



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 4: Unit 2: Lesson 7**

**How a Narrator's Point of View Influences the  
Description of Events and Analyzing Images:**  
*Dark Water Rising*, Chapters 11 and 12, and *Eight  
Days*



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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 analyze how visual and multimedia elements add to the meaning, tone or beauty of literary text. (RL.5.7)

I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

Supporting Learning Targets

- I can describe how Seth's point of view influences his description of events using key details from Chapters 11 and 12 of *Dark Water Rising*.
- I can analyze images from *Dark Water Rising* to determine how they add meaning to the narrator's description of events.

Ongoing Assessment

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

Agenda

1. Opening
  - A. Homework Review and Engage the Reader (7 minutes)
2. Work Time
  - A. Read-aloud and Sketching Meaning: *Dark Water Rising*, Chapters 9 and 10 (15 minutes)
  - B. How the Narrator's Point of View Influences the Description of Events (20 minutes)
  - C. Analyzing Figurative Language: Similes, Metaphors, and Idioms (13 minutes)
3. Closing and Assessment
  - A. Debrief and Review of Learning Targets (5 minutes)
4. Homework

Teaching Notes

- This lesson follows a pattern that is similar to Lesson 6; however, no portions of the text have been excluded from the read-aloud of Chapters 11 and 12.
- In Work Time Parts A and B, students sketch the meaning and determine the gist of Chapters 11 and 12. Then they take summary notes about key details to support their analysis of how the narrator's point of view influences how events are described in these chapters.
- In Work Time Part C, students analyze how two of the historical photos from the back pages of the novel add meaning to the narrator's description of events.
- Review: Back-to-Back, Face-to-Face and Glass, Bugs, Mud protocols (Appendix 1).



