Japanese attacked Wake Island.

This morning, the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense. Always will we remember the character of the onslaught against us.

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.

Homework Questions:

- What accusations does President Roosevelt make against the Japanese empire?
- What language does FDR use to appeal to the American people?
- FDR says, "The people of the United States have already formed their opinions and well understanding the implications to the very life and safety of our nation." What are these opinions? What are the implications involved in the maintaining the safety of the nation?
- This document presents a point of view that is clearly different than our daily text selections. What language makes them different? Why would FDR's point of view read differently than Zamperini or Jeanne Wakatsuki Houston's?

Appendix D – Extension Activity #3: Understanding Japanese Immigration to America, a Look at Generational Differences

<http://archive.vancouver.wsu.edu/crbeha/ja/ja.htm#first> - from the Columbia River Ethnic History Archive

Using information gathered as part of the *Columbia River Basin Archive*, this extension activity will guide students toward an in-depth understanding of the different experiences had by first generation Japanese immigrants and that of their children who grew up as American citizens. This investigation will allow students to compare and contrast the experiences (successes/struggles) of Japanese immigrants as they arrived in the western United States along with the lives they built for their first-generation, American children.

In connection with the reading activity, this activity will play a large role in how students understand the vast divide between Jeanne Wakatsuki Houston and her father as they navigated their individual experiences as internees at Manzanar. This will also allow students to grapple with the differences in rights afforded to Japanese immigrants who were not given a chance at citizenship based on old, oppressive, immigration laws from the late 1790s (Alien and Sedition Acts).

Possible Lesson Structure for In-Class Use:

Prompt Questions:

- Why have people immigrated to the United States?
- How did recent immigrants survive in America?
- What would make a new immigrant "successful" in America?
- What hardships might they experience?

Using any kind of organizational chart (word web, tables), report student answers on the board or on poster paper to keep visual their initial thinking about the issues that will drive their learning for the remainder of the lesson.

Full Class Jigsaw Activity:

Step 1:

Divide students into small working groups, each of which will receive a reading about the development of Japanese immigrant communities in the western United States. Initially, students will assign themselves working roles including recorder, presenter, and

facilitator.

Step 2:

Independently, each student will read his or her portion of the assigned document. Students should be encouraged to "read with a pen" as they learn about specific aspects of Japanese immigrants to the western United States.

Step 3:

Following the reading, the group's facilitator will ask prescribed discussion questions to the group while the recorder takes notes on a central sheet that represents the collective ideas of the group.

Group 1: First Arrivals and Their Labors

Thought Questions for Discussion:

- What brought the Japanese to the Columbia River Basin?
- What kind of community did new Japanese immigrants establish?
- How did Japanese farmworkers believe they could become economically successful in America?

Group 2: Establishing Communities

Thought Questions for Discussion:

- What kinds of communities did Japanese immigrants create in the Columbia River Valley?
- Why did the Japanese initially come to the United States?
- The article refers to a "Gentlemen's Agreement". Explain this agreement and its impact on the Japanese in the Columbia River Valley.
- Japanese women were "disappointed" in America. What was the source of this disappointment? Compare and contrast their lives in Japan with their lives in the western United States.

Group 3: Resisting Discrimination

Thought Questions for Discussion:

- Why did "Anti-Japanese attitudes" begin to surface on the West Coast?
- The article discusses "nativist activists". Who were these people, and why would they oppose the establishment of Japanese farms in the Columbia River Valley?
- How did Oregon state laws begin to limit the freedoms of Japanese farmers?
- Why was the situation different for the Issei (first generation Japanese) in Idaho?

Group 4: Japanese American Associations/Culture

Thought Questions for Discussion:

- How did Japanese in the Columbia River Valley deal with being denied citizenship by the American government?
- What role did baseball play in the Japanese immigrant culture of the American West?
- How did the Japanese educate white Americans about their culture? Why would they do this?
- What impact might this strong cultural foundation have on second generation Japanese children born in America?

Step 4:

Students will participate in a full group discussion beginning with Group 1 and concluding with Group 4. Each group will select a presenter who will report to the class while the teacher records a group set of notes on the board to assist students in both organization and accuracy. During this time, teachers can pose follow-up questions, identify areas of important historical content that attaches to the goals of the larger unit on WWII, or scaffold around student answers to provide the highest levels of student understanding.

