

## 8M3A Repagination Chart

### Comparing Original and New Versions of *Unbroken*

The version of *Unbroken* that EL Education referenced when writing the original module lessons is the hardcover version. The paperback version is now being used: ISBN- 978-0-8129-7449-2.

The chart below provides a lesson-by-lesson cross walk between the pagination in the original module lessons (based on the hardcover version) and the pagination based on the paperback edition of this text.

Notes:

- You may still use the hardcover version and the original module lessons. The pagination aligns, based on EL Education’s original work.
- You may still use the original module lessons with the paperback edition. The chart below will help you and your students cross-reference page numbers.
- \*\*\*Unit 1, Lessons 1 and 2 did not require any changes.

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 3</b>	
<b>Agenda</b>	
A. Complete a first read of pages 13-18 in <i>Unbroken</i> and fill in the structured notes.	A. Complete a first read of pages 13-19 in <i>Unbroken</i> and fill in the structured notes.)
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Close Reading Guide: <i>Unbroken</i> Pages 9–12 (for teacher reference)</li> <li>• Louie’s Change of Heart: Text-Dependent Questions (one per student)</li> <li>• Understanding Louie: Character Traits anchor chart (new; teacher-created)</li> <li>• <i>Unbroken</i> structured notes, pages 13–18 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 13–18 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 13–18 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• Close Reading Guide: <i>Unbroken</i> Pages 9–12 (for teacher reference)</li> <li>• Louie’s Change of Heart: Text-Dependent Questions (one per student)</li> <li>• Understanding Louie: Character Traits anchor chart (new; teacher-created)</li> <li>• <i>Unbroken</i> structured notes, pages 13–19 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 13–19 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 13–19 (for teacher reference)</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 3, continued</b>	
<b>Closing and Assessment</b>	
<b>A. Debrief Learning Targets and Preview Homework (5 minutes)</b> <ul style="list-style-type: none"> <li>Remind them that their homework is to read pages 13–18 in <i>Unbroken</i>.</li> <li>Distribute the <i>Unbroken</i> structured notes, pages 13–18.</li> </ul>	<b>A. Debrief Learning Targets and Preview Homework (5 minutes)</b> <ul style="list-style-type: none"> <li>Remind them that their homework is to read pages 13–19 in <i>Unbroken</i>.</li> <li>Distribute the <i>Unbroken</i> structured notes, pages 13–19.</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>Complete a first read of pages 13–18 in <i>Unbroken</i> and fill in the structured notes. Answer the focus question: “Hillenbrand refers to the change in Louie as ‘rehabilitation’ (13). How is Louie rehabilitated? Use the strongest evidence from the text to support your answer.”</li> </ul>	<ul style="list-style-type: none"> <li>Complete a first read of pages 13–19 in <i>Unbroken</i> and fill in the structured notes. Answer the focus question: “Hillenbrand refers to the change in Louie as ‘rehabilitation’ (13). How is Louie rehabilitated? Use the strongest evidence from the text to support your answer.”</li> </ul>
<b>Unbroken Structured Notes</b>	
What’s the gist of what you read on pages 13-18?	What’s the gist of what you read on pages 13-19?
<b>Vocabulary</b> incipient (14) restiveness (16) obliterating (16) biomechanical (17)	<b>Vocabulary</b> incipient (15) restiveness (17) obliterating (17) biomechanical (18)
<b>Unit 1 Lesson 4</b>	
<b>Agenda</b>	
4. Homework A. Complete a first read of pages 19–27 in <i>Unbroken</i> and fill in the structured notes.	4. Homework A. Complete a first read of pages 20–28 in <i>Unbroken</i> and fill in the structured notes.
<b>Materials</b>	
<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 19–27 (one per student)</li> <li><i>Unbroken</i> supported structured notes, pages 19–27 (optional; for students needing additional support)</li> <li><i>Unbroken</i> Structured Notes Teacher Guide, pages 19–27 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 20–28 (one per student)</li> <li><i>Unbroken</i> supported structured notes, pages 20–28 (optional; for students needing additional support)</li> <li><i>Unbroken</i> Structured Notes Teacher Guide, pages 20–28 (for teacher reference)</li> </ul>
<b>Opening</b>	
<b>A. Engaging the Reader: Structured Notes Focus Question (5 minutes)</b> <ul style="list-style-type: none"> <li>Invite students to take their <i>Unbroken</i> structured notes, pages 13–18 (from homework) and sit with their Marshall Islands Discussion Appointment partner. Ask them to reread the focus question and their response silently. Invite students to discuss their responses with their partner.</li> </ul>	<b>A. Engaging the Reader: Structured Notes Focus Question (5 minutes)</b> <ul style="list-style-type: none"> <li>Invite students to take their <i>Unbroken</i> structured notes, pages 13–19 (from homework) and sit with their Marshall Islands Discussion Appointment partner. Ask them to reread the focus question and their response silently. Invite students to discuss their responses with their partner.</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 4, continued</b>	
<b>Closing and Assessment</b>	
<p><b>B. Preview Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute <i>Unbroken</i> structured notes, pages 19-27. Ask students to raise their hands if they can explain what it means to forgive. Call on a student and listen for: "To forgive means to excuse someone for doing something wrong."</li> <li>Remind students that their homework is to read pages 19-27 in <i>Unbroken</i> and complete the structured notes.</li> </ul>	<p><b>B. Preview Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute <i>Unbroken</i> structured notes, pages 20-28. Ask students to raise their hands if they can explain what it means to forgive. Call on a student and listen for: "To forgive means to excuse someone for doing something wrong."</li> <li>Remind students that their homework is to read pages 20-28 in <i>Unbroken</i> and complete the structured notes.</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>Complete a first read of pages 19–27 in <i>Unbroken</i> and fill in the structured notes. Answer the focus question: “Hillenbrand writes, ‘Once his hometown’s resident archvillain, Louie was now a superstar, and Torrance forgave him everything’ (20). How did Torrance show Louie he was forgiven? Use the strongest evidence from the book to support your answer.”</li> </ul>	<ul style="list-style-type: none"> <li>Complete a first read of pages 20-28 in <i>Unbroken</i> and fill in the structured notes. Answer the focus question: “Hillenbrand writes, ‘Once his hometown’s resident archvillain, Louie was now a superstar, and Torrance forgave him everything’ (21). How did Torrance show Louie he was forgiven? Use the strongest evidence from the book to support your answer.”</li> </ul>
<b><i>Unbroken</i> Structured Notes</b>	
What’s the gist of what you read on pages 19-27?	What’s the gist of what you read on pages 20-28?
Focus question: Hillenbrand writes, “Once his hometown’s resident archvillain, Louie was now a superstar, and Torrance forgave him everything” (20). How did Torrance show Louie he was forgiven? Use the strongest evidence from the book to support your answer.	Focus question: Hillenbrand writes, “Once his hometown’s resident archvillain, Louie was now a superstar, and Torrance forgave him everything” (21). How did Torrance show Louie he was forgiven? Use the strongest evidence from the book to support your answer.
<p><b>Vocabulary</b></p> <p>disillusioned (19)  touted (19)  routed (19)  prodigy (21)  barn burner (22)</p>	<p><b>Vocabulary</b></p> <p>disillusioned (20)  touted (20)  routed (20)  prodigy (22)  barn burner (23)</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 5</b>	
<b>Agenda</b>	
4. Homework A. Complete a first read of pages 28–37 in <i>Unbroken</i> and fill in the structured notes.	4. Homework A. Complete a first read of pages 29-39 in <i>Unbroken</i> and fill in the structured notes.
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 28–37 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 28–37 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 28–37 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 29-39 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 29-39 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 29-39 (for teacher reference)</li> </ul>
<b>Opening</b>	
<b>A. Engaging the Reader: Structured Notes Focus Question (5 minutes)</b> <ul style="list-style-type: none"> <li>• Invite students to take their <i>Unbroken</i> structured notes, pages 19–27 and sit with their Iwo Jima Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner.</li> </ul>	<b>A. Engaging the Reader: Structured Notes Focus Question (5 minutes)</b> <ul style="list-style-type: none"> <li>• Invite students to take their <i>Unbroken</i> structured notes, pages 20-28 and sit with their Iwo Jima Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner.</li> </ul>
<b>Closing and Assessment</b>	
<b>B. Preview Homework (3 minutes)</b> <ul style="list-style-type: none"> <li>• Distribute <i>Unbroken</i> structured notes, pages 28–37.</li> <li>• Remind students that their homework is to read pages 28–37 in <i>Unbroken</i> and complete the structured notes.</li> </ul>	<b>B. Preview Homework (3 minutes)</b> <ul style="list-style-type: none"> <li>• Distribute <i>Unbroken</i> structured notes, pages 29-39.</li> <li>• Remind students that their homework is to read pages 29-39 in <i>Unbroken</i> and complete the structured notes.</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>• Complete a first read of pages 28–37 in <i>Unbroken</i> and the fill in the structured notes. Answer the focus question: “What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the book to support your answer.”</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a first read of pages 29-39 in <i>Unbroken</i> and the fill in the structured notes. Answer the focus question: “What do Louie’s antics in Germany reveal about his character and values? Use the strongest evidence from the book to support your answer.”</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 5, continued</b>	
<b>Unbroken Structured Notes</b>	
What's the gist of what you read on pages 28-37?	What's the gist of what you read on pages 29-39?
<b>Vocabulary</b> plundering (28) coltish (28) prodigious (31) surreal (32) penultimate (34)	<b>Vocabulary</b> plundering (29) coltish (29) prodigious (32) surreal (33) penultimate (35)
<b>Unit 1 Lesson 6</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 28–37 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 29-39 (from homework)</li> </ul>
<b>Agenda</b>	
4. Homework A. Complete a first read of pages 38-47 in <i>Unbroken</i> and fill in the structured notes	4. Homework A. Complete a first read of pages 40-51 in <i>Unbroken</i> and fill in the structured notes
<b>Materials</b>	
<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 38–47 (one per student)</li> <li><i>Unbroken</i> supported structured notes, pages 38–47 (optional; for students needing additional support)</li> <li><i>Unbroken</i> Structured Notes Teacher Guide, pages 38–47 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 40-51 (one per student)</li> <li><i>Unbroken</i> supported structured notes, pages 40-51 (optional; for students needing additional support)</li> <li><i>Unbroken</i> Structured Notes Teacher Guide, pages 40-51 (for teacher reference)</li> </ul>
<b>Opening</b>	
<b>A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</b> <ul style="list-style-type: none"> <li>Invite students to take their <i>Unbroken</i> structured notes, pages 28–37 and sit with their Okinawa Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner.</li> </ul>	<b>A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</b> <ul style="list-style-type: none"> <li>Invite students to take their <i>Unbroken</i> structured notes, pages 29-39 and sit with their Okinawa Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner.</li> </ul>
<b>Closing and Assessment</b>	
<b>B. Preview Homework (2 minutes)</b> <ul style="list-style-type: none"> <li>Distribute <i>Unbroken</i> structured notes, pages 38–47.</li> <li>Remind students that their homework is to read pages 28–37 in <i>Unbroken</i> and complete the structured notes.</li> </ul>	<b>B. Preview Homework (2 minutes)</b> <ul style="list-style-type: none"> <li>Distribute <i>Unbroken</i> structured notes, pages 40-51.</li> <li>Remind students that their homework is to read pages 29-39 in <i>Unbroken</i> and complete the structured notes.</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 6, continued</b>	
<b>Homework</b>	
<ul style="list-style-type: none"> <li>Complete a first read of pages 38–47 in <i>Unbroken</i> and fill in the structured notes. Answer the focus question: “Hillenbrand writes, ‘As Louie blazed through college, far away, history was turning’ (43). Why does the author interrupt Louie’s narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer.”</li> </ul>	<ul style="list-style-type: none"> <li>Complete a first read of pages 40-51 in <i>Unbroken</i> and fill in the structured notes. Answer the focus question: “Hillenbrand writes, ‘As Louie blazed through college, far away, history was turning’ (45). Why does the author interrupt Louie’s narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer.”</li> </ul>
<b>Unbroken Structured Notes</b>	
What’s the gist of what you read on pages 38-47?	What’s the gist of what you read on pages 40-51?
Focus question: Hillenbrand writes, “As Louie blazed through college, far away, history was turning” (43). Why does the author interrupt Louie’s narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer.	Focus question: Hillenbrand writes, “As Louie blazed through college, far away, history was turning” (45). Why does the author interrupt Louie’s narrative with information about Japan and Germany? Use the strongest evidence from the book to support your answer.
<b>Vocabulary</b> ardent (39) ruse (40) superlative (41) unmoored (44) bombardier (45)	<b>Vocabulary</b> ardent (41) ruse (42) superlative (43) unmoored (46) bombardier (48)
<b>Unit 1 Lesson 7</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 38–47 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 40-51 (from homework)</li> </ul>
<b>Agenda</b>	
Close Reading: War with Japan: <i>Unbroken</i> , Pages 38-47 (25 minutes)	Close Reading: War with Japan: <i>Unbroken</i> , Pages 40-51 (25 minutes)
<b>Materials</b>	
<ul style="list-style-type: none"> <li>Close Reading Guide: War with Japan: <i>Unbroken</i>, pages 38–47 (one per student)</li> <li>Close Reading Guide: War with Japan: <i>Unbroken</i> Pages 38–47 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>Close Reading Guide: War with Japan: <i>Unbroken</i>, pages 40-51 (one per student)</li> <li>Close Reading Guide: War with Japan: <i>Unbroken</i> Pages 40-51 (for teacher reference)</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 7, continued</b>	
<b>Opening</b>	
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to take <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 38–47 and sit with their Pearl Harbor Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner.</li> </ul>	<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to take <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 40–51 and sit with their Pearl Harbor Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner.</li> </ul>
<b>Work Time</b>	
<p><b>A. Close Reading: War with Japan: <i>Unbroken</i>, Pages 38–47 (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that students will continue to work with their Pearl Harbor partner. They will use the Think-Write-Pair-Share protocol to read and answer text-dependent questions about how Hillenbrand builds background knowledge about the looming war with Japan and how this might affect Louie.</li> <li>Distribute one copy of Close Reading Guide: War with Japan: <i>Unbroken</i>, pages 38–47 to each student.</li> <li>Refer to the Close Reading Guide: War with Japan: <i>Unbroken</i> Pages 38–47 (for teacher reference) for explicit instructions on how to guide students through thinking about and answering the text-dependent questions on their War with Japan handout.</li> </ul>	<p><b>A. Close Reading: War with Japan: <i>Unbroken</i>, Pages 40–51 (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that students will continue to work with their Pearl Harbor partner. They will use the Think-Write-Pair-Share protocol to read and answer text-dependent questions about how Hillenbrand builds background knowledge about the looming war with Japan and how this might affect Louie.</li> <li>Distribute one copy of Close Reading Guide: War with Japan: <i>Unbroken</i>, pages 40–51 to each student.</li> <li>Refer to the Close Reading Guide: War with Japan: <i>Unbroken</i> Pages 40–51 (for teacher reference) for explicit instructions on how to guide students through thinking about and answering the text-dependent questions on their War with Japan handout.</li> </ul>
<b>Close Reading Guide</b>	
<p>Reread page 46 from “Not long after sunrise on a Sunday in December ...” to the end of that section, ending with “There were red circles on its wings” on page 47.</p>	<p>Reread page 49 from “Not long after sunrise on a Sunday in December ...” to the end of that section, ending with “There were red circles on its wings” on page 50.</p>
<p>Listen for: Poor natural resources, high tariffs and low demand, a growing population, economic independence through the resources of other countries, the right to rule other Asians (pg. 43).</p>	<p>Listen for: Poor natural resources, high tariffs and low demand, a growing population, economic independence through the resources of other countries, the right to rule other Asians (pg. 45).</p>
<p>Listen for: “Central to the Japanese identity was the belief that it was Japan’s divinely mandated right to rule its fellow Asians, whom it saw as inherently inferior” (pg. 43).</p>	<p>Listen for: “Central to the Japanese identity was the belief that it was Japan’s divinely mandated right to rule its fellow Asians, whom it saw as inherently inferior” (pg. 45).</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 7, continued</b>	
<b>Close Reading Guide, continued</b>	
<ul style="list-style-type: none"> <li>• Listen for:               <ul style="list-style-type: none"> <li>– “‘There are superior and inferior races in the world,’ said the Japanese politician Nakajima Chikuhei in 1940, ‘and it is the sacred duty of the leading race to lead and enlighten the inferior ones.’”</li> <li>– “‘The Japanese,’ he continued, ‘are the sole superior race of the world’” (pg. 43).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen for:               <ul style="list-style-type: none"> <li>– “‘There are superior and inferior races in the world,’ said the Japanese politician Nakajima Chikuhei in 1940, ‘and it is the sacred duty of the leading race to lead and enlighten the inferior ones.’”</li> <li>– “‘The Japanese,’ he continued, ‘are the sole superior race of the world’” (pg. 45).</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Listen for:               <ul style="list-style-type: none"> <li>– “crafted a muscular, technologically sophisticated army and navy”</li> <li>– “military-run school system that relentlessly and violently drilled children on the nation’s imperial destiny”</li> <li>– “through intense indoctrination, beatings, and desensitization, its army cultivated and celebrated extreme brutality in its soldiers” (pg. 43)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen for:               <ul style="list-style-type: none"> <li>– “crafted a muscular, technologically sophisticated army and navy”</li> <li>– “military-run school system that relentlessly and violently drilled children on the nation’s imperial destiny”</li> <li>– “through intense indoctrination, beatings, and desensitization, its army cultivated and celebrated extreme brutality in its soldiers” (pg. 46)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Listen for:               <ul style="list-style-type: none"> <li>– Louie became unmoored (44) and ill; he didn’t finish his degree; he mourned the Olympics and joined the Army Air Corps; he couldn’t tolerate the Air Corps, so he left and signed papers he didn’t read; he ended up becoming a bombardier (45) in the Army Air Corps after all, since those papers he signed said he agreed to join the corps in the future (pages 44 and 45).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen for:               <ul style="list-style-type: none"> <li>– Louie became unmoored (46) and ill; he didn’t finish his degree; he mourned the Olympics and joined the Army Air Corps; he couldn’t tolerate the Air Corps, so he left and signed papers he didn’t read; he ended up becoming a bombardier (48) in the Army Air Corps after all, since those papers he signed said he agreed to join the corps in the future (48).</li> </ul> </li> </ul>
<b>Vocabulary</b> desensitization (43) unmoored (44) bombardier (45)	<b>Vocabulary</b> desensitization (46) unmoored (46) bombardier (48)



Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 8</b>	
<b>Agenda</b>	
<p>4. Homework</p> <p>A. Read pages 51-60 in <i>Unbroken</i>, as well as the summary of pages 60-73 found on the structured notes handout. Complete the structured notes.</p>	<p>4. Homework</p> <p>A. Read pages 55-64 in <i>Unbroken</i>, as well as the summary of pages 65-78 found on the structured notes handout. Complete the structured notes.</p>
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 51–60, and summary of pages 60–73 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 51-60, and summary of pages 60–73 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 55-64, and summary of pages 65-78 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 55-64, and summary of pages 65-78 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 55-64, and summary of pages 65-78 (for teacher reference)</li> </ul>
<b>Closing and Assessment</b>	
<p><b>B. Preview Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73.</li> <li>• Tell students that their homework is to read pages 51–60 in <i>Unbroken</i>, as well as the summary of pages 60–73 found in the structured notes. Explain that sometimes they will not read a section of the book, and a summary of the they part they skip will be provided for them on the structured notes. After the reading,, they should complete the structured notes and answer the focus question: “Hillenbrand uses similes and metaphors to describe the B-24. Choose one and explain the comparison she makes. What makes this comparison effective? Why does Hillenbrand give the reader these details? How do they help the reader understand the story better?”</li> </ul>	<p><b>B. Preview Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute <i>Unbroken</i> structured notes, pages 55-64, and summary of pages 65-78.</li> <li>• Tell students that their homework is to read pages 55-64 in <i>Unbroken</i>, as well as the summary of pages 65-78 found in the structured notes. Explain that sometimes they will not read a section of the book, and a summary of the they part they skip will be provided for them on the structured notes. After the reading,, they should complete the structured notes and answer the focus question: “Hillenbrand uses similes and metaphors to describe the B-24. Choose one and explain the comparison she makes. What makes this comparison effective? Why does Hillenbrand give the reader these details? How do they help the reader understand the story better?”</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>• Read pages 51–60 in <i>Unbroken</i>, as well as the summary of pages 60–73 found on the structured notes handout. Complete the structured notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pages 55-64 in <i>Unbroken</i>, as well as the summary of pages 65-78 found on the structured notes handout. Complete the structured notes.</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 8, continued</b>	
<b>Unbroken Structured Notes</b>	
What is the gist of pages 51–60?	What is the gist of pages 55-64?
<p><b>Summary of pages 60–65</b>            (Note: Refer to the diagram of the B-24 bomber on page 48 to better understand this section of the text.)            Louie and his crewmates are assigned to fly in a B-24 Liberator plane. They spend three months learning how to fly it and use its weapons to attack targets. Louie’s job is to drop bombs on targets from the “greenhouse” (labeled “bombardier” on the diagram on page 48).</p> <p>During training, Louie and the rest of the crew learn about the dangers of flying. They have radio trouble and get lost for three-and-a-half hours one night. Several other men they know died in plane crashes. These kinds of accidents became so common that the Air Force starts training men to “ditch” (land on water), jump out of planes safely, and survive after a crash.</p> <p>Louie’s plane has its share of problems: a fuel leak, broken gas gauges that sometimes say the plane is full of fuel when it was almost empty, and one engine that is “thirstier” for gas than the other one. Even though they know how dangerous their job is, Louie and the other men grow to love their plane and decide to name it <i>Super Man</i>. (See a picture of <i>Super Man</i> on page 64.)</p> <p>On November 2, 1942, Louie and the rest of the crew of <i>Super Man</i> take off for Hawaii and their first mission of the war.</p>	<p><b>Summary of pages 65-70</b>            (Note: Refer to the diagram of the B-24 bomber on page 51 to better understand this section of the text.)            Louie and his crewmates are assigned to fly in a B-24 Liberator plane. They spend three months learning how to fly it and use its weapons to attack targets. Louie’s job is to drop bombs on targets from the “greenhouse” (labeled “bombardier” on the diagram on page 51).</p> <p>During training, Louie and the rest of the crew learn about the dangers of flying. They have radio trouble and get lost for three-and-a-half hours one night. Several other men they know died in plane crashes. These kinds of accidents became so common that the Air Force starts training men to “ditch” (land on water), jump out of planes safely, and survive after a crash.</p> <p>Louie’s plane has its share of problems: a fuel leak, broken gas gauges that sometimes say the plane is full of fuel when it was almost empty, and one engine that is “thirstier” for gas than the other one. Even though they know how dangerous their job is, Louie and the other men grow to love their plane and decide to name it <i>Super Man</i>. (See a picture of <i>Super Man</i> on page 69.)</p> <p>On November 2, 1942, Louie and the rest of the crew of <i>Super Man</i> take off for Hawaii and their first mission of the war.</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 8, continued</b>	
<b>Unbroken Structured Notes, continued</b>	
<p>Summary of pages 71-78</p> <p>Louie and the rest of the <i>Super Man</i> crew arrive in Hawaii and move into the Kahuku barracks. They are ready to fight: “Everyone was eager to take a crack at the enemy, but there was no combat to be had” (67). The crew continues training, flying over Hawaii to practice bombing targets, but they are often bored and play practical jokes to keep themselves entertained.</p> <p>On their days off, the men go to the movies and out to eat. Louie runs around the runway to stay in shape for the Olympics. One day, while driving around the island, “they came upon several airfields, but when they drew closer, they realized that all of the planes and equipment were fake, made of plywood, an elaborate ruse designed to fool Japanese reconnaissance planes” (70).</p> <p>The <i>Super Man</i> crew finally gets their first real assignment. They set out with 25 other planes to bomb Wake Atoll, where the Japanese have built an army base.</p>	<p>Summary of pages 71-78</p> <p>Louie and the rest of the <i>Super Man</i> crew arrive in Hawaii and move into the Kahuku barracks. They are ready to fight: “Everyone was eager to take a crack at the enemy, but there was no combat to be had” (72). The crew continues training, flying over Hawaii to practice bombing targets, but they are often bored and play practical jokes to keep themselves entertained.</p> <p>On their days off, the men go to the movies and out to eat. Louie runs around the runway to stay in shape for the Olympics. One day, while driving around the island, “they came upon several airfields, but when they drew closer, they realized that all of the planes and equipment were fake, made of plywood, an elaborate ruse designed to fool Japanese reconnaissance planes” (75).</p> <p>The <i>Super Man</i> crew finally gets their first real assignment. They set out with 25 other planes to bomb Wake Atoll, where the Japanese have built an army base.</p>
<p><b>Vocabulary</b></p> <p>onslaught (51)</p> <p>recessive (55)</p> <p>abrasive (57)</p> <p>bonhomie (57)</p> <p>cheek by jowl (59)</p>	<p><b>Vocabulary</b></p> <p>onslaught (55)</p> <p>recessive (60)</p> <p>abrasive (60)</p> <p>bonhomie (62)</p> <p>cheek by jowl (63)</p>
<b>Unit 1 Lesson 9</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 55-64, and summary of pages 65-78 (from homework)</li> </ul>
<b>Opening</b>	
<p><b>A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to take their <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 and sit with their Midway Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner.</li> </ul>	<p><b>A. Engaging the Reader: Structured Notes Focus Question (4 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to take their <i>Unbroken</i> structured notes, pages 55-64, and summary of pages 65-78 and sit with their Midway Discussion Appointment partner. Ask them to reread the focus question and their response silently, then discuss their response with their partner.</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 10</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 55-64, and summary of pages 65-78 (from homework)</li> </ul>
<b>Agenda</b>	
<p>4. Homework</p> <p>A. Complete a first read of pages 73–77 and 85–89 in <i>Unbroken</i>, plus the summaries of pages 78–85 and 91–113 provided in the structured notes. Complete the structured notes.</p>	<p>4. Homework</p> <p>A. Complete a first read of pages 78-81 and 89-94 in <i>Unbroken</i>, plus the summaries of pages 82-89 and 95-118 provided in the structured notes. Complete the structured notes.</p>
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 73–113 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 73–113 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 73–113 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 78-118 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 78-118 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 78-118 (for teacher reference)</li> </ul>
<b>Lesson Vocabulary</b>	
onslaught (51), recessive (55), abrasive, bonhomie (57), cheek by jowl (59)	onslaught (55), recessive (60), abrasive (60), bonhomie (62), cheek by jowl (63)
<b>Opening</b>	
<p><b>B Engaging the Reader: Focus Question and Review Learning Targets (6 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to take the text <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 51–60, and summary of pages 60–73 and sit with their Iwo Jima Discussion Appointment partner.</li> </ul>	<p><b>B. Engaging the Reader: Focus Question and Review Learning Targets (6 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to take the text <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 55-64, and summary of pages 65-78 and sit with their Iwo Jima Discussion Appointment partner.</li> </ul>
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 73–113.</li> <li>• Let students know that they should complete a first read of pages 73–77 and 85–89, plus the summaries for pages 78–85 and 91–113 included in the structured notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 78-118.</li> <li>• Let students know that they should complete a first read of pages 78-81 and 89-94, plus the summaries for pages 82-89 and 95-118 included in the structured notes.</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 10, continued</b>	
<b>Homework</b>	
<ul style="list-style-type: none"> <li>Complete a first read of pages 73–77 and 85–89 in <i>Unbroken</i>, plus the summaries of pages 78–85 and 91–113 provided in the structured notes. Complete the structured notes, including the focus question: “On pages 85–89, why do you think Hillenbrand describes what the airmen fear in such detail? What does it help the reader understand about Louie and the men he served with? Use the strongest evidence from the book to support your answer.”</li> </ul>	<ul style="list-style-type: none"> <li>Complete a first read of pages 78-81 and 89-94 in <i>Unbroken</i>, plus the summaries of pages 82-89 and 95-118 provided in the structured notes. Complete the structured notes, including the focus question: “On pages 89-94, 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 book to support your answer.”</li> </ul>
<b>Active and Passive Sentences</b>	
<p>On the line, identify whether the sentences from <i>Unbroken</i> are active or passive voice.</p> <ol style="list-style-type: none"> <li>_____ “As he lost his aloof, thorny manner, he was welcomed by the fashionable crowd” (17).</li> <li>_____ “The British were driven from Malaya and into surrender in Singapore in seventy days” (52).</li> <li>_____ “For three days, the Japanese bombed and strafed the atoll” (52).</li> <li>_____ “Louie was trained in the use of two bombsights” (53).</li> <li>_____ “Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint” (15).</li> <li>_____ “Phillips had one consuming passion” (57).</li> </ol>	<p>On the line, identify whether the sentences from <i>Unbroken</i> are active or passive voice.</p> <ol style="list-style-type: none"> <li>_____ “As he lost his aloof, thorny manner, he was welcomed by the fashionable crowd” (18).</li> <li>_____ “The British were driven from Malaya and into surrender in Singapore in seventy days” (56).</li> <li>_____ “For three days, the Japanese bombed and strafed the atoll” (56).</li> <li>_____ “Louie was trained in the use of two bombsights” (57).</li> <li>_____ “Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint” (16).</li> <li>_____ “Phillips had one consuming passion” (60).</li> </ol>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 10, continued</b>	
<b><i>Unbroken Structured Notes</i></b>	
<p>What is the gist of pages 73–77?</p> <p>In the air corps, 35,946 personnel died in non-battle situations, the vast majority of them in accidental crashes. Even in combat, airmen appear to have been more likely to die from accidents than combat itself. A report issued by the AAF surgeon general suggests that in the Fifteenth Air Force, between November 1, 1943, and May 25, 1945, 70 percent of men listed as killed in action died in operational aircraft accidents, not as a result of enemy action (80).</p> <p>Aside from accidents, American airmen also face danger from Japanese fighters. The Japanese fly planes called Zeros, which are fast and attack with machine guns and cannon shells.</p> <p>In addition to the airmen who were killed in accidents or by Japanese fighters, thousands disappeared and were never found. They may have died in the ocean, been captured by the enemy, or survived and been lost in unknown land. “Unable to find them, the military declared them missing. If they weren’t found within thirteen months, they were declared dead” (85).</p>	<p>What is the gist of pages 78-81?</p> <p>In the air corps, 35,946 personnel died in non-battle situations, the vast majority of them in accidental crashes. Even in combat, airmen appear to have been more likely to die from accidents than combat itself. A report issued by the AAF surgeon general suggests that in the Fifteenth Air Force, between November 1, 1943, and May 25, 1945, 70 percent of men listed as killed in action died in operational aircraft accidents, not as a result of enemy action (84).</p> <p>Aside from accidents, American airmen also face danger from Japanese fighters. The Japanese fly planes called Zeros, which are fast and attack with machine guns and cannon shells.</p> <p>In addition to the airmen who were killed in accidents or by Japanese fighters, thousands disappeared and were never found. They may have died in the ocean, been captured by the enemy, or survived and been lost in unknown land. “Unable to find them, the military declared them missing. If they weren’t found within thirteen months, they were declared dead” (89).</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 10, continued</b>	
<b><i>Unbroken</i> Structured Notes, continued</b>	
<p>Summary of pages 85–89?</p> <p>Escaping from downed aircraft is very important. The men have “Mae West” life vests that inflate and life rafts that are released manually. The men have to get to the rafts immediately because the water is shark-infested.</p> <p>Finding survivors is extremely difficult. Rescuers often have little idea of where to even look in the vast Pacific. Because they have to fly so quickly, they generally can’t see a raft even if they fly over it. The Air Corps tries to improve the rescue system, but most men are never found. Search planes are actually more likely to crash than to find survivors.</p> <p>The longer survivors exist without rescue, the worse things became. Dehydration, starvation, sores from saltwater, and the chill at night bring great suffering. After a few days lost at sea, men even suffer delusions.</p> <p>Worse than sharks, starvation, or delusions is the thought of being captured by the Japanese. The Japanese went on a “six-week frenzy of killing” (88) after 500,000 Chinese civilians and 90,000 soldiers in the Chinese city of Nanking surrendered in 1937. The horrific acts—including rape, mass murder, mutilation, and worse—became known as the Rape of Nanking. The Kwajalein atoll is known as “Execution Island.” Some airmen choose to crash into the ocean rather than risk being captured and sent to any of the Japanese POW camps.</p>	<p>Summary of pages 89-94?</p> <p>Escaping from downed aircraft is very important. The men have “Mae West” life vests that inflate and life rafts that are released manually. The men have to get to the rafts immediately because the water is shark-infested.</p> <p>Finding survivors is extremely difficult. Rescuers often have little idea of where to even look in the vast Pacific. Because they have to fly so quickly, they generally can’t see a raft even if they fly over it. The Air Corps tries to improve the rescue system, but most men are never found. Search planes are actually more likely to crash than to find survivors.</p> <p>The longer survivors exist without rescue, the worse things became. Dehydration, starvation, sores from saltwater, and the chill at night bring great suffering. After a few days lost at sea, men even suffer delusions.</p> <p>Worse than sharks, starvation, or delusions is the thought of being captured by the Japanese. The Japanese went on a “six-week frenzy of killing” (92) after 500,000 Chinese civilians and 90,000 soldiers in the Chinese city of Nanking surrendered in 1937. The horrific acts—including rape, mass murder, mutilation, and worse—became known as the Rape of Nanking. The Kwajalein atoll is known as “Execution Island.” Some airmen choose to crash into the ocean rather than risk being captured and sent to any of the Japanese POW camps.</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 10, continued</b>	
<b>Unbroken Structured Notes, continued</b>	
<p>(Note: Refer to the picture on page 111 of <i>Superman</i> with the damage done by the Japanese Zeros.)</p> <p>Louie and the crew of <i>Superman</i> are sent to Canton Air Base and prepare to fly two missions over the Gilbert Islands. During the first mission, the fuel gauges “had settled unusually low” and the plane barely makes it back to Canton. Later on, the crew flies a rescue mission looking for a B-25 and its crew members that go down. They find the men in a life raft encircled by hundreds of sharks. Louie and Phil realize just how lethal “ditching” a plane into the ocean would be.</p> <p>Their next mission is the bombing of Nauru, where they successfully hit all their targets but the plane is gravely wounded. Phil is forced to land <i>Superman</i> on Funafuti Island with no hydraulic brakes, which he manages to do successfully. When the plane and its crew are assessed for damages, they find 594 bullet holes and several crew members wounded. Both Brooks and <i>Superman</i> die that day.</p> <p>While the crew is recuperating on Funafuti, the island comes under Japanese attack from “The Stinking Six.” A pilot later recalled that “it sounded like the whole island was blowing up” (108). Phil and Louie take cover under a native hut and survive the bombings. Three B-24s are destroyed, and several casualties result from the attack.</p> <p>Because <i>Superman</i> and several members of its crew are out of commission, Louie, Phil, and the remaining healthy crew are transferred to the 42<sup>nd</sup> squadron of the 11<sup>th</sup> Bomb Group, stationed in Oahu. Louie writes in his diary, “Every time they mix a crew, they have a crack up” (112). Shortly after they arrive in Oahu, Louie and Phil see their next plane, the <i>Green Hornet</i>. Neither man wants to fly in this plane.</p>	<p>(Note: Refer to the picture on page 115 of <i>Superman</i> with the damage done by the Japanese Zeros.)</p> <p>Louie and the crew of <i>Superman</i> are sent to Canton Air Base and prepare to fly two missions over the Gilbert Islands. During the first mission, the fuel gauges “had settled unusually low” and the plane barely makes it back to Canton. Later on, the crew flies a rescue mission looking for a B-25 and its crew members that go down. They find the men in a life raft encircled by hundreds of sharks. Louie and Phil realize just how lethal “ditching” a plane into the ocean would be.</p> <p>Their next mission is the bombing of Nauru, where they successfully hit all their targets but the plane is gravely wounded. Phil is forced to land <i>Superman</i> on Funafuti Island with no hydraulic brakes, which he manages to do successfully. When the plane and its crew are assessed for damages, they find 594 bullet holes and several crew members wounded. Both Brooks and <i>Superman</i> die that day.</p> <p>While the crew is recuperating on Funafuti, the island comes under Japanese attack from “The Stinking Six.” A pilot later recalled that “it sounded like the whole island was blowing up” (112). Phil and Louie take cover under a native hut and survive the bombings. Three B-24s are destroyed, and several casualties result from the attack.</p> <p>Because <i>Superman</i> and several members of its crew are out of commission, Louie, Phil, and the remaining healthy crew are transferred to the 42<sup>nd</sup> squadron of the 11<sup>th</sup> Bomb Group, stationed in Oahu. Louie writes in his diary, “Every time they mix a crew, they have a crack up” (117). Shortly after they arrive in Oahu, Louie and Phil see their next plane, the <i>Green Hornet</i>. Neither man wants to fly in this plane.</p>
<p>Focus question: On pages 85–89, why do you think Hillenbrand describes what the airmen fear in such detail? What does it help the reader understand about Louie and the men he served with? Use the strongest evidence from the book to support your answer.</p>	<p>Focus question: On pages 89-94, 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 book to support your answer.</p>



Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 10, continued</b>	
<b><i>Unbroken</i> Structured Notes, continued</b>	
<b>Vocabulary</b> engulfed (74) garish (74) feted (76) lauded (77) delusory (88)	<b>Vocabulary</b> engulfed (78) garish (79) feted (81) lauded (81) delusory (92)
<b>Unit 1 Lesson 11</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 73–133 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 78–139 (from homework)</li> </ul>
<b>Lesson Vocabulary</b>	
onslaught (51), recessive (55), abrasive, bonhomie (57), engulfed, garish (74), feted (76), lauded (77), delusory (88)	onslaught (55), recessive (60), abrasive (60), bonhomie (62), engulfed (78), garish (79), feted (81), lauded (81), delusory (92)
<b>Opening</b>	
<b>A. Engaging the Reader: Vocabulary (5 minutes)</b> <ul style="list-style-type: none"> <li>Invite students to take the text <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 73–113 and sit with their Midway Discussion Appointment partner.</li> <li>Invite students to take the text <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 73–113 and sit with their Midway Discussion Appointment partner.</li> </ul>	<b>A. Engaging the Reader: Vocabulary (5 minutes)</b> <ul style="list-style-type: none"> <li>Invite students to take the text <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 78-118 and sit with their Midway Discussion Appointment partner.</li> <li>Invite students to take the text <i>Unbroken</i> and their <i>Unbroken</i> structured notes, pages 78-118 and sit with their Midway Discussion Appointment partner.</li> </ul>
<b>Work Time</b>	
<ul style="list-style-type: none"> <li>Direct students' attention to the focus question on their <i>Unbroken</i> structured notes, pages 73–113:           <ul style="list-style-type: none"> <li>“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 text to support your answer.”</li> </ul> </li> <li>Direct the class's attention to the first sentence on the Active and Passive Sentences II handout and read it aloud:           <ul style="list-style-type: none"> <li>“Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint” (15).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Direct students' attention to the focus question on their <i>Unbroken</i> structured notes, pages 78-118:           <ul style="list-style-type: none"> <li>“On pages 89-94, 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 text to support your answer.”</li> </ul> </li> <li>Direct the class's attention to the first sentence on the Active and Passive Sentences II handout and read it aloud:           <ul style="list-style-type: none"> <li>“Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint” (16).</li> </ul> </li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 11, continued</b>	
<b>Work Time, continued</b>	
<ul style="list-style-type: none"> <li>• Read the second example aloud to the class:               <ul style="list-style-type: none"> <li>– “For three days, the Japanese bombed and strafed the atoll” (52).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read the second example aloud to the class:               <ul style="list-style-type: none"> <li>– “For three days, the Japanese bombed and strafed the atoll” (56).</li> </ul> </li> </ul>
<b>Written Conversation Note-catcher</b>	
<p>Think about pages 85–89 and review the focus question from your <i>Unbroken</i> structured notes, pages 73–133: “On pages 85–89, why do you think Hillenbrand describes what the airmen fear in such detail? What does it help the reader understand about Louie and the men he served with? Use the strongest evidence from the book to support your answer.” What was the most dangerous for downed airmen? Why?</p>	<p>Think about pages 89-94 and review the focus question from your <i>Unbroken</i> structured notes, pages 78-139: “On pages 89-94, 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 book to support your answer.” What was the most dangerous for downed airmen? Why?</p>
<b>Active and Passive Sentences</b>	
<ol style="list-style-type: none"> <li>1. “Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint” (15). (Passive)</li> <li>2. “As he lost his aloof, thorny manner, <u>he was welcomed by the fashionable crowd</u>” (17). (Passive)</li> <li>3. “The British were driven from Malaya and into surrender in Singapore in seventy days” (52). (Passive)</li> <li>4. “For three days, the Japanese bombed and strafed the atoll” (52). (Active)</li> <li>5. “Louie was trained in the use of two bombsights” (53). (Passive)</li> <li>6. “Phillips had one consuming passion” (57). (Active)</li> </ol>	<ol style="list-style-type: none"> <li>1. “Then they were discovered by the railroad detective, who forced them to jump from the moving train at gunpoint” (16). (Passive)</li> <li>2. “As he lost his aloof, thorny manner, <u>he was welcomed by the fashionable crowd</u>” (18). (Passive)</li> <li>3. “The British were driven from Malaya and into surrender in Singapore in seventy days” (56). (Passive)</li> <li>4. “For three days, the Japanese bombed and strafed the atoll” (56). (Active)</li> <li>5. “Louie was trained in the use of two bombsights” (57). (Passive)</li> <li>6. “Phillips had one consuming passion” (60). (Active)</li> </ol>
<b>Unit 1 Lesson 12</b>	
<b>Agenda</b>	
<ol style="list-style-type: none"> <li>4. Homework           <ol style="list-style-type: none"> <li>A. Complete a first read of pages 114–121 and 125–130 in <i>Unbroken</i>, plus the summary of pages 131–140 provided in the structured notes. Complete the structured notes.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>4. Homework           <ol style="list-style-type: none"> <li>A. Complete a first read of pages 119-127 and 131-136 in <i>Unbroken</i>, plus the summary of pages 137-146 provided in the structured notes. Complete the structured notes.</li> </ol> </li> </ol>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 12, continued</b>	
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 114–140 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 114–140 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 114–140 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 119-146 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 119-146 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 119-146 (for teacher reference)</li> </ul>
<b>Closing and Assessment</b>	
<b>A. Preview Homework (5 minutes)</b> <ul style="list-style-type: none"> <li>• Distribute <i>Unbroken</i> structured notes, pages 114–140.</li> <li>• Let students know that they should complete a first read of pages 114–121 and 125–130 in <i>Unbroken</i> and the summary of pages 131–140 included in the structured notes.</li> </ul>	<b>A. Preview Homework (5 minutes)</b> <ul style="list-style-type: none"> <li>• Distribute <i>Unbroken</i> structured notes, pages 119-146.</li> <li>• Let students know that they should complete a first read of pages 119-127 and 131-136 in <i>Unbroken</i> and the summary of pages 137-146 included in the structured notes.</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>• Complete a first read of pages 114–121 and 125–130 in <i>Unbroken</i> and the summary of pages 131–140 included in the structured notes. Fill in the structured notes and answer the focus question: “From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?”</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a first read of pages 119-127 and 131-136 in <i>Unbroken</i> and the summary of pages 137-146 included in the structured notes. Fill in the structured notes and answer the focus question: “From pages 125-127, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?”</li> </ul>
<b><i>Unbroken</i> Structured Notes</b>	
What is the gist of pages 114–121 and 125–130?	What is the gist of pages 119-127 and 137-146?
Summary of pages 131–140 At home, telegrams are sent to families of the <i>Green Hornet</i> crew. “I regret to inform you that the commanding general Pacific area reports your son—First Lieutenant Russell A. Phillips—missing since May Twenty-seven. If further details or other information of his status are received you will be promptly notified” (138).	Summary of pages 137-146 At home, telegrams are sent to families of the <i>Green Hornet</i> crew. “I regret to inform you that the commanding general Pacific area reports your son—First Lieutenant Russell A. Phillips—missing since May Twenty-seven. If further details or other information of his status are received you will be promptly notified” (144).
Focus question: From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?	Focus question: From pages 125-127, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 12, continued</b>	
<b><i>Unbroken</i> Structured Notes, continued</b>	
<p>Summary of pages 114–121            Upon hearing the news that a plane and her crew are missing, Louie, Phil, and Cuppernell are asked to volunteer in the search effort. Although Phil and Louie hear the word “volunteer,” they both know it was an order. When they mention that they don’t have a plane to fly, they are told to use the <i>Green Hornet</i>, the plane they know is unsafe and dangerous (see photograph on page 116).</p>	<p>Summary of pages 119-127            Upon hearing the news that a plane and her crew are missing, Louie, Phil, and Cuppernell are asked to volunteer in the search effort. Although Phil and Louie hear the word “volunteer,” they both know it was an order. When they mention that they don’t have a plane to fly, they are told to use the <i>Green Hornet</i>, the plane they know is unsafe and dangerous (see photograph on page 120).</p>
<p>Summary of pages 131–140            At home, telegrams are sent to families of the <i>Green Hornet</i> crew.            “I regret to inform you that the commanding general Pacific area reports your son—First Lieutenant Russell A. Phillips—missing since May Twenty-seven. If further details or other information of his status are received you will be promptly notified” (138).</p>	<p>Summary of pages 137-146            At home, telegrams are sent to families of the <i>Green Hornet</i> crew.            “I regret to inform you that the commanding general Pacific area reports your son—First Lieutenant Russell A. Phillips—missing since May Twenty-seven. If further details or other information of his status are received you will be promptly notified” (144).</p>
<p>Focus question:            From pages 119–121, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?</p>	<p>Focus question:            From pages 125-127, the scene Hillenbrand describes is mostly underwater. What descriptive details does she use to vividly create this scene? How does this contribute to the meaning of the story? How is war affecting Louie in this mostly underwater scene?</p>
<p><b>Vocabulary</b>            musher (115)            assented (117)            writhing (120)            grossly (127)            addled resolution (130)</p>	<p><b>Vocabulary</b>            musher (120)            assented (122)            writhing (126)            grossly (133)            addled resolution (136)</p>
<b>Unit 1 Lesson 13</b>	
<b>Agenda</b>	
<p>4. Homework            A. Read two sections in <i>Unbroken</i>, along with two summaries included in the structured notes. Complete the structured notes.</p>	<p>4. Homework            A. Complete a first read of the summary of pages 147-154, pages 154-163 in <i>Unbroken</i>, the summary of pages 163-173, and pages 173-175 in <i>Unbroken</i>. Complete the structured notes.</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 13, continued</b>	
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 147–168 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 147–168 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 147–168 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 154-175 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 154-175 (optional; for students needing additional support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 154-178 (for teacher reference)</li> </ul>
<b>Closing and Assessment</b>	
<p><b>B. Preview Homework (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Distribute <i>Unbroken</i> structured notes, pages 147–168.</li> <li>• Let students know they should complete their reading assignments in <i>Unbroken</i>, read the summaries provided for pages 141–147 and 156–166 in the structured notes, and complete the structured notes.</li> </ul>	<p><b>B. Preview Homework (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Distribute <i>Unbroken</i> structured notes, pages 154-175.</li> <li>• Let students know they should complete their reading assignments in <i>Unbroken</i>, read the summaries provided for pages 147-154 and 163-173 in the structured notes, and complete the structured notes.</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>• Read the summary for pages 141–147 provided in the structured notes, then read pages 147–156 in <i>Unbroken</i> and record the gist. Next, read the summary provided for pages 156–166, then read 166–168 in the book and record the gist. Answer the focus question: “During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?” Finish filling in the structured notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the summary for pages 147-154 provided in the structured notes, then read pages 154- 163 in <i>Unbroken</i> and record the gist. Next, read the summary provided for pages 163-173, then read 173-175 in the book and record the gist. Answer the focus question: “During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?” Finish filling in the structured notes.</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 13, continued</b>	
<b>Unbroken Structured Notes</b>	
<p>What is the gist of what you read on pages 147–156?</p> <p>Summary of pages 156–166 After the Japanese strafe the rafts, the sharks attack the rafts and the men. Louie is able to repair one raft, but the other is lost. Because of the direction the planes are flying, Louie and Phil are able to orient themselves and calculate that they will reach land after 46 or 47 days at sea. This means they need to survive three more weeks on the raft.</p> <p>The sharks become aggressive and launch an attack on the men. Louie decides that if the sharks attack him, then he will attack the sharks. He catches and kills two sharks and shares their livers with Phil and Mac. A great white shark attacks the raft, and the men struggle to stay afloat. Mac saves Louie from the jaws of death. Eventually the great white gives up.</p> <p>On day 33, Mac dies and the men bury him at sea. Louie prays for himself and Phil. He vows that “if God would save them, he would serve heaven forever” (165). The next day, Louie and Phil surpass the record of days survived at sea. They enter the doldrums, where Louie thinks, “Such beauty was too perfect to have come about by mere chance” (166).</p>	<p>What is the gist of what you read on pages 154-163?</p> <p>Summary of pages 163-173 After the Japanese strafe the rafts, the sharks attack the rafts and the men. Louie is able to repair one raft, but the other is lost. Because of the direction the planes are flying, Louie and Phil are able to orient themselves and calculate that they will reach land after 46 or 47 days at sea. This means they need to survive three more weeks on the raft.</p> <p>The sharks become aggressive and launch an attack on the men. Louie decides that if the sharks attack him, then he will attack the sharks. He catches and kills two sharks and shares their livers with Phil and Mac. A great white shark attacks the raft, and the men struggle to stay afloat. Mac saves Louie from the jaws of death. Eventually the great white gives up.</p> <p>On day 33, Mac dies and the men bury him at sea. Louie prays for himself and Phil. He vows that “if God would save them, he would serve heaven forever” (172). The next day, Louie and Phil surpass the record of days survived at sea. They enter the doldrums, where Louie thinks, “Such beauty was too perfect to have come about by mere chance” (173).</p>
<p>What is the gist of what you read on pages 166-168?</p> <p>Focus question: During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?”</p> <p>On several occasions throughout his ordeal, Louie experiences peace and tranquility that is beyond human understanding. For example, on pages 166 and 167, Louie has what it seems can only be called religious experiences—the author uses words like “reverent,” “compassion,” and “beauty.” Also, Louie prays out of desperation, and he prays when circumstances are overwhelming and he can’t use his own ability to make things better. For example, he prays and tells God that if He will quench their thirst, he will dedicate his life to him (149). On another occasion, he vows that “if God would save them, he would serve heaven forever” (165).</p>	<p>What is the gist of what you read on pages 173-175?</p> <p>Focus question: During Louie’s ordeal of being lost at sea, Hillenbrand writes of several occasions in which he experiences the presence of God. What are these experiences like, and how does he experience God in each of them?”</p> <p>On several occasions throughout his ordeal, Louie experiences peace and tranquility that is beyond human understanding. For example, on page 173, Louie has what it seems can only be called religious experiences—the author uses words like “reverent,” “compassion,” and “beauty.” Also, Louie prays out of desperation, and he prays when circumstances are overwhelming and he can’t use his own ability to make things better. For example, he prays and tells God that if He will quench their thirst, he will dedicate his life to him (159). On another occasion, he vows that “if God would save them, he would serve heaven forever” (172).</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 1 Lesson 13, continued</b>	
<b><i>Unbroken Structured Notes, continued</i></b>	
<b>Vocabulary</b> grotesque (148) demoralized (151) fickle (152) inept (156) lucid (167)	<b>Vocabulary</b> grotesque (155) demoralized (158) fickle (159) inept (163) lucid (174)

