

# Devil at My Heels

by Louis Zamperini



Name \_\_\_\_\_



## Devil at My Heels Focus Points

### Chapter 1: That Tough Kid Down the Street

- ❖ Lucky Louie
- ❖ Growing up/background/family
- ❖ Examples of rebellion

### Chapter 2: The Torrance Tornado

- ❖ Training
- ❖ Pete as his guide
- ❖ Races

### Chapter 3: World Class

- ❖ Pete's motto
- ❖ Training
- ❖ Success in running
- ❖ Rebellion against coaches

### Chapter 4: On a Wing and a Prayer

- ❖ Applies to Army Air Corps
- ❖ Camp Roberts
- ❖ Propaganda
- ❖ First mission
- ❖ Attack by Japanese
- ❖ Evidence of courage

### Chapter 5: Prepare to Crash

- ❖ Green Hornet
- ❖ Crash
- ❖ Reactions—Mac, Phil, Louie

### Chapter 6: Adrift

- ❖ Mac's panicking
- ❖ Attempts at survival/techniques
- ❖ Conflicts while stranded

### Chapter 7: Execution Island

- ❖ Japanese patrol ship
- ❖ Kwajalen
  - POW treatment
- ❖ Louie's rebellion

### Chapter 8: We Regret to Inform...

- ❖ Reactions to James Sasaki
- ❖ Conditions of camp
- ❖ Family's assumptions about him

### Chapter 9: The Bird

- ❖ Transferred to another camp
- ❖ Sergeant Matsuhiko Watanabe
- ❖ Quarantine shed
- ❖ Physical description of Louie
- ❖ Description of "The Bird"
- ❖ Radio broadcast
- ❖ Irony at end

### Chapter 10: If Goat Die, You Die!

- ❖ Reaction to transfer
- ❖ Forced labor
- ❖ Treatment of prisoners
- ❖ Surprise inspection
- ❖ The Bird
- ❖ War ends—departure

### Chapter 11: The Long Road Home

- ❖ Outlook for the future
- ❖ Reactions to Louie being alive
- ❖ Manila—Hawaii
- ❖ Louie's family
- ❖ Role of faith

### Chapter 12: The Hollow Hero

- ❖ Louie adjusting to being home—alcohol abuse, no sleep, etc.
- ❖ Cynthia
- ❖ Back to running

### Chapter 13: A Second Chance

- ❖ Louie's lack of faith, change in him
- ❖ Cissy
- ❖ Reverend Billy Graham
- ❖ Changes in Louie

### Chapter 14: Forgiveness

- ❖ Traveling to share his story
- ❖ Reliance on faith
- ❖ October 1950
- ❖ Sugamo
- ❖ The Bird

### Chapter 15: Not Every Old Soldier Fades Away

- ❖ Needs a job
- ❖ 1955—write Devil at My Heels
- ❖ Family grows
- ❖ The Bird
- ❖ Louie's religion
- ❖ Views on soldiers' lives

**\*Reminder: These are just to serve as basic focus points for you as you complete your reading of the chapter. You should make note of other points you believe to be significant, as well as include a reference to significant passages\***



**Foreword by Senator John McCain**

**Directions:** Read and annotate the following passage from *Devil at My Heels*. Pay careful attention to the following concepts: *Wisdom, Sacrifice, Patriotism, Glory, Faith, Luck, Peace and Pride*.

Louis Zamperini's life is a story that befits the greatness of the country he served: how a commonly flawed but uncommonly talented man was redeemed by service to a cause greater than himself and stretched by faith in something bigger to look beyond the short horizons of the everyday. What he found, beyond the horror of the prison camps and the ghosts he carried home with him, is inspiring.

The remarkable life story of "Lucky Louie" takes him from the track as a Olympic runner in Berlin in 1936, where he met Hitler, to a raft in the Pacific fending off man-eating sharks and Japanese gunners to prisoner of war camps where rare goodness coexisted with profound evil to a hero's return to America, where he would first plumb the depths of despair and self-destruction before soaring to heights he could not have foreseen or imagined.

This book contains the wisdom of a life well lived, by a man who sacrificed more for it than many people would dare to imagine. It is brutally honest and touchingly human, comfortably pedestrian and spiritually expansive. It should invoke patriotic pride in readers who will marvel at what Louis and his fellow prisoners gave for America, and what we gained by their service. It holds lessons for all of us, who live in comfort and with plenty in a time of relative peace, about what we live for.

More than a story of war, its lessons grow out of Louis's wartime experience. Its moral force is derived from the very immorality of American prisoners' salvage treatment by their wartime captors, and the way Louis would ultimately drive away their demons. Rather than destroying Louis's moral code, war and recovery from war's deprivations revealed the mystery of Louis's faith in causes far greater than the requirements of survival in a temple of horrors.

Whether in religion, country, family, or the quality of human goodness, faith sustains the struggle of men at war. Before I went off to war, the truth of war, honor and courage, was obscure to me, hidden in the peculiar language of men who had gone to war and been changed forever by the experience. I had thought glory was the object of war, and all glory was self-glory.

Like Louis Zamperini, I learned the truth in war: There are greater pursuits than self-seeking. Glory is not a conceit or a decoration for valor. It is not a prize for being constant to something greater than yourself, to a cause, to your principles, to the people on whom you rely, and who rely on you in return. No misfortune, no injury, no humiliation can destroy it.

Like Louis, I discovered in war that faith in myself proved to be the least formidable strength I possessed when confronting alone organized inhumanity on a greater scale than I had conceived possible. In prison, I learned that faith in myself alone, separate from other, more important allegiances, was ultimately no match for the cruelty that human beings could devise when they were entirely unencumbered by respect for the God-given dignity of man. This is the lesson many Americans, including Louis, learned in prison. It is, perhaps, the most important lesson we have ever learned.

Through war, and in peace, Louis Zamperini found his faith.

