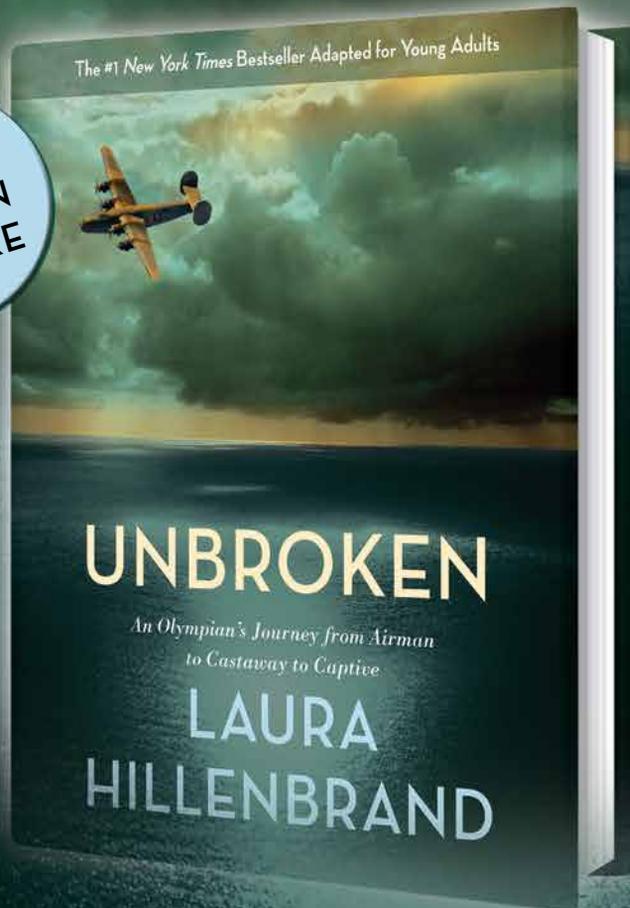


Adapted for Young Adults by

LAURA
HILLENBRAND



NOW A
MAJOR
MOTION
PICTURE



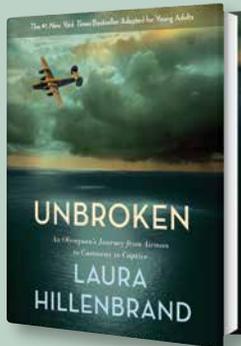
*An Olympian's Journey from
Airman to Castaway to Captive*

A FAMILY AND EDUCATOR DISCUSSION GUIDE

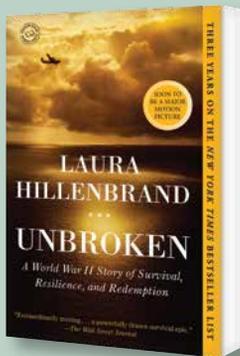
Includes Common Core Standard Correlations

UNBROKEN

ABOUT UNBROKEN (ADAPTED FOR YOUNG ADULTS)



Grades 7 and up
HC: 978-0-385-74251-1
GLB: 978-0-375-99062-5
EL: 978-0-307-97565-2
Audio: 978-0-553-39711-6



Trade PB: 978-0-8129-7449-2
HC: 978-1-400-06416-8
Audio: 978-1-415-96274-9
eBook: 978-0-679-60375-7

Unbroken is the true account of one man's journey from juvenile delinquent to 1936 Olympic runner to World War II bombardier. While on a search-and-rescue mission, Louis Zamperini's B-24 bomber crashes in the Pacific Ocean, setting Louie adrift in a life raft for forty-seven days, only to be scooped from the ocean by the Japanese. Guards at prison camps, in an attempt to dehumanize their captives, physically torture, starve, enslave, and mentally abuse Louie and his fellow prisoners of war. Through daring acts of resistance, the men fight back, undermined their captors, and maintain their dignity. After the war, Zamperini stumbles through life before finding redemption.

