

Character Based Literacy Program

Independent Study Lesson Plan

Left for Dead, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

Respect- every person has worth and a right to respect: it is a human minimum.

Justice- justice requires that people be treated in a way that is fair and just.

Restraint- justice shows up in the things I don't say, or don't do, because it would harm another person.

Power- power and control should be consistent with rights.

Emotions- expressions of emotion should be real and not manipulative or instrumental.

Skills- restraint requires good skills for coping and cooperation as well as to consider all of the alternatives and then make the best choice.

Watch Youtube video Mission of Misfortune: The USS Indianapolis:

<http://youtube.com/watch?v=5mPui70VOqY>

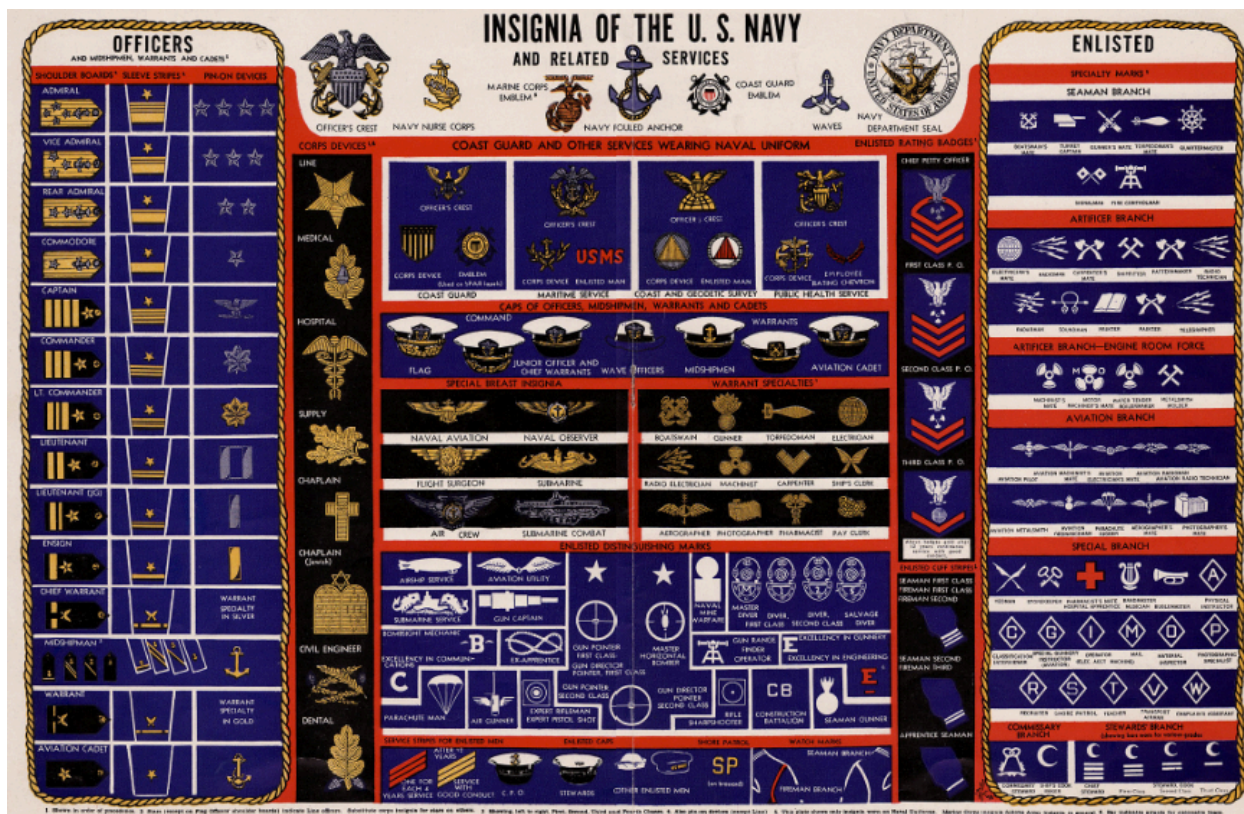
What is a purple heart?

What is a Coxswain?

Do sinking ships really create a suction that can suck people underwater?

What was the WWII Pacific Theater?

What are the US Navy rankings for Commissioned and Non-commissioned officers?



Source: <http://www.ibiblio.org/hyperwar/USN/ref/Ranks&Rates/img/plate.jpg>

Word Wall Here are vocabulary words to add to the Word Wall.

testimony (xv)	legislation (xvii)	vindicate (xvii)	testify (xx)	exonerate (xx)
turret (3)	hull (3)	keel (3)	buoyancy (4)	ominously (9)
bow (11)	bulkhead (11)	strafe (11)	despair (17)	empathized (17)
devastating (20)	deprivation (20)	disastrous (21)	tenacity (24)	superstitious (27)
conservative (30)	gallantry (30)	swashbuckling (32)	coxswain (32)	omen (35)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read p. xi-35

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- Use a T-chart to keep track of mistakes made by the navy and by McVay
- Maintain a list of Important characters, adding information about each person's job and individual struggles as a crew member of the *USS Indianapolis*
- Add locations, routes and symbols to your map of the pacific each day
- **Justice Poster:**
Create a T Chart. This can be a live, online source like a Google Document or Google Spreadsheet or a physical document.
 - Label one column "Justice" and the other side "Injustice".
 - During this unit, you are encouraged to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
 - Periodically, input a headline/article of a "Justice" and "Injustice" in your local community and in the world on the document.
 - For all of the items in the "Justice" column, write one thing you can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
 - For all of the items in the "Injustice" column, write one thing you can do to help the individuals, groups, or organizations that are being treated unfairly.
 - In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
 - Choose one item to take action on. Write down what your experience was like.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a timeline of the events Hunter Scott describes, beginning in 1996 when he first came across the story of the USS Indianapolis and ending in 1999 at the Senate Armed Services Committee.

One possible activity:

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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KWL Chart: What You Know, Want to Know, and Learn
Write a paragraph from any of the 3 columns, K, W or L, of the chart.

One possible activity:

Create a five panel cartoon depicting the events of the sinking as Bell recalls them. Be sure to include as much of the setting in each panel as possible.

