

MAKING INFERENCES THROUGH SUMMARIZATION

IN THE HEART OF THE SEA BY NATHANIEL PHILBRICK

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Summarizing with “Somebody... Wanted... But... So...”
by Seravallo

STANDARDS AND LEARNING OBJECTIVES

READING STANDARDS FOR LITERATURE (GRADE 6):

1. CITE TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.

STUDENT LEARNING OBJECTIVE(s) -

I CAN MAKE AN INFERENCE BASED ON THE TEXT TO GAIN A DEEPER UNDERSTANDING OF A PASSAGE.

I CAN CITE TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT BY MAKING AN INFERENCE ABOUT THE TEXT AND REREADING THE PASSAGE IN ORDER TO FIND DIRECT TEXT EVIDENCE TO SUPPORT MY CLAIM.

ACTIVATING PRIOR KNOWLEDGE



WHAT IS AN INFERENCE? WHAT DO YOU NEED IN ORDER TO MAKE AN INFERENCE?



CAN YOU THINK OF AN EXAMPLE?





Description: Waving and smiling cartoon boy sitting on a suitcase holding a ticket that says, "Airline Ticket".

1



4

2

BASED ON THE IMAGES,
WHAT CAN WE INFER
ABOUT THE SITUATION?

3



Bizarro Comic © Dan Piraro (Cartoonist, USA)
Shop: <http://www.cafepress.com/bizarrostuff>

<http://www.bizarro.com/>
<http://www.BizarroComic.Blogspot.com>

VIDEO DEFINING INFERENCE

[HTTPS://STUDY.COM/ACADEMY/LESSON/MAKING-INFERENCESLesson-FOR-KIDS.HTML](https://study.com/academy/lesson/making-inferences-lesson-for-kids.html)

INFERENCE

- A CONCLUSION REACHED ON THE BASIS OF EVIDENCE AND REASONING.
- HOW WILL WE USE THIS WITH OUR NEW READING STRATEGY?
 - WE WILL LOOK AT OUR TEXT
 - WE WILL DEFINE OUR CHARACTERS
 - WE WILL INFER WHAT THEY WANT
 - WE WILL SEE HOW THEY RESPOND
 - WE WILL MAKE INFERENCES ABOUT WHAT WILL HAPPEN NEXT

STEP 1: "I DO"

1. SHARE THE PAGE OF THE TEXT (PG. 20) AND A LITTLE BIT OF CONTEXT (POLLARD MAY HAVE WANTED TO SEE HOW THE *ESSEX* PERFORMED WHEN PUSHED TO THE LIMIT, SO THE SHIP CREW CONTINUED TO SAIL TOWARDS AN UPCOMING STORM. THE SHIP REACHED THE STORM IN THE SEA AND THE CREW HAD TO DECIDE HOW TO NAVIGATE THE SHIP THROUGH THE STORM. THE SHIP ENDED UP IN THE WORST POSSIBLE POSITION AND THE SHIP ENDED UP SEVERELY DAMAGED. POLLARD WANTED TO RETURN TO NANTUCKET FOR REPAIRS, BUT CHASE DEMANDED THAT THEY SAIL ON DESPITE THE DAMAGE. THE MEN CONTINUED ON THEIR WHALE-HUNTING JOURNEY.)
2. READ THE TEXT WITH EXPRESSION
3. HIGHLIGHT ONE CHARACTER OR GROUP TO FOCUS ON
4. REREAD SHORT EXCERPTS THAT SHOW HOW THE CHARACTER(S) ARE FEELING AND THINKING AND WHAT IS THE CURRENT SITUATION MAKING THEM ACT IN A CERTAIN WAY
5. LOOK AT THE DECISION THAT THE CHARACTER(S) MAKE AND MAKE AN INFERENCE TO WHAT WILL HAPPEN NEXT AND SUPPORT IT WITH EVIDENCE FROM THE TEXT
6. Go through the handout:
 - a. **SOMEBODY**: Who is the main character(s): Pollard and Chase
 - b. **WANTED**: What is the main thing he/they want?: To successfully hunt whales
 - c. **But**: What obstacles are they facing?: Storm/ship damage
 - d. **So**: What does the character do in response to the problem(s)?: Pollard announces a need to return to Nantucket for ship repairs, while Chase urges the crew to continue. Pollard agrees and the ship continues their mission.
 - e. **Then**: How does it all end up? Connect it back to the problem or want: Use the text to make a claim about what is going to happen.

STEP 2: "WE DO"

- I WILL READ ALOUD THE NEXT PASSAGE (PG. 44-45) AS THEY FOLLOW ALONG IN THEIR BOOKS.
- I WILL HAND OUT THE WORKSHEETS WITH THE FRAMEWORK TO SET THEM UP TO MAKE THE INFERENCES ALREADY WRITTEN ON THEM. (SOMEBODY, WANTED, BUT, SO, THEN)
- CLASS DISCUSSION ON WHAT WE OBSERVE THE CREW'S CHOICES TO BE LEADING UP TO THE WHALE APPEARANCE AND THE MEN'S DISAPPOINTMENT.
 - I WILL REREAD "WITH CHASE AT THE BOW... A TAME MAN IS NEVER KNOWN AMONGST THEM," (45).
 - I WILL EMPHASIZE THAT THE CHOICES MADE BY THE CREW LEADING UP TO THE DISAPPOINTMENT LEAD TO THE DECISIONS MADE AFTER AND GIVE US CONTEXTUAL CLUES AS TO WHAT WILL HAPPEN NEXT.
- TOGETHER, WE WILL FILL OUT THE HANDOUT WHICH WILL HELP US TO IDENTIFY THE KEY ELEMENTS OF THE SCENE.
 - THE STUDENTS WILL THEN USE THE WORKSHEET & DISCUSSION TO HELP WRITE AN INFERENCE SUPPORTED BY TEXTUAL EVIDENCE. THEY CAN WRITE KEY POINTS FROM THE HANDOUT ON POST-IT.
 - THE STUDENTS WILL KEEP A POST-IT IN THEIR BOOK FOR THEIR REFERENCE, BUT WILL TURN IN THE HANDOUT.





ANY QUESTIONS?

