



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 2: Lesson 9

Finding Evidence of Carl Hiaasen's Perspective in *Flush*



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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 Target	Ongoing Assessment
<ul style="list-style-type: none">I can identify evidence of Carl Hiaasen's perspective in <i>Flush</i>.	<ul style="list-style-type: none">Structured notes: Chapters 13 and 14 (from homework)Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader: Chapters 13 and 14 of <i>Flush</i> (10 minutes) Unpacking Learning Targets (2 minutes) Work Time <ol style="list-style-type: none"> Summarizing Carl Hiaasen's Perspective of Florida (10 minutes) Identifying Evidence of Hiaasen's Perspective in <i>Flush</i> (20 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (3 minutes) Homework <ol style="list-style-type: none"> Read Chapters 15 and 16 of <i>Flush</i>. As you read, mark the text with evidence flags to help you answer the focus question in your structured notes. Record new vocabulary on your word-catcher. 	<ul style="list-style-type: none"> In this lesson, students work in triads to identify evidence of Carl Hiaasen's perspective of Florida in <i>Flush</i>. In order to gather as much evidence as possible, each student in the triad will analyze a different excerpt of <i>Flush</i>. To save time, be prepared to assign excerpts to students. Collect students' Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> graphic organizer at the end of the lesson and look them over to determine which students might need extra guidance or assistance before they are assessed against these standards in Lesson 11. In advance: <ul style="list-style-type: none"> Review Mix and Mingle Checking for Understanding technique (see Appendix) and have music ready to use for the opening of this lesson. Post: Learning targets; <i>Flush</i> Plot Development anchor chart.

Lesson Vocabulary	Materials
No new vocabulary	<ul style="list-style-type: none"> Equity sticks <i>Flush</i> Plot Development anchor chart (from Lesson 2) Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> graphic organizer (one per student and one for display) Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> graphic organizer (suggested answers, for teacher reference) <i>Flush</i> (book; distributed in Lesson 1) Structured notes (from Lesson 1; one new blank copy per student) Evidence flags (at least three per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Chapters 13 and 14 of <i>Flush</i> (10 minutes)</p> <ul style="list-style-type: none">Remind students that for homework they were to read chapters 13 and 14 and record their answers to the focus question in their structured notes. Ask students to retrieve the handout and prepare for Mix and Mingle.Mix and Mingle:<ol style="list-style-type: none">Play music. Invite students to move around the room with their structured notes.After 15 seconds, stop the music.Invite students to share their answer to the following question with the person standing closest to them: "What happens in Chapter 12?"Repeat Steps 1 and 2.Invite students to share their answer to the following question with the person standing closest to them: "What happens in Chapter 13?"Repeat Steps 1 and 2.Invite students to share their answer to the following question with the person standing closest to them: "How do those events contribute to the rising action of the plot?"Refocus whole class and consider using equity sticks to call on few students to summarize the plot development in Chapters 13 and 14. Add to the posted <i>Flush</i> Plot Development anchor chart something like: "13 and 14—Another conflict between Jasper and Noah is stopped by a new character, an old man. Bull comes to apologize, which relieves some of the tension in that conflict. Tension builds as Noah, Shelly, and Abbey cook up a dangerous plan to put food dye in the sewage system of the <i>Coral Queen</i>."	<ul style="list-style-type: none">Reviewing homework holds all students accountable for reading the novel and completing their homework.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to silently follow along as you read the learning targets aloud:<ul style="list-style-type: none">* "I can identify evidence of Carl Hiaasen's perspective in <i>Flush</i>."• Remind students of what perspective means.	<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.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Summarizing Carl Hiaasen's Perspective of Florida (10 minutes)</p> <ul style="list-style-type: none">• Display and distribute Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> graphic organizer.• Invite students to read through the first three directions on the first page of the graphic organizer with you:<ul style="list-style-type: none">– Read back through all the inferences you have made about Carl Hiaasen's perspective of Florida on your Gathering Evidence of Hiaasen's Perspective graphic organizers from Lessons 6–8.– Look for the common themes in each of the perspectives you have inferred and combine those to write a short summary (no more than two sentences) describing Carl Hiaasen's perspective of Florida, using the sentence starter in the top row of the Claim column.– Record that summary in the first column of your organizer.• Model the process with a volunteer student. Ask the student:<ul style="list-style-type: none">* "What similarities do you see between all of the perspectives you have inferred? What are some common ideas and themes?"• Listen for the student to suggest things like: "He loves Florida," "He loves the nature and the water," and "He doesn't like the development and exploitation." Record these themes on the displayed organizer and explain that identifying these common themes will help students to summarize Carl Hiaasen's perspective of Florida.• Model combining those themes into one short paragraph. Use Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> graphic organizer (suggested answers, for teacher reference) to help you fill out the first column of the displayed graphic organizer.• Invite students to follow the first three directions in the same way to independently summarize the perspectives of Florida that they have inferred. Explain that they may talk to other students, but this is independent work, so ultimately the ideas and writing should be their own.• Circulate to assist. Ask:<ul style="list-style-type: none">* "What similarities do you see between all of the perspectives you have inferred? What are some common ideas and themes?"* "How can you combine those ideas into one summary paragraph of just a couple of sentences?"	<ul style="list-style-type: none">• Some students may benefit from saying their summary aloud to you before recording it on their organizer. Invite those students to sit in a group close to you so that you can work with them.



