

Basil Heatter—“The Long Night of the Little Boats”—Grade 8

Dunkirk World History unit (1970.)

Learning Objective: The goal of the exemplar is to give students practice in reading and writing habits that they have been working with throughout the curriculum, particularly using literary nonfiction text. It was designed originally for use in a middle school Social Studies curriculum, where teaching students to go beneath a surface understanding of historical events is at a premium. Although this exemplar was designed to be used in a middle school Social Studies curriculum, it is appropriate for use in an ELA class as well.

By reading and re-reading the text passage, closely combining classroom discussion about it, and writing about it, students come to an appreciation of the need to (a) re-read, paraphrase, and discuss ideas, (b) come to an accurate basic understanding level of a text, (c) come to an accurate interpretive understanding of a text, and (d) build a coherent piece of writing that both constructs and communicates solid understanding of text.

Rationale: It is critical that students grapple with rich text in the content areas. It is particularly important that students recognize that it is key that they understand what an author is actually saying in the text before they proceed to analysis of that text. The steps in this exemplar, from summary level understanding to analytical/inferential understanding, are intended to help build this habit of mind in students.

The text in this exemplar is relatively long. It is also designed to be used in a classroom that will have a large range of reading levels – typical of public middle schools. For these reasons, the students do not read the text independently before the teacher reads it aloud; rather, the first reading is a supported one. The purpose here is to include *all* students successfully on the initial read, strong and struggling readers alike. By middle school, struggling students are easily discouraged, so it is important to “hook them into success” from the very beginning.

However, throughout the steps of the sequence, students have ample opportunity to read independently and successfully.

Reading Task: Students will first read the text in a supported context, with the teacher reading aloud while they read/follow silently. They will work closely with several paragraphs, then (with guidance) write a summary of the text, using the author’s focus. This brings them to an accurate basic understanding of the text, which they capture in explanatory writing. After that, using a Focusing Question provided by the teacher, students do more close reading to develop an analytical understanding of the text. With guidance, they capture this understanding in an argument piece of writing.

Discussion Task: Throughout this exemplar, students are discussing: in pairs, in small groups, in full class discussions. There are two purposes of the “turn and talk” in pairs – first, to make sure all students are actually focusing and talking about the text (“speaking their thinking”); and second, to make sure students actually own the ideas they are working with. Students cannot write what they could not have spoken, and often what they actually did speak; if we want them to write coherently and thoughtfully about the text, they need frequent opportunity to speak those ideas.

The full class discussion allows the teacher to guide students to deeper thinking than they might have reached on their own.

Writing Task: As noted above, there are two writing tasks, one showing basic understanding (the summary) and one showing analytical understanding (the argument essay). This writing is NOT used as an assessment – rather, it is an essential part of the instruction, helping students both to crystallize their understanding of the text and to write clearly and coherently – this time, and next time.

Standards Addressed: The following Common Core State Standards are the focus of this exemplar: RI.8.1, RI.8.2, RI.8.4, RI.8.6; RH.6-8.1, RH.6-8.2, RH.6-8.6, RH.6-8.7, RH.6-8.10; W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4, W.8.5; SL.8.1; L.8.4.

The Long Night of the Little Boats

Basil Heatter, 1970

1

It was a **miracle**. Those who were there consider it so, and those who have studied it since are even more convinced. It was a miraculous combination of courage, effort, and good weather.

2

The British army lay **besieged** at Dunkirk in 1940, in desperate trouble. Europe had been **overrun** by the German armored divisions, and the British had retreated into a tiny pocket on the French coast. Their backs were to the sea. They could go no further. England and safety lay just across the Channel, but might as well have been half a world away.

3

Hour by hour the German armored ring closed tighter. The troops were **compressed** into an ever narrowing area. At last they were on the open beach – hundreds of thousands of them waiting for the end. Overhead, the dive-bombers wheeled. Behind them, the tanks and **artillery** roared. They turned to fight for the last time, and that was when the miracle began.

4

No one knows exactly how it began, how the word was spread, but somehow the message was passed that Englishmen were dying on the beaches of France and that other Englishmen must go to take them off those beaches. Small boats were needed, anything that could float and move under its own power. Lifeboats, tugs, yachts, fishing craft, lighters, barges, and pleasure boats – it was the strangest navy in history.

5

They poured out of the rivers and harbors and down toward the coast. Some were frowsy and hung with old automobile tires for fenders, others white and

Armored
divisions:
troops of
soldiers in
tanks

gleaming with polished chromium and flying yacht pennants. There were fishing boats, shrimp catchers, ancient car ferries that had never known the touch of salt water. Some had been built before the Boer War. There were Thames fire floats, Belgian drifters, and lifeboats from sunken ships. There were bright blue French fishing boats and stumpy little Dutch schouts. There were paddle steamers and tugs pushing barges, and flatboats with ancient kerosene engines. Large and small, wide and narrow, fast and slow, they moved in a motley flood down to the shore. Some had registered with the navy and were under navy command. Others had simply come by themselves, tubby little craft used for Sunday picnics on the Thames and laid up for years, somehow gotten underway by elderly gentlemen who had left their armchairs and rocking chairs. Down they came, clogging the estuaries, going off to war.

