



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 4: Unit 2: Lesson 3**

### **Analyzing Images and Language: Inferring about the Natural Disaster in *Eight Days***



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze how visual and multimedia elements add to the meaning, tone, or beauty of literary text. (RL.5.7)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)

**Supporting Learning Targets**

- I can analyze how images in *Eight Days* are used to add to the meaning of the text and convey the narrator's experience of a natural disaster.
- I can analyze the meaning of figurative language in *Eight Days* to better understand the narrator's experience of a natural disaster.

**Ongoing Assessment**

- Independent reading
- Image Analysis sheet
- Language Analysis T-chart (in journal)



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none"><li>A. Homework Review (5 minutes)</li><li>B. Engaging the Reader (5 minutes)</li></ul> <p>2. Work Time</p> <ul style="list-style-type: none"><li>A. Analyzing Images (20 minutes)</li><li>B. Analyzing Figurative Language (20 minutes)</li></ul> <p>3. Closing and Assessment</p> <ul style="list-style-type: none"><li>A. Debrief and Review of Learning Targets (10 minutes)</li></ul> <p>4. Homework</p> <ul style="list-style-type: none"><li>A. Read your independent book to look for two or three examples of images or figurative language. Mark these examples with evidence flags. Reflect on the following question in writing in your journal: How do images or figurative language in your text help you understand the experience of the characters in your book?</li></ul>	<ul style="list-style-type: none"><li>• This lesson is the third in a series of three that are focused on inferring about the human experience of natural disasters through analysis of the text <i>Eight Days: A Story of Haiti</i>.</li><li>• In the previous lessons, students read the text for the gist, began discussing and inferring about events in the text, and then moved on to take notes and gather quotes for a deeper analysis of the narrator's experience. In Lesson 2, they focused on how the narrator's point of view influences how events are described (RL.5.6) in the story. Now, in this lesson, students continue their analysis of the text by examining figurative language (L.5.5) and images in the text (RL.5.7). Students use this deeper analysis to develop a response to the unit's guiding question: "What can literature about natural disasters teach us about their impact on the people who experience them?"</li><li>• In Work Time A of this lesson, students will think about how the images in <i>Eight Days</i> use color and consider how specific details from the text add meaning to the story. Students discuss how color can communicate certain emotions to a viewer. Consider showing students images from color field artists such as Mark Rothko, Helen Frankenthaler, Sam Gilliam, and Alma Thomas to further illustrate how color can illicit emotions in viewers. For more support with art literacy instruction see <a href="http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/VAbp2007.pdf">http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/VAbp2007.pdf</a> or collaborate with an art teacher or specialist in your building.</li><li>• Then in Work Time B, students move on to analyze figurative language. They begin with an analysis of the figurative language found in <i>Eight Days</i> as a scaffold toward the more complex analysis of similes, metaphors, and idioms in the narrative that students will read in Lessons 4 and 5. This is a reinforcement of skills learned in Module 1 while working with <i>Esperanza Rising</i>.</li><li>• In advance:<ul style="list-style-type: none"><li>– Group students intentionally, ideally in heterogeneous groups of four (same as in Lesson 1).</li><li>– Post groups' Analysis Notes for <i>Eight Days</i> anchor charts from Lesson 2. These will be added to at the end of Work Time B.</li></ul></li><li>• Review: Fist to Five protocol in Checking for Understanding techniques (see Appendix).</li></ul>



