



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 2: Lesson 10

**How a Narrator's Point of View Influences the
Description of Events, and Figurative Language:
Dark Water Rising, Chapters 16 and 17**



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

- I can describe how a narrator’s point of view influences the description of events. (RL.5.6)
- I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)

Supporting Learning Targets

- I can support my analysis of the narrator’s point of view by drawing on evidence from the text.
- I can analyze the meaning of figurative language in *Dark Water Rising*.

Ongoing Assessment

- Sketch the meaning and gist (in journal)
- Questions and Evidence Board
- Narrator’s Point of View Analysis Statement (in journal)
- Figurative Language Analysis chart (in journal)

Agenda

1. Opening
 - A. Homework Review and Engaging the Reader (7 minutes)
2. Work Time
 - A. Sketching the Meaning: *Dark Water Rising*, Chapters 16 and 17 (20 minutes)
 - B. How the Narrator’s Point of View Influences the Description of Events (17 minutes)
 - C. Analyzing Figurative Language (13 minutes)
3. Closing and Assessment
 - A. Debrief and Review Learning Targets (3 minutes)
4. Homework

Teaching Notes

- This lesson follows a pattern that is similar to Lesson 9.
- 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 limit their ability to meet the learning targets. See note in Unit Overview and Lesson 1 for more details. *Dark Water Rising*
- Students hear select portions of the text from Chapters 16 and 17 of, then “sketch the meaning” of each chapter and determine the gist.
- In Work Time Part B, students will reread chunks of each chapter to draw on evidence from the text to support their analysis of how the narrator’s point of view influences the way events are described.
- In Work Time Part C, students will analyze figurative language from the text.
- Review: Back-to-Back, Face-to-Face protocol (Appendix 1).to support their analysis of how the narrator’s point of view influences the way events are described.
- Review: Tea Party; Fist to Five protocols (Appendix 1).



Lesson Vocabulary	Materials
support, analysis, point of view, drawing on, evidence, analyze, figurative language; foul-smelling, coated, longing (119), bewildered (122), gratitude (123), stench (128), relief (133), pervaded (137)	<ul style="list-style-type: none">• Journals• <i>Dark Water Rising</i> (one book per student)• Sketch the Meaning, blank (one for display)• Questions and Evidence Board (one per student and one for display)• Questions and Evidence Board sample answers (teacher resource)• Figurative Language Analysis T-chart (one for display)• Sample Figurative Language Analysis T-chart (teacher resource)• Index cards (one per student, for homework)



Opening	Meeting Students’ Needs
<p>A. Homework Review and Engaging the Reader (7 minutes)</p> <ul style="list-style-type: none"> • Tell students that you will collect and review their journals at the end of the lesson to provide feedback on the summary paragraph each student completed for homework. • Ask students to take out their journals and turn to the page where they recorded and defined “academic vocabulary” from Chapters 14 and 15 of <i>Dark Water Rising</i> for homework. • Review the Back-to-Back, Face-to-Face protocol with students, then ask them to find a partner they have not yet worked with during this unit (or haven’t worked with recently). • Ask students to pair up; then pose the following question: <ul style="list-style-type: none"> * “Which key vocabulary terms helped you ‘see’ or ‘hear’ what Seth described?” • Give students 2 minutes to think about and then discuss their ideas. Cold call several pairs to share their thinking whole group and listen for: “‘Ruin,’ ‘stories (high),’ ‘rubble,’ ‘wreckage,’ and ‘call(ing)’ because these words help me understand how much destruction there was, how terrible the damage was, and how hurt people were,” or similar ideas. • Next, ask student partners to think about and discuss: <ul style="list-style-type: none"> * “Which key vocabulary from Chapters 14 and 15 helped you understand what Seth ‘felt’?” • Allow students 2 minutes to think about and discuss their thinking. Cold call student pairs to share out. Listen for ideas like: “‘Bearings,’ ‘realized,’ and ‘helplessness’ because these words helped me understand how difficult it was for Seth to find his family and get his bearings because of all the damage,” “He realized how ‘helpless’ he was when he heard people ‘call(ing)’ but couldn’t save them,” etc. • Say: “Remember that in this unit we are learning about natural disasters and their <i>effect</i>, or impact, on people and the natural world. As we read Chapters 16 and 17 today, pay close attention to the details Seth uses to describe what he experiences (sees, smells, and feels) after the storm has ended.” 	<ul style="list-style-type: none"> • Intentionally partner ELL students with students who speak the same home language during the Opening. • Chart all questions posed to and answers from students for them to refer to throughout the lesson..