One possible activity:

Create a map of the War in the Pacific. Be sure to identify Pearl Harbor and Japan, as well as any islands mentioned in this chapter. Use a dotted line to show the travels of the Indianapolis as it island hopped toward Okinawa.

Use the map in Left for Dead, found just after page 140 as a reference. A black-line master of the Pacific can be located at:

<http://wps.ablongman.com/wps/media/objects/579/592970/BlankMaps/World%20War%20II%20in%20the%20Pacific.gif>

Map

Materials:

- stiff paper 11x17 or bigger to make a map
- or a printed map of the area
- push pins or something else to mark the map
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map

1. If you are reading a book from a certain geographical location, you will want to have a map available.
2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.
4. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

One possible activity

Below is the identifying badge for a coxswain, referenced in today's reading, worn by Mike Kuryla. Review the other character descriptions from today's reading. Choose the person or job you identify with most. Imagine what his special insignia would look like and create it.



Another possible Activity: Discussion Questions for Left for Dead.

What are the facts? Literal Questions Who What When Where How Why
How is the text structured? Structural Questions Setting (when, where, weather) Characters Characterization (description, does, says, are said about) Plot (problem, barriers, resolution) Conflict (nature, self, society, others) Tone (attitude) Mood (atmosphere)
What are the major ideas in the text? Idea Questions Theme Who learns what Value Thoughts
How does the author do what he/she does in the text? Craft Questions Style Effects Writing
How is this work like/unlike other works by this author? Author Questions Text & Context History Impression
How is this work like/ unlike other texts you have read? Literature Questions Analysis Synthesis

Basis for comparisons:	Element
How does text relate to your life? Life Questions Life questions, problems, decisions Age & development The world Your world	
What do you think of this text? Evaluate Questions Impression Preference Value Continuity Clarification Conflict Culture Counter-culture	
What do you think will happen next? Inference Questions Predictions Tentative conclusions Partial information Anticipation Creating a sense	

Discussion

Key Questions (p. xi-xx):

1. Who is the narrator of the preface? What do you know about him?
2. Explain the alleged miscarriage of justice that Scott is seeking to right.
3. Re-tell the story of Hunter Scott's life between 1996 and 1999 to a partner.
4. Describe how Scott first became interested in the sinking of the USS Indianapolis.
5. Why was Scott's history project disqualified?
6. What was the true purpose of Scott's investigation?
7. How has Scott helped restore honor to the sailors of the USS Indianapolis?
8. Why do you think Hunter Scott, a young student, decided to get so involved in this case?
9. How would you describe Hunter's character?
10. Would you ever devote your time and energy to a cause you were not a victim of? Why or why not?

Key Questions (p. 1-10):

1. What was Smitty doing when the torpedoes hit?
2. Why didn't Smitty abandon the ship?
3. Describe Smitty's integrity.
4. Describe Dronet's courage.
5. Why did Dronet depend on Smitty for survival?
6. Describe how Dronet acquired a life jacket.

7. What was dangerous about the water?
8. Who is Maurice Glenn?
9. Why does Dronet need help from Smitty?
10. What does Smitty see when the sun comes up?
11. How long do you think it will be before rescue teams arrive?

Key Questions (p. 10-18):

1. What happened to Bell's life jacket?
2. What was Bell doing when the torpedoes hit?
3. Describe Bell's two main worries.
4. How could the ship's suction drown Bell?
5. What did Bell do to avoid drowning by the ship's suction?
6. Who was able to go in the lifeboat?
7. Describe the scene with the sharks.
8. What did some men hallucinate?
9. How many days were the men in the water before rescuers came along?
10. What happened to many of the men during that time?
11. Who does Bell blame for this tragedy?

Key Questions (p. 19-27):

1. How did Japan expand its empire?
2. What three countries were in the axis power?
3. What is Indochina called today?
4. Why was President Roosevelt concerned about Japan's expansion?
5. Why did the US apply sanctions to Japan?
6. How do you think this affect Japan's economy?
7. Why did Japan attack Pearl Harbor?
8. Describe the USS Indy's legacy.
9. Explain the mission of a Kamikaze pilot and a Kaiten pilot.
10. What happened at the battle of Okinawa?
11. Do you think the events at Okinawa changed the luck of the *USS Indianapolis*?

Key Questions (p. 29-35):

1. What happened when the *Indianapolis* went to San Francisco?
2. Describe the secret mission of the *Indianapolis*.
3. What was the ship actually delivering?
4. How did *The Enola Gay* influence history?
5. Who were Miner and Twible?
6. Who were the veteran men on the ship?
7. Describe their experience.
8. Why do you think no one on-board the ship was allowed to know the exact nature of their mission?
9. Which of the character's introduced today most appeals to you?
10. Which of the jobs aboard ship described today most appeals to you? Why?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. xx

"The past five years of my life have been a journey down a bumpy road with many jolts and upsets, but well worth every bump. My dad says you learn more about an individual's character after a defeat than after a win. I have learned that winners shake off the bumps, don't cast blame or make excuses, and continue down the road with their goals and destination intact."

Writing Prompt

Hunter Scott took up a fight for justice that began nearly forty years before he was born. For five years, he devoted a large amount of time and energy to the cause of clearing the name of Captain McVay. What do you think motivated him to this? As Hunter Scott, **write an argumentative paragraph that demonstrates why this issue is important to you. Provide three reasons to support your answer.**

Key Paragraph, p. 5

"There were 250 new recruits on the ship. They were all headed for the Philippines for gunnery practice, before an invasion of the Japanese main islands. What sense did that make? Smith had been firing the guns for over two years—he didn't need any practice. The dead man is floating face-down. Smith swims away from the body. He looks around. He sees a second body, then a third. There are bodies everywhere. *How many of my shipmates are dead? How many of us have survived?* He sees a splash in the distance, and thinks it could be a man slapping his hand against the water, trying to swim, but then he sees a fin. The terror of it hits him. To his left, he watches as a body is suddenly pulled under. He sees a tail.

The water is full of sharks."