Laura Hillenbrand's account of one young man's odyssey provides a vivid portrait of life as a soldier and prisoner of war (POW) in World War II. The book focuses on the role of family, the bonds of friendship, the power of hope, and the will to survive. The author also explores the importance of physical and mental conditioning in human resilience.

Unbroken is a powerful informational text, as it tells Louie's story against the backdrop of major world events of the twentieth century. Supporting the national Common Core State Standards (CCSS) in reading informational text for middle school and high school curriculums, *Unbroken* is an appropriate selection for grades seven through ten in Language Arts or U.S. History classrooms.

ABOUT THE AUTHOR

Laura Hillenbrand is the author of the #1 New York Times bestsellers *Unbroken: A World War II Story of Survival, Resilience, and Redemption*, and *Seabiscuit: An American Legend*, which was a finalist for the National Book Critics Circle Award, won the Book Sense Book of the Year Award and the William Hill Sports Book of the Year Award, landed on more than fifteen best-of-the-year lists, and inspired the film *Seabiscuit*, which was nominated for seven Academy Awards, including Best Picture. In 2014, Universal Pictures will release the film adaptation of *Unbroken*, directed by Angelina Jolie. Hillenbrand's *New Yorker* article "A Sudden Illness" won the 2004 National Magazine Award. Her work has also appeared in such publications as the *New York Times*, *Vanity Fair*, the *Washington Post*, and the *Los Angeles Times*. She and actor Gary Sinise were the cofounders of Operation International Children, a charity that provided school supplies to children through American troops. For more information on Laura Hillenbrand, please visit laurahillenbrandbooks.com.



WHY ADAPT *UNBROKEN* FOR A YOUNG ADULT AUDIENCE

“After the 2010 publication of the adult edition of *Unbroken*, I was startled by the volume of correspondence I received from teachers, librarians, parents, and students, urging me to recraft the book for young readers. The proposal delighted me. For far too long, school instruction on World War II has focused on the European theater, with little discussion of the Pacific theater. Louie Zamperini’s story offers a unique opportunity to take students into the heart of this epic conflict, viewed through the eyes of one American airman, a former Olympic runner, whose 1943 crash into the Pacific began an odyssey that was truly breathtaking.

“And there’s more than just history in this narrative. Zamperini’s story is rich with lessons pertinent to young readers—lessons about perseverance, resourcefulness, and ingenuity; maintaining optimism amidst severe hardship; and ultimately, forgiveness. If ever there was a life to inspire, this one was it.”

—Laura Hillenbrand

WHY READ THE ADULT VERSION AND THE YA ADAPTATION TOGETHER

Unbroken is the perfect selection for a family read. Not only do both the adult and young adult editions emphasize the importance of family and friendship, they also offer insight into how the power of hope helps us endure traumatic situations. You can read *Unbroken* the YA adaptation aloud to each other or individually, using family time to discuss or write about a section read in preparation. Many of the questions and activities in this guide for educators can easily be adapted for family use. So let’s get reading!



FAMILY-, SCHOOL-, AND COMMUNITY-WIDE READS

Both *Unbroken: A World War II Story of Survival, Resilience, and Redemption* (adult edition) and *Unbroken: An Olympian's Journey from Airman to Castaway and Captive* (young adult edition) are poignant selections for family-, school-, and community-wide reads. In both editions, readers relive the events of Louie's childhood. They also see Louie's adolescent interactions with his family and with the residents of Torrance, California. Both editions relate Louie's experiences as an Olympic runner, a World War II airman, a castaway, and a prisoner of war. The aftermath of Louie's experiences is explored in both works. World War II was a pivotal moment in United States history. Through the sacrifices made across this nation by soldiers like Louis Zamperini, and through the dedication on the home front by families like his, this country emerged on the world theater as a superpower.

Using the questions and activities in both the “*Unbroken Moments*” and the “*Discussion and Activity*” sections below will further enhance your reading experiences.

