



English IV - ELL

Week 4

English IV, Week 4 Creating Perspectives

Activity 4.5 -Framing the Investigation

For the next three weeks, you will investigate how critical lenses can both shape and reveal perspectives about real-world events and issues.

In this activity, you will begin exploring the ways the media, public figures, and government organizations shape or construct the meaning of a historical event: Hurricane Katrina. You will start by reading several texts that help frame and contextualize the event.

Complete the tasks in the sequence presented.



Task 1: Defining and Understanding Critical Lenses (20 minutes)

- Read and annotate the explanations for the critical lenses that will be referenced in the upcoming tasks. Remember that Literary Theories are different ideas about how people react to what they read and see in art. Each one has a central theme that guides how to understand a novel, poem, picture, or painting.
- Reach out to your teacher if you have questions, or do some research online to learn more about these theories. A good overview video is <https://www.youtube.com/watch?v=MeWPNTcogRY>

Literary Theories

Archetypal Criticism:

These are symbols that every culture uses, like the hero's journey. They are often found in myths, songs, and stories.

- Certain images recur in texts from diverse cultures that share a common interpretation—water, sun, colors, trees, and settings such as gardens and deserts.
- Certain characters recur—the hero, the trickster, the great mother, the wise old man, the prodigal son.
- Certain motifs and patterns recur—creation stories, the quest, voyage to the underworld, journey, and initiation.

Cultural Criticism:

the idea that what religion you are, country you're from, if you're rich or poor, what political beliefs you have, and your individual ideas all influence texts and how we read them.

the use of Cultural Criticism include the following:

- Ethnicity, religious beliefs, social class, and so on are crucial components in formulating plausible interpretations of a text.
- While the emphasis is on diversity of approach and subject matter, Cultural Criticism is not the only means of understanding ourselves and our art.
- An examination or exploration of the relationship between **dominant** cultures and the dominated is essential.

Common assumptions in

crucial = important
components = parts
formulating = making
plausible = able to be believed
emphasis = stress on, highlighting
approach = how you understand something
dominant = in charge

Feminist Criticism: Feminist interpretation focuses on relationships between genders. It examines the patterns of thought, behavior, values, enfranchisement, and power in relations between and within the sexes. A Feminist reading of *Their Eyes Were Watching God*, for example, may examine the novel as an example of a heroine's journey. Common assumptions include the following:

enfranchisement = ability to vote

- Many literary texts lack complex female figures and deem the female reader as an outsider or require her to assume male values in terms of perception, feelings, and actions.
- Issues of gender and sexuality are central to artistic expression.
- Fictional portrayals of female characters often reflect and create stereotypical social and political attitudes toward women.
- Texts authored by women may have different viewpoints than texts authored by men.

deem = decide/force

perception = our senses

stereotypical = judging someone on what you see and think instead of who they actually are

Historical Criticism:

This theory believes that texts are written in a way that is influenced by what's going on when they are written. So when we read them, we need to pay attention to what people were thinking and experiencing at the time, and not read it with our modern ideas. We need to think how the people at the time thought when trying to understand a text.

Common assumptions include

the following:

- A text cannot be separated from its historical context, which is a web of social, cultural, personal, and political factors.
- An understanding of a text is enhanced by the study of beliefs and artifacts (such as diaries, films, paintings, and letters) in existence when the text was created.

Marxist Criticism: Marxist Criticism asserts that economics provides the foundation for all social, political, and ideological reality. The presence of economic inequalities in a power structure drives history and influences differences in religion, race, ethnicity, and gender. For example, status in the community in *Their Eyes Were Watching God* can be examined from an economic point of view. Common assumptions include the following:

- All aspects of humanity are based on the struggle for economic power.
- The basic struggle in human society is between the haves and the have-nots.

Reader Response Criticism: Reader Response Criticism focuses on a reader's active engagement with a print or nonprint text. The reader's response to any text is shaded by the reader's own experiences, **social ethics**, moral values, and general views of the world. For example, the response to *To Kill a Mockingbird* may depend on the reader's sense of outrage on behalf of someone **unjustly accused** of a crime. Common assumptions include the following:

- When encountering a text, the reader not only **seeks** the meaning that **inherently** lies within the text, but also creates meaning from a personal interaction with the text.
- It is important to the discussion of the text to **take into account** the reader as well as the reading situation.
- Different readers **formulate** different acceptable interpretations because a text allows for a range of acceptable interpretations for which textual support is available.