Writing Prompt

Pretend you were a sailor that survived the sinking of the ship with Smitty and Dronet. **Write an argumentative paragraph to motivate and convince Smitty and Dronet to stay positive and have courage. Include three motivating reasons in your response.**

Key Paragraph, p. 17

"What Hunter cannot imagine, because he's only eleven and because no one can truly know the heart and soul of someone in deepest despair, is what must have been going through the captain's mind when, at the age of seventy, on a cold November day in 1968, he lay down in the front yard outside his house in Litchfield, Connecticut, and shot himself through the head with his navy-issued .38 caliber revolver. Hunter can't understand either why relatives of the men who died on the *Indianapolis* sent McVay hate mail for the rest of his life, hounding him long after the fact, particularly during the holidays. Surely Captain McVay felt responsible, even if losing the ship wasn't his fault. Surely he grieved the loss of his crew. Surely he empathized with the wives and parents and families left behind. Why were they trying to make it worse?

Is that the reason, Hunter wonders, why he was holding a small toy sailor when he killed himself?

Why did the Navy blame him?"

Writing Prompt

Write an argumentative and encouraging letter to Captain McVay in order persuade him that his life and every life has value. Include three specific examples of what makes Captain McVay so special and unique. End the note with encouraging words of love and support.

Key Paragraph, p. 21

"War became inevitable on October 23, 1941, when Japanese Prime Minister Prince Fumimaro Konoe, a pacifist, resigned. He was replaced as prime minister by the minister for war, fifty-seven-year-old extremist Hideki Tojo, a man whose nickname as an army officer had been "The Razor." Even as Japan continued diplomatic efforts to get the U.S. to release its oil, plans were drawn up to attack the American fleet at Pearl Harbor."

Writing Prompt

Review today's reading beginning with Black Friday, 1929. How do you think the war started between Japan and the US? **Write your explanation in an argumentative paragraph that convinces your readers that this is the true reason why the war began. Include three details from today's reading to support your claim.**

Key Paragraph, p. 31-32

"Captain McVay told his officers what he knew. Most of the common seaman knew only that they were heading back into the war, possibly gearing up for the invasion of the Japanese home islands."

Writing Prompt

Review the descriptions of today's characters and the jobs that they were assigned. Choose the character or job that you most identify with. **In an argumentative paragraph, prove why you identify with this character and/or job. Explain why you identify with a particular type of work, ranking, or personality description? Provide three reasons to support your claim.**

Character Based Literacy Program

Independent Study Lesson Plan

Left for Dead, Week 2



PREPARE

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What is the difference between a nautical mile and a knot?

Where is Guam?

How many survivors of the *Indy* are still alive today (2014)?

Why do sharks attack people?

What is Hypernatremia?

Word Wall Here are vocabulary words to add to the Word Wall.

discretion (43)	dubious (43)	erroneous (45)	competent (46)	sporadically (47)
submerged (50)	acoustic (50)	providence (51)	brig (54)	ventilation (54)
chaos (55)	bulkheads (55)	list (57)	vulnerable (59)	contrition (60)
concussions (65)	noxious (66)	tethered (66)	self-fulfilling (68)	prophecy (68)
corrosive (75)	despondency (76)	listlessness (76)	insidious (76)	succumbed (78)

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 - In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
 - Choose one item to take action on. Write down what your experience was like.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Using the map you created of the Pacific, plot the course from Guam to Leyte. Also mark the spot where you think the *SS Wild Hunter* spotted the U-boat.

Another possible Activity:

Imagine you are Hunter Scott and that you have been listening to the survivors of the USS Indianapolis tell their tales. Create an OMP for Hunter and use thought bubbles to show what you are thinking while taking all this in.

Create an Open Mind Portrait for Hunter

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

Step Two: place cartoon bubbles of character thoughts around the portrait

Step Three: add bubbles as you learn new things about the character

You could use different colors for the beginning, middle and end of the story.

Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.

You could use different colors for the phases you see in a story or the development of a particular character.

One possible activity:

Recall the seaman that you identified with on Day 5. Create an Open Mind Portrait of him at the time of the torpedoes. Use speech and thought bubbles to show what he might have been saying and thinking.

1g6 Portrait: Create an Open Mind Portrait for Hunter

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

Step Two: place cartoon bubbles of character thoughts around the portrait

One possible activity:

1g6 setting chart

Fill out the Setting Chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.

3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

One possible activity:

Create a diagram that depicts the members of each floating group. Include their names and their jobs or titles where possible.

One possible activity:

Create a diagram of the human body that shows how it is affected by: Saltwater, Sunlight, cold water, a lack of nutrition, and a lack of fresh water. Be sure to include the effect each has on the body.

Discussion

Key Questions (p. 37-47):

1. What were McVay's travel orders?
2. Do you think McVay should have sought out a higher-ranking officer to affirm his travel route and lack of an escort?
3. Why might leaving all of the watertight hatches open pose a threat to the seaworthiness of the *Indy*?
4. Why do you think McVay's request for an escort was denied?
5. Describe what happened when the *SS Wild Hunter* had spotted a submarine?
6. What is the purpose of zigzagging?
7. Why did the crew decide not to wake the captain?
8. Do you think that the officer's on deck at midnight should have awoken Captain McVay?
9. Had you been on deck, would you have wanted to wake him?
10. Is McVay responsible to the sinking of the *Indianapolis*? Is anyone else?

Key Questions (p. 49-55):

1. Why was Captain Hashimoto able to see the *Indy* from so far away?
2. Do you think zig-zagging would have saved the *Indy*?
3. What resources did Hashimoto use to estimate the type of ship and the speed that it was traveling?
4. Where was the I-58 headed?
5. Describe what happened when the ship moved toward the I-58?
6. Where was Coxswain Kuryla, Radio Technician Jack Miner, and Ship's Cook Morgan Mosely when the torpedoes hit?
7. Who was on duty when the torpedoes hit?
8. What saved McCoy's life?
9. Describe what happened to McCoy's 39 Marine Corp. brothers?
10. Describe the destruction of the torpedoes.

