



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 4: Unit 2: Lesson 11**

**How a Narrator's Point of View Influences the Description of Events, and Determining the Meaning of Language in Text: *Dark Water Rising*, Chapters 18 and 19**



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

- I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4)  
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)

**Supporting Learning Targets**

- I can support my analysis of the narrator's point of view by drawing on evidence from the text.
- I can determine the meaning of words and phrases in *Dark Water Rising*, Chapters 18 and 19.

**Ongoing Assessment**

- Sketch the meaning and gist (in journal)
- Questions and Evidence Board
- Narrator's Point of View Analysis Statement (in journal)
- Key vocabulary (in journal)



How a Narrator's Point of View Influences the Description of Events, and  
Determining the Meaning of Language in Text:  
*Dark Water Rising*, Chapters 18 and 19

Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review and Engaging the Reader (7 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Read-aloud and Sketching the Meaning: <i>Dark Water Rising</i>, Chapters 18 and 19 (20 minutes)</li><li>B. How the Narrator's Point of View Influences the Description of Events (15 minutes)</li><li>C. Key Vocabulary to Deepen Understanding (13 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Review Learning Targets (5 minutes)</li></ol></li><li>4. Homework</li></ol>	<ul style="list-style-type: none"><li>• This lesson follows a pattern that is similar to Lessons 9 and 10 of this unit.</li><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, students hear select portions of the text from Chapters 18 and 19 of <i>Dark Water Rising</i>, then "sketch the meaning" of each chapter and determine the gist.</li><li>• In Work Time Part B, students will reread chunks of the text from Chapters 18 and 19, then work with group members to answer text-dependent questions on the Questions and Evidence Board. Students will use evidence from their responses to support their analysis of how the narrator's point of view influences the way events are described.</li><li>• During Work Time Part C, students have the opportunity to list and define key vocabulary terms from Chapters 18 and 19, in the "academic" section of their journal glossary. Students then "sort" the key vocabulary from these and previous chapters into one of two categories: words that describe the effects of the storm or how Seth and other characters feel. A word sort teaches students to examine the meaning and interrelatedness of words, and it helps them discover patterns the author uses when describing events and/or characters in literature.</li><li>• Find a time during the day to discuss and/or allow students to revise their summaries and analyses as necessary based on feedback.</li><li>• Review: Back-to-Back, Face-to-Face protocol; Glass, Bugs, Mud protocol (Appendix 1).</li></ul>



**How a Narrator's Point of View Influences the Description of Events, and  
Determining the Meaning of Language in Text:**

*Dark Water Rising*, Chapters 18 and 19

Lesson Vocabulary	Materials
support, analysis, point of view, drawing on, evidence, determine; provisions, rationed (139), putrid (141), horror (144), supplies (145), stunned (147), misery (151), abandoned (153)	<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 (one for display)</li><li>• Questions and Evidence Board (one per student)</li><li>• Questions and Evidence Board sample answers (teacher resource)</li></ul>



How a Narrator's Point of View Influences the Description of Events, and  
Determining the Meaning of Language in Text:  
*Dark Water Rising*, Chapters 18 and 19

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 homework focus question, which they were asked to answer on an index card.</li><li>• Remind students of the Back-to-Back, Face-to-Face protocol. Direct them to turn back-to-back with a partner, then pose the homework focus question:<ul style="list-style-type: none"><li>* “How is the event that Seth describes a natural disaster rather than just a simple storm? Support your answer with details from Chapters 16 and 17 of <i>Dark Water Rising</i>.”</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>• After 1 to 2 minutes, direct students to turn back-to-back with a <i>different</i> partner to discuss their response to the homework question.</li><li>• Once again, give students a moment to consider and refer to their index card and 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: “This is a natural disaster because Seth describes how people have ‘nothing’ left: no homes, clothes, fresh food, or water,” “This is a natural disaster because of all the damage done to the environment, the putrid stench, the thick layer of slime coating everything, the fact that there is no living grass left, and the loss of friends and family,” etc.</li><li>• Say: “In the first part of this novel the narrator, Seth, describes what Galveston was like <i>before</i> the storm. In later parts of the story, he shared details about his and others’ experiences <i>during</i> the storm. In the chapters of <i>Dark Water Rising</i> we have read most recently, we learned mostly about the effects of this storm on the island (natural environment) of Galveston—the way it looked and smelled <i>after</i> the storm. As we read today, pay close attention to details that help us understand the <i>effects</i> of this storm on the <i>people</i> of Galveston.”</li></ul>	