FOR FAMILIES: “UNBROKEN MOMENTS”

The role of family is an encompassing theme in *Unbroken*, making the biography a great choice to read together as a family. Following is a list of “*Unbroken Moments*” reflections. These reflections have been selected to enhance the whole family reading experience about Louie's life story. As a family, simply choose reflections that promote discussion.

1. A rambunctious young Louie, upon being reunited with his mother after he jumps off a train, says, “I knew you'd come back” (p. 7). Place your family in this experience. How would each of you react? Does your family have a similar experience?
2. After Louie is barred from sports and social activities in high school, his brother Pete goes straight to the principal and intervenes on Louie's behalf (p. 13). Have you or others in your family had similar experiences?
3. On page 17, we find out that Louie's mother makes him running shorts from a skirt. Louie is coming of age during the Great Depression of the 1930s. Are there any family memories that can be shared of living through the Great Depression? Do you have family heirlooms, photos, or memorabilia that have been passed down through the generations?



Louie (left), Virginia, and Pete Zamperini on their front lawn in Torrance, California. Photograph courtesy of Louis Zamperini

4. Louie would lie in the infield before track meets “visualizing his coming race” (p. 21). What goals have you envisioned for yourself?
5. Louie’s mother, Louise, couldn’t stand the suspense of listening to Louie’s Olympic trial run, so she “fled to the kitchen” (p. 26). How do you deal with suspenseful situations?
6. Pete sends Louie two playing cards and a “pep talk” message while Louie is at the Berlin Olympics (p. 33). Do you have any sort of inspirational saying that helps you get through challenging times?
7. At the NCAA Championships, other runners in Louie’s event elbow him and stomp on his foot (p. 43). Have you experienced a similar situation? What was the outcome?
8. On page 50, the Zamperinis say goodbye to Louie as he leaves for the Army Air Force. Has anyone in your family been in the military especially during a time of war? Discuss.
9. In Chapter 7, Louie is the mastermind of a couple of pranks (pp. 62–63). Have you ever pulled a prank on others? What were some of the best ones?
10. On page 65, Louie embarks on his first bombing raid of World War II. Do any members of your family have any firsthand experiences with or family stories about that war?
11. Russell Allen Phillips, Louie’s friend and the pilot of *Super Man*, carried good-luck charms (p. 77). Do you have any items or rituals that you carry with you or do for good luck?
12. On page 100, the wires that Louie became entangled in when the bomber crashed are “inexplicably” gone. Has your family ever experienced or heard of a miraculous rescue?
13. Compare the warning of placing the oxygen mask on yourself first, before you help others in an air travel emergency, with Louie’s decision to go for the rafts first instead of helping Phil (p. 103).
14. Louise’s hands “broke out in weeping sores” (p. 111) after her son was reported missing. Have you or anyone in your family ever experienced a physical reaction resulting from a family emergency?
15. While floating on the raft, Louie and Phil talk about various topics—mostly food. They also discuss their plans for the future (p. 114). What do you think you would talk about? What are your future plans as a family?
16. In Chapter 15, Louie, Phil, and Mac are strafed by the Japanese Zero seven times. None of them is injured. All were instrumental in repairing the remaining raft. What have you accomplished through teamwork?
17. On page 126, Louie takes stock of his errors while trying to catch a shark. He is eventually successful. Have you made mistakes that turned into great learning experiences?



