



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 4: Unit 2: Lesson 5**

## **How a Narrator's Point of View Influences the Description of Events: *Dark Water Rising*, Chapters 7 and 8**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can summarize a literary text. (RL.5.2)</p> <p>I can describe how a narrator's point of view influences the description of events. (RL.5.6)</p> <p>I can summarize or paraphrase information in my notes and in finished work. (W.5.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can describe how Seth's point of view influences his description of events using key details from Chapters 7 and 8 of <i>Dark Water Rising</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Summary notes (in journal)</li> <li>Narrator's Point of View Analysis Task (in journal)</li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening             <ol style="list-style-type: none"> <li>Homework Review and Engaging the Reader(7 minutes)</li> </ol> </li> <li>Work Time             <ol style="list-style-type: none"> <li>Read-aloud and Sketching Meaning: <i>Dark Water Rising</i>, Chapters 7 and 8 (20 minutes)</li> <li>Second Read: Summary Notes (15 minutes)</li> <li>How the Narrator's Point of View Influences the Description of Events (13 minutes)</li> </ol> </li> <li>Closing and Assessment             <ol style="list-style-type: none"> <li>Debrief and Review of Learning Targets (5 minutes)</li> </ol> </li> <li>Homework</li> </ol>	<ul style="list-style-type: none"> <li>This lesson follows a pattern that is similar to Lesson 2 in which students take summary notes, then refer to the details and key terms they record to describe how the narrator's point of view influences the way events in these chapters are described.</li> <li>Find a time during the day to review students' journals. Provide specific and meaningful oral or written feedback of students' Narrator's Point of View Analyses.</li> </ul>