How a Narrator's Point of View Influences the Description of Events, and  
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*Dark Water Rising*, Chapters 18 and 19

Work Time	Meeting Students' Needs
<p><b>A. Read-aloud and Sketching the Meaning: <i>Dark Water Rising</i>, Chapters 18 and 19 (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Return students' <b>journals</b> and ask them to tape their homework index cards onto a new page. Then ask them to take out the book <b><i>Dark Water Rising</i></b> and join their regular groups.</li> <li>Cold call a few students to share out what they usually do during the first read of chapters from this novel. Listen for: "Sketch the meaning and determine the gist."</li> <li>Display the <b>Sketch the Meaning, blank</b> and ask students to create this on a new page in their journals.</li> <li>Again tell students they will not hear certain parts of the text read aloud because they may be emotionally difficult for some students. Emphasize that this will not affect their ability to reach the learning targets (see Unit Overview and previous lessons' teacher notes for more details).</li> <li>Ask students to turn to page 138 and follow along silently as the text is read aloud. As students listen and follow along, ask them to think about: <ul style="list-style-type: none"> <li>* "What difficulties do Seth and other characters face after the storm ends?"</li> </ul> </li> <li>Start page 138, "When I woke ..." and stop near the end of page 139, "The water mains.... He glanced up at Josiah."</li> <li>Skip to page 140, "Papa slid his chair back ..." and stop in the middle of the first paragraph page 143, "We spend precious time ... jumbled confusion."</li> <li>Go to page 145, "Papa nodded ..." and read to the end of Chapter 18, "I had to do what Papa wouldn't."</li> <li>Reread the sketch focus question and ask students to "sketch the meaning" of Chapter 18.</li> <li>After 2 to 3 minutes, cold call students to share out what they sketched and why. Listen for: "I sketched people looking for and not able to find loved ones because Seth says people are going to morgues and hospitals to find people who are missing," "I drew people without food or water because Seth says provisions are rationed, boxcars full of supplies are knocked over, and the train bridge is out so supplies can't get into Galveston," "I drew Josiah and other men being taken away to work on the barges because Seth says Josiah was surrounded by men and was led to a group of workers," and similar suggestions.</li> <li>Tell students to turn to page 150 and follow along silently as Chapter 19 is read aloud. Tell students to listen and look for details about: <ul style="list-style-type: none"> <li>* "How does Seth describe other characters' actions?"</li> </ul> </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 finding the right sections on their own.</li> <li>Consider allowing students who struggle with writing the opportunity to dictate the gist to a peer or teacher.</li> </ul>



**How a Narrator's Point of View Influences the Description of Events, and  
Determining the Meaning of Language in Text:**  
*Dark Water Rising*, Chapters 18 and 19

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Begin with Chapter 19, page 50, "Mama must've seen me ..." and read to the end of the chapter, page 159, "... his message to Mama was so important to him."</li><li>• Once again, pose the question:<ul style="list-style-type: none"><li>* "How does Seth describe other characters' actions?"</li></ul></li><li>• Give students 2 or 3 minutes to think about and discuss the question, then "sketch the meaning" of Chapter 19. Cold call several students to share out whole group. Listen for ideas like: "I drew Aunt Julia sad, grieving because Seth says she tells him not to search for Uncle Nate anymore," "I sketched Ezra making repairs to their home because Seth says Ezra repairs the veranda and that Ezra wants to build a tree house for the boys," "I drew Papa helping to rebuild the train bridge because Seth says he and Matt go to the rail yard to take supplies to Papa because he is working with other men sorting and stacking timbers," etc.</li><li>• Ask students to refer to their sketches and discuss in groups what the gist of Chapters 18 and 19 is.</li><li>• After 1 minute, direct students to record a gist statement at the bottom of their sketches.</li><li>• Cold call members from each group to share out. Listen for suggestions like: "People face many challenges after the storm ends," "People can't get enough food or water because supplies are ruined," "People begin to try to make repairs and get the supplies they need," or similar ideas.</li></ul>	



How a Narrator's Point of View Influences the Description of Events, and  
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*Dark Water Rising*, Chapters 18 and 19

