



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 3: Overview



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



Unit 3: Becoming Visible Again: Finding Freedom and Recovering Life

In this third unit, students will finish reading *Unbroken* and study the transition of the imprisoned or interned from “invisible” to “visible” after release. Students will briefly research Miné Okubo’s life after internment and then write a narrative in which they tell the story of Okubo’s journey from “invisible” during internment to becoming “visible” post-internment. For the mid-unit assessment, students will

submit their single-draft narrative. For the end of unit assessment, students will complete a narrative techniques assessment in which they determine the effectiveness of various language techniques. Finally, for the final performance task, students will share their narrative with a small group of students and reflect upon their research-based narrative writing piece.

Guiding Questions And Big Ideas

- **How does war (and conflict) affect individuals and societies?**
- **How can individuals become visible again?**
- *There are important yet divergent experiences in war and conflict.*



Mid-Unit 3 Assessment	Single-Draft Narrative Writing This assessment centers on NYSP12 ELA CCLS W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2, and L.8.3. Students will briefly research Miné Okubo’s life after internment and write a narrative in which they tell the story of how Okubo went from being made “invisible” during internment to becoming “visible” post-internment. Students will base their narrative on this writing prompt: “Writing from Miné Okubo’s perspective, tell the story of one episode in her struggle to become visible again after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo’s life to write an original narrative to answer the question, ‘How did Okubo become visible again after her life in the internment camp?’ The narrative must end with the sentence, ‘I was visible again.’”
End of Unit 3 Assessment	Analysis of Language Techniques This assessment centers on NYSP12 ELA CCLS L.8.1a, L.8.1d, and L.8.5. Students will answer multiple-choice questions and respond to short-answer questions as they determine the effectiveness of sample language techniques such as the functions and types of verbals, use the subjunctive and conditional mood in a sentence, and the meaning conveyed by using the active and passive voice.
Final Performance Task	Narrative Writing: Becoming Visible after Internment Group Presentation and Reflection During Unit 3, students will research Miné Okubo’s life after internment. They will write a narrative in which they tell the story of how Okubo went from resisting efforts to make her “invisible” during internment to how she became “visible” post-internment. Students will base their exploded moment narrative on the following writing prompt: “Writing from Miné Okubo’s perspective, tell the story of one moment in her struggle to become visible after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo’s life to write an original narrative. Answer the question, ‘How did Okubo become visible after her life in the internment camp?’ The narrative must end with the sentence, ‘I was visible again.’” Then, for their final performance task, students will share their narrative in a small group setting with other students, and reflect upon the research-based story they have written. This performance task centers on NYSP12 ELA CCLS W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3.



Content Connections

NYS Social Studies Core Curriculum:

3. Time, Continuity, and Change

- Reading, reconstructing, and interpreting events
- Analyzing causes and consequences of events and developments
- Considering competing interpretations of events

6. Power, Authority and Governance

- Origins, uses, and abuses of power
- Conflict, diplomacy, and war

10. Global Connections and Exchange

- Past, current, and likely future global connections and interactions
- Cultural diffusion, the spread of ideas, beliefs, technology, and goods
- Benefits/consequences of global interdependence (social, political, economic)
- Tension between national interests and global priorities

Science

- N/A

Texts

1. Mary H. Curtin, “Riverside’s Miné Okubo,” *Splinters-Splinters* (blog), Aug. 27, 2011. <http://splinters-splinters.blogspot.com/2011/08/riversides-mine-okubo.html>.
2. Laura Hillenbrand, *Unbroken: a World War II Story of Survival, Resilience, and Redemption* (New York: Random House, 2010), ISBN: 978-1-4000-6416-8.
3. Chelsie Hanstad, Louann Huebsch, Danny Kantar, and Kathryn Siewert, “Miné Okubo,” *Voices from the Gaps*, University of Minnesota, March 5, 2004. <http://voices.cla.umn.edu/artistpages/okuboMine.php>.
4. “The Life of Miné Okubo,” written by Expeditionary Learning for instructional purposes.



