

GRENADA



Novel Study

UNIT CONTENTS

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- 18 Close Reading Assignments & 5 Novel Analysis Tasks
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- History of WWII Pacific Theater Resources
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- Final Novel Assessments – Literary, Map, Novel Quotes
- 6 Vocabulary Sets – Each Include Crossword Puzzle, Quiz
- Essay Choice Board & Project Choice Board
- Anticipation Guide & Activity
- Instructional Pacing Guide & 30 Lesson Plans
- Digital Links for Google Drive™
- Answer Keys for Applicable Activities!

READING RESPONSE A

Reading Response 1a Name: _____ 1. Hideki: The End – 2. Ray: Operation Iceberg

1. What is the first reading mostly about? Summarize the chapters with key details and support with evidence from the text.

2. Describe the setting of the novel. Where does it take place? When does it take place? Support with evidence from the text.

3. Who is Hideki? How old is he? What does he do? How would you describe his personality? Support with evidence from the text.

4. Who is Ray? How old is he? What does he do? How would you describe his personality? Support with evidence from the text.

5. Describe the other important characters readers meet in the first two chapters. Who are they? Support with textual evidence.

6. How do Hideki and Ray feel about their situation? How do you know? Explain and support with textual evidence.

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➤ 18 Assignments
– 10 Questions
Each

➤ Comprehension
Questions

➤ Prompts Require
Textual Evidence

➤ Common Core-
Aligned Material

READING RESPONSE A

7. What weapon do both Hideki and Ray possess? To what do they compare this weapon? Why might the author choose to include this *same* comparison? Support with evidence from the text.

8. What is the point of view of the novel? Describe the point of view and support with textual evidence.

9. What is the main conflict of the novel? What kind of conflict is it? Support with evidence from the text.

10. Compare and contrast Hideki and Ray. How are they similar? How are they different? Support with evidence from the text.

Visualize the Text

Directions: Identify an example of figurative language or imagery from the reading that helps you visualize the text. In the space below, draw the image the figurative language or imagery creates. Include the quote and page number.

Quiz:

- Visualization Section – Figurative Language
- Accommodate for ALL Learners
- Great for Small Group or Rotation Models
- Rigorous Materials

READING RESPONSE B

Reading Response 1b Name: _____ 1. Hideki: The End – 2. Ray: Operation Iceberg

1. What is the title of the first chapter? What is the deeper meaning of the title? Why might the author start the novel with this title? Support with textual evidence.

2. How does Colonel Sano try to persuade the young students to fight fiercely against the American troops? To what does he compare the enemy? How is this comparison effective? Support with evidence from the text.

3. Summarize Hideki's flashback to Okinawa's history. What does it reveal? How is it effective in the story? Support with evidence from the text.

4. When Hideki considers using the grenades, what does Hideki truly hope to overcome? What do you think he means? Make an inference and support with evidence from the text.

5. What is the code name for the day of the Okinawa invasion? How is this name ironic? How is the irony effective in the story? Explain and support with textual evidence.

6. Analyze Ray's flashback to Pearl Harbor. What does it reveal? How is it effective in the story? Support with textual evidence.

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➤ 18 Assignments
– 10 Questions
Each

➤ Analysis &
Critical Thinking
Questions

➤ Prompts Require
Textual Evidence

➤ Stimulate Class
Discussion

READING RESPONSE B

7. How might grenades be a symbol in the novel? What might be their deeper meaning? Support with evidence from the text.

8. What does Ray practice on the boat as they are about to invade? Why does he practice this? What might this reveal about his character? Support with textual evidence.

9. What aspect of the setting has the greatest affect on the characters? What mood does this aspect of the setting create? Support with evidence from the text.

10. What is the point of view of the novel? How is this point of view effective so far? What are advantages of this point of view? Support with evidence from the text.

Critical Connection

Directions: Based on this reading, identify a reference, description, or statement that relates to the time period the story takes place *and* makes you curious. What question(s) does what you identified raise for you? What else would you like to learn about this history?

