



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 2: Lesson 15

Connecting Informational Text with Literature and Art: Natural Disasters



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

I can compare and contrast stories in the same genre for approach to theme and topic. (RL.5.9)
I can make connections in narratives to other texts. (RL.5.11)
I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)
I can create and present an original artwork in response to a particular theme studied in class. (W.5.11)

Supporting Learning Targets

- I can use key details from *Dark Water Rising* to write captions for an art piece.
- I can compare and contrast different narrators' descriptions of a natural disaster.
- I can make connections between literature and informational texts about natural disasters.

Ongoing Assessment

- Journals (graphic organizers; opinion, reasons, and evidence)
- Vocabulary cards



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. Identifying Key Details and Art Piece Captions (18 minutes) B. Comparing and Contrasting Descriptions of Natural Disasters (17 minutes) C. Making Connections: Literature and Informational Texts about Natural Disasters (15 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, students prepare for the end of unit assessment in Lesson 16 and the Art Piece Presentation in Lesson 17. • Note that the purpose of the art pieces is not to assess students' artistic skill, but rather for them to respond to literature. You may choose to either de-emphasize this portion of this assessment or collaborate with an art teacher. This task is meant to address W.5.11. • In Work Time Part A, students look closely at the historical photos from the last pages of <i>Dark Water Rising</i> to review key details in the images and analyze the captions. Students review their Sketch the Meaning note-catchers from chapters related to before, during, and after the storm to identify key details in their Evidence and Captions note-catcher. Students then use the key details to write captions for art pieces they will create to show Galveston as described by Seth before, during, and after the storm (addresses W.5.11). Writing the captions before creating the art pieces helps to focus students on the details they want to include in the images they create. • In Work Time Part B, students work in groups to review their notes (from Lesson 1) about <i>Eight Days</i> as well as sketches and notes from <i>Dark Water Rising</i>. Students complete a Venn diagram to compare and contrast Junior's description of the earthquake in Haiti to Seth's description of the storm in Galveston. This scaffolds students toward the end of unit assessment, an on-demand essay that compares and contrasts each narrator's description of a natural disaster. • In Work Time Part C, students review information they learned in Unit 1 about what makes an earthquake or a hurricane a natural disaster. Students then make connections between the information they learned and the descriptions of natural disasters in the two pieces of literature read in this unit, <i>Eight Days</i> and <i>Dark Water Rising</i>. Students also write a paragraph that includes key information and details from each story to explain how <i>Eight Days</i> and <i>Dark Water Rising</i> are stories of natural disaster. This work helps to prepare students for the end of unit assessment standard W.5.2 and can be used as an informal assessment of RL.5.11. • During Work Time Part C and/or at another time during the day, find time to provide feedback to students about the topic sentence, details, and conclusion statement in their connections paragraph to help them prepare for the end of unit assessment essay. • Review: Back-to-Back, Face-to-Face; Chalk Talk; and Fist to Five protocols (Appendix 1).



Lesson Vocabulary	Materials
key details, captions, art piece, compare, contrast, connections, literature, informational, natural disasters	<ul style="list-style-type: none">• Journals• <i>Dark Water Rising</i> (one per student)• Key Details and Captions note-catcher (one per student)• Students <i>Eight Days</i> summary paragraphs (from Lesson 1)• Venn diagram (blank, one for display)• Venn diagram, Sample Responses (teacher resource)• Writing about Earthquakes graphic organizer (from Unit 1, Lesson 6)• Writing about Hurricanes graphic organizer (from Unit 1, Lesson 6)• Composition rubric (one per student for homework)• Blank paper (three pieces per student for homework)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework index cards.• 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">* “How were the lives of people in Galveston changed by this natural disaster in 1900?”• Allow students a moment to consider and refer to their homework, then turn face-to-face with partners to discuss their thinking.• After 2 minutes, cold call a few students to share out whole group. Listen for ideas such as: “People lost their homes, loved ones, and businesses,” “People had to rebuild their lives,” “Some people moved away from Galveston,” etc.• Say: “Congratulations on your completion and close reading of the novel <i>Dark Water Rising</i>! Today, in preparation for the end of unit assessment in the next lesson, we are going to look back at the notes you have created for both stories read in this unit, <i>Eight Days</i> and <i>Dark Water Rising</i>, as well as the information you learned from Unit 1 about what makes an earthquake or a hurricane a natural disaster. Also, as we begin today’s lesson, we will be looking back at the historical photos from the last pages of the novel and your sketches in order to begin creating an art piece about <i>Dark Water Rising</i> that you will present during Lesson 17.”	<ul style="list-style-type: none">• Display the directions for the Back-to-Back, Face-to-Face protocol for students to refer to while reviewing their homework cards.• Intentionally partner ELL students with students who speak the same home language during the homework review.