6 There were bankers and dentists, taxi drivers and yachtsmen, old longshoremen and very young boys, engineers, fishermen, and civil servants. There were fresh-faced young Sea Scouts and old men with white hair blowing in the wind. Some were poor, with not even a raincoat to protect them from weather, and others were owners of great estates. A few had machine guns, some had rifles and old fowling pieces, but most had nothing but their own brave hearts.

7 Off they went at sundown, more than a thousand boats in all. It was a miracle that so many had been able to assemble at one place at one time, and even more miraculous that crews had been found for them. But now came the best part of the miracle. The sea, as if **obedient to suggestion**, lay down flat. Ordinarily the English Channel is one of the roughest places in the world – no place at all for a small boat –

Motley: a great variety

Estuary: the lower part of a river where it meets the tides of the sea

Longshoreman
Dock worker

Civil servants:
People who work for the government

but suddenly the wind died and the seas **subsided**, and the little boats went out into a calm night.

8 By the hundreds they poured forth. Coming up behind them, bent on missions of their own, were the warships, destroyers, cruisers, and gunboats, racketing full tilt across toward the coast of France. The moon was not yet up, and in the blackness – for no one dared show a light – the destroyers could not see the little boats, and the little boats could not see the warships until the great gleaming bow waves moving at forty knots were right on top of them. But somehow, for the most part, they avoided each other, and the strange armada moved on.

9 The wash thrown out by the big ships was a serious matter for the little boats, and they rocked helplessly in the wake of the warships. It was like being on a black highway with fast-moving traffic and no lights showing. A few were rammed and some were swamped, but still they moved on. Behind them, invisible in the blackness, was England. Ahead, glowing faintly from burning oil tanks and flaming artillery, lay the coast of France. On one of the little boats, the man at the wheel put his arm around the shoulders of his twelve-year-old son and hugged him in silent encouragement. On another boat, a girl dressed in man's clothes, having thought to fool the inspection officers by sticking an empty pipe in her mouth, now took the pipe out again and stuck it between her teeth to keep them from chattering.

10 Suddenly out of the night came dozens of aircraft flares dropped by the German bombers, looking like orange blossoms overhead. They lit up a nightmarish scene: wrecked and burning ships everywhere, thousands of British soldiers standing waist deep in the water holding their weapons over their heads, hundreds of

Forty knots:
Speed of a boat,
about 50 mph

Armada: fleet of
warships

thousands more in snakelike lines on the beaches. Through it all, **scuttling** like water bugs, moved the little boats coming to the rescue.

11 As the flares **sputtered** overhead, the planes came in to the attack. The primary targets were not the little boats but the larger ships – the destroyers and transports – but the people on the little boats fought back all the same, firing rifles and rickety old Lewis guns as the dive-bombers screamed down. Exploding bombs and fiery tracers added their light to the unearthly scene. Through it all, the little boats continued to move in to the beach and began taking aboard the soldiers.

12 Those who were there will never forget the long lines of men wearily staggering across the beach from the dunes to the shallows, falling into the little boats, while others, caught where they stood, died among the bombs and bullets.

13 The amazing thing was the lack of panic. There was no mad scramble for boats. The men moved slowly forward, neck deep in the water, with their officers guiding them. As the front ranks were dragged aboard the boats, the rear ranks moved up, first ankle deep and then knee deep and finally shoulder deep until at last it was their turn to be pulled up over the side.

14 The little boats **listed** under loads they had never been designed for. Boats that had never carried more than a dozen people at a time were now carrying sixty or seventy. Somehow they backed off the beach, remained afloat, and ferried their loads out to the larger ships waiting offshore and then returned to the beach for more men.

15 As the German gunners on the coast and the German pilots overhead saw their prey escaping, they renewed their efforts. The rain of bombs, shells, and bullets grew

Dune: a hill of
wind-blown
sand

ever greater until the little boats seemed to be moving through a sea of flame. The strip of beach, from Bergues on the left to Nieuwpoort on the right, was growing smaller under the **barrage**, and even the **gallant** rear guard was now being pressed down onto the beaches. The Germans were closing in for the kill. The little boats still went about their business, moving steadily through the water.

16 As the situation became even more desperate, the big ships moved in right alongside the little ones, some **grounding** on the sand and hoping somehow to get off again despite the falling tide. Ropes, ladders, and cargo nets were heaved over the sides to make it possible for the bedraggled men to clamber aboard. Those who were wounded or too weak to climb were picked up by the little boats. Hands slippery with blood and oil clutched at other hands. Strangers embraced as they struggled to haul each other to safety. Now the fight was not only against the Germans but against time as well. The minutes and hours were racing by. Soon the gray light of dawn would be touching the eastern sky, and when it grew light, the German guns and planes could pick off the survivors at their leisure. Every minute counted now; the little boats **redoubled** their already desperate efforts.

17 Orders were shouted but went unheard in that infernal din. The gun batteries shelled without stopping. To the whistle of the shells were added the scream of falling bombs and the roaring of engines, the bursting of anti-aircraft shells, machine-gun fire, the explosions of burning ships, the screaming of the dive-bombers.

18 But all this time, as if in contrast to humanity's **frenzy**, nature had remained calm. All through the spring night, the wind had not risen and the sea had remained flat. That in itself was a factor in the saving of countless lives, for if one of the usual

Infernal: from
hell

spring gales had come whirling through the Channel, rescue would have been far more difficult, if not impossible.