Lesson Vocabulary	Materials
point of view, influences, description, events, key details, analyze, images, meaning; stumbled, shattered, struggled (83), flooded (84), swept away (87, 93), violent, battered (89)	<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 11 and 12 (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>• <i>Eight Days: A Story of Haiti</i>, pages 5 and 6 (for display)</li><li>• Image Analysis (one for display)</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 turn to the page with their responses to the two vocabulary questions they completed for homework.</li> <li>• Explain the Back-to-Back, Face-to-Face protocol to students.</li> <li>• Direct students to turn back-to-back with a partner, then pose the question: <ul style="list-style-type: none"> <li>* “Which of the key vocabulary words from Chapters 9 and 10 help the reader understand what Seth sees as the storm becomes worse? Explain your thinking.”</li> </ul> </li> <li>• Allow students a moment to consider and refer to their homework, then turn face-to-face with partners to discuss their thinking.</li> <li>• Cold call a few students to share out whole group. Listen for: “The words ‘waves,’ ‘overflows,’ ‘knee-deep,’ and ‘debris’ help me understand that Seth sees a great deal of water flood onto the island as the storm becomes worse,” “They help me understand how the storm waves and overflows break the buildings apart and create debris,” and similar ideas.</li> <li>• Direct students to turn back-to-back with a <i>different</i> partner, then pose the question: <ul style="list-style-type: none"> <li>* “Which of the key vocabulary words from Chapters 9 and 10 help the reader understand how Seth <i>feels</i> as the storm becomes worse? Explain your thinking.”</li> </ul> </li> <li>• Once again, give students a moment to consider and refer to their homework, then turn face-to-face with partners to discuss their ideas.</li> <li>• Cold call a few students to share out whole group. Listen for suggestions like: “The words ‘staggering truth,’ ‘wondered,’ and ‘powerless’ help me understand how Seth feels as the storm becomes worse, because he describes how he suddenly realizes the staggering truth about how bad the storm really is, and how he wonders if his family is safe and how powerless he feels to help, or offer aid,” etc.</li> <li>• Say: “As we read Chapters 11 and 12 of <i>Dark Water Rising</i> today, pay close attention to Seth’s description of the storm. Think about the words he uses to describe what he sees and feels during this extreme event, and think about how Seth describes the effect of the storm on the people and city of Galveston.”</li> </ul>	<ul style="list-style-type: none"> <li>• Preview the questions students will be asked during Back-to-Back, Face-to-Face with students who may need more time to consider and formulate their answer.</li> <li>• Consider charting all questions posed to students and answers they give during the lesson for students who are visual learners to refer to throughout the lesson.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Read-aloud and Sketching Meaning: <i>Dark Water Rising</i>, Chapters 11 and 12 (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>• Ask: "What do we usually do during the first read of chapters from this novel?" Listen for: "Sketch the meaning for each chapter and determine the gist."</li> <li>• Tell students to create a new <b>Sketch the Meaning note-catcher</b> on a blank page in their journals.</li> <li>• Ask students to open their books to page 83 and follow along silently as Chapter 11 is read aloud. Ask students to think about: <ul style="list-style-type: none"> <li>* "What is Seth concerned about? Support your thinking with evidence from the text."</li> </ul> </li> <li>• Begin reading with, "Josiah stumbled ..." and stop at the end of page 91, "Oh, heaven ... Mama and Kate."</li> <li>• Allow students a moment to think and discuss their ideas with group members, then 1 or 2 minutes to quickly create a sketch showing what they believe Seth is concerned about in Chapter 11.</li> <li>• Cold call group members to share out what they sketched and why. Listen for: "I drew Seth trying to find his family, because he says he stumbled and struggled to get to his house and family," "I drew Seth and Josiah trying to get somewhere safe, to the Vedder house, because he says he and Josiah have to get out of there before the roof goes," and similar ideas.</li> <li>• Ask students to turn to page 92 and follow along silently as Chapter 12 is read aloud. Provide the following prompt to focus students while they listen: <ul style="list-style-type: none"> <li>* "What frightens Seth? Support your thinking with evidence from the text."</li> </ul> </li> <li>• Begin reading with, "Floating furniture thudded ..." and stop on page 96, "... reaching for the woman and her child."</li> <li>• Once again, give students a moment to think about and discuss their ideas in groups. Provide 1 or 2 minutes for students to sketch the meaning of Chapter 12, attending to what frightens Seth in this chapter.</li> <li>• Cold call members from each group to share out what they drew and why. Listen for: "I drew Seth in the flooding Vedder house, because he says there seemed to be no real hope and fear crawled along his skin," and similar ideas.</li> <li>• Direct students to look back at their sketches and then think about and discuss in groups: <ul style="list-style-type: none"> <li>* "What is the gist of Chapters 11 and 12?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Refer students to the Things Close Readers Do anchor chart from previous modules.</li> <li>• Flag portions of the text that will be read in today's lesson to help those students who may struggle finding the right sections on their own.</li> <li>• Allow students who struggle with writing to dictate their gist to a peer or teacher.</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 their thinking whole group. Listen for: “Seth and Josiah are frightened that they may not find people—they struggle through the storm to find Seth’s family,” “Seth and Josiah are frightened for their own safety—they look for safe shelter from the storm and end up at the Vedder house,” or similar suggestions.</li><li>• Allow students 1 minute to write a gist statement for Chapters 11 and 12 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 11 and 12 of <i>Dark Water Rising</i>."</li> <li>Point out the key terms students should be familiar with from this target: <i>point of view</i>, <i>influences</i>, <i>description</i>, <i>events</i>, and <i>key details</i> (to support).</li> <li>Ask students to restate the target in their own words (ideally on mini white boards). Look/listen for statements like: "I can use important details to explain how Seth's perspective affects the way he describes what happens," and similar ideas.