APPENDIX E: Extension Activity #4: Using Images as Supplemental Texts

This chart is to help you organize your thoughts regarding your selected images from the JARDA website. Your task will be to view the photos, think about your new knowledge of the events leading up to U.S. involvement in WWII, and the hardship endured by Houston and Zamperini during their wartime experiences. Using this tool, students can reflect on potential connections to the despair, loss, and possible hope present in the collection of images of Japanese internment during WWII.

<http://www.calisphere.universityofcalifornia.edu/jarda/>

Photo Title	Description/Specifics	Possible Inferences	Connection to Text Selections (Zamperini/Wakatsuki-Houston)

APPENDIX F: Extension Activity #5: A Changing Home Front: Rosie the Riveter and the Women of WWII

Summary: Images as Text: Analyzing Photographs, Posters and Wartime Propaganda

Prompt/Opening Questions:

- How does one gain power over another?
- What are the traditional roles within an "American" family?
- Why would these roles be reversed?

Full Class/Discussion:

- Record student responses to prompt on board.
- Teachers should lead a short discussion of how Rosie the Riveter became a symbol for the involvement of women in the domestic, industrial effort when America's men left to fight in World War II. This can include discussion of home front issues including food vouchers and other changes in American life, as well as statistics of prewar and wartime military production.

Activity:

This activity will allow students to examine:

1. Basic information about the changing landscape of the United States as it increased its involvement in WWII.
2. The transition from a depressed economy to the boom of wartime.
3. The impact of wartime on home front "normalcy."
4. The power of wartime propaganda and its influence on domestic morale.

All photographs and posters are available for reference from the Library of Congress website:

http://www.loc.gov/rr/print/list/126_rosi.html

Step 1:

Groups will receive one of two packets with photos of women factory workers and examples of domestic wartime posters displaying the roles of women in the U.S. war effort. (Teachers can also lead students through one model chart with images on a projector.)

Step 2:

Students will use the Image Analysis Chart (Appendix F) to discuss, infer, and connect the photos and posters to the overarching conversation about the impacts of WWII on all peoples involved. This can be an individual or small group activity.

Step 3:

Using their Image Analysis Charts, students will work to create their own WWII poster. Students should be encouraged to use their creativity to represent powerful images of women contributing to the domestic, wartime industries during WWII.

Note: Teachers should plan carefully which photos they wish to use from the Library of Congress website. There are hundreds of images, so each group can get different packets of images to use for the duration of this activity.

Products:

- Charts
- Image/Poster Project

Materials:

- Image Analysis Chart (Appendix F)
- Photo Packet

APPENDIX G: Extension Activity #6: Coming Home from War: Using Statistics to Understand Post-War Trauma

Statistics Activity: Using the statistical information in the provided readings, students will create 2-4 graphs that display POW numbers in Europe and Japan, WWII death rates by nation, post-war rate of suicide, rates of PTSD. These statistics are not confined to World War II, but will give students insight into a range of American military actions that resulted in a variety of post-war trauma issues for veterans.

Skills: reading charts, creating text-based graphs, using references and statistics to explain impacts of historical events on participants

Step 1: Reading Data Tables

http://en.wikipedia.org/wiki/World_War_II_casualties

Source: Wikipedia Online Encyclopedia: WWII Casualties

Using the information provided, students will work independently or in groups to read tables, record necessary information, discuss assumptions about the data, and make conclusions about the connections between the data and the historical content involving World War II. Teachers should encourage students to see the numbers as their text for this activity. Students should be using statistics to complete the task of creating tables, and the specific numbers to answer the following questions.

Record Information:

Find the data connected to the major countries of the Allied (USSR, USA, France, & Britain) and Axis Powers (Japan, Germany & Italy). Create a new table that identifies the following:

- Total Population
- Military Deaths
- Civilian Deaths Due to military activity and crimes against humanity
- Deaths as % of 1939 population

Make Conclusions: (using the new chart)

- Which 2 nations had the highest death tolls?
- How did World War II impact the civilian populations of the major countries involved?
- What does this body of statistics tell of what life might be like after WWII? How do we know?

