### Sample Lesson

**Disasters**  
"Andrea Doria Buried at Sea," pages 4–11

#### Introduce

**Summary** On an evening in July 1956, the *Andrea Doria* was approaching New York City after its long voyage from Italy. At the same time, the *Stockholm* was leaving New York City on its long voyage to Sweden. The two captains saw each other on radar but thought their ships were steering clear of each other. They weren't. The *Stockholm* crashed into the *Andrea Doria*, ripping a huge hole in its side. Other ships in the busy "Times Square" waters rushed to the site and were able to rescue almost all of the *Andrea Doria*’s passengers. At 10:00 the next morning, the *Andrea Doria* sank into the sea.

#### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>surpassed</td>
<td>was superior to</td>
</tr>
<tr>
<td>veteran</td>
<td>experienced</td>
</tr>
<tr>
<td>stricken</td>
<td>damaged</td>
</tr>
<tr>
<td>ruptured</td>
<td>cracked</td>
</tr>
<tr>
<td>listing</td>
<td>leaning</td>
</tr>
</tbody>
</table>

1. If the red car **surpassed** the blue car in quality, which would you buy? Why?
2. Has a **veteran** pilot flown many times or only a few times?
3. If you have a **stricken** sailboat, do you need to sail it or repair it? Why?
4. If water pipes have **ruptured**, what might happen? Why?
5. If a building is **listing** to one side, would you want to work in that building? Why or why not?

**Activate Prior Knowledge**

1. Have students find Genoa, Italy; New York City; and Stockholm, Sweden, on a map.
2. Ask students what they know about Times Square. *(Possible answers: in NYC, busy, crowds, traffic)* Ask why part of the Atlantic Ocean might be called “Times Square.”

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? *(Possible answer: This article will tell about the Andrea Doria and how it sank in the Atlantic Ocean.)*

**Build Background** The era of transatlantic passenger liners lasted for about 100 years, from the mid-1800s to the mid-1900s. At the beginning, it took about 15 days to cross the ocean, but by the end, some ships crossed in 3 to 4 days. The *Andrea Doria* was an Italian liner that had been built for luxury rather than speed. It took the sunny, southern route across the ocean instead of a faster, northern route. The liner had three outdoor swimming pools and extravagantly furnished cabins. It also had sophisticated modern technology, with two sets of radar and 11 watertight compartments, which were supposed to keep the ship from sinking. Unfortunately, these advances were not able to save the *Andrea Doria* after its disastrous collision with the *Stockholm*. The *Andrea Doria* was the last of the luxury liners to be lost at sea during the transatlantic passenger era.

#### DURING READING

**Cause and Effect** A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as *because, so, since, if, and therefore* to signal cause and effect. Have students look for cause-and-effect relationships by asking: What happened? Why?

**ENGLISH LANGUAGE LEARNERS**  
Have students fold pieces of paper in half lengthwise and label the left side *Cause* and the right side *Effect*. Ask them to draw sketches or to cut pictures from magazines that show cause-and-effect relationships. For example, they may draw or place a picture of snow falling on the left and a snow-covered street on the right.

#### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about the *Andrea Doria*’s collision with the *Stockholm*. Ask students: What or whom do you think was to blame? What could the captain of each ship have done differently?

**GRAPHIC ORGANIZERS**  
Use Graphic Organizer 4 as a Cause-and-Effect Chart. Have students label the left column *Causes* and the right column *Effects*. Have them write each sentence below in a box under the *Causes* column. Then in the *Effects* column, ask students to write an effect for each cause. Discuss their responses.

**Causes**  
The *Stockholm* had a razor-sharp bow.  
The *Stockholm* reversed its engines and backed up.  
The *Andrea Doria* was listing to one side.  
Captain Calamai sent out an SOS.
Unit 1, Lesson 1
Disasters
"Death of a Dream," pages 14–21

Introduce Summary Sabena Flight 548 took off on February 14, 1961, with 18 members of the United States figure skating team. They were headed to a competition in Prague, Czechoslovakia. Among the skaters was Laurie Owen, a 16-year-old who had won the North American women’s title. The next morning, the pilot was preparing for descent into Brussels when something went wrong. The plane crashed, killing everyone on board. All that remained of the skaters were three pairs of melted skates.