Work Time	Meeting Students’ Needs
<p>A. Sketching the Meaning: <i>Dark Water Rising</i>, Chapters 16 and 17 (20 minutes)</p> <ul style="list-style-type: none"> • Ask students to collect their journals and the novel <i>Dark Water Rising</i>, then to join their regular groups. • Cold call a few students to share out their typical focus for the first read of chapters from this novel. Listen for: “Sketch the meaning and determine the gist.” • Display the Sketch the Meaning, blank. Direct students to create this on a new page in their journals. • Once again, tell students they will not hear certain parts of the text read aloud because they may be emotionally difficult for some students. Reiterate to students that this won’t affect their ability to reach the learning targets (see Unit Overview and previous lessons’ teacher notes for more details). • Ask students to turn to page 104 and follow along silently as the text is read aloud. As students listen and follow along, ask them to focus on: <ul style="list-style-type: none"> * “How does Seth describe people’s behavior after the storm ends?” <ul style="list-style-type: none"> – Start on page 119, “I sat on the ground ...” and stop at the end of page 119, “... just one wisp of something fresh in the air.” – Skip to page 122, “Stories crowded the streets ...” and stop at the end of Chapter 16, page 112, “I knew you’d come,’ she whispered.” • Reread the sketch focus question and ask students to “sketch the meaning” of Chapter 16. • After 2 to 3 minutes, cold call students to share out what they sketched and why. Listen for ideas such as: “I sketched people sharing water and food, because Seth says that people ‘swing their doors open and offer food and water’ to everyone,” “I drew people with blank faces, or little expression, because he says their eyes were ‘glazed,’ and they seemed to feel a ‘bewildered calm,’” “I drew people happy to see each other because he describes the ‘relief’ and ‘gratitude’ they feel when they find their family members are safe,” etc. • Tell students to turn to page 128 and follow along silently as Chapter 17 is read aloud. Ask them to pay attention to details that support their understanding of: <ul style="list-style-type: none"> * “How did the storm <i>affect</i> (impact) the environment and people of Galveston (their ability to access resources: things they need to survive and be healthy)? <p>Begin again with Chapter 17, page 128, “Mama asked ...” and read to the end of the chapter, page 137, “... poured the brown petals inside.”</p> 	<ul style="list-style-type: none"> • Consider providing a Sketch the Meaning note-catcher for those students who may struggle with creating their own in their journal. • 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. • Consider allowing students who struggle with writing the opportunity to dictate the gist to a peer or teacher.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Once again, pose the question:<ul style="list-style-type: none">* “How did the storm affect the environment and people of Galveston?”• Give students 2 to 3 minutes to think about and discuss the question, then sketch the meaning of Chapter 17. Cold call several students to share out their thinking. Listen for: “I drew a sketch of people who don’t have enough or very much food to eat, because Seth says ‘they would have gone hungry without Ezra,’” “People drinking very little water, because he says the ‘city water lines are down, clean water is scarce,’” “Dirt and bad smells, no fresh air, because he says there is a ‘stench’ in the air,” and similar ideas.• Ask students to refer to their sketches and discuss with group members:<ul style="list-style-type: none">* “What is the gist of Chapters 16 and 17?”• After 1 minute, direct students to record a gist statement at the bottom of their sketches.• Cold call members from each group to share out. Listen for suggestions such as: “After the storm ends, there are not many resources,” “People share the food and water they have with each other,” “People are grateful to be safe and see their families,” etc.	



