



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 2: Lesson 2

Introducing “Comprehending the Calamity”



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3)

I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

Supporting Learning Targets

- I can find the gist of the earthquake excerpt of “Comprehending the Calamity.”
- I can determine the meaning of unfamiliar words and phrases in the earthquake excerpt of “Comprehending the Calamity.”
- I can explain how Emma Burke introduces, illustrates, and elaborates on the 1906 San Francisco earthquake in “Comprehending the Calamity.”

Ongoing Assessment

- Structured notes



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Pages 156–170 of <i>Dragonwings</i> (5 minutes)Unpacking Learning Targets (4 minutes)Work Time<ol style="list-style-type: none">Introducing the Earthquake Excerpt of “Comprehending the Calamity” (5 minutes)Finding the Gist and Identifying Vocabulary: The Earthquake Excerpt of “Comprehending the Calamity” (14 minutes)Determining the Meaning of Unfamiliar Words and Phrases (7 minutes)Closing and Assessment<ol style="list-style-type: none">Analyzing How Emma Burke Introduces, Illustrates, and Elaborates on the 1906 San Francisco Earthquake (10 minutes)Homework<ol style="list-style-type: none">Read <i>Dragonwings</i>, Chapter 8: “Earth, Wind, and Water.” Use evidence flags to identify three text details from Chapter 8, then answer the focus question in your structured notes using textual evidence	<ul style="list-style-type: none">The primary focus of this half of the unit is how point of view is conveyed in informational texts, addressing RI.6.6. Students analyze the point of view of different aspects of the 1906 San Francisco earthquake in a primary source document, “Comprehending the Calamity.”Each excerpt of the text is addressed in a two-lesson cycle. In the first lesson of the cycle, students read an excerpt of the text for gist and analyze how Emma Burke introduces, illustrates, and elaborates on the 1906 San Francisco earthquake. In the second lesson, students analyze the excerpt for point of view.The focus in this excerpt is the actual earthquake.Remind students at appropriate points throughout the lesson that the activities in Lessons 2–5 will support their success on the Mid-Unit 2 Assessment in Lesson 6.Post: Learning targets.



Lesson Vocabulary	Materials
gist, illustrates, elaborate, comprehending, calamity, domain-specific vocabulary, attorney, entirety, fortunate, figurative language, arisen, occupied, descended, hurled, footboard, commenced, casing, distinguished, marine, mutual, utmost, momentarily	<ul style="list-style-type: none">• <i>Dragonwings</i> (book; one per student distributed in Unit 1)• Structured notes (homework note-catcher distributed in Unit 1)• Unit 2 word-catcher (from Lesson 1; may need additional copies)• Document camera• Earthquake excerpt of “Comprehending the Calamity” (one per student and one to display)• Equity sticks• Introducing, Illustrating, and Elaborating anchor chart (new; teacher-created; see supporting materials)• Introducing, Illustrating, and Elaborating anchor chart for earthquake excerpt of “Comprehending the Calamity” (answers, for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Pages 156–170 of <i>Dragonwings</i> (5 minutes)</p> <ul style="list-style-type: none">Remind students that for homework they read pages 156–170 of <i>Dragonwings</i>. Ask students to discuss in triads:<ul style="list-style-type: none">* “What happens in the rest of Chapter 7?”Cold call students to share their responses with the whole group. Listen for students to explain that Moon Shadow and Windrider flew their glider while Robin tagged along. Later, Moon Shadow and Robin discussed dragons and started becoming friends as Robin promised to help Moon Shadow read some of her favorite books. Robin and Miss Whitlaw gave Moon Shadow some reading and writing lessons. Moon Shadow wrote to the Wright brothers and they responded by sending him tables and diagrams for building an airplane.Remind students of the homework point-of-view focus question.<ul style="list-style-type: none">* “In the rest of Chapter 7, the two cultures—Tang and demon—are beginning to learn about each other’s way of life. How does Moon Shadow begin to “fit in” to the demon culture in this chapter?”Invite students to share the evidence they recorded on their structured notes in a Concentric Circles protocol:<ol style="list-style-type: none">Split the group in half. Have half the group make a circle facing out.Have the other half make a circle around them facing in.Invite students on the inside circle to share their answer with the person opposite them on the outside circle.Invite students on the outside circle to do the same.After they have shared, invite students on the inside circle to move two people to the right and repeat.Repeat until students have spoken to three different people.Select volunteers to share their evidence with the whole group.	<ul style="list-style-type: none">Opening the lesson by asking students to share their homework makes them accountable for completing it. It also gives you the opportunity to monitor which students are not doing their homework.



