



Close reading plan

The Man In The Water by Roger Rosenblatt

Barbette Warren, 2014 Connecticut Dream Team teacher

What makes this text complex			
Text and Author	The Man In The Water by Roger Rosenblatt	Where to Access Text	http://www.nexuslearning.net/books/elements_of_lit_course4/Collection%207/The%20Man%20in%20the%20Water.htm
Text Description			
This is narrative essay was originally published in <i>Time</i> magazine after the crash of Flight 90 in the Potomac River in 1982. The “man in the water” was one of six passengers who gave up his life to help save 4 others. At the time the narrative was published, the identity of the man was unknown and he became somewhat of an Everyman that drew attention to the tragedy, which inspired others with his heroic efforts.			
Quantitative			
Lexile and Grade Level	Lexile 950 9 th Grade	Text Length	1,109 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
Meaning and central ideas in the text are about universal characters, human nature, and types of conflicts such as man vs. nature and man vs. himself.		No graphics. Narrative essay with just a title and author’s name. Organized in multiple paragraphs. 3 pages in length.	
Prior Knowledge Demands		Language Features	
Students must have a basic understanding of human nature, aviation accidents, and rescue protocol and the idea of an Everyman.		Largely informal and somewhat conversational. The author begins from the third person point of view and switches to the first person point of you to include himself and the reader universally. The author intentionally uses sentence fragments and inserts some dialogue in places to make it more story-like. He addresses the reader directly in places telling us how we should react or feel to capture the humanity in the retelling of this incident.	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<i>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</i>		<i>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</i>	
<ul style="list-style-type: none"> • chaotic • emblemized • universal character • classic • timeless • gradual • abiding • charity • aesthetic 		<ul style="list-style-type: none"> • elements (as related to nature) • indifferent • flailing • anonymity • stunning • gradual • principles • bystander 	
Potential Reader/Task Challenges			

Most students will be able to follow and understand this essay; some readers who may not be reading at grade level may need assistance accessing prior knowledge easily or may need universal examples to assist with that. The language may be difficult in places to those who are not reading on grade level.

Text-dependent questions		
Question	Standard alignment	Page of this document
Which of the other “heroes” in the essay is most like “the man in the water”? Use evidence from the text to support your answer.	R.I.9.10.1	6
<p>The author says,</p> <p>“Only minutes before his character was tested, he was sitting in the ordinary plane among the ordinary passengers, dutifully listening to the stewardess telling him to fasten his seat belt and saying something about the “No Smoking” sign. So our man relaxed with the others, some of whom would owe their lives to him. Perhaps he started to read, or to doze, or to regret some harsh remark made in the office that morning. Then suddenly he knew that the trip would not be ordinary. Like every other person on that flight, he was desperate to live, which makes his final act so stunning.”</p> <p>The author assumes he can predict what the man was thinking and doing. From this short passage, highlight the phrases that suggest the man <i>is</i>, in some ways, like the others on the plane.</p>	R.I.9.10.5	9
How does Rosenblatt use imagery to convey his point of view? Using examples of imagery from the text, write a response.	R.I. 9.10.4	12
Rosenblatt quotes Emerson to emphasis his point. “Everything in Nature contains all the powers of Nature” Explain how “the man in the water” fits into this quotation. Use evidence from the text to support your answer.	R.I. 9.10.5	15
In Rosenblatt’s view, why did “the man in the water” give the story of this airline disaster greater significance? Use at least three examples of textual evidence to support your answer.	R.I. 9.10.1-2	19

Target Standards

R.I. 9.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.I. 9.10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

R.I. 9.10.1-2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

R.I. 9.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)