Key Questions (p. 55-64):

1. Describe the scene when Captain McVay woke up.
2. What did Lieutenant Orr confirm?
3. How did Captain McVay react in the aftermath of the torpedoes?
4. Why was Captain McVay reluctant to give the orders to immediately abandon the ship?
5. Explain as best as possible the breakdown in the radio rooms.
6. What did Twible do before he went overboard?
7. What did Marine McCoy do before he went overboard?
8. How did Marine McCoy show integrity and courage?
9. Describe the sinking of the ship.
10. What would you say to guilt-ridden survivor Morgan Mosely to help him with the fact that he had to leave the young sailor?

Key Questions (p. 65-72):

1. List the reasons why it was hard to tell who the survivors were or how many there were.
2. Explain who each of the seamen you have been introduced to were with and what they were doing in the water?
3. How fast were the seamen drifting?
4. How were the seamen safer in numbers?
5. How did Seaman First Class Robert McGuiggan show integrity?
6. How did McCoy show leadership while the men waited to be rescued?
7. What was McCoy's waterlog?
8. Why did Mosely feel guilty?
9. How did Twibble work to ease tensions?
10. How did Smitty survive the shark attack?
11. Why wasn't Smitty allowed to return to the net?

Key Questions (p. 72-79):

1. Why didn't McVay go down with his ship like other mythical captains?
2. What did McVay do once he was in the water? Why?
3. What happened to Captain McCoy?
4. How did Captain McCoy find other survivors?
5. Why were men dying?
6. Why is it ironic to die of dehydration in the ocean?
7. What are the effects of long-term exposure to seawater on the human body?
8. What happens when you become dehydrated?
9. Explain what happened to sailors who drank seawater.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 47

"To some it may have seemed like they were the only ship on the sea.
They weren't."

A Japanese sub lay directly ahead.”

Writing Prompt

From the vaguely written itinerary of the *Indy*’s orders, to the decision not to provide an escort; from the downplaying of actual enemy threat along the Peddie route to allowing all of the water-tight hatches to remain open; from McVay’s order to stop zig-zagging to his apparent lack of concern regarding recent intelligence regarding the possible presence of a Japanese submarine dead ahead, many mistakes were made by many people that could be attributed to the sinking of the *USS Indianapolis*. **Write an argumentative paragraph supporting the fact that there is not one person to blame for this atrocity. Provide three reasons to support your answer.**

Key Paragraph, p. 52

“At 12:02, Captain Mochitsura Hashimoto looked through his periscope and saw a column of water shoot up into the sky near the front of his target, followed by tongues of red flame lighting up the darkness.

‘Meecyuu!’ He said. (‘A hit!’)

A few seconds later, he witnessed a second explosion.

‘Meecyuu!’ he repeated.”

Writing Prompt

Captain of the I-58, Mochitsura Hashimoto, decided to fire 6 torpedoes. Do you believe this was a just decision? **In an argumentative paragraph support or disprove Mochisura Hashimoto’s decision to launch the torpedoes. Provide three reasons to support your position.**

Key Paragraph, p. 64

“It took only twelve minutes. Shorter than halftime at a football game, but enough time to kill about 300 men and put the rest in the water, roughly 880 men scattered 600 miles west of Guam, 550 miles east of Leyte and 250 miles north of the Palau Islands, the closest land.

Twelve minutes.”

Writing Prompt

In today’s reading, each seaman described (Kuryla, Moslely, Twible, McCoy, and McVay) had to make sacrifices to save himself. If they survive, each character will re-analyze these past events and question whether or not they could have- or should have- done more. Chose a seaman, pretend you are one of his closest loved ones- a girlfriend, wife, or family member. **Write an argumentative letter convincing the seaman that he did everything he could under the circumstances. Consider the time it took for the ship to sink, the laws of seamanship, and the chaos of the situation. Make your argument heartfelt and sincere.**

Key Paragraph, p. 71

“Suddenly Smith felt a shark take him by the left hand and pull him under before he had a chance to scream. His left hand was in the shark’s mouth up to his wrist. He

couldn't shake it loose. He could see the shark under water. It was maybe eight or ten feet long. It rolled, then twisted, trying to rip his hand off. Smith held his breath and pushed at the shark, trying to get his left hand free as the shark jerked from side to side. Smith's right hand slipped off the shark's nose until he felt a soft spot on the side of the shark's head. Smith plunged his middle finger into the soft spot and slid it in all the way to the last knuckle. *His eye*, Smith thought. *I'll rip his eye out if he thinks he can pull me down.* Then the shark turned him loose. Smith kicked for the surface, certain the shark would take him again. He surfaced, gasping for air. His hand was torn and bleeding, but at least it was still connected to his arm. He swam back toward the group, but found he was no longer welcome there. Men feared that Smith's wounds would only attract more sharks."

Writing Prompt

Smith is injured and could use the help of the group to survive. However, Smith is also bleeding and the group fears that Smith's blood will attract more sharks and place them in more danger. **Write an argumentative paragraph that defends Smith survival or the group's safety. Begin with a firm statement in support of either helping Smith or alienating Smith for the group's safety. Include three reasons to support your statement. Conclude with a sentence that reaffirms your position.**

Key Paragraph, p. 78

"The men in the water suffered from a variety of delusions. Some believed that the water at their feet had to be fresh water because it was colder than the water nearer the surface, and that it would be safe to dive down and take a drink as long as the water they drank was cold."

Writing Prompt

Pretend you are one of the sailor-leaders (McVay, Mosely, Smith, Twible, Miner, Kuryla, etc.) and that one of your shipmates nearby is considering diving down for a drink of "freshwater." **Write an argumentative paragraph to convince your shipmate not to drink the water. Explain what will happen to him if he drinks the water. Provide three consequences for drinking the water. Be descriptive and convincing.**

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Independent Study Lesson Plan

Left for Dead, Week 3



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What is REM?

What did the USS Indianapolis look like?

Where are the Philippines?

What is a court-martial? Summary Court-Martial? Special Court-Martial? General Court-Martial?

What is the history of the USS Hollandia?

