# Grade 5: Unit 2, Lesson 9

**Title:** *Storm Warriors*

**Essential Question:** What qualities make surfmen brave?

**Week 1**

Questions to ask and discuss while reading:

**What clues does the author give to explain the role of a surfman?**

*The role is defined by “lifesaving crew” and “rescuing people from shipwrecks.” The men on the ship cheered and “had high hopes they’d soon be rescued.”*

**Who is the narrator of the story? How do you know?**

*The narrator is Nathan, the boy described in the introduction. The setting is the beach during the storm described. The story is told from the first person point of view.*

**What reasons does Nathan have for admiring the surfmen? Are his reasons valid? Why or why not?**

*He admires the bravery of the elite surfmen and calls them “fearless” for attempting a rescue during a storm. He describes the raging sea while the surfman dismisses the threat as waves “barely taller than a man.” He says what they were attempting was “unthinkable” as “violence swirled around us - a deadly mix and wind and sea” yet the two surfmen “were walking* into *it.” The surfmen motto--“You have to go out, but you don’t have to come back”--acknowledges the risk the rescuers face - they could die. So, yes, his reasons for admiring the surfmen are valid -- there is great danger in what they do.*

**What does Nathan learn about the nature of courage?**

*Nathan realizes as he watches the rescue that he could never do what the surfmen were doing, he did not have the courage to risk his life. But he soon learns that courage is not solely based on the lack of fear. Courage is putting into action your knowledge and ability even when fearful, without having to consciously think about it.*

**What clues from the text tell the reader how Nathan learned about treating bleeding and hypothermia? Answers should quote accurately from the text.**

*Nathan “recalled the words” about treating the injured “from the medical books.” When he is left to treat the man by himself, “once again the words from the books came back to steady me.” Also, Mr. Bowser says, “I’m sure you know what to do” when he leaves to help with the rescue effort. This implied others knew Nathan was studying medicine.*

**Mrs. Gardiner says, “He seems to know what to do, dear.” How might Nathan’s skills be different from those of other surfmen?**

*He has medical knowledge, and this is different from the surfmen who are strong and physically skilled at sea rescues. Mrs. Gardiner sees that he is competent at treating Arthur’s injuries.*

**On page 270, why does Nathan say he would never be able to do what the surfmen are doing?**

(Guide students through the paragraph: the surfmen’s motto and what it implies and what Nathan thinks is his biggest obstacle.)

*Nathan says he would never be able to willingly jump into a raging sea.*

*The surfmens’ motto implies that they may lose their lives in the process of attempting to save others. Nathan feels that he doesn’t have the courage to take this type of risk.*

**Written Response**

**Option 1:**

In the text Nathan realizes “knowledge is as important as bravery.” Provide evidence of how Nathan’s actions demonstrated both bravery and knowledge.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

*In the Storm Warriors, Nathan realizes “knowledge is as important as bravery.” When the surfmen respond to a call for help and are faced with a raging sea with waves as tall as a man and unable to use their regular rescue tools, Nathan understands that he is not brave enough to risk his life. He realizes he “would never be a surfman” and wonders, “what in the world could be more important to save off the ship than the lives of the men on board?” It is at this point in the story that Nathan is enlisted into service. First, he is handed a squalling child pulled from the ship. By wrapping him in dry blankets and calming him, Nathan contributed to the rescue effort. Next, the surfmen deliver a young injured sailor to the driving cart. Nathan responds bravely by first treating the bleeding and then the hypothermia as he had learned from his medical books in spite of his fear of not being able to do it. He diagnoses the man’s hypothermic condition and goes on to remove his wet clothes and warm him by rubbing linseed oil on his legs and arms “until the warmth returns.” Although the injured man, Arthur, questioned his ability to treat him because of his age, the man warmed up and his lips were no longer blue. By acting calmly and recalling what he had learned, Nathan’s knowledge contributed to the rescue effort. When the captain said, “My good men, we owe you our lives”, the statement applied not only to the surfmen, but to Nathan as well. His knowledge was as important and a part of the bravery demonstrated in the rescue effort.*

**Option 2:**

During the beginning of the rescue effort, Nathan began to doubt his bravery by stating, “I knew in that moment, with not a shred of doubt, that I did not have the courage to risk my life that way.” However Nathan quickly realized he did not have time to “wallow in his loss.” Describe the courageous actions Nathan took once he realized he needed to act.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