Work Time (continued)	Meeting Students' Needs
<p><b>B. How the Narrator's Point of View Influences the Description of Events (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the first learning target: "I can support my analysis of the narrator's point of view by drawing on evidence from the text."</li> <li>Ask students to recall the meaning of key terms (<i>support, analysis, point of view, drawing on evidence</i>) in this target. Then briefly discuss in groups how they could restate the target in their own words.</li> <li>After 1 minute, 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," "Include key ideas in my analysis of how the narrator's perspective influences the way events are described," or similar ideas.</li> <li>Display and distribute the <b>Questions and Evidence Board</b> (one per student).</li> <li>Review the directions and read each question aloud to students. Point out the key vocabulary from Chapters 18 and 19, as well as key vocabulary from previous chapters. Reiterate to students that their responses should include key vocabulary and phrases from the text. Clarify directions or questions as necessary.</li> <li>Allow students 8 or 9 minutes to read, discuss in groups, and respond to the questions on their boards.</li> <li>Assign groups to pair up and discuss their Questions and Evidence Board responses. Tell students that as they work with their peers, they should add to or revise their answers, based on new understandings from group discussions.</li> <li>After 2 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>Remind students to review their answers to each question on the board 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.</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>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>After 1 minute, cold call members from each group to share out. Listen for: "Because the narrator has discovered there are few supplies or provisions on the island; because he is worried about Josiah; because he is angry with his Papa for staying at the rail yard; because he doesn't know how to take care of his family, he describes the events by emphasizing the words or details: 'provisions' have to be 'rationed'; railroads/bridges are wiped out from the storm; there is a 'putrid stench' everywhere; he feels 'horror' about Josiah being taken to help at the barges; he feels 'abandoned' by his Papa," and similar ideas.</li> </ul>	
<p><b>C. Key Vocabulary to Deepen Understanding (13 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the second learning target: "I can determine the meaning of words and phrases in <i>Dark Water Rising</i>, Chapters 18 and 19."</li> <li>Ask students to recall and think about the meaning of the word <i>determine</i> from previous modules. Cold call several students to share out; listen for: "find out," "clarify," or similar suggestions.</li> <li>Bring students' attention to the key vocabulary from Chapters 18 and 19, listed at the top of their Questions and Evidence Board. Ask students to add these terms to a new page in the "academic" section of the glossary in their journals: <i>provisions</i>, <i>rationed</i>, <i>putrid</i>, <i>horror</i>, <i>supplies</i>, <i>stunned</i>, <i>misery</i>, and <i>abandoned</i>.</li> <li>Give students 5 or 6 minutes to determine the meaning of each word and write a synonym or short definition for each term. Circulate to support as needed.</li> <li>After students add and define the key vocabulary from Chapters 18 and 19 in the glossary section of their journals, cold call students from each group to share out the meaning of the words. Listen for:  <i>provisions</i>—supplies; necessities; requirements; food; rations  <i>rationed</i>—limited; controlled; restricted; saved  <i>putrid</i>—rotten; disgusting smell  <i>horror</i>—shock; disgust; terror; intense fear  <i>supplies</i>—provisions; food; materials; goods  <i>stunned</i>—shocked; bewildered; surprised; amazed  <i>misery</i>—sadness; depression; gloom; grief; despair; sorrow; distress  <i>abandoned</i>—left behind; walked out on; deserted</li> </ul>	<ul style="list-style-type: none"> <li>Create or provide visuals for all vocabulary words to help students who struggle with language identify whether the words are associated with feelings or effects.</li> </ul>



How a Narrator's Point of View Influences the Description of Events, and  
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*Dark Water Rising*, Chapters 18 and 19