-October 2002

## BIG IDEAS ACTIVITY

**Directions:** Using Google Slides, create a visual for your given concept/idea. Your visual must have:

- ✓ a definition of the term, an example of the term from literature
- ✓ an example from real life (research recent news articles)
- ✓ a picture of what the term looks like

(See the sample about COURAGE)

### Concepts/Ideas:

Wisdom

Faith

Sacrifice

Patriotism

Glory

Luck

Pride

Peace

Name: \_\_\_\_\_

English 9R: Nonfiction Unit

### Benefits of Reading Nonfiction: Memoirs, Autobiographies, Biographies

- Relatable Characters
  - First person narrators; focus on one character
- Include new voices and perspectives
  - Narrators are both female and male; give views into cultural and historical traditions
- Apply to the "real world"
  - Students are able to understand "the other"—classmates or people they may never meet; personalize and explain complex issues
- Help with identity formation
  - Offer role models for coping and triumphing (the protagonists overcome adversity); allow readers to see themselves and their problems/opinions through others' eyes
- Provide role models
  - A window on everyday life in a range of professions; promote civic responsibility

<b>Memoirs</b>	<b>Autobiographies</b>	<b>Biographies</b>
<ul style="list-style-type: none"><li>• Written by an author about his/her own life</li><li>• Tells only about a certain period of time or about a certain story—do not need to be written chronologically</li><li>• Comes from the author's memory</li><li>• The writer often gains surprising insights—allows reader to do the same</li></ul>	<ul style="list-style-type: none"><li>• Nonfiction story of a person's life, written by that person</li><li>• Are usually linear, beginning with birth and continuing to the age of the writer</li><li>• Include factual data that may, or may not, be interesting</li><li>• Focus more on events and achievements, life at the surface</li></ul>	<ul style="list-style-type: none"><li>• Nonfiction story of a person's life, written by another person</li><li>• Must be true, based on factual evidence</li><li>• Tells the story from birth until death</li></ul>

Devil at My Heels

Name \_\_\_\_\_

Reading Notes

Chapter \_\_\_\_\_

Important People	Important Places and dates	Difficulties Faced	Qualities to Describe Louis
Important Events	Surprising information	How were difficulties overcome?	Questions I have about the reading



Name: \_\_\_\_\_

Devil at My Heels

### Close Read--Chapter 1: That Tough Kid Down the Street"

**Directions: Carefully read and annotate each passage. You should read the passage through once before you annotate. After you've completed your annotating, refer back to the text to answer the questions that follow each reading chunk.**

#### Chunk 1:

I've always been called Lucky Louie.

It's no mystery why. As a kid I made more than my share of trouble for my parents and the neighborhood, and mostly got away with it. At fifteen I turned my life around and became a championship runner; a few years later I went to the 1936 Olympics and at college was twice NCAA mile champion record holder that stood for years. In World War II my bomber crashed into the Pacific Ocean on, ironically, a rescue mission. I went missing and everyone thought I was dead. Instead I drifted two thousand miles for forty-seven days on a raft, and after the Japanese rescue/captured me I endured more than two years of torture and humiliation, facing death more times that I care to remember. Somehow I made it home, and people called me a hero. I don't know why. To me, heroes are guys with missing arms or legs—or lives—and the families they've left behind. All I did in the war was survive. My trouble reconciling the reality with the perception is partly why I slid into anger and alcoholism and almost lost my wife, family, and friends before I hit bottom, looked up—literally and figuratively—and found faith instead. A year later I returned to Japan, confronted my prison guards, now in a prison of their own, and forgave even the most sadistic. Back at home, I started an outreach camp program for boys as wayward as I had once been, or worse, and I began to tell my story to anyone who would listen. I have never ceased to be amazed at the response. My mission then was the same as it is now: to inspire and help people by leading a life of good example, quiet strength, and perpetual influence.

I've always been called Lucky Louie. It's no mystery why. (1-2)

1. How is Louie's humility evident in this passage? Use textual evidence to support your response.
2. What is Louie's view of survival? How does this differ from or how is it similar to your view of what it means to survive?
3. Why does Louie believe it isn't a mystery that he was nicknamed "Lucky Louie"?

## Chunk 2:

My transformation into a rebel with a chip on his shoulder was soon complete. But even though we were poor and I'd had it tough in some ways, I couldn't claim "I never had a chance." No one had beaten me into sullen defiance or ignored me entirely. My father didn't use his paycheck for liquor instead of food. My mother wasn't a shrew or a slattern or an ineffectual drudge. I had no dissolute background; I just acted like I wanted to even though I loved my family, even though when my dad beat me I knew I deserved it and respected him for disciplining me. I was just a social misfit, the proverbial square peg who couldn't fit into the round hole like the rest, or appreciate what he had. Over the years I've seen it happen to other kids; they're raised immaculately, and then at a certain age, boom, here comes trouble. (10-11)

1. Why does Louie state that he couldn't claim "I never had a chance"?
2. Using context clues, define the words ineffectual and dissolute. Why does he reference these two points?
3. Despite a loving family and good upbringing, why did he still turn into a misfit?

## Chunk 3:

I knew in my heart that I was already a bum. A teenaged bum. I pictured myself standing in a soup line. I thought of what I'd seen on a sidewalk by the Columbia Steel mill in Torrance: the cleanup guys on a real hot day hauling heavy steel, sweating, dirty, filthy. I thought, Boy, I hope I never end up like that. But the truth hit me: I figured the best job I could get would be the worst job over there.

That night I had to make a decision: Give up suffering on the track and continue with my delinquent life, or decide that, if nothing else, the recognition from running—forget winning—might be worth it. I had to admit that even the small bit of attention I got by coming in third tasted pretty sweet.

I continued to smoke and drink but reluctantly stuck with running. Pete made me train after school. Much to my disgust he ran behind me with a switch and whacked my butt to keep me moving. I protested but it worked. My running improved. In subsequent races I came in second, third again, and finally won. I couldn't believe it! Then I won another and another and made the all-city finals. I came in fifth but was number one in my school. I got a little bronze button to pin on my sweater. I felt like the button was made of gold. (18)

1. What does Louie mean when he says: "But the truth hit me: I figured the best job I could get would be the worst job over there."? What realization is he making about himself?
2. Why do you think the "small bit of attention" Louie received "tasted pretty sweet"?
3. How did Pete training with Louie serve as part of his motivation? Why does track become so alluring to him?
4. What did the bronze button symbolize to Louie? Explain.

**Chunk 4:**

During "dinner" I spotted a passenger train pulling out, heading south. I could see the people inside, warm and cheerful. When the dining car rolled slowly by I noticed everyone dressed for the meal, sitting at tables covered with white cloths. They drank from crystal glasses, ate from covered platters, and looked so satisfied. I'd never been in a dining car, let alone on a passenger train. I turned to Johnny and said, "Boy, are we dopes."

He tapped at the bottom of the can to get the last few beans.

"Look at those people, riding in style," I said. "That's the life. Someday I'm going to be in one of those cars. Someday I'm going to have the works."

Johnny said he wishes he had more beans.

I shut up then because I didn't want Johnny to think I'd gone soft. But inside I knew: whatever it took, I would improve myself. I wanted to never again be cold, hungry, dirty, and on the outside looking in.

"Let's go home," I said. (19)

1. What realization does Louie come to after spotting these passengers?
2. How do Johnny and Louie differ from one another?

### Chunk 5:

At the Los Angeles freight yard we hiked to the Pacific Electric depot and hopped a Big Red Car to Torrance. By then Johnny, too, had come to the conclusion that running away from home and responsibility was pretty dumb. The world, we'd discovered, doesn't love you like your family loves you.

