



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 3B: Unit 2: Lesson 7**

## **Carl Hiaasen's Perspective of Florida: Part 2**



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**Long-Term Target Addressed (Based on NYSP12 ELA CCLS)**

I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)

**Supporting Learning Targets**

- I can find the gist of "Florida 'A Paradise of Scandals'" Excerpt 1.
- I can use evidence from the text to answer text-dependent questions.
- I can infer Carl Hiaasen's perspective of Florida.

**Ongoing Assessment**

- Structured notes: Chapters 9 and 10 (from homework)
- Gathering Evidence of Hiaasen's Perspective: Part 2 graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: Chapters 9 and 10 (8 minutes)</li> <li>B. Unpacking Learning Targets (2 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Reading for Gist: "Florida 'A Paradise of Scandals'" Excerpt 1 (8 minutes)</li> <li>B. Guided Close Reading and Answering Text-Dependent Questions: "Florida 'A Paradise of Scandals'" Excerpt 1 (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Inferring Carl Hiaasen's Perspective of Florida (7 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read Chapters 11 and 12 of <i>Flush</i>. As you read, mark the text with evidence flags to help you answer the focus question in your structured notes.</li> <li>B. Record any new vocabulary on your word-catcher.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students read the first of a two-part excerpt of the transcript of an interview with Carl Hiaasen that was aired on CBS's <i>60 Minutes</i> in 2005. In Lesson 8, students will read Excerpt 2 of the transcript.</li> <li>• This lesson is similar in structure to Lesson 6 and uses the same graphic organizer, which is designed to support students in gathering evidence and inferring Hiaasen's perspective based on his geographical location; however, as this is a more complex text and contains more complex language and ideas that students may not understand independently, students are guided through the text with a Close Reading Guide (see supporting materials).</li> <li>• In this lesson, students continue adding to the <i>Flush</i> Plot Development anchor chart. Continued tracking of plot development is an intentional scaffold to support students in Lessons 9 and 10, when they address standards W6.11a–c.</li> <li>• As students are reading two chapters of this novel per night, consider providing catch-up reading time to ensure all students are at the same place in the text.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Read "Florida 'A Paradise of Scandals'" Excerpt 1, focusing on gist.</li> <li>– Review "Florida 'A Paradise of Scandals'" Excerpt 1 Close Reading Guide (for teacher reference) and Gathering Evidence of Hiaasen's Perspective: Part 2 graphic organizer (answers, for teacher reference).</li> <li>– Review Concentric Circles protocol (see Appendix).</li> </ul> </li> <li>• Be prepared to return the Mid-Unit 2 Assessment in Lesson 8.</li> <li>• Post: Learning targets; <i>Flush</i> Plot Development anchor chart.</li> </ul>