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Next, ask students to briefly review the meaning of previous key vocabulary (listed on the Questions and Evidence Board) that they added and defined in their glossaries from prior lessons: <i>stench</i>, <i>wonder</i>, <i>debris</i>, <i>staggering</i>, and <i>bewildered</i>.</li><li>• Direct students to turn to a new page in their journals and work with group members to sort the key vocabulary and previous key vocabulary into one of two categories:<ul style="list-style-type: none"><li>– Words that describe the <i>effects</i> of the storm</li><li>– Words that describe Seth's and other characters' <i>feelings</i></li></ul></li><li>• Tell students they will need to be able to justify (explain) why they placed certain words into one category or the other.</li><li>• Give students 3 to 4 minutes to sort words into categories. Circulate to support as needed.</li><li>• Once students complete their sorts, cold call members from each group to share their thinking aloud. Listen for ideas like:<ul style="list-style-type: none"><li>– “We decided the words <i>provisions</i>, <i>rationed</i>, <i>putrid</i>, <i>supplies</i>, <i>debris</i>, <i>stench</i>, and <i>ruined</i> describe the effects of the storm because these words help us ‘see’ how the storm broke buildings apart into ‘debris’; the storm left a ‘putrid stench’; the storm ‘ruined’ rail yards and train bridges, which kept ‘provisions’ and ‘supplies’ from people, so they had to ‘ration’ food and water.”</li><li>– “We determined that the words <i>horror</i>, <i>stunned</i>, <i>misery</i>, <i>abandoned</i>, <i>wonder</i>, <i>staggering</i>, and <i>bewildered</i> describe how Seth and other characters feel because they tell us how people feel when they see all the damage from the storm. It’s how they feel when they are trying to find family and friends and take care of things after the storm.”</li></ul></li><li>• Ask students to take 1 minute to revise or add to their responses on the Questions and Evidence Board, or their analysis of how Seth's point of view influences the way events are described, based on their new understandings of key vocabulary.</li><li>• As time allows, invite several students to share their additions or revisions whole group.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Bring students together whole group. Ask them to think about then discuss with a partner: <ul style="list-style-type: none"> <li>* "What was this storm's effect on the people of Galveston?"</li> </ul> </li> <li>After 2 minutes, invite several students to share their thinking whole group. Listen for ideas like: "They couldn't get the supplies, food, or water they needed because rail lines and boxcars were destroyed," "They lost loved ones, couldn't find family members or friends," etc.</li> <li>Read each of the learning targets aloud and ask students to use the Glass, Bugs, Mud protocol to demonstrate their mastery of each target. Notice students who show "bugs" or "mud" as they may need more support drawing on evidence to support their analysis of how the narrator's point of view influences the way events are described or determining the meaning of words and phrases from context.</li> </ul>	<ul style="list-style-type: none"> <li>Allow students who struggle with language the opportunity to formulate the answer to the debrief question by previewing it with them and giving them extra time.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Reread the portions of <i>Dark Water Rising</i> from Chapters 18 and 19 that we read in today's lesson to someone at home. <ul style="list-style-type: none"> <li>Start page 138, "When I woke ..." and stop near the end of page 139, "The water mains.... He glanced up at Josiah."</li> <li>Skip to page 140, "Papa slid his chair back ..." and stop in the middle of the first paragraph page 143, "We spend precious time ... jumbled confusion."</li> <li>Go to page 145, "Papa nodded ..." and read to the end of Chapter 18, "I had to do what Papa wouldn't."</li> <li>Begin once again with Chapter 19, page 50, "Mama must've seen me ..." and read to the end of the chapter, page 159, "... his message to Mama was so important to him."</li> </ul> </li> <li>On a new page in your journal, respond to the following question: <ul style="list-style-type: none"> <li>What do you think was the greatest impact of this storm on Galveston? Support your answer with evidence from the text.</li> </ul> </li> </ul> <p><i>Note: Read Chapters 20 and 21 of Dark Water Rising. Certain passages from these 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 with reading complex text independently.</li> <li>Consider allowing students who struggle with writing to dictate the answer to the focus question to someone at home.</li> </ul>



EXPEDITIONARY  
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# Grade 5: Module 4: Unit 2: Lesson 11

## Supporting Materials



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Sketch the Meaning, Blank

Image Pause 1, p. 149	Image Pause 2, p. 159
<p><i>Gist of Chapters 18 and 19:</i></p>	

Questions and Evidence Board,  
*Dark Water Rising*, Chapters 18 and 19

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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 1–5, from Chapters 18 and 19 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 138, “Ezra will stay ...” and end page 139, “The water.... He glanced up at Josiah.”

**Chunk 2:** Start page 140, “We headed east ...” and end partway through the first paragraph on page 143, “We spent ... in jumbled confusion.”

**Chunk 3:** Start page 145, “I’m on my way ...” and end page 154, “He turned back ... to me now.”

**Chunk 4:** Start page 153, “Matt and Lucas glanced at me ...” and end page 129, “Kate hadn’t left ... catch in my throat.”