Louie lines up for a start. Photograph courtesy of Louis Zamperini

18. Hillenbrand writes about dignity, “This self-respect and sense of self-worth, the innermost armament of the soul, lies at the heart of humanness” (p. 140). Discuss your thoughts about being robbed. Have you ever been robbed of your dignity? What was that experience like?
19. The Japanese “were taught that to surrender or be captured was intolerably shameful” (p. 150). Compare this ideology with the American psyche and experience.
20. Louie keeps a diary in the POW camp (p. 156). Do you know anyone who keeps a diary? Why is it important to him or her?
21. On page 161, the author explains that the Zamperinis weren’t in denial and they weren’t experiencing hope. “It was belief. They could still *feel* Louie.” Imagine your family experiencing such a loss. How might each of you react?
22. Mutsuhiro Watanabe actually seems to be jealous of Louie (p. 175). Why? How have you worked through feelings of jealousy?
23. On page 207, Watanabe says, “You must be sincere! You must work for earnest! You must obey! I have spoken!” What is your reaction to this command? Have you ever had to respond to someone who demands that you obey?
24. When the atomic bombs were dropped on Hiroshima and Nagasaki, the word “atomic” was new to the prisoners of war (p. 219). They were not sure what it meant. Think of words that are new to us today. How did these words make it into our language?
25. Try to stop reading momentarily after the last sentence on page 222 (it spills over to page 223). Predict what you think is going to happen to the prisoners based on your experiences so far reading *Unbroken*. Continue reading. Did you correctly predict the outcome?
26. Study the picture on page 229 of the young adult version of *Unbroken*. It speaks. What is it telling us?
27. On page 233, Louie tells a reporter, “If I knew I had to go through those experiences again, I’d kill myself.” Many of the events in Louie’s life came as a surprise. Is the fact that we can’t foretell our future a benefit to us?
28. On page 242 of the young adult version of *Unbroken*, there is a picture of Louie and his family seated on his parents’ couch after he returns home from war. Does your family have photos of being together? During what events were they taken?
29. Louie meets his future wife during a trip to Miami Beach (p. 246). How did your parents meet? How did your grandparents or couples close to you meet?



30. Louie has a transformational experience at a Billy Graham revival and he dedicates himself to God (p. 268). Have you or has anyone you know had such an experience?
31. In Chapter 39, Louie goes back to Japan to offer a message of forgiveness to his former captors. How can it help to offer forgiveness to someone who hasn't asked for it?
32. Once you've completed *Unbroken*, discuss which aspects of Louie's life most affected you. Was Louie a hero?

FOR EDUCATORS: PRE-READING ACTIVITIES

INTRODUCTION

Before reading the introduction to *Unbroken*, conduct a mini lesson on the main Axis and Allied powers in World War II. Display a map showing Germany, Great Britain, Italy, Japan, and the United States. In advance of the lesson, make a list of facts contemporaneous to World War II for each country. Divide students into groups of four and ask them to align the Axis powers and the Allied powers. In addition, they can align the facts to each country. You might want to explore the definitions of Imperialism, Nazism, and Fascism.

For facts about Japan in World War II, go to
www.fold3.com/page/92189068_japan_in_world_war_ii/

For facts about Nazi Germany, go to
<http://www.history.com/topics/world-war-ii/nazi-party>

For facts about Fascist Italy, go to
http://www.historylearningsite.co.uk/life_in_fascist_italy.htm

For facts about the United States in World War II, go to
<http://www.nationalww2museum.org/learn/education/for-students/ww2-history/america-goes-to-war.html>

For facts about Great Britain in World War II, go to
http://www.ducksters.com/history/world_war_ii/battle_of_britain.php



DISCUSSION AND ACTIVITY PROMPTS

PART I

Hillenbrand recounts Louie's bullied youth, his adolescent delinquency, and his transitions from high school track star to a top-ten Olympic runner and to being drafted by the Army Air Force on the eve of U.S. involvement in World War II. The author states, "Confident that he was clever and bold enough to escape anything, [Louie] was almost incapable of discouragement" (p. 9).

1. How important is confidence and courage when facing crises?
2. Compare and contrast Louie's view of running as something he is forced to do (p. 15) with his self-encouragement, "Let go" (p. 36), while running in the 1936 Berlin Olympics. What constrained Louie?
3. Study the photographs of Louie in Part I. How do they support the personal attributes revealed in Part I?
4. Explore Hillenbrand's use of figurative language [for example, "Passengers . . . saw the ship's shadow, following it on the clouds 'like a huge shark' . . ." (p. 6)]. In what ways does the language enhance the reading experience?