Lesson Vocabulary	Materials
key details, point of view, influence, description, events; senses (n.) (57), peculiar (haze) (58), unusually (warm and humid) (59), storm(s) (62, 64, 66), swells (63, 68), strange (64), worried (66, 68), newcomer (67)	<ul style="list-style-type: none"> <li>Journals</li> <li><i>Dark Water Rising</i> (one book per student)</li> <li>Sketch the Meaning, blank note-catcher (one for display)</li> <li>Summary Notes task card (one per student)</li> <li>Sample summary notes, <i>Dark Water Rising</i>, Chapters 7 and 8 (for teacher reference)</li> <li>Narrator's Point of View Analysis task card (from Lesson 2; one for display)</li> <li>Sample Narrator's Point of View Analysis, <i>Dark Water Rising</i> (for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Reader (7 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to take out the Sketch the Meaning note-catchers they completed for homework.</li> <li>Allow students 3 minutes to share their sketches and gist statement from Chapters 5 and 6 with a partner.</li> <li>Invite several students to share out the gist statement they recorded for Chapters 5 and 6 of <i>Dark Water Rising</i>. Listen for: "Seth starts working as a carpenter's helper," "Seth enjoys working with the men on his job and feels connected to them," "He feels accomplished," or similar ideas.</li> <li>Bring students together whole group. Read aloud from the first page of Chapter 5, page 30. Begin, "A loud clap of thunder ..." and end page 30, "Rain would ruin everything."</li> <li>Ask students to think about this passage, then pose the following question:             <ul style="list-style-type: none"> <li>* "What connections can you make between Seth's description of the weather and what you learned in Unit 1 about what causes a hurricane to form?"</li> </ul> </li> <li>Ask students to Think-Pair-Share their ideas. Invite several students to share their partner's thinking whole group.</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally partner struggling readers with stronger readers and writers for the Back-to-Back, Face-to-Face protocol.</li> <li>Consider creating an anchor chart that lists the chapters of <i>Dark Water Rising</i> and the gist statements for each one for students to refer to throughout the unit.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Read-aloud and Sketching Meaning: <i>Dark Water Rising</i>, Chapters 7 and 8 (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their <b>journals</b> and the book <b><i>Dark Water Rising</i></b>.</li> <li>• Direct students to join their regular groups.</li> <li>• Remind students that this is a novel with detailed descriptions and complex language. Therefore, the first read of most chapters is done as a read-aloud.</li> <li>• Ask students to recall and share out what they have typically done during a first read in this unit. Listen for: "Sketch the meaning and determine the gist, what the story is mostly about."</li> <li>• Ask students to quickly create a new <b>Sketch the Meaning note-catcher</b> on a blank page in their journals.</li> <li>• Reiterate to students 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.</li> <li>• Ask students to open their books to page 53 and follow along silently as Chapter 7 is read aloud. Ask them to think about the following as they listen: <ul style="list-style-type: none"> <li>* "How does Seth describe the weather?"</li> </ul> </li> <li>• Start reading with, "I came home Wednesday evening ..." and stop at the end of page 61, "The men were here, and it was time to go to work."</li> <li>• Reread the prompt: "How does Seth describe the weather?" and allow students a moment to think about and then discuss their ideas with group members. Give students 2 minutes to create their quick sketch for Chapter 7.</li> <li>• Cold call members from each group to share out what they drew and why. Listen for: "I drew clouds and a wind from the north because he mentions a 'north wind' several times," "I drew tall waves because he says the 'tide was high,'" "I drew a sun, Seth sweating, and mosquitoes around Seth's head because he describes 'wiping sweat from his face' and the mosquitoes having an 'appetite for his neck,'" or similar ideas.</li> <li>• Ask students to turn to page 62 and follow along silently as Chapter 8 is read aloud. Ask students to think about the following prompt: <ul style="list-style-type: none"> <li>* "How does Seth feel about the changing weather?"</li> </ul> </li> <li>• Start reading, "The north wind has swept clouds ..." and stop at the end of page 68, "Mr. Covington ... and right into my bones."</li> </ul>	<ul style="list-style-type: none"> <li>• Provide <i>Dark Water Rising</i> to ELL students in their home language when possible.</li> <li>• Provide a Sketch the Meaning note-catcher for those students who would have difficulty transferring it into their journal.</li> <li>• Consider reading Chapters 7 and 8 in chunks (a page at a time) with students who struggle reading complex text, pausing after each chunk to discuss the gist and the focus question.</li> <li>• Students who struggle with writing may need to dictate their gist statements to a partner or teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Once again, reread the prompt: "How does Seth feel about the changing weather?" and give students a moment to think about and discuss their ideas in groups. Provide 2 minutes for students to "sketch the meaning" of Chapter 8.</li><li>• Cold call members from each group to share out what they drew and why. Listen for: "I drew him looking confused, because he says he doesn't understand what is strange about the waves; he is a newcomer," "I drew him looking relaxed because he says everyone else isn't worried about the storm," and similar ideas.</li><li>• Say: "Based on what we read in Chapters 7 and 8 and the sketches you created, think about and discuss in your groups:<ul style="list-style-type: none"><li>* "What is the gist of these two chapters?"</li></ul></li><li>• After 1 to 2 minutes, cold call several students to share their thinking whole group. Listen for: "Seth is noticing the weather change," "He senses a change," "Seth is told a storm is coming, but no one seems worried about it," or similar suggestions.</li><li>• Give students 1 minute to write a gist statement for Chapters 7 and 8 at the bottom of their sketches.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Second Read: Summary Notes (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning target: "I can describe how Seth's point of view influences his description of events using key details from Chapters 7 and 8 of <i>Dark Water Rising</i>."</li> <li>Cold call several students to share out what they recall about the meaning of <i>key details</i> (important information; restate big ideas in my own words; don't need to be in complete sentences).