My parents welcomed me home with open arms and big smiles—more than I deserved—and I didn't complain. I let my dad know I was ready to do any kind of work he wanted me to do. I started by painting the house.

That night in bed I turned to Pete and told him, "You win. I'm going all out to be a runner."

It was the first wise decision of my life.

1. Explain the significance of Louie's realization that the world "doesn't love you like your family loves you."
2. What might Louie's painting of the house symbolize for his life?
3. Predict: How might Louie's "first wise decision" impact him throughout his life?

## Chunk 6:

### What Is Nature Versus Nurture?

By Kendra Cherry, Psychology Expert

Which is more important in development: genetics or experience? The nature versus nurture debate seeks to answer this important question.

**Definition:** Is your behavior more influenced by genetics or environmental influences? Is your personality the result of traits you inherited or has it been shaped by your life experiences? The nature versus nurture debate is one of the oldest issues in psychology. The debate centers on the relative contributions of genetic inheritance and environmental factors to human development.

Some philosophers such as Plato and Descartes suggested that certain things are inborn, or that they simply occur naturally regardless of environmental influences. People who take the position that all or most behaviors and characteristics are the result of inheritance are known as nativists. Other well-known thinkers such as John Locke believed in what is known as *tabula rasa*, which suggests that the mind begins as a blank slate. According to this notion, everything that we are and all of our knowledge is determined by our experience. People who take the position that all or most behaviors and characteristics are the result of learning are known as empiricists.

#### Examples of Nature Versus Nurture

For example, when a person achieves tremendous academic success, did they do so because they are genetically predisposed to be successful or is it a result of an enriched environment? If a man abuses his wife and kids, is it because he was born with violent tendencies or is it something he learned by observing his own parents behavior?

A few examples of biologically determined characteristics (nature) include certain genetic diseases, eye color, hair color, and skin color. Other things like life expectancy and height have a strong biological component, but they are also influenced by environmental factors and lifestyle.

An example of a nativist theory within psychology is Chomsky's concept of a language acquisition device (or LAD). According to this theory, all children are born with an instinctive mental capacity that allows them to both learn and produce language.

A number of characteristics are tied to environmental influences. How a person behaves can be tied to influence such as parenting styles and learned experiences. For example, a child might learn through observation and reinforcement to say 'please' and 'thank you.' Another child might learn to behave aggressively by observing older children engage in violent behavior on the playground.

One example of an empiricist theory within psychology is Albert Bandura's social learning theory. According to theory, people learn by observing the behavior of others.

## **Contemporary Views of Nature Versus Nurture**

Today, the majority of experts believe that behavior and development are influenced by both nature and nurture. However, the issue still rages on in many areas such as in the debate on the origins of homosexuality and influences on intelligence. While few people take the extreme nativist or extreme empiricist approach, researchers and experts still debate the degree to which biology and environment influence behavior.

Source: <http://psychology.about.com/od/nindex/g/nature-nurture.htm>

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***QUESTION: How does Louis Zamperini's early life connect to the ideas presented in this article?***

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English 9R: Devil at My Heels

### Chapter 2 Discussion Questions

**Essential Question:**

-How does the celebrity status around athletes impact them and their performance?

1. What does he learn about the importance of hard work and humility?
2. Why was this particular race so important for him? Why is his reaction unusual?
3. According to Zamperini, what does it mean to "lose well"?
4. What are his thoughts on losing gracefully and today's athletes? Are his thoughts warranted?
5. How is Zamperini characterized? What is his motivation?
6. What are Zamperini's conflicts?
7. Select a quote that is a significant one from this chapter.

Name: \_\_\_\_\_

English 9R: Devil at My Heels

### Chapter 3 Discussion Questions

1. Explain the quote, "Isn't a minute of pain worth a lifetime of glory?" (39). Who said it? Do you agree with this idea? Who is inspired by this statement?
2. How was Zamperini used as a propaganda tool?
3. What personality flaws does Zamperini admit having even as a successful athlete? How could these come back to haunt him?
4. Explain the quote, "That made me angry. 'If I can't live a normal life and do what other people do then I don't want to run,' I threatened sharply. I wanted it all: the fame, new achievements—and all the distractions and fun college offered" (46).
5. In this chapter, how is Zamperini characterized? What is his motivation?
6. In this chapter, what are Zamperini's conflicts?
7. Select a quote that you feel is significant from this chapter. Write it down and indicate the page number.



## ***The Psychology of Youth Sports***

### **When playing the game fosters positive outcomes for kids.**

Marilyn Price-Mitchell Ph.D. Marilyn Price-Mitchell Ph.D.- Posted Jan 08, 2012

If you're a parent or coach, you probably have an opinion about youth sports. You might think that sports help children develop teamwork skills, self-confidence, resiliency, moral character, and other personal strengths. Or you may see a dark side to youth sports, believing that young athletes develop aggressive traits like bullying and the need to dominate their opponents on and off the field.

The proponents of youth sports often make blanket statements about the benefits of sports, leading parents to believe that if Johnny or Susan doesn't make the team, they may not achieve happiness or develop positive strengths needed to succeed in life. Some believe the positive hype around youth sports is spread by adults who either blindly accept the notion that sports are good for all kids or who are in the business of developing high-performing athletes. In his recent book *Until It Hurts: America's Obsession with Youth Sports and How It Harms Our Kids*, Mark Hyman speaks about the adult takeover of kids' sports, suggesting they are negatively affecting the physical and mental well-being of children.

The truth is that neither portrait of youth sports is completely correct. Research studies have been conducted with hundreds of thousands of children who participate in sports. Generally, these studies show that youth who participate in organized sports during middle and high school do better academically and are offered greater job prospects than children who do not partake in sports activities. However, nuances exist in these studies that are important for parents to understand. Like all studies that equate youth activities with success in life, it is imperative to look deeper to learn how these findings apply to your own children.

### **3 Paths toward Positive Outcomes**

Psychological studies on the value of youth sports offer broad insights into child development and often contradict one another. Since no one child is exactly like another, parents who understand the benefits and pitfalls of sports and who pay attention to the individual needs of their children are more likely to raise kids that thrive in life. Generally, studies indicate three important aspects of sports participation that affect positive youth development - intensity, continuity, and balance. A combination of all three offers the greatest benefits to kids.

#### **Intensity**

The amount of time children spend doing sports each week is particularly important to whether they receive positive developmental outcomes from their participation. Kids who spend more time in sports activities have greater benefits than youth who participate at lower levels or not at all. With greater time commitment, children develop better mastery of skills and superior knowledge of tactics and strategy. This can lead to the development of strategic thinking which is helpful in all aspects of life, including the ability to find and excel in the job market. No one can tell you how many hours of sports per week is the perfect amount. The important learning is that children who make a commitment to regular practice receive greater developmental benefits.