Lesson Vocabulary	Materials
geographic location, urban sprawl, quaint, strip malls, appealing, appalling, manufacture, tourism, therapy, transformed, collision	<ul style="list-style-type: none"><li>• <i>Flush</i> Plot Development anchor chart (from Lesson 2)</li><li>• Equity sticks</li><li>• “Florida ‘A Paradise of Scandals’” Excerpt 1 (one per student and one to display)</li><li>• <i>Flush</i> word-catcher (students’ own; from Lesson 1)</li><li>• Dictionaries (at least one per triad)</li><li>• Gathering Evidence of Hiaasen’s Perspective: Part 2 graphic organizer (one per student and one to display)</li><li>• “Florida ‘A Paradise of Scandals’” Excerpt 1 Close Reading Guide (for teacher reference)</li><li>• Gathering Evidence of Hiaasen’s Perspective: Part 2 graphic organizer (answers, for teacher reference)</li><li>• Structured notes (from Lesson 1; one new blank copy per student)</li><li>• Evidence flags (at least three per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Chapters 9 and 10 of <i>Flush</i> (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to refer to their structured notes homework and the answer to their homework focus question:<ul style="list-style-type: none"><li>* “What happens in Chapters 9 and 10 and how do those events contribute to the plot development?”</li></ul></li><li>• Remind students of Concentric Circles protocol:<ol style="list-style-type: none"><li>1. Split the group in half. Invite one half to make a circle facing out and the other half to make a circle around them, facing in.</li><li>2. Ensure that all students are facing someone opposite them.</li><li>3. Ask: “What happened in Chapter 9 of <i>Flush</i>?”</li><li>4. Invite students to share their answers to this question with the person opposite them.</li><li>5. Invite students on the inside circle to move two people to the right.</li><li>6. Ask: “What happened in Chapter 10 of <i>Flush</i>?”</li><li>7. Invite students to share their answers to this question with the person opposite them.</li><li>8. Invite students on the inside circle to move two people to the right.</li><li>9. Ask: “How did those events contribute to the plot development?”</li></ol></li><li>• Direct students to return to their seats and direct students' attention to the posted <b><i>Flush</i> Plot Development anchor chart</b>. Consider using <b>equity sticks</b> to call on few students to summarize the plot development in Chapters 9 and 10. Add to the anchor chart something like: “9 and 10—Tension builds and is relieved again when Noah's dad escapes from jail, but the police don't seem to care. The conflict between Jasper and Noah continues when Jasper actually hurts Noah this time. Shelly builds tension by confirming that the <i>Coral Queen</i> is still dumping waste into the ocean. Tension also builds when Abbey runs away.”</li></ul>	<ul style="list-style-type: none"><li>• Reviewing homework holds all students accountable for reading the novel and completing their homework.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to silently follow along as you read the learning targets aloud:<ul style="list-style-type: none"><li>* "I can find the gist of "Florida 'A Paradise of Scandals'" Excerpt 1.</li><li>* "I can use evidence from the text to answer text-dependent questions."</li><li>* "I can identify evidence of Carl Hiaasen's perspective of his geographic location in <i>Flush</i>."</li></ul></li><li>• Remind students of what "gist," "perspective" and explain that <i>geographic location</i> means the place he lives in, for example Carl Hiaasen lives in Florida. His geographic location is Florida.</li><li>• Explain that students will begin reading a new text as they continue working on those learning targets in this lesson.</li></ul>	<ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• 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.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Reading for Gist: “Florida ‘A Paradise of Scandals’” Excerpt 1 (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute “<b>Florida ‘A Paradise of Scandals’” Excerpt 1</b>.</li> <li>• Invite students to follow along silently as you read the excerpt aloud slowly, fluently, and without interruption.</li> <li>• Invite new pairs to work together to read for gist, annotate the gist in the margin of their texts, and record unfamiliar words on their <b>Flush word-catchers</b>.</li> <li>• Distribute <b>dictionaries</b>. Remind students that if they aren’t sure what a word means after looking for context clues and looking in the dictionary, they should leave the definition to be discussed with the whole group later on.</li> <li>• 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 down. This is quite a challenging text, but allow students to grapple. They will have the opportunity to study the text more closely with a guided close reading later in the lesson.</li> <li>• Invite students to get into their regular triads to compare what they wrote for their gist statements and to help each other with any unfamiliar vocabulary they haven’t been able to figure out.</li> <li>• Refocus whole class and invite students to share any unfamiliar vocabulary words they found, along with the definition. If students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the meaning.</li> <li>• Focus students on the words <i>urban sprawl</i>. Ask students to discuss in their triads what they think “urban” means.</li> <li>• Select volunteers to share their responses with the whole group. If no one knows, invite a volunteer to look it up in the dictionary. Make sure students understand that urban is related to cities.</li> <li>• Ask students to discuss in triads what they think “sprawl” means. Ask: <ul style="list-style-type: none"> <li>* “What does ‘sprawl’ mean? When you describe something as ‘sprawled out,’ what do you mean?”</li> </ul> </li> <li>• Cold call students to share their responses. Listen for students to explain that sprawl means spread out.</li> <li>• Invite students to put those two words together: <ul style="list-style-type: none"> <li>* “So what is ‘urban sprawl’?”</li> </ul> </li> <li>• Consider using equity sticks to select students to share their responses with the whole group. Listen for students to explain that urban sprawl is a lot of buildings, for example houses and stores, spread out over a large area.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 read along silently in their heads as you read the text aloud.</li> <li>• Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves.</li> <li>• Asking students to identify challenging vocabulary helps them 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.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>Other words students may struggle with include: <i>quaint</i>, <i>strip malls</i>, <i>appealing</i>, <i>appalling</i>, <i>manufacture</i>, <i>tourism</i>, <i>therapy</i>, <i>transformed</i>, and <i>collision</i>. Be sure to address these words here by taking each one at a time and asking if any students know what they mean. If no-one knows what they mean, either invite a student to look up the word in the dictionary to share with the whole group, or consider telling students if you are running short of time.</li></ul>	
<p><b>B. Guided Close Reading and Answering Text-Dependent Questions: “Florida ‘A Paradise of Scandals’” Excerpt 1 (20 minutes)</b></p> <ul style="list-style-type: none"><li>Display and distribute <b>Gathering Evidence of Hiaasen’s Perspective: Part 2 graphic organizer</b>. Remind students that the purpose of the graphic organizer is to support them in meeting the learning targets.</li><li>Invite students to reread the following learning target along with you:<ul style="list-style-type: none"><li>* “I can use evidence from the text to answer text-dependent questions.”</li></ul></li><li>Follow <b>“Florida ‘A Paradise of Scandals’” Excerpt 1: Close Reading Guide (for teacher reference)</b> to guide students through closely reading the text and filling out the Questions and Answers columns on their graphic organizers.</li></ul>	<ul style="list-style-type: none"><li>Asking students to discuss challenging questions before recording them helps to ensure that all students have an idea about what to write and can give students confidence in their responses.</li><li>Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.</li></ul>





