



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 4: Unit 2: Lesson 9**

### **Summarizing Literature and How a Narrator's Point of View Influences the Description of Events: *Dark Water Rising*, Chapters 14 and 15**



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Summarizing Literature and How a Narrator's Point of View Influences the  
Description of Events:  
*Dark Water Rising*, Chapters 14 and 15

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can summarize a literary text. (RL.5.2)</p> <p>I can draw on evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can write a summary of Chapters 9–12 of <i>Dark Water Rising</i> by using information from the text.</li> <li>I can support my analysis of the narrator's point of view by drawing on evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Summary Paragraph, Chapters 9–12 (in journal)</li> <li>Questions and Evidence Board</li> <li>Narrator's Point of View Analysis Statement (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>Summarizing <i>Dark Water Rising</i>, Chapters 9–12 (10 minutes)</li> <li>Tea Party Protocol (8 minutes)</li> <li>Read-aloud and Sketching the Meaning: <i>Dark Water Rising</i>, Chapters 14 and 15 (10 minutes)</li> <li>How the Narrator's Point of View Influences the Description of Events (20 minutes)</li> </ol> </li> <li>Closing and Assessment               <ol style="list-style-type: none"> <li>Debrief Sharing Reflections and Learning Targets (5 minutes)</li> </ol> </li> <li>Homework</li> </ol>	<ul style="list-style-type: none"> <li>In this lesson only select portions of the text are read aloud to students, due to content that may be difficult for students to deal with emotionally. Excluding these passages from the read-aloud will not interfere with students' understanding of the story as a whole or their ability to meet the learning targets. See note in Unit Overview and Lesson 1 for more details.</li> <li>In Work Time Part A of this lesson, students review their summary notes from Chapters 9–12 of <i>Dark Water Rising</i>, then write a paragraph to summarize Seth's description of events during the storm. Students' review of key details from these chapters, plus their written summary, serve as scaffolds as students prepare for the end-of-unit assessment and presentation of an original art piece.</li> <li>During Work Time Parts B and C, students participate in the Tea Party protocol to look closely at small selections of text from Chapters 14 and 15 of <i>Dark Water Rising</i> and make predictions about what Seth will describe happening after the storm. Then, select passages from the text will be read aloud. Students will create just one sketch and a gist statement for both chapters because of the limited amount of text that is read aloud.</li> <li>In Work Time Part C, a new routine is introduced. Students will reread three chunks of text from Chapters 14 and 15; then they will work with their group members to answer text-dependent questions on a "Questions and Evidence Board." Students will use evidence from their Question Board responses to support their analysis of how the narrator's point of view influences the way events are described.</li> <li>Review: Tea Party; Fist to Five protocols (Appendix 1).</li> </ul>



**Summarizing Literature and How a Narrator's Point of View Influences the  
Description of Events:**

*Dark Water Rising*, Chapters 14 and 15

Lesson Vocabulary	Materials
summary, support, analysis, point of view, drawing on, evidence; bearings (104), ruin, stories (high), rubble (105), realized (106), wreckage (111), call(ing) (115–116), helplessness (115)	<ul style="list-style-type: none"><li>• Journals</li><li>• <i>Dark Water Rising</i> (one book per student)</li><li>• Literary Summary anchor chart (from Lesson 1)</li><li>• Summary Paragraph task card (one per student)</li><li>• Tea Party strips (one strip per student)</li><li>• Sketch the Meaning blank note-catcher (one for display)</li><li>• Questions and Evidence Board (one per student and one for display)</li><li>• Questions and Evidence Board sample answers (for teacher resource)</li></ul>



Summarizing Literature and How a Narrator's Point of View Influences the  
Description of Events:  
*Dark Water Rising*, Chapters 14 and 15

Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Reader (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Once again, congratulate students on their close read of <i>Dark Water Rising</i> and the completion of their mid-unit assessments.</li><li>• Ask students to take out their journals and turn to the page where they created a sketch and wrote the gist of Chapter 13 for homework.</li><li>• Ask students to Pair-Share their sketch and gist statement with another student who is <i>not</i> a member of their regular work group.</li><li>• After 3 or 4 minutes, focus students' attention whole group. Cold call several students to share their gist statement about Chapter 13 with the whole group. Listen for ideas like: "The storm ends, and Seth sees all the wreckage the storm caused," or similar suggestions.</li><li>• Say: "Recall that in this unit, we are reading fictional accounts of real events (the earthquake in Haiti, 2010; the hurricane in Galveston, 1900) in order to further build our understanding of how these extreme natural events affected the people and environments where they took place. Also remember that each story (<i>Eight Days</i> and <i>Dark Water Rising</i>) has a different narrator whose point of view influences the way events are described. In this lesson, you will continue to focus on understanding how Seth's point of view influences the way he describes events."the learning targets we have been working on."</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with students who speak their same home language for the Opening.</li></ul>



Summarizing Literature and How a Narrator's Point of View Influences the  
Description of Events:  
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Work Time	Meeting Students' Needs
<p><b>A. Summarizing <i>Dark Water Rising</i>, Chapters 9–12 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to gather their <b>journals</b> and the book <b><i>Dark Water Rising</i></b>.</li> <li>Direct students to join their same groups (from Lesson 1).</li> <li>Review the first learning target: “I can write a summary of Chapters 9–12 of <i>Dark Water Rising</i> by using information from the text.”</li> <li>Ask students to recall, then share out the meaning of the word <i>summary</i> (brief description of what the chapters are mostly about; includes important details, events and characters from the story; a description of the main events that take place in the story.)</li> <li>Ask students to think about, then discuss in groups what they remember about the purpose for writing a summary paragraph.</li> <li>Cold call members from each group to share out. Listen for: “A summary paragraph can be used as a reference to help us remember key ideas and details from the story, certain chapters from the story,” or similar ideas.</li> <li>Say: “In Lessons 3 and 4 of this unit, you wrote summary paragraphs to describe what was happening in Galveston <i>before</i> the storm. During the homework review today, you shared that in Chapter 13, the storm ends. Therefore, this is a good place for you to pause and review details from your summary notes of Chapters 9–12 (in journals) about what happens <i>during</i> the storm in order to then write a summary paragraph that describes what happens <i>during</i> the storm.”</li> <li>Next, refer students to the <b>Literary Summary anchor chart</b> (from Lessons 1–4.) Review all criteria listed on the anchor chart. Clarify elements as needed.</li> <li>Distribute the <b>Summary Paragraph task card</b> to each student. Review the prompt at the top of the task card: <ul style="list-style-type: none"> <li>* “Write a summary paragraph to describe what happens <i>during</i> the storm.”</li> </ul> </li> <li>Read the directions aloud and provide clarification as needed. Circulate to support students.</li> <li>Allow students 7 or 8 minutes to write their summary paragraph. Students who finish early may partner with another peer who is also finished. Ask partners to share their paragraphs with one another then provide feedback based on one or two criteria listed on the task cards and Literary Summary anchor chart.</li> </ul>	<ul style="list-style-type: none"> <li>Color-code each part of the summary (Who, What, When, Where, etc.) on the task card to help students who learn visually to distinguish between each part easily.</li> <li>Allow students who struggle with writing to dictate their summary to a peer or teacher.</li> </ul>