Work Time	Meeting Students' Needs
<p>A. Identifying Key Details and Art Piece Captions (18 minutes)</p> <ul style="list-style-type: none"> Return students' journals and ask them to tape their homework index cards onto a new page. Then ask them to take out the book <i>Dark Water Rising</i> and join their regular groups. Introduce the first learning target: "I can use <i>key details</i> from <i>Dark Water Rising</i> to write captions for an art piece." Cold call several students to share out the meaning of key details (important ideas, pieces of information from the story). Focus students' attention on the words <i>captions</i> and <i>art piece</i>. Remind students that they have seen captions many times in previous modules as they read informational texts about the rainforest and Jackie Robinson. Ask the class to think about and discuss in groups what these terms mean. After a moment, invite several students to share their thinking whole group. Listen for: "Captions are short descriptions or titles that go with an image or illustration that is part of a text," "Captions give a 'gist' of the image," "An art piece is a drawing, painting, photo," or similar suggestions. Ask students to turn to page 222 of <i>Dark Water Rising</i> to examine the historical photos on this page, and then discuss in groups: <ul style="list-style-type: none"> * "What key details do you notice about Galveston in each of these photos?" * "How does the caption describe these images?" After 2 to 3 minutes, cold call group members to share out their thinking. Listen for ideas like: "These photos show what Galveston looked like before the storm: large buildings and homes, and tree-lined streets," "The caption uses figurative language from the beginning of the novel and describes how Galveston was growing before the storm, becoming a popular place to live and visit," etc. Next, ask students to turn to page 225. Once again ask students to examine the historical photo on this page, and then discuss in groups: <ul style="list-style-type: none"> * "What key details do you notice about Galveston in this photo?" * "How does the caption describe the image?" After 2 minutes, cold call several students to share out. Listen for: "The photo shows the smashed boats and lumber that was left behind from the storm," "The caption describes the types of boats that are shown in the photo and uses language from the text: 'jumbled confusion,'" and similar suggestions. Inform students that in Lesson 17, they will present three drawings to show and describe what Galveston was like <i>before</i>, <i>during</i>, and <i>after</i> the storm. 	<ul style="list-style-type: none"> Provide a nonlinguistic visual for <i>key details</i> (a key), <i>captions</i> (a picture with a caption underneath), <i>art piece</i> (a picture of a piece of art), <i>create</i> (an artist painting a picture), and <i>present</i> (a person standing behind a lectern speaking). Display the photos in <i>Dark Water Rising</i> using a document camera and highlight or circle the details students mention on the photographs as they share aloud. Color-code the Key Details and Captions note-catcher for students who are more visual learners—one color for each section and provide them with the same color highlighters to use when looking for evidence.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Tell students that first they need to determine the key details they want to include in each of their images. Then, they need to write captions for each image they will draw. Inform students this is very similar to the work they have done throughout this unit as they sketched the meaning of chapters then wrote the gist. Explain that the purpose for determining key details and writing captions <i>before</i> drawing the art pieces is to help them focus on the most important information they want to include in the images they create. • Display and distribute the Key Details and Captions note-catcher. Read the directions to students and point out the 'Captions Rubric' at the bottom of the note-catcher. Read the exemplar (Point Score 3) criteria aloud to help students focus on key elements to include in their captions. Clarify as needed. • Allow students 8-10 minutes to work and discuss ideas with group members. Circulate to support as necessary. • Invite several students to share their details and captions whole group. 	
<p>B. Comparing and Contrasting Descriptions of Natural Disasters (17 minutes)</p> <ul style="list-style-type: none"> • Introduce the second learning target: "I can compare and contrast different narrators' descriptions of a natural disaster." • Ask students to think about and discuss in groups what they recall from previous modules about the meaning of the words <i>compare</i> and <i>contrast</i>. Cold call several students to share out. Listen for: "Compare means to identify similarities between one or more things; contrast means to identify differences between one or more things," or similar suggestions. • Tell students that for the on-demand end of unit assessment they will take in Lesson 16, they will need to compare and contrast how Junior from <i>Eight Days</i> and Seth from <i>Dark Water Rising</i> describe their experiences in a natural disaster similarly and differently. • Display the Venn diagram (blank) and ask students to create this on a new page in their journal. • Ask students to take out and briefly review their <i>Eight Days</i> summary paragraphs they wrote during Lesson 1. Then pose the following questions for students to consider and discuss in groups: <ul style="list-style-type: none"> * "In what order does Junior describe the events in <i>Eight Days</i>?" * "In what order does Seth describe the events in <i>Dark Water Rising</i>?" • After a moment, call students from each group to share their thinking. Listen for: "In the beginning of <i>Eight Days</i>, Junior describes being interviewed <i>after</i> he is rescued, then he describes playing in his mind before he is rescued, and ends by describing the day he is reunited with his family; Seth describes events in sequential order, what Galveston was like before, during, and then <i>after</i> the storm," or similar suggestions. 	<ul style="list-style-type: none"> • Students who struggle with complex text may need to be provided a partially filled-in Venn diagram. • Consider posting all questions posed to students and the answers they give during the lesson for students to refer to throughout the lesson. • Display the directions for the Venn diagram Chalk Talk for students to refer to as they work with their group.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to think about then discuss:<ul style="list-style-type: none">* “What does each narrator focus on most as he describes events, the <i>past</i>, <i>present</i>, or <i>future</i>?”• After 1 or 2 minutes, invite several students to share their thinking whole group. Listen for: “Junior focuses mainly on the past, because he imagines playing with family and friends, doing the things he used to do before he was trapped by the earthquake; Seth focuses on the present and describes events as they happen, what Galveston was like <i>before</i>, <i>during</i>, then <i>after</i> the storm,” or similar ideas.• On the blank Venn diagram write: “Junior focuses on the past—imagines doing things he did before the earthquake” below “In Junior’s description of the earthquake in Haiti, he emphasizes ...” Then write “Seth focuses on the present—what happens as it happens” below “In Seth’s description of the storm in Galveston, he emphasizes ...”• Ask students to add these ideas to the Venn diagrams they created in their journals.• Tell students to work with their group members to complete the following:<ul style="list-style-type: none">– Review your summary notes and paragraph about <i>Eight Days</i> (from Lesson 1).– Review your summary notes, paragraphs and Questions and Evidence Boards from <i>Dark Water Rising</i>.– Discuss with your group members the similarities and differences you notice about each narrator’s description.– Record at least two examples of how Junior and Seth describe a natural disaster in <i>similar ways</i> (compare) on your Venn diagram.– Record at least two examples of how Junior and Seth describe a natural disaster in <i>different ways</i> (contrast) on your Venn diagram.• Clarify directions as needed.• Give students 8–10 minutes to review notes, discuss ideas in groups, and then add ideas to their Venn diagrams. Circulate to support and ensure that students add at least two ideas to the compare and contrast areas of their Venn diagrams.• After students complete their diagrams, cold call members from each group to share out one comparison or contrast they recorded (see teacher resource: Venn Diagram, Sample Responses).	