19 All through the long hours, the work went on. The old men and boys who piloted the boats were sagging with exhaustion. There was an endless repetition in what they were doing: pull the men aboard, make the wounded as comfortable as possible, take them out to the larger ships, then return for more. No matter how many times they made the trip, there were still more men, **apparently** endless files of weary, stumbling, silent men moving down across the beaches into the water, waiting for rescue.

20 Sometimes the little boats ran out of gas. And sometimes the engine of a boat that had been laid up for years in a boatyard or quiet backwater simply broke down and quit. When that happened, small individual miracles were performed by grease-stained, sweating, cursing old gentlemen who whacked away in the dark with pliers and screwdrivers at the stubborn metal until some **obstruction** gave and the **asthmatic** engines ground back into life.

21 Meanwhile, invisible in the night sky, another battle was taking place. R.A.F. Spitfires were hurling themselves at 400 miles an hour into the massed ranks of Nazi bombers, scattering them all over the Channel. The fighters flew until they were down to their last pints of fuel and then hurriedly landed, filled their tanks and guns, and took off again. Flitting back and forth, silent as bats and deadly as hawks, they fought their own strange war at great cost to themselves and at an even greater cost to the enemy. It was thanks to them that the Germans were never able to mount a fully **sustained** air attack on all the motley craft beneath.

22 At last the ranks of men on the beach grew thinner. The flood that had once seemed endless was reduced to a trickle. Already the sky was growing light, and soon the little boats would have to scuttle away. None abandoned their position. Steadily they went on with the work. Although every minute lost might mean another life lost, the men on the beach did not panic. Slowly, steadily, silently, responding only to the orders of their officers, the long lines shuffled forward and out into the water toward the helping hands that waited for them on the little boats.

23 The exhausted crews looked toward the beach and saw only a handful of men left – the soldiers of the rear guard, who were still firing at the advancing Germans. With a last quick rush, the men turned and ran for the water. In the gray light of dawn, they could see the little boats bobbing there, waiting for them. The Germans, now seeing the last of their prey escaping, let loose a final barrage that turned the waterfront into a hell of flaming metal. But the little boats never **budged**, each waiting calmly for its load of drenched, gasping men.

24 And then at long last, with the fires growing pale against the daylight and the dive-bombers sweeping in for the kill, the job was done; the beach was empty of life, and the overloaded fleet turned and chugged home to England.

25 It had been hoped that, with the use of the little boats, some 30,000 men might be rescued. That would have been counted an achievement of sorts. What the little boats actually did was to take off 335,000 men, the best of the British army. Although their equipment was lost, the men were not; at home in England and ready to fight again, they **discouraged** Hitler from any thought of invasion. Many of these same men were to land later in France along with their American allies and drive

straight on through Germany to Berlin and so end the Nazi nightmare.

26 The **fortunes of war** always turn on small things, but never before has the **fate** of a great modern nation rested on so ill-assorted, so scruffy, so mixed a bag of strange little boats.

Day 1: Getting familiar with the text

1. Teacher reads the full text aloud while students follow silently.
2. Teacher guides class through Frayer Model (vocabulary) for “miracle”.
3. The students work in pairs on first part of the text, using a student atlas as a companion.
4. The teacher then asks the class a small set of guiding questions and tasks about the text.

Time	Text Under Discussion	Directions for Teachers / Guiding Questions for Students
12– 15 minutes	<p>It was a miracle. Those who were there consider it so, and those who have studied it since are even more convinced. It was a miraculous combination of courage, effort, and good weather.</p> <p>The British army lay besieged at Dunkirk in 1940, in desperate trouble. Europe had been overrun by the German <u>armored divisions</u>, and the British had retreated into a tiny pocket on the French coast. Their backs were to the sea. They could go no further. England and safety lay just across the Channel, but might as well have been half a world away.</p>	<p>1. Introduce the text; read aloud while students follow along. (12 – 15 minutes)</p> <p>Often, we ask students to read the text silently first. In this case, the teacher reads the text aloud to the students for the “first read”. The text is fairly long, and it is helpful for students to hear the text being read well and fluently <i>while they read silently</i>, before they tackle it independently. In this way, even struggling students have an initial encounter with the text that is positive, and when they do their own independent read, they are much more likely to approach it from an “I can do this” perspective. With struggling students, it is hard to overstate how important this “successful first encounter” is!</p>
15 minutes	<p>Hour by hour the German armored ring closed tighter. The troops were compressed into an ever narrowing area. At last they were on the open beach – hundreds of thousands of them waiting for the end. Overhead, the dive-bombers wheeled. Behind them, the tanks and artillery roared. They turned to fight for the last time, and that was when the miracle began.</p> <p>No one knew exactly how it began, how the word was spread, but somehow the message was passed that Englishmen must go to take</p>	<p>2. Work closely with the word “miracle” (15 minutes)</p> <p>Understanding the concept of “miracle” is critically important to this text. It is the author’s key point, and will be used when students come to summarize the article.</p> <p>The teacher guides students to note that “miracle” and “miraculous” are both used in the first paragraph, and class re-reads and discusses briefly what this might mean (from prior knowledge, which may be inaccurate, and from context). The teacher then works with a Frayer model template (see Appendix for model and deeper explanation), beginning with bottom left quadrant, moving to top left, then top right, and finally to bottom right. (The bottom two quadrants, examples of “miracle” and non-examples, are especially important, since “miracle”</p>

