

# THE PERFECT STORM: A TRUE STORY OF MEN AGAINST THE SEA

BY SEBASTIAN JUNGER

**Reporting Category 1: Vocabulary**

**Reporting Category 2: Reading Application**

**Reporting Category 3: Literary Analysis**

**Vocabulary-Lesson Theme Passages:**

"The Indian Ocean Tsunami of 2004"

"Katrina's Perfect Storm"

"The Earthquake That Rocked My World"

**FCAT Instructional Passage:**

*excerpt* from "The Perfect Storm"

**SUBJECT:** Language Arts/Reading

**GRADE:** Retake

**RESOURCE:** Teacher Manual

**Unit Theme: Essential Questions**

- How do natural disasters shape and/or reveal our character?
- How can others' experiences help us better understand our world?
- What can we learn from DISASTER?

**Unit Objectives:**

**Key Concepts & Learning Objectives:** After reading and completing the work provided, the students will be able to:

- Explain the key ideas of a specific natural disaster
- Identify relevant details
- Analyze story elements
- Analyze conflict
- Analyze figurative language
- Identify and analyze characteristics of narrative nonfiction
- Read narrative nonfiction

**Next Generation Sunshine State Standards****Focus Benchmarks**

The following is a list of the state benchmarks addressed most frequently and in the greatest depth during this unit. Other benchmarks may be addressed from time to time, aligned to specific learning objectives.

**Reporting Category 2: Reading Application**

- [LA.910.1.7.3](#) Main Idea
- [LA.910.1.7.3](#) Relevant details
- [LA.910.1.7.3](#) Conclusions/Inferences
- [LA.910.1.7.4](#) Cause and effect

**Reporting Category 3. Literary Analysis: Fiction and Nonfiction**

- [LA.910.2.1.5](#) Character development; Character POV.; Plot development
- [LA.910.2.1.5](#) Setting
- [LA.910.2.1.5](#) Conflict
- [LA.910.2.1.7](#) Descriptive language; Figurative Language

**Reporting Category 1: Vocabulary**

- [LA.910.1.6.3](#) Context Clues
- [LA.910.1.6.8](#) Analyze Words/phrases

**Vocabulary**

Below is a list of subject-specific, academic word list, and/or state assessment words relating to this Clusters Key Concept. Word walls, vocabulary journals, games, and graphic organizers support vocabulary building.

Analyze  
Character traits  
Conflict  
Context Clues  
Nonfiction Narrative  
Point of View  
Setting

Intermittently  
Tether  
Hull  
Incredulously  
Hoist  
Flail  
Hypothermic  
Maelstrom  
Despondent  
Amalgam

# Unit 1

Essential Question: What can we learn from a DISASTER?

**KEY CONCEPT 1 AT A GLANCE** Suggested Pacing: 3 weeks

PERIODS	NGSSS Focus Benchmarks	SUGGESTED INSTRUCTIONAL APPROACHES Suggested pages to read (forward & 1-13)																				
SESSION - 1	LA.910.1.6.3 Context Clues	<p><i>FOCUS and TEACH</i> Introduce students to novel and focus students' attention on key features of the text such as the Title, Map, Table of Contents, and Forward. Review concepts of Elements of Nonfiction. Elicit from students that a narrative is any type of writing that tells a story: fiction, nonfiction, or poetry. Examples of narrative poetry include ballads and epics. Examples of narrative nonfiction include biographies, autobiographies, and magazine articles about real events.</p> <p><b>Check Understanding and Assess student's prior knowledge</b> Ask students for examples of narrative fiction they have read.</p> <p><b>Standard Focus Lesson</b> -Teacher explicitly pre-teaches key vocabulary words and the use of identifying context clues to determine the meaning of select vocabulary.</p> <p><b>Task 1: Setting a Purpose for Reading</b> Teacher poses the following pre-reading questions:            a) What do you think the cover of the book and the title, tell the reader about the story? Do they make you want to read the book? Why? Why not?            b) Do you think people are more or less interested in reading the story when they know it is a true story? Why?</p> <p><b>Collaborative Learning</b> – Students negotiate with their peers by discussing and exchanging ideas and information, as well as, engage in inquiry with others to use what they have learned during the focus lesson.</p> <p><b>Task 2: Understanding The Background</b> Students will read and discuss The Forward in pairs. Then, discuss the story as an example of Narrative nonfiction.            a. Read the notes about the author and the forward of the book and write a short paragraph about the background to the story. Think about the following questions while writing your paragraph:            • What do you learn about Sebastian Junger's life?            • Why did he become a journalist?            • Why did he decide to write this story?            • How did he get the information he needed to write the story?            • Why do you think the book is titled "The Perfect Storm"?            b. Discuss your paragraph with your partner.</p> <p><i>PRACTICE and APPLY</i> <b>Independent Tasks</b> - Students make personal connections and begin reading independently.</p> <p><b>Task 3: Connect to Your Life</b> Students will access their own background knowledge and make connections from the text to their own life.            a. Have you or someone you have known ever faced a situation that called for you to act courageously? Was your challenge a physical one or one that required you to take a stand? What risks were involved? In what ways did your actions surprise you?            b. Write a brief paragraph about this situation.</p> <p><b>Task 4: Reading for a purpose</b> Students will read chapter 1, pages 1-13 and note what they learn about the characters in the Character Chart.            a. Read Chapter 1. What did you learn about these people?</p> <table border="1" data-bbox="527 1858 1339 1959"> <thead> <tr> <th>Name</th> <th>Appearance</th> <th>Personality Traits</th> <th>Job</th> <th>Family</th> </tr> </thead> <tbody> <tr> <td>Ethel Shatford</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bobby Shatford</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Chris Cotter</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Name	Appearance	Personality Traits	Job	Family	Ethel Shatford					Bobby Shatford					Chris Cotter				
Name	Appearance	Personality Traits	Job	Family																		
Ethel Shatford																						
Bobby Shatford																						
Chris Cotter																						

Dale Murphy				
Michael Moran				

b. What are your thoughts and questions about the book so far? Reflect on the characters and their problems?

PERIODS	NGSSS Focus Benchmarks	SUGGESTED INSTRUCTIONAL APPROACHES Suggested pages to read (1-44)
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SESSION - 2

LA.910.1.7.3  
Main Idea  
LA.910.1.7.3  
Relevant details

**FOCUS and TEACH**

Introduce or review with students the Reading Strategy: Take Notes. Explain that when reading a text, take note that it has an obvious method of organization. It's a good idea to record the key ideas and information in that text on a chart or graphic organizer. Here are some ideal pairings:

- a **timeline** for chronological order.
- a **diagram** for spatial order, or position in space.
- a **cause-and-effect chain** for cause-and-effect order.

Sebastian Junger uses several patterns of organization, with chronological order being particular important. As students read they will record the main events of the disaster in a timeline.

Ask students for examples of other patterns of organization they have read in text. Based on what they have previously read in the novel, have them make a prediction about what they believe is the main pattern of organization in the novels.

**Check Understanding and Assess student's prior knowledge**

**Standard Focus Lesson** - Teacher explicitly teaches lessons on main idea and supporting details. – Define and provide examples of main idea and supporting details on the board, overhead, or smart board. Have students practice by identifying additional details that support the main idea.

**Task 1: Re-Reading and Analyzing Details**

- Teacher re-reads or plays an audio version of pages 1-2 of the novel "The Perfect Storm".
- Teacher will model analyzing a section of the selected reading for main idea and details, then ask groups of students to read and analyze pages 3-13 for main idea and supporting details. Students will share their analysis with the class.

**Collaborative Learning** – Students negotiate with peers, discussing ideas and information, or engage in inquiry with others to use what they have learned during focus lesson(s).

**Task 2: Read, Stop and Say Something**

- Teacher will assign students to continue reading in pairs up to page 25.
- Students will read in pairs and then stop at various sections and say something. Have students identify who is Partner A and who is Partner B. Each will read independently, although they are sitting side-by-side. After several minutes of silent reading, announce they should **Stop** reading, and Partner A should say something to Partner B about the reading so far. For Example: *What was interesting? What was confusing? What did it remind them of? What was it like? What did they connect to? What are they predicting? What are they visualizing?* Allow about 30 seconds for the ONE student to share his thought(s). This is NOT a discussion--it's an opportunity to simply share a thought. Then have them resume reading independently. Again, after several more minutes of silent reading, have Partner B "stop, and say something" to Partner A.