Opening (continued)	Meeting Students’ Needs
<p>B. Unpacking Learning Targets (4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can find the gist of the earthquake excerpt of ‘Comprehending the Calamity.’”* “I can determine the meaning of unfamiliar words and phrases in the earthquake excerpt of ‘Comprehending the Calamity.’”* “I can explain how Emma Burke introduces, illustrates, and elaborates on the 1906 San Francisco earthquake in ‘Comprehending the Calamity.’”• Remind students that reading for the gist is something that they have done many times with many different texts. Also remind them that it means they will be reading each paragraph to determine what it is mostly about.• Ask students to discuss in triads:<ul style="list-style-type: none">* “What does <i>illustrates</i> mean?”• Select volunteers to share their responses. Listen for students to explain that “illustrates” can mean “draws,” like book illustrations, but in writing it can also mean “explains something.” Tell students that just like when you draw a scene to explain in pictures what is happening, when you illustrate in words you do the same thing—you explain so the reader has a really good understanding of the event.• Ask students to discuss in triads:<ul style="list-style-type: none">* “What does <i>elaborate</i> mean?”• Select volunteers to share their responses. Listen for students to explain that elaborate means “to add more detail.”• Invite students to record new words on their Unit 2 word-catchers.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students’ Needs
<p>A. Introducing the Earthquake Excerpt of “Comprehending the Calamity” (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to sit with their triads. Direct their attention to the document camera. Display and distribute the earthquake excerpt of “Comprehending the Calamity.” Invite students to read the title with you. Ask students to discuss in their triads: <ul style="list-style-type: none"> * “What does <i>comprehending</i> mean?” * “What does <i>calamity</i> mean?” • Cold call students to share their responses with the whole group. Listen for students to explain that comprehending means “understanding,” and a calamity is some kind of disaster. Explain that as this unit and Unit 3 are about the 1906 San Francisco earthquake and fire, calamity is a <i>domain-specific vocabulary</i> word, which means that it is a word specific to the topic being studied. Invite students to circle any domain-specific vocabulary words already recorded on their word-catchers. Remind students that these will be words about earthquakes or fires. • Invite students to record new words on their word-catchers. • Invite students to follow along silently as you read the information about Emma M. Burke in italics at the very beginning of the report. Ask students to discuss in their triads: <ul style="list-style-type: none"> * “What do you know about Emma M. Burke from this short paragraph?” • Select volunteers to share their ideas with the whole group. Listen for students to explain that she was the wife of an attorney in San Francisco. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “What is an <i>attorney</i>?” • Consider using equity sticks to select students to share their responses with the whole group. Students may struggle with this one, so you may need to explain that an attorney is a lawyer. Ask students: <ul style="list-style-type: none"> * “Is this domain-specific vocabulary to earthquakes and fires?” • Cold call students to share their responses. Listen for: “No, it isn’t domain-specific vocabulary to this particular topic.” 	<ul style="list-style-type: none"> • Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students follow along silently as you read the text aloud. • ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.



Work Time (continued)	Meeting Students’ Needs
<p>B. Finding the Gist and Identifying Vocabulary: Earthquake Excerpt of “Comprehending the Calamity” (14 minutes)</p> <ul style="list-style-type: none">• Invite students to follow along silently with you as you read the excerpt aloud.• Then ask students to silently reread Paragraph 1 for the gist. Ask them to discuss in triads:<ul style="list-style-type: none">* “What is the gist of this paragraph?”• Select students to share their responses. Listen for them to explain that it is mostly about how the earthquake was difficult to understand because it was so bad, but that Emma was lucky because no one in her house was injured or killed.• Invite students to circle any unfamiliar words in the first paragraph. Select volunteers to share the unfamiliar words they circled and circle them on your displayed text. Ensure the following are circled: <i>entirety</i> and <i>fortunate</i>. Explain that you will come back to the unfamiliar words later.• Invite students to find the gist and circle any unfamiliar vocabulary in each of the remaining paragraphs of the excerpt. Remind students to discuss the gist with their triads before recording it in the margin.• Circulate and support students as they read. For those who need more support, ask them to practice telling you the gist of a section before they write it in the margin.• Refocus whole group. Consider using equity sticks to select students to share the gist of the remaining paragraphs.	<ul style="list-style-type: none">• Reviewing academic vocabulary words benefits all students by developing academic language. Consider allowing students to grapple with a complex text prior to explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves. Teachers can address student-selected vocabulary as well as predetermined vocabulary upon subsequent encounters with the text. However, in some cases and with some students, pre-teaching selected vocabulary may be necessary.



