

Unit 1, Week 1

Title: Across the Wide Dark Sea

Suggested Time: 4 Days (60 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.9, RL.3.10; RF.3.4; W.3.4, W.3.7, W.3.8; SL.3.1, SL.3.2, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Teacher Instructions

Before Teaching

1. Read the Big Ideas and Key Understandings and 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

The Pilgrims' journey on the Mayflower was filled with hardship, danger, and fear of the unknown. The Pilgrims felt freed of religion was worth the hardships and danger of traveling to a new land.

Synopsis

A boy and his family endure a difficult nine-week journey across the ocean and survive the first winter at Plymouth. Based on true events, *Across the Wide Dark Sea* poetically narrates a young boy's account of risking the ocean to find religious freedom in a new land.

2. 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 with the text. (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

Text Under Consideration	Text-Dependent Question	Answer
Pg. 159	Re-read the first three paragraphs. Where are the characters and what are they doing?	<ul style="list-style-type: none"> • At sea • On a ship • Off on a journey to an unknown land
P. 159	<p>“We were crowded below deck in a space so low that my father could barely stand upright, and so cramped that we could scarcely stretch out to sleep.”</p> <p>What words or phrases help you understand what cramped means?</p>	<ul style="list-style-type: none"> • cramped • My father could barely stand upright • We could scarcely stretch out to sleep
Pg. 159	Why did the boy say, “Our family was luckier than most. We had a corner out of the damp cold”?	<ul style="list-style-type: none"> • Students should note that the ship was packed tight with nearly 100 people • Crowded below deck in a space so low they could not stand upright

		<ul style="list-style-type: none"> • Cramped; could not stretch out to sleep
P. 161	<p>“The choppy sea seemed angry.”</p> <p>The author uses personification to explain the state of the sea. How does the phrase, “the choppy sea seemed angry” help you understand the meaning of the word “choppy”?</p>	<ul style="list-style-type: none"> • The meaning of choppy in the phrase could mean the sea was angry and violent. • Students may infer the boat was being thrown around and switching directions suddenly
Pg. 161	<p>On page 161, the narrator wonders, “How could a ship so small and helpless ever cross the vast ocean?” Why does the author tell us this? How does it connect with other events in the text?</p>	<p>Student should start to recognize how dangerous it was to cross the ocean. This question deepens students’ sense of how big of a risk it was for the Pilgrims to leave their homes for the New World. Key details include:</p> <ul style="list-style-type: none"> • People sent below deck • Wind howled, waves crashed • The ship shuddered as it rose and fell in seas as high as mountains
P. 162	<p>From whose perspective is the story told? How do you know?</p>	<ul style="list-style-type: none"> • A young boy • “I stood close to my father”, “I clung to my father’s hand”, etc.
P. 162 overboard	<p>Reread this sentence; “Once during a storm a man was swept <i>overboard</i>.”</p> <p>What do you think the word “overboard” means? What clues from the text help you develop or confirm your understanding?</p>	<ul style="list-style-type: none"> • Reached out with desperate hands, he caught hold of the rope and clung to it. • Down he went under the raging foaming water • Miraculously he came up • Sailors rushed to the side of the ship • Hauling on the rope, they brought him in close and with a boat hook plucked him out of the sea
P. 162	<p>What are the challenges the people on the ship are experiencing?</p>	<ul style="list-style-type: none"> • Storms kept coming • Could not keep dry • The boy wanted to run and jump and climb • A man was swept overboard • Sailors saved his life with a rope and a hook

<p>P. 165</p>	<p>How do things look for the characters right now? Why does the narrator tell us that “some of us are asking why we left our safe homes to go on this endless journey”?</p>	<ul style="list-style-type: none"> • They were always cold and wet • Water seeped • No fire for cooking
<p>Pg. 166</p>	<p>What is the important new information on page 166? How does this information connect to other parts of the text?</p> <p>Based on his answer, what clues from the text can you use to determine what the word worship means?</p> <p>(Teacher Note: If students need more support: How does the father feel about freedom to worship in his own way?)</p>	<ul style="list-style-type: none"> • A place to live where they can worship God in their own way. • Freedom • God, freedom, faith
<p>Pg. 166</p>	<p>Using evidence from the text, identify the mood of the story at this point.</p>	<ul style="list-style-type: none"> • The mood is excitement and relief • Everyone who was well enough to stand crowded on deck • Tears streamed down my mother’s face, yet she was smiling • Then everyone fell to their knees while my father said a prayer of thanksgiving
<p>Pg. 168</p>	<p>What examples does the author use to show that the mood has changed? How do the voyagers feel?</p>	<ul style="list-style-type: none"> • The men described forests of fine trees, rich black earth • There were no wild beasts or wild men • Everyone went ashore • My brother and I raced up and down the beach • We watched whales spouting in the sparkling blue bay and helped search for firewood • We found clams and mussels, the first fresh food we had tasted in months and the boy ate so many he was sick
<p>Pg. 170</p>	<p>What made it a ‘long and terrible winter’?</p>	<ul style="list-style-type: none"> • Icy cold and stormy • People fell sick and some died