Work Time (continued)	Meeting Students' Needs
<p>C. Making Connections: Literature and Informational Texts about Natural Disasters (15 minutes)</p> <ul style="list-style-type: none"> • Introduce the final learning target: “I can make connections between literature and informational texts about natural disasters.” • Ask students to focus on and think about the meaning of the terms <i>connections</i>, <i>literature</i>, <i>informational</i>, and <i>natural disasters</i>, and then discuss in groups what this target means. After a moment, invite a few students to share out. Listen for: “Make a link and determine the relationship between the information we read in Unit 1 and stories we have read in Unit 2 about natural disasters,” or similar suggestions. • Ask students to refer to their Writing about Earthquakes and Writing about Hurricanes graphic organizers (from Unit 1, Lesson 6). Ask students to review and then discuss in groups: <ul style="list-style-type: none"> * “What makes each of these natural events a ‘disaster’?” • After a moment, cold call students from each group to share out. Listen for ideas like: “They cause destruction to people and the environment,” “People are hurt or die,” “Buildings, homes, and businesses are destroyed,” and similar suggestions. • Tell students they will write a paragraph to explain: <ul style="list-style-type: none"> * What connections exist between <i>Eight Days</i>, <i>Dark Water Rising</i>, and the topic of natural disasters? • Remind students of the criteria for an informational piece of writing: <ul style="list-style-type: none"> – Includes a topic sentence that tells the reader what the paragraph will be about – Uses key details, words, and phrases from the texts – Includes transitional words and phrases – Includes a conclusion statement • Ask students to turn to a new page in their journals and think about: <ul style="list-style-type: none"> * “What is an appropriate topic sentence for this paragraph?” • Allow students a moment to think about and discuss ideas in groups. Invite several students to share out. Listen for: “<i>Eight Days</i> and <i>Dark Water Rising</i> are both stories of natural disaster,” or similar suggestions. • Direct students to write a topic sentence for their paragraph. • Say: “Now you need to support your topic sentence with key information and details from each book and the graphic organizers you completed in Unit 1. Let’s start by thinking about Junior’s description of the earthquake in Haiti and information from the Writing about Earthquakes graphic organizer you completed in Unit 1: 	<ul style="list-style-type: none"> • Provide a nonlinguistic visual for <i>connections</i> (two interlocked rings). • Display the criteria for an informational piece of writing for students to refer to as they write their paragraph. • Students who struggle with writing may need to dictate their paragraph to a peer or teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* What details from Junior's description of events help you understand that it was a natural disaster?"• Once again, allow students a moment to think about and discuss their ideas with group members. Cold call several students to share out. Listen for: "I know from the information on my graphic organizer that an earthquake is a natural disaster when it causes damage to the environment and people are hurt; in <i>Eight Days</i> Junior describes being trapped under his house and his friend Oscar dies because of the earthquake, so it is a natural disaster," or similar ideas.• Ask students to write a second sentence using key details from <i>Eight Days</i> and their earthquake graphic organizer to explain how the earthquake Junior describes is a natural disaster.• Tell students that their third sentence needs to explain how Seth's description of the storm in <i>Dark Water Rising</i> is also about a natural disaster. Ask students to refer to information from their Writing about Hurricanes graphic organizers and notes from the novel. Then they should think about and discuss in groups:<ul style="list-style-type: none">* "What details from Seth's description of events and your graphic organizer notes help you to understand that this was a natural disaster?"• After 1 or 2 minutes, cold call students from each group to share out their thinking. Listen for ideas like: "I know from my graphic organizer notes that storm surges are the most dangerous part of a hurricane, because when they reach land they cause major flooding; Seth describes a 'wall of water' and people and buildings being 'swept away' by the floods; there was a lot of destruction and many people died during the storm in Galveston, so it was a natural disaster," etc.• Ask students to write a third sentence with key details from <i>Dark Water Rising</i> and information from their hurricane graphic organizers to explain how the storm that Seth describes is a natural disaster.• Once students complete writing the third sentence, ask them to think about a conclusion they could write for the paragraph. Remind students that a good conclusion sentence restates the topic in a new and interesting way.• Allow students 2 to 3 minutes to think about, discuss, and then write a conclusion sentence for their paragraph.• Invite several students to share their conclusions whole group. Listen for: "Both <i>Eight Days</i> and <i>Dark Water Rising</i> help readers understand how frightening it is to experience a real natural disaster," or similar ideas.• As time allows, ask students to review their paragraphs to add transitional words and phrases or make edits for clarity.	