**PRACTICE and APPLY**

**Independent Tasks** - Students make connections and practice reading strategies while reading independently. (Additional Independent reading time can be assigned for homelearning)

**Task 3: Connect Text to Text**

- Students will continue reading to page 44 and then make connections to text.
- Students will make connections with prior text or topics to keep their focus and stay engaged in their reading. Teacher will ask students to answer the following questions:
  - What does this remind me of in another book I've read?
  - So far, how is this text similar to other things I've read?
  - So far, how is this different from other books I've read?
  - Have I read about something like this before?
- Answer the *text to text* questions and share your answers with a partner.

Unit 1

**Task 4: Double Entry Reading Response Journal**

a. Students will begin a reading journal that is designed to allow students to reflect and think more deeply about their reading. The journal will help students to remember what they have read, highlight important moments from the reading, think through the reading and to find their interest in the reading. (Teacher should explicitly model how to complete the journal with students before releasing them to complete the journal entries independently.)

**PERIODS**      **NGSSS Focus Benchmarks**      **SUGGESTED INSTRUCTIONAL APPROACHES**  
Suggested pages to read (45-80)

**SESSION - 3**

**LA.910.2.1.5**  
Character development;  
Character POV.; Plot development  
Setting

**FOCUS and TEACH**

Introduce or review with students Elements of Narrative Storytelling. Explain that *The Perfect Storm* is a nonfiction account of a disaster at sea. One important element present in the story is the **setting**. Setting is the time and place of the action of a short story, drama, novel, narrative poem, or narrative nonfiction work. Often in narrative nonfiction the setting plays an important role in what happens and why. Other important elements are the **characters**. Characters are the individuals who participate in the action of a literary work. Characters display certain qualities, or **traits**; they usually develop and change over time, and they usually have motivations or reasons for their behaviors.

When reading the selection, they should pay close attention to the way Junger tells the story. They should notice how people in the story are like characters in a work of fiction. Look for important elements of the setting and characters. Record their observations in the chart like the one below.

**Standard Focus Lesson** - Teacher explicitly teaches lesson on the elements of setting and character traits using text – Define and provide examples of setting and character traits on the board, overhead, or smart board.

**Check Understanding and Assess student’s prior knowledge**  
Have students provide additional examples.

- Task 1:** Reading and Analyzing Setting, Characters and Events.
- a. Teacher along with students will read or listen to an audio version of pages 45-50.
  - b. Teacher and students together will analyze a section of the selected reading and identify element(s) of setting and character traits.

**PRACTICE and APPLY**

**Collaborative Learning** – Students negotiate with peers, discussing ideas and information, or engage in inquiry with others to use what they have learned during focus lesson.

- Task 2:**
- a. Students will read and reread in groups through to page 80 and analyze sections of *The Perfect Storm* for various story elements. As a group, students will record their observations in the chart below.

Date (1991)	Event	People Involved	Setting
September 20 <sup>th</sup>		The crew of the Andrew Gull and their families/friends	
September 23 <sup>rd</sup>	Andrew Gull crew start fishing		The Tail of the Great Banks
October 6 <sup>th</sup>		Bill Tyne/Robert Johnson	The Tail of the Banks? Goals are 2 miles apart, the Andrew Gull and Henry?
October 12 <sup>th</sup> (approximate)	The Andrew Gull knocked over by huge waves		
October 18 <sup>th</sup> (approximate)	The Andrew Gull heads for Flemish Cap, after getting fuel from the Hancock Barge; the ice machine is not working		The Tail of the Great Banks
October 24 <sup>th</sup>			
October 26 <sup>th</sup>		The crew of the Andrew Gull (Linda <del>Quackenbush</del> )	44° 23' degrees north, 49° 59' degrees west
	The owner and the crew of the submarine and the changing weather		Heading for the Great South Channel between Georges Bank and Cape Cod

**Independent Tasks** - Students make connections and practice reading strategies while reading independently.

- Task 3:** Read and Connect
- a. Students will read and reread through to page 80 and make connections in their reading response journals.
  - b. Students may watch a video clip or conduct mini research projects about *The Flemish Cap*.

		<p><b>Task 4: Double Entry Reading Response Journal</b></p> <p>a. Students will continue responding in their reading journal that is designed to allow students to reflect and think more deeply about their reading. The journal will help students to remember what they have read, highlight important moments from the reading, think through the reading and find their interest in the reading. (Teacher should explicitly model how to complete the journal with students before having the students complete the journal entries independently.)</p>												
<p>PERIODS</p>	<p>NGSSS Focus Benchmarks</p>	<p>SUGGESTED INSTRUCTIONAL APPROACHES Suggested pages to read (81-119)</p>												
<p>SESSION - 4</p>	<p>LA.910.1.6.3 Context Clues LA.910.1.7.3 Main Idea LA.910.1.7.3 Relevant details LA.910.2.1.5 Character development; Character POV.; Plot development Setting</p>	<p><i>ASSESS and RETEACH</i> Review skills and strategies from previous lessons with students.</p> <p><b>Task 1: Vocabulary: Check for Understanding</b></p> <p>a. Students will complete Vocabulary Activity</p> <div data-bbox="483 659 984 890" style="border: 1px solid black; padding: 5px;"> <p>Vocabulary: Check for Understanding</p> <p>For each phrase in the first column, find the phrase in the second column that is closest in meaning. Write the letter of that phrase in the blank.</p> <table border="0"> <tr> <td>_____ 1. an unusual mixture</td> <td>A. The soldiers will hoist the flag on Fourth of July</td> </tr> <tr> <td>_____ 2. attach the chain</td> <td>B. He watched the fish fall furiously on the hook.</td> </tr> <tr> <td>_____ 3. thrash about vigorously</td> <td>C. The water was disturbingly hypothermic.</td> </tr> <tr> <td>_____ 4. a good-looking frame</td> <td>D. The radio broadcast will interrupt intermittently warn of an impending weather disturbance.</td> </tr> <tr> <td>_____ 5. examining with disbelief</td> <td>E. A despondent sailor can find himself in danger out a sea.</td> </tr> <tr> <td>_____ 6. temperature way too low</td> <td>F. The captain told the sailor to tie the tether to the bow of the ship.</td> </tr> </table> </div> <p><b>Task 2: Comprehension Check</b></p> <p>a. Students will complete Comprehension questions</p> <div data-bbox="483 957 997 1255" style="border: 1px solid black; padding: 5px;"> <p>Perfect Storm Comprehension Quiz 1</p> <p>Chapter 1</p> <ol style="list-style-type: none"> <li>1. What type of story is The Perfect Storm? Give reasons to support your answer.</li> <li>2. Why is Bobby Shatford so anxious to work on the <i>Andrea Gail</i>? Give evidence to support your answer.</li> <li>3. Why do you think the hotel is called the Crow's Nest? Give evidence to support your answer.</li> <li>4. What are Bobby and Chris future plans? Give evidence to support your answer.</li> </ol> <p>Chapter 2</p> <ol style="list-style-type: none"> <li>5. What are the dangers of swordfishing? Give evidence to support your answer.</li> <li>6. Explain what is meant by "Fishing is a young man's life, a single man's life", (pg.23)</li> <li>7. Explain why Adam Randall did not want to go on this trip. Give evidence to support your answer.</li> <li>8. What type of literary device is this an example of?</li> </ol> <p>Chapter 3</p> <ol style="list-style-type: none"> <li>9. Why is ice crucial on the ship Give two reasons.</li> <li>10. Why was there concern about going at this time of the year?</li> <li>11. State if these sentences are True or False.             <ul style="list-style-type: none"> <li>* Andrea Gail's ice machine held 30 drums of ice.</li> <li>* Billy supplied the color TV for the trip.</li> <li>* Bugsy and Bobby had an uneasy feeling about this trip.</li> <li>* Bobby and Bugsy were still arguing.</li> </ul> </li> </ol> </div> <p><b>Task 3: Critical Analysis</b> Students will:</p> <ol style="list-style-type: none"> <li>a. Examine Notes</li> <li>b. Interpret Information</li> </ol> <p><b>Independent Tasks</b> - Students will make connections and practice reading strategies while reading independently. Students will read through pages 81-119 (Additional Independent reading time can be assigned for homelearning)</p> <p><b>Task 4: Double Entry Reading Response Journal</b></p> <p>a. Students will continue responding in their reading journal that is designed to allow students to reflect and think more deeply about their reading. The journal will help students to remember what they have read, highlight important moments from the reading, think through the reading and to find their interest in the reading. (Teacher should explicitly model how to complete the journal with students before releasing them to complete the journal entries independently.)</p>	_____ 1. an unusual mixture	A. The soldiers will hoist the flag on Fourth of July	_____ 2. attach the chain	B. He watched the fish fall furiously on the hook.	_____ 3. thrash about vigorously	C. The water was disturbingly hypothermic.	_____ 4. a good-looking frame	D. The radio broadcast will interrupt intermittently warn of an impending weather disturbance.	_____ 5. examining with disbelief	E. A despondent sailor can find himself in danger out a sea.	_____ 6. temperature way too low	F. The captain told the sailor to tie the tether to the bow of the ship.
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PERIODS	NGSS Focus Benchmarks	SUGGESTED INSTRUCTIONAL APPROACHES Suggested pages to read (81-119)

*ASSESS and APPLY***Task 1:** Class Discussion

Students will conduct a class discussion around novel and chapters read during the week.

