



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 4: Unit 2: Lesson 6**

**How a Narrator's Point of View Influences the  
Description of Events and Figurative Language:**  
*Dark Water Rising*, Chapters 9 and 10



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How a Narrator's Point of View Influences the Description of Events and  
Figurative Language:  
*Dark Water Rising*, Chapters 9 and 10

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

- I can summarize a literary text. (RL.5.2)
- I can describe how a narrator's point of view influences the description of events. (RL.5.6)
- I can summarize or paraphrase information in my notes and in finished work. (W.5.8)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)

Supporting Learning Targets

- I can describe how Seth's point of view influences his description of events using key details from Chapters 9 and 10 of *Dark Water Rising*.
- I can analyze the meaning of figurative language in *Dark Water Rising*.

Ongoing Assessment

- Summary notes (in journal)
- Narrator's Point of View Analysis Task (in journal)
- Language Analysis chart (in journal)



How a Narrator's Point of View Influences the Description of Events and  
Figurative Language:  
*Dark Water Rising*, Chapters 9 and 10

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 9 and 10 (15 minutes)</li><li>How the Narrator's Point of View Influences the Description of Events (20 minutes)</li><li>Analyzing Figurative Language: Similes, Metaphors, and Idioms (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 Lessons 4 and 5.</li><li>Students will “sketch the meaning” for Chapters 9 and 10 of the novel. Note that portions of text from pages 80 and 81, in Chapter 10, will not be read aloud to students due to content that may be emotionally difficult for students. These portions of the text will not affect the meaning of the story as a whole or the mastery of the learning targets by students. See note in Unit 2 Overview and Lesson 1 for more details.</li><li>As in Lesson 5, students record key details that support their understanding and description of how the narrator's point of view influences the way events are described. In this lesson, noting key details and completing the point of view analysis are combined in Work Time Part B rather than being broken into two separate work times.</li><li>As in Lesson 4, students analyze similes and metaphors from the text. In this lesson, students are also introduced to idioms as an example of figurative language.</li></ul>



**How a Narrator's Point of View Influences the Description of Events and  
Figurative Language:**  
*Dark Water Rising*, Chapters 9 and 10

Lesson Vocabulary	Materials
point of view, influences, description, events, key details, analyze, meaning, figurative language; waves, overflows (69), knee-deep (71), debris (72), (the) staggering truth (74), wondered (81), powerless (82)	<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 9 and 10 (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><li>• Figurative Language Analysis T-chart (one for display)</li><li>• Sample Figurative Language Analysis chart (for teacher reference)</li><li>• What Do We Know about Natural Disasters? anchor chart (from Unit 1, Lesson 1)</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 their <b>journals</b> and open to the page in their glossary where they recorded and defined academic vocabulary terms from Chapters 7 and 8 for homework. Then ask students to partner with a peer who is <i>not</i> a member of their regular group.</li> <li>• Ask students to think about and discuss with their partner:             <ul style="list-style-type: none"> <li>* “Which of these key vocabulary terms from Chapters 7 and 8 are synonyms?” If necessary, remind students that synonyms are words that mean the same thing.</li> </ul> </li> <li>• After 1 to 2 minutes, cold call several students to share their thinking whole group. Listen for: “‘Peculiar,’ ‘unusually,’ and ‘strange’ are synonyms because they all mean something is odd, not normal.”</li> <li>• Next, ask partners to think about and discuss:             <ul style="list-style-type: none"> <li>* “Which of these key vocabulary terms refer to how Seth or other characters feel?”</li> </ul> </li> <li>• After 1 to 2 minutes, cold call a few students to share out. Listen for: “Senses—because he feels like something is strange,” “Worried—because Seth describes how other people do not seem to be worried, even though he senses something strange, peculiar,” “Newcomer—because Seth says he doesn’t know what the weather should feel like, if this is a bad storm, because he is new to Galveston.”</li> <li>• Finally, ask students to think about and discuss:             <ul style="list-style-type: none"> <li>* “Which of these key vocabulary terms describes the weather in these chapters?”</li> </ul> </li> <li>• Ask students to use related vocabulary they have learned when discussing these terms.</li> <li>• Give students 1 to 2 minutes to discuss their ideas with partners, then cold call students to share out. Listen for: “Storm—because the weather is getting worse,” “Swells—because it describes the size of the waves as the storm comes in,” “Unusually—because Seth describes the air as unusually warm and humid.”</li> <li>• After students share their ideas, focus their attention whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Intentionally partner ELL students with students who speak the same home language for the Opening.</li> <li>• Write and post all vocabulary words and definitions with visuals for students to refer to throughout the unit.</li> </ul>