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 think about then pair to share their ideas about:<ul style="list-style-type: none">* “How do the stories <i>Eight Days</i> and <i>Dark Water Rising</i> help readers understand what it is like to experience a natural disaster?”• Invite several pairs to share out their thinking.• Review the learning targets and ask students to use the Fist to Five protocol to demonstrate their mastery of each target.• Briefly explain the homework. Say: “Refer to the key details and captions you wrote on your Key Details and Captions note-catcher in Work Time Part A, to create three separate pencil drawings to show what Galveston was like <i>before</i> the storm, <i>during</i> the storm, and <i>after</i> the storm. The focus for your homework drawings is on composition.”• For students who have difficulty creating pencil drawings, consider allowing them to create a collage, found art, or use a medium other than pencil. Encourage students to interpret “art” broadly so that everyone is able to create art pieces to share during Lesson 17.• Display the Composition rubric and focus students’ attention on the exemplar (Point Score 3), then read the criteria aloud to help students focus on key elements to consider about the composition of their drawings. Clarify as needed.• Tell students they will need their Key Details and Captions note-catcher to complete the homework assignment. Distribute three pieces of blank paper and a Composition rubric to each student.	<ul style="list-style-type: none">• Students who struggle with language may need a sentence stem to help them focus the answer to the debrief question. (e.g., “<i>Eight Days</i> and <i>Dark Water Rising</i> help readers understand about natural disasters because ...”)