Textual Evidence

Questions



Quiz:

- Critical Connections Section – Historical Thinking
- Use for Differentiation
- Google Slides™ Links – Pre-made Text Boxes for Students
- Answer Keys

CLOSE READINGS

Point of View Analysis	
Directions: Even though the novel has just started, the narrator has revealed a lot about Hideki already. Let's document what we have learned and how that may be an advantage or disadvantage when it comes to the point of view of the story. Fill out the organizer below.	
Age - How old is Hideki? _____	
Advantage: How might Hideki's age be helpful to readers when it comes to the story?	Disadvantage: How might Hideki's age be a problem for readers when it comes to the story?
Place - Where is Hideki in the story? _____	
Advantage: How might Hideki's location be helpful to readers when it comes to the story?	Disadvantage: How might Hideki's location be a problem for readers when it comes to the story?
Side - What side is Hideki on in the story? _____	
Advantage: How might Hideki's loyalties be helpful to readers when it comes to the story?	Disadvantage: How might Hideki's loyalties be a problem for readers when it comes to the story?
Conflict(s) - What main problem does Hideki face? _____	
Advantage: How might Hideki's conflicts be helpful to readers when it comes to the story?	Disadvantage: How might Hideki's conflicts be a problem for readers when it comes to the story?

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➤ 5 Whole Novel Analysis Assignments

➤ Rigorous & Creative Tasks

➤ Accommodate for ALL Learners

➤ Text-Based Questions & Analysis

CLOSE READINGS

Point of View Analysis

Directions: Now that you have considered potential advantages and disadvantages of the narrator's perspective, answer the questions below.

1. What are the advantages of the point of view? How might Hideki's and Ray's perspectives enhance your understanding of the story? Support with textual evidence.

2. What are the disadvantages of the point of view? How might Hideki's and Ray's perspectives limit your understanding of the story? Support with textual evidence.

3. As a reader, do you consider Hideki's perspective trustworthy? Do you consider Ray's perspective trustworthy? Why or why not? Support with evidence from the text.

4. Do you believe that Hideki's perspective is reliable and honest? Is Ray's perspective reliable and honest? Why or why not? Support your answer with evidence from the text.

5. How might Hideki's narration influence your understanding and feelings about other characters? How might Ray's narration influence your understanding and feelings about other characters? Support with evidence from the text.

6. Although you have only read two chapters, what other character would you like to hear from other than Hideki and Ray? Why? Support with evidence from the text.

➤ Standards-Aligned

➤ Foster Critical Thinking & Discussion

➤ Google Slides™ Links

➤ Great for Rotation Model & Centers

ASSESSMENTS

Reading Check 1 Name: _____

Hideki: The End – Ray: Operation Iceberg

1. What weapon do the soldiers in the Blood and Iron Student Corps receive?
2. What is the name of the commander of the student-soldiers?
3. What is Ray's last name? Why is it a problem?

Reading Check 2 Name: _____

Hideki: The Divine Wind – Ray: Love Day

1. What did Lieutenant Tanaka teach Hideki about?
2. What tradition does Yoshio want Hideki to participate in before the battle starts?
3. When Ray's squad comes across a pig, who goes to catch it?

Reading Check 3 Name: _____

Hideki: Blood and Iron – Ray: Pigs to the Slaughter

1. Where are Hideki's mother and brother sent before the invasion begins?
2. Who tries to seek shelter in the students' cave?
3. What does Ray want to do with the sniper the squad captures?

Reading Check 4 Name: _____

Hideki: Mabui – Ray: Barbecue

1. What is Principal Kojima carrying?
2. Whose spirit shares space with Hideki's *mabui*?
3. What does Sergeant Meredith order a small team to search nearby?

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- 18 Mini-Quizzes – 3 Questions per Reading
- Google Forms for Easy Grading
- Common Core-Aligned Materials
- Check for Understanding

ASSESSMENTS

Quiz: Part I

Name: _____

SECTION I: Order the following events of the novel in chronological order

- _____ - The Blood and Iron Student Corps attacks the American camp and Hideki flees when they fail.
- _____ - Ray searches a school and takes a photograph of the class hanging on the wall.
- _____ - Hideki is given two grenades and instructed what to do with his weapons.
- _____ - Hideki and Ray run into each other as they flee from battle, and both use their weapons.
- _____ - Ray flushes out a sniper and is shocked when Big John kills the young boy.

SECTION II: Mark true statements with a T, and false statements with an F

- _____ - Ray's mother sends him a letter and photograph of him and his father.
- _____ - Ray's foxhole buddy is Hard-luck Lineker.
- _____ - Hideki's father compares Okinawa to *sute-ishi*, or sacrificial pawn, in the game Go.
- _____ - Ray takes the photographs of the dead so that the memory of them lives on.
- _____ - The Okinawan term for a person's soul or spirit is *yōkai*.

SECTION III: Fill-in-the-blank

1. Sergeant Meredith gives Ray the nickname _____.
2. At first, _____ bullies Hideki, but then when they encounter each other later in the war, he treats him like a friend.
3. Hideki's sister, Kimiko, is a _____, or a person that can see or speak to the dead.
4. As Ray struggles with the traumas of war, he worries he is turning into a _____.
5. Big John loses his ear when the squad battles to overtake _____.