</li> <li>Remind students that they started summary notes about the novel during Lesson 3 to support their written summary of chapters. Say: "In this lesson, you will not use your notes to write a summary paragraph. Instead you will use your notes to help you <i>describe how Seth's point of view influences his description of events</i>." Remind students that they used key details from their summary notes to describe how Junior's point of view influenced his description of events in <i>Eight Days</i>, during Lesson 2.</li> <li>Distribute the <b>Summary Notes task card</b>, one per student. Read through the directions and key vocabulary with students. Once again, point out Step 4 to students, emphasizing that they will draw a star (*) and write the page number where they find similar or repeated details. Clarify as needed.</li> <li>Give students 8–10 minutes to complete their summary notes, and circulate to support as necessary.</li> <li>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 that are described in these chapters (see <b>Teacher Reference: Sample Summary Notes, Chapters 7 and 8</b> for examples of student responses.)</li> <li>Refer students to the key vocabulary listed at the top of their task cards: <i>senses</i>, <i>peculiar</i> (haze), <i>unusually</i> (warm and humid), <i>storm(s)</i>, <i>swells</i>, <i>strange</i>, <i>worried</i>, and <i>newcomer</i>.</li> <li>Then ask students to look back at pages 57–59 and point out the sections of text where Seth says "... something was tingling at the edge of his <i>senses</i>," (end of p.57); he notices a "... <i>peculiar haze</i>" (second paragraph p.58); and how the air feels "... <i>unusually</i> warm and humid," (last paragraph p.59). Also point out that the word <i>storm(s)</i> is repeated several times in these chapters.</li> <li>Invite several students to quickly determine and share out the meaning of these words and phrases:  <i>senses</i>—feelings; awareness; sensation  <i>peculiar</i> (haze)—unusual; strange; odd  <i>unusually</i> (warm and humid)—strangely; oddly; rare; "un-" means "not"; "usual" means "normal"—"not normal"  <i>storm(s)</i>—violent weather; strong, heavy rain and wind</li> </ul>	<ul style="list-style-type: none"> <li>Provide a nonlinguistic visual for <i>key details</i> (e.g., a picture of a key).</li> <li>Consider providing text that is pre-highlighted with areas of focus in order to help students who may struggle identifying key details in complex text.</li> <li>Display the text on a document camera with the vocabulary words highlighted in order to help students identify where they are located in the text.</li> <li>Refer students to the Strategies to Help Find Meaning of Words in Context anchor chart from previous modules.</li> <li>Write and post all vocabulary words and definitions for students to refer to throughout the lesson.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Pose the following questions: <ul style="list-style-type: none"> <li>* Why do you think the narrator repeats the word <i>storm</i> several times in these chapters?</li> <li>* “In what ways do the words <i>senses</i>, <i>peculiar</i>, and <i>unusually</i> give us an idea about Seth’s perspective (point of view) about what is happening?”</li> <li>* “What other key words does Seth emphasize in his description of events? What pattern or repetition in the types of (synonymous or related) key words is he using to describe events?”</li> </ul> </li> <li>• Listen for students to share ideas such as: “Because <i>storm</i> is repeated, that makes me think it is something the narrator is thinking about a lot, it is important to him, a ‘clue’ about how important the storm is in these chapters, or what he thinks might happen next,” “The words <i>senses</i>, <i>peculiar</i>, and <i>unusually</i> make me think that Seth is feeling like something is odd, this is not a ‘normal’ storm; I also noticed he repeats terms like ‘a north(erly) wind brings change’ and the ‘sweat he wipes from his face,’ which makes me think he believes the weather is becoming worse, hotter, showing signs of change or a storm that will become a ‘natural disaster’; Seth also describes how most people are not ‘worried’ about the storm, but because he repeats the word ‘storm’ so often, I think he is worried about it,” etc.</li> <li>• As time allows, invite students to share out the meaning of other key vocabulary from the text: <ul style="list-style-type: none"> <li><i>swells</i>—waves that increase in size and number</li> <li><i>strange</i>—peculiar; unusual; odd</li> <li><i>worried</i>—concerned; scared; anxious</li> <li><i>newcomer</i>—recent arrival; new to the area; beginner</li> </ul> </li> <li>• Tell students to consider these key words when they describe how Seth’s point of view influences the way events are described, during Work Time Part C.</li> </ul>	
<p><b>C. How the Narrator’s Point of View Influences the Description of Events (13 minutes)</b></p> <ul style="list-style-type: none"> <li>• Reread the learning target: “I can describe how Seth’s point of view influences his description of events using key details from Chapters 7 and 8 of <i>Dark Water Rising</i>.”</li> <li>• Ask students to share out what they recall from Lesson 2 about <i>point of view</i>. Listen for ideas like: “First person uses the pronouns ‘I, me, we,’” “Usually the main character,” “Third person uses the pronouns ‘he, she, they,’” “<i>Eight Days</i> and <i>Dark Water Rising</i> are told from a first-person point of view,” “Point of view can also be thought of as the narrator’s (Seth’s) perspective, or the way he describes what he sees, hears, or feels, and his actions,” etc.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Remind students they already determined this story is told from a first-person point of view (Lesson 3), but they are really focusing on understanding Seth's point of view as it relates to his perspective, what he describes seeing, hearing, and feeling about each of the events. Say: "Understanding Seth's point of view (perspective) supports your understanding of how that <i>influences</i> his <i>description of events</i>."</li> <li>Invite several students to share what they recall about the meaning of the words <i>influences</i> (have an effect on how events are described; impact), <i>description</i> (the way something is explained or described) and <i>events</i> (something important that happens; events occur in certain places, during certain times).</li> <li>Briefly remind students that authors choose to tell stories from particular points of view, or perspectives, because it helps them to share an experience with the reader through the use of a narrator who describes and emphasizes certain details and emotions associated with a major event.</li> <li>Display the <b>Narrator's Point of View Analysis task card</b>. Ask students to turn to a new page in their journals to record their responses to the three parts of the analysis task.</li> <li>Read the first prompt aloud:             <ul style="list-style-type: none"> <li>* "The author wrote this story from the point of view of ... (WHO is the narrator?)"