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Refer to the information you wrote on your Key Details and Captions note-catcher in Work Time Part A. Before you create your drawings or images, think about the <i>composition</i> of your piece:<ul style="list-style-type: none">– How will you arrange the details in your images?– What details do you want to emphasize to draw the viewer's attention to key elements?• Using blank paper, create three separate pencil drawings (or images) to show:<ul style="list-style-type: none">– What Galveston was like <i>before</i> the storm– What Galveston was like <i>during</i> the storm– What Galveston was like <i>after</i> the storm• Be prepared to share your images during a peer critique at the beginning of the next lesson.	<ul style="list-style-type: none">• Write “before the storm,” “during the storm,” and “after the storm” on one of each of the blank pieces of paper to help students remember what they are supposed to sketch on each one. Color-code them the same colors as the sections of the note-catcher.



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Supporting Materials



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Key Details and Captions Note-catcher

Name:

Date:

- * For details about Galveston *before* the storm, refer to your sketches from Chapters 1–8 of *Dark Water Rising*.
- * For details about Galveston *during* the storm, refer to your sketches from Chapters 9–12 of *Dark Water Rising*.
- * For details about Galveston *after* the storm, refer to your sketches from Chapters 14–29 of *Dark Water Rising*.

For each row of the note-catcher:

- Review your “sketch the meaning” notes to identify 3–5 key details about Galveston *before*, *during*, and *after* the storm.
- Record the key details you identify in the appropriate row.
- Refer to the Captions rubric criteria, then write a descriptive caption for each image you will create, based on key details you identified.

Galveston before the storm	Key details: Caption:
Galveston during the storm	Key details: Caption:
Galveston after the storm	Key details: Caption:



Key Details and Captions Note-catcher:
Captions Rubric

Captions	Has three captions (one for each drawing); captions give a clear and brief description of each drawing; captions include key words, phrases, and figurative language from the text.	Has three captions (one for each drawing); captions give a clear and brief description of each drawing.	Has one or two captions (for one or two drawings), or captions do not clearly describe the drawings.	Did not write captions.
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Venn Diagram (Blank)

In Junior's description of the earthquake in Haiti, he emphasizes ...

In Seth's description of the storm in Galveston, he emphasizes ...