Summarizing Literature and How a Narrator's Point of View Influences the  
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Work Time (continued)	Meeting Students' Needs
<p><b>B. Tea Party Protocol (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Say: "Before we read the next two chapters of <i>Dark Water Rising</i>, let's look at some key passages from these chapters to make predictions about Seth's description of events <i>after</i> the storm ends."</li><li>• Review the Tea Party protocol with students. Clarify as needed.</li><li>• Distribute one <b>Tea Party strip</b> to each student. Ensure that at least two students receive the same strip, then ask students to begin the Tea Party.</li><li>• After 5 or 6 minutes, ask students to rejoin their group members and share out predictions from their Tea Party discussions.</li><li>• Cold call members from each group to share out their thinking. Listen for ideas such as: "I predict there will be no fresh water, because Seth describes others and himself feeling thirsty," "I predict Seth will search for his family, because he says he needs to know if his family is safe," "I predict Seth will describe the debris he sees, how people are trapped, need to be rescued, because the passages say whole blocks were swept away, and he mentions rubble," etc.</li><li>• Explain to students that as they hear passages from Chapters 14 and 15 read aloud, they will:</li><li>• Listen and look for information that confirms or changes their predictions.</li><li>• Pause to "sketch the meaning" of Chapters 14 and 15 and determine the gist.</li></ul>	<ul style="list-style-type: none"><li>• Post all directions for the Tea Party protocol for students to refer to as they experience the protocol.</li><li>• Intentionally give students who struggle with complex text a Tea Party strip that would be easier to predict from.</li><li>• Consider charting all predictions students give during the Tea Party protocol for students who are visual learners to refer to throughout the lesson</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Read-aloud and Sketching the Meaning: <i>Dark Water Rising</i>, Chapters 14 and 15 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>Sketch the Meaning</b>, blank and ask students to create this on a new page in their journals. Point out to students that this sketch has one Image Pause for both chapters, rather than two Image Pauses (one for each chapter) as they have seen in previous lessons.</li> <li>• 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 turn to page 104 and follow along silently as the text is read aloud. Ask students to listen for whether or not their Tea Party predictions are confirmed in the story. <ul style="list-style-type: none"> <li>– Start with page 104, “By midmorning ...” and stop at the end of the second paragraph on page 106, “The beach appeared...but they were gone.”</li> <li>– Skip to the last paragraph on page 110, “I kept a close watch ...” and stop at the end of the second paragraph on page 112, “I turned for a last glance ... giant bathhouses, even trolleys.”</li> <li>– Skip once more to Chapter 15, page 115, “Climbing down ...” and end at page 117, “‘We’re doing all we can, son,’ the bearded man said.”</li> </ul> </li> <li>• Ask students to discuss if their Tea Party predictions were confirmed or changed after hearing the text read aloud.</li> <li>• After 1 to 2 minutes, invite several students to share their thinking whole group.</li> <li>• Next, ask students to briefly discuss in groups: <ul style="list-style-type: none"> <li>* “How does Seth describe Galveston after the storm has ended?” Then have them “sketch the meaning” and write their own gist statement for Chapters 14 and 15.</li> </ul> </li> <li>• Allow students to discuss and work for 2 to 3 minutes. Invite members from each group to share out ideas about their sketches or gist statements for these chapters. Listen for: “I sketched Seth and Josiah standing on piles of debris because he says the beach was ‘torn and uneven,’ describes ‘wreckage’ and ‘broken telephone poles and wagon wheels,’ and wonders ‘how many souls’ are trapped below the ‘rubble,’” “The gist of these chapters is Seth and Josiah go looking for his family, because he says he ‘needed to know if his family was safe’ and describes separating from the Vedders to find his and Josiah’s family,” “The gist of Chapters 14 and 15 is that Seth and Josiah struggle through the wreckage to find their families and learn there are many people trapped ‘below the rubble,’” and similar ideas.</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>• Flag portions of the text that will be read in today’s lesson to help those students who may struggle with 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>



Summarizing Literature and How a Narrator's Point of View Influences the  
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*Dark Water Rising*, Chapters 14 and 15