Work Time (continued)	Meeting Students’ Needs
<p>C. Determining the Meaning of Unfamiliar Words and Phrases (7 minutes)</p> <ul style="list-style-type: none"> • Focus students on the word <i>entirety</i> in the first paragraph. Cover the “-ty” in the word. Ask students: <ul style="list-style-type: none"> * “What does the word ‘entire’ mean?” • Select volunteers to share their responses. Listen for students to explain that entire means “everything.” <ul style="list-style-type: none"> * “So what does the phrase ‘No one can comprehend the calamity to San Francisco in its entirety’ mean?” • Cold call students to share their responses. Listen for students to explain that it means no one could understand everything that had happened in the disaster because it was so big. • Invite students to record this word on their word-catcher. • Ask students: <ul style="list-style-type: none"> * “Is this a domain-specific vocabulary word? Is it specific to the topic of earthquakes?” • Cold call students to share their responses. Listen for: “No, it isn’t a domain-specific vocabulary word.” • Invite students to focus on the word “fortunate.” Ask students: <ul style="list-style-type: none"> * “Read around the word. What word could you use instead of fortunate in this sentence?” • Select volunteers to share their responses. Listen for students to suggest something like “lucky” instead. <ul style="list-style-type: none"> * “So thinking about the word you substituted for ‘fortunate,’ what do you think ‘fortunate’ might mean?” • Cold call students to share their responses. Listen for students to explain that it means lucky. • Invite students to focus on the phrase “for neither personal injury nor death visited my household.” Ask students to discuss in triads: <ul style="list-style-type: none"> * “What does she mean here? Does she mean that there are people called personal injury and death and that none of them visited her house?” * “What kind of language is this?” 	<ul style="list-style-type: none"> • Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words it can also provide a formative assessment for the teacher.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Select volunteers to share their responses. Listen for students to explain that she means that no one in her house was injured or died and that this is <i>figurative language</i>.• If there are any other words students circled as unfamiliar, depending on the time you have available, either:<ul style="list-style-type: none">– Invite other students to tell them the meaning.– Invite them to look the words up in the dictionary.– Tell them what the word means.• Words students may struggle with include: <i>arisen, occupied, descended, hurled, footboard, commenced, casing, distinguished, marine, mutual, utmost, and momentarily</i>.• Remind students to record new words on their word-catcher.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Analyzing How Emma Burke Introduces, Illustrates, and Elaborates on the 1906 San Francisco Earthquake (10 minutes)</p> <ul style="list-style-type: none"> Reread the learning target: <ul style="list-style-type: none"> “I can explain how Emma Burke introduces, illustrates, and elaborates on the 1906 San Francisco earthquake in ‘Comprehending the Calamity.’” Introduce the Introducing, Illustrating, and Elaborating anchor chart. Ask students to reread the first paragraph of the excerpt and discuss in triads: <ul style="list-style-type: none"> “How does Emma Burke introduce the earthquake?” Consider using equity sticks to select students to share their responses. Record responses in the first column on the anchor chart. See the Introducing, Illustrating, and Elaborating anchor chart for earthquake excerpt of “Comprehending the Calamity” (answers, for teacher reference) to guide you in what the completed anchor chart should look like. Ask students to reread the rest of the excerpt again and discuss in triads: <ul style="list-style-type: none"> “How does Emma Burke illustrate the earthquake? How does she explain the earthquake so that we have a clear idea of what happened?” Select volunteers to share their responses. Record responses in the second column on the anchor chart. Ask students to discuss in triads: <ul style="list-style-type: none"> “How does Emma Burke elaborate on the earthquake? How does she add more detail to the step-by-step explanation of what happened from the beginning until the end of the earthquake?” Cold call students to share their responses. Record responses in the third column on the anchor chart. 	<ul style="list-style-type: none"> Anchor charts are a way to synthesize and capture valuable whole group thinking that can be built upon and referred to in later lessons.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Read <i>Dragonwings</i>, Chapter 8: “Earth, Wind, and Water.” Use evidence flags to identify three text details from Chapter 8, then answer the focus question in your structured notes using textual evidence: <ul style="list-style-type: none"> Throughout this whole chapter, the Tang culture and the demon culture intermix as the characters do things together. What are some things the characters learn they have in common as human beings, regardless of their different cultures? 	