**Task 2:** Reading and Writing Connection

Complete ONE of the following.

- a. How would you feel if you were one of the women being left behind by one of the six men headed to sea for a month or more? Write a journal entry from the perspective of Christina or Ethel about Bobby leaving on the Andrea Gail for so long. What are your fears? What did you forget to say to him before he left? Why can't you wait for his return?
  
- b. Think about the trip out to the Grand Banks: a week with absolutely nothing to do. Write a journal entry from a crew member's point of view explaining how you spent your time each day, and what you might have experienced. Keep in mind that this is based in 1991, and there were no smart phones or personal gaming devices (PSP, Gameboy, etc...), or tablets, or even laptop computers (at least not anything that a fisherman could afford or want to take on a ship).

**Independent Tasks** - Students will make connections and practice effective reading strategies while reading independently. Students will read through pages 81-119. (Additional Independent reading time can be assigned for homelearning)

**Task 3:** Double Entry Reading Response Journal

- a. Students will continue responding in their reading journal that is designed to allow students to reflect and think more deeply about what they read. The journal will help students to remember what they have read, highlight important moments from the reading, think through the reading and to find their interest in the reading. (Teacher should explicitly model how to complete the journal with students before releasing them to complete the journal entries independently.)



PERIODS	Focus Benchmarks	SUGGESTED INSTRUCTIONAL APPROACHES Suggested pages to read (120-147)
SESSION - 6	<p><b>LA.910.2.1.5</b> Character development; Character POV.; Plot development</p>	<p><i>FOCUS and TEACH</i></p> <p>Introduce or review with students the <b>Narrative point of view</b>. Narrative point of view is the perspective from which a story is narrated, or told.</p> <ul style="list-style-type: none"> <li>• <b>First-person point of view:</b> The narrator is a character who participates in the action and uses the first-person pronouns I and me.</li> <li>• <b>Third-person point of view:</b> The narrator is not a character in the story but a voice outside it. The narrator uses the third-person pronouns he, she, him, her, they, and them to refer to all characters. There are two kinds of third-person point of view. In the third-person omniscient point of view, the narrator knows everything, including the thoughts of all the characters. In the third-person limited point of view, the narrator sees and reports things through one character's eyes. Explain that <i>The Perfect Storm</i> is written from the point of view of Andrea Gail's six-member crew as they struggle to survive a horrific storm.</li> </ul> <p><b>Standard Focus Lesson</b> - Teacher explicitly teaches lesson on point of view – Define and provide examples of point of view on the board, overhead, or smart board.</p> <p><b>Check Understanding and Assess student's prior knowledge</b> Have students provide additional examples of point of view in stories they have read.</p> <p><b>Task 1:</b> Reading and Understanding Point of View</p> <ol style="list-style-type: none"> <li>a. Teacher along with students will read or listen to an audio version of pages 120-125.</li> <li>b. Teacher and students together will analyze a section of the selected reading and identify evidence of point of view.</li> </ol> <p><i>PRACTICE and APPLY</i></p> <p><b>Collaborative Learning</b> – Students negotiate with peers, discussing ideas and information, or engage in inquiry with others to use what they have learned during focus lesson.</p> <p><b>Task 2:</b></p> <ol style="list-style-type: none"> <li>a. Students will continue reading through to page 147 and analyzing other sections of The Perfect Storm for evidence of point of view. Students will share and discuss their evidence with their peers.</li> </ol> <p><b>Independent Tasks</b> - Students make connections and practice reading strategies while reading independently. (Additional Independent reading time can be assigned for homelearning)</p> <p><b>Task 3:</b> Vocabulary Refresh</p> <ol style="list-style-type: none"> <li>a. Students will use vocabulary words in a paragraph.</li> </ol> <p><b>Task 4: Double Entry Reading Response Journal</b></p> <ol style="list-style-type: none"> <li>a. Students will continue responding in reading journal that is designed to allow students to reflect and think more deeply about their reading. The journal will help students to remember what they have read, highlight important moments from the reading, think through the reading and to find their interest in the reading. (Teacher should explicitly model how to complete the journal with students before releasing them to complete the journal entries independently.)</li> </ol>

PERIODS	NGSSS Focus Benchmarks	SUGGESTED INSTRUCTIONAL APPROACHES Suggested pages to read (148-161)
SESSION - 7	<p><b>LA.910.2.1.5</b> Character development; Character POV.; Plot development <b>LA.910.2.1.5</b> Conflict</p>	<p><b>FOCUS and TEACH</b></p> <p>Introduce or review with students Elements of Narrative Storytelling. Explain that <i>The Perfect Storm</i> is a nonfiction account of a disaster at sea. One of the elements present in the story is conflict. A conflict is a struggle between opposing forces. Almost every story has a main conflict – a <b>conflict</b> that is the story’s focus. An <b>external conflict</b> involves a character pitted against an outside force, such as nature, a physical obstacle, or another character. An <b>internal conflict</b> is one that occurs within a character. When reading the selection, students should pay close attention to the way Junger tells the story. They should notice how people in the story are like characters in a work of fiction. Look for important moments of action or conflict. Record their observations in the chart like the one below.</p> <p>In “<i>The Perfect Storm</i>,” the crew members of the Andrea Gale are in conflict with the external environment. At the same time the character Bobby experiences internal conflict as he tries to think of ways he might be able to survive this extreme setting.</p> <p><b>Standard Focus Lesson</b> - Teacher explicitly teaches lesson on the element of conflict using text – Define and provide examples of conflict on the board, overhead, or smart board.</p> <p><b>Check Understanding and Assess student’s prior knowledge</b> Have students provide additional examples of conflict in stories or movies they have read or seen.</p> <p><b>Task 1: Reading and Analyzing Conflict</b></p> <ol style="list-style-type: none"> <li>Teacher along with students will read or listen to an audio version of pages 148-161.</li> <li>Teacher and students together will analyze sections of the selected reading and identify element(s) of conflict.</li> </ol> <p><b>PRACTICE and APPLY</b></p> <p><b>Collaborative Learning</b> – Students negotiate with peers, discussing ideas and information, or engage in inquiry with others to use what they have learned during focus lesson.</p> <p><b>Task 2:</b></p> <ol style="list-style-type: none"> <li>Students will continue reading through to page 171 and analyzing other sections of <i>The Perfect Storm</i> for elements of conflict. Students will then record their observations in the chart below.</li> <li>Students will share and discuss their conflict analysis charts with their peers.</li> </ol> <div data-bbox="509 1161 756 1461" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; font-size: small;">Analyze Literature: Conflict</p> <p style="font-size: x-small;">Person vs. person (the struggle between one character and another character)</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p style="font-size: x-small;">Person vs. nature (the struggle between a character and natural events, the environment, or events)</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p style="font-size: x-small;">Person vs. Self (the struggle between a character and himself or herself over a decision that must be made)</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> </div> <p><b>Independent Tasks</b> - Students make connections and practice reading strategies while reading independently. (Additional Independent reading time can be assigned for homelearning)</p> <p><b>Task 3: Read and Connect</b></p> <ol style="list-style-type: none"> <li>Watch video clip from <i>Perfect Storm</i> movie or conduct mini research on Halloween Night Storm of 1991.</li> </ol> <p><b>Task 4: Double Entry Reading Response Journal</b></p> <ol style="list-style-type: none"> <li>Students will continue responding in reading journal that is designed to allow students to reflect and think more deeply about their reading. The journal will help students to remember what they have read, highlight important moments from the reading, think through the reading and to find their interest in the reading. (Teacher should explicitly model how to complete the journal with students before releasing them to complete the journal entries independently.)</li> </ol>

