



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 2: Lesson 13

Gathering Evidence for Reflection: *Dark Water Rising*, Chapters 22 and 23



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can explain what a text says using quotes from the text. (RL.5.1)

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

I can draw on evidence from literary texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets

- I can use evidence from Chapters 22 and 23 of *Dark Water Rising* to write a reflection statement about how the people of Galveston recovered from the storm.
- I can determine the meaning of words and phrases in *Dark Water Rising*, Chapters 22 and 23.

Ongoing Assessment

- Sketch the meaning and gist (in journal)
- Evidence flags
- Reflection Statement (in journal)
- Key vocabulary (in journal)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Reader (7 minutes)2. Work Time<ol style="list-style-type: none">A. Read-aloud and Sketching the Meaning: <i>Dark Water Rising</i>, Chapters 22 and 23 (20 minutes)B. Gathering Evidence to Support Reflection (15 minutes)C. Key Vocabulary to Deepen Understanding (13 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework	<ul style="list-style-type: none">• In this lesson, the focus shifts from analyzing how the narrator's point of view influences the way events are described to gathering evidence and reflecting on details from the text that explain how the people of Galveston recovered from the storm. This shift prepares students for the end of unit assessment in Lesson 16, an essay in which students compare and contrast Junior's description of the earthquake in Haiti to Seth's description of the hurricane in Galveston, in order to demonstrate their understanding of how different narrators describe similar topics through literature.• Students hear all of Chapters 22 and 23 read aloud in this lesson. However, note that certain passages contain references to death. These passages are not graphic but may affect students emotionally. It may help to remind students that this novel portrays the devastation of the deadliest natural disaster in American history. Closely preview these two chapters to make determinations about content you feel may be too difficult for students to hear.• In the Opening, students participate in a Popcorn Read. The purpose for the Popcorn Read is to help students review and recognize key vocabulary terms from <i>Dark Water Rising</i> that describe and help them synthesize their thinking about how the storm influenced the people and environment of Galveston.• During Work Time Part B, students use evidence flags to indicate where they locate details in the text to explain how the people of Galveston recovered from physical and emotional damage caused by the storm. Students then write a Reflection Statement about how the people of Galveston recovered, supported by the evidence they locate. Note that the integration of evidence flags into the latter part of Unit 2 helps to reinforce students' previous use of evidence flags (in Unit 1 and prior modules) and serves as a scaffold toward students' work in Unit 3, when they will be asked to locate evidence to support their research.• In advance: Create a list of criteria for the Popcorn Read.• Review: Popcorn Read protocol and Glass, Bugs, Mud protocol (Appendix 1).



Lesson Vocabulary	Materials
evidence, reflection, recovered, determine; hope (178), accomplished, satisfied (184), haunted (188), contributions, aching (loss), challenge, salvaging (190)	<ul style="list-style-type: none">• Journals• <i>Dark Water Rising</i> (one book per student)• Sketch the Meaning, blank (one for display)• Evidence and Reflection task card (one per group)• Evidence flags (eight per student)• Evidence and Reflection, sample responses (teacher resource)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader (7 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and turn to the academic glossary section in their journals where they have listed and defined academic vocabulary for their homework.• Explain the Popcorn Read protocol to students and refer them to the posted criteria:<ul style="list-style-type: none">– Read words or short phrases you defined for homework from Chapters 16–21 of <i>Dark Water Rising</i>.– Try to connect the word(s) you share out with what was just said (listen carefully to others).– Give all voices a chance.– Pauses can be powerful.– Repeating phrases is OK (it shows where students collectively agree).• Clarify or model as needed.• Start the Popcorn Read by saying the word “storm.”• Allow 2 or 3 minutes for students to share out key words and phrases.• Then focus students whole group. Pose the following questions:<ul style="list-style-type: none">* “What patterns did you notice about the words and phrases?”* “How were the words and phrases shared connected to the original word, ‘storm’?”* “How did the words and phrases help you to better understand the impact of this storm on Galveston?”• Allow students to discuss their ideas with a partner. After a moment, invite several pairs to share their thinking whole group.• Say: “As we read Chapters 22 and 23 of <i>Dark Water Rising</i> today, think about how people begin to move forward with their lives after this tragic event. How do they rebuild their lives and try to return to a ‘normal’ life?”	<ul style="list-style-type: none">• Pre-assign specific vocabulary words and phrases to students who struggle with language to share during the Popcorn Read, or have those students begin the protocol in order to allow them to focus on the connections that other students are making.• For more visual learners, consider creating a physical concept map with vocabulary words written on cards that can be manipulated as students share connections and patterns.