</li> <li>Tell students that as in the previous lesson, during this Work Time they will reread parts of Chapters 11 and 12 and 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 the way he describes 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>After students add details to their summary notes, cold call students from different groups to share out what they recorded about the narrator, other characters, and the main events that are described in Chapters 11 and 12 (see <b>Teacher Reference: Sample Summary Notes, Chapters 11 and 12</b> for examples of student responses.)</li> <li>Refer students to the key vocabulary listed at the top of their task cards: <i>stumbled</i>, <i>shattered</i>, <i>struggled</i>, <i>flooded</i>, <i>swept away</i>, <i>violent</i>, <i>battered</i></li> <li>Tell students to discuss in groups and then share out the meaning of each word: <ul style="list-style-type: none"> <li><i>stumbled</i>—staggered; tripped; slipped; fell</li> <li><i>shattered</i>—smashed; broken; destroyed; exploded</li> <li><i>struggled</i>—made a great effort; tried; fought; worked hard</li> <li><i>flooded</i>—covered in water; an overflow of water into an area</li> <li><i>swept away</i>—someone or something is taken, moved quickly, forcefully in one direction</li> <li><i>violent</i>—fierce; powerful; brutal; aggressive</li> <li><i>battered</i>—beat; hit; pummel; assault</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <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 their 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 Narrator's 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>• Ask students to think about:</li> <li>• “How do these words help the reader understand the effect of this extreme natural event on Galveston?” <ul style="list-style-type: none"> <li>* “How do these words help us understand what Seth experiences as the storm becomes more powerful?”</li> </ul> </li> <li>• Allow students a moment to think about and discuss their ideas in groups. Invite several students to share out. Listen for: “These words help me understand how much of a struggle it was for people to find safety, to not get swept away by the flooding,” “They tell me how much damage was done by the wind and waves,” “These words help me understand how violent the storm is that Seth is caught in, how he has to stumble through flooded streets as he tries to find his family,” “He is frightened because he sees buildings shattered and people swept away by the floods,” “He feels the house he is in being battered by the winds, and he experiences the water flooding into the house,” and similar ideas.</li> <li>• Next, display the <b>Narrator's Point of View Analysis task card</b> and tell students to 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>• Tell students that as they consider how to respond to the first prompt, to think about the key vocabulary terms discussed and how these words help us to better understand what Seth experiences, or his point of view, in these chapters.</li> <li>• Give students 1 to 2 minutes to discuss their thinking with group members, then cold call several students to share out their ideas. Listen for suggestions like: “He is a scared young man who fears that his family has been ‘swept away’ in the ‘flooded’ streets,” “He is a teen, a young adult who is ‘struggling’ through a ‘violent’ storm.”</li> <li>• Direct students to record a response in their journals to the first prompt of the analysis task that includes key vocabulary about who Seth is.</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> </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> <li>• After 1 to 2 minutes, cold call several students to share out. Listen for: “In these chapters, Seth describes how he and Josiah ‘stumbled’ and ‘struggled’ through the ‘flooded’ streets to try to find his family,” “They need to find shelter from the ‘shattered’ buildings and ‘violent’ storm,” “The Vedder house is ‘battered’ and becomes ‘flooded,’” and similar ideas.</li> </ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Direct students to record the second part of the analysis prompt in their journal and complete the sentence to explain what Seth mainly describes happening in these chapters (see <b>Teacher Reference: Sample Narrator's Point of View Analysis task card, <i>Dark Water Rising</i></b> for responses students may record.</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 review and think about their responses to the first two questions before they answer the third part of the analysis task. Allow students 1 to 2 minutes to discuss their thinking in groups.</li><li>• Cold call students from each group to share out their thinking. Listen for: "I think that because the narrator fears for his family's safety, he describes the event by using the words or details like he 'stumbled' and 'struggled' through 'flooded' streets to find them," "I think that because Seth is in a 'violent' storm, he describes the event by using words like 'shattered,' 'flooded,' and 'battered,'" and similar ideas.</li><li>• Direct students to record their statements for the final part of the analysis task in their journals.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Analyzing Images (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the day's second learning target: "I can analyze images from <i>Dark Water Rising</i> to determine how they add meaning to the narrator's description of events."</li> <li>Ask students to think about and then share out what they recall from Lesson 2 about the words <i>analyze</i> (examine, study, evaluate, explore), <i>images</i> (pictures; visual elements), and <i>meaning</i> (the message a picture can convey; the way pictures help the reader "see" what is happening or being described in the story; the feelings the image expresses).</li> <li>Display pages 5 and 6 of <b><i>Eight Days</i></b> for all students to see. Remind them that these are the pages from <i>Eight Days</i> that they analyzed in Lesson 2.</li> <li>Ask students to look at the image on these pages and refer to their image analysis from Lesson 2 (in their journals), then think about and discuss in groups: <ul style="list-style-type: none"> <li>* "How did the artist Alix Delinois use <i>color</i> and <i>composition</i> in the image on pages 5 and 6 of <i>Eight Days</i> to convey a message (meaning) to the viewer or reader?"</li> </ul> </li> <li>After 1 to 2 minutes, invite several students to share their thinking whole group. Listen for ideas such as: "He chose to include specific colors in the image, like using mostly dark blue to help the viewer or reader better understand how the narrator, Junior, is feeling, how dark it is where he is trapped and how scared he feels," "There are small bits of light color in the image to show that Junior feels some hope," "Composition is the way an artist places objects and people in a picture and emphasizes specific details to help the viewer or reader better understand what the narrator is seeing or feeling, to better understand the story," "On pages 5 and 6 in <i>Eight Days</i>, the artist emphasizes how members of Junior's family are searching for him, and only Junior's face can be completely seen, which conveys the message that Junior is not really with his family—he thinks they are looking for him, and he feels lonely," etc.