How a Narrator's Point of View Influences the Description of Events and  
Figurative Language:  
*Dark Water Rising*, Chapters 9 and 10

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Say: "Remember that we are reading this novel as a way to better understand the impact of an extreme natural event on people and the environment. In Chapters 7 and 8, Seth emphasizes the word <i>storm</i> and describes how he <i>senses</i> a tingling, sees a <i>peculiar haze</i>, and feels the air become <i>unusually warm and humid</i>. He also tells the reader that a <i>storm</i> flag has been raised, but people do not seem <i>worried</i> about the sudden <i>swells</i> from the ocean. Pay close attention to the details Seth emphasizes about this <i>storm</i> in Chapters 9 and 10 today. Given your background knowledge from Unit 1 about natural disasters, consider the difference between a 'storm' and an 'extreme natural event' as we read the next two chapters from <i>Dark Water Rising</i>."</li> </ul>	
Work Time	Meeting Students' Needs
<p><b>A. Read-aloud and Sketching Meaning: Dark Water Rising, Chapters 9 and 10 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to gather their journals and the book <i>Dark Water Rising</i>.</li> <li>• Direct students to join their regular groups.</li> <li>• Remind students that the first read of chapters is aloud because this text is complex. Remind them of the learning target they are focused on: "I can describe how Seth's point of view influences his description of events using key details." Tell students they will skip small sections of text today that may be emotionally difficult for some students, but that this won't affect their ability to reach the learning target. (See "Teacher Note" for more details.)</li> <li>• Ask students to share out what they typically do during a first read in this unit. Listen for: "Sketch the meaning and determine the gist."</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>• Ask students to open their book to page 69 and follow along silently as Chapter 9 is read aloud. Provide the following prompt to focus students as they listen: <ul style="list-style-type: none"> <li>* "What does Seth notice the residents of Galveston doing as the storm hits?" Begin reading with, "I took Broadway ..." and stop at the end of page 73, "Like a wounded Goliath ... into the sea."</li> </ul> </li> <li>• Allow students a moment to think and discuss their ideas with group members, then 1 to 2 minutes to quickly create their sketch for Chapter 9.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing a Sketch the Meaning note-catcher for those students who may struggle with creating their own in their journal.</li> <li>• Some students may need the text read aloud more than once in order to determine the gist of that section.</li> <li>• Students who struggle with writing may need to dictate their gist statement, summary notes, and Point of View Analysis to a partner or teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call group members to share out what they sketched and why. Listen for: "I sketched crowds gathering at the shore because he says as the storm increased, so did the crowds," "People dressed for work, going to the beach in celebration because Seth says they gathered to see a sight as grand as fireworks on the Fourth of July," "Kids floating on homemade rafts, and families heading for higher ground," or similar ideas.</li><li>• Ask students to open to page 74 and follow along silently as portions of Chapter 10 are read aloud. (Start, "My heart pounded ..." and stop on page 80, "At Forty-fourth and ... its foundation.") Direct students to follow along silently once again beginning on page 81, second paragraph, "I flailed for footing ..." and ending page 82, "All around us ... the swift brown river and be gone."</li><li>• After Chapter 10 is read aloud, provide the following prompt:<ul style="list-style-type: none"><li>* "What is Seth experiencing as the storm hits Galveston?"</li></ul></li><li>• Once again, give students a moment to think about and discuss their ideas in groups. Provide 1 to 2 minutes for students to "sketch the meaning" of Chapter 10.</li><li>• Cold call members from each group to share out what they drew and why. Listen for: "I drew Seth and Josiah in the water up to their knees, surrounded by broken buildings, because he says they had to walk in knee-deep water and that buildings broke apart," "Seth and Josiah looking for family members to make sure they're safe, because Seth describes going to Ezra's, Aunt Julia's house to see if his and Josiah's family members are okay," "Seth looking upset about not finding his family, because he says he wonders if he'll ever see his father, mother, and sister and describes how powerless he feels," and similar ideas.</li><li>• Direct students to look back at their sketches, then think about and discuss in groups:<ul style="list-style-type: none"><li>* "What is the gist of Chapters 9 and 10?"</li></ul></li><li>• After 1 to 2 minutes, cold call several students to share their thinking whole group. Listen for: "A major storm arrives in Galveston," "The storm floods Galveston and destroys many of the buildings," "People are missing," "They are not safe in the storm," and similar suggestions.