



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 4: Unit 2: Lesson 12**

**How a Narrator's Point of View Influences the  
Description of Events, and Figurative Language:**  
*Dark Water Rising*, Chapters 20 and 21



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**How a Narrator's Point of View Influences the Description of Events,  
and Figurative Language:**

*Dark Water Rising*, Chapters 20 and 21

**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 T-chart (in journal)



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 20 and 21 (15 minutes)</li> <li>B. How the Narrator's Point of View Influences the Description of Events (20 minutes)</li> <li>C. Analyzing Figurative Language (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 9–11.</li> <li>• In this lesson, once again 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.</li> <li>• Be aware that certain passages read aloud in this lesson contain references to death. These passages are not graphic, but they may affect students emotionally. Closely preview Chapters 20 and 21 to make determinations about content you feel may be too difficult for students to hear.</li> <li>• Students hear all of Chapter 20 and parts of Chapter 21 read aloud. Students are given one focus question for both chapters. They complete a single "sketch the meaning" image, but are given two "image pauses"—one at the end of each chapter—to add details from the text in response to the prompt. Students then determine the gist of both chapters.</li> <li>• In Work Time Part B, students read chunks of each chapter to use evidence from the text to support their analysis of how the narrator's point of view influences the way events are described.</li> <li>• In Work Time Part C, students analyze figurative language. Students are asked to demonstrate a more advanced level of understanding of figurative language than in previous lessons. The metaphors, similes, and idioms are listed at the top of the Figurative Language Analysis chart for students to sort and record into the proper category on the chart. Students then determine what the metaphor, simile, or idiom literally means.</li> <li>• Find another time during the day to review students' Figurative Language Analysis charts and provide meaningful written or oral feedback regarding their progress toward recognizing and determining the meaning of similes, metaphors, and idioms.</li> <li>• In advance: Post the Four Corners sheets in different areas of the room (see supporting materials).</li> <li>• Review: Fist to Five and Four Corners protocols (Appendix 1).</li> </ul>