PERIODS	NGSSS Focus Benchmarks	SUGGESTED INSTRUCTIONAL APPROACHES Suggested pages to read (172-186)						
SESSION - 8	<p><b>LA.910.2.1.5</b> Character development; Character POV.; Plot development <b>LA.910.2.1.5</b> Conflict</p>	<p><b>FOCUS and TEACH</b></p> <p>Review with students Elements of Narrative Storytelling. Explain that <i>The Perfect Storm</i> is a nonfiction account of a disaster at sea. One of the elements present in the story is conflict. A conflict is a struggle between opposing forces. Almost every story has a main conflict – a <b>conflict</b> that is the story’s focus. An <b>external conflict</b> involves a character pitted against an outside force, such as nature, a physical obstacle, or another character. An <b>internal conflict</b> is one that occurs within a character. When reading the selection, they should pay close attention to the way Junger tells the story. They should notice how people in the story are like characters in a work of fiction. Look for important moments of action or conflict. Record their observations in the chart like the one below.</p> <p>In “<i>The Perfect Storm</i>,” the crew members of the Andrea Gale are in conflict with the external environment. At the same time the character Bobby experiences internal conflict as he tries to think of ways he might be able to survive this extreme setting.</p> <p><b>Standard Focus Lesson</b> - Teacher will reteach lesson on the element of conflict using the text. <b>Check Understanding and Assess student’s prior knowledge</b></p> <p><b>Task 1:</b> Reading and Analyzing Conflict</p> <ol style="list-style-type: none"> <li>Students will read or listen to an audio version of pages 172-186.</li> <li>Students together will analyze sections of the selected reading and identify various element(s) of storytelling.</li> </ol> <p><i>PRACTICE and APPLY</i></p> <p><b>Collaborative Learning</b> – Students negotiate with peers, discussing ideas and information, or engage in inquiry with others to use what they have learned during focus lesson.</p> <p><b>Task 2:</b></p> <ol style="list-style-type: none"> <li>Students will continue reading through to page 186. Then record their observations in the chart below.</li> <li>Students will share and discuss their conflict analysis charts with their peers.</li> </ol> <div data-bbox="496 1136 1032 1350" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; font-size: small;">Identifying Elements of Narrative Storytelling.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: x-small;">Action/Conflict</td> </tr> <tr> <td style="height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: x-small;">Characters</td> </tr> <tr> <td style="height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: x-small;">Setting</td> </tr> <tr> <td style="height: 20px;"></td> </tr> </table> </div> <p><b>Independent Tasks</b> - Students make connections and practice reading strategies while reading independently. (Additional Independent reading time can be assigned for homelearning)</p> <p><b>Task 3:</b> Read and Connect</p> <ol style="list-style-type: none"> <li>Watch video clip from <i>Perfect Storm</i> movie or conduct mini research on Halloween Night Storm of 1991.</li> </ol> <p><b>Task 4: Double Entry Reading Response Journal</b></p> <ol style="list-style-type: none"> <li>Students will continue responding in reading journal that is designed to allow students to reflect and think more deeply about their reading. The journal will help students to remember what they have read, highlight important moments from the reading, think through the reading and to find their interest in the reading. (Teacher should explicitly model how to complete the journal with students before releasing them to complete the journal entries independently.)</li> </ol>	Action/Conflict		Characters		Setting	
Action/Conflict								
Characters								
Setting								

PERIODS	NGSSS Focus Benchmarks	SUGGESTED INSTRUCTIONAL APPROACHES Suggested pages to read (187-211)
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SESSION - 9

**LA.910.2.1.5**  
Character development;  
Character POV.;  
Plot development

**LA.910.2.1.5**  
Character development;  
Character POV.;  
Plot development

**LA.910.2.1.5** Conflict

**ASSESS and RETEACH**  
Review skills and strategies from previous lessons with students.

**Task 1: Vocabulary Quiz**

a. Students will complete Vocabulary Quiz

**Vocabulary: Check for Understanding**

For each phrase in the first column, find the phrase in the second column that is closest in meaning. Write the letter of that phrase in the blank.

1. an unusual mixture	A. The soldiers will hoist the flag on Fourth of July
2. attach the chain	B. He watched the fish fall furiously on the hook.
3. thrash about vigorously	C. The water was disturbingly hypothermic.
4. a good-looking frame	D. The radio broadcast will interrupt intermittently warn of an impending weather disturbance.
5. examining with disbelief	E. A despondent sailor can find himself in danger out a sea.
6. temperature way too low	F. The captain told the sailor to tie the tether to the bow of the ship.

**Task 2: Comprehension Quiz**

a. Students will complete Comprehension Quiz

Perfect Storm Comprehension Quiz 1

Chapter 1

1. What type of story is The Perfect Storm? Give reasons to support your answer.
2. Why is Bobby Shattford so anxious to work on the Andrea Gail? Give evidence to support your answer.
3. Why do you think the hotel is called the Crow's Nest? Give evidence to support your answer.
4. What are Bobby and Chris future plans? Give evidence to support your answer.

Chapter 2

5. What are the dangers of swordfishing? Give evidence to support your answer.
6. Explain what is meant by "Fishing is a young man's life, a single man's life"; (pg. 23)
7. Explain why Adam Randall did not want to go on this trip. Give evidence to support your answer.
8. What type of literary device is this an example of?

Chapter 3

9. Why is ice crucial on the ship Give two reasons.
10. Why was there concern about going at this time of the year?
11. State if these sentences are True or False
  - \* Andrea Gail's ice machine held 30 drums of ice.
  - \* Billy supplied the color TV for the trip.
  - \* Buggy and Bobby had an uneasy feeling about this trip.
  - \* Bobby and Buggy were still arguing.

**Task 3: Critical Analysis**  
Students will:

- a. Examine Notes
- b. Interpret Information
- c. Examine Narrative Storytelling

Information from the Text	Bobby	Billy	Chris	Edna
"One of Bobby's eyes is the color of an overripe plum. Did it do that?" (Doucester, Mass., 1992)				
"Trying to maintain her composure, Gail goes around the room hugging all the men. The only person she doesn't hug is Alford because she doesn't know him well enough." (God's Country)				
"We'll see you when we get back. He walks across the dock and jumps down onto the deck of the boat." (God's Country)				
"He's standing by Chris looking down at the floor and she's holding his hand and neither of them is saying much." (God's Country)				
"Work is what's keeping them from going home, and they all want to go home. The more fish they catch, the sooner the trip's over..." (God's Country)				
He's looking for that temperature discontinuity, that concentration of plankton, mackerel, and squid. In five good sets they could turn this trip around. He knows it, but he's not going back in until they do." (The Francon Cap)				
"When he saw a boat he knew at once if it was safe, or not."				
"She took her passport and stuck it onto her body with sticky tapes."				
"The exhausted man nodded."				
"They were drinking beer and waiting for the news."				
"He wasn't his fault but nobody could forget it."				

**Independent Tasks** - Students make connections and practice reading strategies while reading independently. Students will read through pages 187-211 (Additional Independent reading time can be assigned for homelearning)

**Task 4: Double Entry Reading Response Journal**

a. Students will continue responding in reading journal that is designed to allow students to reflect and think more deeply about their reading. The journal will help students to remember what they have read, highlight important moments from the reading, think through the reading and to find their interest in the reading. (Teacher should explicitly model how to complete the journal with students before releasing them to complete the journal entries independently.)

PERIODS	NGSS Focus Benchmarks	SUGGESTED INSTRUCTIONAL APPROACHES Suggested pages to read (187-211)
SESSION - 10		<p><i>ASSESS and APPLY</i></p> <p><b>Task 1:</b> Class Discussion</p> <ol style="list-style-type: none"> <li>a. Students will conduct a class discussion around the novel and chapters read during the previous weeks.</li> </ol> <p><b>Task 2:</b> Reading and Writing Connection</p> <p>Complete the following.</p> <ol style="list-style-type: none"> <li>a. Identify at least one literary technique or device found in <i>The Perfect Storm</i>, and illustrate with examples how the author used those techniques to create a message about courage.</li> </ol> <p>Complete one of the following.</p> <ol style="list-style-type: none"> <li>b. Put yourself into Billy's shoes. You have just read a weather report stating that 3 large storms are heading your way, you have 40,000 pounds of fish in your hold that you need to get to port, and you know about all of the modifications to your vessel. Write a journal entry explaining what Billy (you) might be thinking about after he gets off the radio with Linda Greenlaw (the captain of the <i>Hannah Boden</i>). What are your concerns? What thoughts help to alleviate them? Do you think you should continue home or find a closer port to weather the storm in? Give at least two reasons (from the novel) to support your thoughts?</li> <li>c. Explain what does the author mean by the first line in the chapter 5 <i>The Barrel of the Gun</i> "There's a certain amount of denial in swordfishing."? Write a journal entry explaining this line. Use examples from the text to support your answer.</li> </ol> <p><b>Independent Tasks</b> - Students make connections and practice reading their strategies while beginning to read independently. Students will read through pages 187-212. (Additional Independent reading time can be assigned for homelearning)</p> <p><b>Task 3: Double Entry Reading Response Journal</b></p> <ol style="list-style-type: none"> <li>a. Students will continue responding in reading journal that is designed to allow students to reflect and think more deeply about their reading. The journal will help students to remember what they have read, highlight important moments from the reading, think through the reading and to find their interest in the reading. (Teacher should explicitly model how to complete the journal with students before releasing them to complete the journal entries independently.)</li> </ol>