BEFORE READING
Build Vocabulary List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

beamed: smiled
dazzling: amazing
individuality: quality of being unique and different

1. The contest winner was so happy that she beamed from ear to ear.
2. The teacher has a dazzling personality, so all her students adore her.
3. The boy’s science project has an individuality that sets it apart from the other projects.

Activate Prior Knowledge
1. Ask students to describe figure skating performances they have seen in person or on television.
2. Have students find New York City, Brussels (Belgium), and Prague (now in Czech Republic) on a map.
3. Invite students to discuss airplane disasters they have read about or seen on the news.

Preview Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: The members of the U.S. figure skating team died in an airplane disaster on their way to a competition.)

DURING READING
Infer An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

1. The contest winner was so happy that she beamed from ear to ear.
2. The teacher has a dazzling personality, so all her students adore her.
3. The boy’s science project has an individuality that sets it apart from the other projects.

3. The boy's science project has an individuality that sets it apart from the other projects.

AFTER READING
Respond to the Article Have students write a journal or blog entry about their response to the final sentence of the article. Ask students: How does the last sentence help you visualize the scene? How does it affect your reaction to the disaster?

DIFFERENTIATED INSTRUCTION
Collect passages, newspaper headlines, jokes, or cartoons that require students to make inferences in order to understand the text fully. Place students in groups and have them work together to make inferences based on the text. The dialogue among students builds background knowledge, and those who have difficulty with this skill can learn from those who are more adept at it. Allow groups to share their inferences with the class.

ENGLISH LANGUAGE LEARNERS
Several picture books for older readers can be useful for helping students understand the concept of making inferences. Have students read the books in small groups and make three inferences about what happened in each book. The Wreck of the Zephyr, by Chris Van Allsburg, tells about a boy who finds a tiny sailboat wrecked near a cliff. An old man tells him a story of the boat, the sailor, and a storm.

GRAPHIC ORGANIZERS
Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write Fact at the top of the left column and Opinion at the top of the right column. Then have students write the following sentences from the article in the correct column. Discuss their responses.

This was going to be the time of their lives. There were three ice skating pairs on the plane. The brightest star of all was a singles skater. Laurie had great skill, dazzling grace, and a winning smile. Laurie came from a skating family. Still, she had just won the U.S. senior pairs championship.
# Unit 1, Lesson 2

## Disasters

"Custer's Last Stand: Battle of the Little Bighorn," pages 22–29

### Introduce

**Summary** On June 25, 1876, General George Custer fought and lost the Battle of the Little Bighorn. Custer had been a general in the Civil War. In 1874 he was with the Seventh Calvary when he discovered gold in the Black Hills. The government wanted the land, but it belonged to the Sioux, who refused to sell. In 1876 Custer disobeyed orders and led the Seventh Calvary in an attack against the Sioux-Cheyenne camp. Custer’s men were surrounded and outnumbered by the Sioux and Cheyenne warriors. Custer and all 225 of his men were killed.

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>overbearing: bossy</th>
<th>restore: rebuild</th>
</tr>
</thead>
<tbody>
<tr>
<td>resented: were offended by</td>
<td>devastating: disastrous</td>
</tr>
<tr>
<td>exploratory: fact-finding</td>
<td></td>
</tr>
</tbody>
</table>

1. What word goes with “someone who always tells others what to do”? (overbearing)
2. What word goes with “an unexpected tragedy”? (devastating)
3. What word goes with “disliked what was said or done”? (resented)
4. What word goes with “make like new”? (restore)
5. What word goes with “an adventure to a new place”? (exploratory)

**Activate Prior Knowledge**

1. Ask students to discuss the army’s chain of command. Invite discussion about what might happen if it is not followed.
2. Show a map of the Little Bighorn Battle site. Invite discussion of what students already know about Custer and the battle. See http://www.nps.gov/libi/.