</li> <li>Ask students to look at the images on pages 226 and 228 of <i>Dark Water Rising</i>. Tell students these are <i>historical photos</i>, real pictures of an important event (the storm in Galveston) that took place in the past (1900). Pose the following questions for students to think about and discuss in groups: <ul style="list-style-type: none"> <li>* "How are the colors in these historical photos similar to and different from the colors found in the images of <i>Eight Days</i>?"</li> <li>* "How is the composition of the photos similar to and different from the composition of images found in <i>Eight Days</i>?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Display the images from <i>Dark Water Rising</i> on a document camera for students; also ask them to look at the images in their own book.</li> <li>Highlight or circle details in the images that the students indicate help them make meaning of the text.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 2 or 3 minutes, cold call a few students to share their thinking whole group. Listen for: "The photos only have black, gray, and white, but in <i>Eight Days</i> there are many colors used, such as dark and light blue, red, green, yellow," "The use of more dark or light colors in the images convey a feeling, meaning, to the viewer or reader," "The images in both books use shadow and light to emphasize certain details, and this draws the viewer's or reader's eyes to specific parts of the image," "They help the viewer or reader better understand the event(s) described in each story," and similar ideas.</li><li>• Say: "Remember that images in literature help to support a reader's understanding of events as they are described by the narrator and the meaning (message) the author is trying to convey to the reader. Sometimes these images are literal—real pictures—like those we just looked at. Other times, the images are 'painted' with words. In some cases, the written words and the real pictures work together to convey meaning."</li><li>• Ask students to turn to page 83 of <i>Dark Water Rising</i> and reread the third sentence in the first paragraph: "Slate and shattered lumber hit all around us."</li><li>• Tell students to think about the words <i>shattered lumber hit all around</i> and then look closely at the photograph on page 226 once again.</li><li>• Display and read the first <b>Image Analysis</b> question aloud:<ul style="list-style-type: none"><li>* "How does the historical photo on page 226 add meaning to, or help you understand, what the narrator describes happening on page 83?"</li></ul></li><li>• Give students 2 or 3 minutes to think about and discuss their ideas in groups. Cold call students from each group to share out. Listen for: "The photo on page 226 shows splintered, broken, shattered pieces of wood piled everywhere, so it helps me see or understand what the narrator means when he describes 'shattered lumber ... all around,'" and similar ideas.</li><li>• Direct students to turn to a new page in their journals and record a response to the first Image Analysis question.</li><li>• Next, ask students to turn to page 92 of <i>Dark Water Rising</i> and reread the first paragraph, starting with the third sentence: "I speculated, considering my position.... There seemed to be no real hope for any of us."</li><li>• Focus students' attention on the words <i>speculated, great crack, house was breaking apart, crushed, and tangled debris</i> in this paragraph. Then ask them to think about these words as they look closely at the photograph on page 228.</li><li>• Display and read the second Image Analysis question aloud:<ul style="list-style-type: none"><li>* "How does the historical photo on page 228 help you see what the narrator 'speculates' (believes; thinks) might happen to him or other people if the Vedder house is damaged by the storm?"</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Allow students 2 to 3 minutes to think about and discuss their ideas in groups. Cold call students from each group to share out. Listen for: "The photo on page 228 helps me understand what Seth fears or 'speculates' might happen to the Vedder house and how people would be hurt because it shows a broken house on its side and houses all around that are broken apart," "The crushed tree and homes, pieces of broken wood, and other objects in front of the house help me understand why Seth believes that if he hears a final great crack, he and others could be crushed by the house and the tangled debris," and similar ideas.</li><li>• Direct students to record a response to the second Image Analysis question.</li><li>• Tell students they will take the mid-unit assessment during the next lesson.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Focus students' attention whole group. Pose the following question: <ul style="list-style-type: none"> <li>* "How is Seth's description of this storm (natural disaster) in Galveston different from Junior's description of the earthquake in Haiti? Why are their descriptions different?"</li> </ul> </li> <li>Allow students a moment to think about and then share their ideas with a partner. Invite a few students to share their thinking whole group. Listen for: "Junior doesn't give much description about the earthquake itself, except to say that the earth shook again and again; he mostly imagines the things he did before the earthquake," "Seth gives a lot of details about how violent the storm is: the flooding, knee-deep water, debris, wind, swells, waves; how he stumbled and struggled through the debris; how people and homes are swept away," "Junior is a young boy, so he describes using his imagination to remember things he liked to do before the earthquake, instead of focusing on specific details about the earthquake, or how destructive it is to the people and island of Haiti," "Seth is a young man, a teenager who feels scared yet responsible for the safety of his family and friends, so he describes events by giving a lot of details about what is happening to people and places in Galveston," and similar ideas.</li> <li>Read the second learning target aloud. Ask students to use the Glass, Bugs, Mud protocol to demonstrate their mastery toward this target.</li> </ul>	<ul style="list-style-type: none"> <li>Create and display a Venn diagram to fill in as students share their comparisons of the descriptions from both stories in order to help students see the similarities and differences.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Reread Chapters 11 and 12 of <i>Dark Water Rising</i> to someone at home.</li> <li>Locate and determine the meaning of key vocabulary terms from Chapters 11 and 12: stumbled, shattered, struggled (83), flooded (84), swept away (87, 93), violent, battered (89). <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: Students take the On-Demand Mid-Unit 2 Assessment in the next lesson.</i></p>	<ul style="list-style-type: none"> <li>Provide an audio recording of <i>Dark Water Rising</i> for students who struggle reading complex text independently.</li> <li>Focus students who struggle with writing on the words: <i>struggled</i>, <i>violent</i> and <i>battered</i>.</li> </ul>