</li> </ul> </li> <li>Ask students to briefly review their summary notes from Work Time Part B and then discuss in groups:             <ul style="list-style-type: none"> <li>* "How would you describe who Seth is in these chapters?"</li> </ul> </li> <li>After 1 minute, invite several groups to share their thinking aloud. Listen for: "Seth, the narrator of this story, is a teen or young man who is new, a "newcomer" to Galveston," or similar ideas. Ask students to record the prompt and complete the sentence to describe the narrator's point of view in their journals.</li> <li>Read aloud the second prompt of the analysis task:             <ul style="list-style-type: none"> <li>* "In these chapters the narrator <i>mainly</i> describes ..."</li> </ul> </li> <li>Ask students to think about:             <ul style="list-style-type: none"> <li>* "What specific details are used to describe what is happening (events)?"</li> <li>* "Is there a pattern to Seth's description of events? Is there a repetition of language?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider writing synonyms discussed for the words <i>influences</i>, <i>description</i>, and <i>events</i> above the words in the learning targets for students to refer to throughout the lesson.</li> <li>Consider encouraging students who are visual learners to color-code their three parts of the analysis of point of view.</li> <li>Consider pointing out specific notes in their summary notes for students to refer to when trying to determine the event Seth is describing.</li> <li>Some students would benefit from the teacher providing key words from the text to help them describe the event.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Ask students to look back once again to their summary notes (from Work Time Part B) to determine what Seth mainly describes during these chapters, or what he emphasizes (gives importance to, repeats), and then discuss in groups.</li> <li>After 1 or 2 minutes, cold call several students to share out. Listen for: "In Chapters 7 and 8, Seth mainly describes how he feels or 'senses' a 'change' brought by the 'north wind,'" "Seth feels the weather become 'unusually warm and humid,'" "He says the 'storm flag' was raised and sees 'huge swells' hitting the beach," "Because he is a 'newcomer' to Galveston, he doesn't understand what is so 'strange' about the waves," "He hears other people say they are not 'worried,'" and similar ideas.</li> <li>Ask students to record the second part of the analysis prompt and complete the sentence to state what the narrator mainly describes happening in these chapters.</li> <li>Read the third fill-in-the-blank part of the analysis task: <ul style="list-style-type: none"> <li>* "I think that because the narrator is _____, s/he describes the event by using the details and/or words _____."</li> </ul> </li> <li>Direct students to focus on the word event in this statement. Ask students to think about and discuss: <ul style="list-style-type: none"> <li>* "What does Seth <i>mostly</i> describe happening in these chapters?"</li> </ul> </li> <li>Cold call members from each group. Listen for: "Seth <i>mostly</i> describes a 'storm' coming," "How the weather is changing and getting hotter," "The tide is rising," "There is a peculiar haze in the air," "How unusually warm and humid it is outside," "The 'huge swells' hitting the beach," "How other people are not worried," and similar ideas.</li> <li>Remind students to think about who the narrator is, to complete the first part of the statement. For the second portion of the statement, students need to consider the details Seth uses to describe the most important event that takes place in these chapters.</li> <li>Allow students 1 to 2 minutes to refer to their responses to the first two prompts, then to think about and discuss how they would fill in the final part of the analysis.</li> <li>Invite several students to share their thinking aloud whole group. Listen for ideas like: "I think that because the narrator is a 'newcomer' to Galveston and doesn't know about storms on the island, he describes the event(s) by using the details and/or words, like a 'peculiar haze' in the air, that he doesn't understand what is 'strange' about the waves, and that other (local) people are not 'worried' about the storm," etc.</li> <li>Direct students to record their statements for the final part of the analysis task in their journals (see <b>Teacher Reference: Sample Narrator's Point of View Analysis, <i>Dark Water Rising</i></b> for responses students may record.)</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Focus students whole group. Pose the following question:             <ul style="list-style-type: none"> <li>* “Based on your background knowledge (from Unit 1) and Seth’s description of the ‘storm,’ in Chapters 7 and 8, make a prediction about what event(s) might occur next in the story.”</li> </ul> </li> <li>Allow students 2 minutes to think and then pair to share their ideas with a nearby peer. Invite several students to share their thinking whole group.</li> <li>Review the learning target. Ask students to show a thumbs-up or thumbs-down to demonstrate their mastery toward the target. Note students who show a thumbs-down as they may need more support with identifying key details or describing how the narrator’s point of view influences how events are described.</li> </ul>	<ul style="list-style-type: none"> <li>Students who struggle with language would benefit from a sentence stem to help them respond to the debrief question. (“I think _____ will happen next in the story.”)</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Reread Chapters 7 and 8 of <i>Dark Water Rising</i> to someone at home.</li> <li>Locate and determine the meaning of key vocabulary from Chapters 7 and 8: <i>senses</i> (57), <i>peculiar</i> (haze) (58), <i>unusually</i> (<i>warm and humid</i>) (59), <i>storm(s)</i> (62, 64, 66), <i>swells</i> (63, 68), <i>strange</i> (64), <i>worried</i> (66, 68), and <i>newcomer</i> (67).             <ul style="list-style-type: none"> <li>Record each word in the academic section of the glossary in your journal.</li> <li>Write a short definition or synonym for each word.</li> </ul> </li> </ul> <p><i>Note: Read Chapters 9 and 10 of Dark Water Rising. Note that certain portions of the text, beginning in Chapter 10, will not be read aloud to students due to content that may be emotionally difficult for students. Skipping these portions of the text will not affect the meaning of the story as a whole or hinder students’ ability to master the learning target. See note in Unit 2 Overview and Lesson 1 for more details.</i></p>	<ul style="list-style-type: none"> <li>Provide an audio recording of Chapters 7 and 8 of <i>Dark Water Rising</i> for students who struggle with reading complex text.</li> <li>Consider focusing students who struggle with language on the following words to add to their glossaries: <i>senses</i> (57), <i>unusually</i> (<i>warm and humid</i>) (59), <i>strange</i> (64), and <i>worried</i> (66, 68).</li> </ul>