**Preview** Ask students what clues the title of the article, the painting, the photograph, and the captions provide. What predictions about the article might students make? (Possible answer: Custer fought with Chief Crazy Horse at the Battle of the Little Bighorn. Since the title says it was Custer’s “last stand,” Custer must have lost.)

**BUILD BACKGROUND**

Crazy Horse (1845–1877) was a warrior and leader of the Lakota Indians. He was known for preserving the Lakota way of life. He fought against settlers in Wyoming in 1865–68. Later, he fought to prevent gold seekers from encroaching on land given to the Lakota by the Fort Laramie Treaty of 1868. In 1876 Crazy Horse joined forces with Sitting Bull to protect the Lakota land when the War Department ordered the Lakota onto reservations. Crazy Horse and his warriors defeated Custer at the Battle of the Little Bighorn. After this battle, the army reinforced its efforts to overpower Crazy Horse. He fought bravely but was eventually forced to give up. He surrendered on May 6, 1877.

### DURING READING

**Ask Questions** Questioning helps you to monitor your understanding of the text. Have students ask who, what, where, when, why, and how questions and look for the answers. Questions may include: Who was General Custer? What is he best known for? Where and when does the battle take place? Why did Custer disobey orders? How did the battle end?

### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about Custer’s last stand. Ask students: Do you think Custer was a good soldier? Why or why not? What are some of Custer’s characteristics that support your opinion?

### DIFFERENTIATED INSTRUCTION

**Support Individual Learners** Have students choose a newspaper article that interests them. Then have them pretend they are the editor of the paper who wants more information about the article. Have students write at least five questions the editor can ask the writer to gain the additional information.

**ENGLISH LANGUAGE LEARNERS** Have students locate an article in a news magazine. Help students read the headline and picture captions if necessary. Ask them to come up with three questions about the pictures accompanying the article. Then have students read the article with a partner to find out if their questions about the pictures are answered in the text.

**GRAPHIC ORGANIZERS** Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write in the boxes of the chart the following events in the order in which they happened:

- Terry told Custer to take the Seventh to the Little Bighorn Valley and wait there.
- Custer went to the Black Hills on an exploratory trip.
- Custer was a general in the Civil War.
- The Sioux and Cheyenne banded together near Little Bighorn River.
# Unit 1, Lesson 3

## Disasters

**“Tragedy at the Sunshine Silver Mine,” pages 30–37**

### Introduce

**Summary** In 1972 the Sunshine Silver Mine was the deepest and richest silver mine in the country. Since its opening in 1884, there had been only one fire, and no one was hurt. All that changed on May 2 when a fire broke out and spread quickly. The miners working above the fire escaped, but those below were trapped. After eight days of searching, rescue teams found only two survivors. In all, 91 miners died in the Sunshine Silver Mine, making it one of the worst mining disasters in American history.

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>notoriously</td>
<td>disgracefully</td>
</tr>
<tr>
<td>impressive</td>
<td>remarkable and awe-inspiring</td>
</tr>
<tr>
<td>lethal</td>
<td>deadly</td>
</tr>
<tr>
<td>daunting</td>
<td>frustrating</td>
</tr>
<tr>
<td>ordeal</td>
<td>suffering</td>
</tr>
</tbody>
</table>

1. The notoriously loud dog disturbs the neighbors because . . .
2. The history project was especially impressive because . . .
3. A gun is a lethal weapon because . . .
4. Climbing a mountain is a daunting task because . . .
5. The family’s ordeal began when . . .

**Activate Prior Knowledge**

1. Ask students to discuss mining disasters they have read or heard about in the news. For a list of disasters see [http://www.cdc.gov/niosh/mining/statistics/disall.htm.](http://www.cdc.gov/niosh/mining/statistics/disall.htm.)
2. Ask students to name natural resources for which people mine. (Possible answers: oil, gas, coal, gold, silver, iron, copper, lead, zinc, sand, stone) For more information see [http://www.bls.gov/oco/cg/cgs004.htm.](http://www.bls.gov/oco/cg/cgs004.htm.)

