EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2:
Overview

Unit 2: Comparing and Contrasting Literature about Natural Disasters: *Eight Days* and *Dark Water Rising*

In this unit, students will read two pieces of fiction that are set in a time and place where a natural disaster is occurring. Students will first read the picture book *Eight Days: A Story of Haiti*, focusing specifically on how the narrator's point of view influences his description of the 2010 earthquake in Haiti. They also will analyze the composition of elements and use of color in this book's artwork to determine how imagery is used to contribute to the meaning of the story. Students will then read the novel *Dark Water Rising*, which is set during the 1900 hurricane in Galveston, Texas. With this text too, they will continue to build their understanding of how a narrator's point of view influences the description of events before, during, and after the hurricane. Students will continue to think about how imagery can contribute to the meaning of a fictional text by creating both independent and group sketches based on key ideas, details, and language from the novel. For the mid-unit assessment, students will read an unfamiliar chapter from *Dark Water Rising* and answer text-dependent questions.

They also will complete a short-response analysis of how a historical photograph from the book could be used to contribute meaning to the narrator's description of events in the chapter. In preparation for the end of unit assessment, students will synthesize their notes and sketches to analyze the similarities and differences of each narrator's point of view. For the on-demand end of unit assessment, students will use evidence from the stories to write an essay in which they compare and contrast each narrator's point of view and how that point of view influences how the narrator describes the natural disaster. In this unit, students are also asked to complete an original art piece (aligned with W.5.11): a visual timeline of Galveston before, during, and after the hurricane based on the narrator's description in *Dark Water Rising*. They will apply what they learn throughout this unit about composition and color to create three drawings that contribute to the meaning of the narrator's description of events.

Guiding Questions And Big Ideas
• **How does a narrator's point of view influence how events are described in literature?**
• *Visual elements in literature contribute to the meaning of the text.*

Mid-Unit 2 Assessment	**Text-Dependent Questions, *Dark Water Rising*, Chapter 13** This assessment centers on standards NYSP12 ELA CCLS, RL.5.6, RL.5.7, and L.5.5 Students will read an unfamiliar chapter from *Dark Water Rising* to answer multiple-choice and short-response text-dependent questions related to determining the meaning of language in context, how the narrator's point of view influences the description of events, and analyzing how imagery is used to contribute meaning to the narrator's description of events.
End of Unit 2 Assessment	**Analysis of How Different Narrators Describe Similar Events** This assessment centers on standards NYSP12 ELA CCLS RL.5.6, RL.5.9, W.5.2, W.5.4, and W.5.9 How do authors use the narrator's point of view to describe events in literature? After reading *Eight Days* and *Dark Water Rising*, students will write an essay that compares and contrasts Junior's description of the earthquake in Haiti to Seth's description of the Galveston hurricane of 1900 in order to demonstrate their understanding of how different narrators' points of view influence how events in literature are described.

Unit 2 Original Art Work	**Visual Timeline of the Galveston Hurricane of 1900** This centers on standard NYSP12 ELA CCLS W.5.11. Students will create a visual representation of one scene from Chapters 9–12 of *Dark Water Rising*. It will be a drawing that contains details from the narrator's description of the Galveston hurricane of 1900. Students will apply what they have learned about composition and the use of color to create a drawing that contributes to the meaning of the narrator's description of specific events before, during, and after the hurricane that they choose to illustrate.

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum:
- 5.10 Increasingly, the nations of the Western Hemisphere participate in and benefit from international organizations that promote peace, cooperation, economic development, global health, and cultural understanding.
- 5.10.a Multinational organizations and non-governmental organizations in the Western Hemisphere seek to actively promote democracy, protect human rights, support economic development, and encourage cooperation between nations.
- 5.10.b The United Nations helps maintain peace between nations and uses international pressure to protect human rights and promote cultural understanding.
- 5.10.c When nations or regions in the Western Hemisphere face challenges due to natural disasters, health epidemics, or political upheavals, multinational organizations provide global support and assistance.

Science:
- 2.1b Weather can be described and measured by:
  – Temperature
  – Wind, speed, and direction
  – Form and amount of precipitation
  – General sky conditions (cloudy, sunny, partly cloudy)
- 2.1e Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things.
- 5.2g The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.

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Central Texts
1. Edwidge Danticat, *Eight Days: A Story of Haiti* (New York: Orchard Books, 2010); ISBN: 978-0-545-27849-2.
2. Marian Hale, *Dark Water Rising* (New York: Square Fish, 2010); ISBN: 978-0-312-62908-3.