Lesson Vocabulary	Materials
analyze, image, meaning, convey, color, interpret, figurative language; in my mind I played (1), entire (3), crackled, sparked (8), solo (9–10)	<ul style="list-style-type: none"><li>• Unit 2 guiding question (posted in Lesson 1)</li><li>• What Do We Know about Natural Disasters? anchor chart (begun in Unit 1)</li><li>• <i>Eight Days: A Story of Haiti</i> (book; one per student)</li><li>• Document camera or overhead projector</li><li>• Image Analysis Questions (one for display)</li><li>• Image Analysis Questions (answers, for teacher reference)</li><li>• Journals (students' own)</li><li>• Figurative Language Analysis T-chart (new, teacher-created, one for display)</li><li>• Figurative Language Analysis T-chart (example, for teacher reference)</li><li>• Analysis Notes for <i>Eight Days</i> anchor charts (each group's own; from Lesson 2)</li><li>• Evidence flags (three per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their independent reading book with evidence flags that they completed for homework. Have them partner with another student for sharing.</li> <li>• Remind them that their homework was to read their independent book and determine the narrator's point of view in this text and to find two or three quotes that that they thought demonstrated how this point of view influenced the description of an event in the story.</li> <li>• Prompt students to share the point of view in their story as well as the evidence they marked and why they marked it. After 2 or 3 minutes, ask a few students to nominate their partners to share if they felt their partner had located strong evidence. Select a few volunteers to share with the whole class.</li> </ul>	
<p><b>B. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that they have been reading and analyzing the story <i>Eight Days</i> to infer how extreme natural events affect people. Tell them that yesterday they analyzed the point of view of the narrator, Junior, and how his perspective influenced how the events of the earthquake in Haiti are described.</li> <li>• Ask students to think about, then pair to share:             <ul style="list-style-type: none"> <li>* "What were we able to learn about the impact that the earthquake in Haiti had on humans or the environment from Junior's description of events in <i>Eight Days</i>?"</li> </ul> </li> <li>• Invite students to share their partner's response whole group. Listen for ideas such as: "Earthquakes frighten people," "They trap people," "Homes are destroyed," "Families are separated," "People are injured," etc.</li> <li>• Tell students that today they will analyze the images and language in the book in order to think more about the <b>Unit 2 guiding question</b>: "What can literature about natural disasters teach us about their impact on the people who experience them?" and add to the class <b>What Do We Know about Natural Disasters? anchor chart</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who struggle with language may be reluctant to share aloud voluntarily. Consider beginning the share with those students and warn them that they will start the sharing; this will give them an opportunity to prepare their statement.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>A. Analyzing Images (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the first learning target:           <ul style="list-style-type: none"> <li>* “I can analyze how images in <i>Eight Days</i> are used to add to the meaning of the text and convey the narrator’s experience of a natural disaster.”</li> </ul> </li> <li>• Ask students to recall and share out what they remember about the meaning of the word <i>analyze</i> (examine, study, evaluate).</li> <li>• Focus students’ attention on the word <i>images</i> in this target. Direct students to think about and discuss in groups what this word means. Cold call several students to share out. Listen for: “pictures,” “visual elements,” or similar ideas.</li> <li>• Point out the word <i>meaning</i> in the target. Ask students to think about how they would define this word in the context of the learning target. Invite a few students to share their thinking whole group. Listen for ideas like: “The message of a picture,” “The way pictures help the reader ‘see’ what is happening or being described in the story,” “The feelings the image expresses,” etc.</li> <li>• Next, draw students’ focus to the phrase “convey the narrator’s experience.” Remind students that in the previous lesson they identified the narrator in this story to be Junior. Ask:           <ul style="list-style-type: none"> <li>* “What do you think it means to <i>convey</i> someone’s experience?”</li> </ul> </li> <li>• After providing a few seconds for them to think, invite a few students to share. Listen for: “Tell about what happened to someone” or “Share what an experience was like for a person.”</li> <li>• Tell students that meaning of the word <i>convey</i> means to communicate or express. Another way to explain this target is that they will think about how the pictures in the text help communicate what happened to Junior. They will do this by focusing on the <i>colors</i> and details in the images of the text.</li> <li>• Explain that artists incorporate specific colors in their images to convey a message (meaning) to a viewer or reader (if the images are in a book), just as an author uses specific words to help the reader understand the message. Similarly, artists think carefully about where they place objects and people in a picture to help convey the message (meaning). Colors are often used to convey a mood or emotion in a piece of art. Tell students that today they will focus on the colors used in the artwork of <i>Eight Days</i> and to think about how these colors convey a message about Junior’s emotions as he experienced this natural disaster.</li> <li>• Tell students that in order for them to analyze how color in the images contributes to the meaning of the text, they will go back into the book and focus on:           <ul style="list-style-type: none"> <li>– The colors the artist used in the images</li> <li>– Details from the story that the artist included in the images</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider creating an anchor chart about images for students that lists the words associated with images, especially those in the learning targets, and the definitions or synonyms for students to refer to throughout the unit.