Work Time	Meeting Students' Needs
<p>A. Read-aloud and Sketching the Meaning: <i>Dark Water Rising</i>, Chapters 22 and 23 (20 minutes)</p> <ul style="list-style-type: none">• Ask students to get their journals and <i>Dark Water Rising</i>, then join their regular groups.• 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.”• Display the Sketch the Meaning, blank and ask students to create this on a new page in their journals.• Ask students to turn to page 177 and follow along silently as Chapter 22 is read aloud. Ask them to pay attention to details that explain:	<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.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * "How do people begin to deal with the physical and environmental damage caused by the storm?" • Start page 177, "Mama found Sarah Louise's name ..." and stop at the end of the chapter, page 185, "I put my elbows on the step ... called us in to supper." • Give students 2 to 3 minutes to think about, discuss, then "sketch the meaning" of: <ul style="list-style-type: none"> * "How do people begin to deal with the physical and environmental damage caused by the storm?" • Cold call students to share out what they sketched and why. Listen for: "I sketched people rebuilding homes because Seth describes how he and Josiah repaired their home, bringing lumber to rebuild the stairs," "I drew ships bringing the people supplies they need, like food and water, because Seth describes the steamer <i>Lawrence</i>, the <i>Charlotte Allen</i>, and the tug <i>Juno</i> bringing water, bread, and provisions," "I sketched people cleaning the dirt from their homes, clothes, and bedding because Seth describes how clean water finally reaches them and his Mama and Aunt Julie scrubbing grime," and similar suggestions. • Ask students to turn to page 186 and follow along silently as Chapter 23 is read aloud. Tell them to focus on details that describe: <ul style="list-style-type: none"> * "How do people deal with the emotional loss of family and friends?" • Begin page 186, "Mama and Aunt Julia ..." and stop at the end of the chapter on page 191, "I slowly lathered my hands. 'Yeah, me too.'" • Reread the sketch focus question. Then ask students to discuss in groups and sketch the meaning for Chapter 23. • After 2 to 3 minutes, cold call students to share out what they sketched and why. Listen for: "I sketched Seth dreaming of working with Zach, because he says he tries to hang on to the connection with him and the dream of Zach haunts him," "I drew people leaving Galveston, because Seth describes how people begged rides on the ships that left to go somewhere else, to get away from their aching sense of loss," or similar ideas. • Ask students to review their sketches then discuss in groups what the gist of Chapters 20 and 21 is. • After 1 or 2 minutes, tell students to record a gist statement at the bottom of their sketch. • Cold call members from each group to share out. Listen for: "People are beginning to repair and rebuild in Galveston," "People are grieving from the loss of family and friends," "People are feeling more hopeful and trying to return to a normal life," "The people of Galveston receive support and supplies from all over the country," or similar ideas. 	<ul style="list-style-type: none"> • 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. • Consider allowing students who struggle with writing the opportunity to dictate the gist to a peer or teacher.