SECTION IV: Multiple-choice

1. _____ Which of the following best describes the setting of the novel?
 - a. WWII on the island of Okinawa
 - b. WWII on various islands in the Pacific Ocean
 - c. WWII on the island of Okinawa and a U.S. battleship
 - d. WWII on mainland of Japan and the state of Nebraska
2. _____ Which of the following best characterizes Sergeant Meredith?
 - a. Aggressive
 - b. Empathetic
 - c. Heartless
 - d. Impolite
3. _____ Which of the following is **not** a conflict Hideki faces in the first half of the novel?
 - a. He must travel through a war to try and find his sister
 - b. He struggles with the deaths of his father, mother, and brother
 - c. He climbs up an air shaft to flee Japanese soldiers in a cave
 - d. He passes an unexploded bomb to escape Japanese soldiers

➤ 2 Novel Quizzes – 1 per Part of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

➤ Essay Choice Board

ASSESSMENTS

Character Matching	
<u>Grenade Final Literary Assessment</u>	
Match the correct quote OR description to the right character.	
1. _____ Hideki	A. "There are evil spirits all around, Hideki. More than ever. But evil can only run in a straight line. Keep changing course so the evil can't ... can't catch ..."
2. _____ Ray	B. "You told me to be brave enough to slide past that beast, but you're not brave enough to throw your grenade at it?"
3. _____ Kimiko	C. "What's the matter, Hideki? Chicken?"
4. _____ Big John	D. "These tattoos—they are forbidden! You are Okinawan spies, both of you!... Spies and traitors will be shot!"
5. _____ Otō	E. He had to have killed innocent Okinawans. He knew it. In just a few awful seconds, he had become the monster these people were so afraid of. More of a monster than his father had ever been.
6. _____ Sergeant Meredith	F. "Naw. The secret to running through artillery is that it doesn't matter what you do... You zig, you may make it. You zag, you may get hit. There's a bomb or a bullet or a grenade out there with everybody's name on it, and if it's gonna get you it's gonna get you."
7. _____ Yoshio	G. "You see only one ghost. But me, I see them all... The Americans. The Japanese. The Okinawans. All the spirits ripped so violently from this world. We'll spend the rest of our lives trying to bring them peace, and still we won't be able to heal them all."
8. _____ Masako	H. "I thought I shook all the powder out, but I guess there was a little left in there after all!" he crowed. But he was the only one laughing."
9. _____ Private Maeda	I. "Look. There aren't any soldiers here. There are brothers and fathers and sons, surrounded by the people they love and the people who love them back. I'm honoring the men they were before they came to Okinawa. Before they became monsters."
10. _____ Private Zimmer	J. "We had to let our skins harden up, so we don't feel it as much. We can't, or it'd hurt too bad. You ever see a guy with that thousand-yard stare? You know it's getting to him."

