

Unbroken Movie Guide Questions:

Respond to the following questions during, or after, you watch the movie that goes along with your assigned reading. Answer these in your 70 page spiral notebook. Skip one page after your short answer responses and start there.

1. Who directed the movie *Unbroken*?
2. Consider at least two differences you noticed between the novel and the film adaptation, and write clearly about why you believe these changes were made in the film. Make sure to explain your answer fully.
3. Choose one specific scene from the film and consider the following elements: décor, costuming, lighting, colors, and/or camera angles. How do some of these elements affect audience response?
4. *Unbroken* conjures up many emotions. What emotion did you feel most strongly while watching this movie?
5. Talk about the parts of the movie that made you feel uncomfortable? What were some of the "feel good" moments in this story?
6. *Unbroken* is a classic inspirational story, but it lies somewhat on the surface, offering little in the way of psychological depth. Do you wish there were more introspection in Zamperini's account? Or do you feel this story is rich enough as it is?
7. Some critics believe that "'Unbroken' is the film that will bring hope and inspiration not only to American audiences, but those suffering in war zones and under dictators all over the world." Do you agree with this notion? Why or Why not?
8. Do you believe the movie does a good job depicting Zamperini's life? Explain.
9. How is the end of the movie different from the book?
10. Explain why do you think the producer decided to end the movie the way it did? Do you agree with his/her decision?

WARNING: AP ENGLISH III TEACHERS RESERVE THE RIGHT TO ADMINISTER A FAILING GRADE FOR THE FIRST SIX WEEKS FOR ANY OR ALL ASSIGNMENTS THAT ARE NOT COMPLETED.

YOU ARE EXPECTED TO HAVE ALL THE ASSIGNMENTS AND READINGS COMPLETED PRIOR TO THE FIRST DAY OF SCHOOL.

Unbroken Short Answer Response:

After reading the novel, consider the following question. Write an 8-10 line response using short answer/ open ended format. Be sure to include embedded quotations and manipulate text as needed. Be thoughtful in your response.

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?

Unbroken Essay Prompt:

In a well-organized essay, write if you agree or disagree with the notion of Louie Zamperini being a hero. Make sure you add your own definition of heroism. Keep these questions in mind: Using the book *Unbroken*, is Louis Zamperini a hero or not? What specifically makes him a hero or not? Does he relate to other examples of real heroes?

First Day Expectations of School (2015-2016):

- Test on all assigned summer readings;
- Several reading response (open ended) questions;
- Test on the *Unbroken* movie;
- All Dialectical journals due (ALL WORK) to your AP or AP/DC English III teacher;
- Begin working on an *Unbroken* project (to be assigned on the first day of class)



Teacher Contact:

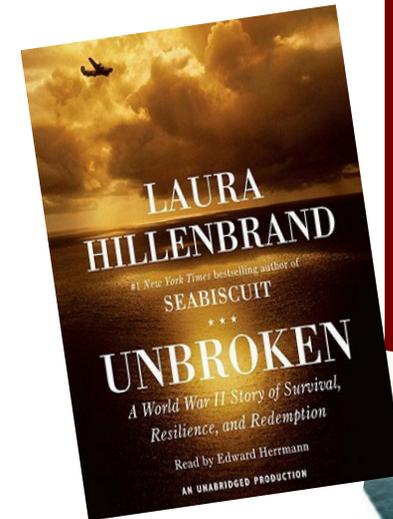
PSJA High: Marisol Gonzalez -marisol.gonzalez@psjaisd.us
PSJA Memorial: Catherine Alanis - catherine.alanis@psjaisd.us
Southwest: Ruby Vielma - ruby.vielma@psjaisd.us
PSJA North: Rachel Turner - rachel.turner@psjaisd.us
TSTEM: Vasthi Rodriguez - vasthi.rodriguez@psjaisd.us

For further assistance:

Jennifer Burden jennifer.burden@psjaisd.us
Hilda Gonzalez hilda.gonzalez@psjaisd.us
Eduardo Guzman eduardo.guzman@psjaisd.us



P.S.J.A. ISD
Mandatory Summer Reading for
All AP and AP/DC
English III Students



2015-
2016
PSJA ISD

Introduction:

Welcome to PSJA Advanced Placement and/or Dual Credit English III class. The AP program is designed to give students a rigorous academic curriculum with the opportunity to prepare for the AP Language and Composition exam in May and earn college credit before graduation from high school. To assist students with reading skills and build background knowledge, summer reading has been selected for all AP English III students for the 2015-2016 school year.