**How a Narrator's Point of View Influences the Description of Events,  
and Figurative Language:**

*Dark Water Rising*, Chapters 20 and 21

Lesson Vocabulary	Materials
support, analysis, point of view, drawing on, evidence, analyze, figurative language; endured, swamped (160), repaired (162), darkness (164), odor, bothered (167), rebuild (171), composure (175)	<ul style="list-style-type: none"><li>• Journals</li><li>• Four Corners sheets (one of each)</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 and one for display)</li><li>• Questions and Evidence Board sample answers (teacher resource)</li><li>• Figurative Language Analysis T-chart (for display)</li><li>• Sample Figurative Language Analysis T-chart (teacher resource)</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 where they recorded a response to the homework question for Chapters 18 and 19 of <i>Dark Water Rising</i>.</li> <li>Review the Four Corners protocol with students, then point out the <b>Four Corners sheets</b> posted around the room. Read each one aloud and clarify as needed.</li> <li>Read the Lesson 11 homework question aloud: <ul style="list-style-type: none"> <li>* "What do <i>you think</i> was the greatest impact of this storm on Galveston? Support your answer with evidence from the text."</li> </ul> </li> <li>Ask students to review the response they recorded for homework, and then move to the Four Corners sheet that is most closely related to their own answer.</li> <li>Once all students have moved to a sheet, ask them to discuss their choice with other students at the same sheet. Remind students to use evidence from the text to support their thinking.</li> <li>After 3 to 4 minutes, focus students' attention whole group. Cold call members from each of the Four Corners to share out. Listen for suggestions like: "We chose 'destruction of the environment' because Seth talks about the ruin, stench and putrid odors and how there is no grass or fresh air," "We chose 'loss of family and friends' because Seth describes characters like Ella Rose, Aunt Julia, and her sons grieving and how many people died or were swept away by the storm," "We chose 'lack of supplies' because Seth describes how provisions/supplies are rationed, how hungry and thirsty people are, and the rotting fruit and other supplies that were ruined in the storm," "We chose 'destruction of homes, businesses, and transportation lines' because Seth describes how they can't get supplies onto the island because the train bridge was destroyed, huge sections of people's homes are broken apart, and homes that used to be there are completely swept away," etc.</li> <li>Say: "Today we are reading Chapters 20 and 21 of <i>Dark Water Rising</i>. As we read, continue to think about this storm's <i>effects</i> on the people and environment of Galveston." <ul style="list-style-type: none"> <li>* How do people move forward after such a tragic and destructive event?</li> <li>* How do they handle the loss of loved ones—the destruction of homes, businesses, and the environment?</li> </ul> </li> <li>Consider what the author of this novel, Marian Hale, is trying to convey to us, the readers, through Seth's description of this extreme natural event."</li> </ul>	<ul style="list-style-type: none"> <li>Display the directions for the Four Corners protocol for students to refer to as they review their homework.</li> <li>Consider providing sentence stems for students to use during the discussion at each of the four corners. (e.g., "The greatest impact of the storm in Galveston was _____, because _____.")</li> <li>Display all questions posed to students and answers they give to during the lesson for students to refer to throughout the lesson.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Read-aloud and Sketching the Meaning: <i>Dark Water Rising</i>, Chapters 20 and 21 (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> and then 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>Ask students to recall then share in groups: <ul style="list-style-type: none"> <li>* "What is the purpose for 'sketching the meaning' and determining the gist of what we read?"</li> </ul> </li> <li>After a minute, invite several groups to share out their thinking. Listen for ideas like: "They help us remember key details about the description of events," "They show key details in response to a prompt or question," "The focus is not on the 'art' of our sketches; it is about helping us understand important information about events by quickly drawing an image that contains details from the text," etc.</li> <li>Display the <b>Sketch the Meaning, blank</b> and ask students to create this on a new page in their journals. Point out to students that this sketch has two Image Pauses but only one space to sketch. Tell students there is a single focus question for their sketch today. Explain to students that they will pause at the end of Chapter 20 to sketch the meaning based on key details from that chapter. After Chapter 21 is read aloud, they will pause a second time to add more details to the same sketch, in response to the same prompt.</li> <li>Tell students they will once again skip small sections of text today that may be emotionally difficult, but that this won't affect their ability to reach the learning targets (see Teaching Notes for more details).</li> <li>Ask students to turn to page 160 and follow along silently as the text is read aloud. As students listen and follow along, ask them to consider: <ul style="list-style-type: none"> <li>* "How do the people of Galveston cope with (handle) the <i>effects</i> of this natural disaster, or 'storm'?"</li> </ul> </li> <li>Start page 160, "I woke early Tuesday ..." and stop at the end of the chapter, page 169, "She smiled at me, and my heart was a sudden maze I couldn't navigate."</li> <li>Give students 2 to 3 minutes to think about, discuss, then sketch details from Chapter 20 in response to the prompt: <ul style="list-style-type: none"> <li>* "How do the people of Galveston deal with the effects of this natural disaster, or 'storm'?"</li> </ul> </li> <li>Ask students to turn to page 170. Begin, "Ezra's eyes had glittered ..." and stop at the end of page 172, "The news sank ... that had to be why."</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>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Skip to page 175, and begin reading with the last paragraph, "Aunt Julia's eyes ..." to the end of Chapter 21, "Before long ... watching Galveston burn its dead."</li><li>• Reread the sketch focus question. Then ask students to discuss in groups and add to their "sketch the meaning" image for Chapters 20 and 21.</li><li>• After 2 minutes, cold call students to share out what they sketched and why. Listen for: "I sketched people rebuilding, repairing, cleaning their homes because people are working on fixing and cleaning their homes," "I drew people saving food and rationing because Seth describes how provisions are low and that he feels grateful for the supplies Henry brings," "I drew people who are grieving, sad, worried because so many people have died, and they're worried about the safety of friends or family," "I drew people who are happy, relieved, joyful because family members like Josiah and Henry return," or similar ideas.</li><li>• Ask students to review the details they added to their sketch and then discuss in groups what the gist of Chapters 20 and 21 is.</li><li>• After 1 minute, tell students to record a gist statement at the bottom of their sketch.</li><li>• Cold call members from each group to share out. Listen for: "The people of Galveston begin to rebuild," "People are working to rebuild and get the supplies they need to survive," "People are grieving because so many family and friends died in the storm," or similar ideas.</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 support my analysis of the narrator's point of view by drawing on evidence from the text."</li><li>• Remind students of the key terms (<i>support, analysis, point of view, and drawing on evidence</i>) in this target. Then ask students to think about and briefly discuss in groups how they could restate the target in their own words.</li><li>• After 1 minute, cold call members from each group to share out. Listen for ideas such as: "Use/select/take/choose key details from the text to explain my thinking," "Include key details from the text 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 20 and 21, as well as key vocabulary from previous chapters. Remind students that their responses should include key vocabulary and phrases from these and previous chapters. Clarify as needed.