Question 1

Question #1	Which of the other “heroes” in the essay is most like the “man in the water”? Use evidence from the text to support your answer.
Standard(s) covered:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Example response that meets standard	Look-fors
In the essay “The Man In The Water,” there were 4 heroes. The one that was most like “the man in the water” is Lenny Skutnik, “a twenty-eight-year-old employee of the Congressional Budget Office.” He said, “It’s never something I thought I would do” (Rosenblatt 1). He was talking about his jumping into the water to drag an injured woman to shore. The other two heroes were Donald Usher and Eugene Windsor, who were both part of a police helicopter team. Both of these men are expected to help people in need of rescuing. The author writes, “Skutnik added that “somebody had to go in the water” delivering every hero’s line that is no less admirable for its repetitions” (Rosenblatt 1). Both the “man in the water” and Lenny Skutnik were ordinary people who displayed extraordinary acts of heroism, despite not being fire or police rescuers.	<ul style="list-style-type: none"> • Understands character traits of a hero • Accurately identifies the hero that is most like the man in the water • Accurately selects textual evidence that supports the explanation

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn to cite strong and thorough textual evidence to support an inference by reading and rereading the text to understand both explicit and implied meaning in the text.
Prior knowledge to review	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Steps to achieve objective	Think aloud for direct instruction
1) Re-read portions of the text to determine what types of people are in the story and what roles they played.	<ul style="list-style-type: none"> • I am going to determine that there are victims and there are heroes. • I am going to make a list of different kinds of heroes. • Of those heroes, which ones are people like me? • I am going to list them: soldier, firefighter, police, doctor, nurse, etc. • Now, I am going to underline or highlight each place where the author talks about someone helping someone else. Now, I am going to identify the four heroes from the text. • I will make a list of heroes writing each ones name and what their role they played in rescuing victims. • Now, I will list reasons why each man should be considered a hero.

<p>2) Determine which people are alike and why they are alike.</p>	<ul style="list-style-type: none"> • I will draw an arrow between ones that seem similar • Using my arrows, I will put a star next to the one most like the “man in the water”
<p>3) Gather evidence showing how the people are alike</p>	<ul style="list-style-type: none"> • I am looking for quotations that support my thinking by underlining the highlight portions of the text. • Of the information underlined about the man who is most like “the man in the water” • Lenny Skutnik was not part of the helicopter team but jumped in the freezing water to help someone. • I am going to highlight all the parts that mention him.
<p>4) Construct a response using textual evidence.</p>	<ul style="list-style-type: none"> • Now, I am ready to construct my response. • I am going to write a topic sentence first. • Then I will write another sentence that is more specific to the text. • Now, I am going to use the evidence I gathered to support my thinking and cite it using the author’s name and page number where I found the information. • I am going to explain how this evidence supports my thinking. • I am going to repeat these steps to provide more evidence that supports my thinking

Extension and practice

- For students who struggle to identify the other man have them read this article <http://www.washingtonpost.com/wp-dyn/content/article/2007/01/12/AR2007011202052.html> (900 L) and have them highlight or underline the sections that make it clear that he was like the man in the water.
- For students who are successful at identifying the other hero have them do an internet search for a similar story and draw comparisons between the two stories.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: In this lesson you will learn to cite strong and thorough textual evidence to support an inference by reading and rereading the text to understand both explicit and implied meaning in the text.

- 1) Re-read portions of the text to determine what types of people are in the story and what roles they played.
- 2) Determine which people are alike and why they are alike.
- 3) Gather evidence showing how the people are alike.
- 4) Construct a response using textual evidence.

<http://learnzillion.com/lessons/1997-draw-inferences-from-the-text-using-key-details-and-evidence>

Question 2

Question #2

The author says,

“Only minutes before his character was tested, he was sitting in the ordinary plane among the ordinary passengers, dutifully listening to the stewardess telling him to fasten his seat belt and saying something about the “No Smoking” sign. So our man relaxed with the others, some of whom would owe their lives to him. Perhaps he started to read, or to doze, or to regret some harsh remark made in the office that morning. Then suddenly he knew that the trip would not be ordinary. Like every other person on that flight, he was desperate to live, which makes his final act so stunning.

In this paragraph the author is making a specific claim about the man in the water. What is this claim? Which specific words and phrases does the author use to develop this claim? Construct a response using textual evidence to support your response to these questions.

Standard(s) covered:

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter)

Example response that meets standard

The author is claiming that the man in the water was just like everyone else on the plane before it crashed. He uses the specific words “our man relaxed with the others” (Rosenblatt 2). The author is suggesting that he is like all “the others.” He also says, “Perhaps he started to read, or doze, or regret some harsh remark made in the office that morning” (Rosenblatt 2). Ordinary people might all be doing the same thing that he was, which is what the author is claiming. Until the man went into the water he was just like everyone else on the plane according to the author.