#### **Continuity**

The stability and duration of how children participate across their adolescent years is also important. Studies suggest that intermittent participation during the middle and high school years is not as beneficial as continuous dedication. Making a commitment over time facilitates the likelihood that children will overcome challenges and obstacles in their performance. They also have greater opportunities to interact with teammates, learning to cope with the interpersonal challenges of working with others. This is an important aspect of developing initiative, an internal strength (link is external) that lasts a lifetime.

## **Balance**

Perhaps the most important of the three aspects of youth sports participation is to achieve a balance between sports and other activities. Studies show that greater developmental outcomes are attained by children who spend time in activities other than their dominant sports pursuits. It is not necessarily the numbers of activities in which youth participate but rather that they have outlets beyond sports. For example, one study found youth who participated in sports and school clubs had lower rates of depression than kids who focused exclusively on sports. Other studies suggest that children who participate in activities that present real-world challenges, like volunteering in their communities, achieve greater developmental benefits. These activities encourage youth to develop a civic identity and see a world beyond a game of winning and losing.

## **The Dilemma and Solutions**

The three factors that contribute to youth development present dilemmas for families. The decision to play sports with the intensity and continuity required to be highly successful (and possibly earn a college scholarship) must be made with long and short-term consequences in mind.

To pursue a sport at the expense of other out-of-school-time activities may not be as developmentally positive for youth. Yet often, the decision to focus on one sport exclusively is fueled by a strong commitment to that activity, one that brings joy and satisfaction to a teenager's life. It may also be fueled by the needs of parents whose lives revolve around coaching or the internal satisfaction of seeing their child achieve on the playing field. Whatever the reasons, sports can place a high demand on young people's time and energy, leading to the kinds of negative effects described by Hyman.

Before jumping into a fulltime schedule of youth sports, families should weigh the positive and negative aspects of sports and assess the benefits to their children. A particularly good read for parents is Shane Murphy's *The Cheers and the Tears: A Healthy Alternative to the Dark Side of Youth Sports* (link is external). Murphy is a sport psychologist and the president of the Division of Exercise and Sport Psychology of the American Psychological Association.

For those wishing to take a deeper dive into the debates among scholars, youth advocates, and sports practitioners concerning the role of sports in children's lives, Margaret Gatz's book *Paradoxes of Youth and Sport* (link is external) is a must read. Gatz explores the critical issues in the sports debate, including youth development; violence; and racial, gender, and class inequities.

## **References**

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- Zaff, J. F., Moore, K. A., Papillo, A.R., & Williams, S. (2003). Implications of extracurricular activity participation during adolescence on positive outcomes. *Journal of Adolescent Research*, 18, 599-630.
- Zarrett, N., Lerner, R. M., Carrano, J., Fay, K., Peltz, J. S., & Li, Y. (2007). Variations in adolescent engagement in sports and its influence on positive youth development. In N. L. Holt (Ed.), *Positive youth development and sport* (pp. 9-23). Oxford, England: Routledge.

Using information from Chapters 1 and 2 of Devil at My Heels and the article, "The Psychology of Youth Sports When playing the game fosters positive outcomes for kids" create a claim answering the question- Should children and adolescents participate in youth sports in order to be successful?

**CLAIM-**

**IDEA 1:**

Support (cite text and line #):

Analysis:

Support (cite text and line #):

Analysis:

**OPTIONAL Support (cite text and line #):**

Analysis:

Counterargument to mention in clincher:

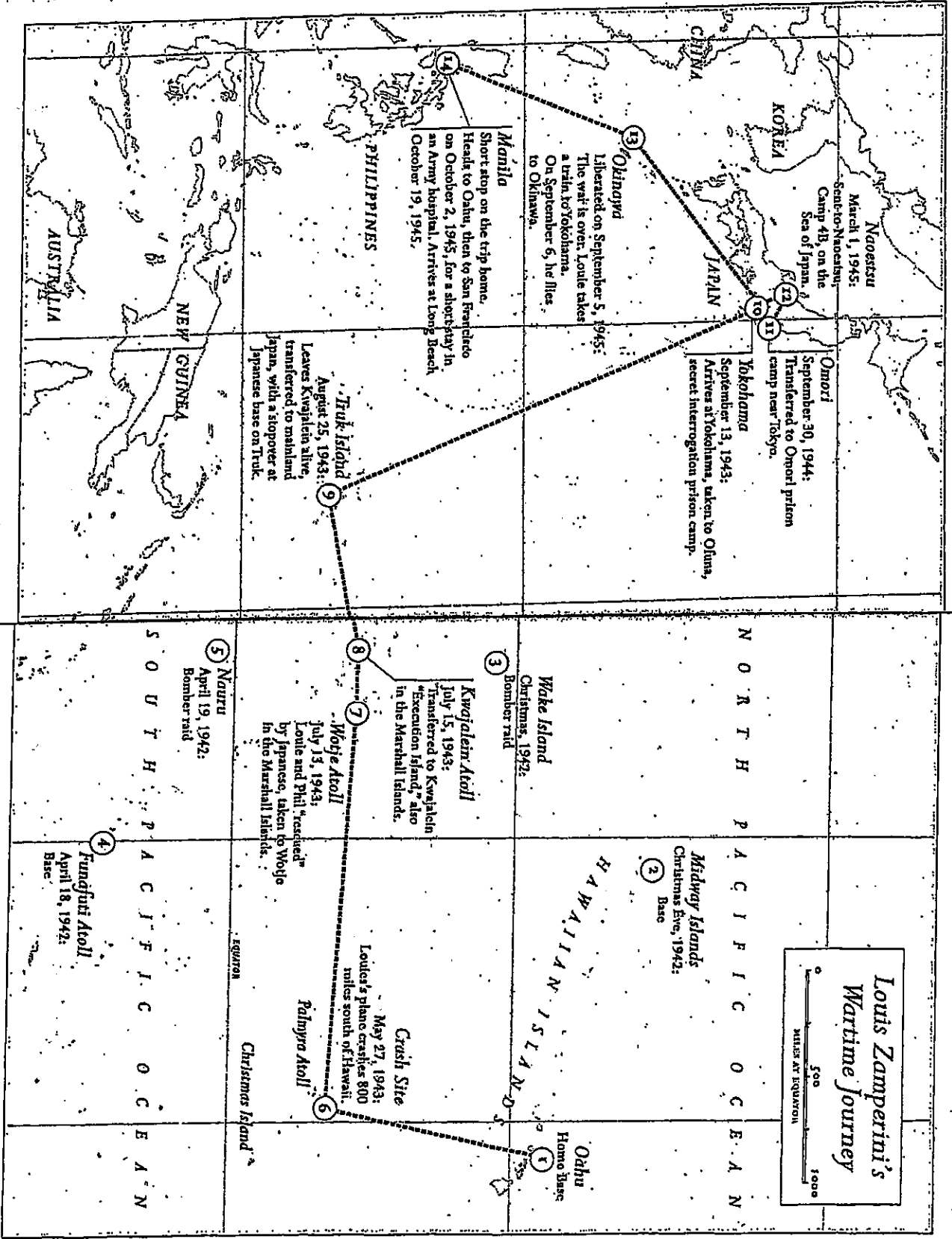
**Angela Lee Duckworth: "The Key to Success? Grit"**

[http://www.ted.com/talks/angela\\_lee\\_duckworth\\_the\\_key\\_to\\_success\\_grit#t-181144](http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit#t-181144)

**Your Task:** Use the space below to take as many notes as you can on the video. Don't worry about getting down every last word; you'll be able to discuss the video in your groups!

