



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 2: Lesson 8

Carl Hiaasen's Perspective of Florida: Part 3



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

I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)

Supporting Learning Targets

- I can find the gist of "Florida 'A Paradise of Scandals'" Excerpt 2.
- I can use evidence from the text to answer text-dependent questions.
- I can infer Carl Hiaasen's perspective of Florida.

Ongoing Assessment

- Structured notes: Chapters 11 and 12 (from homework)
- Gathering Evidence of Hiaasen's Perspective: Part 3 graphic organizer



| Agenda | Teaching Notes |
|--|---|
| <p>1. Opening</p> <ul style="list-style-type: none">A. Engaging the Reader: Chapters 11 and 12 of <i>Flush</i> (10 minutes)B. Unpacking Learning Targets (3 minutes)C. Feedback from Mid-Unit 2 Assessment (6 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Reading for Gist: “Florida ‘A Paradise of Scandals’” Excerpt 2 (8 minutes)B. Text-Dependent Questions: “Florida ‘A Paradise of Scandals’” Excerpt 2 (10 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Identifying Carl Hiaasen’s Perspective of Florida (8 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Read Chapters 13 and 14 of <i>Flush</i>. As you read, mark the text with evidence flags to help you answer the focus question in your structured notes.B. Record any new vocabulary words on your word-catcher. | <ul style="list-style-type: none">• Lesson 8 is similar in structure to previous lessons. Students read Excerpt 2 of “Florida ‘A Paradise of Scandals’” and complete most of the Gathering Evidence of Hiaasen’s Perspective: Part 3 graphic organizer.• In preparation for the end of unit assessment, this lesson continues to gradually release students to work more independently.• In advance:<ul style="list-style-type: none">– Prepare to hand back the Mid-Unit 2 Assessment during this lesson.– Read “Florida ‘A Paradise of Scandals’” Excerpt 2, focusing on gist.– Review Gathering Evidence of Hiaasen’s Perspective: Part 3 graphic organizer (answer, for teacher reference).• Post: Learning targets; <i>Flush</i> Plot Development anchor chart. |



| Lesson Vocabulary | Materials |
|--|---|
| <p>Poling, skiff, therapeutic, agent, sane</p> | <ul style="list-style-type: none"> • <i>Flush</i> (book; distributed in Lesson 1; one per student) • Equity sticks • <i>Flush</i> Plot Development anchor chart (from Lesson 2) • <i>Flush</i> word-catcher (students’ own; from Lesson 1) • Mid-Unit 2 Assessments (with teacher feedback) • “Florida ‘A Paradise of Scandals’” Excerpt 2 (one per student and one to display) • Dictionaries (several, for students’ reference) • Gathering Evidence of Hiaasen’s Perspective: Part 3 graphic organizer (one per student and one to display) • Gathering Evidence of Hiaasen’s Perspective: Part 3 graphic organizer (answers, for teacher reference) • Structured notes (from Lesson 1; one new blank copy per student) • Evidence flags (at least three per student) |

| Opening | Meeting Students’ Needs |
|---|--|
| <p>A. Engaging the Reader: Chapters 11 and 12 of <i>Flush</i> (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to refer to <i>Flush</i> and their structured notes homework and ask triads to discuss the plot development of Chapters 11 and 12 by prompting them with these familiar questions: <ul style="list-style-type: none"> * “What happened in Chapters 11 and 12 of <i>Flush</i>?” * “How did those events contribute to the rising action of the plot?” • Refocus whole class and consider using equity sticks to call on few students to summarize the plot development in Chapters 11 and 12. Add to the posted <i>Flush</i> Plot Development anchor chart something like: “11 and 12—Tension increases as Noah’s mom forces Noah’s dad to apologize to Dusty Muleman, who is mean and sarcastic in return. Tension is relieved when Abbey is found, but builds again when Noah’s dad is taken back to jail for tampering with the tag. Tension about the sewage problem grows when Noah, Abbey, and Shelly see a turtle swimming in the sewage.” | <ul style="list-style-type: none"> • Reviewing homework holds all students accountable for reading the novel and completing their homework. |