*In the story, Storm Warriors, Nathan acts courageously and learns something about himself in the face of realizing his dream of becoming a surfman will never come true. When the raging sea When the surfmen respond to a call for help and are faced with a raging sea with waves as tall as a man and unable to use their regular rescue tools, Nathan understands that he is not brave enough to risk his life. He realizes he “would never be a surfman” and wonders, “what in the world could be more important to save off the ship than the lives of the men on board?” It is at this point in the story that Nathan is enlisted into service. First, he is handed a squalling child pulled from the ship. By wrapping the toddler in dry blankets and calming him, Nathan contributed to the rescue effort. When the surfmen deliver a young injured sailor to the driving cart. Nathan responds bravely by first treating the bleeding and then the hypothermia as he had learned from his medical books in spite of his fear of not being able to do it. He diagnoses the man’s hypothermic condition and goes on to remove his wet clothes and warm him by rubbing linseed oil on his legs and arms “until the warmth returns.” Although the injured man, Arthur, questioned his ability to treat him because of his age, the man warmed up and his lips were no longer blue. By acting calmly and recalling what he had learned, Nathan’s knowledge contributed to the rescue effort. When the captain said, “My good men, we owe you our lives”, the statement applied not only to the surfmen, but to Nathan as well. The loss of his dream of becoming a surfman made way for growing confidence in his unique and brave contribution to the rescue effort.*

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** How do people show bravery in the face of danger caused by natural disasters?

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| Cumulative Activities – The following activities should be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that students are required to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for the week.* |