</li><li>• Give students 1 minute to write a gist statement for Chapters 9 and 10 at the bottom of their sketches.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. How the Narrator's Point of View Influences the Description of Events (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the first learning target: "I can describe how Seth's point of view influences his description of events using key details from Chapters 9 and 10 of <i>Dark Water Rising</i>."</li> <li>Ask students to quickly recall and then share out the meaning of <i>point of view</i> (the narrator's, Seth's, perspective or the way he describes what he sees, hears, feels, and his actions), <i>influences</i> (have an effect on how events are described; impact), <i>description</i> (the way something is explained), <i>events</i> (something important that happens in the story), and <i>key details (to support)</i> (paraphrase important information; restate big ideas in my own words).</li> <li>Tell students that in Work Time Part B, they will reread chunks of Chapters 9 and 10 to take summary notes that include key details. Then they will use their summary notes to support their analysis of how Seth's point of view in these chapters influences his description of events.</li> <li>Distribute the <b>Summary Notes task card</b>, one per student. Read the directions and key vocabulary with students. Clarify as needed.</li> <li>Give students 7 or 8 minutes to complete their summary notes and circulate to support as needed.</li> <li>Once 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 Chapters 9 and 10 (see <b>Teacher Reference: Sample Summary notes, Chapters 9 and 10</b> for examples of student responses).</li> <li>Refer students to the key vocabulary listed at the top of their task cards: waves, overflows, knee-deep, debris, (the) staggering truth, wondered, and powerless.</li> <li>Tell students to discuss in groups, referring to the text to see how the key vocabulary was used, then share out the meaning of the words: <ul style="list-style-type: none"> <li>waves—water in the ocean that curls over and falls as it reaches the shore or beach</li> <li>overflows—floods; pours out; spills over</li> <li>knee-deep—as high as one's knees</li> <li>debris—wreckage; fragments (of something that has been destroyed or broken to pieces)</li> </ul> </li> <li>Point out that the narrator repeats each of these words several times in Chapters 9 and 10. Pose the questions: <ul style="list-style-type: none"> <li>* "How does the repetition of, or emphasis, on these words help the reader understand the effects of this storm on Galveston?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students who struggle with writing may need to dictate their gist statement, summary notes, and Point of View Analysis to a partner or teacher.</li> <li>Consider focusing students who struggle with language on just a few vocabulary words rather than the entire list.</li> <li>Highlight the vocabulary words in the text for students who struggle with locating them in order to allow them to focus their time on determining the meaning in context.</li> <li>Color-code each part of the analysis on the task card to help students who learn visually to distinguish between each part easily.</li> <li>Model scripting the Point of View analysis on a document camera for students to follow as they are paced through this task.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>* “How do they help us understand Seth’s perspective of the storm?”</li> <li>• Allow students a moment to think about and discuss their ideas in groups. Invite several students to share out their thinking. Listen for: “Because these words are emphasized, they help me ‘see’ how much water is covering the city,” “How dangerous it is to be in the storm,” “How frightened Seth must feel because he is surrounded by so much water and destruction,” and similar ideas.</li> <li>• Next, display the <b>Narrator’s Point of View Analysis task card</b> and ask students to quickly turn to a new page in their journals to record their responses to each part of the analysis.</li> <li>• Read the first prompt aloud: “The author wrote this story from the point of view of ... (WHO is the narrator?)”</li> <li>• Focus students on the remaining three key vocabulary terms (from the Summary Notes task card) to support their thinking about “WHO is the narrator?” Ask students to briefly discuss and then share out what these words mean:  <i>(the) staggering truth</i>—the shocking reality of a situation or event  <i>wondered</i>—wanted to know; questioned  <i>powerless</i>—“power” (control; influence) “-less” (without), without control</li> <li>• Pose the following question for students to discuss with group members:  <ul style="list-style-type: none"> <li>* “What do these words tell you about Seth’s point of view? WHO Seth is in Chapters 9 and 10?”</li> </ul> </li> <li>• After 1 to 2 minutes, invite several students to share their ideas whole group. Listen for ideas such as: “He is shocked by how terrible this storm really is,” “He wonders if his family is okay,” and “He feels powerless to help his family and friends.”</li> <li>• Redirect students’ attention to the first prompt of the analysis task and ask them to record a response that includes key vocabulary about who Seth is in their journals.