What you need:

- *A composition book, *The novel
- *The movie

The following is the only one (1) book required for reading:

Unbroken: A World War II Story of Survival, Resilience, and Redemption by Laura Hillenbrand

(ISBN-13: 9781400064168)

To enhance reading, a movie is also required: ***Unbroken***

Students can find a copy of the book online. However, it is highly advised that students still purchase a copy of the book. The movie can be purchased, streamed through Netflix, or borrowed from the public library.

Assignments:

Activity 1) Dialectical Journals

11th Grade: Must complete **35** dialectical journal entries. Students must keep a dialectical journal for summer reading as evidence of critical thinking and proof it was actually read. This journal is due the first day of school, and will be the first major grade for the 1st six weeks of school.

Activity 2) Reading Questions

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, What does his brother Pete does?
3. 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?
4. 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.
5. 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?
6. What happen to Louie when he embarks on his first bombing raid of World War II?
7. In Chapter 15, Louie, Phil, and Mac are strafed by the Japanese Zero seven times. Why do you think none of them were injured?
8. Why do you think Louie takes stock of his errors while trying to catch a shark? Explain.
9. Try to stop reading momentarily after the last sentence on page 222 Pre-dict what you think is going to happen to the prisoners based on your experiences so far reading *Unbroken*.
10. Study the picture on page 229 of the young adult version of *Unbroken*. It speaks. What is it telling us?

Activity 3) Short Answer Response Questions

After you finish your 35 journal entries, skip another page in your composition book and write a response to the questions that apply to the book assigned. Remember to use TEXT EVIDENCE. After you complete your dialectical journal in your spiral skip one page and answer your short answer questions on this page.

Activity 4) 10 Movie Guide Questions

Watch a film that accompanies your summer reading.
11th Grade: *Unbroken*

After you complete your short answer response questions in your composition book, skip one page and answer your Movie Guide Questions on this page.

Reaction Dialectical Journal:

Draw a line down the middle of the paper, making two columns. The **left column** is used for direct quotes.

For example, you might record a quote that: (direct sentence from the story):

- *Passages that remind you of your own life or something you've seen before
- *A passage that makes you realize something you hadn't seen before
- *A passage with examples of patterns: recurring images, ideas, colors, symbols or motifs.
- *Passages with confusing language or unfamiliar vocabulary
- *Passages that you find surprising or confusing
- *The **right column** is used for commenting on the left column notes (ideas/ insights, questions, reflections, and comments on each passage).

If you choose, you can label your responses using the following codes:

- (Q) Question** – ask about something in the passage that is unclear
- (C) Connect** – make a connection to your life, the world, or another text
- (P) Predict** – anticipate what will occur based on what's in the passage
- (CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
- (R) Reflect** – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
- (E) Evaluate** - make a judgment about the character(s), their actions, or what the author is trying to say

Student Model—"A Rose for Emily" by W. Faulkner

Quote	Analysis
Pg. 4 "When Miss Emily died, the men went through a sort of respectful affection for a fallen monument... the women mostly out of curiosity to see the inside of her house" (p 24)	(R) You can tell a lot about how the town felt about Emily by this one sentence—"the men... affection for a fallen monument." You don't feel anything personal for a monument, maybe respect, pride, etc., but no personal feelings. Maybe this means the men never got close. They never new her, so they pay their respects as if for an objects faraway. The women... another story. Did they even like her? To see her house? Are they a bunch of snobby stuck-up women?
Pg. 2 "Miss Emily had been a tradition, a duty, a care, a sort of hereditary obligation upon the town" (25)	(Q) "tradition"—Was she respected? "a duty"—Why? "a care"—Meaning people loved her? "obligation"—Why? Maybe the town didn't quite love her after all.
"Pg. 3...a small, fat woman in black...she looked bloated... that pallid hue. Her eyes looked like small pieces of dough" (p 25)	(E) Ugh! Not at all like the women I imagined. I thought her to be beautiful, graceful feminine—not a deadly ghost. She must have died inside a long time ago.