EXPEDITIONARY  
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# Grade 5: Module 4: Unit 2: Lesson 5

## Supporting Materials



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Sketch the Meaning Note-catcher

Image Pause 1, p. 61	Image Pause 2, p. 68
<p><i>Gist of Chapters 7 and 8:</i></p>	



Summary Notes Task Card

**Chunk 1:** Start page 57, last paragraph, “By afternoon, a few clouds ...” and end page 58 “As the day wore on ... fall asleep by the open windows.”

**Chunk 2:** Start page 59, last sentence, “The still-dark sky ...” and end page 60, “... appetite for my neck.”

**Chunk 3:** Start page 62, “The north wind...” and end page 65, “... up in the streets and yards.”

**Chunk 4:** Start page 66, “Ella Rose gave her father a shiny smile.” and end page 67, “... I might not see her ever again.”

**Chunk 5:** Start page 68, last paragraph, “Mr. Covington ...” and end page 68, “... and right into my bones.”

Key vocabulary: senses (n.) (57), peculiar (haze) (58), unusually (warm and humid) (59), storm(s) (62, 64, 66), swells (63, 68), strange (64), worried (66, 68), newcomer (67)

Summary Notes Task Card,  
Continued

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?
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. Adding details to your summary notes:
  - a. If you locate a detail about “WHO is the narrator?” that is the same/similar to a detail you previously recorded, draw a star (\*) after the detail and note the page number with the similar detail.
  - b. Add the names of new characters to the “WHO are the other characters?” space.
  - c. Add new lines below the “WHAT, WHEN, WHERE” description of events you recorded in the previous lesson and number events accordingly (e.g., if the last event you recorded was “Event 3,” the next event you record will be “Event 4” and so on).
  - d. Make sure to include key vocabulary from the text, in your notes.
5. Repeat Steps 1–3 with Chunks 2 and 5.

Sample Summary Notes, *Dark Water Rising*, Chapters 7 and 8  
For Teacher Reference

Note: These are only some examples students may record. Make sure students include page numbers in their notes to ensure they are including accurate details from the text. The new details students may add to their notes from Chapters 7 and 8 are in **bold**.