Word Wall Here are vocabulary words to add to the Word Wall.

psyche (79)	delirium (79)	mollified (84)	basest (87)	manifestation (88)
divert (91)	court-martialed (92)	fuselage (93)	eternity (97)	decomposed (99)
culpable (102)	hoarder (104)	assumptions (105)	vaguely (107)	combatant (109)
corroborate (110)	deficiency (112)	monumental (114)	premonition (114)	anxious (114)
subdued (117)	lenience (118)	privy (118)	reprimand (119)	egomaniac (122)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read p. 79-124

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- Use a T-chart to keep track of mistakes made by the navy and by McVay
- Maintain a list of Important characters, adding information about each person's job and individual struggles as a crew member of the *USS Indianapolis*
- Add locations, routes and symbols to your map of the pacific each day
- **Justice Poster:**
Create a T Chart. This can be a live, online source like a Google Document or Google Spreadsheet or a physical document.
 - Label one column "Justice" and the other side "Injustice".
 - During this unit, you are encouraged to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
 - Periodically, input a headline/article of a "Justice" and "Injustice" in your local community and in the world on the document.
 - For all of the items in the "Justice" column, write one thing you can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
 - For all of the items in the "Injustice" column, write one thing you can do to help the individuals, groups, or organizations that are being treated unfairly.
 - In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
 - Choose one item to take action on. Write down what your experience was like.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a diagram of a shark, showing all the sensory organs that would have been used to convince them that a feeding opportunity was at hand. Include a description of what would have been sensed by each organ. Be sure to include: lateral lines, noses, eyes, and ampullae of Lorenzini.

Another possible activity:
4g6 character profile chart

Fill out the Character Profile Chart on either Captain McVay or captain McCoy.

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

One possible activity:

Create a Pro and Con list of all the reasons you can come up with regarding Lt. Mark's decision to attempt to land or not land his PBV-5A in open water.

One possible activity:

Create a two-column list. Label ones side, "McVay's Mistakes." Label the other column, "The Navy's Mistakes." Place all the things each could have done differently to prevent this tragedy in their proper column. Which list is longer?

One possible activity:

Complete a Venn diagram comparing and contrasting the WWII time period with modern day.

One possible activity:

Create an Open Mind Portrait of McVay in his Washington home awaiting the court-martial. Use thought bubbles to show all the things you believe he might be thinking.

Discussion

Key Questions (p. 79-88):

1. What were the results of sleep deprivation for the men in the water?
2. What would the signs have been to the sharks that a "substantial feeding opportunity had presented itself?"
3. What were four different signs that the seamen were going crazy?
4. Explain why the men in the rafts were not completely safe.
5. Describe how Twible, Mosely and McCoy copied without sleep.
6. Describe what Smith saw.
7. What were these men eating? Why?
8. How did McVay's group compare to the other groups?
9. Why do you think Lt. Redmayne was demanding that the occupants get out of the boat and back into the water?
10. Who in this group do you think is worst off?

Key Questions (p. 89-99):

1. Why did Lt. Gwinn happen to notice the survivors in the water while so many other pilots had not?
2. What were Gwinn's first intentions when he spotted the oil in the water?
3. What did the plane drop over the survivors?
4. How did the PBY pilot demonstrate integrity?
5. What argument would you use to explain Mark's decision to endanger his crew and his plane to save the lives of men in the water?
6. What would you have done in this situation if you were the pilot of the PBY-5A?
7. What did sailors do to keep the sharks away?
8. How many people survived the attack?
9. Describe the rescue efforts.

Key Questions (p. 101-109):

1. Describe the aftermath of the rescue.
2. What does "Condition Yoke Modified" mean?
3. Why did the ship sink so quickly?
4. What was McVay not supplied with?
5. What might Captain McVay have done differently on this voyage that could have prevented the sinking or at least the deaths of so many men?
6. What actions could the navy have taken to prevent the torpedoing of the *USS Indianapolis*?
7. What procedural breakdowns in the navy occurred making it possible for the sinking to go unnoticed for so long?
8. Knowing what you know now about this tragedy, where do you place the most blame?
9. Do you think anyone or any organization needed to be held responsible or punished for the tragedy?

Key Questions (p. 109-115):

1. What misinformation did the Navy receive regarding SOS?
2. Why was Admiral McCormick recommended he discipline his men?
3. Why were Gibson and Sancho reprimanded?
4. Describe the Navy's investigation.
5. What did the court of inquiry recommend to Admiral McCormick? Why?
6. What was Gibson and Sancho of the PSF reprimanded for?
7. Why was McVay court-martialed?
8. What should have McVay done, according to the Navy?
9. What did McVay think about the findings of the inquiry? Do agree with him or disagree?
10. Captain McVay was found to be most guilty in this case. Do you think he was?
11. Do you think he deserved a court-martial? Why or Why not?

Key Questions (p. 117-124):

1. Describe the aftermath once the survivors arrived in San Diego.
2. Where is McVay from?

3. How did Admiral Nimitz defend McVay?
4. How did money and politics play into McVay's recommendation for court-martial?
5. Why do you think Admiral King and Secretary Forrestal went ahead with the court-martial despite Nimitz?
6. Why do you think King proceeded with the trial before the investigation had been completed?
7. Would zigzagging have prevented the sinking of the ship in your opinion?
8. In your opinion, did McVay delay orders to abandon ship?
9. What defense would you use to convince the court that the Navy that McVay was innocent?
10. What defense would you use to convince the court that the Navy was to blame instead?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 79

"Many of the men went out of their heads, to varying degrees, for varying lengths of time, from simple sleep deprivation. Hallucinations, compelling fantasies, obsessive thoughts, uncontrollable fears and emotions, delirium, hopelessness and despair are all expressions of psychic damage, and during sleep is the time when the psyche heals and repairs itself by dreaming. Without sleep, microscopic psychic injuries rub and chafe and become infected too."