➤ Final Literary Test

➤ Creative Literary Map Test

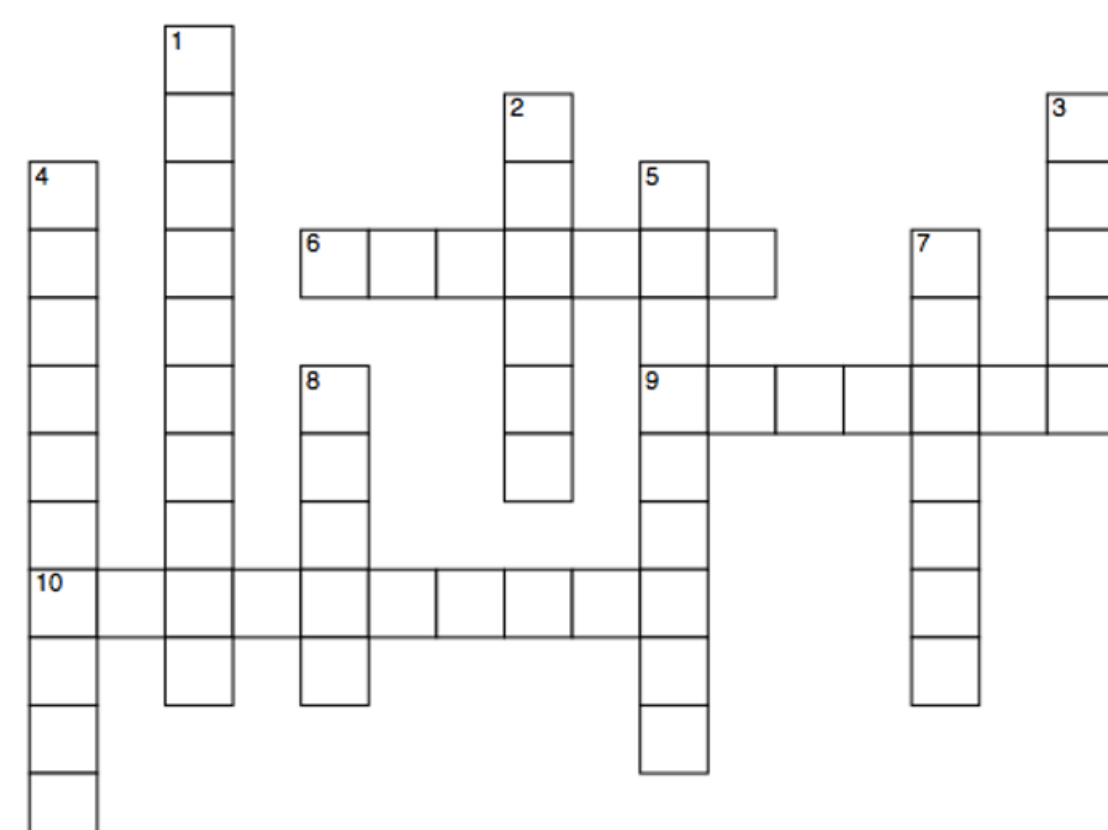
➤ Novel Quotes Analysis Test

➤ Answer Keys & Google Forms™ Links for ALL Resources

VOCABULARY

Crossword Puzzle 1 Name: _____

Directions: Match the definition, synonym, antonym, or sentence with the correct word.



ACROSS

6 Antonym: Praise, approve, or applaud
9 Synonym: Cringe, shrink, or flinch
10 The decision to close the store was _____ after two straight years of losses.

DOWN

1 Antonym: Calm, please, or comfort
2 When I had to move, I tried to _____ the help of my friends, but they already had plans.
3 Having an irritatingly strong and unpleasant taste or smell
4 Synonym: Mesmerize, captivate, or absorb
5 Showing no mercy or pity
7 Antonym: Steady or stabilize
8 An _____, green glow emanated from the windows of the haunted house.

WORD BANK: ACRID, COWERED, DISTRESSED, EERIE, ENLIST, INEVITABLE, LURCHED, MERCILESS, SCOLDED, TRANSFIXED

Puzzle made at puzzle-maker.com © 2018 LIT Lessons 15

➤ 6 Vocabulary Lists - Word Location

➤ Google Forms for Easy Grading

➤ 5 Vocabulary Crossword Puzzles

➤ Multi-Model & Engaging

VOCABULARY

Vocabulary Check 1

Name: _____

SECTION I: Match the correct definition, synonym, or antonym with the correct word

1. _____ Inevitable

a. Synonym: Reprimand, blame, or criticize

2. _____ Enlist

b. Definition: Enroll or be enrolled in the armed services; engage (a person or their help or support)

3. _____ Eerie

c. Antonym: Delicious, sweet, or savory

4. _____ Acrid

d. Synonym: Creepily or weirdly

5. _____ Scold

e. Definition: Certain to happen

SECTION II: Fill in the blank with the correct word

1. After the roller coaster _____ forward unexpectedly, the park shut down the ride for an emergency inspection.
2. _____ by the doctor's bad news, he broke down in tears and cried.
3. Although the young girl suffered from a splinter, she still _____ away from her father, afraid the splinter's removal would hurt even more.
4. As the couple looked out at the protest below, they were _____ by the thousands of people streaming down their street.
5. The tornado was _____ in its destruction. Not one building was left standing after it passed.

TRANSFIXED – MERCILESS – COWERED – DISTRESSED – LURCHED

➤ Use Synonyms, Antonyms, Definitions

➤ Determine Correct Usage in Context

➤ Create Sentences

➤ 5 Vocabulary Quizzes – Check for Understanding

VOCABULARY

Word	Roll	Task

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➤ 6 Flashcard Sets

➤ Use for Centers or Rotation Model

➤ Graphic Organizers & Activity

➤ Answer Key & Google Slides™ & Forms™ Links

INFORMATIONAL TEXTS

TOPICS

- Overview of Japan and Okinawa
- U.S. Expansionism – 19th Century
- Japan's Rise to Power
- The Path to World War II
- Who's Who in World War II
- Theaters of World War II
- Japan Enters WWII
- The Attack on Pearl Harbor
- Japan Controls the Pacific
- Island Hopping in the Pacific
- The Battle of Iwo Jima
- Navajo Code Talkers
- The Battle of Okinawa
- Atomic Warfare
- A Post-War Pacific
- Japanese Internment
- From Enemies to Allies