1. How would Zamperini feel about this talk? With what would he agree? Disagree?

2. Based on the information in this talk, how do you think Zamperini's grit can be measured?



Name: \_\_\_\_\_

Devil at My Heels Chapter 4—On a Wing and a Prayer

1. "To keep up the front, I maintained my devil-may-care composure on the outside, but on the inside I never stopped wondering how long my good fortune would last, how many more times I'd get back in one piece." (63) Why does Louie hide how he feels about his luck?
2. Characterize Louie based on his reaction to their situation? (73)
3. How does Louie describe courage when describing the wounded? (73)
4. How much of his "luck" does he create? Other than luck, what traits does he demonstrate that help him survive? (74)
5. Describe Louie's emotional roller coaster. (76)
6. What is Louie's response to what he considers an unfair distribution of medals and incorrect reporting by the military? (78)
7. Zamperini continually describes planes and machinery that don't seem suitable for the missions; what could explain these unsafe military resources?

**Topic: How valuable is trust in life-threatening situations?**

Trust is very valuable in life-threatening situations because it reinforces one's natural tendency to be self-confident. In his memoir *Devil at My Heels*, Louis Zamperini explains his desire to help Phil and Mac immediately, but doing so would risk their only means of survival. He says, "This scared the heck out of me, especially when I saw two life rafts that had been automatically ejected from the plane drifting away from the wreckage on the current" (88). Louie had to trust himself to make the right decision of whether to help his friends first or get the rafts first. Despite a desire to help his struggling friends, he decided to first secure the rafts and provide a long-term means of survival. After securing the three men in the life rafts, Louie shifted his focus from physical strength to mental fortitude. He trusted himself enough to know that if he did not maintain a positive outlook, the men would be doomed to death. He tells his companions, "Don't worry. We're not gonna die. We've rescued plenty of guys and now they're out searching for us" (90). When Louie reminded the men of their past missions, he attempted to comfort them mentally, knowing that he had a stronger sense of trust in himself than his friends did in that moment. Ultimately, Louis' actions reveal that trust is an essential trait one must have in survival situations.

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**Directions: Respond to the following questions.**

1. What is the difference between this claim and your claim?
2. What key information does this writer include in the second sentence?
3. Circle or highlight one of the two pieces of evidence. How does this writer avoid a "quote bomb"?
4. Circle or highlight the citation. How does this writer give credit to the source?
5. How does this writer's analysis attach the evidence to the claim?





**Brief Overview of the Book:** *A youthful troublemaker, a world-class NCAA miler, a 1936 Olympian, a WWII bombardier: Louis Zamperini had a fuller life than most. But on May 27, 1943, it all changed in an instant when his B-24 crashed into the Pacific Ocean, leaving Louis and two other survivors drifting on a raft for forty-seven days and two thousand miles, waiting in vain to be rescued. And the worst was yet to come when they finally reached land, only to be captured by the Japanese. Louis spent the next two years as a prisoner of war—tortured and humiliated, routinely beaten, subjected to medical experiments, starved and forced into slave labor—while the Army Air Corps declared him dead and sent official condolences to his family.*

*This is the remarkable true story of accomplishment, glory, disaster, survival, and true heroism made famous by Laura Hillenbrand in her #1 **New York Times** bestseller **Unbroken**. Told in Louis Zamperini's own words, **Devil at My Heels** is a stirring memoir from one of the greatest of the "Greatest Generation," a living document about the brutality of war, the tenacity of the human spirit, and the power of forgiveness.*

1. What does Zamperini say are the three things that a person needs to live?
2. "All this water and not a drop to drink!" is an example of which literary device?
3. Zamperini recalls that, "The clouds just seemed to know we were there and avoid us." What literary device is used in this line?
4. What strategy do the men resort to as they become more desperate? Provide a quote to support your response.
5. Describe the strategy Zamperini employs using tiny fish.
6. What kind of unusual behavior do the sharks exhibit? How do the men turn this dangerous threat into a benefit?
7. Zamperini refers to the Coleridge poem "Rime of the Ancient Mariner." What is this literary technique called? What does the poem describe about albatrosses?
8. What kind of sensory deficiency do the men experience out at sea for so long?
9. How are the men finally able to eat the albatross birds they catch?
10. Zamperini remembers that a college professor told him, "Your mind is everything. It's like a muscle. You must exercise it or it will atrophy." What does *atrophy* mean? Describe three strategies Zamperini employs to exercise his mind.
11. What are things you do to exercise your mind? What aspects of our society foster *atrophy* in our minds?
12. What does Zamperini believe about the mental effects of isolation on people? How does this contrast with media depictions of those who are alone for long periods of time?
13. What do you think is the benefit of the men reminiscing about the "Feenamint gum" story?
14. What do the men hear on their 27<sup>th</sup> day at sea? How does this sound turn from one of joy to one of horror? How do the men stay safe?

15. Zamperini shares a good survival strategy for coming face to face with a shark. What is it? (Let's hope we never need to use it, though!)
16. Describe the condition of the two rafts after the Japanese bomber plane leaves the area. Ironically, the encounter with the Sally Bomber produces a benefit. What is the one good result of the attack?
17. What terrifies the men during a quiet evening? What is a sad result of this encounter?
18. Why does Zamperini give Mac his water?
19. What "ride" does Zamperini say was the most frightening of all the experiences he endured?
20. What do the men mistake for an island? What do you think will be the result of this new development in their journey?



