

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?
Disasters cause hardships to individuals and families and disrupt normal state and local government functions. The federal government steps in to help provide “aid, assistance, and emergency services, and the reconstruction and rehabilitation of devastated areas” in a timely way. E4.4(G)
 2. What is the primary purpose of this document? Who is the intended audience?
This document offers state and local governments an overview of the role the federal government will play in helping deal with a disaster and aid they will provide during a disaster. Given this context, it can be inferred that the most frequent audience would be federal, state, and local government officials. E4.4(F), E4.8(A)
 3. According to subsection (b), what is the government’s responsibility in times of disaster?
The government’s responsibility is to “alleviate the suffering and damage” caused by disasters. E4.4(G) E4.5(D)
 4. How do subsections (a) and (b) differ in purpose? How effective is it to use these text features? Explain your response.
Subsection (a) states that special measures are necessary in times of disaster, while subsection (b) states Congress’s intent to provide federal aid to state and local governments in times of disaster and how it will do so. Defined sections make the information very clear and show that this text has a functional and legal purpose. E4.7(D)(ii), E4.8(B)

As You Read

- As you read “Daylong Efforts to Repair Levee Fail” on the next page, underline words and phrases that help you visualize the scene. E4.4(D), E4.5(E)
- Circle unknown words. Use a print resources or an online thesaurus to find synonyms to strengthen your understanding. E4.2(A), E4.4(I)
- Consult the footnotes and use an online or print map to locate the areas mentioned in the passage. E4.4(I)

9 RETURNING TO THE TEXT: Have students answer the text-dependent questions in small groups. If students have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions box for suggestions.

10 As students move to the next text, explain that it is a front-page news article from the *Times-Picayune*, a prominent newspaper in New Orleans. It was published two days after Hurricane Katrina came ashore in Plaquemines Parish, Louisiana, approximately 70 miles from New Orleans.



TEACHER TO TEACHER

You may want to display the *Times-Picayune*’s website and share some information about the publication.

ACTIVITY 4.5 continued

11 Read the As You Read and About the Author sections with your students. Help them understand the instructions for annotation for the next text they will read. You may want to share the website for the *Advocate* and explain that although that newspaper is based in Baton Rouge, it is a competitor of the *Times-Picayune*.

12 Before beginning, read the Word Connections box with your students.

13 **FIRST READ:** This text also is short and engaging enough to be an independent read.

TEXT COMPLEXITY

Overall: Accessible

Lexile: 1130L

Qualitative: Moderate Difficulty

Task: Moderate (Analyze)

14 As students are reading, monitor their progress. Be sure they are engaged with the text and underlining phrases that help them visualize the scene.

4.5

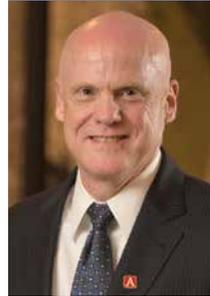
WORD CONNECTIONS

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 *lever* include *alleviate*, *elevate*, *elevator*, *leverage*, *levity*, and *relieve*.

My Notes

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 nineteen years. At the *Times-Picayune*, Shea supervised newsroom operations, presentations, photography, and copy editing. 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.

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.

Scaffolding the Text-Dependent Questions

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? Reread paragraph 1. Which levee is named? Reread paragraphs 26 and 27. What does Ebbert say is to be done after rescue efforts?

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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?

The article focuses on the levee breach in the 17th Street Canal. Officials plan to drop giant panels and sandbags and to drain the Interstate 10 underpass. Repairing the breach will allow recovery teams into the area, but only after rescue efforts are over. E4.4(G)

6. What is the implied connection between the events in paragraphs 11 and 12?

The writer implies that the armed men of paragraph 11 are the looters who stole the guns from the Walmart in paragraph 12 or that looters in general were stealing guns to arm themselves. E4.4(F)

7. Whom does the officer blame for the chaotic rescue effort in paragraph 16? Use details to support your inference.

In paragraph 16, the officer says, "They told us nothing ... We are completely on our own." It can be inferred that he is referring to his superiors, because the paragraph above states that "cops on the streets" were "cut off from their superiors." E4.4(F), E4.5(D)

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

Earlier paragraphs say that local police are focused solely on rescuing people stuck in the flood by dropping them on dry land. Because Scallan and others are now on dry land, they are considered safe and are less of a priority than people in immediate need of rescue. Also, the article states breach repair will be another key focus of first responders. E4.5(C), E4.5(D)

As You Read

- Highlight the numbers President Bush gives in the speech on the following pages. Try to picture the volume of people and supplies he outlines. E4.4(D), E4.5(E)
- Underline the priorities that President Bush mentions in his speech. E4.4(G), E4.8(B)

16 RETURNING TO THE TEXT: Have students answer the text-dependent questions with a partner. If students have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

17 After students have analyzed the news story, engage in a brief discussion about how the article connects to any of the critical lenses they have studied. Are economic, cultural, gender, or historical elements evident in the text?

Returning to the Text

- Reread the speech to answer these text-dependent questions.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
9. Based on details in the text, infer the purpose, occasion, and intended audience of this speech.
- The president seems to be addressing the public relatively soon after Hurricane Katrina, based on the fact that he says he recently flew over the affected area. His purpose is to inform the public of the government’s planned response to the disaster and to reassure the public. E4.4(F), E4.8(A)
10. According to President Bush, what are the federal government’s three priorities? How would you categorize them?
- The three priorities are “to save lives” through search and rescue; “to sustain lives” by providing necessities; and “executing a comprehensive recovery effort” to restore and rebuild the area. The first two priorities deal with helping people; the third deals primarily with logistics. E4.4(G), E4.5(D)
11. What does President Bush mean by *major assets* in paragraph 6? What examples does he provide?
- He means military equipment and personnel, including “the USS *Bataan* ...; eight swift water rescue teams; the Iwo Jima Amphibious Readiness Group ...; and the hospital ship USNS *Comfort*.” E4.2(B), E4.4(F)
12. What does President Bush compare charitable relief agencies to in paragraph 14? How might this comparison appeal to his audience?
- Bush calls relief agencies “the armies of compassion.” This draws a figurative comparison to actual armies. This might appeal to his target audience because armies connote strength and large numbers of well-organized soldiers working toward a goal. E4.5(C), E4.5(D), E4.8(F)
13. How does President Bush structure paragraph 15 to appeal to his audience?
- Bush first acknowledges the audience’s fears and then offers hope. For example, the first three sentences are somber, stressing the difficult recovery ahead. The fourth sentence starts with “But” to counter negative opinions. Next, he says that “the days seem awfully dark” and then follows it with another *but* sentence—stressing his confidence in the future. E4.8(B), E4.8(D)

23 RETURNING TO THE TEXT: Have students answer the text-dependent questions independently. If students have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

24 After students have read all three texts and answered the text-dependent questions, lead a brief discussion about the connections apparent among the three texts. Guide students to consider the different function of each text and how its purpose may affect the choice of language and structure.