Look-fors

- Chooses specific details that makes the man seem like the others on the plane.
- Does not use extra words or irrelevant words that don’t pertain to the author’s claims.
- Surrounding sentences show accurate analysis of author’s claims.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective

In the lesson you will learn to analyze in detail how an author’s ideas or claims are developed and refined by particular sentences and pick out evidence that supports your ideas by reading a portion of the text and selecting evidence that supports the author’s claims.

Prior knowledge to review

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts..

Steps to achieve objective	Think aloud for direct instruction
1) Reread portions of the text to understand the author's ideas and claims.	<ul style="list-style-type: none"> • In this portion of the text, the author is talking about what was happening before the plane crashed. • The author uses the word ordinary; I am going to look up the definition of ordinary. • Now that I have a better understanding of what the word means I am going think about what the author is saying about the people.
2) Determine what the people in the story are doing that is similar and highlight those portions of the text.	<ul style="list-style-type: none"> • First, I determine what portion of the text talks about what the people are doing. • Then I decide that none of them are aware that they are about to be in an accident which makes them similar. • I determine that some people are reading, some are sleeping, some might be thinking about work. • All of them don't want to die that day
3) Select the portions of the text that support the author's claims and construct my response.	<ul style="list-style-type: none"> • I am going to choose the quotation where the author says the man is like the others and explain what the author means by this. • Then I am going to choose the portion of the text that says what the each might be doing and explain what the author means again. • I am going to finish my response with a sentence that explains how he was ordinary until the crash happened.

Extension and practice

- For students who struggle they can read the text again, this time looking for proof that the heroes in the story were *extraordinary*.
- For more practice students can read this article about “The Man in the Red Bandana” and follow the steps to analyze it.
<http://www.cnn.com/SPECIALS/2002/america.remembers/stories/heroes/welles.html>

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: In the lesson you will learn to analyze in detail how an author's ideas or claims are developed and refined by particular sentences and pick out evidence that supports your ideas.

- 1) Reread portions of the text to understand the author's ideas and claims.
- 2) Determine what the people in the story are doing that is similar and highlight those portions of the text.
- 3) Select the portions of the text that support the author's claims and construct my response.

<http://learnzillion.com/lessons/2055-analyze-how-an-author-develops-and-supports-his-claims-with-evidence>

Question 3

Question #3	How does Rosenblatt use imagery to convey his point of view? Using examples of imagery from the text, write a response.	
Standard(s) covered:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)	
	Example response that meets standard	Look-fors
	Rosenblatt uses many examples of imagery to convey his point of view. In the beginning he wants his reader to understand the setting of this air disaster. He writes, “There was the unusual element of the bridge, of course, and the fact that the plane clipped at a moment of high traffic...” (Rosenblatt 1). He wants his reader to picture the plane intersecting with the bridge. He goes on to talk about “...the aesthetic clash as well – blue and green Air Florida, the name a flying garden, sunk down among gray chunks in a black river” (Rosenblatt 1) He uses the “blue and green” to symbolize something happy or pleasant and then the “gray” and “black” to convey the death and destruction of the accidents. Rosenblatt later states, “For at some moment in the water he must have realized that he would not live if he continued to hand over the rope and ring to others”(Rosenblatt 2). Here, the author wants his reader to picture the man in the water contemplating his fate and he wants all humans to contemplate what they might do in the same situation, The imagery in this piece contributes to the author’s desire to appeal to humanity and recognize the man’s sacrifice.	<ul style="list-style-type: none"> • Student clearly chooses clear examples of imagery • The analysis of the imagery is explained well • The explanation includes a connection to the author’s point of view
	If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson you will learn to choose words and phrases to convey the author’s meaning and point of view by reviewing the text and collecting evidence that depict imagery for the reader.	
Prior knowledge to review	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
Steps to achieve objective	Think aloud for direct instruction	