</li> <li>• Write and post the instructions for how to analyze images for students to refer to as they work.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students to turn to pages 5 and 6 of their book <i>Eight Days</i> (“On the second day ...”). Using a <b>document camera</b>, display the <b>Image Analysis Questions</b> for all students to see.</li> <li>• Read the first questions aloud:             <ul style="list-style-type: none"> <li>* “What are the main colors used on these pages? What feeling(s) or emotions do these colors convey to the viewer?”</li> </ul> </li> <li>• Direct students to closely examine, and then discuss, the image on page 5 to answer these questions.</li> <li>• After 1 or 2 minutes, cold call students to share their thinking whole group. Listen for: “Mostly dark blue color is used,” “There are small bits of lighter colors around his family members,” “It is dark, which makes me think it is scary, like nighttime,” “Little bits of light in the dark make me think of hope, because there are small bits of happy colors like yellow, which make me think of the sun or joy,” and similar observations—see <b>Image Analysis Questions (answers, for teacher reference)</b> in the supporting materials. Record students’ ideas below the first Image Analysis Question.</li> <li>• Read the next question aloud:             <ul style="list-style-type: none"> <li>* “Examine the characters and objects in this image. What detail(s) from the story does the artist emphasize in the image?”</li> </ul> </li> <li>• Ask students to think about and discuss this question with their group members.</li> <li>• After 1 or 2 minutes, invite several students to share out. Listen for: “members of his family searching,” “Junior’s face,” etc. Record students’ ideas below the second image question. Leave questions and responses displayed for student reference.</li> <li>• Pose the final analysis question to students:             <ul style="list-style-type: none"> <li>* “What <i>meaning</i>, or message, is the artist trying to help the reader understand about this event?”</li> </ul> </li> <li>• Give students 2 minutes to think about and discuss this question in groups. Cold call members from each group to share out. Listen for: “The artist and author want the reader to understand that even though Junior describes playing, he is really in a scary situation being trapped under his house,” “It is dark and he is lonely; he is thinking of his family searching for him,” and similar ideas.</li> <li>• Direct students to turn to the last two pages of the story (pages 19 and 20).</li> <li>• Allow groups 5 minutes to do the following:             <ol style="list-style-type: none"> <li>1. Read the Image Analysis Questions.</li> <li>2. View the image on pages 19 and 20.</li> <li>3. Think about and discuss with group members how you would respond to the first analysis question.</li> <li>4. Write your response to Question 1 on a blank page in your <b>journal</b>.</li> <li>5. Repeat the steps above for Questions 2 and 3.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Display the pictures/images from <i>Eight Days</i> as students are giving answers to the questions; highlight or circle the details they mention so students can see which details lead to analysis.</li> <li>• Write and post the directions of what to do with their groups when analyzing the images for students to refer to as they work.</li> <li>• Provide hints of what to focus on for each question for students who struggle with visual clues.</li> <li>• If students struggle with identifying emotions conveyed through colors (this may be an unfamiliar concept to some students), consider conducting a think aloud for students with pages 5 and 6.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Once students complete their analysis questions, invite several to share out whole group. Positively reinforce student references to specific details within the image and how the details add “meaning” to the story. Listen for students to share ideas such as: “The colors used are mostly bright blue, yellow, orange, green; I associate happiness and warmth with these colors,” “The artist emphasizes the family grouped together; I think the artist used these colors and these details to convey the joy Junior feels about being rescued and seeing his family again,” “The artist wants the reader to understand the sense of safety Junior feels about being rescued,” etc.</li> </ul>	
<p><b>B. Analyzing Figurative Language (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the final learning target:             <ul style="list-style-type: none"> <li>* “I can analyze the meaning of figurative language in <i>Eight Days</i> to better understand the narrator’s experience of a natural disaster.”</li> </ul> </li> <li>Ask students to consider and then briefly discuss what the word <i>analyze</i> means in the context of this target. Invite several students to share out. Listen for: “understand,” “determine,” and similar suggestions.</li> <li>Focus students’ attention on the phrase <i>figurative language</i> in this target. Tell students that <i>figurative language</i> usually refers to similes and metaphors (comparisons), idioms (expressions), or other nonliteral language (e.g., hyperbole, personification) used by authors to help create a lasting image in a reader’s mind.</li> <li>Tell students they are going to focus on the figurative language in <i>Eight Days</i> to further support their understanding of the narrator’s point of view as he is trapped and subsequently rescued after an extreme natural event—an earthquake.</li> <li>Display the <b>Figurative Language Analysis T-chart</b>. Direct students to create this T-chart in a new page of their journals.</li> <li>Read the first example of descriptive language: “The author used this figurative language ...” from p.1: “But in my mind, I played.” Focus students on the words <i>mind</i> and <i>played</i> in this line of text. Ask students to recall their discussion of this phrase from Lesson 1 and discuss in groups what it means to “play” in one’s “mind.”