Work Time (continued)	Meeting Students’ Needs
<p>B. How the Narrator’s Point of View Influences the Description of Events (17 minutes)</p> <ul style="list-style-type: none"> Review the first learning target: “I can support my analysis of the narrator’s point of view by drawing on evidence from the text.” Tell students to think about and then discuss in groups what the phrase <i>drawing on evidence</i> means in this target (from Lesson 9). Then invite several students to share their thinking whole group. Listen for: “select,” “take,” “extract,” “pull,” “choose,” “use information from the text,” “take or choose details from the text to support my analysis,” or similar suggestions. Ask students to think about other key terms in this target (<i>support, analysis, point of view</i>) and then briefly discuss in groups how they could restate the target in their own words. After a moment, invite groups to share their thinking aloud. Listen for ideas such as: “Use or include details, key words and phrases from the text to explain my thinking, my analysis of how the narrator’s perspective affects the way events are described,” or similar suggestions. Display and distribute the Questions and Evidence Board (one per student). Review the directions and read each question aloud. Point out the key vocabulary from Chapters 16 and 17 as well as key vocabulary from previous chapters. Reiterate to students that their responses should include key vocabulary and phrases from the text. Clarify as needed. Allow students 8–10 minutes to read, discuss in groups and respond to the questions on their boards. Once students answer each question, focus their attention on the key vocabulary from Chapters 16 and 17. Invite students to share out the meaning of each term: <i>foul-smelling</i>—smells unclean, polluted; stinks <i>coated</i>—covered; smeared; spread <i>longing</i>—wish; need; desire <i>bewildered</i>—confused; puzzled; doesn’t understand <i>gratitude</i> (n.)—thanks; appreciation <i>stench</i>—stink; disgusting odor or smell <i>relief</i>—release; break from stress or anxiety <i>pervaded</i>—spread through; saturated; was present everywhere 	<ul style="list-style-type: none"> Rewrite the learning target in the students’ words above or below the learning target. 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. 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.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Assign groups to pair up and discuss their Questions and Evidence Board responses. Tell students to revise their answers based on their discussions with peers and understanding of key vocabulary. • After 2 minutes, ask students to return to their regular groups. • Cold call group members to share out their responses to each question (see Teacher Resource: Question and Evidence Board sample answers). • Focus students on the center (starred) question on the board: <ul style="list-style-type: none"> * “How does Seth’s point of view influence the way he describes the event(s)?” • Remind students to review their answers to each of the six questions in order to support their analysis of how Seth’s point of view influences his description of events. Direct students to discuss their ideas with group members. • After 2 to 3 minutes, cold call members from each group to share out. Listen for: “Because the narrator is ‘longing,’ he describes the event by emphasizing his ‘longing’ for green grass, fresh air,” “Because of the ‘foul-smelling’ air, the ‘stench ... pervaded every breath’ after the storm,” “Because the narrator feels ‘bewildered’ and ‘helpless,’ he describes the event by emphasizing how ‘bewildered’ or ‘helpless’ he and others feel after the storm has passed,” “Because the narrator feels ‘grateful’ and full of gratitude, he describes the event by emphasizing the gratitude he and others feel to have some food and water and to find each other safe,” or similar suggestions. 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • 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. • After 2 to 3 minutes, ask students to return to their regular groups. • Cold call group members to share out their responses to each question (see Teacher Resource: Question and Evidence Board for sample responses.) • Then focus students on the center (starred) question on the board: <ul style="list-style-type: none"> * “How does Seth’s point of view influence the way he describes the event(s)?” • 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. • 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. • Collect students’ Questions and Evidence Boards. Review to determine students’ mastery toward the learning target. 	



Work Time (continued)	Meeting Students’ Needs
<p>C. Analyzing Figurative Language (13 minutes)</p> <ul style="list-style-type: none"> • Review the second learning target: “I can analyze the meaning of figurative language in <i>Dark Water Rising</i>.” • Point out the key words and phrases in this target that students are familiar with from previous lessons: <i>analyze</i>, <i>meaning</i>, and <i>figurative language</i>. Ask students to think about, discuss in groups, and then restate this target in their own words. Cold call members from each group and listen for: “I can figure out the literal meaning of similes, metaphors, or idioms,” or similar ideas. • Cold call several students to share their definition of <i>metaphor</i>, <i>simile</i>, and <i>idiom</i>. 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,” “An idiom is 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,” or similar suggestions. • Display the Figurative Language Analysis T-chart. • Read each example of figurative language aloud; then tell students to do the following: <ol style="list-style-type: none"> 1. Read each example of figurative language. 2. Focus on the italicized words. 3. Discuss interpretations with group members. 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. • As students work, move throughout the room to offer support. • After 7 to 8 minutes, cold call students to share their ideas whole group (see Teacher Reference: Figurative Language Analysis T-Chart, sample responses in supporting materials). • As students share out, ask questions such as: <ul style="list-style-type: none"> * “How does this example of figurative language help us better understand the characters, events, or setting?” * “What does the author want us to understand, or see, by using this figurative language to describe the character(s), event, or setting?” 	<ul style="list-style-type: none"> • Remind students of the work they did with metaphors during the reading of <i>Esperanza Rising</i> in Module 1. • Post all directions of what to do when working with figurative language for students to refer to as they work. <p>Consider providing a partially filled-out Figurative Language Analysis chart for students who struggle with language.</p>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> As time allows, direct students to add to or revise their Narrator’s Point of View Analysis based on new understandings about figurative language from Chapters 16 and 17. Allow students to complete the Figurative Language Analysis chart for homework if they are not able to finish it during Work Time Part C. 	

Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Review Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> Focus students whole group. Ask: <ul style="list-style-type: none"> * “In what ways did this storm affect the people and island of Galveston?” Allow students 1 minute to discuss their thinking with a nearby partner. Cold call several students to share out. Read the first learning target aloud and ask students to show a thumbs-up or thumbs-down to demonstrate their mastery toward the target. Note students who show a thumbs-down as they may need more support locating and drawing on evidence from the text to support their analysis of how the narrator’s point of view influences his description of events. Collect students’ journals to review and provide meaningful feedback about the summary of Chapters 9–12 and Narrator’s Point of View Analysis. Students will need their journals in Lesson 11, so find a time to discuss and/or allow students to revise their work as necessary based on feedback. Give each student one index card for homework. 	<ul style="list-style-type: none"> Provide a sentence stem for students who struggle with language for the debrief. (e.g., “The storm affected people in Galveston by _____.”)



Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Reread the portions of <i>Dark Water Rising</i>, Chapters 16 and 17, that we read in today’s lesson to someone at home. <ul style="list-style-type: none"> – Start page 119, “I sat on the ground ...” and stop at the end of page 119, “... just one wisp of something fresh in the air.” – Skip to page 122, “Stories crowded the streets ...” and stop at the end of Chapter 16, page 112, “I knew you’d come,’ she whispered.” – Begin again with Chapter 17, page 128, “Mama asked ...” and read to the end of the chapter on page 137, “... poured the brown petals inside.” • On your index card, respond to the following question: *How is the event that Seth describes a <i>natural disaster</i> rather than just a simple storm? Support your answer with details from Chapters 16 and 17 of <i>Dark Water Rising</i>. <p><i>Note: Read Chapters 18 and 19 of Dark Water Rising. Certain passages from these chapters will not be read aloud to students. If necessary, complete your summary paragraph of Chapters 9–12.</i></p>	<ul style="list-style-type: none"> • Provide an audio recording of <i>Dark Water Rising</i> for students who struggle reading complex text independently. • Focus students who struggle with writing on the words: <i>coated</i>, <i>gratitude</i>, and <i>relief</i>.



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Supporting Materials



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Sketch the Meaning, Blank

Image Pause 1, p. 127

Image Pause 2, p. 137

Gist of Chapters 16 and 17:

Questions and Evidence Board,
Dark Water Rising, Chapters 16 and 17

Name:

Date:

Directions:

1. Read through the questions on the board.
2. Read Chunks 1–6, from Chapters 16 and 17 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: On page 119, read the second paragraph, “Debris-filled pools ... fresh in the air.”

Chunk 2: Start page 122, “Stories crowded the streets ...” and end page 123, “Surely everyone was safe inside.”

Chunk 3: Start page 126, “Josiah nodded ...” and end page 127, “I nodded ... the wall to dry out.”

Chunk 4: Start page 128, “Everyone laughed ...” and end page 129, “Kate hadn’t left ... catch in my throat.”

Chunk 5: Start at the top of page 133, “I picked up Elliott ...” and end page 135, “I slipped ... I’m sorry.”

Chunk 6: Start page 136, “It seemed odd ...” and end page 137, “I pulled open Ben’s clean pocket and carefully poured the brown petals inside.”