</li> <li>• Read the second part of the analysis task aloud: “In these chapters the narrator <i>mainly</i> describes ...” Ask students to think about:  <ul style="list-style-type: none"> <li>* “What specific details and key vocabulary are used to describe what is happening (events)?”</li> <li>* “What does Seth emphasize in his description of events? What key terms or language is repeated?”</li> </ul> </li> <li>• Direct students to review their summary notes and key vocabulary to help them determine which details Seth emphasizes in these chapters. Allow students a moment to discuss their ideas with group members.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 1 to 2 minutes, cold call several students to share out. Listen for: "In these chapters, Seth emphasizes the waves and the swells flooding Galveston," "The knee-deep water he and Josiah walk through," "How the waves lift and break buildings apart," "The debris that is everywhere," "Buildings collapsing into the sea, ripped apart," "He wonders if his family is okay," "The worry he sees on people's faces because of missing family and friends," "How powerless he feels to help his family," and similar ideas.</li><li>• Ask students to record the second part of the analysis prompt and complete the sentence to explain what Seth mainly describes happening in these chapters.</li><li>• Read the third fill-in-the-blank part of the analysis task: "I think that because the narrator is _____, s/he describes the event by using the details and/or words _____."</li><li>• Tell students to think about their responses to the first two questions as they consider how to answer the third part of the analysis task. Allow them 1 to 2 minutes to discuss their thinking in groups.</li><li>• Cold call group members to share out their thinking. Listen for ideas such as: "Because the narrator is feeling worried about his family, or powerless to offer aid, he describes the event by using the details, 'he will feel better knowing that things are okay at home,' 'wondered' if he would find or see his family, searching for family members in the 'debris,'" "Because the narrator realizes the 'staggering truth' that this is not a 'simple storm,' he describes the event by using words like 'waves,' 'knee-deep water,' 'overflows,' and 'debris' repeatedly in these chapters to describe how the storm affects Galveston," 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 possible student responses.)</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Analyzing Figurative Language: Similes, Metaphors, and Idioms (13 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the second learning target: "I can analyze the meaning of figurative language in <i>Dark Water Rising</i>."</li> <li>Cold call several students to share out what they recall about the meaning of the word <i>analyze</i> in this target (understand, determine) and <i>figurative language</i> (refers to similes and metaphors [comparisons], idioms [expressions], or other nonliteral language [e.g., hyperbole, personification] used by authors to help create a lasting image in a reader's mind.)</li> <li>Remind students that the author of <i>Dark Water Rising</i> includes a great deal of figurative language in this novel to help create an image in the reader's mind related to important details about the characters, events, and setting. Refer students to the definitions of "metaphor" and "simile" that were posted during Lesson 4, then ask students to briefly discuss in groups what they know about these two concepts.</li> <li>Cold call several students to share their thinking whole group. Listen for: "Metaphors compare two things that are not similar in a direct and surprising way," "They say one thing is another thing, without using 'like' or 'as,'" "A simile compares two unlike things, but uses the words 'like' or 'as' to make a comparison," or similar suggestions.</li> <li>Remind students that as they read <i>Dark Water Rising</i>, they will focus on analyzing the meaning of various types of figurative language in the novel in order to better understand the message (meaning) the author is trying to convey. The focus for this lesson is on similes and metaphors as well as <i>idioms</i>.</li> <li>Ask students to think about and discuss what they know about idioms. After a moment, invite several students to share their thinking whole group. Listen for: "An expression; a saying that is used in a particular culture, by a specific group of people." If students are unfamiliar with idioms, define the term. Record the definition of an idiom and post it where students can refer to it throughout this unit. (Definition: "A phrase or expression that cannot be understood from the meanings of individual words. Idioms are figurative, not literal, and are often specific to particular cultures or geographic areas.")</li> <li>Display the <b>Figurative Language Analysis T-chart</b>.</li> <li>Focus students' attention on the first idiom, below "The author used this figurative language ..." Point out the italicized words in the example: "Always <i>making a big to-do</i> over every little blow." (p. 66)</li> <li>Direct students to think about and discuss with their group members: <ul style="list-style-type: none"> <li>* "What do you think the words 'to-do' mean in this context?"