PERIODS	NGSSS Focus Benchmarks	SUGGESTED INSTRUCTIONAL APPROACHES Suggested pages to read (212-259)
SESSION - 11	<p>LA.910.1.6.3 Context Clues            LA.910.1.7.3            Main Idea            LA.910.1.7.3            Relevant details            LA.910.2.1.5            Character development;            Character POV.;            Plot development            Setting</p> <p>LA.910.2.1.5            Character development;            Character POV.;            Plot development</p> <p>LA.910.2.1.5            Character development;            Character POV.;            Plot development</p> <p>LA.910.2.1.5 Conflict</p>	<p><i>FOCUS and TEACH</i></p> <p><b><u>Standard Focus Lesson –</u></b></p> <p>Reteach and Differentiate Focus Benchmarks based on previous assessment information.</p> <p><i>PRACTICE and APPLY</i></p> <p><b><u>Independent Tasks</u></b> - Students make connections and practice reading strategies while reading independently. Students will read through pages 212-259 (Additional Independent reading time can be assigned for homelearning) (Additional Independent reading time can be assigned for homelearning)</p> <p><b>Task 1:</b></p> <p>Connect Text to World</p> <ol style="list-style-type: none"> <li>a. Students will continue reading to page 259 and then make connections.</li> <li>b. Teacher will ask students to answer the following questions:           <ul style="list-style-type: none"> <li>• What do you learn about the relationship between man and the sea in <i>The Perfect Storm</i>?</li> <li>• Do you know any other stories where people fought against the natural elements and lost?</li> <li>• What other dangerous jobs do you know about? Do you think people will always continue to do them? Why?</li> </ul> </li> </ol> <p>Answer the <i>text to world</i> question and share your answers with a partner.</p> <p><b>Task 2: Double Entry Reading Response Journal</b></p> <ol style="list-style-type: none"> <li>a. Students will continue responding in reading journal that is designed to allow students to reflect and think more deeply about their reading. The journal will help students to remember what they have read, highlight important moments from the reading, think through the reading and to find their interest in the reading. (Teacher should explicitly model how to complete the journal with students before releasing them to complete the journal entries independently.)</li> </ol>

PERIODS	NGSSS Focus Benchmarks	SUGGESTED INSTRUCTIONAL APPROACHES Suggested pages to read (259-299)																																
SESSION - 12	<p><a href="#">LA.910.1.6.3</a> Context Clues  <a href="#">LA.910.1.7.3</a> Main Idea  <a href="#">LA.910.1.7.3</a> Relevant details  <a href="#">LA.910.2.1.5</a> Character development; Character POV.; Plot development                      Setting</p> <p><a href="#">LA.910.2.1.5</a> Character development; Character POV.; Plot development                      Setting</p> <p><a href="#">LA.910.2.1.5</a> Character development; Character POV.; Plot development                      Setting</p> <p><a href="#">LA.910.2.1.5</a> Conflict</p>	<p><i>FOCUS and TEACH</i></p> <p><b>Standard Focus Lesson –</b></p> <p>Reteach and Differentiate Focus Benchmarks based on previous assessment information.</p> <p><i>PRACTICE and APPLY</i></p> <p><b>Independent Tasks -</b> Students will make connections and practice their reading strategies while reading independently. Students will read through pages 259-299 (Additional Independent reading time can be assigned for homelearning) (Additional Independent reading time can be assigned for homelearning)</p> <p><b>Task 1:</b></p> <ol style="list-style-type: none"> <li>Students will continue reading to page 299 and then make connections.</li> <li>Students will wrap up reading by clarifying key dates and points and elements of the novel.</li> </ol> <p><b>Collaborative Learning –</b> Students negotiate with peers, discussing ideas and information, or engage in inquiry with others to use what they have learned during independent reading.</p> <p><b>Task 2:</b></p> <ol style="list-style-type: none"> <li>Students will read and reread in groups through to page 299 and analyze sections of The Perfect Storm for various story elements. As a group, they will record their observations in the chart below.</li> </ol> <table border="1" data-bbox="493 951 964 1266"> <thead> <tr> <th>Date</th> <th>Event</th> <th>People Involved</th> <th>Setting</th> </tr> </thead> <tbody> <tr> <td>September 23<sup>rd</sup></td> <td></td> <td>The crew of the Andrea Gail and their family/friends</td> <td></td> </tr> <tr> <td>September 24<sup>th</sup></td> <td>Andrea Gail crew start fishing</td> <td></td> <td>The Tail of the Great Banks</td> </tr> <tr> <td>October 3<sup>rd</sup></td> <td></td> <td>Billy Tyne/Robert Jordan</td> <td>The Tail of the Banks/ 2 boats are 2 miles apart, the Andrea Gail and Mary F</td> </tr> <tr> <td>October 12<sup>th</sup> (approximate)</td> <td>The Andrea Gail knocked over by huge wave</td> <td></td> <td></td> </tr> <tr> <td>October 13<sup>th</sup> (approximate)</td> <td>The Andrea Gail heads for Fathom 500, after getting fuel from the Mannah <u>Boats</u> / the ice machine is not working.</td> <td></td> <td>The Tail of the Great Banks</td> </tr> <tr> <td>October 14<sup>th</sup></td> <td></td> <td></td> <td></td> </tr> <tr> <td>October 26<sup>th</sup></td> <td>The owner and the crew of the Starbuck discuss the changing weather</td> <td>The crew of the Andrea Gail/ Linda <u>Starbuck</u></td> <td>44 33<sup>rd</sup> degree north, 65 03<sup>rd</sup> degree west Heading for the Great South Channel between Georges Bank and Cape Cod</td> </tr> </tbody> </table> <p><b>Task 3: Double Entry Reading Response Journal</b></p> <ol style="list-style-type: none"> <li>Students will continue responding in reading journal that is designed to allow students to reflect and think more deeply about their reading. The journal will help students to remember what they have read, highlight important moments from the reading, think through the reading and to find their interest in the reading. (Teacher should explicitly model how to complete the journal with students before releasing them to complete the journal entries independently.)</li> </ol>	Date	Event	People Involved	Setting	September 23 <sup>rd</sup>		The crew of the Andrea Gail and their family/friends		September 24 <sup>th</sup>	Andrea Gail crew start fishing		The Tail of the Great Banks	October 3 <sup>rd</sup>		Billy Tyne/Robert Jordan	The Tail of the Banks/ 2 boats are 2 miles apart, the Andrea Gail and Mary F	October 12 <sup>th</sup> (approximate)	The Andrea Gail knocked over by huge wave			October 13 <sup>th</sup> (approximate)	The Andrea Gail heads for Fathom 500, after getting fuel from the Mannah <u>Boats</u> / the ice machine is not working.		The Tail of the Great Banks	October 14 <sup>th</sup>				October 26 <sup>th</sup>	The owner and the crew of the Starbuck discuss the changing weather	The crew of the Andrea Gail/ Linda <u>Starbuck</u>	44 33 <sup>rd</sup> degree north, 65 03 <sup>rd</sup> degree west Heading for the Great South Channel between Georges Bank and Cape Cod
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## **Vocabulary for The Perfect Storm:**

Intermittently: adj. sporadically: at irregular intervals:

Tether: n. a rope or a chain to bind

Hull: n. a frame or a body of a ship

Incredulously: adv., in a way that expresses disbelief

Hoist: v. to raise or to haul up

Flail: v. to move vigorously or erratically, to thrash about

Hypothermic: adj. having an abnormally low body temperature

Maelstrom: n. a violent or turbulent situation

Despondent: adj. without hope, dejected

Amalgam: n. a mixture of diverse elements



**Standard Focus Lesson** -Teacher will explicitly pre-teach key vocabulary and the use of context clues to determine vocabulary meanings. – Use examples of vocabulary in context to pre-teach vocabulary.