Key vocabulary: foul-smelling, coated, longing (119), bewildered (122), gratitude (123), stench (128), relief (133), pervaded (137)
* Key vocabulary from previous chapters: swept away, helpless, odd



Questions and Evidence Board,
Dark Water Rising, Chapters 16 and 17

<p>Name three effects this storm had on Galveston (HINT: what Seth describes that he sees and/or smells).</p>	<p>What is the main <i>event</i> in these chapters?</p>	<p>Describe how Seth feels.</p>
	<p>How does Seth’s point of view influence the way he describes the event(s)?</p> 	
<p>Seth says, “I didn’t see a blade of grass ... I was soon searching for it ... <i>longing</i> for a glimpse of green, just one wisp of something fresh in the air.” (p.119)</p> <p>-What does the word <i>longing</i> mean in this sentence?</p> <p>-Why is Seth <i>longing</i> for a “glimpse of green,” “something fresh in the air”?</p>	<p>Give three examples of the way Seth describes other characters.</p>	<p>Seth says, “<i>Gratitude</i> swelled inside me.” (p.123)</p> <p>What is <i>gratitude</i> (n.)?</p> <p>Seth says, “Aunt Julia gave us a <i>grateful</i> glance and said no.” (p.126)</p> <p>What does <i>grateful</i> (adj.) mean?</p>



Questions and Evidence Board,
Dark Water Rising, Chapters 16 and 17

Because the narrator is

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



Questions and Evidence Board,
Dark Water Rising, Chapters 16 and 17
(Answers, For Teacher Reference)

<p>Name three effects this storm had on Galveston (HINT: what Seth describes that he sees and/or smells).</p> <p>Slime coated everything; foul-smelling air; stench; no grass; no fresh air; mud coated (in, out of houses); homes swept clear away; lumber everywhere; stench that pervaded every breath</p>	<p>What is the main <i>event</i> in these chapters?</p> <p>Seth and Josiah travel to their homes and find that many of their family members are safe.</p>	<p>Describe how Seth feels.</p> <p>Longing; bewildered; gratitude; helpless, sorry</p>
<p>Seth says, “I didn’t see a blade of grass ... I was soon searching for it ... <i>longing</i> for a glimpse of green, just one wisp of something fresh in the air.” (p.119)</p> <p>-What does the word <i>longing</i> mean in this sentence? Want very much; need</p> <p>-Why is Seth <i>longing</i> for a “glimpse of green,” “something fresh in the air”? Everything is coated in slime and stench, so he wants to see/smell something fresh and alive.</p>	<p>Give three examples of the way Seth describes other characters.</p> <p>People’s eyes are glazed, without light; bewildered calm; all people are welcome and fed; grateful; relieved laughter; frightened; relief; tears; thankful</p>	<p>Seth says, “<i>Gratitude</i> swelled inside me.” (p.123)</p> <p>What is <i>gratitude</i> (n.)? Thanks; appreciation</p> <p>Seth says, “Aunt Julia gave us a <i>grateful</i> glance and said no.” (p.126)</p> <p>What does <i>grateful</i> (adj.) mean? Feeling thankful; expressing thanks</p>



Questions and Evidence Board,
Dark Water Rising, Chapters 16 and 17
(Answers, For Teacher Reference)

Because the narrator is: **longing, bewildered, helpless, but also very grateful, full of gratitude,**

he describes the event(s) by emphasizing these details/words: **the foul-smelling air, stench that pervaded every breath; longing for green grass, fresh air; how bewildered he and others feel, helpless; the gratitude he and others feel to have some food and water, to find each other safe.**



Figurative Language Analysis T-Chart

The author used this figurative language...	What this literally means is...
<p>Simile</p> <ul style="list-style-type: none">• <i>My heart splintered ... just like the crunching of houses I'd heard during the crystal lulls last night.</i> (p.125)	
<p>Metaphor</p> <ul style="list-style-type: none">• "I saw the mangled <i>snake of debris ...</i>" (p.125)• "Then with the suddenness of a <i>cat pouncing</i> on its prey, <i>hunger</i> hit." (p.130)	



Figurative Language Analysis T-Chart
For Teacher Reference

The author used this figurative language...	What this literally means is...
<p>Simile</p> <ul style="list-style-type: none">• <i>My heart splintered ... just like the crunching of houses I'd heard during the crystal lulls last night.</i> (p.125)	<p>He felt pain, an extraordinary sense of loss.</p>
<p>Metaphor</p> <ul style="list-style-type: none">• "I saw the mangled <i>snake of debris ...</i>" (p.125)• "Then with the suddenness of a <i>cat pouncing</i> on its prey, <i>hunger</i> hit." (p.130)	<p>The broken buildings hooked together in a long line; never-ending line of broken buildings.</p> <p>He felt hungry suddenly; he didn't realize how hungry he was until that moment.</p>