**Chapter 7- Execution Island**

*Hope- a feeling of expectation and desire for a certain thing to happen.*

*Hopeless- feeling or causing despair about something.*

**In chapters 1-7, Louie remains hopeful throughout adversity. In chapter 7, Louie's hope is fading, and he displays feelings of hopelessness. On the chart below, locate quotes that display Louie's hopelessness, and moments where he is still hopeful.**

Hopeless	Hopeful
Page 120	Page 123
Page 121	Page 124
Page 123	Page 126
Page 125	Page 128
Page 127	Page 130

**QUICK WRITE- HOW DOES LOUIE REMAIN HOPEFUL WHILE BEING A PRISONER OF WAR?**

Name: \_\_\_\_\_

*Devil at My Heels* Chapters 7-10

### PRISONER OF WAR DISCUSSION

During Chapters 7-10 of *Devil at My Heels*, Louis Zamperini is a Prisoner of War. Your task today is to use your Chromebooks to research what it meant to be a prisoner of war during World War II. With your partner, complete the following:

**Step 1:** Define what it means to be a Prisoner of War.

**Step 2:** To what conditions were the prisoners subjected? Consider sleeping arrangements, labor, food rations, etc.

**Step 3:** What rules were expected to be followed by the guards?

**Step 4:** Find one additional POW story from World War II. Briefly summarize the prisoner's experience.

**Step 5:** How does Louis Zamperini's experience as a Prisoner of War compare with what you researched yesterday? Find specific quotes from chapters 7-10 to support your claims. Find examples in the text that refer to the conditions he endured such as food rationing, punishments, labor, etc. How does his POW experience relate to that which you researched?

**\*Use the chart on the other side to guide your notes/research.**

Name: \_\_\_\_\_

*Devil at My Heels* Chapters 7-10

**Prisoner of War Definition:**

	<b>Research</b>	<b>Zamperini's Account - Paraphrasing/Quotes: (include page #s)</b>
Conditions:		
Rules for Guards:		
Other Examples/ Stories/ Experiences		

Devil at My Heels by Louis Zamperini

**THE BLOG *This Emotional Life: My Life As A POW***

Huffpost Healthy Living/ Bob Schumaker

**Read the Blog Post, and answer the questions that follow.**

During the Vietnam War I was imprisoned for eight years. Three of those years were spent in solitary confinement. I am often asked how I and my fellow POW's in Vietnam were able not only to survive the experience, but go on to resume normal lives.

"Weren't you depressed during those long years?"

Yes, we had our periods of ups and downs, but we developed coping mechanisms which helped us during those long years. Many of these techniques have applications to ordinary citizens who are dealing with stress and often feel depressed.

I was on top of the world one day and at the bottom the next. My F8 Crusader was hit by ground fire, my back was broken in the ejection and landing, I faced a firing squad, torture, and isolation in a filthy cell. I was lonely, hungry, scared, and sick -- but I was proud: Proud to be an American, proud of my Navy, proud of my family.

I had been married for just one year and had an infant son when I was captured. My constant thoughts were of returning home, but returning to my wife and son with Honor. I could have thought "Why me, God, why me?" But I didn't.

The worst thing I and my fellow POWs could have done under the circumstances would have been to clam up and withdraw. That would have been easy because our captors kept us in four by nine concrete, windowless cells; they imposed a no communication policy on us. But we thwarted them by developing a "tap code" which allowed us to clandestinely communicate with our neighbors a foot away through a concrete wall using coded knocks that spelled out words.

What did we talk about? It really didn't matter. We just knew that there was a fellow American sharing our own experience. We built houses in our minds -- tapped out French and music lessons, computed the 12th root of the number two, relived pleasant past relationships and even had elaborate breakfasts each Sunday (all in our imaginations). We were focused on supporting each other, trying to make life a bit more bearable, and dreaming.

For most of us, our dreams came true. I earned my Doctorate in electrical engineering, progressed in military rank to become an Admiral, am held in respect by my peers, nurtured my son to become a brain surgeon, built an airplane and, yes, even built that house I envisioned. Life is good! When things look bleak for you my advice is to talk over your problems with your family and friends, seize control over as much of your circumstances as possible, and dream of a better tomorrow. It worked for me.

And if you learn the "tap code" you and I might even support each other no matter how thick the barrier between us.

God bless our nation, and those who serve it.

## QUESTIONS

1. What were some of Bob's "coping mechanisms" while a POW during Vietnam?
2. How were Bob's experiences similar to Louie's? Explain.
3. Did Bob possess grit? If so, what qualities made him gritty? Be specific.





**Ch. 11: The Long Road Home**



Directions: Take notes for each of the following topics. Be sure to include at least one quote for each heading.

-Outlook for the future

-Reactions to Louie being alive

-Manila---Hawaii

-Louie's Family



Role of faith

**Ch. 12: The Hollow Hero**

-Louis adjusting to being home—alcohol abuse, no sleep etc.

-Cynthia

-Back to running

**Ch. 13: The Long Road Home**

-Louie's lack of faith, change in him



Cissy

-Reverend Billy Graham

-Changes in Louie

#### Ch. 14: Forgiveness

-Traveling to share his story

-Reliance on faith

-October 1950

-Sugamo

-The Bird

#### Ch. 15: Not Every Old Soldier Fades Away

-Needs a job

-1955-writes Devil at My Heels

-Family grows

-The Bird

-Louie's religion

-Views on soldier's lives



Name: \_\_\_\_\_

*Devil at My Heels* Chapters 11 and 12

Post-Traumatic Stress Disorder  
**STEP 1: PTSD Overview**

**Step 1:** Research what it means to have Post-Traumatic Stress Disorder (PTSD).

- Define PTSD
- Causes
- Risk factors (is any attribute, characteristic or exposure of an individual that increases the likelihood of developing a disease or injury)
- Symptoms (with descriptions)
- Treatment
- Support Groups
- Complications

PTSD	Research Findings
Definition	
Causes	
Risk Factors	
Symptoms	
Treatment	
Complications	

**Step 2:**

**Louis Zamperini and PTSD**

Using the information you researched, assess how Louis Zamperini has been impacted by PTSD. Consider his causes, his symptoms, his risk factors and his complications. Include direct quotes and explain their significance.

PTSD	Louis Zamperini
Causes	
Risk Factors	
Symptoms	
Complications	

**QUICK WRITE****Does Louis Zamperini suffer from PTSD?**

- Develop a claim that answers the question
- Provide THREE text examples to support your claim
- Connect text examples to PTSD research
- Use page numbers to cite information
- Use transition words to connect the THREE examples
- Close paragraph with a clincher/closing sentence

**EXAMPLE TEXT and RESEARCH ANALYSIS**

*Louie Zamperini suffers with PTSD when he returns to California after spending two years being tortured and starved in a Japanese POW camp. Upon Louie's return home, he attempts to readjust to life at home, but appears to be struggling with memories of being in a POW camp. Louie describes, "To dull the pain and memories, I roamed from bar to bar accepting drinks on the house or from bighearted strangers" (211). Because the memories of being tortured haunted Louie's dreams, he believed drinking alcohol would make the memories less severe. According to PTSD research, people who suffer from PTSD are more likely to turn to alcohol in an attempt to alleviate their difficulties, and that is exactly what Louie did. IN ADDITION.....*

Name: \_\_\_\_\_

### QUICK WRITE

Using chapter 14 and the article "Louie Zamperini: The Power of Forgiveness" response to the following quick write prompt: *How is forgiveness part of Zamperini's healing process?* Remember, a quick write begins with a topic sentence that includes a claim and provides at least two-three pieces of evidence with analysis, and a clincher that echoes the main idea.