This unit is approximately 3.5 weeks or 17 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Summarizing Literature: Eight Days: A Story of Haiti	• I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) • I can summarize a literary text. (RL.5.2) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8)	• I can effectively engage in discussions with my peers by following group norms. • I can identify key details to support the summary of the story *Eight Days*. • I can write a summary of the story *Eight Days* by using information from the text.	• Summary paragraph (in journal)	• What Do We Know about Natural Disasters? • Literary Summary • Earthquakes
Lesson 2	How a Narrator's Point of View Influences the Description of Events, and Analyzing Images in Literature: Eight Days: A Story of Haiti	• I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can analyze how visual and multimedia elements add to the meaning, tone, or beauty of literary text. (RL.5.7) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can describe how Junior's point of view influences his description of events in *Eight Days*. • I can analyze how color and composition of images are used to add to the meaning of the story *Eight Days*. • I can analyze the meaning of figurative language in *Eight Days*.	• Narrator's Point of View Analysis Task (in journal) • Composition and Color Analysis sheet • Language Analysis T-chart (in journal)	• What Do We Know about Natural Disasters?
Lesson 3	Summarizing Literature: *Dark Water Rising*, Chapters 1 and 2	• I can summarize a literary text. (RL.5.2) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8)	• I can identify key details to support a summary of Chapters 1 and 2 in the story *Dark Water Rising*. • I can write a summary of Chapters 1 and 2 of *Dark Water Rising* by using information from the text.	• Summary notes • Summary paragraph • Sketch the Meaning note-catcher	• What Do We Know about Natural Disasters? • Literary Summary

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Summarizing Literature and Figurative Language: *Dark Water Rising*, Chapters 3 and 4	• I can summarize a literary text. (RL.5.2) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can identify key details to support a summary of Chapters 3 and 4 in the story *Dark Water Rising*. • I can write a summary of Chapters 3 and 4 of *Dark Water Rising* by using information from the text. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Sketch the meaning (in journal) • Summary notes (in journal) • Summary paragraph (Chapters 3 and 4) • Figurative Language Analysis chart	• Literary Summary
Lesson 5	How a Narrator's Point of View Influences the Description of Events: *Dark Water Rising*, Chapters 7 and 8	• I can summarize a literary text. (RL.5.2) • I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8)	• I can describe how Seth's point of view influences his description of events using key details from Chapters 7 and 8 of *Dark Water Rising*.	• Summary notes (in journal) • Narrator's Point of View Analysis Task (in journal)	• Back-to-Back, Face-to-Face protocol
Lesson 6	How a Narrator's Point of View Influences the Description of Events and Figurative Language, *Dark Water Rising*, Chapters 9 and 10	• I can summarize a literary text. (RL.5.2) • I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can describe how Seth's point of view influences his description of events using key details from Chapters 9 and 10 of *Dark Water Rising*. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Summary notes (in journal) • Narrator's Point of View Analysis Task (in journal) • Language Analysis chart (in journal)	• What Do We Know about Natural Disasters?

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	How a Narrator's Point of View Influences the Description of Events and Analyzing Images, *Dark Water Rising*, Chapters 11 and 12, and *Eight Days*	• I can summarize a literary text. (RL.5.2) • I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can analyze how visual and multimedia elements add to the meaning, tone or beauty of literary text. (RL.5.7) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8)	• I can describe how Seth's point of view influences his description of events using key details from Chapters 11 and 12 of *Dark Water Rising*. • I can analyze images from *Dark Water Rising* to determine how they add meaning to the narrator's description of events.	• Summary notes (in journal) • Narrator's Point of View Analysis Task (in journal) • Image Analysis (in journal)	• Back-to-Back, Face-to-Face protocol
Lesson 8	Mid-Unit Assessment: Text-Dependent Questions, *Dark Water Rising*, Chapter 13	• I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can analyze how visual and multimedia elements add to the meaning, tone, or beauty of literary text. (RL.5.7) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can describe how Seth's point of view influences his description of events using key details from Chapter 13 of *Dark Water Rising*. • I can analyze how an image from *Dark Water Rising* adds meaning to the narrator's description of events. • I can analyze the meaning of figurative language in *Dark Water Rising*. • I can reflect on my learning about how a narrator's point of view influences the description of events.	• Mid-unit assessment • Tracking My Progress recording form	• Written Conversation protocol • What Do We Know about Natural Disasters?

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Summarizing Literature and How a Narrator's Point of View Influences the Description of Events: *Dark Water Rising*, Chapters 14 and 15	• I can summarize a literary text. (RL.5.2) • I can draw on evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	• I can write a summary of Chapters 9–12 of *Dark Water Rising* by using information from the text. • I can support my analysis of the narrator's point of view by drawing on evidence from the text.	• Summary Paragraph, Chapters 9–12 (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal)	• Tea Party protocol • Literary Summary
Lesson 10	How a Narrator's Point of View Influences the Description of Events, and Figurative Language, *Dark Water Rising*, Chapters 16 and 17	• I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can support my analysis of the narrator's point of view by drawing on evidence from the text. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Sketch the meaning and gist (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal) • Figurative Language Analysis chart (in journal)	• Back-to-Back, Face-to-Face protocol
Lesson 11	How a Narrator's Point of View Influences the Description of Events, and Determining the Meaning of Language in Text, *Dark Water Rising*, Chapters 18 and 19	• I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) • I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	• I can support my analysis of the narrator's point of view by drawing on evidence from the text. • I can determine the meaning of words and phrases in *Dark Water Rising*, Chapters 18 and 19.	• Sketch the meaning and gist (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal) • Key vocabulary (in journal)	• Back-to-Back, Face-to-Face protocol

