



Lesson Guidance 14	
Grade	8
Unit	1
Selected Text(s)	Chapter 14 - "The Enemies"
Duration	1 Day

Plan with guidance from the [*ELA Instructional Expectations Guide*](#)

Learning Goal(s)

Students will examine how the concept of death draws out the similarities and distinctions between Japanese and Navajo duty in war.

CCSS Alignment

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

End of lesson task *Formative assessment*

Write two postcards addressed to family members - one from the perspective of a Navajo soldier and one from the perspective of a Japanese soldier. In each postcard, mention the soldier's thoughts on witnessing death while at war.

Make a copy: [Lesson Guidance 14: Formative Assessment](#)

Knowledge Check *What do students need to know in order to access the text?*

Background Knowledge

- Japanese view on death
- Navajo view on death

[\(ELD Support\)](#)

Key Terms *(domain specific terms to analyze the text)*

- **Guadalcanal:** one of the Solomon Islands that the Marines were able to secure from the Japanese
- **Bushido:** the Japanese code of the samurai, stressing unquestioning loyalty and obedience and valuing honor above life

Vocabulary Words *(words found in the text)*

Explicit Instruction (before reading)

- **Priority:** the thing that is more important than another
- **Comrade:** someone who is part of the same group or organization
- **Pathetic:** inadequate or of a low standard



- **Retreat:** withdraw or move back
Implicit Instruction (while reading)
- **Mortars:** weapon that fires explosive projectiles at low velocities and short ranges
- **75s:** a field gun used in war
- **Foxhole:** a hole in the ground used by troops as a shelter against enemy fire or as a firing point.

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

In pairs, have students read and take notes in the following way:

- Parter A - read [Text 1](#) and [Text 2](#); under the heading “Navajo culture” write down some notes on how the Navajo culture traditionally views death
- Parter B - read this [Text 3](#) and [Text 4](#); under the heading “Japanese culture” write down some notes on how the Japanese culture traditionally views death

Make a copy: [Lesson Guidance 14: Opening Activity](#)

After reading the excerpts and taking notes, have pairs share their notes with each other. Together, have them finish both statements:

For the Navajo Marines, death in war was considered _____.

For the Japanese soldier, death in war was considered _____.

[\(ELD Support\)](#)

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - **Priority:** the thing that is more important than another
 - **Comrade:** someone who is part of the same group or organization
 - **Pathetic:** inadequate or of a low standard
 - **Retreat:** withdraw or move back
2. Model how each word can be used in a sentence.
 - Paying bills is my first **priority** when I get my paycheck.
 - The **comrades** drove to the meeting together in order to both be energy efficient and enjoy the company of each other.
 - The student did not study for the test, consequently, his answers were **pathetic**.
 - The enemy realized that they couldn't win so they **retreated** from the battle.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that teaching students is a **priority** of schools?
 - b. How is it different to state that someone is your friend rather than your **comrade**?
 - c. Would it be normal to strive to be **pathetic**? Why or why not?
 - d. When is it a good idea to **retreat** from something?

[\(ELD Support\)](#)

Shared Reading:

Page 95 - first paragraph (stop after “...like no other aircraft.”)

1. In describing the Japanese, Ned makes a distinction between monsters and human beings. Unpack this distinction.
2. “But for Bill and Sam...those enemies were faceless.” The “but” carries another distinction; what does it mean that they saw the Japanese as faceless?

Pages 95-96 (stop after “We did our duty.”)

3. Why were the bodies of the Japanese soldiers often left unburied for days?
4. Why was this “a fearful thing for Navajos to see”? Use your notes from the opening activity to expand your response.
5. What is the value that ultimately trumps the Navajo sentiment on death?
6. In this short section, Ned addresses his grandchildren twice (Page 95 - “You know, grandchildren, our tradition tells us...” and Page 96 - “I admit that it was not easy for us, grandchildren.”).

Considering what these paragraphs are about, why do you think he intentionally addresses his grandchildren in this section?

Pages 96 (stop after “5. Never Surrender”)

7. “The enemy soldiers did their duty, too.” – What words stand out to you in this line? What is significant about this observation?
8. Define duty. Why is duty important in war?
9. Why do the Japanese soldiers “fight to the death”? Use your notes from the opening activity to expand your response.
10. Consider the warrior’s code of Bushido that Ned includes in this chapter. How would a Navajo “code” be similar and different?

Pages 96-97 (to the end of the chapter)

11. How do Sam and Bill describe the Japanese prisoners taken at Guadalcanal?
12. Knowing what you know about Bushido, what might these Japanese prisoners have been feeling?
13. The chapter begins and ends with a reference to monsters - why does Bill conclude that the Japanese soldiers are “not monsters at all”?