<p>P. 173</p>	<p>What words did the author use to engage the senses? What season can you infer it is?</p>	<ul style="list-style-type: none"> • Heard a strange sweet sound and saw birds singing in a white birch tree • The sun shone warm, melting the snow • Sound of axes • Smell of new-split wood filled the air
<p>P. 174</p>	<p>Describe the relationship between the settlers and the Indians.</p>	<ul style="list-style-type: none"> • They said “welcome” to the pilgrims in their own language • The narrator called the Indian “friend” • Our Indian friend came back and brought his chief • We all agreed to live in peace • An Indian stayed with them and taught them where to find fish, how to catch them, and how to plant Indian corn
<p>P. 176</p>	<p>Why does the boy feel all alone when the ships leave?</p>	<ul style="list-style-type: none"> • He realizes he cannot return to his old home and must continue to create a new home.
<p>P. 177</p>	<p>How does the end of the story compare to the beginning?</p>	<ul style="list-style-type: none"> • In the beginning the pilgrims stood on the ship and left watching their friends faces get smaller and smaller • In the end the pilgrims stood on the shore and watched their ship leave and get smaller and smaller • The boy felt scared at the beginning of the story, leaving on an unknown journey across the dark wide sea • At the end of the story the boy felt scared again, he felt alone as the ship was leaving them to head back home • At the beginning of the story the boy clung to his father’s hand for comfort • At the end of the story the father put his hand on the boy’s shoulder to comfort him • In the beginning the boy and his father were together on deck to watch as their friends on shore as they were leaving • They were going on an unknown journey • The ship was crowded • They took everything they needed for their new land

		<ul style="list-style-type: none">• They felt scared about the journey• In the end• The pilgrims gather together on the shore to watch the ship leave them• They had land• They had used everything they brought to build their settlement and gardens• The scene was described as soft spring sunshine• In the beginning he is looking back at his old home. In the end he is looking toward his new home.
	In what ways have the Pilgrims been successful?	<ul style="list-style-type: none">• They survived the hardships of the journey across the wide dark sea• They lived in peace with the Indians• They learned lessons from the Indians about fishing and farming in their new land• They developed a settlement with fields sprouting with green, thatch-roofed houses, neatly fenced gardens, streets laid out almost like a town

Vocabulary

	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	Pg. 161 - rigging, mast, furl Pg. 166 - faith Pg. 170 - settlement Pg. 174 - chief Pg. 177 - thatched-roof Pg. - harshness	Pg. 161 - vast Pg. 165 - patched Pg. 168 - lurked, shallow
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text	Pg. 159 - cramped Pg. 160 - journey Pg. 161 - shuddered Pg. 162 - overboard Pg. 165 - survive Pg. 166 - worship	Pg. 159 - fluttered, clung Pg. 161 - fair, hauling, huddled Pg. 162 - tidy, longed Pg. 165 - seeping Pg. 168 - pale

Culminating Task

- *Identify the key events of the story. Create a timeline, in sequence that shows events of the journey of the Pilgrims to America.*

Beginning the journey

The first days

The first storm

The sun came out

When the man was swept overboard

Multiple storms

The ship gets a leak and they patch it

Six weeks passed and no land in sight

Eight weeks, nine: signs of land

2 days later: land

The winter

March (Spring)

Indians arrive

April- the ship leaves

Additional Tasks

- *Reread the story and identify all the places where the author leaves out important or interesting information. Generate a list of questions that would require additional research.*

Answers will vary:

1. Why did the Pilgrims need to leave their safe homes to worship God in their own way?
2. Why did the Indians want to establish peace with the Pilgrims? How did the Indians learn to speak English?
3. It appears that only the men met in counsel to make important decisions. What was the role of a Pilgrim woman?
4. Why did the Pilgrims load so many people and things onto the ship