<p>10 minutes</p>	<p>them of those beaches. Small boats were needed, anything that could float and move under its own power. Lifeboats, tugs, yachts, fishing craft, lighters, barges, and pleasure boats—it was the strangest navy in history.</p>	<p><i>Armored divisions: large groups of soldiers in tanks.</i></p>	<p>is a word that has in everyday use lost much of its original meaning. Working with a Frayer model takes time, but for rich concept words that matter to understanding, it's worth the time it takes.</p> <p>3. Students read paragraphs 1 – 3 of text, orally in pairs (10 minutes) Students will have just heard/read the text, so this immediate “second read” will be, in effect, supported by familiarity with the text. Reading aloud in a “one foot voice” with a partner (softly enough so that only someone within one foot can hear) is a useful way to help students pay close attention to the text, which is key for understanding. Oral partner reading is valuable because it forces students to pay close attention to their reading. Close reading is slow and careful, a habit of reading many students do not have.</p>
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15 minutes		<p><i>Use this column to define both boldfaced and underlined words</i></p>	<p>NOTE: depending on the level of the students in the class, however, this step could be done independently. What’s important here is that students are challenged, engaged, and paying close attention, and not frustrated.</p> <p>4. Compare first three paragraphs with student atlas, map of Dunkirk / English Channel. Draw the scene in text margins. (15 minutes)</p> <p>Using a map to place this historical event is important. When reading informational text, it is helpful to students to build the habit of stopping and identifying places / references that are key to the text. When students use the map and the text to draw the setting in the margin, they must re-read repeatedly to make sure they are understanding what the scene is – another key skill for students.</p> <p>Guided discussion with text-dependent questions (15 –20 minutes)</p> <p>(1) What is going on in the first three paragraphs?</p> <p>Discuss the actual scene to make sure students understand what is happening. If students need information about World War II and the players, give enough information so that this makes sense. This would be a good time to point out that the United States was not yet in the war, but that Hitler had already taken over all of Europe except England, so what happened with England was critically important to the world.</p> <p>(2) How does the author establish a sense of how desperate the situation is?</p> <p>Have students work in pairs for a couple of minutes to underline words and phrases that establish this sense. These might include “besieged”, “backs to the sea”, “overrun”, “hour by hour” “waiting for the end”, etc.</p> <p>(3) Look at the phrase “and that was when the miracle began.” (end of paragraph 3). Why do you think the author chooses the word “miracle” to describe the events that night?</p> <p>Review the meaning of “miracle”- out of human hands, so wonderful and good as to defy belief (refer back to Frayer model).</p>
15 – 20 minutes			<p style="text-align: right;">13</p>

	<p>estates. A few had machine guns, some had rifles and old fowling pieces, but most had nothing but their own brave hearts.</p>	
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Time	Text Under Discussion	Directions for Teachers / Guiding Questions for Students
<p>10 – 15 minutes</p>	<p>Off they went at sundown, more than a thousand boats in all. It was a miracle that so many had been able to assemble at one place at one time, and even more miraculous that crews had been found for them. But now came the best part of the miracle. The sea, as if obedient to suggestion, lay down flat. Ordinarily the English Channel is one of the roughest places in the world – no place at all for a small boat – but suddenly the wind died and the seas subsided, and the little boats went out into a calm night.</p> <p>8 By the hundreds they poured forth. Coming up behind them, bent on missions of their own, were the warships, destroyers, cruisers, and gunboats, racketing full tilt across toward the coast of France. The moon was not yet up, and in the blackness – for no one dared show a light – the destroyers could not see the little boats, and the little boats could not see the warships until the great gleaming bow waves moving at forty knots were right on top of them. But somehow, for the most part, they avoided each other, and the strange armada moved on.</p>	<p>(Q2) What is the author referring to as the “best part of the miracle”? Why is this so significant to the outcome of this event?</p> <p>In pairs or independently, students can refer back to the text, and even the map or drawing – they need to see that if the English Channel were rough, the soldiers could never have been rescued. Referring back to the Frayer model of “miracle” will help students see how amazing this phenomenon was.</p>

<p>20 minutes</p>	<p><i>Paragraphs 9 – 26 of "The Long Night of the Little Boats"</i></p>	<p>2. Students re-read text through the end, paragraphs 9 – 26, either independently or in pairs, depending on needs of class. (20 minutes)</p> <p>This seems like a great deal of text to read independently, without being broken down into chunks for "close reading questioning." The reason is that this part of the text will be read closely, with guidance, <i>later in the sequence</i>.</p> <p>For now, students are engaged and have a good sense of the story from the previous work, and are ready to come to a basic understanding of the full text. The summary –level understanding and writing in the next step addresses this.</p>
<p>15 – 20 minutes</p>		<p>3. Summary writing. Students will gather notes to write a summary of the text.</p> <p>Summary writing is an important first-level synthesizing skill in understanding. When students can accurately summarize a text in writing, it means they have understood the author’s main point and key supporting/developing points. The teacher helps students come to the focus of the summary as, <i>"The little boats’ rescue of the soldiers at Dunkirk in 1940 was a miracle."</i> Using the summary notes template (see Appendix), students work first in pairs to find the evidence for this from the text, then share out in full group. Evidence will include the weather, the outpouring of help, the soldiers themselves, the RAF.</p> <p>It will be important to share these notes, so the teacher can make sure all students understand. They will not be able to write the final analytic piece if they do not have solid initial (summary-level) understanding. (15 – 20 minutes)</p>

Day 3: Writing a summary of the text to establish basic understanding

1. Teacher reminds students of focus statement established yesterday.
2. Students use notes from yesterday to write summary independently.
3. Teacher guides students to conclusion, students write.
4. The teacher introduces analytical Focusing Question for final writing (inferential understanding of text).