Work Time (continued)	Meeting Students' Needs
<p><b>D. How the Narrator's Point of View Influences the Description of Events (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the second learning target: "I can support my analysis of the narrator's point of view by drawing on evidence from the text."</li> <li>Cold call several students to share out what they recall about the meaning of the words <i>analysis</i> (study of; investigate details to understand something better; exploration) and <i>point of view</i> (perspective; what the narrator sees, feels, hears).</li> <li>Focus students on the phrase <i>drawing on evidence</i>. Ask students to think about and discuss in groups: <ul style="list-style-type: none"> <li>* "What does the phrase <i>drawing on evidence</i> mean, in the context of this target?"</li> </ul> </li> <li>After a moment, cold call several students to share out whole group. Listen for: "select," "take," "extract," "pull," "choose," "use information from the text," "take details from the text to support my analysis," and similar ideas.</li> <li>Display and distribute the <b>Questions and Evidence Board</b> (one per student).</li> <li>Say: "Today, rather than taking summary notes as you reread chunks of Chapters 14 and 15, you will work with your group members to respond to questions about these chapters. Your answers should be based on evidence you draw from the text. Your response to each question will help to support your analysis of how Seth's point of view influences the way events are described in these chapters."</li> <li>Read the directions and each question aloud. Point out the key vocabulary listed from Chapters 14 and 15 as well as key vocabulary listed from previous chapters. Emphasize to students that they need to include key vocabulary and phrases from the text in their responses. Clarify as needed.</li> <li>Give students 10 minutes to read, discuss in groups, and respond to the questions on their boards.</li> <li>Once students answer the questions, focus them on the key vocabulary from Chapters 14 and 15. Invite students to share out the meaning of each of these words: <ul style="list-style-type: none"> <li><i>bearings</i>—determine your location; know where you are</li> <li><i>ruin</i>—wreckage; debris; devastation</li> <li><i>stories (high)</i>—floors of a building; levels of a building</li> <li><i>rubble</i>—debris; wreckage; pieces of broken buildings</li> <li><i>realized</i>—understood; knew; became aware of</li> <li><i>wreckage</i>—ruin; debris; rubble; broken pieces of buildings left by the storm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Focus students who struggle with language on just three or four key vocabulary words and only three squares on the Questions and Evidence Board rather than all of them.</li> <li>Color-code the questions on the board by making the center square one color and the others another color in order to signal that the ones around the center influence the one in the center.</li> </ul>





Summarizing Literature and How a Narrator's Point of View Influences the  
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*Dark Water Rising*, Chapters 14 and 15

Work Time (continued)	Meeting Students' Needs
<p><i>call(ing)</i>—shout; plea; request</p> <p><i>helplessness</i>—feel unable to help (help—aid; assist) (-less—without); feel powerless or weak</p> <ul style="list-style-type: none"><li>• Then, ask groups to pair up to discuss their Questions and Evidence Board responses. Direct students to add to or revise their answers, based on group discussions and clarifications about key vocabulary.</li><li>• After 2 to 3 minutes, ask students to return to their regular groups.</li><li>• Cold call group members to share out their responses to each question (see <b>Teacher Resource: Question and Evidence Board sample answers.</b>)</li><li>• Then focus students on the center (starred) question on the board:<ul style="list-style-type: none"><li>* “How does Seth’s point of view influence the way he describes the event(s)?”</li></ul></li><li>• Tell students to review their answers to each of the eight questions they completed to help them analyze how Seth’s point of view influences his description of events. Then direct students to discuss their ideas with group members.</li><li>• After 2 minutes, cold call members from each group to share out. Listen for: “Because the narrator is trying to find out if his family has survived the storm and he sees all the ‘rubble’ from the storm, he describes the events by emphasizing that there was a lot of ‘wreckage,’ ‘debris,’ and ‘rubble,’” “He has to get his ‘bearings’ and can’t recognize where he is,” “He needs to see if his own family is safe; people are trapped and are not able to be found or rescued from under the ‘shattered,’ wrecked buildings,” and similar suggestions.</li><li>• Collect students’ Questions and Evidence Boards. Review to determine students’ mastery toward the learning target.</li></ul>	



Summarizing Literature and How a Narrator's Point of View Influences the  
Description of Events:  
*Dark Water Rising*, Chapters 14 and 15

