



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 2: Lesson 3

Summarizing Literature: *Dark Water Rising*, Chapters 1 and 2



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

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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Summary notes
- Summary paragraph
- Sketch the Meaning note-catcher



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Homework Review (5 minutes)</p> <p>B. Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. Read-aloud and Sketching Meaning: <i>Dark Water Rising</i>, Chapters 1 and 2 (25 minutes)</p> <p>B. Second Read: Summary Notes (13 minutes)</p> <p>C. Summarizing: <i>Dark Water Rising</i>, Chapters 1 and 2 (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing the Learning Targets (2 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• In this lesson, students continue to work in their same groups (from Lesson 1) and begin to read the novel <i>Dark Water Rising</i>, by Marian Hale. This story is set during the time of the Galveston, Texas, hurricane in 1900. Be sure to read this novel in advance of reading it aloud to students. Some content may be emotionally difficult for students to hear or read about. See Unit 2 Overview, Preparation and Materials for further detail. Also, the story includes situations where African American characters are faced with challenges of inequality and prejudice. Remind students of their learning from Module 3A about Jackie Robinson. Reiterate to students that during the early 1900s, particularly in the south, African Americans were not treated as equals and were not afforded the same rights and opportunities as white people. Explain that the author chooses to show historical reality in this book. This novel is at a 970 Lexile range and contains a great deal of complex language, including dialect. Therefore, students first hear each chapter read aloud. Reading aloud to students models fluency and supports their comprehension of the text.• During the first read, students are asked to pause and “sketch the meaning” to capture their initial thinking about the text and then write gist statements. Work Time Parts B and C of this lesson follow a pattern that is similar to Lesson 1. Students will reread chunks of the text in order to create summary notes in their journals (rather than on charts), and then will write a combined summary paragraph for Chapters 1 and 2.• In advance: Make sure each student has access to the novel <i>Dark Water Rising</i>, by Marian Hale.• Review: Thumb-o-Meter protocol (Appendix A).



Lesson Vocabulary	Materials
summary, key details; undoing (3), tapestries (11), showplace (12), gulf, brimming-full (16), stewing (20)	<ul style="list-style-type: none">• Independent reading book• Evidence flags (from homework)• What Do We Know about Natural Disasters? anchor chart• Document camera or overhead projector• Map of Galveston, Texas (for display)• Close-up map of Galveston Island, Texas (for display)• Journals• <i>Dark Water Rising</i> (one book per student)• Sketch the Meaning blank note-catcher (one for display)• Summary notes, blank (one for display)• Summary Notes task card (one per student)• Sample summary notes, <i>Dark Water Rising</i> (for teacher reference)• Literary Summary anchor chart (from Lesson 1)• Summary Paragraph task card (one per student)• Sample summary paragraph, <i>Dark Water Rising</i> Chapters 1 and 2 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their independent reading book with evidence flags they completed for homework.• Focus students' attention on the What Do We Know about Natural Disasters? anchor chart (from Unit 1). Cold call students to share out the evidence they marked to add to the anchor chart. Record their ideas.	
<p>B. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Remind students that during Unit 2 they are reading fiction that is set in a time and place where a natural disaster is occurring in order to learn more about the impact extreme natural events can have on people and the environment.• Say: "We just completed reading a short picture book set during the 2010 earthquake in Haiti. Today we are going to start reading our novel, <i>Dark Water Rising</i>, which takes place in Galveston, Texas, in the year 1900, before, during, and after a hurricane. This event actually took place and it happened a very long time ago, so this story is considered 'historical fiction' because it describes a real event that happened many years in the past, but the characters are not real people—they were created by the author, Marian Hale."• Using a document camera, display the map of Galveston, Texas, and bring students' attention to the red arrow pointed at Galveston versus the arrows pointed at Haiti and New York. Ask students to briefly examine the map and think about where Galveston is in relation to Haiti and New York.• Cold call several students to share what they notice. Listen for ideas like: "Galveston is closer to Haiti, in the south," "It is not meeting the Atlantic side of the U.S. and is tucked into a gulf (Gulf of Mexico)," "Galveston is south and west of New York, north and west of Haiti," etc.• Next, display the close-up map of Galveston Island, Texas. Point out to that Galveston, like Haiti and parts of New York, is an island. It lies off the eastern coast of Texas within the Gulf of Mexico.	