</li><li>• Allow students 10 minutes to read, discuss in groups, and respond to the questions on their boards. Circulate to support as needed.</li></ul>	<ul style="list-style-type: none"><li>• Rewrite the learning target in the students' words above or below the learning target.</li><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>• Intentionally assign groups that have struggling readers to another group that has stronger readers to discuss the Questions and Evidence Board responses.</li><li>• Color-code the questions on the board by making the center square one color and the others another color 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 10 minutes, focus students' attention whole group. Once again, point out the new key vocabulary terms listed at the top of their boards. Ask students to briefly discuss with their groups the meaning of the words. Then cold call students to share out the meaning of each word: <i>endured</i>—tolerated; underwent (undergo); survived <i>swamped</i>—flooded; under water; submerged <i>repaired</i>—fixed; mended; patched up; restored <i>darkness</i> (n.)—gloom; despair; misery <i>odor</i>—stench; stink; smell <i>bothered</i>—worried; troubled; concerned <i>rebuild</i>—(re-) again, (build) construct, make, put together; put something back together; make it stronger; repair <i>composure</i>—calm; self-control; poise</li><li>Assign groups that have <i>not</i> worked together to pair up. Tell students to:<ul style="list-style-type: none"><li>Discuss their Questions and Evidence Board responses with peers as well as their new understandings about key vocabulary.</li><li>Add to or revise their answers based on their discussions.</li></ul></li><li>After 2 to 3 minutes, ask students to separate into their regular groups.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call members from each group to share out responses to each question (see <b>Teacher Resource: Questions and Evidence Board sample answers</b>).</li><li>• Direct students' attention to 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 to help support their analysis of how Seth's point of view influences his description of events. Ask students to discuss their thinking in groups.</li><li>• After 1 minute, cold call members from each group to share out. Listen for: "Because the narrator is still dealing with the effects of the storm, he describes the event(s) by emphasizing the details and words: putrid stench, odors that are still in the air, provisions, rationed supplies, the need to repair or rebuild, scrape away the mud from the storm," "Because the narrator feels that he can handle things without his Papa but is also worried about his friends and family, he describes the event(s) by emphasizing details about the people who are missing or dead, the grief and misery, the horror he feels for his friends and family and their experiences and loss, and how people have changed because of their experiences in the storm," or similar suggestions.</li><li>• Collect students' Questions and Evidence Boards to review and determine their current level of mastery toward the learning targets. Make sure to find another time during the day to provide meaningful written or oral feedback to students about their progress.*Add to or revise their answers based on their discussions.</li><li>• After 2 to 3 minutes, ask students to separate into their regular groups.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Analyzing Figurative Language (13 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the second learning target: "I can analyze the meaning of figurative language in <i>Dark Water Rising</i>."</li><li>• Point out the key words in this target: <i>analyze</i>, <i>meaning</i>, and <i>figurative language</i>. Ask students to consider then discuss in groups how they could restate this target in their own words. Cold call members from each group and listen for: "I can determine/evaluate/figure out the literal meaning of similes, metaphors, or idioms," or similar ideas.</li><li>• Cold call several students to share out what <i>metaphors</i>, <i>similes</i>, and <i>idioms</i> are. Listen for: "Metaphors compare two things that are not similar; they say one thing 'is' another thing," "A simile compares two different things but uses the words 'like' or 'as'; 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 definitions.</li><li>• Display the <b>Figurative Language Analysis T-chart</b>.</li></ul>	<ul style="list-style-type: none"><li>• Post all directions of what to do when working with figurative language for students to refer to as they work.</li><li>• Consider providing a partially filled-in Figurative Language Analysis chart for students who struggle with language.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Point out to students that the examples of figurative language are listed at the top of the chart and not already categorized as in previous lessons. Explain to students that they will work with their group members to complete the following:</li><li>• Read each example of figurative language.</li><li>• Focus on the italicized words.</li><li>• Determine which type of figurative language each example is, and then record it in the appropriate box.</li><li>• Discuss interpretations of each example with group members.</li><li>• Record your ideas about “What the author literally means is ...” next to each example, on the right side of the Figurative Language Analysis chart.</li><li>• Read each example of figurative language aloud and clarify directions as needed. Move throughout the room to offer support.</li><li>• After 7 or 8 minutes, cold call students from each group to share out (see <b>Teacher Resource: Figurative Language Analysis T-chart</b>, sample responses in supporting materials).</li><li>• As students share, pose questions such as:<ul style="list-style-type: none"><li>* “How does this example of figurative language help us better understand the effects of the storm on Galveston?”</li><li>* “What does the author want us to understand, or see, by using this metaphor, simile, or idiom?”</li></ul></li><li>• 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 20 to 21.</li><li>• Allow students to complete the Figurative Language Analysis chart for homework if they are not able to finish it during Work Time Part C.</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 and then discuss with a nearby partner: <ul style="list-style-type: none"> <li>* "What message do you think the author of this novel is trying to convey to us about the effects of this storm on Galveston?"</li> </ul> </li> <li>After 2 minutes, invite several students to share their thinking whole group.</li> <li>Review each of the learning targets, and ask students to use the Fist to Five protocol to demonstrate their level of mastery toward the targets. Note students who show three to fist, as they may need more support analyzing how the narrator's point of view influences the description of events or recognizing and determining the meaning of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally partner ELL students with students who speak the same home language to discuss the debrief question.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Reread the portions of <i>Dark Water Rising</i> from Chapters 20 and 21 that we read in today's lesson to someone at home. <ul style="list-style-type: none"> <li>Start page 160, "I woke early Tuesday ..." and stop at the end of the chapter, page 169, "She smiled at me, and my heart was a sudden maze I couldn't navigate."</li> <li>Start on page 170. Begin, "Ezra's eyes had glittered ..." and stop at the end of page 172, "The news sank ... that had to be why."</li> <li>Skip to page 175, and begin reading with the last paragraph "Aunt Julia's eyes ..." to the end of Chapter 21, "Before long ... watching Galveston burn its dead."</li> </ul> </li> <li>List and define key vocabulary from Chapters 20 and 21 in the academic section of the glossary in your journal: <i>endured</i>, <i>swamped</i>, <i>repaired</i>, <i>darkness</i>, <i>odor</i>, <i>bothered</i>, <i>rebuild</i>, and <i>composure</i>.</li> <li>If necessary, complete the Figurative Language Analysis chart.</li> </ul> <p><i>Note: Read Chapters 22 and 23 of Dark Water Rising. Note that in Lessons 13 and 14, students begin to use evidence flags (see Teaching Notes in each lesson for more details).</i></p>	<ul style="list-style-type: none"> <li>Provide an audio recording of <i>Dark Water Rising</i> for students who struggle with reading complex text independently.</li> <li>Focus students who struggle with writing on the words <i>repaired</i>, <i>darkness</i>, and <i>rebuild</i>.</li> </ul>