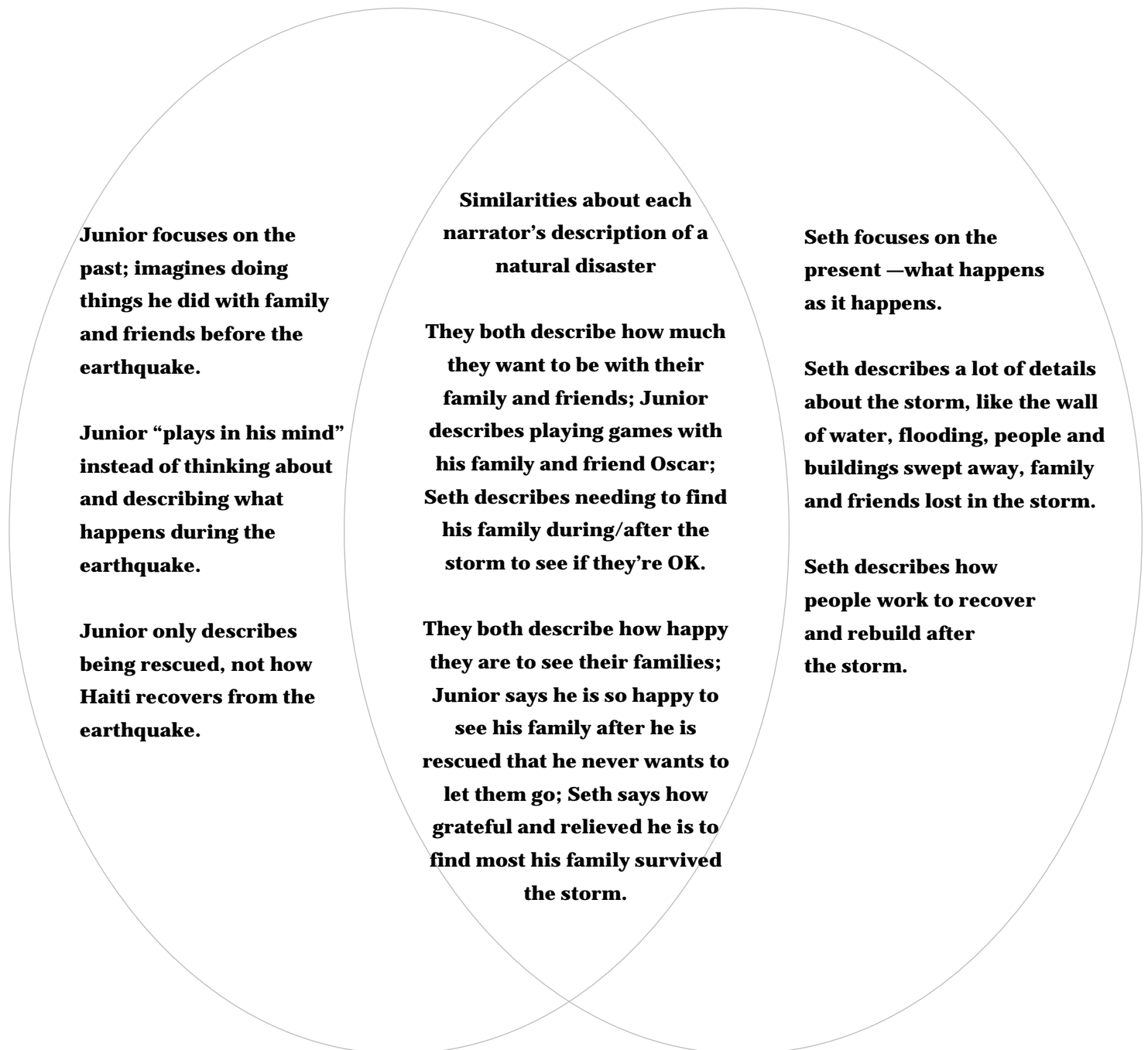
Similarities about each
narrator's description of
a natural disaster



Venn Diagram Sample Answers
(For Teacher Reference)

In Junior's description of the earthquake in Haiti, he emphasizes ...

In Seth's description of the storm in Galveston, he emphasizes ...





Composition Rubric

Composition	Created three drawings, one each of Galveston <i>before, during, and after</i> the storm; each drawing contains <i>at least three</i> key details from the story that add meaning to the narrator's description of each event.	Created three drawings, one each of Galveston <i>before, during, and after</i> the storm; one or more drawings contain <i>fewer than three</i> key details from the story.	Created one or two drawings, or did not include more than one key detail in each drawing.	Did not create a drawing.
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