Work Time	Meeting Students' Needs
<p>A. Read-aloud and Sketching Meaning: Dark Water Rising, Chapters 1 and 2 (25 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and join their regular groups (from Lesson 1).• Distribute one copy of the book <i>Dark Water Rising</i>, by Marian Hale, to each student.• Tell students to take a quick look through book and discuss what they notice and wonder about the book with their group members.• Cold call each group to share out their notices and wonders. Listen for: “There are 29 chapters and a lot more text than was in the picture book,” “There are historical photos in the back of the book,” “The book cover, or jacket, has information about the story and the author,” “There is an ‘author’s note’ with some of the photos in the back pages of the book,” “I wonder what the author’s note is about,” “I wonder what this story will help me learn about natural disasters,” “I wonder how this narrator will describe what it was like to be in a natural disaster in the past,” or similar ideas.• Ask students to recall and share out what they often do during a first read. Listen for: “Read for gist,” and “Determine what the story is mostly about.”• Tell students that because this is a full-length novel with detailed descriptions of events, and because it contains a great deal of complex language, the first read of the text will be aloud. Students are asked to pause and “sketch the meaning” to help them process the description of events that occur. Explain that these sketches are quick 1- or 2-minute sketches or drawings that show key details in response to a prompt. Emphasize that the focus is not on the quality of their sketches; it is about helping them make meaning by quickly drawing an image that contains relevant details from the text in response to a prompt.• Display the Sketch the Meaning blank note-catcher. Ask students to quickly create a copy of the note-catcher on a blank page in their journals.• Direct students to turn to page 1 of the book and follow along silently as the first chapter is read aloud. (Start, “The train clicked on its rails ...” and pause at the end of page 12, “I couldn’t give up ... than he could.”)• Tell students they will create their first sketch for Chapter 1, showing the main event (the most important thing that happens) in this chapter.• Allow students to think about and briefly discuss in groups what the main event is and what details they think should be included in their image.• Ask students to:<ul style="list-style-type: none">* “Sketch a picture of the main event that takes place in this chapter. Include the narrator in your image.”	<ul style="list-style-type: none">• If possible, for ELL students, provide <i>Dark Water Rising</i> in the students’ home language.• Refer students to the Things Close Readers Do anchor chart from previous modules.• Students who struggle transferring from displays to their own writing may need their own Sketch the Meaning note-catcher.• Reassure students that this note-catcher is not to evaluate how well they draw or how good their art skills are. This is a place to help capture their thinking, and drawing is one way to do that.• Consider flagging the pages for each reading in the book for students who may have difficulty finding the right pages each time.• Students who struggle with writing may need to dictate their gist to a peer or teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give students 2 minutes to create their sketch. Invite a few students to share out what they drew and why. Listen for: “I drew the narrator on a train moving with his family to Galveston, because most of the description is about the train trip to Galveston and arriving there,” or similar ideas.• Ask students to open to page 13 and follow along silently as Chapter 2 is read aloud. (Start, “We turned south ...” and stop at the end of page 20, “Come Tuesday, I’d show him.”)• After reading Chapter 2, tell students they are about to draw a picture of how the narrator feels at the beginning and end of Chapter 2.• Once again, allow students a moment to think and discuss their ideas with group members.• Pose the following prompt:<ul style="list-style-type: none">* “Draw a picture of how the narrator feels in the beginning of the novel; then draw a picture of how he feels at the end of Chapter 2.”• Give students 2 minutes to create their sketch. Cold call members from each group to share out what they drew and why. Listen for: “I drew an angry, frustrated face for the beginning of the story, but a happy, excited face for the end of Chapter 2—because the narrator is frustrated and angry, especially with his Papa, at the beginning of the story, but then he is excited because he gets a job as a carpenter’s helper, doing something he wants to do,” etc.• Say: “Based on what we have read in these first two chapters and the sketches you created, think about, then discuss in your groups what the gist of both chapters is.”• After 2 minutes, cold call several students to share their thinking whole group. Listen for: “A boy (teenager) who wants to become a carpenter moves to Galveston with his family,” “A family in the 1900s moves to Galveston from Lampasas,” and similar suggestions.• Give students 1 minute to write a gist statement for Chapters 1 and 2 at the bottom of their sketches.	