Source: <https://www.guideposts.org/inspiration/miracles/gods-grace/louie-zamperini-the-power-of-forgiveness>

## Louie Zamperini: The Power of Forgiveness

Louie Zamperini's story of survival and redemption will astound and inspire you.  
by Laura Hillenbrand From **Guideposts** - Posted on Dec 29, 2010.



My journey into forgiveness began with a phone call, a breathtaking story and a question.

It was 2002. I'd spent the previous year in a whirlwind of promotion for my first book, *Seabiscuit*, and was taking some time off. One day, I found myself thinking about a man named Louie Zamperini.

Researching my book, I'd stumbled upon references to an odyssey that he'd survived in World War II. Though I'd only heard bits of his story, I was intrigued, and jotted his name in my notebook. When I finish this book, I thought, I'll try to find him.

That day in 2002, I did a search online for Louie and discovered that he was alive, in his mid-eighties, living in California. I wrote him a letter. He sent a warm reply, so I called him.

Over the next hour, he told me the most amazing survival story I'd ever heard, a tale that included a plane crash, shark attacks, and capture and torture by the enemy. But what fascinated me even more than his story was the way Louie told it.

He was infectiously cheerful, speaking of his captors' cruelty without a trace of bitterness. I asked how he could speak so easily of such vicious men. His answer was simple: "I've forgiven them."

I was hooked. My mind began turning on a question: How does a man forgive what is seemingly unforgivable? In search of the answer, I began a seven-year journey through his life, a journey that culminated in my book *Unbroken: A World War II Story of Survival, Resilience, and Redemption*.

The more deeply I understood what Louie had endured, the more wondrous his forgiveness seemed.

As a boy in California in the 1920s and early 1930s, Louie was an incorrigible delinquent. Then he discovered that he had an extraordinary talent for running. He became a world-famous track phenomenon, competing in the 1936 Berlin Olympics when he was still a teenager.

World War II began, and Louie set aside athletics and joined the Army Air Corps. He was stationed in Hawaii as a bombardier, fighting harrowing air battles against the Japanese.

On May 27, 1943, Louie and his crew took off to search for a missing bomber. Far out over the Pacific, engine failure sent their plane plunging into the ocean. Trapped by wires in the wreckage, Louie passed out.

When he came to, the wires were gone. He swam to the surface and climbed onto a raft, joining two other survivors. They'd sent no distress call, and no one knew where they were.

For weeks the men floated, followed by sharks, surviving on rainwater and the few fish and birds they could catch. On the twenty-seventh day, a plane appeared. Louie fired flares, and the plane turned toward them.

But it turned out to be a Japanese bomber, and its crewmen fired machine guns at the castaways. Louie leaped overboard.

He had to kick and punch the circling sharks to keep them away until the firing stopped and he could climb back up onto the raft. Over and over the bomber returned to strafe the men, sending Louie back into the shark-infested water.

By the time the bomber flew off the raft was riddled with bullet holes and was starting to sink. Amazingly, none of the men had been hit, but the sharks tried to drag them away. Beating them off with oars, the men frantically patched the raft and pumped air into it. Finally the sharks left. On they drifted, starving. One man died; Louie and the other crewman hung on. On the forty-sixth day, they saw a distant island. They rowed toward it. When they were only yards from shore, a Japanese boat intercepted them.

For the next two and a quarter years, Louie was a captive of the Japanese military. First he was held in a filthy cell, subjected to medical experiments, starved, beaten and interrogated.

Then he was shipped to prison camp in Japan, where he was forced to race against Japanese runners, winning even though he knew he'd be clubbed as punishment. He joined a daring POW underground, stealing food and circulating information to other captives.

It was in prison camp that Louie encountered a monstrous guard known as the Bird. Fixated on breaking the famous Olympian, the Bird beat Louie relentlessly and forced him to do slave labor.

Louie reached the end of his endurance. With his dignity destroyed and his will fading, he prayed for rescue.

When the atomic bombs ended the war, the Bird fled to escape war-crimes trials, and Louie was saved from almost certain death.

He went home a deeply haunted man. He had nightmares of being bludgeoned by the Bird. Trying to rebuild his life, he married a beautiful debutante named Cynthia, but even her love couldn't blot the Bird from his mind.

He sought solace in running, but an ankle injury, incurred in POW camp and exacerbated by the Bird's beatings, hampered him. Just as he was reaching Olympic form again, his ankle failed. His athletic career was finished.

Devastated, he started drinking. He had flashbacks: The raft or the prison camp would appear around him, and he'd relive terrifying memories. He simmered with rage, provoking fistfights with strangers and confrontations with Cynthia.

He couldn't shake the sense of shame that had been beaten into him by the Bird.

Louie thought God was toying with him. When he heard preachers on the radio, he turned it off. He forbade Cynthia to go to church. He drank more and more heavily. In time, Louie's rage hardened into a twisted ambition: He would return to Japan, hunt down the Bird and strangle him.

It was the only way he could restore his dignity. He became obsessed, trying to raise money for the trip, but his financial ventures kept failing.

One night in 1948, Louie dreamed he was locked in a death battle with the Bird. A scream startled him awake. He was straddling his pregnant wife, hands clenched around her neck. His daughter was born a few months later.

One day, Cynthia found him shaking the baby, trying to stop her from crying. She snatched the baby away, then packed her bags and walked out.

In the fall of 1949, Cynthia made a last effort to save her husband. She asked Louie to come to a tent meeting in Los Angeles, where a young minister named Billy Graham was preaching.

For two nights, Louie sat in that tent, feeling guilty and angry as Graham spoke of sin and its consequences, and God bringing miracles to the stricken.

On the second night, Graham asked people to step forward to declare their faith. Louie stood up and stormed toward the exit. But at the aisle, he stopped short.

Suddenly he was in a flashback, adrift on the raft. It hadn't rained in days, and he was dying of thirst. In anguish, he whispered a prayer: If you will save me, I will serve you forever. Over the raft, rain began falling. Standing in Graham's tent, lost in his flashback, Louie felt the rain on his face.

At that moment Louie began to see his whole ordeal differently. When he'd been trapped in the wreckage of his plane, somehow he'd been freed. When the Japanese bomber had shot the raft full of holes, somehow none of the men had been hit.

When the Bird had driven him to the breaking point, and he'd prayed for help, somehow he'd found the strength to keep breathing. And that day on the raft, he had prayed for rain, and rain had come.

Louie's conviction that he was forsaken was gone, replaced by a belief that divine love had been all



around him, even at his darkest moments. That night in Graham's tent, the bitterness and pain that had haunted him vanished.