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 and then pose the following question: <ul style="list-style-type: none"> <li>* "In what ways did this 'storm' affect the people and environment of Galveston?"</li> </ul> </li> <li>Ask students to think about and then share their ideas with a partner. Cold call several students to share out whole group.</li> <li>Ask students to use the Fist to Five protocol to demonstrate their mastery toward each of the learning targets. Note students who show three, two, one, or fist, as they may need more support writing a summary or analyzing how the narrator's point of view influences the description of events.</li> </ul>	<ul style="list-style-type: none"> <li>Consider charting the students' responses to the debrief question for students to refer to throughout the rest of the unit during other discussions.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Reread the portions of <i>Dark Water Rising</i> that we read in today's lesson to someone at home. (Note: Task card lists page numbers.) <ul style="list-style-type: none"> <li>Begin page 104, "By midmorning ..." and stop at the end of the second paragraph on page 106, "The beach appeared ... but they were gone."</li> <li>Start again with the last paragraph on page 110, "I kept a close watch ..." and stop at the end of the second paragraph on page 112, "I turned for a last glance ... giant bathhouses, even trolleys."</li> <li>Start again with Chapter 15, page 115, "Climbing down ..." and end at page 117, "We're doing all we can, son,' the bearded man said."</li> </ul> </li> <li>List and define key vocabulary from Chapters 14 and 15 in the academic section of the glossary in your journal: <i>bearings, ruin, stories (high), rubble, realized, wreckage, call, calling, and helplessness</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 <i>sees</i> after the storm ends? Explain your thinking.</li> <li>Which of these words help the reader understand how Seth <i>feels</i> after the storm ends? Explain your thinking.</li> </ul> </li> <li>If necessary, complete your summary paragraph of Chapters 9–12.</li> </ul> <p><i>Note: Read Chapters 16 and 17 of Dark Water Rising. Select pages from these two chapters will not be read aloud to students.</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>stories, realized, and calling</i>.</li> <li>Consider allowing students who struggle with writing to dictate the answer to the focus questions and the summary paragraph to someone at home.</li> </ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 4: Unit 2: Lesson 9

## Supporting Materials



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### Summary Paragraph Task Card

**Write a summary paragraph to describe what happens *during* the storm.**

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



Tea Party Strips

Teacher Directions: Make enough copies of this page to cut this into strips and give student one strip.

“The children whined for water, and fear pulled at every face.” (p.104)

“Like everyone else, I was thirsty, too, but it was the worry that pushed me back outside.” (p.104)

“I needed to know if my family was safe.” (p.104)

“The beach appeared torn and uneven, and we quickly realized that the wet sand we were walking on had once held homes.” (p.106)

“My feet rested on broken telephone poles and wagon wheels; my hands fell on clothing and veranda railings; and I wondered with each foot we climbed what might lay beneath this rubble.” (p.111)

“From my twenty-foot perch I could see for miles, but I couldn’t fathom a guess at how many blocks had been swept clean away.” (p.112)

“I *said*,” yelling louder, “there are people back there, trapped, still alive!” I pointed behind me, breathing hard. “I heard them calling for help.” (p.116)

“Don’t worry, son,” he said. “Go on home. We’ll take care of those people.” (p.117)





Sketch the Meaning Note-catcher

**Image Pause 1, p. 117**

*Gist of Chapters 14 and 15:*



Questions and Evidence Board,  
*Dark Water Rising*, Chapters 14 and 15

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Name:

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Date:

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**Directions:**

1. Read through the questions on the board.
2. Read Chunks 1–3, from Chapters 14 and 15 of *Dark Water Rising*, to locate evidence from the text to answer each question.
3. Discuss your ideas with group members.
4. Use key vocabulary and phrases from the text, and *previous chapters*, to write a response to all but the center (starred) question.
5. Meet with at least one other group to discuss responses to the six questions.
6. After your discussion with another group, read the question in the center of the board and review your responses to the other six questions. Think about then discuss your ideas with group members.
7. Write a response to the center (starred) question, using the lines below the question board.

**Chunk 1:** Start page 104, “By midmorning ...” and end page 105, “Though the water had receded ... between us and town.”

**Chunk 2:** Start page 110, “I kept a close watch ...” and end page 111, “The two-story-high ... kicked over like toy blocks.”