INFORMATIONAL TEXTS

1 Overview of Japan and Okinawa

➤ 18 Nonfiction Readings

➤ Educational Text Features

➤ Glossary of Key Vocabulary

➤ 2 Pages Per Reading



Map of Japan: Star (★) indicates Okinawa.

miles wide and 70 miles long. It is approximately 400 miles south of Japan's main islands. The island's climate is subtropical with mild winters, a rainy season, and hot and humid summers.

Brief History of Japan

Humans have inhabited Japan's islands since prehistoric times. Ancient Japan boasts of some incredible developments. Its ancient civilizations were some of the first to use pottery, developed the Shinto religion, and built impressively large structures for early humans. Throughout the centuries, Japanese civilizations have been greatly influenced by China, Korea, and other nearby peoples, interacting with them all through trade. As with most ancient civilizations, Japan's history is categorized by periods, each designating significant advances or changes in leadership.

Towards the end of Japan's medieval period in the late 16th century, the region experienced constant warfare between its feudal lords (daimyo). At the same time, Japanese pirates affected trade. Soon, European explorers arrived on the region's shores. Several daimyo, especially **Tokugawa Ieyasu**, worked to unify Japan's feudal lords. Tokugawa Ieyasu was finally successful in 1600 and created the

Geography and Climate

Present-day Japan is an island nation located in East Asia. Its land area is approximately the size of Germany or the U.S. state of California, but Japan's thousands of islands spread across a vast swath of the globe. They stretch from the Sea of Japan and East China Sea in the west to the Pacific Ocean in the east. Japan is not just defined by water, though. Over half of Japan's land is considered mountainous and many areas are covered with forests. Since Japan's islands spread out across the Pacific Ocean, the climate of the country varies from tropical in the south to colder and snowier in the north. Politically, the nation is separated into 8 different regions and 47 **prefectures**, or districts, each under the rule of a governor. Today, over 125 million people call Japan home.

Okinawa is one of Japan's prefectures, and it is the largest island in the region. It is located in the southern Kyushu region, part of the Ryukyu island chain, which also stretches between the East China Sea to the west and the Pacific Ocean to the east. Okinawa Island is about 7

INFORMATIONAL TEXTS

Tokugawa Shogunate or ruling power. The Shogunate peacefully ruled Japan for over two centuries. During this time, they established a **posture of seclusion** and only traded with the East Asian nations of China and Korea. Meanwhile, they prohibited trade with Western nations and prohibited Christianity.

The Tokugawa Period primed Japan for rapid modernization and its entry onto the world stage in the 19th century. When Japan emerged as a powerful nation, it set about to expand its empire and become the region's dominant power. Seeking to expand its influence, Japan entered World War II and allied itself with the Axis Powers. After Japan lost the war in the Pacific, the United States led the occupation of the nation and reshaped its politics. The democratic influence the U.S. instilled can still be seen today. In addition, Japan continues to be an economic powerhouse and maintains strong alliances with many nations around the globe.

Japan's History with Okinawa

The **Ryukyu Kingdom**, located in the Ryukyu island chain, came into existence around the 14th century. It enjoyed many years of relative peace and economic stability. The kingdom's close proximity to China resulted in strong trade ties between the two societies, and the Ryukyu Kingdom became a tributary state, or a subordinate state, to a more powerful one: China's Ming Dynasty. Under this status, the Ryukyu Kingdom was essentially an independent nation since China did not interfere with its affairs. By the 16th century, the Ryukyu Kingdom united all the islands under a monarchy, centralized at Shuri Castle on the island of Okinawa.

In 1609, the Satsuma domain invaded Ryukyu and took control of the monarchy. Satsuma took an active role in the northern Ryukyu Islands and allowed the southern islands to continue its trade with China. Then, during the Meiji Restoration in the late 19th century

Japan sought to expand its borders and secure areas to protect itself from colonization. With these goals in mind, Japan forced the **annexation** of the Ryukyu Kingdom in 1879. This former kingdom would become the Okinawa prefecture. Once part of Japan, the government implemented **assimilation** policies that aimed to force Okinawans to give up their culture and become more "Japanese." The military use of the islands in the prefecture also contributed to tensions that followed from the Satsuma invasion, annexation, and the controversial assimilation policies. This tension still exists today, and Japan's allowances to the United States only exacerbate them. The U.S. stations the majority of its military presence in Japan on Okinawa itself, another foreign presence in an area with a proud history of independence.