1) Reread the text looking for specific words that create a picture and highlight them.	<ul style="list-style-type: none"> • I am going to highlight words that the author uses to create a picture of what happened before, during, and after the plane hit the bridge. • I notice that on the first page he uses colors that he wants me to picture blue, green, gray, and black so I am going to highlight those words and the surrounding text. • I am going to continue to do this for both pages.
2) Reread the highlighted portions of the text.	<ul style="list-style-type: none"> • I am rereading the portions of the text that I highlighted to be sure they are paint a clear picture in my head.
3) Identify images that convey the author's meaning and construct a response.	<ul style="list-style-type: none"> • I am putting a star next to the part where the plane hit the bridge because I could picture that as it happened • I am putting a star next to place when he talks about the contrasting colors because he wants the readers to see them • I am also going to put a star next to the sentence where he talks about the man continuing to hand over the rope • I am going to write a sentence that explains how the author is showing me what he wants me to see by talking about the specific words he uses like when he talks about how the plane hit the bridge and the contrasting colors of blue, green gray, and black. • I am also going to explain how he uses the image of the man handing the rope to others to show how the man must have been feeling as he got closer to death.

Extension and practice

- For students who are struggling read Marge Piercy's poem "Barbie Doll" aloud and ask them to tell you what images come to mind and have them draw what they think the girl looks like compared to her friends.
- Read the portion of Shirley Jackson's short story "The Lottery" where the town has gathered and are drawing slips from the box. Have students recreate that scene in class and ask explain how the author uses imagery to convey the picture they just recreated.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard

Objective: (Lesson objective goes here)

1. Reread the text looking for specific words that create a picture in my mind and highlight them.
2. Reread on the highlighted portions of the text.
3. Mark the examples that convey the author's meaning and construct my response.

Question 4

Question #4	Rosenblatt quotes Emerson to emphasis his point. “Everything in Nature contains all the powers of Nature” Explain how “the man in the water” fits into this quotation. Use evidence from the text to support your answer.
Standard(s) covered:	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Example response that meets standard	Look-fors
When Emerson said, “Everything in Nature contains all the powers of Nature” he was referring to man himself being a part of that nature. The “man in the water” was just as much a factor in this story as the freezing water he was in. He battled the elements like a hero. Rosenblatt says, “The odd thing is that we don’t believe that the man lost his fight” (Rosenblatt 2) What he is saying is that because he saved the others it is a victory against nature because he saved more that he lost in losing his own life. He goes on to say, “...he could hand life over to a stranger, and that is the power of nature too...he fought it with charity” (Rosenblatt 2). Even his free will to choose to save others instead of himself is an aspect of nature. People are a part of the “everything” to which Emerson refers.	<ul style="list-style-type: none"> • Is clear in demonstrating an understanding that man is an equal part in nature. • Choose evidence that is relevant to the idea that man is a force of nature • Explains how the evidence of the actions of this particular man relates to the Emerson quotation.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn to analyze the role a particular sentence plays in establishing an author’s claims by examining a particular quotation and determining how that quotation supports the author’s claims.
Prior knowledge to review	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Steps to achieve objective	Think aloud for direct instruction
1) Reread the portion of the text that contains the quotation.	<ul style="list-style-type: none"> • I reread the paragraph before and the sentences after quote • I annotate that portion of the text making notes about the author’s ideas • I conclude from my notes that the man was trying to stay alive in freezing conditions