WHO is the narrator? <i>Seth</i>	WHO are the other characters? (relationship to narrator)
<ul style="list-style-type: none"> <li>Doesn't want to go to Galveston (1)</li> <li>Doesn't like taking care of little sister (1–2)</li> <li>Mature—corrects brothers (2)</li> <li>“Shocked”; thinks his dad is “unkind” because of the way he talks about Ezra (10)</li> <li>Won't give up on dream of being a carpenter (12)</li> <li>“Shock” about job offer (19)</li> <li>Excited to be a carpenter's helper (19)</li> <li>Wants to prove he should be a carpenter; working outside where he can breathe (20)</li> <li>Doesn't understand why he's not supposed to help Ezra (33)</li> <li>Doesn't miss friends from home (35)</li> <li>Feels “odd” or “peculiar” about “rented” things, “strange animals” (36)</li> <li>Feels like an “ant” (36)</li> <li>Feels like things are different (36)</li> <li>Feels a “bit more at home” (38)</li> <li><b>“Senses” a “change” brought by “north wind” (58)</b></li> <li><b>Can't “figure out” what Mr. Farrell “sensed”; his “bewilderment” (58)</b></li> </ul>	<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> <p>Virginia Mason—neighbor (33)</p> <p>Neighbors—Peek, Vedder, Munn, Captain Minor, Collums, Masons (34)</p> <p><b>Mr. Farrell—man he works with (58)</b></p> <p><b>Ella Rose—friend (62)</b></p> <p><b>Henry, Zach, Josiah, Frank, Charlie—friends; men he works with (62)</b></p> <p><b>Mr. Covington—friend's (Ella Rose's) dad (66)</b></p>



Sample Summary Notes, *Dark Water Rising*, Chapters 7 and 8  
For Teacher Reference

WHO is the narrator? <i>Seth</i>	WHO are the other characters? (relationship to narrator)
<ul style="list-style-type: none"><li>• Notices the “tide is high”; “peculiar haze”; feels heat grow “sultrier,” or “sitting heavy on brow and chest”; “weighing” him down (58)</li><li>• Feels “unusually warm and humid” (59) (*62)</li><li>• Sees “clouds” sweep across sky (62) (*63)</li><li>• Learns “storm flag” went up (62)</li><li>• Hasn’t “been here long enough to know” the waves look “strange” (64)</li><li>• Wonders “why this north wind is different” (64)</li><li>• Thinks “storms” happen all the time here, so wonders how this is different (64)</li><li>• Notices people (Ella Rose, Mr. Farrell, Mr. Covington) don’t seem too “worried” (63, 64, 66) (*68)</li><li>• Feels like a “newcomer” (67)</li><li>• Feels the “swells falling upon the beach”; feels the shock “into his bones.” (68)</li></ul>	



Sample Summary Notes, *Dark Water Rising*, Chapters 7 and 8  
For Teacher Reference

**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)**

**Event 4: Seth describes the “bright” and “massive” buildings he sees as he walks through Galveston after dinner (one evening). (pp.23–24)**

**Event 5: Seth describes going to the beach, how the “air sizzled” and he saw “most all of Galveston” in the “evening.” (p.25)**

**Event 6: Seth describes moving with his family one Saturday to a “rented nice two-story” house near the gulf, which is “built atop a raised basement” “like most homes in Galveston.”**

**Event 7: Seth describes the weather becoming “sultrier” (a north wind; tide is high; peculiar haze; unusually warm and humid) each day he works on the new house. (pp.58–60)**

**Event 8: As Seth is working on the house one morning, he learns the “storm flag” went up; people are talking about the “huge swells” coming up on the beach but don’t seem worried. (Ch. 8)**



Sample Narrator's Point of View Analysis, *Dark Water Rising*: Chapters 7 and 8  
(For Teacher Reference)

The author wrote this story from the point of view of ... (WHO is the narrator?)  
**a teen or young man, named Seth, who is a “newcomer” to Galveston.**

In this story, the narrator **mainly** describes ...  
**how he feels or “senses” a “change” brought by the “north wind”; Seth sees the “tide is high” and feels the heat become “sultrier,” “unusually warm and humid”; the “storm flag” was raised and “huge swells” hitting the beach; how he is a “newcomer” to Galveston so he doesn’t understand what is so “strange” about the waves, this storm; hears that other people are not “worried.”**

I think that because the narrator is a **“newcomer” to Galveston and doesn’t know about storms on the island**, s/he describes the event(s) by using the details and/or words, a **“peculiar haze” in the air; he doesn’t understand what is “strange” about the waves, storm; other (local) people are not “worried” about the storm.**