</li> <li>* "What do you think it means if you're <i>making a big</i> 'to-do'?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students who struggle with writing may need to dictate their gist statement, summary notes, and Point of View Analysis to a partner or teacher.</li> <li>Idioms are an extremely difficult concept for language learners to understand. If possible, compile several idioms in ELL students' home languages to help illustrate what idioms are and how they are used to convey meaning.</li> <li>Whenever possible, create a nonlinguistic visual of figurative language examples and add them to the anchor chart.</li> <li>Post instructions of what to do with figurative language for students as they complete the task.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call several students to share out. Listen for: “A to-do in this context means making a fuss, complaining,” “If you’re making a big to-do, it means your making a big fuss about something and complaining a lot,” or similar ideas. Record students’ thinking in the space to the right of the first idiom, below “What the author literally means is ...”</li><li>• Tell students to do the following:<ol style="list-style-type: none"><li>1. Read through the remaining examples of figurative language.</li><li>2. Focus on the italicized words.</li><li>3. Discuss interpretations with group members.</li><li>4. Record your ideas about “What the author literally means is ...” next to each example, on the right side of the Figurative Language Analysis chart.</li></ol></li><li>• As students work, move throughout the room to offer support.</li><li>• After 6 or 7 minutes, cold call students to share their ideas with the class (see <b>Teacher Reference: Figurative Language Analysis chart</b>, sample responses in supporting materials).</li><li>• As students share their thinking, ask probing questions such as:<ul style="list-style-type: none"><li>* “How does the use of figurative language in this novel help us to understand the characters, events, or setting?”</li><li>* “What does the author want us to understand, or see, by using these metaphors, similes, and idioms to describe the character(s), event, or setting?”</li></ul></li><li>• As time allows, direct students to revise their Narrator’s Point of View Analysis, based on their understanding about figurative language from Chapters 9 and 10.</li><li>• Allow students to complete the Figurative Language Analysis chart for homework if they are not able to finish during Work Time Part C.</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>Bring students together whole group. Focus their attention on the <b>What Do We Know about Natural Disasters? anchor chart</b>, then pose the following question: <ul style="list-style-type: none"> <li>* “Based on what you learned in Unit 1 about what a natural disaster is, do you think what Seth describes in Chapters 9 and 10 is a ‘storm’ or a ‘natural disaster’? Use evidence from the text to support your answer.”</li> </ul> </li> <li>Allow students a moment to think about and discuss their ideas with a partner. Invite several students to share their thinking whole group.</li> <li>Read each of the two learning targets aloud. Ask students to show one finger if they feel they have greater mastery of the first target, or two fingers if they feel greater mastery of the second target. As time allows, invite students to justify their selection of one target over the other.</li> </ul>	<ul style="list-style-type: none"> <li>Students who struggle with language may need a sentence stem to help them answer the debrief question. (e.g., “I think Seth describes a _____, because ...”)</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Reread the portions of <i>Dark Water Rising</i> read in today's lesson to someone at home. Begin with Paragraphs 2 and 3 on page 73, starting with “I looked and saw water rushing ...” and ending at “sway and dip into the surf.” Then reread the first two paragraphs on page 74, starting at “My heart pounded ...” and ending, “... bathhouses ripped apart by the sea.”</li> <li>List and define key vocabulary from Chapters 9 and 10 in the academic section of the glossary in your journal: <i>waves, overflows, knee-deep, debris, staggering truth, wondered, and powerless</i>.</li> <li>On a new page in your journal, write a response to each of the following questions: <ul style="list-style-type: none"> <li>Which of these words help the reader understand what Seth sees as the storm becomes worse? Explain your thinking.</li> <li>Which of these words help the reader understand how Seth feels as the storm becomes worse? Explain your thinking.</li> </ul> </li> </ul> <p><i>Note: Read Chapters 11 and 12 of Dark Water Rising. No portions of the text are excluded from the read-aloud of these chapters.</i></p>	<ul style="list-style-type: none"> <li>Provide an audio recording of <i>Dark Water Rising</i> for students who struggle with reading complex text independently.</li> <li>Focus students who struggle with writing on the words waves, wondered and powerless.</li> <li>Allow students who struggle with writing to dictate the answer to the questions posed for homework to someone at home who can write their answers in their journal.</li> </ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 4: Unit 2: Lesson 6