Time	Text Under Discussion	Directions for Teachers / Guiding Questions for Students
20 – 30 minutes	Full text of <i>“The Long Night of the Little Boats”</i>	<p>Students turn notes taken yesterday into complete written summary.</p> <p>Teacher reminds students that focus statement (<i>“The little boats’ rescue of the soldiers at Dunkirk in 1940 was a miracle”</i>) is the focus statement for their written summary. Students write summary independently, with teacher available for help as needed. Teacher engages with students as they do this, to make sure all students are understanding what they are writing. (20 - 30 minutes)</p>
10 – 15 minutes		<p>Students write concluding statement (“So what”) of summary, with help.</p> <p>After students write body of summary, teacher conducts short discussion of “So, why is this miracle so important?” This “so what” is an important way to conclude summary writing. (In fact, much expository writing that students encounter, such as op-ed pieces, conclude this way.)</p> <p>The teacher takes students to paragraph 26 – the author’s “so what” for the article, for short discussion of meaning. Words such as “fate” and “fortunes of war” are useful to include in this discussion (they are words that students will encounter again in other reading, so have high leverage). Students paraphrase in own words for their concluding statement, taking care to say, “As the author points out” before writing to credit him with the idea. (10 – 15 minutes)</p>

10 – 15 minutes		Introduce Focusing Question for next level of thinking and writing about the text, the analytical level (guided discussion with text dependent questions) (Q3) Teacher asks, “Now that we understand the miracle that happened here at Dunkirk in this text, we need to do some interpretive thinking and see if we can figure out <i>why</i> it happened. My question to you is, ‘ How did shared human values, both on the part of the little boats pilots and the soldiers, play a part in the outcome of this event?’ “ Make sure students understand the concept of “value”. This might be an opportunity to use a Frayer model again. Students need to understand that a “value” is a deeply held belief about something one cares about. (Not all values are positive, but in this text the values are positive ones.) By working with examples from their own lives (finding a home for a lost puppy, picking up a messy bedroom, being polite to a grandparent, raising money for Special Olympics, etc), students will find it easier to recognize / infer the underlying values of patriotism, responsibility, persistence on the part of the little boats - and discipline, patriotism, deference to others on the part of the soldiers. <i>(10 - 15 minutes)</i>
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Day 4 : Gathering Evidence from Text to Develop Understanding, Support Focus

1. Teacher guides students in note-taking of evidence from text.
2. The students continue to gather evidence in partners, and independently.
3. Teacher introduces model of what this type of writing looks like.

Time	Text Under Discussion	Directions for Teachers / Guiding Questions for Students
<p>30 – 40 minutes, or longer as needed</p>	<p><i>Full text of “The Long Night of the Little Boats”</i></p>	<p>1. Introduce note-taking template for finding evidence of values of little boat rescues, values of soldiers being rescued Teacher explains to students that once we have a Focus Statement, we need to prove it with evidence from the text. (Note: this is going to be an opportunity for targeted close reading.)</p> <p>2. Teacher directs students to paragraphs 5 and 6. Students re-read these paragraphs in partners, whole class discusses what values show up here. Teacher helps students to see that patriotism, shared devotion to country, taking responsibility are evident here. Teacher guides use of template for these paragraphs, so no student is left behind (see Appendix) Next, teacher directs students to paragraphs 19, 20, and 22. Again, students re-read paragraphs in partners. This time, students try on their own to identify values (persistence, resourcefulness are examples). If students need help with these terms, teacher should give it. This is an excellent way to help build vocabulary. Now teacher directs students to the values of the soldiers (paragraphs 13, 22). Students re-read each paragraph, in partners identify values as above (discipline, sense of order, awareness of others’ needs, not just one’s own). Again, students may need help identifying and naming these values.</p> <p>NOTE: if an even more guided experience here is helpful, Appendix G provides a “guided close read” for use with students <i>before</i> they use the notes sheet described above.</p> <p>NOTE: it’s important to allow as much time for this note-taking as students</p>

		<p>need. It's also important for all students to be talking here – orally processing their ideas and constructing meaning. This evidence from the text is the heart of the understanding of the text, the understanding that students will be asked to show in writing. Students cannot write what they could not have spoken. If the teacher goes through it faster than the students can handle it, the final writing piece cannot be successful – and that, after all, is the whole goal. If the next activity has to go to the next day, that's okay.</p> <p>3. Introduce a written model of what it looks like to write about values.</p> <p>Teacher shares written model of paragraph with class (see Appendix). Note that this model, about the values of a person who stopped to help a young woman fix a flat tire, is very similar to the body/evidence paragraphs the students will write about the little boats and the soldiers.</p> <p>It is very helpful for students to see what the kind of writing they are going to be asked to do looks like. By showing them a model, all students – the strongest and the least strong – have gotten clear, concrete instruction. Just as a good basketball coach shows students how to do lay-ups before asking them to do it on their own, writing teachers can help students see what quality thinking and writing look like before asking them to do it on their own.</p>
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Day 5 : Final Essay

1. Teacher guides students in using graphic organizer / schematic for full essay (see Appendix).
2. Teacher guides students as needed in writing introduction from earlier summary.
3. The students write the essay in chunks, using notes from day before.