**Chunk 5:** Start near the bottom of page 157, “I’m fine ...” and end page 158, “‘Josiah’s sixteen too,’ I said, ‘and they took him anyway.’”

**Key vocabulary:** provisions, rationed (139), putrid (141), horror (144), supplies (145), stunned (147), misery (151), abandoned (153)

\* *Key vocabulary from previous chapters: stench, wonder, debris, staggering, ruin(ed), bewildered*



Questions and Evidence Board,  
*Dark Water Rising*, Chapters 18 and 19

Name three effects this storm had on Galveston (HINT: what Seth describes that he <b>sees</b> and/or <b>smells</b> ).	What are the two <i>main events</i> from these chapters? (who, what, when, where)?	Describe how Seth <b>feels</b> about the events that take place in these chapters. .
	<b>How does Seth's point of view influence the way he describes the event(s)?</b>  	
Seth says, "There's be no final <i>resting place</i> for their loved ones." (p.139)  Focus on the words <i>resting place</i> . How is this description similar to Junior's description of Oscar's death in <i>Eight Days</i> ? ("Oscar felt <i>tired</i> and <i>went to sleep</i> . He <i>never woke up</i> .")	Give three examples of the way Seth describes other characters.	Seth says, "... the sun disappeared ... leaving a <i>halo of pink and purple</i> around bare trees and splintered rooftops." (p.159)  What is the phrase <i>halo of pink and purple</i> a <b>metaphor</b> for?



**Questions and Evidence Board,**  
*Dark Water Rising*, Chapters 18 and 19

**Because the narrator**

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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 18 and 19  
For Teacher Reference

Sample responses are in **bold**.

<p>Name three effects this storm had on Galveston (HINT: what Seth describes that he <b>sees</b> and/or <b>smells</b>).</p> <p><b>Can't get supplies because the wagon and railroad bridges are gone; can't get supplies/provisions; many people died; stench, putrid odors; fallen telephone poles and wires; hundreds of tumbled boxcars; rotting fruit</b></p>	<p>What are the two <i>main events</i> from these chapters? (who, what, when, where)?</p> <p><b>After the storm, Seth, Josiah and Papa try to find Ben and Uncle Nate; after the storm, they discover there are very few supplies/provisions for people; Papa stays at the rail yard to help rebuild the train bridge; Josiah is taken to help on the barges.</b></p>	<p>Describe how Seth <b>feels</b> about the events that take place in these chapters.</p> <p><b>Guilt and horror about Josiah being taken to help on barges; doesn't understand why Papa has abandoned him; doesn't know how to take care of the family; needs Papa; stunned</b></p>
<p>Seth says, "There's be no final <i>resting place</i> for their loved ones." (p.139)</p> <p>Focus on the words <i>resting place</i>. How is this description similar to Junior's description of Oscar's death in <i>Eight Days</i>? ("Oscar felt <i>tired</i> and <i>went to sleep</i>. He <i>never woke up</i>.")</p> <p><b>They both use words that describe death as related to "resting" or "sleeping."</b></p>	<p>Give three examples of the way Seth describes other characters.</p> <p><b>Provisions/supplies are low and need to be rationed; people are taken to help on the barges, and Josiah is scared to be taken; Papa stays to help rebuild the train bridge; Aunt Julia grieves; Ezra tries to keep busy and repair the house.</b></p>	<p>Seth says, "... the sun disappeared ... leaving a <i>halo of pink and purple</i> around bare trees and splintered rooftops." (p.159)</p> <p>What is the phrase <i>halo of pink and purple</i> a <b>metaphor</b> for?</p> <p><b>The (colors of the) sunset</b></p>



Questions and Evidence Board,  
*Dark Water Rising*, Chapters 18 and 19  
For Teacher Reference

Because the narrator: **has discovered there are few supplies/provisions on the island; because he is worried about Josiah; because he is angry with his Papa for staying at the rail yard; because he doesn't know how to take care of his family,**

he describes the event(s) by emphasizing these details/words: **“provisions” have to be “rationed”; railroads, bridges are wiped out from the storm; there is a “putrid stench” everywhere; the “horror” he feels about Josiah being taken to help at the barges; how “abandoned” he feels by his Papa.**