## Supporting Materials



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Sketch the Meaning Note-catcher

Image Pause 1, p. 73	Image Pause 2, p. 82
<p><i>Gist of Chapters 9 and 10:</i></p>	



Summary Notes Task Card

**Chunk 1:** Start page 69, “I took Broadway ...” and end page 70, “We watched till everyone arrived ... spectacle going on outside.”

**Chunk 2:** Start page 71, “I shook my head.” And end page 73, “Like a wounded Goliath ... into the sea.”

**Chunk 3:** The first two paragraphs of page 74, “My heart pounded ... great bathhouses ripped apart by the sea.”

**Chunk 4:** Start page 75, “By the time ...” and end page 76, “... impossible to get a call through now.”

**Chunk 5:** Start page 77, “Aunt Julia stood ...” and end page 78, “They might need me.”

**Chunk 6:** Start page 81, “As soon as I caught my breath ...” and end page 82, “... and be gone.”

Key vocabulary: waves, overflows (69), knee-deep (71), debris (72), (the) staggering truth (74), wondered (81), powerless (82)



Summary Notes Task Card

**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. 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 1–4 with Chunks 2-6.

Sample Summary Notes, *Dark Water Rising*, Chapters 9 and 10  
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 9 and 10 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)(*23)</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)(*24)</li> <li>“Shock” about job offer (19)</li> <li>Excited to be a carpenter's helper (19)(*34)</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>“Senses” a “change” brought by “north wind” (58)</li> <li>Can't “figure out” what Mr. Farrell “sensed”; his “bewilderment” (58)</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>Mr. Farrell—man he works with (58)</p> <p>Ella Rose—friend (62)</p> <p>Henry, Zach, Josiah, Frank, Charlie—friends; men he works with (62)</p> <p>Mr. Covington—friend's (Ella Rose's) dad (66)</p>