Time	Text Under Discussion	Directions for Teachers / Guiding Questions for Students
45 – 50 minutes	<i>Full text of “The Long Night of the Little Boats”</i>	<p>Guide students in beginning of final essay on values in text.</p> <p>Teacher introduces graphic organizer for final essay (see Appendix). This will give students a visual of what their final product will look like, without any of the actual writing having been done.</p> <p>The value of this is to give students a clear sense of where they are going. They have done a great deal of work on understanding the text by this time – what they now need is a clear road map of how to put that understanding into a formal essay form.</p> <p>Together, teacher and students write introduction (title, author, brief summary of text (shortened from summary written earlier), and fill in Focus Statement.</p> <p>Using model introduced earlier, and their notes on values, students independently write first body paragraph (values of little boat rescuers). The teacher checks in on students while they write, giving help as needed.</p> <p>After first body paragraphs are written, students share with partners and revise as needed.</p> <p>Students write second body paragraph (values of soldiers), share with partners and revise if needed.</p> <p>Teacher leads “so what” discussion for conclusion, using the question, “So, what does this event show about the importance of values / beliefs as a force in human history?” Students write conclusion after discussion.</p> <p>Once draft is completed, students read full piece aloud to two other students, including the group-written introduction.</p> <p><i>NOTE: this is a highly guided approach to writing to demonstrate critical understanding of a text. If the teacher finds that students do not need this much guidance, he/she is welcome to give less support. However, it is</i></p>

		<p><i>important to remember that this whole-class approach to working with a complex text is designed to make sure that the most struggling students are well in the game.</i></p>
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Let's REALLY Know This Word!

Frayer Model

<p>Definition</p>	<p>Characteristics / Explaining</p>
<p>Examples / contexts for using this word</p>	<p>Non-examples / contexts when this word wouldn't work</p>

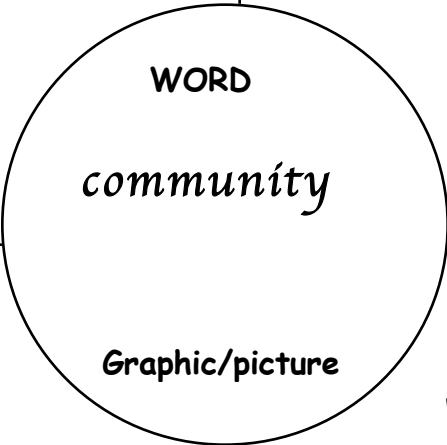
WORD

Graphic/picture

Let's REALLY Know This Word!

Frayer Model

<p style="text-align: center;">Definition</p> <p><i>Community is a friendly connection between or among people. In a community, people care about each other and try to meet their needs.</i></p>	<p style="text-align: center;">Characteristics / Explaining</p> <ul style="list-style-type: none"> • <i>communities can be small, like a family, or big, like a town, or really big, like the world</i> ♦ <i>maintaining a community takes work over time</i>
<p style="text-align: center;">Examples / contexts for using this word</p> <ul style="list-style-type: none"> • <i>people in a neighborhood getting blankets for a family after a fire are helping to maintain a community</i> ♦ <i>a kid taking time from playing to help shovel the walk is helping to maintain a community</i> • <i>people who go to other states to rebuild homes after a hurricane are helping maintain a community</i> 	<p style="text-align: center;">Non-examples / when this word wouldn't work</p> <ul style="list-style-type: none"> ♦ <i>if Doc had driven by Favor Johnson's house that Christmas night, he would not have been maintaining community</i> ♦ <i>always letting people do something friendly for you, and never doing something friendly for somebody else, is not helping to create or maintain a community</i> ♦ <i>excluding people is not creating community</i>