This unit is approximately 2 weeks or 8 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Analyzing a Thematic Concept: Becoming Visible Again, Part 2 (Pages 354-380)	<ul style="list-style-type: none"> I can use correct grammar and usage when writing or speaking. (L.8.1) I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) 	<ul style="list-style-type: none"> I can explain the general function of verbals (gerunds, participles, infinitives) and their function in sentences. I can analyze a thematic concept in <i>Unbroken</i>. I can analyze how an incident described in <i>Unbroken</i> provokes Louie to make a decision. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 354–380 (from homework) Text-Dependent Questions: Becoming Visible Again note-catcher 	<ul style="list-style-type: none"> Becoming Visible Again
Lesson 2	Launching the Performance Task: Thematic Statement and Narrative Prompt	<ul style="list-style-type: none"> I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a) I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d) I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can explain the use of verbals in sentences in <i>Unbroken</i>. I can determine thematic statements in <i>Unbroken</i>. I can explain the criteria for this module's performance task. 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 381–38 (from homework) <i>Unbroken</i> Thematic Statements handout 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Researching Mine Okubo: Gathering Textual Evidence	<ul style="list-style-type: none"> I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) 	<ul style="list-style-type: none"> I can gather evidence about Miné Okubo's life from informational texts for my narrative. I can plan a narrative that describes the moment when Miné Okubo "became visible again." 	<ul style="list-style-type: none"> <i>Unbroken</i> structured notes, pages 389–398 (from homework) Narrative Writing: <i>Becoming Visible Again</i> after Internment note-catcher 	
Lesson 4	Narrative Writing: Planning the Plot	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) 	<ul style="list-style-type: none"> I can use a story map to plan a well-organized narrative that describes the moment when Miné Okubo "became visible again." I can understand the rubric for the narrative writing performance task. 	<ul style="list-style-type: none"> Narrative Writing: <i>Becoming Visible Again</i> after Internment story map 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Narrative Writing: Planning Narrative Techniques	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) 	<ul style="list-style-type: none"> I can use the Stars and Steps protocol to give my partner kind, specific, helpful feedback on his or her narrative story map. I can use my partner's feedback to improve my narrative story map. I can incorporate narrative techniques ("Things Good Writers Do") into my narrative. 	<ul style="list-style-type: none"> Narrative Writing: Becoming Visible Again after Internment story map (from homework) Narrative and Language Techniques: Becoming Visible Again after Internment planner 	<ul style="list-style-type: none"> Things Good Writers Do
Lesson 6	Mid-Unit Assessment: Single Draft Narrative	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) I can use correct grammar and usage when writing or speaking. (L.8.1) I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (L.8.1c) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2) 	<ul style="list-style-type: none"> I can write a narrative text about Miné Okubo using relevant details and event sequences that make sense. I can use correct grammar and usage in my narrative. I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in my narrative. I can use correct capitalization, punctuation, and spelling in my narrative. 	<ul style="list-style-type: none"> Narrative and Language Techniques: Becoming Visible Again after Internment planner (from homework) Mid-Unit 3 Assessment: Single Draft Narrative 	<ul style="list-style-type: none"> Becoming Visible Again



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	End of Unit Assessment: Analysis of Language Techniques	<ul style="list-style-type: none"> I can use correct grammar and usage when writing or speaking. (L.8.1) <ul style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences Recognize and correct inappropriate shifts in verb voice and mood I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> I can use correct grammar and usage when writing. I can explain the function of verbals. I can recognize and correct inappropriate shifts in verb voice and mood. I can write a book review that helps my classmates decide whether to read a book. 	<ul style="list-style-type: none"> End of Unit 3 Assessment Independent reading book review 	
Lesson 8	Final Performance Task: Becoming Visible Again	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) I can use correct grammar and usage when writing or speaking. (L.8.1) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> I can use narrative and language techniques to write a creative, well-organized narrative that describes the moment when Miné Okubo “became visible again.” 	<ul style="list-style-type: none"> Independent reading book review (from homework) Final Performance Task: Narrative Writing: Becoming Visible Again After Internment (Group Presentation and Reflection) Self-assessment of performance task 	



Optional: Experts, Fieldwork, And Service

Experts:

- Collaborate with the social studies teacher during this unit, as students build background knowledge about the internment of Japanese-Americans during World War II and the social and cultural influences of Japan on the Japanese soldier.
- Invite World War II historians, veterans, or previously interned Japanese-Americans to visit and provide students with compelling and interesting stories and experiences about the Pacific Theater in World War II and Japanese-American internment.

Fieldwork:

- Students may study the local monuments, the service of local community members who were involved in World War II, and any local connections to the internment of Japanese-Americans.

Service:

- Students may organize a community benefit or event to recognize the service and sacrifice of veterans in their community.

Optional: Extensions

- Consider using the Library of Congress Teaching with Primary Sources as a resource for World War II and Japanese internment. <http://www.loc.gov/teachers/tps/>

Preparation and Materials

- As students read each night for homework, they will also continue to complete corresponding structured notes. Consider which students might benefit from supported structured notes. They will need to keep these notes in a safe place; consider having them keep the notes in a sturdy folder.
- Students complete a review of their independent reading book. See two separate stand-alone documents on EngageNY.org—**The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**—which together provide the rationale and practical guidance for a robust independent reading program. See Lesson 7 for more specific notes and preparations.