ANCIENT CASTLE OF NA-GA-GUS-KO, LEW CHEW
Ancient castle of Na-Ga-Gus-Ko, Lew Chew (Okinawa). Image from: Narrative of the expedition of an American squadron to the China Seas and Japan in 1852, 1853, and 1854, under M.C. Perry.

Library of Congress, LC-USZ62-94174

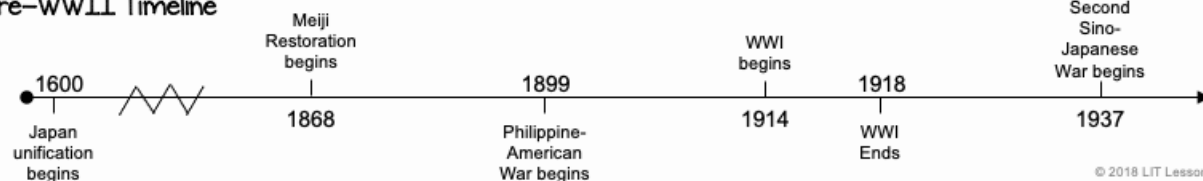
➤ Extensive Overview of Pacific Theater

➤ Common Core-Aligned

➤ Informational Texts and History Standards

➤ Critical Thinking Opportunities

Pre-WWII Timeline



INFORMATIONAL TEXTS

1a Nonfiction Text Analysis Name: _____		Overview of Japan and Okinawa	
Nonfiction Text Features		Directions: Fill out the following organizer, identifying the key features of the informational text.	
Feature 1: Map		Feature 2: Subheading 3	
What is it? Name/describe the feature.		What is it? Name/describe the feature.	
How does this feature contribute to your understanding of the whole article?		How does this feature contribute to your understanding of the whole article?	
Vocabulary & Terms		Directions: Define the key vocabulary words and terms below by using context clues from the text.	
prefecture			
assimilation			
annexation			
Tokugawa Ieyasu			
Ryukyu Kingdom			
Main Idea & Key Details		Directions: Fill out the graphic organizer below in order to determine the main idea of the text.	
Title: _____			
Key Detail 1:	Key Detail 2:	Key Detail 3:	
Main Idea: What is the article mostly about?			

➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts

INFORMATIONAL TEXTS

1b Nonfiction Text Analysis Overview of Japan and Okinawa
Name: _____

1. Describe Japan's climate. Why does it vary so much throughout the nation? Why might that be significant in terms of World War II? Support with textual evidence.

2. What does the phrase "posture of seclusion" mean as used in the text? Why might Japan have taken this stance at this point in history? Support with evidence from the text.

3. How did the Tokugawa Shogunate change Japan? Why were these changes significant? Explain and support with evidence from the text.

4. How do we see the theme of expansion in the article? What motivated Japan to expand throughout its history? Support with evidence from the text.

5. Why did Japan annex the Ryukyu Kingdom? What motivated the nation to forcefully acquire this land? Support with textual evidence.

6. Describe Japan's relationship with the Okinawa, one of its prefectures. Why does tension exist between the nation and one of its districts? Explain and support with textual evidence.

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- 2 Formats to Allow for Differentiation
- Use for Centers or Rotation Model
- Pair with Novel – Cross-text Connections
- Answer Key & Google Slides™ Links

EXTENSION ACTIVITIES

TOPICS

- Addressing Offensive Language (Anticipation Activity)
- Timeline & Map
- Political Cartoons & U.S. Expansionism
- War Ships & War Games
- The Infamy Speech
- The Pacific War in Color
- Breaking an Unbreakable Code
- Image Study of the Atomic Bombings
- Internment – Orders & Apologies
- Essay Choice Board
- Project – Diving Deeper Into the Pacific Theater

EXTENSION ACTIVITIES

Extension Activity 2 Name: _____ Timeline & Map

Directions: As you read about Japan's history, World War II, and events around the globe, use the timeline below to keep track of when events occurred. The timeline can be used as a tool to compare events and determine how important moments in history connect and relate.

