Unit 5/Week 3

Title: Trapped by the Ice

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5; RF.3.4; W.3.1, W.3.4; SL.3.1; L.3.1, L.3.2, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

“Bravery, teamwork, and determination can help people overcome hardships.”

Synopsis

In this true story, Ernest Shackleton and his crew face many life and death situations once their ship, *The Endurance*, becomes trapped, and eventually sinks, in the icy waters of the Weddell Sea. The men must work together, amid all adversity, to survive and find a way off the ice and onto solid land.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.

3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What happens at the beginning of the story to cause Shackleton to be “concerned for his men”?  | He wondered what would happen to them. The ship was leaking and they would have to get used to life on the ice. They had “little food and clothing” from the ship and were stranded on ice hundreds of miles from the nearest land. |
| Why does the author describe the *Endurance* as “a sad sight”? Use the text to support your answer.  | Because it is lying on its side, useless. Prior to getting stuck in the ice, it had been home for the men for the past 5 months. |
| The author describes hearing “the sound of crushing wood”. What causes that sound?  | The ship slipping quickly beneath the ice. |
| What does the author mean when he says the men “executing their plan would be difficult”? What were they attempting to do?  | Cross the barren ice and make it to the open water. |
| As the men crossed the icy landscape, why didn’t they abandon the heavy lifeboats and carry their supplies?  | If they made it to open water, they would use the three life boats to reach the nearest land. |
| We learn that the men were no longer able to stay harnessed and pull their loads. How were the men going to get to open water?  | They would have to wait for the ice, moved by the sea’s current, to carry them there. |
| The author states that the food was always a concern. Why had finding food become a concern for the crew members of the Endurance?  | Penguins and seals were becoming scarce. To find meat to eat, hunters had to go farther away. |
| In the story, the author describes the sea leopard as “stalking” Tom. Why does the sea leopard stalk him? What actions do the men take that help them escape the sea leopard successfully? | It is like it’s hunting a penguin. It is just what sea leopards do when they hunt.Frankie kills the sea leopard with his rifle. |
| Why did Shackleton decide to try to reach Elephant Island instead of South Georgia Island?  | He knew all of his men would not survive the grueling 800-mile open boat trip to the whaling station. Elephant Island would be closer. |
| What difficulties do the crew members experience while they were on their way to Elephant Island?  | Their blankets and bags were damp; there were noisy killer whales circling around them. The seawater has spoiled all the fresh water. The men’s tongues had swelled because of dehydration. They had to suck on frozen seal meat. |
| We learn that “Shack acted quickly.” What even forces Shack to act quickly? | Shack sees a crack emerging in the ice and recognizes that the tent number four is in its path. |
| Once the crew landed on Elephant Island, Shackleton and a small group of men departed for Soouth Georgia Island. What does the author tell about how the men were to join Shackleton on the trip?  | The group would be braving an 800-mile journey in the worst winter seas on Earth. The five ablest men were picked, while the rest of the crew would have to wait it out. |
| Why does the author say that building a permanent shelter was crucial for the men who stayed behind on Elephant Island?  | Without it they would freeze to death. They needed permanent shelter to survive. |
| Why did the men land on the opposite side from where the whaling station was located?  | They were too weak to battle the sea to the other side of the island. |
| We learn that one group was left behind while the others headed for the whaling station. Why did they choose to do this?  | They were too weak and could not survive the hike to the other side.  |
| How does the author let you know that the men were determined to make it to the whaling station?  | Three times they struggled up the mountain to impassable terrain. They only stopped to eat or nap for 5 minutes. |
| How did the men help each other to face the challenges they faced as they climbed the jagged mountains? What challenges do the men face as they climb the jagged mountains?  | The men would rotate having one person stay awake; sliding together down the mountain; and lowering themselves down the waterfall. Impassable terrain, little food, no sleep, steep mountains, waterfalls, and icy torrents. |
| How does Shackleton show his determination to save the rest of his crew?  | They knew that no one had ever accomplished what Shackleton and his crew had accomplished. |
| Notice how the author put dates at the top of certain pages to tell the reader the date. Why was that important? | So the reader knows the date and how long the men have been on their journey. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | RationsCurrentCrevasseSavageBailed, capsizing | BarrenHarnessedStalkingFloesDehydrationRancid, greybeardsImpassable |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | HorizonGruelingQuenchWickRations | ScarceLaunchPitchedJaggedToboggan |

Culminating Task

* *Sir Ernest Shackleton and his crew on the Endurance encountered many hardships on their journey to Antarctica. Explain 2-3 of the hardships and how the men worked together to overcome those obstacles. Use the text to support your answer.*

Answer: Students could choose between any of the following examples…1) When their ship sank, they worked as a team to set up camp on the barren ice. 2) Together they pulled the lifeboats and supplies across the ice to open water, knowing they would die if they didn’t. 3) When a sea leopard tried to attack Tom Orde-Lee, Frankie Wild came to his rescue. 4) Shack and Frankie saved Ernie Holness after the ice floe cracked and sent him into the crevasse. 5) Only the five ablest men went on the South Georgia trip, while the rest of the men stayed on Elephant Island to rest. 6) Shack and his crew fought greybeards, drank rancid sea oil, and battled to keep their boat free of ice while they went to get help on South Georgia Island. 7) Tim McCarthy stayed behind to take care of the other men who were too weak to hike across the island. 8) Shack, Tom, and Worsley hiked mountain peaks, climbed ridges, and swung through icy torrents to finally reach the whaling station. 9) Although it would take more than three months and four attempts, Shack and his new crew saved all of the stranded men.

Additional Tasks

* The author uses many examples of figurative language throughout the story. Use one of these examples and tell why the situation was described in that way.

Answer: Possible answers may include:

-The ship was gone forever, swallowed by the Weddell Sea.

 -Harnessed like horses, the men pulled.

 -The sea leopard slipped into the dark water, stalking Tom from below.

 -Tall waves lifted them up and down like a roller coaster.

 -The savage sea slammed ferociously.

 -The ocean swelled and hissed.

 -Mountain of water spun the boat like a top.

 -Jagged ridges cut the island in half like a saw blade.

 The author uses these examples of figurative language to give the reader a better picture in their head of what the men were

doing and what the conditions were really like.

* Have students create a timeline of events for Shackleton and his crew. Review with students the headings on pages and how to choose the most important events on their journey.

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.