**Chunk 3:** Start page 115, “Climbing down ...” and end page 117, “We’ll take care of these people.”

Key vocabulary: bearings (104), ruin, stories (high), rubble (105), realized (106), wreckage (111), call(ing) (115–116), helplessness (115)

*\*Key vocabulary from previous chapters: debris, wondered, shattered, worry*



Questions and Evidence Board,  
*Dark Water Rising*, Chapters 14 and 15

Describe three things Seth <b>sees</b> after the storm ends.	On page 105, Seth says it looked "... as if <i>a great broom</i> had swept up everything in its path and left it there in a twisted heap." What is <i>a great broom</i> a <b>metaphor</b> for?	Describe how Seth <b>feels</b> after the storm ends.
What is the main <i>event</i> of these chapters (who, what, when, where)?	<b>How does Seth's point of view influence the way he describes the event(s)?</b> 	Read the third paragraph on page 111. Start, "With the wind ..." and end, "How many souls?" Then look at the historical photo on page 224. How does this image add meaning to Seth's description?
What does the word <i>bearings</i> mean in the context of these sentences: (p.104) "I ... concentrated on getting my <i>bearings</i> ."  (p.111) "I ... tried to get my <i>bearings</i> ."	Describe two things Seth <b>hears</b> or <b>sees</b> other characters say or do.	Read the last sentence on page 111: "The houses and buildings ... kicked over <i>like</i> toy blocks." In this <b>simile</b> , what two things are being compared? How does this figurative language help the reader "see" what Seth is describing?





**Questions and Evidence Board,**  
*Dark Water Rising*, Chapters 14 and 15

Because the narrator is

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he describes the event(s) by emphasizing these details/words

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Questions and Evidence Board,  
*Dark Water Rising*, Chapters 14 and 15  
(Answers, For Teacher Reference)

<p>Describe three things Seth <b>sees</b> after the storm ends.</p> <p><b>ruin; debris; shattered houses; rubble; stories high debris; wreckage</b></p>	<p>On page 105, Seth says it looked “... as if <i>a great broom</i> had swept up everything in its path and left it there in a twisted heap.” What is <i>a great broom</i> a <b>metaphor</b> for?</p> <p><b>A great broom is a metaphor for the storm.</b></p>	<p>Describe how Seth <b>feels</b> after the storm ends.</p> <p><b>Anxious to know if family is safe; wonders how many people are hurt; worried about people trapped, calling from under rubble and debris; helpless</b></p>
<p>What is the main <i>event</i> of these chapters (who, what, when, where)?</p> <p><b>After the storm ends, Seth and Josiah walk through Galveston in search of their family members to see if they are safe.</b></p>	<p><b>How does Seth’s point of view influence the way he describes the event(s)?</b></p>	<p>Read the third paragraph on page 111. Start, “With the wind ...” and end, “How many souls?” Then look at the historical photo on page 224. How does this image add meaning to Seth’s description?</p> <p><b>Helps me “see” how difficult it would have been to find and rescue people from under the piles of rubble covering Galveston</b></p>

Questions and Evidence Board,  
*Dark Water Rising*, Chapters 14 and 15  
(Answers, For Teacher Reference)

<p>What does the word <i>bearings</i> mean in the context of these sentences: (p.104) “I ... concentrated on getting my <i>bearings</i>.”  (p.111) “I ... tried to get my <i>bearings</i>.”  “<b>Bearings</b>” in this context means sense of direction; position, location.</p>	<p>Describe two things Seth <b>hears</b> or <b>sees</b> other characters say or do.  <b>Whining from thirst; fear (pulled at every face); Josiah says they can’t help the people who are trapped; others tell him ‘not to worry,’ they’ll take care of the people who are trapped</b></p>	<p>Read the last sentence on page 111: “The houses and buildings ... kicked over <i>like</i> toy blocks.” In this <b>simile</b>, what two things are being compared? How does this figurative language help the reader “see” what Seth is describing?  <b>Houses/buildings compared to (toy) blocks; helps me ‘see’ buildings knocked over and broken like toys</b></p>
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Because the narrator is: **seeing the wreckage from the storm and trying to see if his family and other people survived the storm,**

he describes the event(s) by emphasizing these details/words:

**There is so much wreckage, debris, rubble that he has to get his bearings, can’t recognize where he is; needs to see if his own family is safe; people are trapped, not able to be found or rescued from under the shattered, wrecked buildings.**