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	How a Narrator's Point of View Influences the Description of Events, and Figurative Language, *Dark Water Rising*, Chapters 20 and 21	• I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can support my analysis of the narrator's point of view by drawing on evidence from the text. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Sketch the meaning and gist (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal) • Figurative Language Analysis chart (in journal)	
Lesson 13	Gathering Evidence for Reflection, *Dark Water Rising*, Chapters 22 and 23	• I can explain what a text says using quotes from the text. (RL.5.1) • I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) • I can draw on evidence from literary texts to support analysis, reflection, and research. (W.5.9)	• I can use evidence from Chapters 22 and 23 of *Dark Water Rising* to write a reflection statement about how the people of Galveston recovered from the storm. • I can determine the meaning of words and phrases in *Dark Water Rising*, Chapters 22 and 23.	• Sketch the meaning and gist (in journal) • Evidence flags • Reflection Statement (in journal) • Key vocabulary (in journal)	• Popcorn Read protocol
Lesson 14	Gathering Evidence and Summarizing Literature, *Dark Water Rising*, Chapters 27–29	• I can explain what a text says using quotes from the text. (RL.5.1) • I can summarize a literary text. (RL.5.2) • I can summarize or paraphrase information in notes and finished work. (W.5.8)	• I can use evidence from Chapters 27–29 of *Dark Water Rising* to explain what life was like for the people of Galveston after the storm ended. • I can write a summary of Chapters 27–29 of *Dark Water Rising* by using information from the text.	• Sketch the meaning and gist (in journal) • Evidence flags • Summary paragraph (in journal)	• Popcorn Read protocol • Literary Summary

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 15	Connecting Informational Text with Literature and Art: Natural Disasters	• I can compare and contrast stories in the same genre for approach to theme and topic. (RL.5.9) • I can make connections in narratives to other texts. (RL.5.11) • I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) • I can create and present an original artwork in response to a particular theme studied in class. (W.5.11)	• I can use key details from *Dark Water Rising* to write captions for an art piece. • I can compare and contrast different narrators' descriptions of a natural disaster. • I can make connections between literature and informational texts about natural disasters.	• Journals (graphic organizers; opinion, reasons, and evidence) • Vocabulary cards	• Back-to-Back, Face-to-Face protocol • Chalk Talk protocol
Lesson 16	On-Demand End of Unit 2 Assessment: Analysis of How Different Narrators Describe Similar Events	• I can compare and contrast stories in the same genre for approach to theme and topic. (RL.5.9) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) • I can create and present an original artwork in response to a particular theme studied in class. (W.5.11)	• I can write an essay to compare and contrast how different narrators describe a natural disaster through literature. • I can support my ideas with evidence from the texts. • I can reflect on my learning about how different narrators describe a natural disaster through literature.	• On-demand end of unit assessment • Tracking My Progress recording form	• Peer Critique protocol • Written Conversation protocol

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 17	Presentation: Visual Timeline of the Galveston Hurricane of 1900	• I can create and present an original artwork in response to a theme studied in class, with support as needed. (W.5.11) • I can speak clearly and at an understandable pace. (SL.5.4) • I can include multimedia components or visual support to a presentation in order to enhance main ideas or themes. (SL.5.5)	• I can refine my visual timeline of the Galveston hurricane of 1900 based on feedback. • I can present my visual timeline of the Galveston hurricane of 1900, speaking at a clear and understandable pace.	• Visual timeline of Galveston hurricane • Art Piece rubric (self-assessment)	• Peer Critique protocol • Praise-Question-Suggest protocol

Optional: Experts, Fieldwork, And Service

Experts:

• Arrange for climatology experts, meteorologists, or other weather experts to speak to the class and answer questions about the accuracy of the details conveyed in each story.

Fieldwork:

• Ask students to interview individuals from the community who have experienced a natural disaster.

Service:

• Identify a current natural disaster (local, national, or international) and develop a class service project to educate others or to assist.

Optional: Extensions

• With an art instructor, explore and examine additional elements of imagery and/or complete a more thorough analysis of how color and composition add meaning to a story.

• During Social Studies or Science instruction, have students investigate how to locate factual information about the 2010 earthquake in Haiti and the 1900 hurricane in Galveston. Ask students to write about the connections they are able to make between their research and the details described by the narrators of each story.

Preparation and Materials

• Journals: In this module students will keep notes in a journal, as they have done in previous modules; however if you prefer there is a "one for display" example of each of the note-catchers that you can prepare as student handouts. Decide if students have enough room in their current journals to complete the routine reading and writing for this module. If not, ensure that students each have a spiral-bound or composition notebook.

• Determine groups of four that students will work in during this unit (Lesson 1).

• Gather texts from the Recommended Texts list for independent reading.

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