Photograph © Bettmann/Corbis

CURRICULUM CONNECTION

In Part I, Hillenbrand references events in the world as she describes Louie's coming of age. The *Graf Zeppelin* world tour, prejudicial treatment of Italian immigrants in California, Adolf Hitler's rise to power in Germany, and the practice of eugenics in the United States are a few examples. She also mentions the USS *Arizona* at Pearl Harbor. Have students, in groups or individually, research these topics and present their findings using electronic media.

PART II

In Part II, Louie and other members of the B-24 Liberator *Super Man* train in preparation for bombing runs on Japanese-controlled Pacific islands.

1. In addition to the inherent danger of combat, what problems did airmen encounter aboard their planes?
2. Discuss Louie's pranks and his role in saving the crew and the plane after *Super Man* was hit during the Nauru bombing raid. What does this tell you about him?
3. Describe the events of *Green Hornet*'s ill-fated search mission. How did Louie and Phil survive?

CURRICULUM CONNECTION

After studying the positions of each soldier aboard *Super Man* and *Green Hornet* (p. 54), have students watch a video clip of a World War II air battle. Give each student a position on the plane. As students experience the sights and sounds of World War II air combat, ask them to write stream-of-consciousness poems describing their feelings and actions as if aboard a WWII bomber that is spiraling out of control. What impromptu measures would they take to stay alive/prepare for death? A short video clip of a B-24 in action can be found at <https://www.youtube.com/watch?v=liORCye2Dug>.

PART III

Part III is dedicated to Phil, Mac, and Louie's rubber raft odyssey in the Pacific Ocean. Wounded, Phil cedes command to Louie. Phil and Louie survive adrift for forty-seven days, shattering a 1942 wartime record by thirteen days.

1. Describe the qualities of a good leader. How does Louie demonstrate those qualities?
2. In the beginning, Mac was a huge liability. In what ways did he redeem himself? Why and how do you think he made this transformation?
3. Discuss the role of luck or lack of luck up to this point in *Unbroken*.

CURRICULUM CONNECTION

Some say that survival is 80 percent mental (keeping a positive mental attitude), 10 percent skill (knowledge), and 10 percent equipment (specialized resources). See the Montclair College website below for more information.

While adrift in the Pacific, Louie takes stock of the rafts' survival provisions (p. 104). He uses these items creatively to save Phil, Mac, and himself (p. 126). Conduct a problem-solving survival scenario using groups of four or five. Adapt the sea/wilderness survival experiential learning activities from the websites below to meet the developmental needs of students engaged in the reading of *Unbroken*.

http://cosee-central-gom.org/seascholars/lesson_plans/cruisin/lostatsea_lesson.html *

<http://www.montclair.edu/media/montclair.edu/csam/njsoc/sessions/survival.pdf>

http://www.eduplace.com/rdg/gen_act/survival/s_game.html

<http://www.wildernesscollege.com/basic-survival-skills.html>

<http://preppingtonsurvive.com/2011/10/06/three-things-required-for-survival-in-any-situation/>



A last family photograph as Louie leaves to go to war. Rear, left to right: Sylvia's future husband, Harvey Flammer, Virginia, Sylvia, and Anthony Zamperini. Front: Pete, Louise, and Louie. Photograph courtesy of Louis Zamperini

* Note: The COSEE site above provides for a time line for written analysis—a Common Core State Standards requirement.



PART IV

Retrieved from the ocean by enemy Japanese military, Louie and Phil begin two years of internment at Japanese camps. Louie is imprisoned at Kwajalein in the Marshall Islands and in Japan at Ofuna, at Omori, and Naoetsu. The goal of these camps was to devolve prisoners of war into primordial flesh. Sadistic guards physically tortured and mentally abused their captives. Phil was spared execution because Japanese prison officials banked on Louie eventually becoming a propaganda prisoner because he was a former Olympian. At home, neither the Zamperini family nor the Allen family validated their beloved's army-issued death certificates.