Writing Prompt

In order to survive a torturous situation it is important to keep your mind sharp and not fall into hallucinations. Is it possible to prevent hallucinations? How can a focus mind-set help humans overcome mental roadblocks, provide hope, and think about solutions? **Write an argumentative paragraph to convince and motivate the men who are hallucinating. Provide three reasons why it is important not to hallucinate in order to survive.**

Key Paragraph, p. 92

"[Marks] was informing, not asking permission. Marks made his decision to land because as he circled low, he'd actually seen sharks taking men in the water, and the sight horrified him. There was a standing order in the squadron that nobody was allowed to land PBY-5As in open water. Unlike standard PBYs, PBY-5As had three large wheels, which, though retractable, put extra weight in the nose and made the aircraft less seaworthy. Other attempts to land 5As in the open water had met with disaster, but Marks decided it was worth the risk, and when he'd polled his crew to ask them what they thought, they agreed. He'd established a reputation for fearlessness in prior rescues, and his men admired him for that. The wind was eight knots, blowing from the north, but the seas contained twelve-foot swells running from the northwest, promising a roller coaster landing at best. At worst, *Playmate 2* could break up if it hit the sea wrong. Insofar as he was putting his crew in danger, Marks was aware that he could be court-martialed later, but right now, men were being ripped to pieces by sharks."

Writing Prompt

Pretend you are Lt. Marks and that the war is over. You have been notified that you are to be court-martialed for disobeying a standing order and thereby endangering your aircraft and your crew. **Construct an argumentative response that explains why you disobeyed the order. In order to convince the tribunal that you did the right thing, provide three strong convincing reasons to support your decision. Include three specific examples from today's reading to back up your argument.**

Key Paragraph, p. 101

"Knowing *how* the men in the water died is not the same thing as knowing *why* they died. The 317 men who were saved from exposure and shark attacks were asking, 'Why me? Why did I live when my shipmates didn't?' The relatives of the other 880 men were asking the navy, 'Why did this happen? Why wasn't the ship given an escort? Was the captain doing all he could have done to prevent the attack? How could the ship go down so fast? Why weren't there more lifeboats? Why didn't anybody hear the SOSs? Why didn't anybody notice the ship was overdue in port? Why wasn't anybody keeping track of it? Why didn't somebody send rescue planes and ships immediately? What should the navy have done that they didn't do?'"

Writing Prompt

Today's reading analyzes what the Navy *should* have done. **Write an argumentative paragraph to convince readers how the Navy could be partly responsible for the sinking of the *Indy*. Describe in detail the mistakes and assumptions that were made.**

Key Paragraph, p. 113

"Then Judge Advocate Hillbert listed what he construed as the facts of the case regarding McVay. He maintained that Waldron had indeed warned McVay of the submarine menace, that visibility was good enough the night of the sinking that McVay should have been zigzagging, and that he'd delayed sending an SOS. The court of inquiry ruled that as a consequence, Captain McVay should be issued a letter of reprimand and court-martialed for endangering the lives of his men through negligence."

Writing Prompt

The above charges are likely true of McVay. The ship's log notes that the sky at the time of the sinking was only 60% covered. Further, the author notes that McVay did indeed hold off sending an SOS believing that the ship would hold together, despite the damage from the torpedoes. Pretend you are McVay's defense attorney. As his attorney, **write an argumentative statement to prove McVay is not completely to blame to the court. Redirect blame to the navy, reminding the court of the Navy's errors in judgment. Explain how failing to provide the necessary intelligence, a safe route of passage, an escort equipped with sonar had far more to do with the sinking of the ship than McVay's minimal negligence. Conclude your statement with a strong closing sentence.**