Pre-WWII

1600 – Japan unification begins

Meiji Restoration begins – 1868

1899 – Philippine-American War begins

WWI begins – 1914

1918 – WWI Ends

Second Sino-Japanese War begins – 1937

1939 – WWII begins

WWII

Attack on Pearl Harbor – 1941

1942 – Battle of Midway

Battle of Guadalcanal – 1942

1945 – Battle of Iwo Jima

Battle of Okinawa – 1945

1945 – Atomic Bombings

WWII ends – 1945

Post-WWII

1952 – U.S. occupation of Japan ends

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➤ 9 Extension Activities

➤ Variety of Materials – Speech, Images

➤ Engage with Different Activities

➤ Comprehension & Analysis Questions

EXTENSION ACTIVITIES

Extension Activity 4

Name: _____

War Ships & War Games

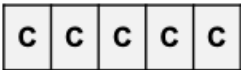
Learning about World War II Ships

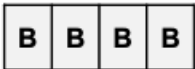
Fighting in the Pacific Theater of World War II took place across a huge area, mainly due to the enormity of the Pacific Ocean and the long distances between land. As a result, naval forces were a vital part of military strategy. As we read more about WWII and the Pacific Theater, you will frequently encounter types of ships. In order to learn about a few naval vessels, let's play a game!

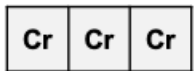
- **Overview:** Everyone will have their own "Warship" game board, including the teacher. You will fill out your game board with your own "ships." Everyone's ship placement on the game board will be different. (Ships may not be placed diagonally – only vertically and horizontally.)
 - Then, the teacher will ask the class questions (about WWII, your readings, your work, etc.). If the question is answered correctly, the student will select which square to shoot to hit a ship. If the "hit" lands on a ship, the square will be marked with an **X**. If the shot lands in the water, the square will be marked with an **O**.
 - Now, if the question is answered incorrectly, the teacher will call out a square and every student must mark their board with either a "hit" (**X**) or a "miss" (**O**) depending on the location of the ships on every individual board.
 - When an entire ship is "hit" and "sunk" (students or teacher), you will learn more about the ship, take notes, and then continue the game until all five ships are "sunk."

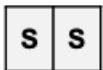
	W	A	R	S	H	I	P
1							
2							
3							
4							
5							
6							
7							


Game Key

Carrier = 5 squares


Battleship = 4 squares


Cruiser = 3 squares


Submarine = 2 squares


Destroyer = 2 squares


X = Hit on ship
O = Miss (hit water)

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➤ Allows for Differentiation

➤ Standards-aligned – Informational & History Texts

➤ Pair with Nonfiction Readings

➤ Make Connections Between Texts

EXTENSION ACTIVITIES

Extension Activity 7	Name: _____	Breaking an Unbreakable Code
Navajo Code Talkers		
<p>The code talkers of World War II were essential to military success, especially in the Pacific Theater. Let's learn more about the code talkers. Each section has a code. The code spells out a word or phrase. Once you decode the word or phrase, conduct short research on the topic and its relationship to Navajo code talkers. Take notes about what you learn.</p>		
Tkin-Tsah-Be-Tkin-Wol-la-chee-A-chin Shush-Tlo-chin-Be-la-sana-Gah-Be-Tkin-Tsah-Klizzie Dibeh-Moasi-Cha-Tlo-chin-Tlo-chin-Ah-jad (3 words)		
Code Translation: _____		
What is it? What was its purpose?		
How does it relate to Native Americans and code talkers?		
What other interesting information did you learn?		
Moasi-Wol-la-chee-Gah-Nash-doie-tso Ah-tad-Ne-ahs-jah-Ah-losz-Be-tas-tni-Be-la-sana-A-chin (2 words)		
Code Translation: _____		
Who was this person?		
How does it relate to Native Americans and code talkers?		
What other interesting information did you learn?		
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- Foster Rich Discussion
- Comprehensive Examination of History
- Prompts Require Evidence-based Responses
- Cross-curricular Learning


EXTENSION ACTIVITIES

Extension Activity 8 Name: _____ Image Study of the Atomic Bombings


Hiroshima & Nagasaki

Directions: Observe the image carefully, and answer the questions that follow.