Strategic Reading: Writing a Magnet Summary

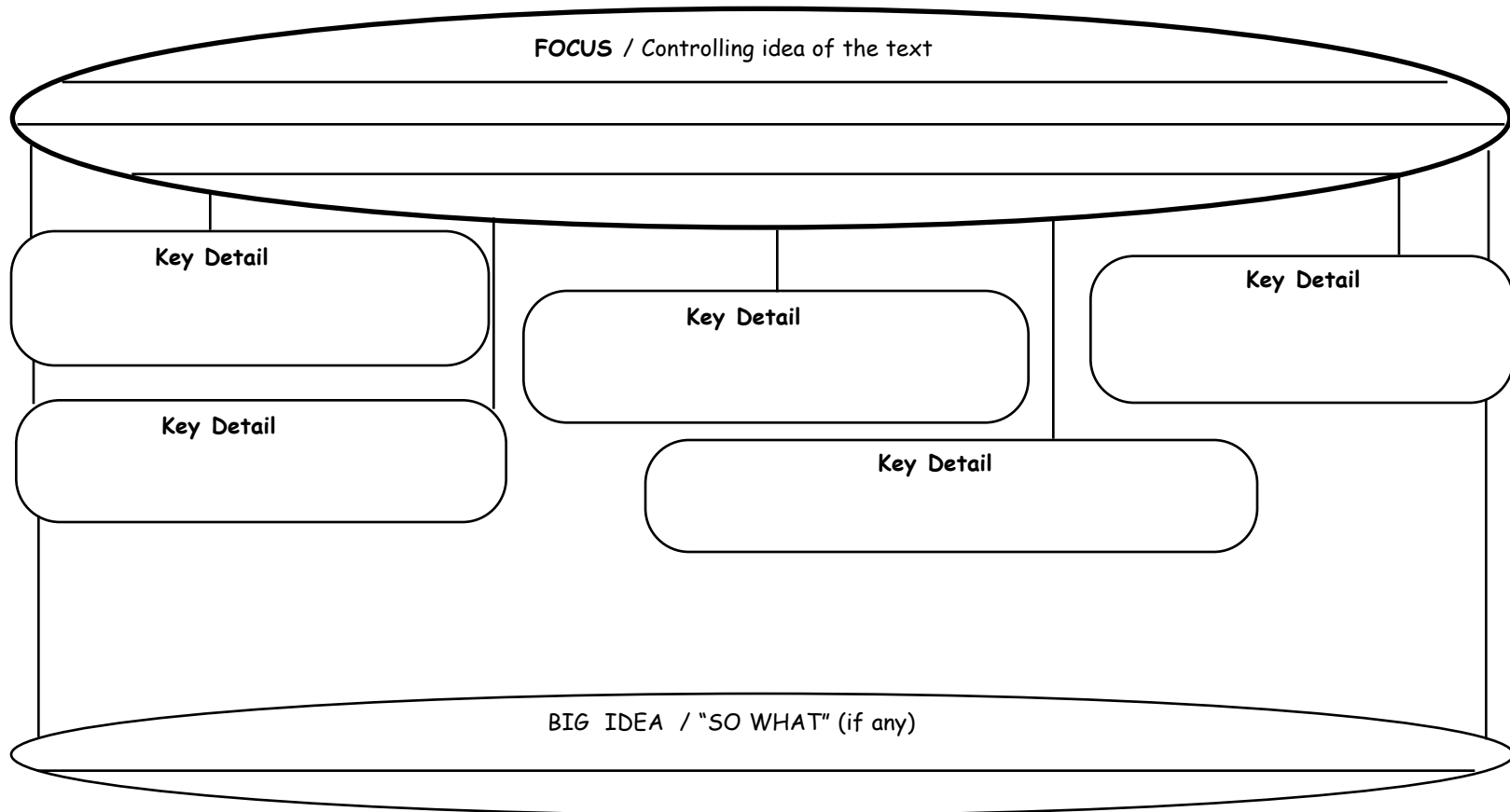
When you are reading actively, one of the most important things you do is figure out what the point of it is. This means you are recognizing the **focus** or the **controlling idea** of the text.

Once you have done that, you have really done the hardest work!

Still, there is more - you need to figure out what the key details in the text are.

Once that is done, you are ready to write up the notes into a **summary paragraph**. At that point, you will have gotten a good basic understanding of the text you're reading.

Title/author _____ Section / chapter _____



Appendix C

"The Long Night of the Little Boats"

Focusing Question: How did shared human values, both on the part of the little boats pilots and the soldiers, play a part in the outcome of Dunkirk?

FOCUS: Both the little boats pilots and the soldiers held values which played a role in the outcome of Dunkirk.

little boats pilots		
value	Evidence from text	Analysis / explanation - how does this evidence show the value? What difference did this make?

soldiers		
value	Evidence from text	Analysis / explanation - how does this evidence show the value? What difference did this make?

Appendix D

Writing Model: *The Great Breakdown of 1995*

Human history can be complicated. When we look at any big historical event, we know that it has many causes. Great forces are at work, often all at the same time. The same can be true even of small, more personal events.

It was the fall of 1995. Sarah, aged 23, had just moved to Long Island, New York to go to graduate school. Graduate classes are often held at night so that students can work during the day, so on this particular fall date Sarah was returning to her apartment by way of the Long Island Expressway around ten o'clock at night. The Long Island Expressway is always a busy place. No matter what time of day or night one drives on it, there is always heavy traffic, and it is always speeding right along. As Sarah was whizzing down the highway, she suddenly heard a loud CLUNKETY-CLUNK-CLUNK-CLUNK. At the same time, she felt the car lurch to the side. When she pulled over and got out to look at the car, she realized she had a flat tire. It was a frightening moment for her, to say the least. As it happened, however, luck was with her. Even before a police car could stop to help, a motorist stopped to help.

The motorist could not speak English, but he could see what was wrong with the car. Within moments he had the flat tire off; within ten minutes, the spare tire was on and the car was ready. When Sarah tried to pay him, he simply smiled and waved, then got in his car and drove off.

In this seemingly simple event, we can see that human ideas and values play an important part in human history.

Values reflect what people care about, what people believe in. Those values often drive what people do. In this case, the stranger who stopped to help held values that made a big difference for Sarah! He did not know who she was; he did not even speak English; yet he stopped and fixed her flat tire. Somehow, this stranger cared about helping people. Perhaps she reminded him of his daughter. Perhaps he had been taught as a child to try to help people in trouble. Perhaps he was a generous-hearted soul who enjoyed assisting people. Sarah never knew, because they could not speak the same language - at least, not in words. But his smile as he refused her offers of payment said everything. And his values, what he cared about, turned her car breaking down from a frightening event to one which warmed her heart.

Having a flat tire on the Long Island Expressway may not seem like a significant moment in human history. Yet even in this tiny personal event, we can see that human values, an idea someone held in his heart, made a great difference to the outcome. Perhaps we can see from Sarah's flat tire that human values are a driver of human history.