**LA.910.1.6.3** Context Clues

**LA.910.1.6.8** Analyze Words/phrases

### Using Context Clues:

You can often figure out the meaning of an unfamiliar word by looking at the **context clues**. Context clues are words and sentences that surround an unfamiliar word. For example, you read this sentence from a selection:

“You’ll want to join me for a talk this evening,” said Grandma in a stern tone that told me this was an edict rather than a polite invitation.

To find the meaning of *edict*, look at clues such as “stern tone” and “rather than a polite invitation.” These words suggest that Grandma is being firm and demanding. The words “rather than” suggest that *edict* may be the opposite of *invitation*. You can use these clues to guess that an edict is a command. Sometimes context clues aren’t in the same sentence as the unfamiliar word or phrase. Clues might come before or after the sentence. They might even come before or after the paragraph.

**Context clues** are details that clarify the meaning of a word. These clues are sometimes obvious and sometimes not so obvious. If you know what to look for, though, and read carefully, you can often figure out the meaning of an unfamiliar word.

Here are some examples of different types of context clues:

- **Definition**  
The phrase “a concentrated liquid” defines *distillate*.
- **Figurative language**  
The figurative language “as abrasive as” tells you that the author is comparing a man’s beard with sandpaper. This can help you figure out that *abrasive* means “rough.”
- **Multiple-meaning words**  
The word *obscure* has four meanings: (1) not clearly expressed, (2) not well known, (3) hidden, and (4) not distinct. The phrase “longed for fame” coupled with “but” tells you that *obscure* in this sentence means “not well known.”

Here’s an example of the type of context question you might find on the FCAT Retake test.

### Sample Item Context Clues

The sample item below is based on “Walking” on page G–12.

Read this sentence from “Walking.”

**They are all, somehow, one plant, each with a share of communal knowledge.**

What does the word *communal* mean as used in the sentence above?

- A. actual
- B. basic
- C. diverse
- D. mutual

**Standard Focus Lesson** - Teacher explicitly teaches lesson on main idea and detail. – Define and provide examples of main idea and detail on the board, overhead, or smart board. Have students practice by identifying additional details for the main idea.

**LA.910.1.7.3** Main Idea

**LA.910.1.7.3** Relevant details

**Main Idea:**

The **gist** or main idea is the most important point a writer wants to make. A piece of writing can have an overall message, such as “Although Sandra misses Denver, she begins to appreciate the beauty of New Orleans” Often a main point is easy to identify because it is clearly stated. It answers the question “What is this selection or excerpt about?” Stated main ideas are sometimes found in the first or last sentence of a paragraph.

Read the paragraph below and identify what it is mainly about.

New Orleans has many tourist attractions. You may want to begin your visit by dropping by the aquarium, located near the Mississippi River. Afterward, wander through the French Quarter, an old section of the city that has shops, restaurants, and unique architecture. While you’re in the French Quarter, visit the open-air restaurants near the river for some beignets, a fried pastry sprinkled with powdered sugar. New Orleans also has a large zoo, located in Audubon Park in the Uptown area. One of the main attractions in the city is the Garden District. You can ride the streetcars there to view beautiful old homes built during the 1800s.

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The first sentence, “New Orleans has many tourist attractions,” is the main point of the paragraph. All the remaining sentences support the main point by giving examples of tourist attractions found in New Orleans. Remember, however, that the main point may not always be stated in the first sentence of a paragraph. Sometimes the gist is implied. In the following example, you have to “read between the lines” to figure out the main point. Paying careful attention to details can help you identify an implied main idea.

Read the following paragraph and identify what it is mainly about.

A human bone is made up of hard tissue with tiny tunnels running through it. Blood vessels passing through these tunnels carry nutrients and oxygen to bone cells. The center of the bone is filled with marrow, a soft tissue. The marrow has several functions, including storing fat and making blood cells.

All the details in the paragraph above help you identify the implied main idea, which is “A human bone and its complex structure with many functions.”

Here's an example of a "big picture" question similar to one that you might find on the FCAT Retake test.

The sample item below is based on "Swing Is the Thing!" on page G-6.

Which statement best expresses the main idea of the article?

- A. Art forms are fads that are enjoyed temporarily.
- B. Personal preferences influence musical appreciation.
- C. The value of music lies in how it enhances human lives.
- D. The success of an artist is measured by future generations.

### **Identifying Supporting Details**

Supporting details tell more about a selection. They add depth, color, and interest to a piece of writing. Supporting details might answer questions such as *Who? What? When? Where? How?* or *Why?* They might also appeal to your senses by describing how something feels, looks, sounds, smells, or tastes. Examples, descriptions, and facts or figures are forms of supporting details.

Here's an example of a "supporting or relevant detail" question similar to one that you might find on the FCAT Retake test.

### **Sample Item Relevant Details**

The sample item below is based on "Swing Is the Thing!" on page G-6.

According to the article, which musician helped America rediscover swing music?

- A. Frank Sinatra
- B. Duke Ellington
- C. Louis Armstrong
- D. Harry Connick Jr.

**Standard Focus Lesson** - Teacher explicitly teaches the lesson on the elements of a story such as setting and character traits using text – Define and provide examples of setting and character traits on the board, overhead, or smart board.

### LA.910.2.1.5 Setting, Character development

#### Analyzing Setting

The **setting** of a story is the place and time in which the events happen. Stories can be set in real or imaginary places. The events can happen in the past, present, or future. Setting can be an important part of the plot. It can help you understand why characters act as they do. Setting can influence a story’s overall meaning by creating a particular mood or atmosphere.

Here’s an example of a setting question similar to one that you might find on the FCAT Retake test.

#### Sample Item Setting

The sample item below is based on “A Day in the Stream” on page G–2.

How does the setting of the essay contribute to the development of the narrative?

- A. The description of the creek provides an opportunity to explain how the fishing gear is used.
- B. The abundance of fish in the wilderness stream allows for a detailed description of fly-fishing.
- C. The remote dude ranch furnishes the background for the fly-fishing adventure experienced by the client.
- D. The family vacation destination presents a location where the family members can enjoy activities together.

#### Analyzing Characters

At the beginning of a story, readers meet the character or characters in the story. Characters can be people or animals. The author of a story reveals the characters’ traits through what the characters say or do or through what other characters say about them.

You can analyze a character by asking these questions as you read a story:

- What is this character feeling?
- Why does the character do certain things in the story?
- How does this character react to other characters in the story?
- How does this character change in the story?

A character in a story has certain traits, or qualities, that set him or her apart from other characters. As a reader, you discover a character’s traits as the story unfolds.

Here’s an example of a character development question similar to one that you might find on the FCAT Retake test.

#### Sample Item Character Development

The sample item below is based on “Woman with Flower/Offspring” on page G–15.

Which phrase best describes both the gardener in “Woman with Flower” and the speaker in “Offspring”?

- A. devoted but anxious
- B. distressed but cautious
- C. attentive but impractical
- D. industrious but indecisive

**Standard Focus Lesson -** Teacher explicitly teaches the lesson on point of view – Define and provide examples of point of view on the board, overhead, or smart board.

**LA.910.2.1.5** Character POV

**Point of View**

Every selection is written from a certain point of view. In **first-person point of view**, the story is narrated by one of its characters. As a result, the reader experiences only what that character knows and observes. In **third-person point of view**, the narrator does not participate in the action and is not a character in the story. If the third-person narrator focuses on only one character’s thoughts and actions, the author is using a **limited point of view**. If the narrator knows about all the characters’ thoughts and feelings, the story is being told from an **omniscient point of view**.

Here’s an example of a character point of view question similar to one that you might find on the FCAT Retake test.

**Sample Item Character Point of View**

The sample item below is based on “Woman with Flower/Offspring” on page G–15.

Which statement best expresses the speaker’s point of view in the first stanza of the poem “Offspring”?

- A. Children are destined to fulfill their parents’ dreams.
- B. Children should follow the path set for them by their parents.
- C. Parents should teach their children about their family heritage.
- D. Parents will be overshadowed by their children’s accomplishments.

**Standard Focus Lesson** - Teacher explicitly teaches the lesson on the element of conflict using text – Define and provide examples of conflict on the board, overhead, or smart board.

### **Conflict**

In most stories the main character faces a **conflict**. As you know, this struggle is often between two characters. Conflict can also occur

- within a single character (for example, a young woman longs to be independent but is afraid to act without her parents' advice)
- between a character and a force of nature (for example, an explorer battles a blizzard)
- between a character and society (for example, a young attorney battles to change a law)

Here's an example of a conflict question similar to one that you might find on the FCAT Retake test.