Library of Congress, LC-USZ62-113495 Library of Congress, LC-USZ62-113494



Hiroshima Pre-Strike



Hiroshima Post-Strike

1. What do you notice in the image? What sticks out to you?

2. What is going on in the image? What makes you say that?

3. How does this image contribute to the narrative of Japan being a victim in WWII?

4. How does this image contribute to President Truman's desire to project power at the war's end?

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- Final Project
- Scaffold Learning with Graphic Organizers
- Google Slides™ Links for Google Drive™
- Answer Keys for Applicable Resources

* BONUS RESOURCES *

Project Overview	Name: _____	The Game of Go		
<p>Directions: Throughout <i>Grenade</i>, Hideki mentions Go, even drawing comparisons between Okinawa and the game. For this project, you will engage in research to learn more about the game. Then, you will draw even more comparisons between the game and the entire novel, analyzing how the story symbolizes aspects of the game in addition to <i>sute-ishi</i>. Finally, you will learn how to play! Information about each component and steps to completion are detailed below.</p> <ul style="list-style-type: none"> • Part I (Game Research) <ul style="list-style-type: none"> • Research – For the first part, you will research the history of Go and the rules, moves, and concepts of the game. • Part II (Novel Comparison) <ul style="list-style-type: none"> • Research – After you have learned about Go, you will compare and contrast the game with the novel, analyzing how aspects of the game may be symbolic in the novel. • Product – The comparison essay will present your findings and how the novel reflects Go. • Part III (Game Time) <ul style="list-style-type: none"> • Product – It's Go time! • Part IV (Reflection) <ul style="list-style-type: none"> • Product – To conclude the project, you will reflect on the project, Go, and the novel. 				
	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Incomplete (1)
Research	Research is thorough and accurate.	Research generally completed with few discrepancies.	Research somewhat completed with some inaccuracies.	Research incomplete.
Novel Comparison	Novel comparison synthesizes Go and symbolism in the novel.	Novel comparison makes connections between the game and the novel.	Novel comparison attempts to find similarities between Go and the novel.	Novel comparison is incomplete.
Gaming	Player engaged in games with enthusiasm and a positive mindset.	Player engaged in games in a respectful manner.	Player somewhat engaged in games but did not keep a positive mindset.	Games not played.
Reflection	Student thoroughly reflected on the project.	Student completed the reflection with evidence of thoughtfulness.	Student somewhat completed the reflection.	Reflection incomplete.
Overall Effort	Project exhibits above and beyond effort.	Project exhibits acceptable effort.	Project somewhat lacks effort.	Project is incomplete and lacks effort.
<p>_____ / 20 x 5 = _____ / 100 = _____%</p>				

➤ 6-WEEK Unit with Implementation Suggestions

➤ Standards Alignment

➤ 30 Instructional Lesson Plans

➤ Pacing Guide

* BONUS RESOURCES *

Lesson 2 Reading 1 & WWII Pacific Theater
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does the author's point of view affect the reader's understanding of the text? • How did U.S. expansionism in the 19th century affect Japan?
<p>Essential Standard(s) Covered:</p> <ul style="list-style-type: none"> • RL.8.6: Identify and analyze the point of view of the text • RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept • RH.6-8.3: Explain key steps in a process (expansionism)
<p>Lesson Overview and Resources:</p> <ul style="list-style-type: none"> • Bell ringer – Look at the names that start Chapter 1 and Chapter 2. What might the names reveal about the story or the point of view? • Vocabulary work – pages/graphic organizers – 2 words • Reading 1 – Chapters 1-2 – track Hideki and Ray on story map resource after reading • Comprehension guide 1, literary analysis 1, and/or fiction close reading 1 – differentiate for students' needs • Nonfiction Reading 2 – U.S. Expansionism – 19th Century – comprehension and/or analysis – differentiate for students' needs • Facilitate discussion on how the nonfiction reading connects to <i>Grenade</i> and/or helps contribute to students' understanding of the novel • Activity 3 – Political Cartoons – Students complete cartoon analysis – 1 as a class, 1 in pairs, 2 individually
<p>Resources Needed:</p> <ul style="list-style-type: none"> • Vocabulary graphic organizers • <i>Grenade</i> • Comprehension Guide 1 – Literary Analysis Guide 1 – Fiction Close Reading 1 – Point of view • Story Map Resource • Nonfiction Reading 2 – U.S. Expansionism – 19th Century • Activity 3 – Political Cartoons • Exit ticket
<p>Homework:</p> <ul style="list-style-type: none"> • <i>Grenade</i> Chapters 3-4 reading and comprehension guide (<i>Optional</i>)
<p>Assessment:</p> <ul style="list-style-type: none"> • Exit Ticket – How did the U.S. treat nations in the Pacific during expansionism? Why did they treat them this way?

➤ Implementation Notes for Extension Activities

➤ Final Go Project

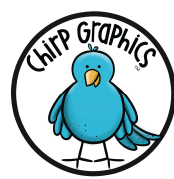
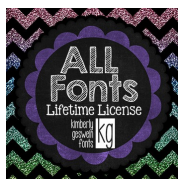
➤ Anticipation Guide & Final Essay

➤ Anticipation Activities

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