Social ethics =
how people
should interact
with each other.
unjustly = not fair
accused = when
someone says you
did something wrong

seeks = looks for
inherently = is
already there

take into account =
think about

formulate= make

Task 2: "As You Read" (5 minutes)

- Read "As You Read" on page 397 to prepare for the article.
- Annotate the text OR take notes on paper or a Google Doc.

Task 3: "The Robert T. Stafford Disaster Relief and Emergency Assistance Act, Section 101" (15 minutes)

- Read and annotate the text selection on pages 397-398.
- Be sure to read slowly and carefully to better understand the legal language of this document. Watch this video to help you understand what the government does in a time of trouble: https://www.youtube.com/watch?v=MI-bLyLE-_A

Task 4: "Making Observations" (10 minutes)

Answer the two (2) bulleted questions on page 398.

Task 5: "Returning to the Text" (15-20 minutes)

- Return to the article as you respond to the questions on page 399. Use textual evidence to support your responses.
- Answer questions #1-3

Task 6: "As You Read" and "About the Author" (5 minutes)

- Read "As You Read" on page 399 to prepare you for the upcoming article.
- Read the background information on Dan Shea on page 400.
- Review the definition of "levee" in the "Word Connections" box on page 400.

Task 7: "Daylong Efforts to Repair Levee Fail" (15 minutes)

- Read and annotate the article on pages 400-402.

Task 8: "Making Observations" (5 minutes)

- Answer the two (2) bulleted questions on page 402.

Task 9: "Returning to the Text" (15-20 minutes)

- Return to the article as you respond to the questions on page 403. Use textual evidence to support your responses.
- Answer questions #5-8.

Framing the Investigation

Learning Targets

- Investigate how critical lenses can both shape and reveal perspectives about real-world events and issues.
- Use different critical lenses to frame research questions.
- Ask questions to evaluate the effectiveness of structural characteristics in nonfiction texts related to the same topic.

Preview

In this activity, you will begin exploring the ways the media, public figures, and government organizations shape or construct the meaning of a historical event: Hurricane Katrina. You will start by reading several texts that help frame and contextualize the event.

Learning Strategies

Discussion Groups
Marking the Text
Note-taking
Quickwrite
Think-Pair-Share

My Notes

As You Read

- Put a star next to actions Congress will take and put a dash next to actions Congress expects individuals, state governments, and local governments to take.
- Circle unknown words and phrases, including legal language used in the document. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

Law

The Robert T. Stafford Disaster Relief and Emergency Assistance Act, Section 101

Sec. 101. Congressional Findings and Declarations (42 U.S.C. 5121)

- a. The Congress **hereby** finds and declares that
1. because disasters often cause loss of life, human suffering, loss of income, and property loss and damage; and
 2. because disasters often **disrupt** the normal functioning of governments and communities, and **adversely** affect individuals and families with great **severity**; special measures, designed to assist the efforts of the affected States in **expediting** the **rendering** of aid, assistance, and emergency services, and the reconstruction and **rehabilitation** of **devastated** areas, are necessary.



INDEPENDENT READING LINK

Read and Connect

Much has been written about Hurricane Katrina and its massive effects on the people, environment, government, and history of the Gulf Region. Find and read an informational or fiction text about Hurricane Katrina that interests you. Take notes as you read it to help you develop contextual understandings about the event. Record your notes in your Reader/Writer Notebook.