### **Sample Item Conflict**

The sample item below is based on "Finding the Center" on page G-9.

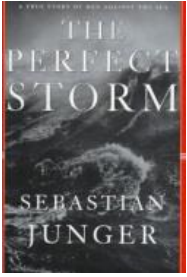
Which sentence best expresses the central conflict in the passage?

- A. "When classes ended for the day, he slipped into the art room, planning to throw a vase on the potter's wheel in the hope of finishing at least one thing before reporting for cross country practice."
- B. "Sometimes his crammed schedule seemed barely manageable, a whirl of commitments and responsibilities encircling him, with each on the brink of spinning beyond his reach at any moment."
- C. "A handful of his teammates had already completed the practice course, but others still trailed behind."
- D. "The uncooperative clay slumped to one side and collapsed into a misshapen pile."

**Read and Say Something-** Readers choose a partner. Each pair is given a single copy of the reading selection. They decide if they will read aloud or silently. After they read the first several paragraphs, they are to stop and say something to their partners about what they have read. Each partner takes a turn. Partners can comment on what was just read, make predictions about what will happen next, make connections, or discuss parts that are confusing. Continue reading the text, stopping at natural or convenient places in the text (i.e. chapters, sections, etc.). Teachers may provide stem starters for Say Something comments (Beers, 2003).

**Double Entry Journal-**Students are required to divide a piece of notebook paper in half lengthwise. In the left-hand column, the student should lift information directly from the text. The student may choose one word, a phrase a sentence, summarize a passage if it is a long section, write a confusing part, write a word they don't know, etc. In the right-hand column, the student should write down thoughts or inferences about the selected text.

# The Book



## **About the Book**

With its nail-biting suspense and nonstop action, *The Perfect Storm* has the makings of a superb thriller. But this story of a once-in-a-century meteorological occurrence, the lives it changed, and the lives it claimed is achingly real. Sebastian Junger's account of the fate of a group of sword fishermen battling a storm off the Newfoundland coast opens a door into the world of commercial fishing, historically among the most dangerous of occupations. Junger reveals how a finite supply of fish forces boats farther out to sea, and in increasingly hazardous conditions. He explains the unique set of circumstances that led to a storm of unpredictable strength and how even the most advanced technology cannot warn or prepare us for the whims of nature. And he shows us the sea in all its power: the gray horizon at dawn; the maelstrom of wind, water, and rain that make up a nor'easter; and the precise structure of a tidal wave the size of an office building as it curves and falls, playing havoc with any ship that dares to cross its path.

For some the life of a fisherman is a necessity; for others a necessary challenge. With compassion and empathy Junger profiles the people whose lives intersected with that incredible storm: those lucky enough to dodge it, those who fought it and won, and those who disappeared. The crew of the *Andrea Gail* left no message in a bottle, no clues about their final thoughts and actions. But Junger's careful piecing together of similar experiences, and his vivid depictions of a storm the likes of which had never before been witnessed, place us in the moment and in the hearts and minds of these doomed men. We know the fate of the *Andrea Gail*'s crew before we turn the first page, and yet we find ourselves hoping they'll survive. Such is the power of Junger's account--and we find that fact is often more incredible, more thrilling, and more affecting than fiction.

## **The Author**



Sebastian Junger is a novelist who lives in Cape Cod and New York. He was born in 1962 in Massachusetts.

*The Perfect Storm* was his first book and he actually lived in Gloucester, the setting of the book, when he was writing it. Junger has written a collection of different books throughout his career.



## ***Perfect Storm*** Character Chart

<b>Name</b>	<b>Appearance</b>	<b>Personality Traits</b>	<b>Job</b>	<b>Family</b>
Ethel Shatford				
Bobby Shatford				
Chris Cotter				
Dale Murphy				
Michael Moran				

## *Perfect Storm* Elements Chart

Date (1991)	Event	People Involved	Setting
September 20 <sup>th</sup>		The crew of the <i>Andrea Gail</i> and their families/friends	
September 27 <sup>th</sup>	<i>Andrea Gail</i> crew start fishing		The Tail of the Great Banks
October 8th		Billy Tyne/Albert Johnston	The Tail of the Banks/ 2 boats are 2 miles apart; the <i>Andrea Gail</i> and <i>Mary T</i>
October 12 <sup>th</sup> (approximately)	The <i>Andrea Gail</i> knocked over by huge wave		
October 19 <sup>th</sup> (approximately)	The <i>Andrea Gail</i> heads for Flemish Cap, after getting fuel from the <i>Hannah Boden</i> / the ice machine is not working		The Tail of the Great Banks
October 24 <sup>th</sup>			
October 26 <sup>th</sup>	The owner and the crew of the <i>Satori</i> discuss the changing weather	The crew of the <i>Andrea Gail</i> /Linda Greenlaw	44:25 <sup>0</sup> degrees north, 40:05 <sup>0</sup> degrees west  Heading for the Great South Channel between Georges Bank and Cape Cod

### Vocabulary: Check for Understanding

For each phrase in the first column, find the phrase in the second column that is closest in meaning. Write the letter of that phrase in the blank.

- |       |                             |                                       |
|-------|-----------------------------|---------------------------------------|
| _____ | 1. an unusual mixture       | A. <b>hoist</b> the Stars and Stripes |
| _____ | 2. attach the chain         | B. <b>flail</b> furiously             |
| _____ | 3. thrash about vigorously  | C. disturbingly <b>hypothermic</b>    |
| _____ | 4. a good-looking frame     | D. interrupt <b>intermittently</b>    |
| _____ | 5. examining with disbelief | E. a <b>despondent</b> sailor         |
| _____ | 6. temperature way too low  | F. tie the <b>tether</b>              |
| _____ | 7. a terrifying situation   | G. handsome <b>hull</b>               |
| _____ | 8. cut in at intervals      | H. amazing <b>amalgam</b>             |
| _____ | 9. Raise the flag           | I. inspecting <b>incredulously</b>    |
| _____ | 10. A discouraged captain   | J. a monstrous <b>maelstrom</b>       |

## Analyze Literature: Conflict

**Person vs. person** ( the struggle between one character and another character)

**Person vs. nature** ( the struggle between a character and natural events, the environment, or disease)

**Person vs. Self** (the struggle between a character and himself or herself over a decision that must be made)

## Identifying Elements of Narrative Nonfiction

Conflict

Characters

Setting

*Perfect Storm* Vocabulary Quiz

**Multiple Choice Questions**

1. a rope or chain connecting two things

- a. Hoist
- b. Tether
- c. Flail
- d. Hull

2. without hope; dejected

- a. Tether
- b. Hypothermic
- c. Hoist
- d. Despondent

3. to move vigorously or erratically; thrash about

- a. Hoist
- b. Hull
- c. Tether
- d. Flail

4. in a way that expresses disbelief

- a. Maelstrom
- b. Hull
- c. Incredulously
- d. Intermittently

5. having an abnormally low body temperature

- a. Hypothermic
- b. Hoist
- c. Despondent
- d. Tether

**True/False Questions**

6. Hull → to move vigorously or erratically; thrash about

True      False

7. Maelstrom → a violent or turbulent situation

True      False

8. Amalgam → a violent or turbulent situation

True      False

9. Intermittently → in a way that expresses disbelief

True      False

10. Hoist → the frame or body of a ship

True      False

## Analyze Literature: Conflict

A **conflict** is a struggle between two forces in a literary work. A plot introduces a conflict, develops it, and eventually resolves it. In an **external** conflict, a main character struggles against another character, against forces of nature, against society or social norms, or against fate. In an **internal** conflict, a main character struggles against an element or within him or herself.

- A. As you read the quotes from chapters in *The Perfect Storm*, place a check mark in the appropriate column to identify which character(s) is/are being described in terms of the conflict. This could be an external or internal conflict.