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 1</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 147–168 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 154-175 (from homework)</li> </ul>
<b>Agenda</b>	
<p>4. Homework</p> <p>A. Read pages 169-175 and 179-181 in <i>Unbroken</i> Complete the structured notes.</p>	<p>4. Homework</p> <p>A. Read pages 176-182 and 185-187 in <i>Unbroken</i> Complete the structured notes.</p>
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 169–181 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 169–181 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 169–181 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 176-187 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 176-187 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 176-187 (for teacher reference)</li> </ul>
<b>Opening</b>	
<ul style="list-style-type: none"> <li>• Be sure students have their text <b><i>Unbroken</i></b>. Invite students to pair up with their Iwo Jima discussion partner to share their answer to the focus question from the Unit 1, Lesson 12 homework:             <ul style="list-style-type: none"> <li>* “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?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Be sure students have their text <b><i>Unbroken</i></b>. Invite students to pair up with their Iwo Jima discussion partner to share their answer to the focus question from the Unit 1, Lesson 12 homework:             <ul style="list-style-type: none"> <li>* “From pages 125-127, 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?”</li> </ul> </li> </ul>



Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 1, continued</b>	
<b>Work Time</b>	
<ul style="list-style-type: none"> <li>• Cold call student pairs, and listen for students to mention that throughout his ordeal, Louie experiences several occasions where he experiences peace and tranquility that is beyond human understanding. For example, on pages 166 and 167, Louie has what it seems can only be called religious experiences—the author uses words like “reverent,” “compassion,” “beauty.” Also, Louie prays out of desperation, and he prays when circumstances are overwhelming and he can’t use his own ability to make things better. For example, he prays and tells God that if He would quench their thirst he would dedicate his life to Him (152). On another occasion, he vows that, “if God would save them, he would serve heaven forever” (165).</li> </ul>	<ul style="list-style-type: none"> <li>• Cold call student pairs, and listen for students to mention that throughout his ordeal, Louie experiences several occasions where he experiences peace and tranquility that is beyond human understanding. For example, on pages 172 and 173, Louie has what it seems can only be called religious experiences—the author uses words like “reverent,” “compassion,” “beauty.” Also, Louie prays out of desperation, and he prays when circumstances are overwhelming and he can’t use his own ability to make things better. For example, he prays and tells God that if He would quench their thirst he would dedicate his life to Him (159). On another occasion, he vows that, “if God would save them, he would serve heaven forever” (172).</li> </ul>
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 169–181 as well as the <i>Unbroken</i> supported structured notes, pages 169–181 as needed, keeping a copy of <i>Unbroken</i> Structured Notes Teacher Guide, pages 169–181 (for teacher reference).</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 176-187 as well as the <i>Unbroken</i> supported structured notes, pages 176-187 as needed, keeping a copy of <i>Unbroken</i> Structured Notes Teacher Guide, pages 176-187 (for teacher reference).</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>• Read pages 169–175 and 179–181 in <i>Unbroken</i>. Complete the structured notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pages 176-182 and 185-187 in <i>Unbroken</i> Complete the structured notes.</li> </ul>
<b>Survival at Sea Sentence Strips</b>	
<p>“Louie came up with the ground rules. Each man would eat one square of chocolate in the morning, one in the evening. Louie allotted one water tin per man, with each man allowed two or three sips a day” (128–129).</p> <p>“Louie kept his hand on Phil’s head, stanching the bleeding” (129).</p> <p>“Louie decided to divvy up breakfast, a single square of chocolate. He untied the raft pocket and looked in. All of the chocolate was gone... His gaze paused on Mac... The realization that Mac had eaten all of the chocolate rolled hard over Louie... Louie knew they couldn’t survive long without food, but he quelled the thought... Curbing his irritation, Louie told Mac that he was disappointed in him. Understanding that Mac had acted in a panic, he reassured him that they’d soon be rescued. Mac said nothing” (132).</p>	<p>“Louie came up with the ground rules. Each man would eat one square of chocolate in the morning, one in the evening. Louie allotted one water tin per man, with each man allowed two or three sips a day” (134-136).</p> <p>“Louie kept his hand on Phil’s head, stanching the bleeding” (135).</p> <p>“Louie decided to divvy up breakfast, a single square of chocolate. He untied the raft pocket and looked in. All of the chocolate was gone... His gaze paused on Mac... The realization that Mac had eaten all of the chocolate rolled hard over Louie... Louie knew they couldn’t survive long without food, but he quelled the thought... Curbing his irritation, Louie told Mac that he was disappointed in him. Understanding that Mac had acted in a panic, he reassured him that they’d soon be rescued. Mac said nothing” (138).</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 1, continued</b>	
<b>Survival at Sea Sentence Strips, continued</b>	
<p>Louie lunged for the raft pocket, retrieved the flare gun, and loaded a flare cartridge... He squeezed the trigger, the gun bucked in his hand... Louie dug out a dye pack and shook it hurriedly into the water, and a pool of vivid greenish-yellow bloomed over the ocean” (133).</p> <p>“For a moment, Louie felt furious with the airmen who had passed so close to them, yet had not seen them. But his anger soon cooled... He knew how hard it was to see a raft, especially among clouds” (134).</p> <p>“The castaways’ bodies were declining” (135).</p> <p>“Sometime on the fifth day, Mac snapped... He suddenly began screaming that they were going to die. Wild-eyed and raving, he couldn’t stop shouting. Louie slapped him across the face. Mac abruptly went silent and lay down ...” (136).</p> <p>“That night, before he tried to sleep, Louie prayed... He pleaded for help” (136).</p> <p>“They had to find a way to save the water... Louie tried a new technique... He began continuously sucking the captured water into his mouth, then spitting it in the cans. Once the cans were full, he kept harvesting the rain, giving one man a drink every thirty seconds or so” (142).</p> <p>“The men were ravenous. It was not clear that Mac’s binge on the chocolate ... was a catastrophe. Louie resented Mac, and Mac seemed to know it. Though Mac never spoke of it, Louie sensed that he was consumed with guilt over what he had done” (142).</p> <p>“Louie had demonstrated that if they were persistent and resourceful, they could catch food, and both he and Phil felt inspired. Only Mac remained unchanged” (143).</p>	<p>Louie lunged for the raft pocket, retrieved the flare gun, and loaded a flare cartridge... He squeezed the trigger, the gun bucked in his hand... Louie dug out a dye pack and shook it hurriedly into the water, and a pool of vivid greenish-yellow bloomed over the ocean” (139).</p> <p>“For a moment, Louie felt furious with the airmen who had passed so close to them, yet had not seen them. But his anger soon cooled... He knew how hard it was to see a raft, especially among clouds” (140).</p> <p>“The castaways’ bodies were declining” (141).</p> <p>“Sometime on the fifth day, Mac snapped... He suddenly began screaming that they were going to die. Wild-eyed and raving, he couldn’t stop shouting. Louie slapped him across the face. Mac abruptly went silent and lay down ...” (142).</p> <p>“That night, before he tried to sleep, Louie prayed... He pleaded for help” (142).</p> <p>“They had to find a way to save the water... Louie tried a new technique... He began continuously sucking the captured water into his mouth, then spitting it in the cans. Once the cans were full, he kept harvesting the rain, giving one man a drink every thirty seconds or so” (149).</p> <p>“The men were ravenous. It was not clear that Mac’s binge on the chocolate ... was a catastrophe. Louie resented Mac, and Mac seemed to know it. Though Mac never spoke of it, Louie sensed that he was consumed with guilt over what he had done” (149).</p> <p>“Louie had demonstrated that if they were persistent and resourceful, they could catch food, and both he and Phil felt inspired. Only Mac remained unchanged” (150).</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 1, continued</b>	
<b>Survival at Sea Sentence Strips, continued</b>	
<p>“Louie was determined that no matter what happened to their bodies, their minds would stay under their control. Within a few days of the crash, Louie began peppering the other two with questions on every conceivable subject” (145).</p> <p>“From earliest childhood, Louie had regarded every limitation placed on him as a challenge to his wits, his resourcefulness, and his determination to rebel... Now, as he was cast into extremity, despair and death became the focus of his defiance. The same attributes that had made him the boy terror of Torrance were keeping him alive in the greatest struggle of his life” (148).</p> <p>“Looking at the dead raft, Louie thought of a use for it. Using the pliers, he pulled apart the layers of canvas on the ruined raft, creating a large, light sheet. At last, they had a canopy to block the sun in daytime and the cold at night” (159).</p> <p>“Louie was furious at the sharks. He had thought they had an understanding: The men would stay out of the sharks’ turf—the water—and the sharks would stay off of theirs—the raft... He stewed all night, scowled hatefully at the sharks all day, and eventually made a decision. If the sharks were going to try to eat him, he was going to try to eat them” (161).</p> <p>“For days, Louie lay over the side of the raft, fishhooks tied to his fingers, trying to catch another pilot fish. He caught none” (151).</p> <p>“That evening, Phil heard a small voice. It was Mac, asking Louie if he was going to die. Louie looked over at Mac, who was watching him. Louie thought it would be disrespectful to lie to Mac, who might have something that he needed to say or do before life left him. Louie told him that he thought he’d die that night. Mac had no reaction. Phil and Louie lay down, put their arms around Mac, and went to sleep. Sometime that night, Louie was lifted from sleep by a breathy sound, a deep outrushing of air, slow and final” (164).</p>	<p>“Louie was determined that no matter what happened to their bodies, their minds would stay under their control. Within a few days of the crash, Louie began peppering the other two with questions on every conceivable subject” (152).</p> <p>“From earliest childhood, Louie had regarded every limitation placed on him as a challenge to his wits, his resourcefulness, and his determination to rebel... Now, as he was cast into extremity, despair and death became the focus of his defiance. The same attributes that had made him the boy terror of Torrance were keeping him alive in the greatest struggle of his life” (155).</p> <p>“Looking at the dead raft, Louie thought of a use for it. Using the pliers, he pulled apart the layers of canvas on the ruined raft, creating a large, light sheet. At last, they had a canopy to block the sun in daytime and the cold at night” (166).</p> <p>“Louie was furious at the sharks. He had thought they had an understanding: The men would stay out of the sharks’ turf—the water—and the sharks would stay off of theirs—the raft... He stewed all night, scowled hatefully at the sharks all day, and eventually made a decision. If the sharks were going to try to eat him, he was going to try to eat them” (168).</p> <p>“For days, Louie lay over the side of the raft, fishhooks tied to his fingers, trying to catch another pilot fish. He caught none” (158).</p> <p>“That evening, Phil heard a small voice. It was Mac, asking Louie if he was going to die. Louie looked over at Mac, who was watching him. Louie thought it would be disrespectful to lie to Mac, who might have something that he needed to say or do before life left him. Louie told him that he thought he’d die that night. Mac had no reaction. Phil and Louie lay down, put their arms around Mac, and went to sleep. Sometime that night, Louie was lifted from sleep by a breathy sound, a deep outrushing of air, slow and final” (171).</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 1, continued</b>	
<b>Understanding Louie: Character Traits Anchor Chart</b>	
<ul style="list-style-type: none"> <li>• “They had to find a way to save the water.... Louie tried a new technique.... He began continuously sucking the captured water into his mouth, then spitting it in the cans. Once the cans were full, he kept harvesting the rain, giving one man a drink every thirty seconds or so” (142).</li> <li>• “Louie had demonstrated that if they were persistent and resourceful, they could catch food, and both he and Phil felt inspired. Only Mac remained unchanged” (143).</li> <li>• “For days, Louie lay over the side of the raft, fishhooks tied to his fingers, trying to catch another pilot fish. He caught none” (151).</li> <li>• “Louie kept his hand on Phil’s head, stanching the bleeding” (129).</li> <li>• “Louie decided to divvy up breakfast, a single square of chocolate. He untied the raft pocket and looked in. All of the chocolate was gone.... His gaze paused on Mac.... The realization that Mac had eaten all of the chocolate rolled hard over Louie.... Louie knew that they couldn’t survive long without food, but he quelled the thought.... Curbing his irritation, Louie told Mac that he was disappointed in him. Understanding that Mac had acted in a panic, he reassured him that they’d soon be rescued. Mac said nothing” (132).</li> <li>• “The men were ravenous. It was not clear that Mac’s binge on the chocolate ... was a catastrophe. Louie resented Mac, and Mac seemed to know it. Though Mac never spoke of it, Louie sensed that he was consumed with guilt over what he had done” (142).</li> <li>• “That evening, Phil heard a small voice. It was Mac, asking Louie if he was going to die. Louie looked at Mac, who was watching him. Louie thought it would be disrespectful to lie to Mac, who might have something that he needed to say or do before life left him. Louie told him that he thought he’d die that night. Mac had no reaction. Phil and Louie lay down, put their arms around Mac, and went to sleep. Sometime that night, Louie was lifted from sleep by a breathy sound, a deep outrushing of air, slow and final” (164).</li> </ul>	<ul style="list-style-type: none"> <li>• “They had to find a way to save the water.... Louie tried a new technique.... He began continuously sucking the captured water into his mouth, then spitting it in the cans. Once the cans were full, he kept harvesting the rain, giving one man a drink every thirty seconds or so” (149).</li> <li>• “Louie had demonstrated that if they were persistent and resourceful, they could catch food, and both he and Phil felt inspired. Only Mac remained unchanged” (150).</li> <li>• “For days, Louie lay over the side of the raft, fishhooks tied to his fingers, trying to catch another pilot fish. He caught none” (158).</li> <li>• “Louie kept his hand on Phil’s head, stanching the bleeding” (135).</li> <li>• “Louie decided to divvy up breakfast, a single square of chocolate. He untied the raft pocket and looked in. All of the chocolate was gone.... His gaze paused on Mac.... The realization that Mac had eaten all of the chocolate rolled hard over Louie.... Louie knew that they couldn’t survive long without food, but he quelled the thought.... Curbing his irritation, Louie told Mac that he was disappointed in him. Understanding that Mac had acted in a panic, he reassured him that they’d soon be rescued. Mac said nothing” (138).</li> <li>• “The men were ravenous. It was not clear that Mac’s binge on the chocolate ... was a catastrophe. Louie resented Mac, and Mac seemed to know it. Though Mac never spoke of it, Louie sensed that he was consumed with guilt over what he had done” (149).</li> <li>• “That evening, Phil heard a small voice. It was Mac, asking Louie if he was going to die. Louie looked at Mac, who was watching him. Louie thought it would be disrespectful to lie to Mac, who might have something that he needed to say or do before life left him. Louie told him that he thought he’d die that night. Mac had no reaction. Phil and Louie lay down, put their arms around Mac, and went to sleep. Sometime that night, Louie was lifted from sleep by a breathy sound, a deep outrushing of air, slow and final” (171).</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 1, continued</b>	
<b>Understanding Louie: Character Traits Anchor Chart, continued</b>	
<ul style="list-style-type: none"> <li>• “Louie came up with the ground rules. Each man would eat one square of chocolate in the morning, one in the evening. Louie allotted one water tin per man, with each man allowed two or three sips a day” (128–129).</li> <li>• Louie lunged for the raft pocket, retrieved the flare gun, and loaded a flare cartridge.... He squeezed the trigger, the gun bucked in his hand.... Louie dug out a dye pack and shook it hurriedly into the water, and a pool of vivid greenish-yellow bloomed over the ocean” (133).</li> <li>• “For a moment, Louie felt furious with the airmen who had passed so close to them, yet had not seen them. But his anger soon cooled.... He knew how hard it was to see a raft, especially among clouds” (134).</li> <li>• “The castaways’ bodies were declining” (135).</li> <li>• “Sometime on the fifth day, Mac snapped ... He suddenly began screaming that they were going to die. Wild-eyed and raving, he couldn’t stop shouting. Louie slapped him across the face. Mac abruptly went silent and lay down ...”(136).</li> <li>• “That night, before he tried to sleep Louie prayed.... He pleaded for help” (136).</li> <li>• “Louie was determined that no matter what happened to their bodies, their minds would stay under their control. Within a few days of the crash, Louie began peppering the other two with questions on every conceivable subject” (145).</li> <li>• “Looking at the dead raft, Louie thought of a use for it. Using the pliers, he pulled apart the layers of canvas on the ruined raft, creating a large, light sheet. At last, they had a canopy to block the sun in daytime and the cold at night” (159).</li> <li>• “From earliest childhood, Louie had regarded every limitation placed on him as a challenge to his wits, his resourcefulness, and his determination to rebel.... Now, as he was cast into extremity, despair and death became the focus of his defiance. The same attributes that had made him the boy terror of Torrance were keeping him alive in the greatest struggle of his life” (148).</li> </ul>	<ul style="list-style-type: none"> <li>• “Louie came up with the ground rules. Each man would eat one square of chocolate in the morning, one in the evening. Louie allotted one water tin per man, with each man allowed two or three sips a day” (134-135).</li> <li>• Louie lunged for the raft pocket, retrieved the flare gun, and loaded a flare cartridge.... He squeezed the trigger, the gun bucked in his hand.... Louie dug out a dye pack and shook it hurriedly into the water, and a pool of vivid greenish-yellow bloomed over the ocean” (139).</li> <li>• “For a moment, Louie felt furious with the airmen who had passed so close to them, yet had not seen them. But his anger soon cooled.... He knew how hard it was to see a raft, especially among clouds” (140).</li> <li>• “The castaways’ bodies were declining” (141).</li> <li>• “Sometime on the fifth day, Mac snapped ... He suddenly began screaming that they were going to die. Wild-eyed and raving, he couldn’t stop shouting. Louie slapped him across the face. Mac abruptly went silent and lay down ...”(142).</li> <li>• “That night, before he tried to sleep Louie prayed.... He pleaded for help” (142).</li> <li>• “Louie was determined that no matter what happened to their bodies, their minds would stay under their control. Within a few days of the crash, Louie began peppering the other two with questions on every conceivable subject” (152).</li> <li>• “Looking at the dead raft, Louie thought of a use for it. Using the pliers, he pulled apart the layers of canvas on the ruined raft, creating a large, light sheet. At last, they had a canopy to block the sun in daytime and the cold at night” (166).</li> <li>• “From earliest childhood, Louie had regarded every limitation placed on him as a challenge to his wits, his resourcefulness, and his determination to rebel.... Now, as he was cast into extremity, despair and death became the focus of his defiance. The same attributes that had made him the boy terror of Torrance were keeping him alive in the greatest struggle of his life” (155).</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 1, continued</b>	
<b>Unbroken Structured Notes</b>	
What is the gist of pages 169–175 and 179–181?	What is the gist of pages 176-182 and 185-187?
<b>Vocabulary</b> embrace (170) chastised (172) gaped (173) heaved (174) yanked (174) stench (174)	<b>Vocabulary</b> embrace (177) chastised (179) gaped (180) heaved (181) yanked (181) stench (181)
Summary of pages 169–175 and 179–181	Summary of pages 176-182 and 185-187
<b>Unit 2 Lesson 2</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 169–181 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 176-187 (from homework)</li> </ul>
<b>Agenda</b>	
4. Homework A. Read pages 181-183 (halfway), skip second half of page 183 and 184, and read pages 184-188 in <i>Unbroken</i> . Complete the structured notes.	4. Homework A. Read pages 187-189 (halfway), skip second half of page 189 and 190, and read pages 190 -194 in <i>Unbroken</i> . Complete the structured notes.
<b>Lesson Vocabulary</b>	
embrace (170), chastised (172), gaped (173), heaved (174), yanked (174), stench (174)	embrace (177), chastised (179), gaped (180), heaved (181), yanked (181), stench (181)
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 181–188 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 181–188 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 181–188 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 187-194 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 187-194 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 187-194 (for teacher reference)</li> </ul>
<b>Work Time</b>	
<ul style="list-style-type: none"> <li>• Allow students several minutes to turn and talk. Have them search pages 170–181 to find two strong examples of how Louie’s captors tried to make him invisible, and record the example and page number on the organizer. Encourage students to notice that being captured isolated Louie from the outside world, thus making him “invisible” in one sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students several minutes to turn and talk. Have them search pages 177-187 to find two strong examples of how Louie’s captors tried to make him invisible, and record the example and page number on the organizer. Encourage students to notice that being captured isolated Louie from the outside world, thus making him “invisible” in one sense.</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 2, continued</b>	
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>Distribute the <i>Unbroken</i> structured notes, pages 181–188, as well as the <i>Unbroken</i> supported structured notes, pages 181–188 as needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 181–188 (for teacher reference).</li> </ul>	<ul style="list-style-type: none"> <li>Distribute the <i>Unbroken</i> structured notes, pages 187-194, as well as the <i>Unbroken</i> supported structured notes, pages 187-194 as needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 187-194 (for teacher reference).</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>Read pages 181–183 (halfway), skip second half of page 183 and 184, and read pages 184–188 in <i>Unbroken</i>. Complete the structured notes.</li> </ul>	<ul style="list-style-type: none"> <li>Read pages 187-189 (halfway), skip second half of page 189 and 190, and read pages 190-194 in <i>Unbroken</i>. Complete the structured notes.</li> </ul>
<b><i>Unbroken</i> Structured Notes</b>	
What is the gist of pages 181–183 and 184–188?	What is the gist of pages 187-189 and 190-194?
Focus Question: 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?	Focus Question: Reread the last paragraph on page 188 through to the page break on page 189. 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?
<b>Vocabulary</b> degradation (182) dignity (182) dehumanized (182) wretchedness (182) debased (183)	<b>Vocabulary</b> degradation (188) dignity (188) dehumanized (188) wretchedness (188) debased (189)
Summary of pages 181–183 and 184–188	Summary of pages 187-189 and 190-194
<b>Unit 2 Lesson 3</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 181–188 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 187-194 (from homework)</li> </ul>
<b>Agenda</b>	
4. Homework A. Read pages 189-190, the summary of pages 190-192, and read pages 192-197 in <i>Unbroken</i> . Complete the structured notes.	4. Homework A. Read pages 195-196, the summary of pages 197-199, and read pages 199-203 in <i>Unbroken</i> . Complete the structured notes.
<b>Lesson Vocabulary</b>	
figurative; dignity (182)	figurative; dignity (188)



Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 3, continued</b>	
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 189–197 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 189–197 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 189–197 (one for teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 195-203 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 195-203 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 195-203 (one for teacher)</li> </ul>
<b>Opening</b>	
<ul style="list-style-type: none"> <li>• Have students reread (independently or with their partner) the last paragraph on page 182 to the page break on page 183.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students reread (independently or with their partner) the last paragraph on page 188 to the page break on page 189.</li> </ul>
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 189–197, as well as the <i>Unbroken</i> supported structured notes, pages 189–197 as needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 189–197 (for teacher reference).</li> <li>• Preview the homework. Read the focus question aloud: <ul style="list-style-type: none"> <li>* “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.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 195-203, as well as the <i>Unbroken</i> supported structured notes, pages 195-203 as needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 195-203 (for teacher reference).</li> <li>• Preview the homework. Read the focus question aloud: <ul style="list-style-type: none"> <li>* “On page 202, 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.”</li> </ul> </li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>• Read pages 189–190, the summary of pages 190–193, and read pages 193–197 in <i>Unbroken</i>. Complete the structured notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pages 195-196, the summary of pages 197-200, and read pages 200-203 in <i>Unbroken</i>. Complete the structured notes.</li> </ul>
<b>Unbroken Structured Notes</b>	
What is the gist of pages 189-190?	What is the gist of pages 195-196?
What is the gist of pages 190-193?	What is the gist of pages 197-199?
What is the gist of pages 193-197?	What is the gist of pages 199-203?
<b>Focus Question:</b> 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.	<b>Focus Question:</b> On page 202, 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.



Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 3, continued</b>	
<b>Unbroken Structured Notes, continued</b>	
<b>Vocabulary</b> haggard (193) sadism (194) fomented (195) taboo (196) reticence (197)	<b>Vocabulary</b> haggard (199) sadism (200) fomented (201) taboo (202) reticence (203)
<b>Unit 2 Lesson 4</b>	
<b>Opening</b>	
<ul style="list-style-type: none"> <li>• Give students about 6 minutes to work in pairs. Circulate and provide support. If necessary, provide the example on page 182: “Once, driven to his breaking point by a guard jabbing him, Louie yanked the stick from the guard’s hands. He knew he might get killed for it, but under this unceasing degradation, something was happening to him. His will to live, resilient through all of the trials on the raft, was beginning to fray.” Explain that Louie’s grabbing the stick from the guard was an extreme act of resisting being dehumanized.</li> </ul>	<ul style="list-style-type: none"> <li>• Give students about 6 minutes to work in pairs. Circulate and provide support. If necessary, provide the example on page 188: “Once, driven to his breaking point by a guard jabbing him, Louie yanked the stick from the guard’s hands. He knew he might get killed for it, but under this unceasing degradation, something was happening to him. His will to live, resilient through all of the trials on the raft, was beginning to fray.” Explain that Louie’s grabbing the stick from the guard was an extreme act of resisting being dehumanized.</li> </ul>
<b>Work Time</b>	
<ul style="list-style-type: none"> <li>• Using a document camera, display Written Conversation prompt #1:               <ul style="list-style-type: none"> <li>* “In the last paragraph on page 194, going on to the top of page 195, Hillenbrand describes one reason some Japanese guards may have been so brutal to POWs. What was this reason and why do you think it contributed to such brutality by some?”</li> </ul> </li> <li>• Display the Written Conversation prompt #2:               <ul style="list-style-type: none"> <li>* “In the first full paragraph on page 195, Hillenbrand describes the second reason some Japanese guards may have been brutal to POWs. What was this second reason, and how may have this reason contributed to such brutality by some?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Using a document camera, display Written Conversation prompt #1:               <ul style="list-style-type: none"> <li>* “In the last paragraph on page 200, going on to the top of page 201, Hillenbrand describes one reason some Japanese guards may have been so brutal to POWs. What was this reason and why do you think it contributed to such brutality by some?”</li> </ul> </li> <li>• Display the Written Conversation prompt #2:               <ul style="list-style-type: none"> <li>* “In the second full paragraph on page 200, Hillenbrand describes the second reason some Japanese guards may have been brutal to POWs. What was this second reason, and how may have this reason contributed to such brutality by some?”</li> </ul> </li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 4, continued</b>	
<b>Written Conversation Note-Catcher</b>	
<p><b>Prompt 1:</b> In the last paragraph on page 194, going on to the top of page 195, Hillenbrand describes one reason some Japanese guards may have been so brutal to prisoners of war. What was this reason and why do you think it contributed to such brutality by some?</p> <p><b>Prompt 2:</b> In the first full paragraph on page 195, Hillenbrand describes the second reason some Japanese guards may have been brutal to prisoners of war. What was this second reason, and how may have this reason contributed to such brutality by some?</p>	<p><b>Prompt 1:</b> In the last paragraph on page 200, going on to the top of page 201, Hillenbrand describes one reason some Japanese guards may have been so brutal to prisoners of war. What was this reason and why do you think it contributed to such brutality by some?</p> <p><b>Prompt 2:</b> In the second full paragraph on page 201, Hillenbrand describes the second reason some Japanese guards may have been brutal to prisoners of war. What was this second reason, and how may have this reason contributed to such brutality by some?</p>

**No changes in Lessons 5, 6, 7, 8 and 9**

<b>Unit 2 Lesson 10</b>	
<b>Agenda</b>	
<p>4. Homework A. Read the summary of pages 200-203, pages 203-210 from the book, and the summary of pages 212-229. Complete the structured notes.</p>	<p>4. Homework A. Read the summary of pages 206-209, pages 209-216 from the book, and the summary of pages 219-235. Complete the structured notes.</p>
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 200–229 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 200–229 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 200–229 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 206-235 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 206-235 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 206-235 (for teacher reference)</li> </ul>
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 200–229, as well as the <i>Unbroken</i> supported structured notes, pages 200–229 if needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 200–229 (for teacher reference).</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 206-235, as well as the <i>Unbroken</i> supported structured notes, pages 200–229 if needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 206-235 (for teacher reference).</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 10, continued</b>	
<b>Homework</b>	
<ul style="list-style-type: none"> <li>Read the summary of pages 200–203, 203–210 from the book, and the summary of pages 212–229. Answer the focus question: “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?”</li> </ul>	<ul style="list-style-type: none"> <li>Read the summary of pages 206-209, 209-216 from the book, and the summary of pages 219-235. Answer the focus question: “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?”</li> </ul>
<b>Unbroken Structured Notes</b>	
Summary of pages 200–203	Summary of pages 206-209
What is the gist of pages 203–210?	What is the gist of pages 209-216?
Summary of pages 212–229	Summary of pages 219-235
<b>Vocabulary</b> querying (203) subversion (204) purloined (205) loitering (208)	<b>Vocabulary</b> querying (209) subversion (210) purloined (211) loitering (214)
Page 241, The officers who worked in the camp “deliberately stitched leather improperly.”	Page 247, The officers who worked in the camp “deliberately stitched leather improperly.”
Page 242, “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.”	Page 248, “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.”
<b>Unit 2 Lesson 11</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 200–229 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 206-235 (from homework)</li> </ul>
<b>Agenda</b>	
4. Homework A. Read 230–234, skip 235–237 (top), avoid 236, read pages 237–238, 239–242, and the summary of pages 242–244, read 244–247. Complete the structured notes.	4. Homework A. Read 236-240, skip 240-242 (top), avoid 242 (bottom half), read pages 243-244, 245-248, and the summary of pages 248-250, read 250-253. Complete the structured notes.