Work Time (continued)	Meeting Students' Needs
<p>B. Identifying Evidence of Hiaasen's Perspective in <i>Flush</i> (20 minutes)</p> <ul style="list-style-type: none">• Tell students that now they have inferred how being born and raised in Florida has affected Carl Hiaasen's perspective of the place, they need to look for evidence of that perspective in <i>Flush</i>.• Tell students that in triads they are going to reread excerpts of <i>Flush</i> to look for evidence of where Carl Hiaasen may have communicated his perspective of Florida.• Invite students to read steps 4 – 7 with you in the directions. Emphasize to students the direction that each student in their triad needs to be assigned one set of page numbers to analyze.• Tell students that you are going to model this with pages 27–29 . Fill out the displayed organizer as a model for the whole group. Refer to the Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> graphic organizer (suggested answers, for teacher reference).• Invite students to follow steps 4-7 to do the same thing with the page numbers listed.• Circulate to listen to triad discussions. Ask the following question as necessary to help students stay focused on the task: * “How is that evidence of Carl Hiaasen's perspective of Florida?”• Refocus whole group. Consider using equity sticks to select students to share their responses with the whole group. Guide students using Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> graphic organizer (suggested answers, for teacher reference).• Collect students' Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> graphic organizers at the end of the lesson and look them over to determine which students might need extra guidance or assistance before they are assessed against these standards in Lesson 11.	<ul style="list-style-type: none">• Asking students to discuss prompts before recording their answers helps to ensure that all students have an idea about what to write and can give students confidence in their responses.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (3 minutes)</p> <ul style="list-style-type: none">• Fist to Five: Ask students to share how confident they feel about their progress on each of the learning targets by holding up anywhere from zero (low) to five (high) fingers. Make a note of those students who hold low numbers of fingers in order to address their concerns in the next lesson before they are assessed in Lesson 11.• Preview homework and distribute structured notes and evidence flags.	<ul style="list-style-type: none">• Inviting students to self-assess can help you gauge who requires additional support and guidance before the end of unit assessment.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapters 15 and 16 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">* "What happens in these chapters and how do those events contribute to the plot?"• Record any new vocabulary on your word-catcher.	



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 1: Lesson 9

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Finding Evidence of Carl Hiaasen's Perspective Graphic Organizer

Name:

Date:

Learning Targets:

- “I can identify evidence of Carl Hiaasen’s perspective in *Flush*.”

Directions:

1. Read back through all the inferences you have made about Carl Hiaasen’s perspective of Florida on your Gathering Evidence of Hiaasen’s Perspective graphic organizers from Lessons 6–8.
2. Look for the common themes in each of the perspectives you have inferred and combine those to write a short summary (no more than two sentences) describing Carl Hiaasen’s perspective of Florida, using the sentence starter in the top row of the Claim column.
3. Record that summary in the Claim column.
4. Assign each student in your triad one of the following excerpts: pages 44–46, 66–68, 102–104 and 138–140 looking for connections to Carl Hiaasen’s perspective of Florida.
5. Each triad member should read his or her assigned section, marking any evidence of Carl Hiaasen’s perspective of Florida with evidence flags.
6. Share and discuss the evidence you marked with your triad and determine which evidence you think clearly shows his perspective and how he channels that in his writing.
7. Record the evidence in the Evidence column and use the sentence starters in the top row to explain how this shows evidence of Carl Hiaasen’s perspective



Finding Evidence of Carl Hiaasen's Perspective Graphic Organizer

CLAIM	EVIDENCE
As a result of being born and raised in Florida, Carl Hiaasen's perspective is that ...	In his novel <i>Flush</i> , he writes ... This shows evidence of the claim that ... because ...