Information from the Text	Bobby	Billy	Chris	Ethel
'One of Bobby's eyes is the color of an overripe plum. Did I do that?' (Gloucester, Mass., 1991)				
'trying to maintain her composure, goes around the room hugging all the men. The only person she doesn't hug is Alfred because she doesn't know him well enough.' (God's Country)				
'We'll see you when we get back. He walks across the dock and jumps down onto the deck of the boat.' (God's Country)				
'He's standing by Chris looking down at the floor and she's holding his hand and neither of them is saying much.' (God's Country)				
'Work is what's keeping them from going home, and they all want to go home. The more fish they catch, the sooner the trip's over...' (God's Country)				
'He's looking for that temperature discontinuity, that concentration of plankton, mackerel, and squid. In five good sets they could turn this trip around. He knows it. Ice or no ice, he's not going back in until they do.' (The Flemish Cap)				
'It was called an extreme nor'easter by U.S. scientists and ranked as one of the five most intense storms from 899-1991. It had the highest significant wave heights either arrived at by measurement or calculation.' (The Barrel of the Gun)				
'It was he, after all, who had those terrible misgivings the day they left. The last afternoon on the dock he came within a hair's breadth of saying no-' (Graveyard of the Atlantic)				
'They were drinking beer and waiting for the news.' (Into the Abyss)				

- B. When you finish the Analyze Literature: Conflict chart, on separate sheet of paper, write a paragraph describing one of the types of conflicts one of the main characters in *The Perfect Storm* faced. Cite evidence from the text to support your analysis.



**Read the selection, and then answer the questions.**

From “The Perfect Storm” by Sebastian Junger

All collapsed, and the great shroud  
of the sea rolled on as it had  
five thousand years ago.

—Herman Melville, *Moby Dick*

By the time word has spread throughout Gloucester that the fleet’s in trouble, the storm has retrograded to within 350 miles of Cape Cod and developed such a steep pressure gradient that an eye starts to form. Satellite photos show a cyclonic swirl two thousand miles wide off the East Coast; the southern edge reaches Jamaica and the northern edge reaches the coast of Labrador. In all, three quarters of a million square miles of ocean are experiencing gale-force conditions, and an area three or four times that is indirectly involved in the storm. On the satellite photos, moist air flowing into the low looks like a swirl of cream in a cup of black coffee. Thick strands of white cloud-cover and dark Arctic air circle one-and-a-half times around the low before making it into the center. The low grinds steadily toward the coast, intensifying as it goes, and by the morning of October 30th it has stalled two hundred miles south of Montauk, Long Island. The worst winds, in the northeast quadrant, are getting dragged straight across Gloucester Harbor and Massachusetts Bay.

So sudden and violent are the storm’s first caresses of the coast that a tinge of hysteria creeps into the local weather bulletins: UNCONFIRMED REPORTS OF TWO HOUSES COLLAPSING HAVE BEEN RECEIVED FROM THE GLOUCESTER AREA...OTHER MASSACHUSETTS LOCATIONS UNDER THE GUN...SEAS OF 25 TO 45 FEET HAVE OCCURRED TODAY FROM GEORGES BANK EAST...THE DANGEROUS STORM ASSOCIATED WITH HIGH SEAS IS MOVING SOUTHEAST CLOSER TO NEW ENGLAND.

The first coastal flood warnings are issued at 3:15 AM on the 29th, based mainly on reports from Nantucket of sustained winds up to 45 knots. Predictions from the Weather Service’s computers are systematically exceeding almost all atmospheric models for the area, and high tides are predicted to be two to three feet above normal. (These predictions, as it turns out, will be way too low.) The warnings go out via satellite uplink along something called the NOAA Weather Wire, which feeds into local media and emergency services. By dawn, radio and television announcers are informing the public about the oncoming storm, and the state Emergency Management Agency is contacting local authorities along the coast to make sure they take precautions. The EMA is based in Framingham, Massachusetts, outside of Boston, and has direct lines to Governor Weld’s Office, the National Guard, the State Police barracks, and the National Weather Service. Any threat to the public health is routed through the EMA. If local communities don’t have the resources to cope, state agencies step in; if state agencies can’t handle it, the federal government gets called. The EMA is set up to handle everything from severe thunderstorms to nuclear war.

October 30th, on shore, is deceptively calm and mild; oak leaves skitter down the street and the midday sun has a thin warmth to it that people won’t feel again until spring. The only sign that something is amiss is along the coast, where huge grey swells start to roll in that can be heard miles inland. Swells are the outriders of sea weather, and if they keep getting bigger, the weather is approaching. The Gloucester Police Department blocks access to the shore but people go anyway, parking their cars half a mile away and walking through the rising wind and rain to hilltops where they can look out to sea. They are greeted by an ocean that has been wholly transformed. Swells march shoreward from the horizon in great, even bands, their white crests streaming sideways in the wind and their ranks breaking, reforming, and breaking again as they close in on Cape Ann. In

the shallows they draw themselves up, hesitate, and then implode against the rocks with a force that seems to shake the entire peninsula. Air trapped inside their grey barrels gets blown out the back walls in geysers higher than the waves themselves. Thirty-foot seas are rolling in from the North Atlantic and attacking the town of Gloucester with a cold, heavy rage.

By midafternoon the wind is hitting hurricane force and people are having a hard time walking, standing up, being heard. Moans emanate from the electric lines that only off-shore fishermen have ever heard before. Waves inundate Good Harbor Beach and the parking lot in front of the Stop-n-Shop. They rip up entire sections of Atlantic Road. They deposit a fifteen-foot-high tangle of lobster traps and sea muck at the end of Grapevine Road. They fill the swimming pool of a Back Shore mansion with ocean bottom rubble. They suck beach cobbles up their huge faces and sling them inland, smashing windows, peppering lawns. They overrun the sea wall at Brace Cove, spill into Niles Pond, and continue into the woods beyond. For a brief while it's possible to surf across people's lawns. So much salt water gets pumped into Niles Pond that it overflows and cuts Eastern Point in half. Eastern Point is where the rich live, and by nightfall the ocean is two feet deep in some of the nicest living rooms in the state.

In several places around the state, houses float off their foundations and out to sea. Waves break through a thirty-foot sand dune at Ballston Beach in Truro and flood the headwaters of the Pamet River. Six-thousand-pound boat moorings drag inside Chatham Harbor. The Pilgrim Nuclear Power Plant...shuts down because seaweed clogs the condenser intakes. A Delta Airlines pilot at Logan is surprised to see spray from breaking waves top the two hundred-foot cranes on Deer Island; just sitting on the runway, his airspeed indicator clocks eighty miles an hour. Houses are washed out to sea in Gloucester, Swampscott, and on Cape Cod. Rising waters inundate half of the town of Nantucket. A man is swept off the rocks in Point Judith, Rhode Island, and is never seen again, and a surfer dies trying to ride twenty-foot shore break in Massachusetts. Plum Island is cut in half by the waves, as is Hough's Neck and Squantum, in Quincy. Over one hundred houses are destroyed in the town of Scituate, and the National Guard has to be called out to help the inhabitants evacuate. One elderly woman is taken from her house by a backhoe while surf breaks down her front door.

The winds have set so much water in motion that the ocean gets piled up against the continent and starts blocking the rivers. The Hudson backs up one hundred miles to Albany and causes flooding, and the Potomac does the same. Tides are five feet above normal in Boston Harbor, within one inch of an all time Boston record. Had the storm occurred a week earlier, during the highest tides of the month, water levels would be a foot and a half higher, flooding downtown Boston. Storm surge and huge seas extinguish Isle of Shoals and Boone's Island lighthouses off the coast of Maine. Some Democrats are cheered to see waves obliterate the front of President Bush's summer mansion in Kennebunkport. Damage along the East Coast surpasses one and a half billion dollars, including millions of dollars in lobster pots and other fixed fishing gear.

"The only light I can shed on the severity of the storm is that until then, we had never—ever—had a lobster trap move offshore," says Bob Brown. "Some were moved thirteen miles to the west. It was the worst storm I have ever heard of, or experienced."

1. The author builds the drama in this excerpt through the use of all of the following except
  - A. vivid imagery.
  - B. present tense.
  - C. action verbs.
  - D. rhetorical questions.
  
2. In paragraph 2, why is one section capitalized?
  - A. because it is the most important information of the excerpt.
  - B. to emphasize the tone of the local weather bulletins.
  - C. to warn people to move inland before the storm.
  - D. because meteorologists were hysterical with fear when they wrote it.
  
3. According to this excerpt, when does the federal government get involved with a potential natural emergency?
  - A. at the first forecast of a storm
  - B. after local communities exhaust their resources
  - C. when state agencies cannot cope with the emergency
  - D. only after the situation is declared a disaster
  
4. In paragraph 5, what does "inundate" mean?
  - A. flood
  - B. destroy
  - C. pound
  - D. churn
  
5. What factor prevented this storm from causing even more damage?
  - A. seawalls
  - B. lower tides
  - C. sand dunes
  - D. mild winds
  
6. Information in this excerpt is presented
  - A. spatially.
  - B. metaphorically.
  - C. haphazardly.
  - D. chronologically