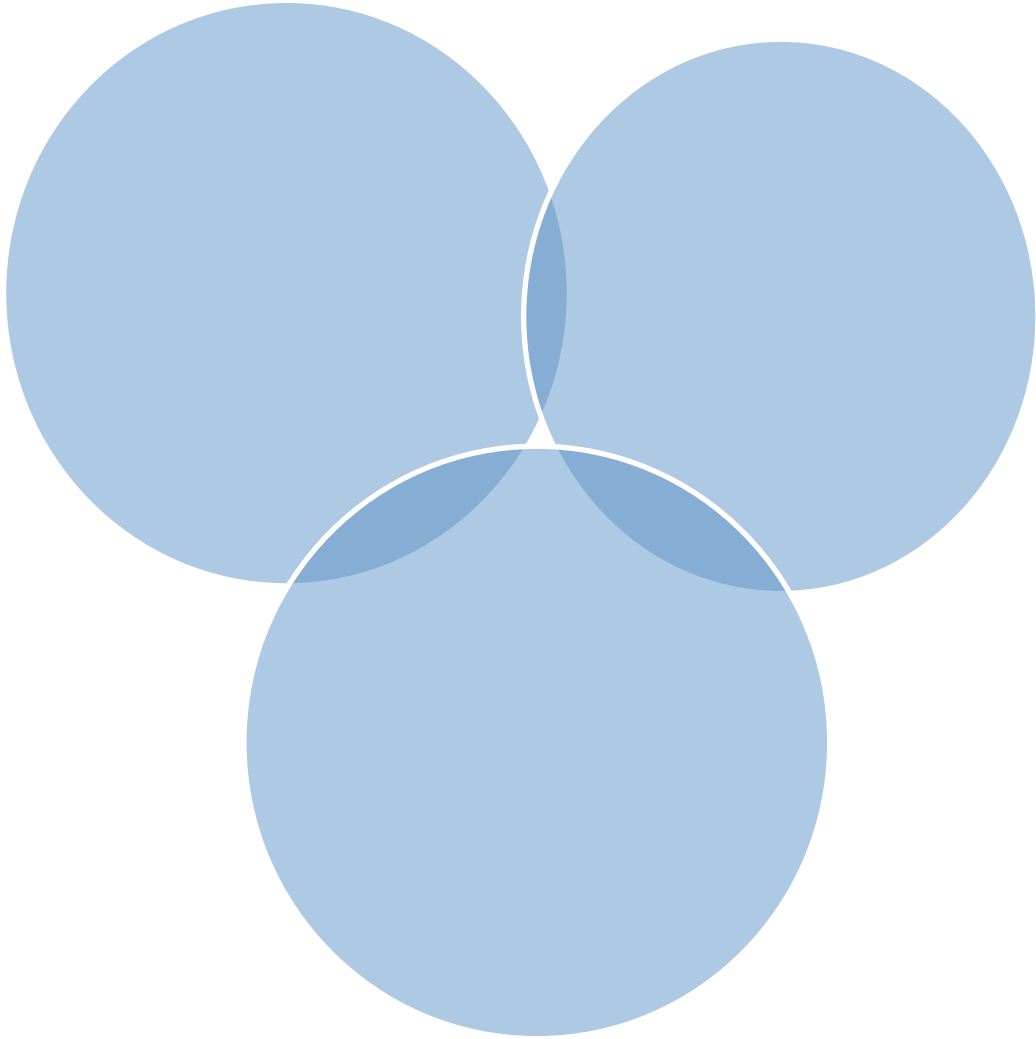
<p>2) Highlight portions of the text that are related to the quotation.</p>	<ul style="list-style-type: none"> • I am going to highlight and portions of the text that talk about nature. • I am going to make a list of those things in nature the author refers to: ice storms, freezing water, the man, death.
<p>3) Look at the quotation and highlighted portions and create a Venn Diagram that compares the quotation to the author's overall claim and construct a response.</p>	<ul style="list-style-type: none"> • I am considering the Emerson quote again and think that he believes that man is a big factor in nature. • I am thinking about why Rosenblatt chose this particular quote to make his point and decide that man, being a part of nature sometimes has to try to go up against other natural forces to stay alive. • I am going to do a Venn Diagram to compare the man to nature to see what they are like on their own and what they have in common (see attached). • I notice that the man and nature are somewhat equal in power • Using my annotations, my highlighted text, and my Venn diagram, I am going to construct my response