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# Grade 5: Module 4: Unit 2: Lesson 12

## Supporting Materials



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**Destruction of the  
natural environment**

**Loss of family and  
friends**

**Lack of supplies; very  
little fresh food and  
water**

**Destruction of homes,  
business, and  
transportation lines**



Sketch the Meaning, Blank

**Image Pause 1, p. 176**

*Gist of Chapters 18 and 19:*



Questions and Evidence Board,  
*Dark Water Rising*, Chapters 20 and 21

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Name:

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Date:

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**Directions:**

1. Read through the question on the board.
2. Read Chunks 1–6, from Chapters 20 and 21 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 on page 160, “I woke early ...” and end page 162, “She raised an eyebrow ... for a while.”

**Chunk 2:** Start on page 164, “The parlor ...” and end page 165, “I slid a board ... my life would change.”

**Chunk 3:** Start on page 166, “I started to yell for Ezra ...” and end page 168, “He nodded ... to all of you here.”

**Chunk 4:** Start on page 170, “Ezra’s eyes had glittered ...” and end page 171, “He shook his head ... rebuild their house.”

**Chunk 5:** Start on page 172, “I shook my head.” and end at the bottom of page 172, “... that had to be why.”



**Questions and Evidence Board,**  
*Dark Water Rising*, Chapters 20 and 21


**Chunk 6:** Start with the last paragraph on page 175, “Aunt Julia’s eyes glistened ...” and end page 176, “Before long ... its dead.”

Key vocabulary: endured, swamped (160), repaired (162), darkness (164), odor, bothered (167), rebuild (171), composure (175)

*\*Key vocabulary from previous chapters: stench, putrid, grief, provisions, ruined, rationing, supplies, relief, horror, worried, misery*



Questions and Evidence Board,  
*Dark Water Rising*, Chapters 20 and 21

Name three effects this storm had on Galveston (people, property, land).	What are two main <i>events</i> from these chapters (who, what, when, where)?	Give three examples of how Seth describes feeling <i>about himself</i> and/or <i>other characters</i> .
	<b>How does Seth's point of view influence the way he describes the event(s)?</b> 	
Which key vocabulary, from these and <i>previous</i> chapters, describe characters' <b>feelings</b> ? List and explain.	Give three examples of the way Seth describes <i>other characters' feelings or actions</i> .	Which key vocabulary, from these and <i>previous</i> chapters, describe characters' <b>actions</b> ? List and explain.