hereby = now

disrupt = interrupt
adversely = badly, negatively
severity = extremely hurtful
expediting = make happen sooner
rendering = giving
rehabilitation = helping get back to normal
devastated = messed up by a disaster

intent = decision, what they want to do

revising = changing
scope = how far something reaches

obtaining = getting
coverage = protection
supplement = help

hazard = danger

regulations = rules

sustained = things that happened

initial = first

- b. It is the **intent** of the Congress, by this Act, to provide an orderly and continuing means of assistance by the Federal Government to State and local governments in carrying out their responsibilities to **alleviate** the suffering and damage which result from such disasters by
3. **revising** and broadening the **scope** of existing disaster relief programs;
 4. encouraging the development of comprehensive disaster preparedness and assistance plans, programs, capabilities, and organizations by the States and by local governments;
 5. achieving greater coordination and responsiveness of disaster preparedness and relief programs;
 6. encouraging individuals, States, and local governments to protect themselves by **obtaining** insurance **coverage** to **supplement** or replace governmental assistance;
 7. encouraging **hazard mitigation** measures to reduce losses from disasters, including development of land use and construction **regulations**; and (6) providing Federal assistance programs for both public and private losses **sustained** in disasters.

Making Observations

- What stands out about the document's structure?
- What are your **initial** thoughts on Congress's plan?

alleviate: relieve
mitigation: lessening

Returning to the Text

- Reread the legal document to answer these text-dependent questions.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
1. According to this document, why and how does the federal government step in to assist state and local governments in the event of a disaster?

2. What is the **primary** purpose of this document? Who is the **intended audience**?

primary = main
intended audience =
who you want to read
it

3. According to subsection (b), what is the government's responsibility in times of disaster?

As You Read

- As you read “Day Long Efforts to Repair Levee Fail,” underline words and phrases that help you visualize the scene.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

WORD CONNECTIONS

Etymology

Levee is a noun derived from the French word *lever*, “to raise.” A levee is a wall or raised ridge of soil alongside a river, built to prevent flooding. Other words derived from the word *lever* include alleviate, elevate, elevator, leverage, levity, and relieve.

About the Author



Dan Shea (b. 1963) is the publisher of *The Advocate*. Prior to this role, Shea served as the managing editor of *The Times-Picayune* for 19-years. At *The Times-Picayune*, Shea supervised newsroom operations, presentations, photography, and copyediting. He also played a **pivotal** role in the continued print and online coverage of the **harrowing** days after Hurricane Katrina. The reporting under Shea’s leadership led *The Times-Picayune* to win the Breaking News Pulitzer Prize in 2006.

pivotal = important

harrowing = stressful

Article

Daylong Efforts to Repair Levee Fail

by Dan Shea

The Times-Picayune, August 31, 2005

1 New Orleans became an unimaginable scene of water, fear and suffering Tuesday after a **levee breach** in the 17th Street Canal sent billions of gallons of Lake Pontchartrain **coursing** through the city.

2 As the day wore on, the only dry land was a narrow band from the French Quarter¹ and parts of Uptown, the same small strip that was settled by Bienville² amid the **swamps**.

3 On Tuesday night, it appeared the city was returning to swamp when a daylong effort to shore the levee near the Hammond Highway failed. Mayor Ray Nagin said **pumps** were being overwhelmed and warned that a new **deluge** would bury the city in up to 15 feet of water.

4 With solid water from the lake to the French Quarter, the **inundation** and **depopulation** of an entire American city was at hand.

5 “Truth to tell, we’re not too far from filling in the bowl,” said Terry Ebbert, the city’s director of homeland security. The waters were still rising at 3 inches per hour, and eventually could move close to the French Quarter levee.

6 Although the breach occurred on the Orleans side of the **canal**, it did not **spare** the Jefferson side. Water found its way into much of the east bank, meeting the flow that came in from the west from Hurricane Katrina’s **storm surge** Monday.

¹ The French Quarter is New Orleans’s oldest neighborhood.

² Jean-Baptiste Le Moyne de Bienville was governor of Louisiana and founder of New Orleans.

7 An accurate tally of death was hard to **determine**. Five deaths related to Katrina have been **confirmed** in Jefferson Parish³, officials said. There also are seven people missing who decided to ride out Katrina on Grand Isle.

determine= figure out

confirmed = shown to be true

...