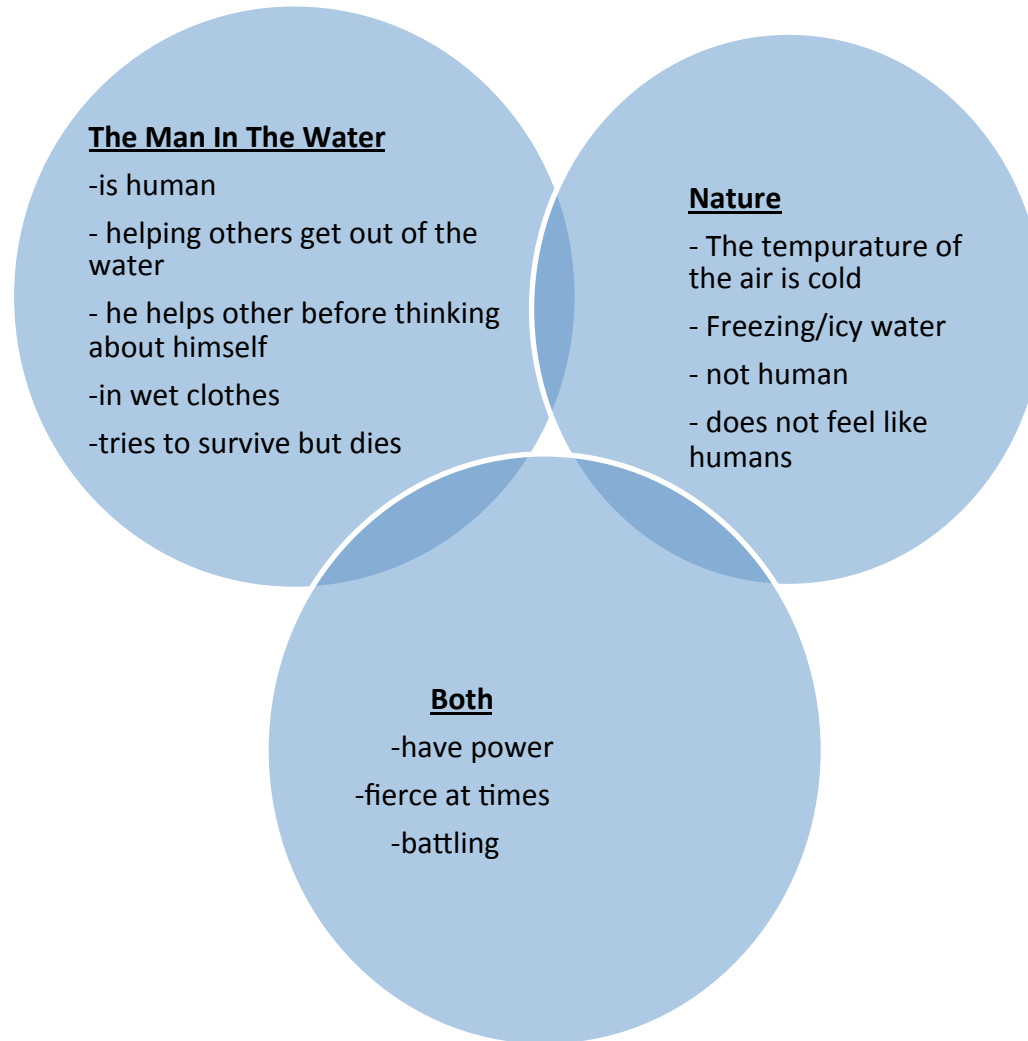
Extension and practice

- If students have difficulty understanding the how the man and nature are similar, ask 3 students to stand in a line, one is going to pretend to be the river calling the man to his death, one is going to play the man who is simultaneously telling the river “No!” and telling the third person, he will help them and the third is going to play the person the man is trying to help and continuously shout “Help!” Discuss what the audience saw in this scene as far as who had the most power in that scenario.

What next?

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard</p>	
<p>Objective: In this lesson you will learn to analyze a quotation and write a response by rereading relevant portions of the text to determine how the author's claim is related to another author's claim.</p> <ol style="list-style-type: none"> 1. Reread the portion of the text that contains the quotation. 2. Highlight portions of the text that are related to the quotation. 3. Look at the quotation and highlighted portions and create a Venn Diagram that compares the quotation to the author's overall claim and construct a response. 	