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LEARNING

# Grade 5: Module 4: Unit 2: Lesson 7

## Supporting Materials



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Sketch the Meaning Note-catcher

Image Pause 1, p. 91	Image Pause 2, p. 96
<p><i>Gist of Chapters 11 and 12:</i></p>	



Summary Notes Task Card

**Chunk 1:** Start page 83, “Josiah stumbled ...” and end page 85, “Wind whipped through ... around the plaster.”

**Chunk 2:** Start page 87, “The Vedder house ...” and end page 87, “... sent them slamming into us.”

**Chunk 3:** Start page 88, “Josiah and I ...” and end page 90, “‘The roof over the two east bedrooms is gone,’ she said with surprising calm.”

**Chunk 4:** Start page 92, “Floating furniture ...” and end page 93, “He pulled Mr. and Mrs. Collum ... swept away.”

Key vocabulary: stumbled, shattered, struggled (83), flooded (84), swept away (87, 93), violent, battered (89)

**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 2-4.





Sample Summary Notes, *Dark Water Rising*, Chapters 11 and 12  
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 11 and 12 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> <p><b>Mr. and Mrs. Longineau and their baby—neighbors (infer) (93)</b></p>



Sample Summary Notes, *Dark Water Rising*, Chapters 11 and 12  
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>• Will “never get used to” storms here (69)</li> <li>• Will “feel better knowing things are okay at home” (71)</li> <li>• “Staggering truth” of what is happening “tightens his stomach” (74)</li> <li>• Thinks his family “might need” him (78)</li> <li>• “Wonders” if his family is okay; will get a “chance to make things right with Papa” (81)</li> <li>• Feels like he “stepped in a deep hole” (82)</li> <li>• <b>“Struggling,” “stumbling” to find his family (83)</b></li> <li>• <b>“Sick with fear” (84) (*87) (*92)</b></li> <li>• <b>Hurt; “aches” (85)</b></li> </ul>	

Sample Summary Notes, *Dark Water Rising*, Chapters 11 and 12  
For Teacher Reference

**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 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 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)**



Sample Summary Notes, *Dark Water Rising*, Chapters 11 and 12  
For Teacher Reference

**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)**

**Event 11: The day of the storm, Seth and Josiah “stumble” through “debris” to look for his family but don’t find them, so they look for “sturdier shelter” at the Vedder house. (Ch. 11)**

**Event 12: The same day, Seth, Josiah, and their neighbors take shelter at the Vedder house, so they are not “swept away” by the “violent” storm.**



Sample Narrator's Point of View Analysis, *Dark Water Rising*  
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 “sick with fear” that his family has been “swept away” in the “violent” storm that comes to Galveston.**

In this story, the narrator **mainly** describes ...  
**how he and Josiah “stumbled” through the “flooded” streets to try and find his family; how “violent” the storm is; the Vedder house is “battered” by the storm; buildings, homes are “shattered,” “swept away” and “flooded.”**

I think that because the narrator is **“sick with fear” about the safety of his family and caught in a “violent” storm**, s/he describes the event(s) by using the details and/or words **he “stumbled” through “flooded” streets, his house, to look for his family; “shattered,” “flooded,” and “battered” to describe how “violent” the storm is; “swept away” to describe what is happening to people and the city of Galveston.**



## Image Analysis

### **1. Image page 226, and text page 83.**

How does the historical photo on page 226 add meaning to, or help you understand, what the narrator describes happening on page 83?

### **2. Image page 228, and text page 92.**

How does the historical photo on page 228 help you see what the narrator “speculates” (believes; thinks) might happen to him or other people if the Vedder house is damaged by the storm?