1. Research and discuss the role of propaganda during WWII in both the Pacific and European theaters.
2. Louie and his fellow prisoners of war survived unspeakable torture at the hands of the Japanese. How?
3. What role does dignity play in surviving against the odds?
4. In the beginning of Part IV, Louie again hears ethereal singing (the first time was on the fortieth day at sea). Continue to consider the role providence plays in Louie's survival.
5. Discuss the measures the prisoners took to meet their basic needs.
6. Discuss the Japanese military mindset. Learning about Japanese intelligence officer Hiroo Onoda at <https://www.youtube.com/watch?v=LvT86194rs4> will enhance this discussion.

CURRICULUM CONNECTION

Create silhouettes for some of the people who had key roles in Louie's life. Examples of such people are Louie himself, Pete Zamperini, Louise Zamperini, Phil, Mac, William Harris, the Quack, and Mutsuhiro Watanabe.

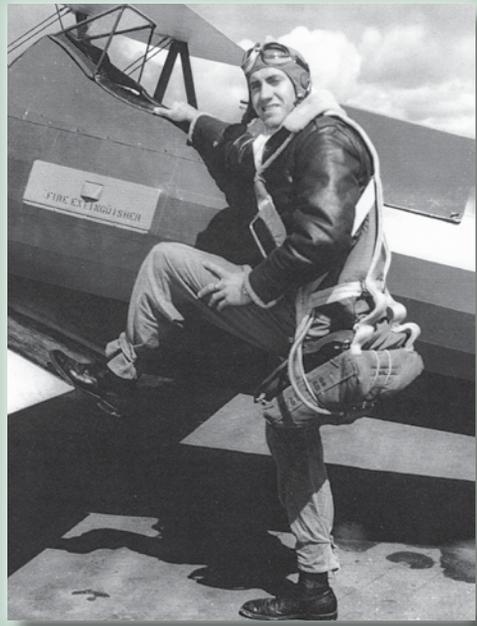
1. Have selected students lie on banner paper and trace their outlines.
2. Cut the silhouettes out and label them with the students' names.
3. Learn how to write up six-word memoirs at <http://www.sixwordmemoirs.com/>.
4. Have students write six-word memoirs that describe each personality.
5. Display the memoirs on each respective silhouette.
6. Expand this activity to include key figures in World War II by having students research pre-approved selections. Suggestions include Franklin Delano Roosevelt, Douglas MacArthur, Winston Churchill, Emperor Hirohito, Hideki Tojo, and Adolf Hitler.

PART V

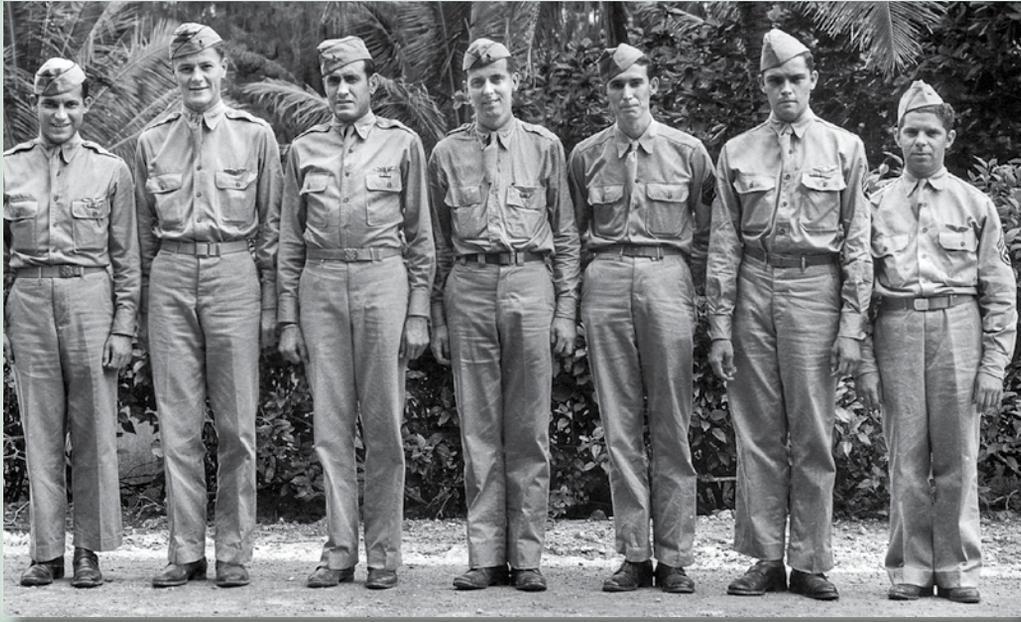
After the war, Louie is asked to recount his experiences in venues across the United States. His resulting anxiety, particularly about having to talk about his experiences in front of crowds, causes him to descend into alcoholism in order to cope. Though he marries the love of his life, it is not enough to resurrect him from debilitating anxiety and his ever-present flashbacks. The marriage frays to the point of dissolution; then his wife, Cynthia, attends a revival meeting conducted by Reverend Billy Graham.