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

**Sample Student Response**

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| **Title** | **Six Vocabulary Words & Sentences** |
| *Storm Warriors* | **Words: surfmen, critical, elite, realization, hypothermia, courage** (bravery)  **Sentences:**   1. Nathan was a member of the **surfmen**, a group of African-American men who rescued shipwrecked sailors. 2. To perform the job required of the surfmen, it was **critical** that a person possess both knowledge and bravery. 3. The surfmen were an **elite** group because they were brave enough to do something that not most people do--go into dangerous situations and rescue people. 4. By the end of the text, Nathan comes to the **realization** that the job he is doing with the surfmen does require bravery as well as knowledge. 5. One of the dangers the sailors faced was **hypothermia**. 6. Nathan showed **courage** when he remained calm and helped take care of the wounded sailor in the wagon. |
| *Pea Island’s Forgotten Heroes* | **Words: elite, hazards, emboldened, secured, critical, demolished**  **Sentences:**   1. An **elite** group of divers found the ship that belonged to the most famous pirate in history-Blackbeard. 2. The ship was found off the coast of North Carolina in a place where there are many natural **hazards** to ships. 3. Pirates like Blackbeard were **emboldened** when they were in North Carolina because it was easier to attack ships there. 4. Once Blackbeard **secured** a ship he would steal all of its treasures. 5. Even today it is really **critical** that sailors be careful sailing off the coast of North Carolina 6. The waters off the coast of North Carolina are rough and have **demolished** many ships. |
| *Saved from the Sea* | **Words: capsized, hypothermia, strains, relentless, formidable, incoherent**  **Sentences:**   1. The two men were in a boat that **capsized** when the waves became really rough. 2. Both men were in danger of getting **hypothermia** from their time in the water. 3. During the video you can see where one of the rescue ropes **strains** because of a large wave that pulls on it. 4. In the video the waves keep coming at the two men who are stranded; they are **relentless**. 5. The job of saving two men in such choppy water is **formidable**. 6. One of the men who were rescued was **incoherent** because of how much time he spent in the cold water. |
| *The River Kept Rising* | **Words: levee, sandbags, commotion, breaches, evacuate, frantically**  **Sentences:**   1. The **levees** surrounding Mississippi were walls made of packed dirt that kept the river from overflowing its banks. 2. When the river began to flood in 1927 people along the river used **sandbags** to make the levees taller and stronger. 3. There was a lot of **commotion** at the levee that the two brothers went to. 4. People were very worried about **breaches** in the levees that might let the river through and cause floods. 5. The two brothers in this story used their family boat to **evacuate** people from their homes. 6. The boys and men in the story worked **frantically** to beat the floodwaters. |
| *Night of the Killer Waves* | **Words: earthquake, tsunami, demolished, devastated, gingerly, evacuated**  **Sentences:**   1. On March 27, 1964 an **earthquake** occurred in Alaska that caused huge waves all the way to California. 2. The waves produced by the earthquake were called **tsunamis** and one of them was 20 feet tall. 3. The huge waves **demolished** homes on the oceanfront in the city of Crescent Beach 4. The city was **devastated** by the four huge waves that hit. 5. In between each wave, the citizens of Crescent Beach walked around the disturbed areas **gingerly**. 6. The police in the city acted quickly when the second wave hit and ordered the people along the beach to **evacuate** |
| *U.S. Coast Guard a Historical View* | **Words: agency, amalgamation, aid, navigation, intercepted, milestone**  **Sentences:**   1. The Coast Guard is an **agency** with several responsibilities related to the sea. 2. The Coast Guard is an **amalgamation** of other, older government groups that were all joined together with the name Coast Guard. 3. The Coast Guard offers **aid** to ships that are at sea and trying to find their way to shore using things such as lighthouses and lighter ships. 4. The Coast Guard used to help with **navigation** before GPS was used in the US to guide ships. 5. One of the big jobs of the Coast Guard in the past and present has been to **intercept** boats to make sure that they paid tariffs, were protected from pirates, or that they were not overloaded with refugees. 6. The Coast Guard has achieved many **milestones** in its long history. |
| *Perfect Storm Rescues: Treacherous Surf* | **Words: capsized, hypothermia, strains, relentless, formidable, incoherent**  **Sentences:**   1. The two men who were in this video were stuck out at sea after their boat **capsized** during rough seas. 2. Both men were in danger of getting **hypothermia** from the amount of time they spent in the cold water. 3. One of the men was saved by a rope attached to a ship; this rope **strains** against the waves in the video while the man holds on. 4. The waves in the video kept coming; they were **relentless.** 5. The job of saving two men stuck in rough and dangerous seas was **formidable**. 6. One of the men who was rescued was **incoherent** because of the amount of time he spent in the cold water. |
| *Perfect Storm Rescues: Infant Saved at Sea* | **Words: evaluate, infant, options, cabin, exhausted, alternative**  **Sentences:**   1. Rescuers must **evaluate** the situation to decide which approach to take. 2. On the ship the mother clung to her newborn **infant**. 3. The rescuers have **options** to choose from in this rescue. 4. From the helicopter **cabin** a rope is lowered down to the water. 5. Both the rescuers and sailors were **exhausted** by the rescue effort. 6. They had to choose an **alternative** method because the boat was moving through the water too quickly to catch. |
| *Rescue of the Sarah D.J. Dawson* | **Words: surfmen, perils, endured, exposure, vigilant, influenza**  **Sentences:**   1. **Surfmen** were a group of men who were part of the life-saving part of the Coast Guard. 2. The Surfmen faced many **perils** when trying to rescue people at sea such as bad weather and pieces of broken ships. 3. The surfmen who rescued the Sarah Dawson **endured** many difficult situations in order to get the crew to safety including cold, hunger, and bad weather. 4. Both the sailors and the surfmen suffered **exposure** during the rescue because of how long they had to wait before they could get the sailors to safety. 5. The surfmen were very **vigilant** when they were on shore watching for wrecks and when they were on the sea helping those who were in wrecks. 6. Many of the surfmen who went to save the Sarah Dawson were sick with **influenza** at the time of the rescue. |
| **Sensational Six**: **surfmen, critical, elite, hypothermia, aid, devastated(ing)** | |
| **Summary:**  A natural disaster can be a **devastating** event for the environment and for people. When natural disasters occur in or around water, there is a group of **elite** men who do whatever is needed to help those in danger; these are the **surfmen**, a group of men who are part of the US Coast Guard and who try to rescue people trapped in risky situations. It is **critical** that we have teams like the surfmen to come to the aid of people who need it. These men offer **aid** by pulling people out of the water and helping people who are suffering from conditions caused by being in the water like **hypothermia**. There are groups of everyday citizens who also risk their own safety to help others in the past of natural disasters. | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource?
3. Write, draw, or list what you learned from the text about (topic). Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Write, Draw, or List** | | |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| *1. Storm Warriors* | There was an elite group of African American men who served as surfmen in 1896. They risked their lives to rescue sailors during storms. | Surfmen are men who swim or take boats into dangerous waters in order to save people. |
| *2. Pea Island’s Forgotten Heroes* | In this informational text, 14-year old Katie Burkhart works to get recognition for the Pea Island surfmen who had saved 9 people from a ship in 1896. | There was an African-American life-saving crew that operated on Pea Island in the 1800s and saved a ship in 1896. I think this might be the same story that is told in Storm Warriors because it mentions a Chief Etheridge and says the captain’s baby was rescued. |
| *3. Saved from the Sea* | The North Carolina coast was extremely dangerous for ships in the 1800s. The U.S. Life-Saving Service came into being. Within 40 years, the service had been used more than 28,000 times and saved more than 175,000 people! The Life-Saving Service became part of the Coast Guard, which still rescues people at sea. | Surfboats were used along the shore for rescues. Lyle guns were used to shoot rope line to the boat. |
| *4. The River Kept Rising* | In 1927 the Mississippi river flooded so badly that it caused some levees to burst which led to terrible flooding. | Levees are walls of packed dirt that are curved. They are used to hold back a river that has risen over its banks. |
| *5. Night of the Killer Waves* | In 1964 four tsunamis hit the town of Crescent Beach CA because of an earthquake that had occurred in Alaska. The fourth wave killed eleven people when it came and the event caused a lot of damage to the city. | Tsunamis are huge waves that are caused by earthquakes; they can be many, many feet tall and can cause a lot of damage in the places where they strike. |
| *6. Perfect Storm Rescues: Treacherous Surf Rescue (video)* | It’s June but the turbulent water off the Oregon coast is still frigid. The fisherman in this video were in a small boat that capsized. The Coast Guard ship and helicopter work in concert to accomplish this rescue during a lull in the wave action. Wow! | The Coast Guard is available for sea rescues all around the country. |
| *7. Perfect Storm Rescues: Infant Saved at Sea (video)* | Rescuers must consider alternatives when executing dangerous maneuvers. These rescues are thrilling to watch. | There is a cabin in the helicopter as well as on a boat. |
| *8. U.S. Coast Guard a Historical View* | The US Coast Guard is a government agency that is made up of five older agencies and has many jobs and responsibilities that are all related to making sure the seas around the US are safe. | The US Coast Guard was really five different government groups in the past that had jobs that were related to keeping law and order at sea/making sure sailors were safe. |
| *9. Rescue of the Sarah D.J. Dawson* | In February 1905 a ship called the Sarah Dawson was shipwrecked in shallow water on its way to New York. A group of who were part of the US Coast Guard (called surfmen) spotted the ship and went out even though they were sick and saved everyone on board. | The surfmen of the US Coast Guard were men who would stand watch on shore for ships in danger and go to save them at a moment’s notice. |