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 11, continued</b>	
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 230–247 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 230–247 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 230–247 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 236-253 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 236-253 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 236-253 (for teacher reference)</li> </ul>
<b>Work Time/Meeting Students’ Needs</b>	
<ul style="list-style-type: none"> <li>• Additional modeling may be required. Modeling provides a clear vision of the expectation for students. The teacher may model by saying: “When I read the sentence on page 90, I see that Hillenbrand is showing the reader the dangerous reality of being a pilot during WWII. Phil’s actions—any mistake or error—has the possibility of killing everyone on the plane.”</li> </ul>	<ul style="list-style-type: none"> <li>• Additional modeling may be required. Modeling provides a clear vision of the expectation for students. The teacher may model by saying: “When I read the sentence on page 94, I see that Hillenbrand is showing the reader the dangerous reality of being a pilot during WWII. Phil’s actions—any mistake or error—has the possibility of killing everyone on the plane.”</li> </ul>
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 230–247, as well as the <i>Unbroken</i> supported structured notes, pages 230–247, keeping a copy of <i>Unbroken</i> Structured Notes Teacher Guide, pages 230–247 (for teacher reference).</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 236-253, as well as the <i>Unbroken</i> supported structured notes, pages 236-253, keeping a copy of <i>Unbroken</i> Structured Notes Teacher Guide, pages 236-253 (for teacher reference).</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>• Read 230–234, skip 235–237 (top), avoid 236, read pages 237–238, 239–242, and the summary of pages 242–244, read 244–247 and complete the structured notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Read 236-240, skip 240-242 (top), avoid 242 bottom half, read pages 243-244, 245-248, and the summary of pages 248-250, read 250-253 and complete the structured notes.</li> </ul>
<b>Conditional and Subjunctive Moods</b>	
<p>4. _____ “It had been Mitchell’s job to strap them to his body, but if he had done so, the instruments had gone to the bottom with him” (128).</p> <p>5. _____ “Phil felt as if he were on fire” (141).</p> <p>6. _____ “As a pilot, he was keenly conscious that if he made a mistake, eight other men could die” (90).</p>	<p>4. _____ “It had been Mitchell’s job to strap them to his body, but if he had done so, the instruments had gone to the bottom with him” (134).</p> <p>5. _____ “Phil felt as if he were on fire” (147).</p> <p>6. _____ “As a pilot, he was keenly conscious that if he made a mistake, eight other men could die” (94).</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 11, continued</b>	
<b>Unbroken Structured Notes</b>	
What's the gist of pages 230–234, 237–238, 239–242, and 244–247?	What's the gist of pages 236-240, 243-244, 245-248, and 250-253?
Summary of pages 242–244 Louie and the enlisted men fight back in the only ways they can: sabotage and stealing. They risk their lives to sink barges, pee on rice and derail trains, but they are no longer passive captives. They steal rice, sugar and anything they can. “Stealing from the enemy won back their dignity” (244).	Summary of pages 248-250 Louie and the enlisted men fight back in the only ways they can: sabotage and stealing. They risk their lives to sink barges, pee on rice and derail trains, but they are no longer passive captives. They steal rice, sugar and anything they can. “Stealing from the enemy won back their dignity” (250).
<b>Vocabulary</b> imperious (232) nihilism (233) volatility (234) haughtiness (238) impunity (245)	<b>Vocabulary</b> imperious (238) nihilism (239) volatility (240) haughtiness (244) impunity (251)
<b>Unit 2 Lesson 12</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 230–247 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 236-253 (from homework)</li> </ul>
<b>Agenda</b>	
4. Homework A. Read pages 248–253, summary of pages 253–258, “Louie’s letter” on pages 256–257, pages 259–261, in <i>Unbroken</i> . Complete the structured notes.	4. Homework A. Read pages 254-259, summary of pages 259-264, “Louie’s letter” on pages 260-261, pages 265-267, in <i>Unbroken</i> . Complete the structured notes.
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 248–261 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 248–261 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 248–261 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 254-267 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 254-267 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 254-267 (for teacher reference)</li> </ul>
<b>Opening</b>	
<ul style="list-style-type: none"> <li>• Have students sit with their Midway discussion partner. Ask them to take out their <i>Unbroken</i> books, and turn to page 230, the third paragraph starting with: “He was a beautifully crafted man ...”</li> </ul>	<ul style="list-style-type: none"> <li>• Have students sit with their Midway discussion partner. Ask them to take out their <i>Unbroken</i> books, and turn to page 236, the third paragraph starting with: “He was a beautifully crafted man ...”</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 12, continued</b>	
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>Distribute the <i>Unbroken</i> structured notes, pages 248–261, as well as the <i>Unbroken</i> supported structured notes, pages 248–261, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 248–261 (for teacher reference).</li> </ul>	<ul style="list-style-type: none"> <li>Distribute the <i>Unbroken</i> structured notes, pages 254-267, as well as the <i>Unbroken</i> supported structured notes, pages 254-267, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 254-267 (for teacher reference).</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>Read pages 248–253, summary of pages 253–258, “Louie’s letter” on pages 256–257, pages 259–261, in <i>Unbroken</i>. Complete the structured notes and answer the focus question, “In what ways does Louie continue to resist invisibility?”</li> </ul>	<ul style="list-style-type: none"> <li>Read pages 254-259, summary of pages 259-264, “Louie’s letter” on pages 260-261, pages 265-267, in <i>Unbroken</i>. Complete the structured notes and answer the focus question, “In what ways does Louie continue to resist invisibility?”</li> </ul>
<b>Three Threes in a Row Note-catcher</b>	
<p>Page 238, “From the moment that Watanabe locked eyes with Louie Zamperini, an officer, a famous Olympian, and a man for whom defiance was second nature, no man obsessed him more.”</p> <p>Page 244, “As the weeks passed, the Bird didn’t relent in his attacks on Louie. The corporal sprang upon him randomly, every day, pounding his face and head. Any resistance from Louie, even shielding his face, would inspire the Bird to more violence. Louie could do nothing but stand there, staggering, as the Bird struck him.”</p> <p>Pages 233–234, “Watanabe had lofty expectations for himself as a soldier.... Attaining an officer’s rank was of supreme importance to Watanabe, and when he applied to become an officer he probably thought acceptance was his due.... But he was rejected; he would be only a corporal. By all accounts, this was the moment that derailed him, leaving him feeling disgraced, infuriated, and bitterly jealous of officers.</p> <p>Page 241, The officers who worked in the camp “deliberately stitched leather improperly.”</p> <p>Page 242, “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.”</p>	<p>Page 244, “From the moment that Watanabe locked eyes with Louie Zamperini, an officer, a famous Olympian, and a man for whom defiance was second nature, no man obsessed him more.”</p> <p>Page 250, “As the weeks passed, the Bird didn’t relent in his attacks on Louie. The corporal sprang upon him randomly, every day, pounding his face and head. Any resistance from Louie, even shielding his face, would inspire the Bird to more violence. Louie could do nothing but stand there, staggering, as the Bird struck him.”</p> <p>Page 239, “Watanabe had lofty expectations for himself as a soldier.... Attaining an officer’s rank was of supreme importance to Watanabe, and when he applied to become an officer he probably thought acceptance was his due.... But he was rejected; he would be only a corporal. By all accounts, this was the moment that derailed him, leaving him feeling disgraced, infuriated, and bitterly jealous of officers.</p> <p>Page 247, The officers who worked in the camp “deliberately stitched leather improperly.”</p> <p>Page 248, “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.”</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 12, continued</b>	
<b>Three Threes in a Row Note-catcher, continued</b>	
<p>Page 246, “Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird.</p> <p>Pages 237–238, “Two things separated Watanabe from other notorious war criminals.</p> <p>Page 243, “As dangerous as these acts were, for the POWs, they were transformative.</p> <p>Page 246, “More and more now, the POWs could hear air-raid sirens echoing across the bay, from Tokyo.</p>	<p>Page 252, “Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn’t do it.</p> <p>Page 243, “Two things separated Watanabe from other notorious war criminals.</p> <p>Page 249, “As dangerous as these acts were, for the POWs, they were transformative.</p> <p>Page 252, “More and more now, the POWs could hear air-raid sirens echoing across the bay, from Tokyo.</p>
<b>Unbroken Structured Notes</b>	
What is the gist of pages 248–253?	What is the gist of pages 254-259?
Summary of pages 253–258	Summary of pages 259-264
What’s the gist of “Louie’s letter” on pages 256–257?	What’s the gist of “Louie’s letter” on pages 260-261?
What is the gist of pages 259–261?	What is the gist of pages 265-267?
<b>Vocabulary</b> clamor (250) distorting (250) portended (251) vitriol (251) propaganda (260)	<b>Vocabulary</b> clamor (256) distorting (256) portended (257) vitriol (257) propaganda (266)
<b>Unit 2 Lesson 13</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 248–261 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 254-267 (from homework)</li> </ul>
<b>Agenda</b>	
4. Homework A. Read the summaries provided on the structured notes and pages 291–293 and 301–308 in <i>Unbroken</i> . Complete the structured notes.	4. Homework A. Read the summaries provided on the structured notes and pages 296-299 and 307-314 in <i>Unbroken</i> . Complete the structured notes.
<b>Lesson Vocabulary</b>	
emaciated (291), liquidated (292), stricken (301), innocuous (303), inuring (305)	emaciated (296), liquidated (298), stricken (307), innocuous (309), inuring (311)

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 13, continued</b>	
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 261–329 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 261–329 (optional; for students needing extra reading support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 261–329 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 267-336 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 267-336 (optional; for students needing extra reading support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 267-336 (for teacher reference)</li> </ul>
<b>Opening</b>	
<ul style="list-style-type: none"> <li>• Invite students to sit with their Marshall Islands discussion partner. Then, have them turn to page 259 in <i>Unbroken</i> and quickly review the gist of the message the Japanese radio producers wanted Louie to record.</li> <li>• Draw students’ attention to the Examples box in the lower left corner of the Frayer model. Explain that, since they already know that this radio message was an example of propaganda, this can be the first entry in this box. Write something like: “Louie’s second radio address (pages 259–260)” and have students do the same on their own copy.</li> <li>• Explain that the second half of the definition of propaganda (“used to harm an individual, group, or country”) is a difficult concept, but Hillenbrand gives us some context clues to help us understand propaganda’s purpose. Invite students to work with their partners to look back at their structured notes and at pages 260–261 to find some of these clues.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite students to sit with their Marshall Islands discussion partner. Then, have them turn to page 265 in <i>Unbroken</i> and quickly review the gist of the message the Japanese radio producers wanted Louie to record.</li> <li>• Draw students’ attention to the Examples box in the lower left corner of the Frayer model. Explain that, since they already know that this radio message was an example of propaganda, this can be the first entry in this box. Write something like: “Louie’s second radio address (pages 265-266)” and have students do the same on their own copy.</li> <li>• Explain that the second half of the definition of propaganda (“used to harm an individual, group, or country”) is a difficult concept, but Hillenbrand gives us some context clues to help us understand propaganda’s purpose. Invite students to work with their partners to look back at their structured notes and at pages 265-267 to find some of these clues.</li> </ul>
<b>Work Time</b>	
<ul style="list-style-type: none"> <li>• Tell students that they may disagree with their partners about the answer to this question, and they should find the strongest evidence from pages 259–261 to support their answers.</li> <li>• As students talk, circulate and listen for some to say that Louie became more invisible, because his family wouldn’t know that he was alive unless he recorded the message, and others to argue that he became less invisible by refusing to do something that would make him feel ashamed or dehumanized (like the “propaganda prisoners” on page 261). Note which students found strong evidence and plan to call on them to share back in the next step.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell students that they may disagree with their partners about the answer to this question, and they should find the strongest evidence from pages 265-267 to support their answers.</li> <li>• As students talk, circulate and listen for some to say that Louie became more invisible, because his family wouldn’t know that he was alive unless he recorded the message, and others to argue that he became less invisible by refusing to do something that would make him feel ashamed or dehumanized (like the “propaganda prisoners” on page 267). Note which students found strong evidence and plan to call on them to share back in the next step.</li> </ul>



Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 13, continued</b>	
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>Distribute the <i>Unbroken</i> structured notes, pages 261–329 as well as the <i>Unbroken</i> supported structured notes, pages 261–329, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 261–329 (for teacher reference).</li> </ul>	<ul style="list-style-type: none"> <li>Distribute the <i>Unbroken</i> structured notes, pages 267-336 as well as the <i>Unbroken</i> supported structured notes, pages 267-336, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 267-336 (for teacher reference).</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>Read the summaries provided on the structured notes and pages 291–293 and 301–308 in <i>Unbroken</i>. Complete the focus question and vocabulary on the structured notes.</li> </ul>	<ul style="list-style-type: none"> <li>Read the summaries provided on the structured notes and pages 296-299 and 307-314 in <i>Unbroken</i>. Complete the focus question and vocabulary on the structured notes.</li> </ul>
<b><i>Unbroken</i> Structured Notes</b>	
Summary of pages 261–290	Summary of pages 267-295
What’s the gist of pages 291-293?	What’s the gist of pages 296-299?
<p>Summary of pages 294–300: Louie becomes the caretaker of a goat on the brink of death. The goat dies, and the Bird beats Louie. On August 1, a huge U.S. air raid is launched. After the bombing, the bombers drop leaflets warning Japanese civilians of further bombings in Hiroshima and Nagasaki. The Bird tells Louie, “Tomorrow I’m going to drown you” (297), but instead he beats him senseless and leaves him with the threat of drowning him the next day. Again, Louie plots to kill the Bird. On August 6, 1945, the U.S. drops an atomic bomb on the city of Hiroshima.</p>	<p>Summary of pages 300-306: Louie becomes the caretaker of a goat on the brink of death. The goat dies, and the Bird beats Louie. On August 1, a huge U.S. air raid is launched. After the bombing, the bombers drop leaflets warning Japanese civilians of further bombings in Hiroshima and Nagasaki. The Bird tells Louie, “Tomorrow I’m going to drown you” (304), but instead he beats him senseless and leaves him with the threat of drowning him the next day. Again, Louie plots to kill the Bird. On August 6, 1945, the U.S. drops an atomic bomb on the city of Hiroshima.</p>
What’s the gist of pages 301-308?	What’s the gist of pages 307-314?
<p>Summary of pages 309–329: Five days after the atomic bomb is dropped, the commander of the camp tells Louie and the POWs that “The emperor has brought peace to the world” (309). Days later, American fighter planes drop food supplies to starving POWs. Louie and his fellow POWs celebrate. The Bird escapes. The U.S. sends planes to transport POWs out of Japan. Louie is flown to Okinawa to recuperate. His family waits anxiously for his return home. Months later, Louie and Pete reunite in San Francisco. The entire family celebrates Louie’s return on a runway in Long Beach, California. (<i>See a picture of this reunion on page 330.</i>) Phil reunites with his family, marries Cecy immediately, and the two run away to a place where no one can find them. On September 2, 1945, Japan formally surrenders and World War II ends.</p>	<p>Summary of pages 315-336: Five days after the atomic bomb is dropped, the commander of the camp tells Louie and the POWs that “The emperor has brought peace to the world” (315). Days later, American fighter planes drop food supplies to starving POWs. Louie and his fellow POWs celebrate. The Bird escapes. The U.S. sends planes to transport POWs out of Japan. Louie is flown to Okinawa to recuperate. His family waits anxiously for his return home. Months later, Louie and Pete reunite in San Francisco. The entire family celebrates Louie’s return on a runway in Long Beach, California. (<i>See a picture of this reunion on page 337.</i>) Phil reunites with his family, marries Cecy immediately, and the two run away to a place where no one can find them. On September 2, 1945, Japan formally surrenders and World War II ends.</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 13, continued</b>	
<b><i>Unbroken</i> Structured Notes, continued</b>	
<b>Vocabulary</b> emaciated (291) liquidated (292) stricken (301) innocuous (303) inuring (305)	<b>Vocabulary</b> emaciated (296) liquidated (298) stricken (307) innocuous (309) inuring (311)
<p>Focus Question: Why do the men doubt that the war is over?</p> <p>The men doubt that the war is over because they do not trust the Japanese guards in the POW camp. They have been beaten, lied to, and mistreated for months, so they fear that the announcement of the end of the war could be a trick: “Everyone had heard this rumor before, and each time, it had turned out to be false.... A few men celebrated the peace rumor, but Louie and many others were anticipating something very different. Someone had heard that Naoetsu was slated to be bombed that night” (304). The men live in fear for their lives, and they think that the announcement of the end of the war is just a “rumor,” possibly even covering up a plan to bomb and kill them.</p>	<p>Focus Question: Why do the men doubt that the war is over?</p> <p>The men doubt that the war is over because they do not trust the Japanese guards in the POW camp. They have been beaten, lied to, and mistreated for months, so they fear that the announcement of the end of the war could be a trick: “Everyone had heard this rumor before, and each time, it had turned out to be false.... A few men celebrated the peace rumor, but Louie and many others were anticipating something very different. Someone had heard that Naoetsu was slated to be bombed that night” (310).</p>
<b>Unit 2 Lesson 14</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 261–329 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 267-336 (from homework)</li> </ul>
<b>Gathering Textual Evidence Note-Catcher</b>	
<p>“It was the place known as Execution Island. ‘After you leave here,’ Louie would remember the officer saying, ‘we cannot guarantee your life.’” (173)</p> <p>All I see, he thought, is a dead body breathing.” (175)</p> <p>“When the guards weren’t venting their fury at the captives, they entertained themselves by humiliating them. Louie was forced to stand up and dance ... while his guards roared with laughter.” (182)</p>	<p>“It was the place known as Execution Island. ‘After you leave here,’ Louie would remember the officer saying, ‘we cannot guarantee your life.’” (180)</p> <p>All I see, he thought, is a dead body breathing.” (182)</p> <p>“When the guards weren’t venting their fury at the captives, they entertained themselves by humiliating them. Louie was forced to stand up and dance ... while his guards roared with laughter.” (188)</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 14, continued</b>	
<b>Gathering Textual Evidence Note-Catcher, continued</b>	
<p>The officers who worked in the camp “deliberately stitched leather improperly.” “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.” (241,242)</p> <p>“At the worksites, Omori’s POWs were waging guerrilla war. At the railyards and docks, they switched mailing labels, rewrote delivery addresses, and changed the labeling on boxcars, sending tons of goods to the wrong destinations. They threw fistfuls of dirt into gas tanks and broke anything mechanical that passed through their hands.” (242)</p> <p>“Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn’t do it. The Bird tried to knock Louie down; Louie wobbled but wouldn’t fall.... Other prisoners warned Louie that he had to show deference or the Bird would never stop. Louie couldn’t do it.” (246)</p>	<p>The officers who worked in the camp “deliberately stitched leather improperly.” “To deprive the Bird of the pleasure of seeing them miserable, the men made a point of being jolly.” (247, 248)</p> <p>“At the worksites, Omori’s POWs were waging guerrilla war. At the railyards and docks, they switched mailing labels, rewrote delivery addresses, and changed the labeling on boxcars, sending tons of goods to the wrong destinations. They threw fistfuls of dirt into gas tanks and broke anything mechanical that passed through their hands.” (248)</p> <p>“Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn’t do it. The Bird tried to knock Louie down; Louie wobbled but wouldn’t fall.... Other prisoners warned Louie that he had to show deference or the Bird would never stop. Louie couldn’t do it.” (252)</p>
<b>Unit 2 Lesson 15</b>	
<b>Sample Informational Essay Planner (For Teacher Reference)</b>	
<p>During World War II, POW’s are systematically stripped of their dignity in the camps of Japan, and as Hillenbrand writes, “without dignity, identity is erased” (183).</p> <p>The constant threats to their lives, starvation, and beatings strip them of their identity to the point that when Louie looks at himself in the mirror, he only sees “a dead body breathing” (179).</p> <p>Louie is made to dance at gunpoint while the guards “roared with laughter” (182) and pelt him with fists full of gravel.</p> <p>“The Bird” becomes their worst nightmare to the point that Louie actually tries to become invisible by “concealing himself in groups of men”(241) to avoid this Japanese officer’s inconsistent and cruel behavior.</p>	<p>During World War II, POW’s are systematically stripped of their dignity in the camps of Japan, and as Hillenbrand writes, “without dignity, identity is erased” (189).</p> <p>The constant threats to their lives, starvation, and beatings strip them of their identity to the point that when Louie looks at himself in the mirror, he only sees “a dead body breathing” (182).</p> <p>Louie is made to dance at gunpoint while the guards “roared with laughter” (188) and pelt him with fists full of gravel.</p> <p>“The Bird” becomes their worst nightmare to the point that Louie actually tries to become invisible by “concealing himself in groups of men”(247) to avoid this Japanese officer’s inconsistent and cruel behavior.</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 15, continued</b>	
<b>Sample Informational Essay Planner (For Teacher Reference), continued</b>	
<p>“Virtually nothing about Japan’s use of POW’s was in keeping with Geneva Conventions” (234).</p> <p>Louie, however, does what he can to resist these efforts to make him “invisible.” For example, Louie repeatedly defies the Bird every chance he gets. “Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn’t do it. The Bird tried to knock Louie down; Louie wobbled but wouldn’t fall ... Other prisoners warned Louie that he had to show deference or the Bird would never stop. Louie couldn’t do it” (246).</p>	<p>“Virtually nothing about Japan’s use of POW’s was in keeping with Geneva Conventions” (240).</p> <p>Louie, however, does what he can to resist these efforts to make him “invisible.” For example, Louie repeatedly defies the Bird every chance he gets. “Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn’t do it. The Bird tried to knock Louie down; Louie wobbled but wouldn’t fall ... Other prisoners warned Louie that he had to show deference or the Bird would never stop. Louie couldn’t do it” (252).</p>
<p>Every one of these people becomes invisible in some way to their families, their country, or their communities. Many lose friends, family connections, and homes during their time of incarceration, but perhaps the greatest loss that these people suffer is the loss of their dignity, because “dignity is as essential to human life as water, food and oxygen” (Hillenbrand, 183).</p>	<p>Every one of these people becomes invisible in some way to their families, their country, or their communities. Many lose friends, family connections, and homes during their time of incarceration, but perhaps the greatest loss that these people suffer is the loss of their dignity, because “dignity is as essential to human life as water, food and oxygen” (Hillenbrand, 189).</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 16</b>	
<b>End of Unit 2 Assessment Informational Essay</b>	
<p><i>[no changes to paragraph 1]</i></p> <p><i>From a very early age, Louie Zamperini is a visible young man. His charismatic, rebellious ways and his athletic accomplishments continually put him in the spotlight, but years in Japanese POW camps slowly erode that visibility. He, like so many others in captivity, experiences efforts to make him “invisible.” During World War II, POW’s are systematically striped of their dignity in the camps of Japan, and as Hillenbrand writes, “without dignity, identity is erased” (183). The constant threats to their lives, starvation, and beatings strip them of their identity to the point that when Louie looks at himself in the mirror, he only sees “a dead body breathing” (179). Dehumanizing tactics by Japanese guards deny prisoners their dignity and humanity. On Execution Island, prisoners are repeatedly told they “will be killed,” suffer torture, and are humiliated by prison guards. Louie is made to dance at gunpoint while the guards “roared with laughter” (182) and pelt him with fists full of gravel. In Ofuna, prisoners are forced into solitary confinement for long stretches of time, starved, and tortured. “The Bird” becomes their worst nightmare to the point that Louie actually tries to become invisible by “concealing himself in groups of men” (241) to avoid this Japanese officer’s inconsistent and cruel behavior. “Virtually nothing about Japan’s use of POW’s was in keeping with Geneva Conventions” (234). Prisoners are declared unarmed combatants and not registered with the Red Cross. This makes communication with the outside world impossible. To the world, including Louie’s family, he has vanished. Initially declared missing at sea, thirteen months into his imprisonment Louie is declared dead by the U.S. military, and he, like many of the other POW’s within the camps, becomes invisible to the outside world. Louie, however, does what he can to resist these efforts to make him “invisible.” For example, Louie repeatedly defies the Bird every chance he gets. “Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn’t do it. The Bird tried to knock Louie down; Louie wobbled but wouldn’t fall.... Other prisoners warned Louie that he had to show deference or the Bird would never stop. Louie couldn’t do it” (246). He defies the Bird’s commands and refuses to show weakness.</i></p>	<p><i>[no changes to paragraph 1]</i></p> <p><i>From a very early age, Louie Zamperini is a visible young man. His charismatic, rebellious ways and his athletic accomplishments continually put him in the spotlight, but years in Japanese POW camps slowly erode that visibility. He, like so many others in captivity, experiences efforts to make him “invisible.” During World War II, POW’s are systematically striped of their dignity in the camps of Japan, and as Hillenbrand writes, “without dignity, identity is erased” 189). The constant threats to their lives, starvation, and beatings strip them of their identity to the point that when Louie looks at himself in the mirror, he only sees “a dead body breathing” (182). Dehumanizing tactics by Japanese guards deny prisoners their dignity and humanity. On Execution Island, prisoners are repeatedly told they “will be killed,” suffer torture, and are humiliated by prison guards. Louie is made to dance at gunpoint while the guards “roared with laughter” (188) and pelt him with fists full of gravel. In Ofuna, prisoners are forced into solitary confinement for long stretches of time, starved, and tortured. “The Bird” becomes their worst nightmare to the point that Louie actually tries to become invisible by “concealing himself in groups of men” (247) to avoid this Japanese officer’s inconsistent and cruel behavior. “Virtually nothing about Japan’s use of POW’s was in keeping with Geneva Conventions” (240). Prisoners are declared unarmed combatants and not registered with the Red Cross. This makes communication with the outside world impossible. To the world, including Louie’s family, he has vanished. Initially declared missing at sea, thirteen months into his imprisonment Louie is declared dead by the U.S. military, and he, like many of the other POW’s within the camps, becomes invisible to the outside world. Louie, however, does what he can to resist these efforts to make him “invisible.” For example, Louie repeatedly defies the Bird every chance he gets. “Each time the Bird lunged for him, Louie found his hands drawing into fists. As each punch struck him, he imagined himself strangling the Bird. The Bird demanded that Louie look him in the face; Louie wouldn’t do it. The Bird tried to knock Louie down; Louie wobbled but wouldn’t fall.... Other prisoners warned Louie that he had to show deference or the Bird would never stop. Louie couldn’t do it” (252). He defies the Bird’s commands and refuses to show weakness.</i></p>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 16, continued</b>	
<b>End of Unit 2 Assessment Informational Essay, continued</b>	
<p><i>[no changes to paragraph 3]</i></p> <p><i>During WWII, both U.S. prisoners of war in Japan and Japanese-American citizens in the United States undergo efforts to make them “invisible” through dehumanization and isolation. Every one of these people becomes invisible in some way to their families, their country, or their communities. Many lose friends, family connections, and homes during their time of incarceration, but perhaps the greatest loss that these people suffer is the loss of their dignity, because “dignity is as essential to human life as water, food and oxygen” (Hillenbrand, 183).</i></p>	<p><i>[no changes to paragraph 3]</i></p> <p><i>During WWII, both U.S. prisoners of war in Japan and Japanese-American citizens in the United States undergo efforts to make them “invisible” through dehumanization and isolation. Every one of these people becomes invisible in some way to their families, their country, or their communities. Many lose friends, family connections, and homes during their time of incarceration, but perhaps the greatest loss that these people suffer is the loss of their dignity, because “dignity is as essential to human life as water, food and oxygen” (Hillenbrand, 189).</i></p>
<b>Unit 2 Lesson 17</b>	
<b>Agenda</b>	
<p>4. Homework A. Read pages 334–338 and the summary of pages 339–344 in <i>Unbroken</i>. Complete the structured notes.</p>	<p>4. Homework A. Read pages 341-247 and the summary of pages 347-352 in <i>Unbroken</i>. Complete the structured notes.</p>
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 334–344 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 334–344 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 334–344 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 341-352 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 341-352 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 341-352 (for teacher reference)</li> </ul>
<b>Work Time</b>	
<ul style="list-style-type: none"> <li>• Cold call student pairs to respond and listen for students to notice that the men doubt that the war is over because they mistrust the Japanese guards in the POW camp. They have been beaten, lied to, and mistreated for months, so they fear the announcement of the war’s end could be a trick: “Everyone had heard this rumor before, and each time, it had turned out to be false.... A few men celebrated the peace rumor, but Louie and many others were anticipating something very different. Someone had heard that Naoetsu was slated to be bombed that night” (304). The men live in fear for their lives, and they think that the announcement of the war’s end is just a “rumor,” possibly even covering up a plan to bomb and kill them.</li> </ul>	<ul style="list-style-type: none"> <li>• Cold call student pairs to respond and listen for students to notice that the men doubt that the war is over because they mistrust the Japanese guards in the POW camp. They have been beaten, lied to, and mistreated for months, so they fear the announcement of the war’s end could be a trick: “Everyone had heard this rumor before, and each time, it had turned out to be false.... A few men celebrated the peace rumor, but Louie and many others were anticipating something very different. Someone had heard that Naoetsu was slated to be bombed that night” (310). The men live in fear for their lives, and they think that the announcement of the war’s end is just a “rumor,” possibly even covering up a plan to bomb and kill them.</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 17, continued</b>	
<b>Work Time, continued</b>	
<ul style="list-style-type: none"> <li>• Draw students' attention to the photograph of Louie's homecoming on page 330 in their <i>Unbroken</i> books. Ask students: "Based on this photo, what is your impression of Louie's health and <i>demeanor</i> or attitude and appearance?" Students may say Louie appears well dressed, relieved, happy, a healthy weight, and he looks strong.</li> <li>• Have students turn to page 333 to read along silently in their heads as you read aloud from page 333 to the break on page 334. This should be a pure read-aloud with no interruptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw students' attention to the photograph of Louie's homecoming on page 337 in their <i>Unbroken</i> books. Ask students: "Based on this photo, what is your impression of Louie's health and <i>demeanor</i> or attitude and appearance?" Students may say Louie appears well dressed, relieved, happy, a healthy weight, and he looks strong.</li> <li>• Have students turn to page 341 to read along silently in their heads as you read aloud from page 341 to the break on page 342. This should be a pure read-aloud with no interruptions.</li> </ul>
<ul style="list-style-type: none"> <li>• Probe deeper by having students look again at the photo on page 330, and ask:               <ul style="list-style-type: none"> <li>* "Based on this photo, how has Louie left invisibility behind him?" Listen for students to note again that he is with his family and appears healthy and happy.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Probe deeper by having students look again at the photo on page 337, and ask:               <ul style="list-style-type: none"> <li>* "Based on this photo, how has Louie left invisibility behind him?" Listen for students to note again that he is with his family and appears healthy and happy.</li> </ul> </li> </ul>
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>• Distribute <i>Unbroken</i> structured notes, pages 334–344, as well as the <i>Unbroken</i> supported structured notes, pages 334–344 as needed, keeping a copy of <i>Unbroken</i> Structured Notes Teacher Guide, pages 334–344 (for teacher reference).</li> <li>• Preview the homework. Read the focus question aloud:               <ul style="list-style-type: none"> <li>* "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?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Distribute <i>Unbroken</i> structured notes, pages 341-352, as well as the <i>Unbroken</i> supported structured notes, pages 341-352 as needed, keeping a copy of <i>Unbroken</i> Structured Notes Teacher Guide, pages 341-352 (for teacher reference).</li> <li>• Preview the homework. Read the focus question aloud:               <ul style="list-style-type: none"> <li>* "On page 347, 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?"</li> </ul> </li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>• Read pages 334–338 and the summary of pages 339–344 in <i>Unbroken</i>. Complete the structured notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pages 341-347 and the summary of pages 347-352 in <i>Unbroken</i>. Complete the structured notes.</li> </ul>



Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 17, continued</b>	
<b>Unbroken Structured Notes</b>	
What's the gist of pages 334-344?	What's the gist of pages 341-352?
Summary of pages 339–344	Summary of pages 347-352
Focus Question: 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?	Focus Question: On page 347, 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?
<b>Vocabulary</b> corroborated (334) intercepted (336) whereabouts (336) Odyssean (337) bewilderment (338)	<b>Vocabulary</b> corroborated (343) intercepted (345) whereabouts (345) Odyssean (346) bewilderment (346)
Summary of pages 339–344	Summary of pages 341-347
<b>Unit 2 Lesson 18</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 334–344 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 341-352 (from homework)</li> </ul>
<b>Agenda</b>	
4. Homework A. Read pages 345–353 in <i>Unbroken</i> and complete the structured notes.	4. Homework A. Read pages 353-361 in <i>Unbroken</i> and complete the structured notes.
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 345–353 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 345–353 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 345–353 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 353-361 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 353-361 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 353-361 (for teacher reference)</li> </ul>



Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 18, continued</b>	
<b>Work Time</b>	
<ul style="list-style-type: none"> <li>Write “Reconnecting” on the arrow pointing to the top of the page and “Dignity” on the arrow point toward the bottom of the page, and have students do the same on their copies. Explain to students that they will find evidence from the text (pages 334–344) showing how Louie is becoming visible or not by finding examples related to reconnecting and dignity. They should write these examples on the lines provided. (For example, based on the answer to the focus question from homework, this would be evidence of Louie losing ground on his journey back to dignity.)</li> </ul>	<ul style="list-style-type: none"> <li>Write “Reconnecting” on the arrow pointing to the top of the page and “Dignity” on the arrow point toward the bottom of the page, and have students do the same on their copies. Explain to students that they will find evidence from the text (pages 341-352) showing how Louie is becoming visible or not by finding examples related to reconnecting and dignity. They should write these examples on the lines provided. (For example, based on the answer to the focus question from homework, this would be evidence of Louie losing ground on his journey back to dignity.)</li> </ul>
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>Distribute the <i>Unbroken</i> structured notes, pages 345–353, as well as the <i>Unbroken</i> supported structured notes, pages 345–353 as needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 345–353. Read the focus question aloud:</li> </ul>	<ul style="list-style-type: none"> <li>Distribute the <i>Unbroken</i> structured notes, pages 353-361, as well as the <i>Unbroken</i> supported structured notes, pages 353-361 as needed, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 353-361. Read the focus question aloud:</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>Read pages 345–353 in <i>Unbroken</i> and complete the structured notes.</li> </ul>	<ul style="list-style-type: none"> <li>Read pages 353-361 in <i>Unbroken</i> and complete the structured notes.</li> </ul>
<b>Unbroken Structured Notes</b>	
What’s the gist of pages 345–353?	What’s the gist of pages 353-361?
<b>Vocabulary</b> garrulous (345) ravaged (346) debilitating (346) insidious (346) flashbacks (347) cogently (348)	<b>Vocabulary</b> garrulous (353) ravaged (354) debilitating (354) insidious (354) flashbacks (355) cogently (356)
On page 353, Hillenbrand writes, “Louie had found a quest to replace his lost Olympics. He was going to kill the Bird.” Louie has replaced the passion, focus, and determination he once had for running in the Olympics with this new quest to kill the Bird. It becomes all-consuming.	On page 361, Hillenbrand writes, “Louie had found a quest to replace his lost Olympics. He was going to kill the Bird.” Louie has replaced the passion, focus, and determination he once had for running in the Olympics with this new quest to kill the Bird. It becomes all-consuming.

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 19</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 345–353 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 353-361 (from homework)</li> </ul>
<b>Agenda</b>	
<p>4. Homework A. Read pages 354–356 (top), the summary of pages 356–361, and pages 363–376 and 377–380 in <i>Unbroken</i>. Complete the structured notes.</p>	<p>4. Homework A. Read pages 362-364 (top), the summary of pages 364-369, and pages 370-383 and 384-387 in <i>Unbroken</i>. Complete the structured notes.</p>
<b>Lesson Vocabulary</b>	
incognito (356), imperatives (355), lucidity (363), paradox (366), cleave (367)	incognito (364), imperatives (363), lucidity (371), paradox (373), cleave (374)
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 354–380 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 354–380 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 354–380 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 362-387 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 362-387 (optional; only for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 362-387 (for teacher reference)</li> </ul>
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 354–380, as well as the <i>Unbroken</i> supported structured notes, pages 354–380, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 354–380 (for teacher reference). Clarify that students will read only certain sections of a longer part of the text (not all 35 pages).</li> <li>• Preview the reading homework. Read the focus question aloud: <ul style="list-style-type: none"> <li>* “On page 365, Hillenbrand writes, ‘No one could reach Louie because he had never really come home.’ What finally brings Louie home?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Distribute the <i>Unbroken</i> structured notes, pages 362-387, as well as the <i>Unbroken</i> supported structured notes, pages 362-387, keeping a copy of the <i>Unbroken</i> Structured Notes Teacher Guide, pages 362-387 (for teacher reference). Clarify that students will read only certain sections of a longer part of the text (not all 35 pages).</li> <li>• Preview the reading homework. Read the focus question aloud: <ul style="list-style-type: none"> <li>* “On page 373, Hillenbrand writes, ‘No one could reach Louie because he had never really come home.’ What finally brings Louie home?”</li> </ul> </li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>• Read pages 354–356 (top), the summary of pages 356–361, and pages 363–376 and 377–380 in <i>Unbroken</i>. Complete the focus question and vocabulary on the structured notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pages 362-364 (top), the summary of pages 364-369, and pages 370-383 and 384-387 in <i>Unbroken</i>. Complete the focus question and vocabulary on the structured notes.</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 2 Lesson 19, continued</b>	
<b><i>Unbroken</i> Structured Notes</b>	
What's the gist of pages 354–top of 356?	What's the gist of pages 362–top of 364?
Summary of pages 356–361:	Summary of pages 364-369:
What is the gist of what you read on pages 363–376?	What is the gist of what you read on pages 370-383?
What is the gist of what you read on pages 377–380?	What is the gist of what you read on pages 384-387?
Focus Question: On page 365, Hillenbrand writes, “No one could reach Louie because he had never really come home.” What finally brings Louie home?	Focus Question: On page 373, Hillenbrand writes, “No one could reach Louie because he had never really come home.” What finally brings Louie home?
<b>Vocabulary</b> incognito (356) imperatives (355) lucidity (363) paradox (366) cleave (367)	<b>Vocabulary</b> incognito (365) imperatives (363) lucidity (371) paradox (373) cleave (374)
Faith in God finally brings Louie home. When he attends the meeting led by Billy Graham, he has a flashback of a promise he had made while he was stranded on the raft with Phil and Mac during the war: “If you save me, I will serve you forever” (375). He realizes that his prayer had been answered on the raft, and he decides to make a change: “He felt supremely alive. He began walking” (375).	Faith in God finally brings Louie home. When he attends the meeting led by Billy Graham, he has a flashback of a promise he had made while he was stranded on the raft with Phil and Mac during the war: “If you save me, I will serve you forever” (382). He realizes that his prayer had been answered on the raft, and he decides to make a change: “He felt supremely alive. He began walking” (382).