A year later, Louie went to Japan. He was a joyful man, his marriage restored, his nightmares and flashbacks gone, his alcoholism overcome. He went to a Tokyo prison where war criminals were serving their sentences.

He hoped to find the Bird, to know for sure if the peace he'd found was resilient. But the Bird wasn't there. Louie was told that the guard had killed himself.

Louie was struck with emotion. He was surprised by what he felt. It was not hatred. Not relief. It was compassion. Louie had found forgiveness.

Louie Zamperini's life is a journey of outrageous fortune, ferocious will and astonishing redemption. For me, what gives his story lasting resonance is the light it sheds on the cost of victimization and the mystery of forgiveness.

What the Bird took from Louie was his dignity; what he left behind was a pervasive sense of helplessness and worthlessness.

As I researched Louie's life, interviewing his fellow POWs and studying their memoirs and diaries, I discovered that this loss of dignity was nearly ubiquitous, leaving the men feeling defenseless and frightened in a world that had become menacing.

The postwar nightmares, flashbacks, alcoholism and anxiety that were endemic among them spoke of souls in desperate fear.

Watching these men struggle to overcome their trauma, I came to believe that a loss of self-worth is central to the experience of being victimized, and may be what makes its pain particularly devastating.

Anger is a justifiable and understandable reaction to being wronged, and as the soul's first effort to reassert its worth and power, it may initially be healing. But in time, anger becomes corrosive. To live in bitterness is to be chained to the person who wounded you, your emotions and actions arising not independently, but in reaction to your abuser. Louie became so obsessed with vengeance that his life was consumed by the quest for it.

In bitterness, he was as much a captive as he'd been when barbed wire had surrounded him.

This is why forgiveness is so liberating. But how is it found? For Louie, it lay in resurrecting his dignity, seeing himself not as the wretched creature that the Bird had striven to make of him, but as the object of God's infinite love.

His self-respect and sense of power reborn, he finally had the strength to let go of his hatred.

I talked to other former POWs who forgave their captors, and for each, forgiveness seemed to follow a return of dignity. Each man found it in his own way, guided by his history and his pain. Louie's story doesn't represent the only way out of bitterness. There is no one right path to peace.

Forgiveness is a complex, elusive mystery, and one man's story can only begin to unravel its secrets. But I take from Louie's life one beautiful, undeniable truth.

Even when a man suffers the most soul-shattering of abuses, even when he seems hopelessly bound by resentment, forgiveness can still find him and set him free.

Name: \_\_\_\_\_

*Devil at My Heels*—Chapter 15 Significant Passages

**Directions: Explain the significance of the following quotes.**

"If the love of family and friends and a newfound peace of mind alone could sustain me, what a wonderful world it would be. However, I also needed a job, preferably one that would not only support my family but allow me to serve the Lord as I had promised on the raft." (267)

"One of my favorite activities was visiting prisons and camps for delinquent and/or troubled young people. Each time I felt as if I gave my younger self the support and advice that would have once benefited me. I had a wonderful rapport with kids and prisoners, especially when I told my tale of incarceration in Japan. They were amazed to hear about the conditions; by comparison, their prison stays were soft, and I'd hear comments like, 'Hey, after listening to your story, I can do five years standing on my head.'" (268)

"In 1955, Dutton asked me to write a book about my life. I did, and it was published the following year. I called it *Devil at My Heels*. But as time passed and I remembered more of my experience and—most important—discovered crucial details and answers to enigmas about my incarceration, and about what had determined my fate during the war, I began to think of my book as telling hardly any story at all, especially after finding my long-lost World War II diary. I hoped one day to get the chance to redo my book, expand it, and add another chapter to the history of The Greatest Generation." (272)

"In the years that followed my return from Japan my faith was strong and my life was full, and included occasional stories in newspaper and magazines remembering and honoring me. I've always been super active, never bored, looking for new challenges, confronting those that found me." (273)

"My story? For nearly fifty years I'd lived my life the way God wanted me to. I'd been active in the church and sports and raising my family. I'd also been honored to run with the Olympic Torch before the Los Angeles Games in 1984 and the Atlanta Games in 1996, and occasionally the newspapers did a nostalgia piece about me." (277)

"In the middle of the interview/confrontation, Watanabe's son and grandson came out of the house and discovered what was going on. They listened in and heard Bob Simon say, 'Well, if [Zamperini] was such a good prisoner, why did you beat the hell out of him?'

Watanabe spoke very little English, but he understood. 'He said that?'

'Zamperini and the other prisoners remember you in particular as being the most brutal of all the guards,' Simon asked. 'How do you explain that?'

'Beating and kicking in Caucasian society are considered cruel, cruel behavior,' the Bird explained. 'However, there were some occasions in the prison in which beating and kicking were unavoidable. I wasn't given military orders, but because my own personal feelings...I treated the prisoners strictly as enemies of Japan. Zamperini was well known to me. If he says he was beaten by Watanabe, then such a thing probably occurred at the camp, if you consider my personal feelings at the time.'

'When you were at Omori, according to Tom Henling Wade,' Simon continued, and he brought up the belt buckle, the brutality, the testimony of Wade and Frank Tinker.

The Bird denied none of it." (280-281)

"The Bible says all things work together for good, for those who love the Lord. If it hadn't been for the Bird, I never would have been converted. My life would have never changed. But my torments about him drove me to destruction, and when my whole world completely crumbled around me, it was like on the life raft—there was nowhere else to turn. Like I've said, everybody looks up." (283)

"I never met General MacArthur, but with all due respect, I have never agreed when he said, 'Old soldiers never die, they just fade away.' Fade away? You should make your life count right up to the last minute. All I want to tell young people is that you're not going to be anything in life unless you learn to commit to a goal. You have to reach deep within yourself to see if you are willing to make the sacrifices. Your dreams won't always come true, but you'll never know if you don't try. Either way, you'll always discover so much of value along the way because you'll always run into problems—or as I call them, challenges. The first great challenge of my life was when, as a kid, I made the transition from dissipated teenager to a dedicated athlete. Another was staying alive for forty-seven days after my plane crashed, then surviving prison camp. The best way to meet any challenge is to be prepared for it. All athletes will win, but in a raft, in a war, you must win. Luckily, and wisely, I was prepared—and I did win." (289)

"I've gone through my life drawing from my experiences both positive and negative to try and influence others for good. I never thought of myself as a hero, more a grateful survivor, and so the verse 'To whom much has been given, much is expected' is the nucleus from which I deal with people. God has been so good to me. I didn't know at first that I had anything to give, but when I see my influence and how appreciative people sometimes are, what can I do? There are no words more gratifying to hear than 'The help you gave me is working out.' God has given me so much. He expects much out of me." (289)