</li> <li>Invite members from each group to share their thinking. Listen for: “Playing in your mind’ means using your imagination,” “It means imagining fun things instead of thinking about what is going on, like sad events,” etc. Record students’ ideas on the right-hand side of the T-chart (next to the p.1 text), under “What the author literally means is ...”</li> <li>Tell students to do the following:             <ol style="list-style-type: none"> <li>1. Read through the remaining three examples of figurative language.</li> <li>2. Focus on the italicized words—what do they mean?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>If students are not familiar with, or have not been taught yet, the types of figurative language mentioned, take the opportunity for some mini lessons to teach these concepts.</li> <li>Add nonlinguistic visuals (such as simple drawings or icons) of each example of figurative language from the text on the T-chart. This helps students who struggle with language to be able to visualize what is being described.</li> <li>Write and post the directions for analyzing figurative language for students to refer to as they complete the T-chart.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p>3. Discuss interpretations with group members.</p> <p>4. Record your ideas about “What the author literally means is ...” next to each example on the right-hand side of the T-chart.</p> <ul style="list-style-type: none"> <li>• As students work, move throughout the room to offer support.</li> <li>• After 4 to 5 minutes, focus students whole group.</li> <li>• Direct their attention to the second example of figurative language and ask:               <ul style="list-style-type: none"> <li>* “What does the word <i>solo</i> mean? What is significant about the narrator repeating this word over and over? What does he want us to understand about how he is feeling?”</li> <li>* “What does this phrase <i>literally</i> mean?”</li> </ul> </li> <li>• Cold call students to share their thinking with the class—see <b>Figurative Language Analysis T-chart (example, for teacher reference)</b>.</li> <li>• Repeat with the third example:               <ul style="list-style-type: none"> <li>* “What does it mean to <i>sleep</i> but never <i>wake up</i>? Why would this narrator describe his friend that way? What could have happened to Oscar to cause him to never wake up?”</li> <li>* “What does this phrase <i>literally</i> mean?”</li> </ul> </li> <li>• Repeat with the fourth example:               <ul style="list-style-type: none"> <li>* “Is it possible to <i>never let go</i> of someone? How does the use of exaggeration help us understand what Junior is feeling after he is rescued and reunited with his family?”</li> <li>* “What does this phrase <i>literally</i> mean?”</li> </ul> </li> <li>• Direct groups to discuss and add one or two new ideas about WHO the narrator is to their <b>Analysis Notes for <i>Eight Days</i> anchor chart</b> (from Lesson 2), based on their language analysis.</li> <li>• After 1 or 2 minutes, cold call groups to share out a detail they added about WHO the narrator is. Listen for ideas such as: “lonely,” “creative,” “imaginative,” “can’t understand his friend’s death; calls it falling asleep and never waking up,” “relieved to see his family,” etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Color-code the T-chart so that each example of figurative language is in a different color in order to help students see the difference when a lot of text is displayed.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students together whole group for a round of Back-to-Back, Face-to-Face. Once students are with a partner, ask them to consider the first question. Give them a minute to think, then prompt them to stand face-to-face and discuss:               <ul style="list-style-type: none"> <li>* “How do images and figurative language contribute to the meaning (message) of a story?”</li> </ul> </li> <li>• Focus students’ attention and invite several of them to share out their ideas. Listen for: “Images help me understand how the character is feeling—scared or hopeful,” “The figurative language of ‘solo’ being repeated helps me understand how lonely Junior is,” “His description of Oscar as ‘falling asleep but never waking up’ helps me know that Junior is too young to directly talk about death,” etc.</li> <li>• Ask them to get back-to-back and remind them of the Unit 2 guiding question. Give them the following discussion prompt:               <ul style="list-style-type: none"> <li>* “After reading and analyzing the point of view, images, and language in <i>Eight Days</i>, “What can we infer about the impact of natural disasters on the people who experience them?”</li> </ul> </li> <li>• Ask students to pair to share their ideas and invite several students to share their thinking whole group.</li> <li>• Add their comments to What Do We Know about Natural Disasters? anchor chart. Listen for students to identify ideas similar to the following:               <ul style="list-style-type: none"> <li>– Natural disasters (such as earthquakes) can trap or endanger people’s lives.</li> <li>– Some people die during natural disasters.</li> <li>– Some people lose friends or family members during natural disasters.</li> <li>– People are often scared or afraid but act bravely during a natural disaster.</li> </ul> </li> <li>• Read each learning target aloud and ask students to use the Fist to Five protocol to demonstrate their mastery toward each target. Note students who show a three or lower, as they may need more support.</li> <li>• Distribute three <b>evidence flags</b> per student for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Intentionally partner ELL students with students who speak the same home language in order to discuss the question posed about figurative language.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read your independent book to look for two or three examples of images or figurative language. Mark these examples with evidence flags. Reflect on the following question in writing in your journal: How do images or figurative language in your text help you understand the experience of the characters in your book?</li> </ul>	