Closing and Assessment	Meeting Students' Needs
<p><b>A. Inferring Carl Hiaasen's Perspective of Florida (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that “perspective” means “how you see something based on your background and your previous experiences.”</li><li>• Ask students to discuss in triads:<ul style="list-style-type: none"><li>* “From this excerpt, what do you know about how being born and raised in Florida has affected Carl Hiaasen's perspective of the place?”</li></ul></li><li>• Select volunteers to share their answers with the whole group. Listen for students to explain something like: “Carl Hiaasen is very angry with the people responsible for the development in Florida and the way it is destroying the natural beauty and, as a result, he makes bad things happen to the bad guys in his novels.” Use <b>Gathering Evidence of Hiaasen's Perspective: Part 2 graphic organizer (answers, for teacher reference)</b> as a guide.</li><li>• Invite students to record their ideas in the Perspective column of their graphic organizers.</li><li>• Distribute <b>structured notes</b> and <b>evidence flags</b> for homework.</li></ul>	<ul style="list-style-type: none"><li>• Asking students to discuss challenging questions before recording their answer helps to ensure that all students have an idea about what to write and can give students confidence in their responses.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapters 11 and 12 of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:<ul style="list-style-type: none"><li>* “What happens in these chapters and how do those events contribute to the plot development?”</li></ul></li><li>• Record any new vocabulary on your word-catcher.</li></ul>	



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# Grade 6: Module 3B: Unit 2: Lesson 7

## Supporting Materials



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“Florida ‘A Paradise of Scandals’” Excerpt 1

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Name:

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Date:

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Gathering Evidence of Hiaasen's Perspective: Part 2 Graphic Organizer

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**Name:**

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**Date:**

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**Learning Targets:**

"I can use evidence from the text to answer text-dependent questions."

"I can identify evidence of Carl Hiaasen's perspective of Florida."



Gathering Evidence of Hiaasen's Perspective: Part 2 Graphic Organizer

QUESTIONS	ANSWERS (Use evidence from the text to support your answers.)	PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen's perspective of the place?
"Florida 'A Paradise of Scandals'" Excerpt 1		
1. According to the text, what does Hiaasen reserve his anger for?		
2. According to the text, how has Florida changed?		
3. According to the text, how much green space is paved over in Florida each day?		
4. What does Carl Hiaasen say is produced in Florida?		
5. According to the text, why did Carl Hiaasen start writing novels?		



Gathering Evidence of Hiaasen's Perspective: Part 2 Graphic Organizer:  
(Answers, for Teacher Reference)

QUESTIONS	ANSWERS (Use evidence from the text to support your answers.)	PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen's perspective of the place?
<b>"Florida 'A Paradise of Scandals'" Excerpt 1</b>		
1. According to the text, what does Hiaasen reserve his anger for?	<i>For the people responsible for the development. It says, "Much of that anger is reserved for the forces of development."</i>	<i>He likes the natural side of Florida and is very angry with the people responsible for its development for taking over the green spaces and natural beauty and changing Florida from a tropical paradise into an urban sprawl.</i>
2. According to the text, how has Florida changed?	<i>It has changed from being naturally beautiful to having lots of buildings and cities. It says, "which have transformed Florida from a quaint tropical postcard where Hiaasen grew up, to urban sprawl, strip malls and skyscrapers."</i>	
3. According to the text, how much green space is paved over in Florida each day?	<i>450 acres. It says, "developers pave over 450 acres of green space a day."</i>	
4. What does Carl Hiaasen say is produced in Florida?	<i>Oranges and handguns. It says, "We don't produce anything except, you know, oranges and handguns."</i>	