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Supporting Materials



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Earthquake Excerpt of “Comprehending the Calamity” by Emma M. Burke

Name:

Date:

Comprehending the Calamity

This splendid eyewitness account was written by Emma M. Burke, wife of San Francisco attorney Bart Burke, who lived on Waller Street near Golden Gate Park at the time of the earthquake. This article appeared in the June 2, 1906, edition of Overlook Magazine.

No one can comprehend the calamity to San Francisco in its entirety. The individual experience can probably give the general public the clearest idea. I was one of the fortunate ones, for neither personal injury nor death visited my household; but what I saw and felt I will try to give to you.

It was 5:13 a.m., and my husband had arisen and lit the gas stove, and put on the water to heat. He had closed our bedroom door that I might enjoy one more nap. We were in a fourth-story apartment flat, said to be built with unusual care.

Twelve flats, so constructed, occupied a corner one block from Golden Gate Park. All our rooms, six in number, opened into a square reception hall, from which the stairs descended.

The shock came, and hurled my bed against an opposite wall. I sprang up, and, holding firmly to the foot-board managed to keep on my feet to the door. The shock was constantly growing heavier; rumbles, crackling noises, and falling objects already commenced the din.

The door refused to open. The earthquake had wedged it in the door-frame. My husband was pushing on the opposite side and I pulled with all my strength, when a twist of the building released it, and the door sprang open.

We braced ourselves in the doorway, clinging to the casing. Our son appeared across the reception room, and my husband motioned to him to stand in his door also, for fear of the chimney.

It grew constantly worse, the noise deafening; the crash of dishes, falling pictures, the rattle of the flat tin roof, bookcases being overturned, the piano hurled across the parlor, the groaning and straining of the building itself, broken glass and falling plaster, made such a roar that no one noise could be distinguished.



Earthquake Excerpt of “Comprehending the Calamity” by Emma M. Burke

We never knew when the chimney came tearing through; we never knew when a great marine picture weighing one hundred and twenty-five pounds crashed down, not eight feet away from us; we were frequently shaken loose from our hold on the door, and only kept our feet by mutual help and our utmost efforts, the floor moved like short, choppy waves of the sea, crisscrossed by a tide as mighty as themselves. The ceiling responded to all the angles of the floor. I never expected to come out alive. I looked across the reception-room at the white face of our son, and thought to see the floors give way with him momentarily. How a building could stand such motion and keep its frame intact is still a mystery to me.

Stand in front of your clock and count off forty-eight seconds, and imagine this scene to have continued for that length of time, and you can get some idea of what one could suffer during that period.

Emma M. Burke 1906 Earthquake Eyewitness Account." Museum of the City of San Francisco. N.p., n.d. <<http://www.sfmuseum.net/1906/ew13.ht>



Introducing, Illustrating, and Elaborating Anchor Chart

Introducing	Illustrating	Elaborating



Introducing, Illustrating, and Elaborating Anchor Chart
for Earthquake Excerpt of “Comprehending the Calamity”
(Answers, for Teacher Reference)

Introducing	Illustrating	Elaborating
She begins by emphasizing the severity of the whole event, and then she explains that she is going to tell her personal story so people can get an idea of what it was like.	She describes the layout of her home so that we can visualize it, and then she gives a step-by-step account of what happened until the earthquake stopped.	She uses a lot of sensory language to describe how things sounded with adjectives like rumbling, deafening, and rattle. She also uses powerful action verbs like hurled and sprang.