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Summary Notes (13 minutes)</p> <ul style="list-style-type: none"> • Introduce the first learning target: “I can identify key details to support a summary of Chapters 1 and 2 in the story <i>Dark Water Rising</i>.” • Ask students to think about, then share out what they recall about taking notes that include <i>key details</i>, from Lesson 1 and previous modules. Listen for: “Paraphrase important information,” “Restate big ideas in my own words,” “They don’t need to be complete sentences,” and similar ideas. • Tell students that they will reread chunks of Chapters 1 and 2 from <i>Dark Water Rising</i>, focusing on taking notes to paraphrase details about the narrator, other characters, and the events that occur, just as they did with <i>Eight Days</i> in Lesson 1. • Ask students to recall and then share the purpose for taking notes about key details from a story. Listen for: “It helps us keep track of key information to include in a summary paragraph.” • Display the summary notes, blank. Ask students to quickly create a copy of the summary notes on a blank page in their journals. Point out that this is the same format they used for their chart-sized notes about <i>Eight Days</i> in Lesson 1. • Distribute a Summary Notes task card to each student. Read through the key vocabulary and directions. Clarify as needed. • Give students 6 to 7 minutes to complete their summary notes, and circulate to support as necessary. • After students complete their notes, cold call members from each group to briefly share out what they recorded about the narrator, other characters, and the main events in the first two chapters. (See Teacher Reference: Sample Summary Notes for examples of student responses.) • As time allows, invite students to share out key vocabulary terms they were able to define and use in their summary notes: <ul style="list-style-type: none"> <i>undoing</i>—downfall; ruin; defeat; destruction <i>tapestries</i>—rich, varied, or intricately woven designs <i>showplace</i>—a place; something that is exceptionally beautiful <i>gulf</i>—inlet of an ocean; similar to a bay but usually longer and more enclosed by land <i>brimming-full</i>—brim (edge, rim, top); overflowing; spilling over the top <i>stewing</i>—being very upset; agitated; anxious 	<ul style="list-style-type: none"> • Provide a nonlinguistic visual for <i>key details</i> (a picture of a key) in the learning target. • Consider providing the key words (who, what, when, where) on an anchor chart or posted for students to refer to in order to help them remember the components of a summary. • Consider providing summary notes for students who may have difficulty copying them in their journal. <p>Focus students who struggle with language on only a few of the vocabulary words, not all of them.</p>