Work Time (continued)	Meeting Students' Needs
<p>B. Gathering Evidence to Support Reflection (15 minutes)</p> <ul style="list-style-type: none"> • Introduce the first learning target: “I can use evidence from Chapters 22 and 23 of <i>Dark Water Rising</i> to write a reflection statement about how the people of Galveston recovered from the storm.” • Ask students to think about then discuss in groups the meaning of terms from this target that they are familiar with: <i>evidence</i> and <i>reflection</i>. After a moment, cold call members from each group to share their thinking aloud. Listen for: “Evidence includes facts and information; reflection means to think about or consider,” and similar ideas. • Next, focus students’ attention on the word <i>recovered</i> in this target. Ask students to consider and then discuss in groups what this term means. After 1 minute, invite several students to share out whole group. Listen for suggestions like: “got better,” “improved,” “mended,” “pulled through,” “returned to the way life used to be,” etc. • Display and distribute the Evidence and Reflection task card (one per group) and evidence flags (eight per student). Read the directions with students and then model one example, thinking aloud. • Allow students 10 minutes to complete the Evidence and Reflection task. Circulate to clarify and support as needed. • Once students have finished locating evidence and writing a Reflection Statement, invite several students to share out their statements. Reinforce students’ use of specific evidence from the text to support their reflection (see Teacher Resource: Evidence and Reflection sample responses). 	<ul style="list-style-type: none"> • Focus students who struggle with complex text on specific sections of the text where they will find evidence to flag. • For students who struggle with language, provide a sentence starter for their Reflection Statement.
<p>C. Key Vocabulary to Deepen Understanding (13 minutes)</p> <ul style="list-style-type: none"> • Review the day’s second learning target: “I can determine the meaning of words and phrases in <i>Dark Water Rising</i>, Chapters 22 and 23.” • Ask students to recall and discuss in groups the meaning of the word <i>determine</i>, then think about how they could restate this target in their own words. Invite several students to share out. Listen for: “I can find out the meaning of words and phrases from Chapters 22 and 23,” “I can clarify the meaning of words or phrases from Chapters 22 and 23 of <i>Dark Water Rising</i>,” or similar suggestions. • Bring students’ attention to the key vocabulary from these two chapters, listed at the top of their Evidence and Reflection task card. Ask students to add these terms to a new page in the academic section of the glossary in their journals: <i>hope</i>, <i>accomplished</i>, <i>satisfied</i>, <i>haunted</i>, <i>contributions</i>, <i>aching</i>, <i>challenge</i>, and <i>salvaging</i>. • Give students 7 to 8 minutes to determine the meaning of each word, then write a synonym or short definition for each term. Circulate to support as needed. 	<ul style="list-style-type: none"> • Focus students who struggle with language on three or four vocabulary words instead of the entire list. • Highlight in the text the key vocabulary words for students who struggle with locating details in the text in order to allow them to focus on determining the meaning of the words rather than finding them.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">After students add and define key vocabulary from Chapters 22 and 23 in the glossary, cold call students from each group to share out the meaning of each term. Listen for: <i>hope</i>—wish for; look forward to; anticipate <i>accomplished</i>—achieved; completed; finished; got done <i>satisfied</i>—pleased; happy; content <i>haunted</i>—reminded of continually <i>contributions</i>—gifts; donations <i>aching (loss)</i>—painful; sensitive; hurting <i>challenge</i>—a situation that tests a person's abilities <i>salvaging</i>—saving; recovering; rescuing; retrieving; reclaiming; reusingAllow students 1 or 2 minutes to think about how these words help describe the ways in which the people of Galveston recovered from the environmental and emotional impacts of the storm, and ask students to discuss their ideas with group members.Cold call members from each group to share out their thinking. Listen for: “The words ‘hope,’ ‘accomplished,’ ‘satisfied,’ ‘challenge,’ and ‘salvaging’ help me understand how people faced the destruction left by the storm with a positive attitude and faced the challenge of rebuilding, repairing what was destroyed by the storm by salvaging what they could,” “The words ‘haunted’ and ‘aching’ help me understand how difficult it was for people to fully recover from the loss of family and friends,” “The word ‘contributions’ helps me understand the support—supplies that were brought to help the people of Galveston recover from the impact of the storm,” and similar ideas.Give students 2 to 3 minutes to revise or add to their Reflection Statement, based on new understandings about key vocabulary.As time allows, invite several students to share their additions or revisions whole group.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Bring students together whole group. Ask them to consider then discuss the following with a partner: <ul style="list-style-type: none"> * “What do people need in order to recover from a natural disaster?” After 2 to 3 minutes, invite several student pairs to share out their thinking. Read each of the learning targets aloud and ask students to use the Glass, Bugs, Mud protocol to demonstrate their mastery toward each target. Note students who show “bugs” or “mud” as they may need more support locating evidence to support reflections or determining the meaning of key vocabulary from context. 	<ul style="list-style-type: none"> Display the debrief question and the answers the students give for them to refer to and revise throughout the rest of the unit and Unit 3 .
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read Chapters 24–26 of <i>Dark Water Rising</i> (pp.192–205) Create one “Sketch the Meaning” for these chapters in response to the prompt: <ul style="list-style-type: none"> – How do the people of Galveston continue to recover from the storm? Write the gist of Chapters 24–26. <p><i>Note: Read Chapters 27–29 of Dark Water Rising.</i></p>	<ul style="list-style-type: none"> Provide an audio recording of <i>Dark Water Rising</i> for students who struggle with reading complex text independently. Allow students who struggle with writing to dictate the response to the question posed as well as the gist to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 2: Lesson 13