Original Lesson Text	Updated Lesson Text
<b>Unit 3 Lesson 1</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 354–380 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 362-387 (from homework)</li> </ul>
<b>Agenda</b>	
4. Homework A. Read the epilogue, pages 381–389 in <i>Unbroken</i> , and complete the structured notes	4. Homework A. Read the epilogue, pages 389-397 in <i>Unbroken</i> , and complete the structured notes
<b>Lesson Vocabulary</b>	
indignant (373), grace (365), profound (376)	indignant (380), grace (382), profound (383)
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 381–389 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 381–389 (optional, for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 381–389 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 389-397 (one per student)</li> <li>• <i>Unbroken</i> supported structured notes, pages 389-397 (optional, for students who need more support)</li> <li>• <i>Unbroken</i> Structured Notes Teacher Guide, pages 389-397 (for teacher reference)</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 3 Lesson 1, continued</b>	
<b>Work Time</b>	
<ul style="list-style-type: none"> <li>• Cold call pairs to share their answers. Listen for something like: “Faith in God finally brings Louie home. When he attends the meeting led by Billy Graham, he has a flashback of a promise he had made while he was stranded on the raft with Phil and Mac during the war: ‘If you save me, I will serve you forever’ (375). He realizes that his prayer had been answered on the raft, and he decides to make a change. ‘He felt supremely alive. He began walking’ (375). After that meeting, Louie dumps all of his alcohol down the drain and takes out an old Bible to read. He never has flashbacks of the war again, and he starts on a new path to become an inspirational speaker and forgive the Japanese guards for what they had done to him.”</li> </ul>	<ul style="list-style-type: none"> <li>• Cold call pairs to share their answers. Listen for something like: “Faith in God finally brings Louie home. When he attends the meeting led by Billy Graham, he has a flashback of a promise he had made while he was stranded on the raft with Phil and Mac during the war: ‘If you save me, I will serve you forever’ (382). He realizes that his prayer had been answered on the raft, and he decides to make a change. ‘He felt supremely alive. He began walking’ (382). After that meeting, Louie dumps all of his alcohol down the drain and takes out an old Bible to read. He never has flashbacks of the war again, and he starts on a new path to become an inspirational speaker and forgive the Japanese guards for what they had done to him.”</li> </ul>
<b>Verbals Handout</b>	
<ol style="list-style-type: none"> <li>1. “The physical injuries were lasting, debilitating, and sometimes deadly” (346).</li> <li>2. “The central struggle of postwar life was to restore their dignity” (349).</li> <li>3. “Like many elite athletes, he ... had never seriously contemplated life after running” (350).</li> <li>4. “Louie threw himself into training” (350).</li> <li>5. “His mind began to derail” (352).</li> <li>6. “One day he opened a newspaper and saw a story that riveted his attention” (352).</li> </ol>	<ol style="list-style-type: none"> <li>1. “The physical injuries were lasting, debilitating, and sometimes deadly” (354).</li> <li>2. “The central struggle of postwar life was to restore their dignity” (357).</li> <li>3. “Like many elite athletes, he ... had never seriously contemplated life after running” (357).</li> <li>4. “Louie threw himself into training” (358).</li> <li>5. “His mind began to derail” (360).</li> <li>6. “One day he opened a newspaper and saw a story that riveted his attention” (360).</li> </ol>
<b>Close Reading Guide: Becoming Visible Again</b>	
<p>Listen for:</p> <ul style="list-style-type: none"> <li>• “Graham read Jesus’s words from the Bible and asked the audience ‘how long it had been since they’d prayed in earnest’” (373).</li> <li>• “Graham also said that God records a person’s entire life and that nothing is hidden from God. A person’s thoughts, actions, and words condemn a person before God.”</li> <li>• “Graham called out a ‘drowning man’ who was ‘lost in the sea of life’” (373).</li> </ul>	<p>Listen for:</p> <ul style="list-style-type: none"> <li>• “Graham read Jesus’s words from the Bible and asked the audience ‘how long it had been since they’d prayed in earnest’” (379).</li> <li>• “Graham also said that God records a person’s entire life and that nothing is hidden from God. A person’s thoughts, actions, and words condemn a person before God.”</li> <li>• “Graham called out a ‘drowning man’ who was ‘lost in the sea of life’” (380).</li> </ul>

Original Lesson Text	Updated Lesson Text
<b>Unit 3 Lesson 1, continued</b>	
<b>Close Reading Guide: Becoming Visible Again, continued</b>	
<p>Listen for:</p> <ul style="list-style-type: none"> <li>• “Graham’s words made Louie alert and ‘indignant with rage’ (373). Louie became angry and spooked at Graham’s words. He actually barged out of the tent when Graham prayed at the end of the meeting. It seemed like Graham was talking directly to Louie by the words he was using. The references to a drowning man and drowning in the sea of life were just too close to Louie’s experiences.”</li> <li>• “Louie tried to convince himself he was ‘a good man,’ but deep inside he knew it was a lie” (373).</li> </ul> <p>Listen for:</p> <ul style="list-style-type: none"> <li>• “Graham spoke of war and suffering. He asked the question, ‘Why is God silent when good men suffer?’ Graham continued to speak about how God is actually not silent through suffering. He explained that God gives ‘men the strength to outlast their sorrows’ (374–375). He goes on to say, ‘God says, if you suffer I’ll give you the grace to go forward.’ Graham says that God’s ‘invisibility is the truest test of that faith. To know who sees him, God makes himself unseen’” (375).</li> </ul> <p>Scaffolding/probing questions: Invite students to reread page 166, where Louie experiences a moment of transcendence. Draw their attention to the line, “Such beauty, he thought, was too perfect to have come about by mere chance. That day in the center of the Pacific was, to him, a gift crafted deliberately, compassionately, for him and Phil” (166).</p>	<p>Listen for:</p> <ul style="list-style-type: none"> <li>• “Graham’s words made Louie alert and ‘indignant with rage’ (380). Louie became angry and spooked at Graham’s words. He actually barged out of the tent when Graham prayed at the end of the meeting. It seemed like Graham was talking directly to Louie by the words he was using. The references to a drowning man and drowning in the sea of life were just too close to Louie’s experiences.” <ul style="list-style-type: none"> <li>– “Louie tried to convince himself he was ‘a good man,’ but deep inside he knew it was a lie” (380).</li> </ul> </li> </ul> <p>Listen for:</p> <ul style="list-style-type: none"> <li>• “Graham spoke of war and suffering. He asked the question, ‘Why is God silent when good men suffer?’ Graham continued to speak about how God is actually not silent through suffering. He explained that God gives ‘men the strength to outlast their sorrows’ (381–382). He goes on to say, ‘God says, if you suffer I’ll give you the grace to go forward.’ Graham says that God’s ‘invisibility is the truest test of that faith. To know who sees him, God makes himself unseen’” (382).</li> </ul> <p>Scaffolding/probing questions: Invite students to reread page 166, where Louie experiences a moment of transcendence. Draw their attention to the line, “Such beauty, he thought, was too perfect to have come about by mere chance. That day in the center of the Pacific was, to him, a gift crafted deliberately, compassionately, for him and Phil” (173).</p>

Original Lesson Text	Updated Lesson Text
<b>Unit 3 Lesson 1, continued</b>	
<b>Close Reading Guide: Becoming Visible Again, continued</b>	
<ul style="list-style-type: none"> <li>“This moment affected Louie immediately. When he returned home, he had no desire to drink and got rid of his liquor and other vices. Louie says that when he awoke the next morning, he felt ‘cleansed.’ For the first time in five years, he had not dreamed of the Bird, and he never would again. He began to read the Bible. Louie remembers that he felt ‘<i>profound</i> peace.’ Louie’s whole outlook on his experience changed. He no longer thought of all that he suffered, but that God had intervened to save him. Hillenbrand writes, ‘He was not the worthless, broken, forsaken man that the Bird had striven to make of him. In a single, silent moment, his rage, his fear, his humiliation and helplessness had fallen away. That morning he believed he was a new creation’ (376).</li> </ul> <p>Invite students to turn to page 152 and read from “On the sixth day ...” to the end of the chapter.</p>	<ul style="list-style-type: none"> <li>“This moment affected Louie immediately. When he returned home, he had no desire to drink and got rid of his liquor and other vices. Louie says that when he awoke the next morning, he felt ‘cleansed.’ For the first time in five years, he had not dreamed of the Bird, and he never would again. He began to read the Bible. Louie remembers that he felt ‘<i>profound</i> peace.’ Louie’s whole outlook on his experience changed. He no longer thought of all that he suffered, but that God had intervened to save him. Hillenbrand writes, ‘He was not the worthless, broken, forsaken man that the Bird had striven to make of him. In a single, silent moment, his rage, his fear, his humiliation and helplessness had fallen away. That morning he believed he was a new creation’ (383).</li> </ul> <p>Invite students to turn to page 159 and read from “On the sixth day ...” to the end of the chapter.</p>
<b>Unbroken Structured Notes</b>	
What’s the gist of pages 381–389?	What’s the gist of pages 389-397?
<b>Vocabulary</b> dilapidation (381) ungovernable (381) rapt (382) improbably (382) honoraria (383)	<b>Vocabulary</b> dilapidation (389) ungovernable (389) rapt (390) improbably (390) honoraria (391)
Summary of pages 381–389	Summary of pages 389-397
Focus question: In what ways is Louie’s later life still an example of his “resilient optimism”? Louie still retained his “resilient optimism” even in his later life. He started a camp for troubled boys, always staying positive and helpful to these souls in need. Louie continued to believe that “everything happened for a reason and would come to good” (384). He seemed to be ageless, fearless, and happy. “He remained infectiously, incorrigibly cheerful” (384). He carried the Olympic torch five times, ran six-minute miles, skateboarded, and traveled.	Focus question: In what ways is Louie’s later life still an example of his “resilient optimism”? Louie still retained his “resilient optimism” even in his later life. He started a camp for troubled boys, always staying positive and helpful to these souls in need. Louie continued to believe that “everything happened for a reason and would come to good” (392). He seemed to be ageless, fearless, and happy. “He remained infectiously, incorrigibly cheerful” (392). He carried the Olympic torch five times, ran six-minute miles, skateboarded, and traveled.

Original Lesson Text	Updated Lesson Text
<b>Unit 3 Lesson 2</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 381–389 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 389-397 (from homework)</li> </ul>
<b>Agenda</b>	
<p>4. Homework A. Read pages 389–398 in <i>Unbroken</i> and complete the structured notes.</p>	<p>4. Homework A. Read pages 397-406 in <i>Unbroken</i> and complete the structured notes.</p>
<b>Materials</b>	
<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 389–398 (one per student)</li> <li><i>Unbroken</i> supported structured notes, pages 389–398 (optional, for students who need more support)</li> <li><i>Unbroken</i> Structured Notes Teacher Guide, pages 389–398 (for teacher reference)</li> </ul>	<ul style="list-style-type: none"> <li><i>Unbroken</i> structured notes, pages 397-406 (one per student)</li> <li><i>Unbroken</i> supported structured notes, pages 397-406 (optional, for students who need more support)</li> <li><i>Unbroken</i> Structured Notes Teacher Guide, pages 397-406 (for teacher reference)</li> </ul>
<b>Closing and Assessment</b>	
<ul style="list-style-type: none"> <li>Distribute the <i>Unbroken</i> structured notes, pages 389–398. Tell students that their homework is to finish reading <i>Unbroken</i>. Remind them that the book’s epilogue is crucial to understanding the thematic concept of “becoming visible again,” which they will need to understand well so they can write Miné’s “becoming visible again” narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Distribute the <i>Unbroken</i> structured notes, pages 397-406. Tell students that their homework is to finish reading <i>Unbroken</i>. Remind them that the book’s epilogue is crucial to understanding the thematic concept of “becoming visible again,” which they will need to understand well so they can write Miné’s “becoming visible again” narrative.</li> </ul>
<b>Homework</b>	
<ul style="list-style-type: none"> <li>Read pages 389–398 in <i>Unbroken</i> and complete the structured notes. Focus question: “What statement is Hillenbrand trying to make about resilience? What in the text makes you think this?”</li> </ul>	<ul style="list-style-type: none"> <li>Read pages 397-406 in <i>Unbroken</i> and complete the structured notes. Focus question: “What statement is Hillenbrand trying to make about resilience? What in the text makes you think this?”</li> </ul>



Original Lesson Text	Updated Lesson Text
<b>Unit 3 Lesson 2, continued</b>	
<b>Verbals II</b>	
<ol style="list-style-type: none"> <li>1. “He’d spent two years manning backhoes, upending boulders, and digging a swimming pool” (381).</li> <li>2. “He took the boys fishing, swimming, horseback riding, camping, and in winter, skiing” (381).</li> <li>3. “He made just enough money to keep Cissy and her little brother, Luke, in diapers, then blue jeans, then college” (383).</li> <li>4. “In time even his injured leg healed” (383).</li> <li>5. “Bill Harris ended the war in grand style, plucked from Omori to stand on the <i>Missouri</i> as Japan surrendered” (386).</li> <li>6. At ninety, Pete had the littlest kids in his neighborhood in training” (388).</li> </ol>	<ol style="list-style-type: none"> <li>1. “He’d spent two years manning backhoes, upending boulders, and digging a swimming pool” (389).</li> <li>2. “He took the boys fishing, swimming, horseback riding, camping, and in winter, skiing” (389).</li> <li>3. “He made just enough money to keep Cissy and her little brother, Luke, in diapers, then blue jeans, then college” (391).</li> <li>4. “In time even his injured leg healed” (391).</li> <li>5. “Bill Harris ended the war in grand style, plucked from Omori to stand on the <i>Missouri</i> as Japan surrendered” (394).</li> <li>6. At ninety, Pete had the littlest kids in his neighborhood in training” (397).</li> </ol>
<b>Unbroken Structured Notes</b>	
What’s the gist of pages 389–398?	What’s the gist of pages 397-406?
<b>Vocabulary</b> amnesty (390) riled (393) reconciliation (394) cenotaph (394) imperious (396)	<b>Vocabulary</b> amnesty (398) riled (401) reconciliation (402) cenotaph (402) imperious (404)
<b>Unit 3 Lesson 3</b>	
<b>Ongoing Assessment</b>	
<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 389–398 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unbroken</i> structured notes, pages 397-406 (from homework)</li> </ul>

**Lessons 4, 5 and 6 did not require any changes.**

Original Lesson Text	Updated Lesson Text
<b>Unit 3 Lesson 7</b>	
<b>End of Unit 3 Assessment</b>	
<p>“He’d spent the previous summer <u>pedaling</u> through villages on a bicycle fitted with a cooler, selling ice cream, envying the children who played around him” (390).</p> <p>“It was Louie, <u>blushing</u> to the roots of his hair” (40).</p> <p>“He had three days <u>to prepare</u> for the final” (33).</p> <p>“The risks of <u>flying</u> were compounded exponentially in combat” (83)</p> <p>“They’d love <u>to work</u> within the camp, he said, making it a better place” (241).</p>	<p>“He’d spent the previous summer <u>pedaling</u> through villages on a bicycle fitted with a cooler, selling ice cream, envying the children who played around him” (398).</p> <p>“It was Louie, <u>blushing</u> to the roots of his hair” (43).</p> <p>“He had three days <u>to prepare</u> for the final” (34).</p> <p>“The risks of <u>flying</u> were compounded exponentially in combat” (87)</p> <p>“They’d love <u>to work</u> within the camp, he said, making it a better place” (247).</p>

**Lesson 8 did not require any changes.**