Small Group Discussion

14. “We realized that our enemies were just human beings.” How does this chapter develop this realization?
15. Return to chapter 5, pages 30-32; how do chapter 5 and chapter 14 both complicate the idea of seeing the Japanese as a clear enemy?

[\(ELD Support\)](#)

Formative Assessment:

Write two postcards addressed to family members - one from the perspective of a Navajo soldier and one from the perspective of a Japanese soldier. In each postcard, mention the soldier’s thoughts on death and duty.

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Fluency, Comprehension and Writing Supports



Fluency	Fluency Protocol
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence Quality of Writing: IV. Style Purpose of Writing: I. Narrative



Additional Supports

ELD Practices


Practices to promote Tier 1 access


Background knowledge: Ask students to share their culture's view on death and compare it to the views in the story.

- Japanese view on death -
 What DYING in Japan is Like | Japanese Funerals 101
- Navajo view on death-
 Traditional Navajo View on Death and Grieving

Opening Activity: Students may need help reading the text and discussing their answers.  [Reading in Four Voices](#)
Reading in four voices  [Reading in Four Voices - ELA and Social Studies Examples](#)

Explicit Vocabulary Instruction: Students may benefit from using a graphic organizer to help them learn the new words.

 [Google Draw Vocabulary Concept Map](#)

Small Group Discussion:  [Reach a Consensus / Round Robin](#) may help students feel comfortable answering their questions in a group. **TOOLS**

SpEd Practice

Practices to promote Tier 1 access

- Before engaging with the lesson, activate students' background knowledge about concepts that are critical to the lesson
 - Engage students in conversations surrounding key concepts and other important background knowledge to encourage participation in the lesson
 - Work collaboratively with students to create anchor charts and/or graphic organizers that will be beneficial in completing the lesson
- During opening routine, provide students with sentence frames/ starters to guide academic writing
 - Host small group discussions with students to promote academic thinking about the prompt



- Brainstorm ideas with students
 - Provide students with a [graphic organizer](#) to support writing
 - For some students, it may be appropriate to allow students to dictate their responses
- Pre teach new and unfamiliar vocabulary by engaging students in an [explicit vocabulary instruction routine](#)
 - Students can complete a [vocabulary log](#) or [Fruyer Model](#) activity to increase understanding
- Prior to engaging in Shared Reading, pre assign students questions that will be asked throughout
 - Ensure students understand the questions being asked
 - Answer clarifying questions for students
- Prior to engaging in reading, model for students how to gain information from the text that will be useful in completing the formative assessment
- During the lesson, pause and ask standards based questions to check for student understanding
 - In paragraph (x), what evidence supports (x)?
 - What can be inferred from this portion of the text?
 - What is explicitly stated in the text about (x)?
 - Which piece of evidence most strongly supports your analysis or inference?
 - What makes a good summary?
 - How does the theme develop throughout the plot?
 - How do the characters' actions reveal the theme?
 - What events help to develop the theme?
 - How does the setting help to contribute to the development of the theme?
 - What key details about the theme summarize the text?
 - How does the author build relationships between the setting, plot, characters and theme?
 - How do the characters' actions advance the plot?
 - What does the dialogue reveal about the characters?
 - How does (x) incident provoke the character to (x)?
 - How do the events and interactions in the story drive the plot?
 - What clues can you use to determine the meaning of the word (x) in the text?
 - How does the author's word choice impact the meaning of the piece?
 - How does the author's allusion to (x) impact the meaning or tone of the text?
 - What tone is created by the author's use of (x)?
 - How does the analogy of (x) enhance the meaning of the text?
 - How does the author's use of words, phrases, and literary devices impact the overall tone or meaning of the text?
- Prior to engaging in the formative assessment, host small group discussions surrounding the prompt.
 - Model for students how to gain information from the text to support
 - Brainstorm ideas with students for task
 - Create thought web or other graphic organizer for



	<p>students to gather their thoughts/ information</p> <ul style="list-style-type: none">• Prior to engaging in the formative assessment, provide students with an exemplar<ul style="list-style-type: none">◦ Post exemplar and allow students to access throughout the completion of the task• Prior to engaging in the formative assessment, provide students with a graphic organizer to support writing• During formative assessment, allow students to use digital writing tools (ie: Google Docs or Microsoft Word, text to speech, etc) to increase engagement• During formative assessment, provide frequent check-ins and feedback
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access