She insists that Louie attend a meeting with her. He balks but eventually agrees to go. As he listens, sweat-drenched, Louie revisits promises he uttered to God more than once during his times of despair; he revisits being inexplicably spared from certain death. As Hillenbrand writes, "His rage, his humiliation, his helplessness, had fallen away. . . . [He] was a new creation" (p. 269).

1. Discuss how Louie's fellow prisoners of war reacted to the civilian world after their torturous war experiences.
2. Discuss the extent of your sympathy concerning Louie's actions and reactions in Part V.
3. Describe the qualities Cynthia Zamperini possessed that had a profoundly positive impact on Louie's postwar experiences (a silhouette of Cynthia—and student-driven six-word memoirs—would enhance the reading experience).
4. At the end of Part V, discuss the actions that demonstrate that Louie is now a new creation.



Louie boarding a training plane in the Army Air Corps. Photograph courtesy of Louise Zamperini



Phil's crew. *Left to right:* Phillips, temporary copilot Gross, Zamperini, Mitchell, Douglas, Pillsbury, and Glassman. Photograph courtesy of Louis Zamperini

CURRICULUM CONNECTION

In a position paper:

1. Analyze the roles that mothers play for Watanabe and Louie. Write a persuasive essay supporting or refuting each mother's role.
2. Compare and contrast Cynthia's role in helping Louie find redemption with Pete Zamperini's role in saving him from the fate of a criminal in his youth.

EPILOGUE

Hillenbrand writes, "Louie spoke of what a wild boy he'd been, and how Pete had rescued him. . . . Pete's eyes opened, and with sudden clarity, rested on the face of his little brother for the last time. He couldn't speak, but he was beaming" (p. 279).

1. Discuss the role Pete and the rest of the Zamperinis had in shaping the man Louie became.
2. Both Louie Zamperini and Mutsuhiro Watanabe survive into old age. Hillenbrand provides a detailed account of prison guard Watanabe's survival. As you analyze the survival of both Zamperini and Watanabe, consider the author's reason for including Watanabe's account.
3. Louie "remained invariably cheerful" into old age (p. 276). Discuss the importance of maintaining a positive attitude even in the face of major challenges.

CURRICULUM CONNECTION

Throughout *Unbroken*, Louie and others come up with innovations for pranks, for personal survival, and to help others.