Gathering Evidence of Hiaasen's Perspective: Part 2 Graphic Organizer:  
(Answers, for Teacher Reference)

QUESTIONS	ANSWERS (Use evidence from the text to support your answers.)	PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen's perspective of the place?
<b>"Florida 'A Paradise of Scandals'" Excerpt 1</b>		
5. According to the text, why did Carl Hiaasen start writing novels?	<i>As therapy, so he could channel his anger by making the bad guys get what they deserve. It says, "‘Therapy,’ says Hiaasen laughing. ‘Actually, with the novels, you have this wonderful opportunity to write your own endings—to have the bad guys get not only exactly what they deserve, but in some poetic, you know, miserable way.’"</i>	



**“Florida ‘A Paradise of Scandals’” Excerpt 1 Close Reading Guide**  
(For Teacher Reference)

Time: 20 minutes

Directions and Questions	Close Reading Guide
<p>1. According to the text, what does Hiaasen reserve his anger for?</p> <p>2. According to the text, how has Florida changed?</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> <li>• Invite students to reread the part of the text that says, “Much of that anger is reserved for the forces of development ...”</li> <li>• Ask students to discuss in triads: <ul style="list-style-type: none"> <li>* “What does it mean when it says that ‘Much of that anger is reserved ...’? When you reserve anger for something, what are you doing?”</li> </ul> </li> <li>• Cold call students to share their responses. Listen for students to explain that it means saving the anger you have and directing it at something in particular.</li> <li>• Remind students that in the excerpt of text they read in the previous lesson, development meant building, for example houses and roads. Ask students to discuss in triads: <ul style="list-style-type: none"> <li>* “So what are the <i>forces of development</i>?”</li> </ul> </li> <li>• Consider using equity sticks to select students to share their responses. Listen for students to explain that the forces of development probably means the people responsible for the development.</li> <li>• Ask students to discuss Question 1 in triads and record their answers in the Answers column of their graphic organizers.</li> <li>• Cold call students to share their answers with the whole group. Refer to Gathering Evidence of Hiaasen’s Perspective: Part 2 (answers, for teacher reference) to guide students.</li> <li>• Focus students’ attention on the rest of the sentence, “... which have transformed Florida from a quaint tropical postcard where Hiaasen grew up, to urban sprawl, strip malls and skyscrapers.”</li> <li>• Students should already be familiar with the words “quaint,” “urban sprawl,” and “strip malls” from the vocabulary discussion after reading for the gist.</li> <li>• Ask students to discuss in triads: <ul style="list-style-type: none"> <li>* “What does <i>transformed</i> mean?”</li> </ul> </li> <li>• Select volunteers to share their responses with the whole group. Listen for students to explain that it means changed.</li> <li>• Ask students to discuss Question 2 in triads and record their answers on their graphic organizers.</li> <li>• Cold call students to share their answers with the whole group. Refer to the Gathering Evidence of Hiaasen’s Perspective: Part 2 (answers, for teacher reference) to guide students.</li> </ul>





“Florida ‘A Paradise of Scandals’” Excerpt 1 Close Reading Guide  
(For Teacher Reference)