Work Time (continued)	Meeting Students' Needs
<p>C. Summarizing: <i>Dark Water Rising</i>, Chapters 1 and 2 (10 minutes)</p> <ul style="list-style-type: none">• Introduce the second learning target, “I can write a summary of Chapters 1 and 2 of <i>Dark Water Rising</i> by using information from the text.”• Cold call several students to share what they recall about the meaning of the word <i>summary</i> from Lesson 1. Listen for: “A brief description of what the book is mostly about,” “Includes important details, events, and characters from the story,” “A description of the main ideas or events that take place in the story,” or similar ideas.• Ask students to think about and share the purpose for writing a summary paragraph. Listen for: “A summary can be used as a reference, or to help the reader remember key ideas and details about a story.”• Next, display the Literary Summary anchor chart (from Lesson 1.) Ask students to review and briefly discuss in groups the elements to include in a summary. Be sure to reiterate key components of a summary, such as: including the name of the story and author; providing brief details about the narrator; describing events in the order in which they occur in the book; using present tense; including key vocabulary; and using transitional words and phrases.• Tell students they should refer to their summary notes to write a short summary of both Chapters 1 and 2 combined.• Distribute the Summary Paragraph task card to each student. Review the directions and provide clarification as needed. Circulate to support students.• After 4 or 5 minutes, focus students whole group. As time allows, invite several students to share their summary paragraphs aloud. Reinforce students’ use of key vocabulary and elements listed on the Literary Summary anchor chart (see Teacher Resource: Sample Summary Paragraph, <i>Dark Water Rising</i>, Chapters 1 and 2 for details students may include in their summaries).	<ul style="list-style-type: none">• Consider pre-highlighting details for the summary in the text for students who struggle reading complex text in order to focus them on important evidence.



Closing and Assessment	Meeting Students' Needs
<ul style="list-style-type: none">• A. Debrief and Reviewing the Learning Targets (5 minutes)• Focus students' attention whole group. Pose the following question:<ul style="list-style-type: none">* "What details about Galveston does the narrator, Seth, emphasize in the initial chapters of <i>Dark Water Rising</i>?"• Allow 1 minute for students to Think-Pair-Share their ideas with a partner. Invite a few students to share their thinking aloud.• Ask students to consider which of today's two targets they felt the greatest mastery of, and then show one finger (to represent the first target) or two fingers (to represent the second target).	<ul style="list-style-type: none">• Intentionally partner ELL students with students who speak their same home language during the debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread Chapters 1 and 2 with someone at home.• Locate and determine the meaning of key vocabulary from these chapters: <i>undoing</i> (3), <i>tapestries</i> (11), <i>showplace</i> (12), <i>gulf</i>, <i>brimming-full</i> (16), and <i>stewing</i> (20).<ul style="list-style-type: none">– Record each word in the academic section of the glossary in your journal.– Write the sentence from the text in which the word is located.– Write a short definition or synonym for each word.• If needed, finish your summary paragraph. <p><i>Note: Pre-read Chapters 3 and 4 of Dark Water Rising.</i></p>	<ul style="list-style-type: none">• Provide an audio recording of Chapters 1 and 2 of <i>Dark Water Rising</i> for students who struggle with reading independently.• Students who struggle with writing may need to dictate their title to someone at home and have him or her write it down for them



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Supporting Materials



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Map of Galveston, Texas



Source: http://commons.wikimedia.org/wiki/File:Western_Hemisphere_LamAz.png



Close-Up Map, Galveston Island, Texas



Source: http://commons.wikimedia.org/wiki/File:Galveston_island_0001.png



Sketch the Meaning Note-catcher

Image Pause 1, p. 12	Image Pause 2, p. 20
<p><i>Gist of Chapters 1 and 2:</i></p>	



Summary Notes, Blank

WHO is the narrator? _____	WHO are the other characters? (relationship to narrator)

Write a complete sentence to briefly describe ...

WHAT events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

Event 1:

Event 2:

Event 3:

Summary Notes Task Card

Chunk 1: Start page 1, “The train clicked ...” and end page 3, “... around and felt ... my uncle’s fault.”

Chunk 2: Start page 10, “Ezra walked ...” through the end of Chapter 1, page 12, “... more than he could.”

Chunk 3: Start page 16, “It’s been such a hot August ...” through the end of Chapter 2, page 20, “... I’d show him.”