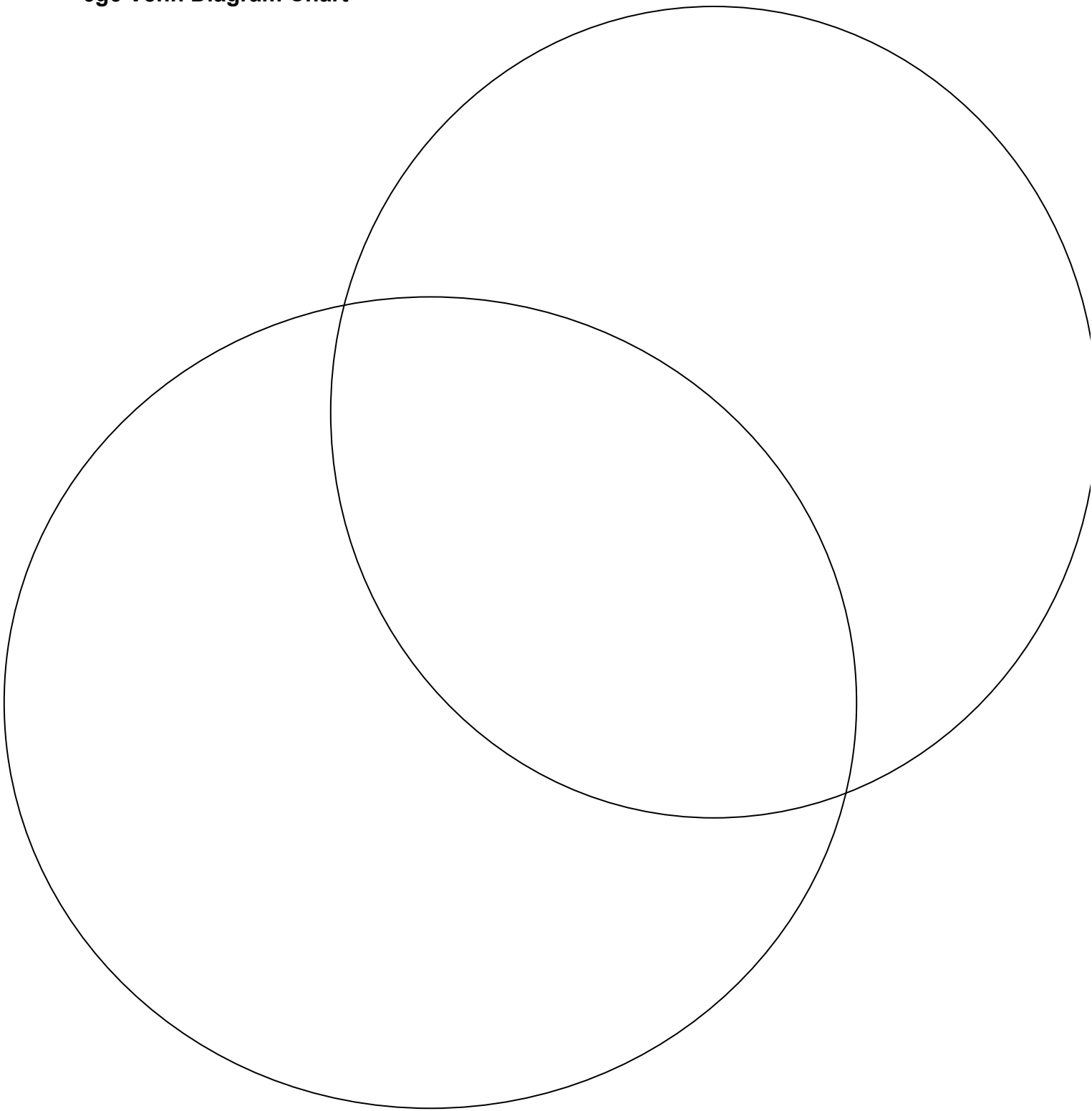
Key Paragraph, p. 124

“The charges were: 1. ‘Through negligence suffering a vessel of the Navy to be hazarded...by failing to cause a zigzag course to be steered...during good visibility,’ and 2. ‘Culpable inefficiency in the performance of duty...by failing to issue timely orders to abandon ship.’ Limiting the scope of the charges to McVay’s actions before the sinking effectively prevented McVay’s defense from raising any questions about the delay in rescue or the failure by the various commands to keep track of the ship. That, in turn, enhanced the impression that McVay and only McVay was responsible for the loss of his crew.”

Writing Prompt

Pretend you are McVay’s lawyer. McVay has been accused of failing to zigzag and delaying the order to abandon ship. **Construct an argumentative opening statement in Defense of McVay. Focus on what the Navy could have done differently to prevent the attack by the I-58. (HINT: Consider their failures to provide adequate intelligence, an alternative route to Leyte, and an escort.)**

6g6 Venn Diagram Chart



Character Based Literacy Program

Independent Study Lesson Plan

Left for Dead, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

How did Captain McVay recall the sinking of the USS *Indianapolis*?

What is Post-traumatic stress disorder (PTSD)?

What is the purpose of the United States Congress?

What is the purpose of the Armed Services Committee?

What happened to the USS *Cole* on October 12, 2000?

Word Wall Here are vocabulary words to add to the Word Wall.

sustained (131)	acquitted (133)	prevailed (133)	summations (133)	clemency (134)
trauma (140)	atoned (145)	demurred (146)	spurred (148)	attrition (149)
etched (155)	transcripts (155)	resolutions (156)	finessed (156)	Quonset (163)
reckoning (165)	intransigence (166)	obduracy (166)	revisionist (167)	doublespeak (174)
culpability (182)	implemented (183)	sandbagged (184)	blindsided (184)	obstinacy (185)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read p. 124-186

RESPOND

Timeline List the 15-20 most important on the timeline.

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 - Choose one item to take action on. Write down what your experience was like.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a two-column list. Label one column "McVay is guilty of hazarding his ship." Label the other column, "McVay is not guilty of hazarding his ship." Review today's reading and place each key witnesses name under the proper column. Which column contains more names?

Or/And

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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Pretend you are a press agent. Create a sketch of the courtroom, focusing on a witness of your choice. Include a line from their testimony that suggests McVay's innocence or that suggests unfairness of the trial.

One possible activity:

Imagine you are one of the survivors attending the first reunion and that you want to communicate to Captain McVay how you feel about him. Create a banner that you would hang in the private meeting room of the hotel.

AND

Imagine you are a family member of one of the sailors that died. Send a Christmas hate card to Captain McVay.

One possible activity:

Create an Open Mind Portrait of Commodore Gillette. Use thought bubbles and speech bubbles to record all the things you believe he might have been thinking and saying just after the survivors had been rescued.

Fill out the Character Interaction Captain McVay, Scott Hunter, and the U.S. Congress.

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

One possible activity:

Create an Open Mind Portrait of Senator Warner in the Armed Services Committee. Use thought bubbles to show what he is thinking as he finds himself switching sides.

Another possible activity:

2g6 beginning middle end chart

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end or the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the

story those conflicts reach a peak and then resolve with a resolution of the character's problems.

3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

One possible activity:

Create an Open Mind Portrait of Admiral Pilling as Hunter Scott offers him a set of his notes on the *USS Indianapolis*. Use thought bubbles and speech bubbles to indicate what he might say and think during this event.

Another possible activity:

Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Discussion

Key Questions (p. 124-137):

1. When did the trial begin?
2. How many days was the beginning of the trial from the beginning of the investigation?
3. How long did the trial last?
4. When were the findings of the investigation released?
5. What information did the Navy omit from its testimony?
6. What other tactics did the navy use to ensure the prosecution would prevail?
7. Why was Captain Hashimoto's testimony questionable?
8. Why was the charge of failing to order abandonment of the ship used by the Navy?
9. Describe the two lawyers.
10. Who heard the command to abandon ship?
11. What was the verdict of the trial?
12. What aspects of the trial were examples of justice?
13. What aspects of the trial were examples of injustice?

Key Questions (p. 139-149):

1. Describe PTSD.
2. As a result of PTSD, describe a common trend among the surviving seamen.

3. When was the first *Indy* reunion?
4. Who organized it?
5. Why do you think Captain McVay, was embraced by his former crew?
6. What does Captain McVay feel about the court martial?
7. How did the survivors try to clear Captain McVay's name?
8. What do you think McCoy and other survivors gained from the reunion?
9. Why do you think all of the survivor's efforts to have McVay exonerated were met with so much resistance?
10. Why do you think Captain McVay committed suicide?

Key Questions (p. 151-163):

1. What could have Scott done to prevent being disqualified?
2. What did Scott gain from this project?
3. How did Congressman Scarborough support Scott and Captain McVay?
4. Explain the string of events that led Hunter to Washington DC as the co-author of a bill to congress.
5. How do you think Scott felt when he gained lots of publicity?
6. Who is Kimo?
7. How do Kimo and Scott work together to clear Captain McVay's name?
8. Who were some of the key people that Hunter Scott impressed in Washington DC?
9. What significance might the fact that SOS calls were received have on McVay's case?
10. If it is true that Commodore Gillette called the tugboats back, how do you think he feels knowing that his actions may have led to the deaths of hundreds of men?
11. How do you think he feels knowing he allowed someone else to take the blame?