Directions and Questions	Close Reading Guide
3. According to the text, how much green space is paved over in Florida each day?	<p>(5 minutes)</p> <ul style="list-style-type: none"><li>• Focus students’ attention on the part of the text that says, “Hiaasen sees it as a daily collision between nature and the unnatural, the appealing and the appalling, as manatees fight for space with manatee mailboxes, and developers pave over 450 acres of green space a day.”</li><li>• Ask students:<ul style="list-style-type: none"><li>* “What is a <i>collision</i>?”</li></ul></li><li>• Consider using equity sticks to select students to share their responses. Listen for students to explain that a collision is when two things crash together.</li><li>• Ask students to discuss in triads:<ul style="list-style-type: none"><li>* “Thinking about the first part of this paragraph in which the text describes how Carl Hiaasen is angry about the development happening in Florida and the way the natural landscape has been turned into sprawling cities, what do you think a collision between the natural and the unnatural means?”</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that it means that he sees natural beauty in Florida, but then he also sees ugly cities.</li><li>• Ask students to discuss in triads:<ul style="list-style-type: none"><li>* “Which is appealing and which is appalling? Do you think he means that the natural side of Florida is appealing? Or the development? How do you know?”</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that it means he finds the natural side appealing and the unnatural—the development—appalling. We know because we have already read that he is angry about the development, so he obviously doesn’t find it appealing.</li><li>• Explain to students that manatees are animals that live in the waters of Florida. Ask students to discuss in triads:<ul style="list-style-type: none"><li>* “Do manatees really fight for space with mailboxes? What kind of language is this?”</li></ul></li><li>• Consider using equity sticks to select students to share their responses. Listen for students to explain that it is figurative language.</li><li>• Ask students to discuss in triads:<ul style="list-style-type: none"><li>* “So what does it mean? Do manatees really fight for space with mailboxes?”</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that it means that areas that manatees live in are being taken over by houses. For example, wetlands are drained for development.</li><li>• Explain to students that in this context <i>pave over</i> means to build on. Ask students to discuss Question 3 in triads and record their answers on their graphic organizers.</li><li>• Cold call students to share their answers with the whole group. Refer to Gathering Evidence of Hiaasen’s Perspective: Part 2 (answers, for teacher reference) to guide students.</li></ul>

“Florida ‘A Paradise of Scandals’” Excerpt 1 Close Reading Guide  
(For Teacher Reference)

Directions and Questions	Close Reading Guide
<p>4. What does Carl Hiaasen say is produced in Florida?</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> <li>• Focus students’ attention on the part of the text that says, “‘The one word that no politician will ever speak, is “enough.” Enough,’ says Hiaasen. ‘This is an economy that’s based on growth—growth for the sake of growth. We don’t manufacture anything. We don’t produce anything except, you know, oranges and handguns. This is all about growth, tourism and growth.’”</li> <li>• Explain to students that this part of the interview continues on from the discussion about development. Ask students to discuss in triads: <ul style="list-style-type: none"> <li>* “So what does he mean by <i>enough</i>? Enough of what?”</li> </ul> </li> <li>• Select volunteers to share their responses with the whole group. Listen for students to explain that he means enough developing.</li> <li>• Explain to students that the <i>economy</i> is the wealth and resources of an area, particular in terms of how much is produced and how much is used. Remind students of what <i>manufacture</i> means, as they should have already discussed this word when discussing unfamiliar vocabulary after reading for gist.</li> <li>• It would be useful here to provide an illustration of one acre to help students to understand just how big the area discussed in the text is. For example, “one acre is the size of the playground, so can you imagine how big 450 acres is?”</li> <li>• Ask students to discuss Question 4 in triads and record their answers on their graphic organizers.</li> <li>• Cold call students to share their answers with the whole group. Refer to Gathering Evidence of Hiaasen’s Perspective: Part 2 (answers, for teacher reference) to guide students.</li> <li>• Ask triads to discuss: <ul style="list-style-type: none"> <li>* “So what does this section of the text mean? What is he saying here?”</li> </ul> </li> <li>• Select students to share their responses. Students may struggle with this, so listen for and guide students to understand that he is saying that there is too much development and it needs to stop. He is also saying that the development is growing, there are lots more houses and things for tourists, but they don’t produce anything else.</li> </ul>



**“Florida ‘A Paradise of Scandals’” Excerpt 1 Close Reading Guide**  
(For Teacher Reference)

Directions and Questions	Close Reading Guide
5. According to the text, why did Carl Hiaasen start writing novels?	<p>(5 minutes)</p> <ul style="list-style-type: none"><li>• Focus students’ attention on the part of the text that says “‘Therapy,’ says Hiaasen laughing. ‘Actually, with the novels, you have this wonderful opportunity to write your own endings—to have the bad guys get not only exactly what they deserve, but in some poetic, you know, miserable way.’”</li><li>• Ask students to discuss in triads:<ul style="list-style-type: none"><li>* “What does he mean by <i>therapy</i> here? And why does he laugh?”</li></ul></li><li>• Consider using equity sticks to select students to share their responses. Students may struggle with this, so listen for and guide students to understand that he means he uses writing to control his anger about things like development. He laughs because writing is his own form of therapy.</li><li>• Ask students to discuss Question 5 in triads and record their answers on their graphic organizers.</li><li>• Cold call students to share their answers with the whole group. Refer to Gathering Evidence of Hiaasen’s Perspective: Part 2 (answers, for teacher reference) to guide students.</li></ul>