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Sketch the Meaning, Blank

Image Pause 1, p. 185

Image Pause 2, p. 191

Gist of Chapters 22 and 23:

Evidence and Reflection Task Card

Name:

Date:

Read the following chunks of text from Chapters 22 and 23 of *Dark Water Rising*:

Chunk 1: Start on page 177, “Days blurred ...” and end on page 181, “We moved through the days ... as almost normal.”

Chunk 2: Start on page 181, “He took off, looking somewhat relieved ...” and end on page 183, “Ezra cam back from town ... cause for celebration these days.”

Chunk 3: Start at the top of page 184, “Josiah hammered ...” and stop with the last sentence of the chapter on page 185, “... Mama called us in to supper.”

Chunk 4: Start on page 188, “I woke before daylight ...” and end on page 190, “With all of us working ... the hot hours passed without notice.”

Key vocabulary: hope (178), accomplished, satisfied (184), haunted (188), contributions, aching (loss), challenge, salvaging (190)

Directions:

1. As you reread each chunk of text, locate and use your “evidence flags” to mark 6–8 pieces of information that describe:
 - a. How the people of Galveston were able to recover from the environmental impacts of the storm
 - b. How the people of Galveston recovered from the emotional impacts of the storm (the loss of friends and family)
2. Discuss with your group members how the evidence you marked provides information about how people recovered from environmental and emotional impacts of this storm.

Reflection Statement

On a new page in your journal, write a Reflection Statement, containing four of five sentences, that describes:

* How were the people of Galveston able to recover from the emotional and environmental impacts of the storm?

Use evidence and key vocabulary from the text to support your reflection.



Evidence and Reflection, Sample Responses
For Teacher Reference

**Students may include all or parts of the details below in their Reflection Statement.
Make sure students:**

- a. Write 4 or 5 complete sentences that include evidence and key vocabulary from the text
- b. Describe how the people of Galveston recovered from *both* the emotional and environmental impacts of this storm

Recovery from emotional impact, examples:

- Some people felt hope because of “small miracles” like Uncle Nate’s horse, Archer, returning.
- Many people mourned alone or among friends and family to help them with their “aching loss” of family and friends who died in the storm.
- Many people left the island to try to move past (recover) from the loss of those they loved.

Recovery from environmental impact, examples:

- They worked long days to rebuild and repair their homes.
- Seth felt accomplished and satisfied once he and Josiah were able to salvage enough materials to rebuild Aunt Julia’s and Ezra’s home.
- Many businesses were able to reopen, such as the newspaper and telegraph office.
- The army sent soldiers to establish law and bring tents and food for people.
- They were able to receive contributions/supplies they needed to survive—from ships that brought water and bread, from the Red Cross, and from important people like Joseph Pulitzer and William Randolph Hearst.
- Once people were able to get fresh water, they were able to start cleaning the grime and salvaging materials they needed to rebuild.