8 As to the living, with the **absence** of cars and electric motors in the powerless city, a sad **tableau** played itself out in an **eerie** quiet.

absence = missing

tableau = drama, like a tv show
eerie = weird, not normal
trudged = went through
Superdome = a huge American football stadium in New Orleans

9 All day, a weary army of storm victims **trudged** through waist-deep muddy water toward the **Superdome**, where more than 20,000 people took refuge. The next problem is what to do with them. Late Tuesday Gov. Blanco ordered them out, saying the facility was too damaged to house people and the atmosphere too dangerous. Officials said the National Guard soon would begin driving them out to dry ground, then **airlift** them out of southeast Louisiana.

airlift = take them by plane

10 In other areas, **lawlessness** took hold.

lawlessness = no order, people breaking laws

11 The giant new Wal-Mart in the Lower Garden District was **looted**, after a limited **distribution** of supplies broke down in **chaos**. The entire gun collection was taken.

looted = stolen from

distribution = giving out
chaos = craziness

12 “There are gangs of armed men in the city moving around the city,” Ebbert said.

13 One looter shot a New Orleans police officer, who was in **critical condition** with a head wound.

looter = thief, a person who steals or destroys

critical condition = in the hospital with a serious problem

14 Although local police focused **solely** on rescue, a call for help was answered by **swarms** of deputies from western Louisiana **parishes**.

solely = only

swarms = a lot

parishes = counties, sections of a state

15 But cops on the street, cut off from their superiors by a failure of the communications system, complained of chaos.

coordinated = organized

waded = went through water

armada = army of boats

appeal = asking

estimated = guessed

16 “Put this in your paper,” one officer on Canal Street said. “They told us nothing. We were unprepared. We are completely on our own.”

17 If it wasn't **coordinated**, the rescue was heroic.

18 Firefighters, police and Coast Guardsmen **waded** through water and climbed to roofs.

19 “We've got boats everywhere,” said Capt. Tim Bayard of the New Orleans Police Department. “We're going to try and get who we can get and take them to higher ground. We may have to come back for some.”

20 They were joined by an **armada** of Louisiana sportsmen in flat-bottomed boats, who responded to an **appeal** for help.

21 Ferdinand Emory rescued about 100 people, ten at a time in his boat.

22 Ebbert **estimated** 1,500 to 2,000 people were saved in Lakeview and Mid-City.

A woman is carried out of floodwaters after being trapped in her home after Hurricane Katrina.



³ Jefferson Parish is one of 64 parishes (rather than counties) into which Louisiana is divided.

misery = being very unhappy

paraplegic = someone who can't move by his or herself

indication = sign, idea

scores = many

embankment = hill
aimlessly = without direction

utterly = completely

habitable = able to live there

23 But rescue from the water didn't mean an end to **misery**. They were simply dropped off at the few stretches of dry ground, overpasses and parking lots along Metairie Ridge.

24 Aleck Scallan, 63, a **paraplegic**, was ferried in a boat from his Lakeview home. But he had been sitting for more than six hours on an overpass, with no clear **indication** when he and **scores** of others would be picked up.

25 Along the Metairie Road railroad **embankment**, the only passage through two parishes, people wandered **aimlessly**, along with dogs and cats that headed for high ground.

26 After the rescue effort, the next priority is trying to heal the breach. Ebbert said plans called for giant panels to be dropped in place by helicopter, accompanied by 50, 3,000-pound sandbags. Next the Interstate 10 underpass under the railroad trestle would have to be drained, after the giant new pumping station **utterly** failed its first test. That would give disaster recovery teams open access to the city from the west.

27 The failure of the Industrial Canal levee created massive flooding in St. Bernard and the 9th Ward⁴ on Monday.

28 Estimates on when the city would become habitable again ranged from two weeks to months.



People waded through high water in front of the Superdome August 30, 2005 in New Orleans, Louisiana, days after Hurricane Katrina.

Making Observations

- What images come to mind while reading this article?
- What emotions do you feel after reading this article?

⁴ The 9th Ward is the largest of 17 wards, or areas, into which New Orleans is divided.

Returning to the Text

- Reread the article to answer these text-dependent questions.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
5. Which major levee breach is the focus of this article? At the time of printing, what were the plans for repairing it? How will this help rescue efforts?

6. Look back at paragraphs 11 and 12: what was the situation like in the city? Describe what was happening

7. Summarize paragraphs 10–16. Whom does the officer blame for the chaotic rescue effort? Use details to support your **inference**.

inference = guess

8. Why do Aleck Scallan and others have no idea when they will be picked up from the overpass?