| Opening (continued) | Meeting Students’ Needs |
|--|---|
| <p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Invite students to read today’s learning targets with you aloud: <ul style="list-style-type: none"> * “I can find the gist of “Florida ‘A Paradise of Scandals”” Excerpt 2. * “I can use evidence from the text to answer text-dependent questions.” * “I can infer Carl Hiaasen’s perspective of Florida.” • Tell students that today they will look at how Hiaasen uses this kind of language in <i>Flush</i> to share his perspective. | <ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary. |
| <p>C. Feedback from Mid-Unit 2 Assessment (6 minutes)</p> <ul style="list-style-type: none"> • Hand back the Mid-Unit 2 Assessments (with teacher feedback) and invite students to spend time reading your feedback and thinking about: <ul style="list-style-type: none"> * “How can this feedback help you to improve your work on Carl Hiaasen’s perspective?” • Invite students to write their names on the board if they have questions so that you can follow up either immediately or later on in the lesson. | |



| Work Time | Meeting Students’ Needs |
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| <p>A. Reading for Gist: “Florida ‘A Paradise of Scandals’” Excerpt 2 (8 minutes)</p> <ul style="list-style-type: none"> • Display and distribute “Florida ‘A Paradise of Scandals’” Excerpt 2. • Invite students to follow along silently as you read Excerpt 2 slowly, fluently, and without interruption. • Invite students to independently annotate the gist in the margin of the text and record unfamiliar words on their word-catchers. • Have several dictionaries available to the class. Remind students that if they aren’t sure what a word means after looking for context clues and looking in the dictionary, they should leave the definition to be discussed with the whole group later on. • Circulate and support students as they read. For those who need more support, ask them to practice telling you the gist of a section before they write it down. • Invite students to get into triads to compare what they wrote for their gist statements and to help each other with any unfamiliar vocabulary they haven’t been able to figure out. • Refocus whole class and invite students to share any unfamiliar vocabulary words they found, along with the definition. If students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the meaning. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “Hiaasen describes being out on the water fishing as being ‘like a church’ for him. What do you think he means by this? What do people usually do in churches?” • Select volunteers to share their responses. Students may struggle with this, so listen for and guide students to understand that he probably means it is peaceful and quiet like a church—somewhere he can think without being interrupted. Explain to students that he may also mean it in a religious sense, like perhaps he uses the time to pray, but this isn’t clear. • Focus students’ attention on the word <i>therapeutic</i>. Ask: <ul style="list-style-type: none"> * “What root word that we already discussed in a previous lesson can you see or hear in the word ‘therapeutic’?” • Cold call students to share their responses. Listen for students to explain that therapy is a root in this word. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “Knowing the word ‘therapy’ means ‘to help to make yourself feel better,’ what do you think ‘therapeutic’ might mean?” | <ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. Be sure to set clear expectations that students follow along silently as you read the text aloud. • Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves. • Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher. |



| Work Time (continued) | Meeting Students’ Needs |
|---|--|
| <ul style="list-style-type: none"> • Consider using equity sticks to select students to share their responses. Listen for and guide students to understand that “therapeutic” means “something that makes you feel better.” • These are other words students may struggle with, so be sure to address them here: <i>poling</i>, <i>skiff</i>, <i>agent</i>, and <i>sane</i> by taking each one at a time and asking if any students know what they mean. If no-one knows what they mean, either invite a student to look up the word in the dictionary to share with the whole group, or consider telling students if you are running short of time. | |
| <p>B. Text-Dependent Questions: “Florida ‘A Paradise of Scandals’” Excerpt 2 (10 minutes)</p> <ul style="list-style-type: none"> • Display and distribute Gathering Evidence of Hiaasen’s Perspective: Part 3 graphic organizer. Remind students that the purpose of the organizer is to support them with the learning targets. • Invite students to follow along as you reread the learning target they will focus on next: <ul style="list-style-type: none"> * “I can use evidence from the text to answer text-dependent questions.” • Invite students to read the questions on the graphic organizer with you as you read them aloud. Remind students that, as in the two previous lessons, they need to reread the questions in Column 1, review their excerpt, and then record the answers to the questions in Column 2. Today they will do the work independently. Clarify directions as needed. • Invite students to work independently to write their responses on the graphic organizer. • Circulate and observe students as they work. As needed, support students by asking them to use evidence from the excerpt to answer the questions. While circulating, identify a student with a strong example of responding to the questions. Ask that student if he or she will present his or her work to the class when everyone refocuses as a whole group. • Refocus whole class after a few minutes. Invite the preselected student to share his or her responses with the class and clarify any questions from peers. Support the student and guide class responses using Gathering Evidence of Hiaasen’s Perspective: Part 3 graphic organizer (answers, for teacher reference). Invite students to revise their organizers as necessary. | <ul style="list-style-type: none"> • Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “Look in the third paragraph.” • Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers. |