Finding Evidence of Carl Hiaasen's Perspective Graphic Organizer
(Suggested Answers, for Teacher Reference)

Name: _____

Date: _____

Learning Targets:

- “I can identify evidence of Carl Hiaasen’s perspective in *Flush*.”

CLAIM	EVIDENCE
As a result of being born and raised in Florida, Carl Hiaasen’s perspective is that ...	In his novel <i>Flush</i> , he writes ... This shows evidence of the claim that ... because ...
As a result of being born in Florida, Carl Hiaasen’s perspective is that he loves and cares about the state and sees it as a special place. He thinks it is “gorgeous” and loves the natural, unspoiled side of Florida, including the water and the fish, but he doesn’t like the way it is being developed and exploited.	<ul style="list-style-type: none">• In his novel <i>Flush</i>, he writes, “I’ve always liked watching the sky drop down like a foamy purple curtain when a summer storm rumbles across Florida Bay” (page 27). This shows evidence of the claim that Carl Hiaasen loves Florida because Noah is showing a love for the weather in Florida.• In his novel <i>Flush</i>, he writes, “I was glad to see that the water was okay, especially when a big loggerhead turtle bobbed up to the surface. The three of us stayed real quiet because we thought the turtle might be coming ashore to lay her eggs.... We wouldn’t have bothered her if she decided to crawl up and dig a nest.... The momma turtles down here don’t have lots of options, so we leave them alone” (pages 28–29). This shows evidence of the claim that he cares about Florida and loves the natural, unspoiled side of it because this evidence shows how much Noah cares about the water and the wildlife.



Finding Evidence of Carl Hiaasen's Perspective Graphic Organizer
(Suggested Answers, for Teacher Reference)

CLAIM	EVIDENCE
As a result of being born and raised in Florida, Carl Hiaasen's perspective is that ...	<p>In his novel <i>Flush</i>, he writes ... This shows evidence of the claim that ... because ...</p>
	<ul style="list-style-type: none">• In his novel <i>Flush</i>, he writes, "... when he spotted Derek Mays stringing a gill net near Little Rabbit Key. Gill nets were outlawed years ago in Florida because they kill everything that gets tangled, not just the baitfish but sharks, reds, snook, tarpon, turtles—you name it, it dies. To make things worse, the island where Derek Mays was poaching was deep in the Everglades National Park, which is totally protected. Or supposed to be.... By the time the park rangers had arrived, Dad had wrapped up Derek in his own net, like a big dumb mullet" (pages 44–45). This shows evidence of the claim that he cares about Florida and loves the natural unspoiled side of it because this evidence shows how Noah's dad cared about the ocean life enough to cause trouble with someone who was endangering it.• In his novel <i>Flush</i>, he writes, "I started thinking about all the great times we'd had—Dad, Abbey, and me—on our sunset trips. My mother wasn't keen on fishing, but she was always happy when we'd come back with a cooler full of snapper" (page 67). This shows evidence of the claim that he loves Florida and sees it as a special place to be taken care of because Noah has memories of fishing with his family that makes Florida a special place, just like Hiaasen has many emotional attachments to places in Florida.• In his novel <i>Flush</i>, he writes, "I bet there hasn't been a mutton snapper on these flats in ages. Lots of reasons—fish trappers, pollution, too many boats. That's what people do when they find a special place that's wild and full of life, they trample it to death" (page 103). This shows evidence of the claim that he is angry about the development and exploitation of Florida because this evidence includes Noah's dad talking about exploitation in a negative way.



Finding Evidence of Carl Hiaasen's Perspective Graphic Organizer
(Suggested Answers, for Teacher Reference)

CLAIM	EVIDENCE
As a result of being born and raised in Florida, Carl Hiaasen's perspective is that ...	In his novel <i>Flush</i> , he writes ... This shows evidence of the claim that ... because ...
	<ul style="list-style-type: none">• <i>In his novel Flush, he writes, "Abbey turned to me. 'The fish are gone. Those little green minnows we always see here.' 'They'll be back,' I said, 'when the water clears up.' Suddenly a loggerhead stuck up its knobbly brown head ... 'No!' my sister cried out. 'Noah, do something!'... So I charged back into the waves, kicking and splashing and hollering like a lunatic. It wasn't the brightest thing I've ever done, but it definitely got that loggerhead's attention. In a fright it ducked under and scooted off, leaving only a boiling swirl" (pages 139–140). This shows evidence of the claim that he cares about Florida and loves the natural unspoiled side of it because this evidence shows how Noah cared enough about the turtle to risk his own health by scaring it away.</i>