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## Supporting Materials



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Image Analysis Questions

1. What are the main colors used on these pages? What emotions do these colors convey to the viewer?

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2. Examine the characters and objects in this image. What detail(s) from the story does the artist emphasize in this image?

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3. What **meaning**, or message, is the artist trying to help the reader understand about the narrator's experience?

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Image Analysis Questions  
(Answers, for Teacher Reference)

*Note: These are possible answers. Students may have different interpretations of the use of color and details in the images of the text. Any answers that can be supported by evidence in the text are acceptable.*

1. What are the main colors used on these pages? What emotions do these colors convey to the viewer?

**For pages 5 and 6: This image has mostly dark blue colors with small bits of lighter colors around Junior's family. I think this shows how Junior feels scared but happy that his family is looking for him.**

**For pages 19 and 20: The colors used are mostly bright blue, yellow, orange, and green. I think this shows Junior's happiness at being found.**

2. Examine the characters and objects in this image. What detail(s) from the story does the artist emphasize in this image?

**For pages 5 and 6: The image has Junior's and Oscar's face peeking out from their hiding spots and his family searching for him.**

**For pages 19 and 20: The artist shows Junior's family hugging in front of their fallen house with a kite flying in the air.**

3. What meaning, or message, is the artist trying to help the reader understand about the narrator's experience?

**For pages 5 and 6: This image helps readers understand how scared Junior was, but how he was still hopeful about seeing his family again.**

**For pages 19 and 20: The artist wants the reader to understand the sense of happiness Junior feels about being rescued and with his family once again.**



Figurative Language Analysis T-Chart

The author used this figurative language ...	What this literally means ...
“But in my <i>mind</i> , I <i>played</i> .” (p.1)	
“ <i>Solo</i> ”—repeated (pp.9–10)	
“Oscar felt really tired and went to <i>sleep</i> . He <i>never woke up</i> .” (p.12)	
“... I hugged them so tight I thought I would <i>never let go</i> .” (p.19)	



Figurative Language Analysis T-Chart  
(Example, for Teacher Reference)

The author used this figurative language ...	What this literally means ...
“But in my <i>mind</i> , I <i>played</i> .” (p.1)	<b>Junior used his imagination.</b>
“ <i>Solo</i> ”—repeated (pp.9–10)	<b>Junior feels lonely, alone.</b>
“Oscar felt really tired and went to <i>sleep</i> . He <i>never woke up</i> .” (p.12)	<b>Junior’s friend Oscar died.</b>
“... I hugged them so tight I thought I would <i>never let go</i> .” (p.19)	<b>Junior is relieved and happy to see his family in real life and doesn’t want to be separated from them again.</b>