| Closing and Assessment | Meeting Students’ Needs |
|--|-------------------------|
| <p>A. Identifying Carl Hiaasen’s Perspective of Florida (8 minutes)</p> <ul style="list-style-type: none"> • Ask students to discuss in triads: <ul style="list-style-type: none"> * “From this excerpt, what do you know about how being born and raised in Florida has affected Carl Hiaasen’s perspective of the place?” • Select volunteers to share their answers with the whole group. Listen for students to explain something like: “Carl Hiaasen loves Florida, loves the water, and thinks it is gorgeous.” • Record this in the third column of the displayed graphic organizer as a model for students. Invite students to record their ideas in the third column of their own organizers. • Collect students’ Gathering Evidence of Hiaasen’s Perspective: Part 3 graphic organizers and explain that you are going to look over them and provide some formative feedback for students in the next lesson. • Preview homework and distribute structured notes and evidence flags. | |
| Homework | Meeting Students’ Needs |
| <ul style="list-style-type: none"> • Read Chapters 13 and 14 of <i>Flush</i>. As you read mark the text with at least three evidence flags to help you answer this focus question in your structured notes: <ul style="list-style-type: none"> * “What happens in these chapters and how do those events contribute to the plot development?” • Record any new vocabulary on your word-catcher. | |



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Supporting Materials



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“Florida ‘A Paradise of Scandals’” Excerpt 2

Name:

Date:

By: Rebecca Leung
from a CBS *60 Minutes* interview with Carl Hiaasen from April 17, 2005

Note: *Kroft is the person who is conducting the interview.*

...says Hiaasen. “My escape is to just get in a boat and disappear on the water.”

Most days when he’s finished writing, he’s out in Florida Bay, usually alone, poling his skiff and looking for bonefish on the edge of the Everglades.

“It’s like church for me anyway. It’s gorgeous,” says Hiaasen.

“So we’re away from the weirdness now?” asks Kroft.

“Yeah. We are totally away from the weirdness, except for me,” says Hiaasen. “All these little fish and all the sting rays and little sharks and everything. You’re right in the middle of it, which makes it so much fun. Even if you’re not catching any fish, it’s a blast to be out here. It’s certainly therapeutic.”

His agent says that Hiaasen is a fisherman who happens to write. “I would take that as a compliment any day,” says Hiaasen. “I need to do it to stay sane, so I think that, you know, the official version is it’s number three on my list behind the writing and behind my family.”



Gathering Evidence of Hiaasen's Perspective:
Part 3 Graphic Organizer

Name:

Date:

Learning Targets:

“I can use evidence from the text to answer text-dependent questions.”

“I can infer Carl Hiaasen’s perspective of Florida.”



Gathering Evidence of Hiaasen's Perspective:
Part 3 Graphic Organizer

| QUESTIONS | ANSWERS (Use evidence from the text to support your answers.) | PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen's perspective of the place? |
|--|---|--|
| "Florida 'A Paradise of Scandals'" Excerpt 2 | | |
| 1. How does Carl Hiaasen escape? | | |
| 2. How does he describe what it's like out on the water for him? | | |
| 3. What is more important than fishing to Carl Hiaasen? | | |
| 4. Why does Carl Hiaasen say he needs to fish? | | |



Gathering Evidence of Hiaasen’s Perspective:
Part 3 Graphic Organizer
(Answers, for Teacher Reference)

| QUESTIONS | ANSWERS (Use evidence from the text to support your answers.) | PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen’s perspective of the place? |
|--|---|---|
| “Florida ‘A Paradise of Scandals’” Excerpt 2 | | |
| 1. How does Carl Hiaasen escape? | <i>He gets on his boat to get away from everything. He says in the interview, “My escape is to just get in a boat and disappear on the water.”</i> | <i>He thinks it is “gorgeous.” He loves the water and the fish.</i> |
| 2. How does he describe what it’s like out on the water for him? | <i>He says, “It’s like church for me anyway. It’s gorgeous,” and, “All these little fish and all the sting rays and little sharks and everything. You’re right in the middle of it, which makes it so much fun. Even if you’re not catching any fish, it’s a blast to be out here. It’s certainly therapeutic.”</i> | |
| 3. What is more important than fishing to Carl Hiaasen? | <i>Writing and his family. He says, “... it’s number three on my list behind the writing and behind my family.”</i> | |
| 4. Why does Carl Hiaasen say he needs to fish? | <i>To stay sane. He says, “I need to do it to stay sane ...”</i> | |