**Questions and Evidence Board,**  
*Dark Water Rising*, Chapters 20 and 21

**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 20 and 21  
For Teacher Reference

Name three effects this storm had on Galveston (people, property, land).

**A stench swamped the island; mud covered floors of homes; homes need to be repaired; low on provisions/supplies; homes ruined; supplies need to be rationed; many people were killed in the storm.**

What are two main *events* from these chapters (who, what, when, where)?

**The people of Galveston begin to rebuild, repair the damage done by the storm; Josiah returns from the horrific work on the barge; Ella Rose is happy to see her cousin Henry is alive and has brought supplies to Aunt Julia's for the family; many people are missing or died in the Galveston storm.**

Give three examples of how Seth describes feeling *about himself* and/or *other characters*.

**Realizes he doesn't miss his Papa; he feels he can handle what needs to be done; he feels uneasy about the "darkness" growing in Ella Rose; can't get Ezra out of his mind—the shadow in his eyes; wishes he could help Josiah with the "horror" he must feel; Seth doesn't want to speak or think of Josiah's burden; Seth wonders if he misjudged Henry and thinks the storm may have changed Henry's selfish ways; cares very much that Zach died and feels Zach taught him more about himself and what he wanted in life than anyone ever had; Seth feels full of misery (about people who have died and pain others are feeling).**



Questions and Evidence Board,  
*Dark Water Rising*, Chapters 20 and 21  
For Teacher Reference

<p>Which key vocabulary, from these and <i>previous</i> chapters, describe characters' <b>feelings</b>? List and explain.</p> <p><b>darkness, bothered, composure, grieving, grief, relief, horror, worried, misery</b></p> <p><b>These words describe how the characters felt about the loss or death of loved ones, as well as how they felt when they found family and friends still alive and safe.</b></p>	<p>Give three examples of the way Seth describes <i>other characters' feelings or actions</i>. <b>They have endured a great deal; grieving the loss of family and friends; there's a "darkness" about Ella Rose; Ezra is worried about Josiah; Josiah's eyes are full of horror about what he has seen; Ella Rose is happy Henry is alive; Ezra feels relief to see Josiah is safe at home; Aunt Julia searches the list of names of people in the newspaper to see who is alive and who has died; Henry and Ella Rose want to help people who helped them in the storm (rebuild home, help with kids); Aunt Julia keeps her composure and won't show her grief.</b></p>	<p>Which key vocabulary, from these and <i>previous</i> chapters, describe characters' <b>actions</b>? List and explain.</p> <p><b>endured, repaired, rebuild, composure, provisions, rationing, supplies</b></p> <p><b>These words describe what people did after the storm ended because they had to deal with challenges such as a lack of food and water, and begin to repair their homes and the island of Galveston.</b></p>
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Because the narrator is: **still dealing with the effects of the storm; feeling like he can handle things without his Papa but also worried about his friends and family,**

he describes the event(s) by emphasizing these details/words: **the putrid stench and odors that are still in the air; the provisions/rationed supplies; the need to repair/rebuild, scrape away the mud from the storm; the people who are missing or dead; the grief, misery, and horror he feels for his friends and family and their experiences and loss; how people have changed because of their experiences in the storm.**



Figurative Language Analysis T-Chart

- p.162–163) “I *wolfed down* the rest of my breakfast ...”
- (p.170) “... *home* had never been the house out back. *It* had always been his *grandfather*.”
- (p.172) “... Zach’s passing had *hit me so hard*.”
- (p.176) “... we sat *like ghosts* watching Galveston ...”

The author used this figurative language...		What this literally means is...
Simile		
Metaphor		
Idiom		



Figurative Language Analysis T-Chart  
(For Teacher Reference)

The author used this figurative language...		What this literally means is...
Simile	(p.176) "... we sat <i>like ghosts</i> watching Galveston ..."	<b>Seth and Josiah sat there saying and doing nothing; they were still and silent.</b>
Metaphor	(p.170) "... <i>home</i> had never been the house out back. <i>It</i> had always been his <i>grandfather</i> ."	<b>Josiah doesn't need a house to feel like he has a home; Josiah loves and needs his grandfather to feel safe.</b>
Idiom	(p.162–163) "I <i>wolfed down</i> the rest of my breakfast ..."	<b>Ate quickly (in large bites)</b>
	(p.172) "... Zach's passing had <i>hit me so hard</i> ."	<b>Strong feeling; strong emotional reaction</b>