Appendix F

Alternate argument essay Focusing Question

History is of course driven by more than human values and beliefs, important as these are. In this story of the little boats, the course of history is also driven by geography (the actual topography, the shallow water, the existence of a relatively narrow English Channel separating mainland Europe from England, and perhaps most of all, the calm weather that night at Dunkirk.

For students who can take on more independent and/or enriched work, they can take this on as well for their final essay. In this case, the Focusing Question might be something like,

“How did geographical factors, as well as shared human values, both on the part of the little boats pilots and the soldiers, play a part in the outcome of this event?” “

Appendix G

Very Close Read of “Values” Paragraphs

5 They poured out of the rivers and harbors and down toward the coast. Some were frowsy and hung with old automobile tires for fenders, others white and gleaming with polished chromium and flying yacht pennants. There were fishing boats, shrimp catchers, ancient car ferries that had never known the touch of salt water. Some had been built before the Boer War. There were Thames fire floats, Belgian drifters, and lifeboats from sunken ships. There were bright blue French fishing boats and stumpy little Dutch schouts. There were paddle steamers and tugs pushing barges, and flatboats with ancient kerosene engines. Large and small, wide and narrow, fast and slow, they moved in a motley flood down to the shore. Some had registered with the navy and were under navy command. Others had simply come by themselves, tubby little craft used for Sunday picnics on the Thames and laid up for years, somehow gotten underway by elderly gentlemen who had left their armchairs and rocking chairs. Down they came, clogging the estuaries, going off to war.

6 There were bankers and dentists, taxi drivers and yachtsmen, old longshoremen and very young boys, engineers, fishermen, and civil servants. There were fresh-faced young Sea Scouts and old men with white hair blowing in the wind. Some were poor, with not even a raincoat to protect them from weather, and others were owners of great estates. A few had machine guns, some had rifles and old fowling pieces, but most had nothing but their own brave hearts.

a) What do you think the word “poured” means in line 1?

b) How many different types of boats does the author name here?

What do you think he is trying to show with such a variety?

c) In paragraph 6 about the pilots of the little boats, how many different types of people does the author name?

d) Paraphrase the sentence that reads, “Some were poor, with not even a raincoat to protect them from weather, and others were owners of great estates.”

e) Paraphrase the last sentence in paragraph 6.

THINK!! What does the author want us to understand about the *values* of the little boat pilots from these two paragraphs?

19 All through the long hours, the work went on. The old men and boys who piloted the boats were sagging with exhaustion. There was an endless repetition in what they were doing: pull the men aboard, make the wounded as comfortable as possible, take them out to the larger ships, then return for more. No matter how many times they made the trip, there were still more men, **apparently** endless files of weary, stumbling, silent men moving down across the beaches into the water, waiting for rescue.

20 Sometimes the little boats ran out of gas. And sometimes the engine of a boat that had been laid up for years in a boatyard or quiet backwater simply broke down and quit. When that happened, small individual miracles were performed by grease-stained, sweating, cursing old gentlemen who whacked away in the dark with pliers and screwdrivers at the stubborn metal until some **obstruction** gave and the **asthmatic** engines ground back into life.

21

22 At last the ranks of men on the beach grew thinner. The flood that had once seemed endless was reduced to a trickle. Already the sky was growing light, and soon the little boats would have to scuttle away. None abandoned their position. Steadily they went on with the work. Although every minute lost might mean another life lost, the men on the beach did not panic. Slowly, steadily, silently, responding only to the orders of their officers, the long lines shuffled forward and out into the water toward the helping hands that waited for them on the little boats.

f) In paragraph 19, underline the words and phrases that show you how hard these little pilots were willing to work to rescue the soldiers.

Why do you think the author goes into such detail about this hard work?

g) In paragraph 20, what do you think the phrase “small individual miracles” means?

What does this show about the little boat pilots?

h) Paragraph 22 talks about both the little boat pilots and the soldiers. Underline the words and phrases that describe more about what the *little boats pilots* are doing.

i) What do you think the word “abandoned” means?

THINK!! What does the author want us to understand about the *values* of the little boat pilots from these two paragraphs?

13 The amazing thing was the lack of panic. There was no mad scramble for boats. The men moved slowly forward, neck deep in the water, with their officers guiding them. As the front ranks were dragged aboard the boats, the rear ranks moved up, first ankle deep and then knee deep and finally shoulder deep until at last it was their turn to be pulled up over the side.

22 At last the ranks of men on the beach grew thinner. The flood that had once seemed endless was reduced to a trickle. Already the sky was growing light, and soon the little boats would have to scuttle away. None abandoned their position. Steadily they went on with the work. Although every minute lost might mean another life lost, the men on the beach did not panic. Slowly, steadily, silently, responding only to the orders of their officers, the long lines shuffled forward and out into the water toward the helping hands that waited for them on the little boats.

j) Underline the sentence “The amazing thing was the lack of panic.” Paraphrase this sentence.

k) The sentence you just underlined and paraphrased is the author’s topic sentence. In your own words, what details does the author give to show “lack of panic”?

THINK! What *value* of the soldiers is the author trying to show us here?

l) in paragraph 22, underline the words and phrases that tell us about how the soldiers behaved.

m) What do you think the word “shuffled” means?

THINK! What *value* of the soldiers is the author trying to show us here?