**Week 2 Written Response**

Continue to revise and edit the written piece from Week 1.

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| Note to Teacher:  *Although not included in the lesson plan, the Teacher Read Aloud piece, Watery Grave, is also appropriate for reading to build knowledge and vocabulary on the topic.* |

# Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** *Storm Warriors*

**Essential Question:** What qualities make surfmen brave?

*This is a note taking form for you to collect thoughts and evidence during your reading and class discussions. You can use this when you write your essay later.*

What clues does the author give to explain the role of a surfman? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Who is the narrator of the story? How do you know? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What reasons does Nathan have for admiring the surfmen? Are his reasons valid? Why or why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What does Nathan learn about the nature of courage? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What clues from the text tell the reader how Nathan learned about treating bleeding and hypothermia? Answers should quote accurately from the text. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Mrs. Gardiner says, “He seems to know what to do, dear.” How might Nathan’s skills be different from those of other surfmen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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On page 270, why does Nathan say he would never be able to do what the surfmen are doing? (Guide students through the paragraph: the surfmen’s motto and what it implies and what Nathan thinks is his biggest obstacle.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Week 1 Written Response**

**Prompt #1:**

In the text Nathan realizes “knowledge is as important as bravery.” Provide evidence of how Nathan’s actions demonstrated both bravery and knowledge.

**Prompt #2:**

During the beginning of the rescue effort, Nathan began to doubt his bravery by stating, “I knew in that moment, with not a shred of doubt, that I did not have the courage to risk my life that way.” However Nathan quickly realized he did not have time to “wallow in his loss.” Describe the courageous actions Nathan took once he realized he needed to act.

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**Building Knowledge: Extending the Topic**

**Essential Question:** How do people show bravery in the face of danger caused by natural disasters?

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| *Storm Warriors* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Pea Island’s Forgotten Heroes* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Saved from the Sea* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *The River Kept Rising* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Night of the Killer Waves* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Perfect Storm Rescues: Treacherous Surf Rescue* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Perfect Storm Rescues: Infant Saved at Sea* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *An Illustrated History of the U.S. Coast Guard* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Rescue of the Sarah D.J. Dawson* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| **Sensational Six:** | |
| **Summary:** | |

**Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

|  |  |  |
| --- | --- | --- |
| **Write, Draw, or List** | | |
| **Title** | **New and important learning**  **about the topic** | **How does this resource add to what I learned already?** |
| 1. *Pea Island’s Forgotten Heroes* |  |  |
| 1. *Saved from the Sea* |  |  |
| 1. *The River Kept Rising* |  |  |
| 1. *Night of the Killer Waves* |  |  |
| 1. *Perfect Storm Rescues: Treacherous Surf* |  |  |
| 1. *Perfect Storm Rescues: Infant Saved at Sea* |  |  |
| *7. An Illustrated History of the U.S. Coast Guard* |  |  |
| *8. Rescue of the Sarah D.J. Dawson* |  |  |