Step 2: Using Postwar Trauma Data to Create Charts/Graphs

<http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2005/06/22/MNGJ7DCKR71.DTL&type=health>

Source: San Francisco Chronicle

Part 1: Extracting Statistics

- Read each section of the *San Francisco Chronicle* article.
- Create a Table entitled "Statistics of Post War Trauma" the following columns:
 - World War II
 - Korea
 - Vietnam
 - Afghanistan
 - Iraq
- For each of these columns, record the numbers of soldiers experiencing some kind of post-war trauma. These numbers should be in the form of percentages. Students should be encouraged to employ a basic knowledge of statistics here (i.e. What percent of twenty is 1?).

Part 2: Developing Charts and Graphs

- Using the data from the chart developed in Step 1, students will create charts and graphs that create a visual understanding of the gathered data about post-war trauma for American soldiers in the past eighty years.
- Students should be provided examples of bar graphs and charts that represent real numbers and gathered statistical data. Pie charts and bar graphs are great ways to help students draw connections between the statistics and numbers that often help build understanding of important aspects of the history of WWII.

APPENDIX H: Culminating Writing Assignment

Direction for Teachers and Students

At the close of this unit, you should think carefully about the experiences of both Louie Zamperini (American POW in Japan) and that of Jeanne Wakatsuki Houston (Japanese Internee). Using materials created during the unit (notes, writing prompts) you will develop a short essay of no more than one page that reflects your newfound ideas. This assignment is divided into three parts in which you will:

Gather Text-Based Evidence (Part One)

Use the chart provided (Appendix I) to organize the textual evidence found throughout the course of the unit. Once organized, each piece of evidence will be aligned with a text and attached to a larger historical theme.

Compare and Contrast (Part Two)

Develop a Venn diagram that clearly displays specific similarities and differences between the experiences of Zamperini and Jeanne Wakatsuki Houston during WWII.

Answer Guiding Questions (Part Three)

Thoughtfully answer the following questions using appropriate evidence from the close reading activities. You may answer all questions in the form of one paragraph:

Question #1: What were the two distinct perspectives of WWII presented? What evidence did the texts provide about the similarities and differences between these experiences?

Question #2: How did these people survive their wartime experiences? Select several specific examples of the resilience displayed through our texts to address this question.

Question #3: What were the direct impacts of war on people in both situations? How did their WWII experience change the way they "see" the world? How might it change the way the world "sees" them?

Teacher Narrative

Part 1 – Gather text-based evidence to support the overarching historical themes

This portion of the culminating assignment will focus on students establishing a body of text-based evidence. Students will be able to delve back into the texts to find connections between Zamperini and Houston's experiences and their relation to the overarching themes embedded throughout the lessons. This strong emphasis on text-based evidence will give them an opportunity to deepen their interaction with the texts as they locate reliable evidence to move ahead with this activity.

Part 2 – Establish the similarities and differences between the two perspectives on WWII as they relate to the larger historical themes.

Once they have gathered appropriate text-based evidence, it is important that students understand how their deep understanding of the text help in their application of newfound information. The development of the Venn diagram bolsters student ability to make decisions about the evidence they have identified from the text selections.

Part 3 – Answer guiding questions about Japanese internment and the experience of American soldiers in the Japanese POW camps.

The questions push students to think about how particular experiences change an individual's ability to both operate in a post-war world and how that world accepts them as people with profound damage from their experiences. Students are prompted to think carefully about their established evidence, the critical thinking involved in understanding comparisons and contrasts, and how to apply this thinking to the development of a final writing piece for this unit of study.

APPENDIX I: Student Chart for Gathering Evidence (for culminating writing assignment)

Theme	Text	Idea #1	Idea #2	Idea #3	Idea #4	Idea #5
Experience of WWII	<i>Unbroken</i>					
	<i>Manzanar</i>					
Human Resilience	<i>Unbroken</i>					
	<i>Manzanar</i>					
Personal/Communal Healing from WWII	<i>Unbroken</i>					
	<i>Manzanar</i>					

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