Question 5

Question # 5	In Rosenblatt’s view, why did the “man in the water” give the story of this airline disaster greater significance? Use at least three examples of textual evidence to support your answer.	
Standard(s) covered:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
	Example response that meets standard	Look-fors
	<p>Many ordinary people act heroic during disasters. In Rosenblatt’s “the man in the water” gives the story greater significance for a variety of reasons. On page 1 of the story, Rosenblatt says, “His selflessness was on reason the story held national attention; his anonymity another. The fact that he went unidentified invested him with a universal character. For a while he was Everyman, and thus proof (as if one needed it) that no man is ordinary” (Rosenblatt 1). The author is pointing out that, as humans, we would like to think we are capable of such selflessness or that we need to believe a stranger would help us in a time of need. Because it took time to identify the man, those following the story were captivated by his heroism. The author later says, “Like every other person on that flight, he was desperate to live, which makes his final act so stunning...he must have realized that he would not live if he continued to hand over the rope and ring to others”(Rosenblatt 2). This suggests that the man had every opportunity to be rescued himself but chose to give up his own life to save others. Not every human being would be capable of such a significant act. Finally, the author concludes with this thought, “The man in the water pitted himself against an implacable, impersonal enemy; he fought it with charity, and he held it to a standoff. He was the best we can do” (Rosenblatt 2). This story will continue to hold significance because the “man in the water” represents the best of what humans can be in the face of danger.</p>	<ul style="list-style-type: none"> • Response includes three examples from the text that supports their thinking. • The surrounding writing adequately explains why the support is relevant to their thinking. • The response provides evidence of understanding the text and the author’s ideas wholly.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn to determine a central idea in the text and to support a response by rereading the text to examine and extract specific details.	
Prior knowledge to review	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	

Steps to achieve objective	Think aloud for direct instruction
1) Read the entire text to decide what the author claims are about the character in the story.	<ul style="list-style-type: none"> • As, I read, I notice the author one of the things that makes this story unique is that the plane clipped the bridge and people on the bridge could have been hurt also. • As I continue to read, Rosenblatt explains that there were 4 heroes that day • Of the 4 only one remained nameless. He was one of the passengers from the plane
2) Re-read portions of the text to determine which words the author is using to support his claims.	<ul style="list-style-type: none"> • The author says that the person that had the most emotional impact was “the man in the water.” • I notice Rosenblatt explains that the man had 4 opportunities to be rescued but chose to help the others. • The author also says that it was this selflessness that made everyone pay attention to the story. • I am beginning to understand that the man was special because of what he did for others.
3) Highlight those portions of the text that support the author’s claims and central ideas and construct a response using those details.	<ul style="list-style-type: none"> • I think this quote helps the reader understand the central idea that the man was special and gave the story significance “His selflessness was on reason the story held national attention; his anonymity another. The fact that he went unidentified invested him with a universal character. For a while he was Everyman, and thus proof (as if one needed it) that no man is ordinary.” • This quote uses the word “stunning” so I think that contributes to central idea that the man was extraordinary. “ Like every other person on that flight, he was desperate to live, which makes his final act so stunning...he must have realized that he would not live if he continued to hand over the rope and ring to others.” • I think another quote that contributes to the overall central idea is when he says, “The man in the water pitted himself against an implacable, impersonal enemy; he fought it with charity, and he held it to a standoff. He was the best we can do” The author is including me when he says we and I think about what I would do in the same situation. • Now I can construct my response.

Extension and practice

- Students who struggled to identify support can watch this video http://www.youtube.com/watch?v=Dz9JKtvC_wE and see images of the man in the water while listening to a dramatic reading of Rosenblatt's essay and go back to the text and to see if, now that they have heard it read, they can pick out evidence that supports how significant the man was.
- Read an excerpt from The Johnstown Flood by David McCullough and pick out a man of universal character that shapes the story.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: (Lesson objective goes here)

1. Read the entire text to decide what the author claims are about the character in the story.
2. Re-read portions of the text to determine which words the author is using to convey meaning.
3. Highlight those portions of the text that support the author's claims and central ideas and construct a response using those details.

<https://learnzillion.com/lessons/1997-draw-inferences-from-the-text-using-key-details-and-evidenc>

<https://learnzillion.com/lessons/1997-draw-inferences-from-the-text-using-key-details-and-evidenc>