Key Questions (p. 165-179):

1. Why was the Senate Armed Services committee hearing necessary?
2. Describe the Senate Armed Services Committee meeting.
3. What new evidence did Scott present?
4. Why do you think the navy still felt the court martial was just?
5. What do you think contributed to Senator Warner changing his mind about McVay's trial and conviction?
6. Can you explain Senator Smith's argument in simple terms?
7. Describe some of the imperfections of the U.S. justice system.
8. How can the justice system be improved?
9. What do you think will happen next?

Key Questions (p. 181-186):

1. Describe the announcement on October 12, 2000.
2. Describe the unfortunate events that occurred on Yemen on the same day?
3. How could the *USS Cole*, a destroyer, prevent the terrorist attack off the coast of Yemen?
4. How did the Navy respond to the Joint Resolution 26?
5. Explain the significance of the bombing of the *USS Cole* to McVay's case.

6. What do you think Admiral Pillard is thinking and feeling when Hunter Scott offers him a copy of his notes?
7. Why couldn't Gordon England overturn McVay's court-martial?
8. Do you think what he did do was enough? Why or why not?
9. Why do you think Hunter Scott was so invested in clearing McVay's name?
10. Would you do something similar for someone you didn't know?
11. Having read this book in its entirety, do you think McVay should have been held responsible for the sinking of his ship? Why or why not?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 133

"Testimony ended on December 18, a week before Christmas. The next day, the two lawyers gave their summations. Cady maintained that the charges had been disproved. Ryan summarized the evidence and defined negligence as failing to do something a reasonable man should have done, or doing something a reasonable man wouldn't. 'And the negligence, in this case, as we see it, is that the accused failed in his general overall responsibility to cause a zigzag course to be steered under the conditions proved, together with the fact that he failed to incorporate in his night orders, or by issuing definite instructions to commence zigzagging if and when the moon rose. He failed to issue these instructions to the officers of the deck.'"

Writing Prompt

Pretend you are either prosecutor Ryan or defense attorney Cady. **Write an argumentative summation, proclaiming McVay's guilt or innocence. A summation should provide the essential facts to back up your findings. Conclude with a strong statement defending your position.**

Key Paragraph, p. 147

"Perhaps hardest of all for McVay to bear were the cards and letters he received from the families of the sailors who died when the *Indianapolis* sank, hate mail blaming him and asking him how he could live with himself, even Christmas cards from families telling him how he'd ruined their Christmases forever because he'd killed their sons. Louise had tried to screen his mail for him and keep him from seeing the hate mail, but she was never entirely successful. Since her death, he'd collected a large number of letters, which he saved in bundles bound by string or rubber bands."

Writing Prompt

Pretend you are McVay and that you have just received and read a Christmas card filled with sadness and anger from a relative of one of the men who died on the *Indy*. **As McVay, construct a heartfelt response to the deceased man's family members. Include an argumentative paragraph persuade the family members that you are truly sorry for their loss. Ask the family members for their forgiveness.**

Key Paragraph, p. 163

“Allen finished his duty, went to bed and woke up curious to hear what had happened to the *Indianapolis*. When he asked, he was told that Gillette had become furious that a subordinate officer had dispatched ships without permission and actually ordered the tugs to turn around and return to base, simply because he hadn’t been the one who sent them. In a follow-up letter to Hunter Scott, Allen alleged that a cover-up had taken place at the naval shore facilities at Tacloban. Considering that both Gillette and Gibson were questioned in the inquiry that followed the disaster, if what Allen was saying was true, the navy had even more to answer for than anyone had previously known. If those tugs had been allowed to proceed, hundreds of sailors on the *Indianapolis* might have been saved.”

Writing Prompt

Pretend you are Hunter Scott. Write a letter to Commodore Gillette. Introduce yourself and your mission. Tell him what you heard about the SOS and the tugboats. **In an argumentative paragraph persuade him to come forward and tell the truth. Consider appealing to his emotions, knowing that if this is true, the deaths of many have likely been weighing heavily on his conscience for years and years. Explain that this is a chance to free himself of that weight through telling the truth.**

Key Paragraph, p. 178

“‘There is an inconsistency here. If you’re going to use the principles of accountability, then you have to apply them to all officers who are involved. You did not do that. What I am saying to you is,’ Smith said, punctuating with a thumb and forefinger, ‘if you’re going to do this to one man who was involved in this incident, you’ve got to do it to everybody. And you didn’t do that, which is what makes the court-martial, in my opinion, morally wrong.’”

Writing Prompt

As concisely as possible, explain Senator Smith’s argument that suggests McVay’s conviction was unfair. **Construct an argumentative statement to convince Congress that McVay’s court martial was wrong. Provide three reasons to support your statement. It may be helpful to think in terms of an “If...then...statement.”**

Key Paragraph, p, 182-183

“1. In light of the remission by the Secretary of the Navy of the sentence of the court-martial and the restoration of Captain McVay to active duty by the Chief of Naval Operations, Fleet Admiral Chester Nimitz, that the American people should now recognize Captain McVay’s lack of culpability for the tragic loss of the USS *Indianapolis* and the lives of the men who died as a result of the sinking of that vessel; and
2. in light of the fact that certain exculpatory information was not available to the court-martial board and that Captain McVay’s conviction resulted therefrom, that Captain McVay’s military record should now reflect that he is exonerated for the loss of the USS *Indianapolis* and so many of her crew.”

Writing Prompt

Write an argumentative essay that answers the question of whether or not you believe Captain McVay was responsible for the sinking of the USS *Indianapolis* or the loss of lives that resulted from it. Use the information you have collected while reading this book. Provide at least three reasons to support your opinion regarding his culpability. Include an introduction, a body paragraph supports your position, and a conclusion that reiterates your position.