Sample Summary Notes, *Dark Water Rising*, Chapters 9 and 10  
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) (<b>*69</b>)</li><li>• Feels like a “newcomer” (67)</li><li>• Feels the “swells falling upon the beach”; feels the shock “into his bones.” (68)</li><li>• <b>Will “never get used to” storms here (69)</b></li><li>• <b>Will “feel better knowing things are okay at home” (71)</b></li><li>• <b>“Staggering truth” of what is happening “tightens his stomach” (74)</b></li><li>• <b>Thinks his family “might need” him (78)</b></li><li>• <b>“Wonders” if his family is okay; will get a “chance to make things right with Papa” (81)</b></li><li>• <b>Feels like he “stepped in a deep hole” (82)</b></li></ul>	

Sample Summary Notes, *Dark Water Rising*, Chapters 9 and 10  
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)**

**Event 9: The swells/storm increase Saturday morning, and Seth must wade through “knee-deep” water and “debris” flooding the streets to get to his family. (Ch. 9)**

**Event 10: Later Saturday, Seth and Josiah make their way through Galveston’s “knee-deep” water and are hit by “debris” as they try to see if their family members are safe. (Ch. 10)**



Sample Narrator's Point of View Analysis, *Dark Water Rising*: Chapters 9 and 10  
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 “not used to these storms,” “realizes this is not a simple storm”; who is “wondering” if he’ll see his family again, if they’re safe; who feels “powerless” to offer aid or help his family.**

In this story, the narrator **mainly** describes ...

**the increasing swells, waves, storm; the “knee-deep” water he has to walk through to get to his family; the waves, swells lifting and breaking buildings, the “debris”; the “rising” waters; water “rushing in from Galveston Bay”; buildings “collapsing into the sea”; buildings “ripped apart”; the “worry” on people’s faces; the “need to know his family is okay”; how “powerless he feels to offer aid.”**

I think that because the narrator is **realizing this is not a simple storm, and he feels powerless to help** s/he describes the event(s) by using the details and/or words **“debris,” “buildings collapsing into the sea,” the “knee-deep” water that floods Galveston; needing to find, know his family is okay.**



Figurative Language Analysis T-Chart

The author used this figurative language...		What this literally means is...
Idiom	<ul style="list-style-type: none"><li>• “Always <i>making a big to-do</i> over every little blow.” (p.66)</li><li>• “I’ll get towels. You boys is <i>soaked to the bone</i>.” (p.75)</li></ul>	
Simile	<ul style="list-style-type: none"><li>• “Wild waves rose up <i>like</i> a great hand ...” (p.73)</li><li>• “My <i>heart</i> pounded as hard <i>as</i> the rain ...” (p.74)</li></ul>	
Metaphor	<ul style="list-style-type: none"><li>• “Rising water and high curbs had turned the south <i>streets</i> into rushing brown <i>rivers</i> ...” (p.72)</li></ul>	



Sample Figurative Language Analysis T-Chart  
(For Teacher Reference)

The author used this figurative language...		What this literally means is...
Idiom	<ul style="list-style-type: none"><li>• “Always <i>making a big to-do</i> over every little blow.” (p.66)</li></ul>	<b>Making a fuss about something.</b>
	<ul style="list-style-type: none"><li>• “I’ll get towels. You boys is <i>soaked to the bone</i>.” (p.75)</li></ul>	<b>Their clothes are very wet, dripping with water and rain.</b>
Simile	<ul style="list-style-type: none"><li>• “Wild waves rose up <i>like</i> a great hand ...” (p.73)</li></ul>	<b>The waves are enormous, huge, curled over and hitting the beach.</b>
	<ul style="list-style-type: none"><li>• “My <i>heart</i> pounded as hard <i>as</i> the rain ...” (p.74)</li></ul>	<b>His heart was beating very fast; he could feel his heart beating hard.</b>
Metaphor	<ul style="list-style-type: none"><li>• “Rising water and high curbs had turned the south <i>streets</i> into rushing brown <i>rivers</i> ...” (p.72)</li></ul>	<b>He can’t see the streets because they are flooded by the high waters.</b>