Key vocabulary: undoing (3), tapestries (11), showplace (12), gulf, brimming-full (16), stewing (20)

Directions:

1. Read Chunk 1 to locate details about:
 - a. WHO is the narrator? (name, thoughts, feelings, actions)
 - b. WHO are the other characters? (relationship to the narrator)
 - c. WHAT main *events* take place? WHEN and WHERE do they take place? (Details, language from the text used to *describe* the event)
2. Focus on “key vocabulary” (listed above) in this chunk. Try to determine the meaning(s) of unknown words by using context clues or other strategies you have learned.
3. Discuss the details you locate with your group members.
4. Record the details you locate in the appropriate spaces on your summary notes in your journal. Make sure to include **key vocabulary** from the text in your notes.
5. Repeat Steps 1–3 with Chunks 2 and 3.



Summary Notes,
Dark Water Rising, Chapters 1 and 2:
Teacher Reference

WHO is the narrator? <i>Seth</i>	WHO are the other characters? (relationship to narrator)
<ul style="list-style-type: none"> Doesn't want to go to Galveston (1) Doesn't like taking care of little sister (1–2) Mature—corrects brothers (2) “Shocked”; thinks his dad is “unkind” because of the way he talks about Ezra (10) Won't give up on dream of being a carpenter (12) “Shock” about job offer (19) Excited to be a carpenter's helper (19) Wants to prove he should be a carpenter; working outside where he can breathe (20) 	<p>Mama (1)</p> <p>Kate—little sister (infer) (1)</p> <p>Lucas—younger brother (2)</p> <p>Matt—younger brother (2)</p> <p>Uncle Nate (3)</p> <p>Papa (4)</p> <p>Ezra—Uncle Nate's “hired man” (10)</p> <p>Elliott—younger cousin (16)</p> <p>Aunt Julia (16)</p> <p>Ben—older cousin (infer) (17)</p> <p>George Farrell—foreman (19)</p>

Write a complete sentence to briefly describe ...

WHAT events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

Event 1: **Seth describes traveling on a “clicking” train on a “hot August Day” to move with his family to Galveston from Lampasas. (pp.1–3)**

Event 2: **Seth describes being with his family at his Uncle Nate's house in Galveston, during a “hot August.” (p.16)**

Event 3: **Seth describes feeling “shock” when he learns he will have a job on a home “near the beach” as a “carpenter's helper” after “Labor Day.” (p.19)**



Summary Paragraph Task Card

1. Refer to the Literary Summary anchor chart and your summary notes. Discuss with your group members how you would like to begin your summary paragraph (what information should come first?). Write your first sentence in your journal.
2. Continuously refer to the anchor chart and your summary notes; discuss with group members the details you think should be written second, third, and so forth. Continue writing sentences in your journal.
3. After you complete your summary paragraph, review to make sure it includes:
 - Name of specific chapters, title of novel, and author
 - WHO the narrator is (important known and inferred details)
 - WHAT the major event(s) are and in what order they happen in the story
 - WHEN and WHERE the major event(s) take place
 - WHO other characters are and their relationship or interactions with the narrator
 - Verbs in the present tense (“is,” “says,” “experiences,” “feels,” etc.)
 - Key vocabulary and language from the text
 - Transitional words and phrases
 - Make sure your paragraph does NOT include your opinion of the story.
4. Revise as necessary.
5. If you don't complete your summary paragraph in class, finish it for homework.



Sample Summary Paragraph, *Dark Water Rising*, Chapters 1 and 2:
Teacher Reference

Note: This sample is an exemplary model of a summary paragraph. Look for student work to include key elements listed on the Literary Summary anchor chart.

Chapters 1 and 2 of *Dark Water Rising*, by Marian Hale, are about a teenage boy named Seth moving to Galveston with his family. At first Seth is frustrated and feels like the move to Galveston will be his “undoing” because his father wants him to become a doctor instead of a carpenter, which is Seth’s dream. However, as the family settles in to their new home, Seth’s feelings change when his Uncle Nate gives him the opportunity to become a carpenter’s helper. Seth is excited about working on the “showplaces” he sees all over Galveston, and he is determined to stop “stewing” and prove to his father that he should become a builder.