1. As a class, construct a list of innovations used by Louie and others, paying attention to the purpose of those innovations. Analyze the author's purpose for including them.
2. In student groups, create a Rube Goldberg machine. Have students compare and contrast their projects with the innovations in *Unbroken*. For a detailed Rube Goldberg lesson plan, consult:
[http://beam.berkeley.edu/sites/default/files/RubeGoldbergLessonPlan.docx%20\(1\).pdf](http://beam.berkeley.edu/sites/default/files/RubeGoldbergLessonPlan.docx%20(1).pdf)
http://alex.state.al.us/lesson_view.php?id=23881

IN CONVERSATION

1. In this section, Louie describes running as his way of getting recognition. Discuss the role of recognition in your life. Is it important? Why or why not?
2. Louie also comments on the importance of forgiveness. Consider moments in your life when you have been wronged. Is it better for you to forgive or to get even?
3. Louie says that he would rather consider himself a survivalist than a hero, yet he called Mac a hero. As a group, list the attributes of a survivalist and the attributes of a hero. In which category does Louis Silvie Zamperini belong?

FURTHER STUDY RESOURCES

History Matters: The Great Depression and WWII

<http://historymatters.gmu.edu/search.php?function=find&top1945=1&wwwhist=1>

World War II Information

<http://www.loc.gov/rr/program/bib/WW2/WW2bib.html>

United States, Post-WWII Era

<http://www.digitalhistory.uh.edu/era.cfm?eraID=16>



Louie reunited with his family. *Left to right:* Sylvia, Anthony, Louie, Louise, Pete, and Virginia. Photograph courtesy of Louis Zamperini

COMMON CORE CORRELATIONS

For a complete listing of the Standards, go to www.corestandards.org/the-standards.

HISTORY AND SOCIAL STUDIES, GRADES 6–8

Key Ideas and Details

- **CCSS.ELA-LITERACY.RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **CCSS.ELA-LITERACY.RH.9–10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.ELA-LITERACY.RH.6–8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
- **CCSS.ELA-LITERACY.RH.9–10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

- **CCSS.ELA-LITERACY.RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA-LITERACY.RH.9–10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **CCSS.ELA-LITERACY.RH.6–8.5:** Describe how a text presents information (e.g., sequentially, comparatively, casually).
- **CCSS.ELA-LITERACY.RH.9–10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **CCSS.ELA-LITERACY.RH.6–8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).

Integration of Knowledge and Ideas

- **CCSS.ELA-LITERACY.RH.6–8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **CCSS.ELA-LITERACY.RH.6–8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

HISTORY/SOCIAL STUDIES, SCIENCE & TECHNICAL SUBJECTS WRITING

Text Types and Purposes

- **CCSS.ELA-LITERACY.WHST.6–8.1 and CCSS.ELA-LITERACY.WHST.9–10.1:** Write arguments focused on discipline-specific content.
- **CCSS.ELA-LITERACY.WHST.6–8.2 and CCSS.ELA-LITERACY.WHST.9–10.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Production and Distribution of Writing

- **CCSS.ELA-LITERACY.WHST.6–8.4 and CCSS.ELA-LITERACY.WHST.9–10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6–8.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- **CCSS.ELA-LITERACY.WHST.9–10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- **CCSS.ELA-LITERACY.WHST.6–8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **CCSS.ELA-LITERACY.WHST.9–10.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.WHST.6–8.9 and CCSS.ELA-LITERACY.WHST.9–10.9:** Draw evidence from informational texts to support analysis, reflection, and research.



UNBROKEN

READ IT BEFORE YOU SEE IT!

Unbroken is now a major motion picture. The movie follows closely the events in the book. Therefore, many of the themes presented in the book get equal treatment in the movie adaptation. Themes of survival, resilience, and hope are powerfully rendered in the movie. Like readers of the adult and young adult books, movie watchers will be able to analyze the characteristics and conditioning needed to simply survive dire situations versus the characteristics and conditioning needed to survive as a hero. Reading the book prior to watching the movie will allow participants to compare and contrast the effect of the written word with that of visual media in communicating the many powerful messages the author, Laura Hillenbrand, conveys in *Unbroken*. So read the book, then watch the movie!



This guide was created by Judith Turner, a longtime educator at Terrace Community Middle School in Tampa, Florida. She has a BA in Literature and Language from the University of Wisconsin–Green Bay and an MA in Educational Leadership and Policy Studies from the University of South Florida.

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