**Preview** Ask students what clues the title of the article, the photograph, and the photo caption provide. What predictions about the article might students make? (Possible answer: The article is about a tragic fire in the Sunshine Silver Mine. At least two miners were rescued.)

### DURING READING

**Predict** Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

**ENGLISH LANGUAGE LEARNERS** Have partners practice predicting the outcomes of stories. Students may read the book *Mouse's Birthday* by Jane Yolen or tell the plot of a familiar book or film. Have the storyteller stop periodically and ask, “What do you think happens next?” Ask the partner to make a prediction. Have students discuss if their predictions were correct or if they had to revise them. Then ask students to switch roles.

### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about the fire at Sunshine Silver Mine. Ask students: Chuck Carver was originally supposed to work that day. How do you think he felt after hearing about the fire? Tom Wilkenson said, “We knew that between us we’d be able to stand it.” What does this tell you about him?

**DIFFERENTIATED INSTRUCTION** Give students a comic strip with the final frame missing. Ask them to draw their prediction of what happens at the end. Remind them to use clues the author has provided. When they finish, give them the final frame of the comic strip and have them compare their predictions to the ending.

**GRAPHIC ORGANIZERS** Use Graphic Organizer 7 as a Draw Conclusions Chart. Ask students to write the following details about Ron Flory and Tom Wilkenson in the three boxes at the top of the chart. Then have students write a conclusion that readers can draw about the two rescued miners.

- When the fire started, Flory and Wilkenson raced to the air shaft.
- They ate the lunches of the dead miners and tapped water from a water line.
- They cheered each other up and kept busy by braiding blasting wire.

**Support Individual Learners**

Have partners practice predicting the outcomes of stories. Students may read the book *Mouse's Birthday* by Jane Yolen or tell the plot of a familiar book or film. Have the storyteller stop periodically and ask, “What do you think happens next?” Ask the partner to make a prediction. Have students discuss if their predictions were correct or if they had to revise them. Then ask students to switch roles.
**Unit 1, Lesson 4**

**Disasters**

“Pompeii: The City That Slept for 1,500 Years,” pages 38–45

**Introduce**

**Summary** Mount Vesuvius erupted in a.D. 79, burying the city of Pompeii. In 1595 a worker discovered the buried city, but excavation didn’t begin until 1748. Excavators uncovered preserved paintings, food, and people. Ash, mud, and rain had formed a paste that shut off oxygen and prevented decay. Today millions of tourists visit Pompeii for a chance to walk down the city’s streets and see the houses, paintings, and petrified remains of nearly 700 citizens who lived there 2,000 years ago.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>excavating</td>
<td>digging out</td>
</tr>
<tr>
<td>hermetically</td>
<td>in an airtight way</td>
</tr>
<tr>
<td>petrified</td>
<td>turned into stone</td>
</tr>
</tbody>
</table>

1. If you are looking for dinosaur bones, would you be excavating a site or burying a site? Why?
2. Why is it a good idea to store food in a container that is hermetically sealed?
3. What would you rather buy in the morning—bread that is baked or petrified? Why?
4. If the knight in a picture is erect, is the knight standing up or kneeling over? Why?
5. Where might you find a niche—in a wall or in a lake? Why?

**Activate Prior Knowledge**

1. Ask students to share what they know about Pompeii and Mount Vesuvius’s most famous eruption.
2. Have students find Pompeii and Mount Vesuvius on a map of Italy. Ask them to name other nearby cities that might be affected by an eruption.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: Ash from Mount Vesuvius covered Pompeii for 1,500 years. Maybe no one knew about the city because it was buried under the ash.)

**BUILD BACKGROUND** Mount Vesuvius overlooks the Bay of Naples. The only active volcano in mainland Europe, Vesuvius has had eight major eruptions in the last 17,000 years. The most famous was the eruption in a.d. 79, when Pompeii was buried. Writings found from that period include the oldest surviving description of the tree-shaped cloud that rose over the volcano. The most recent eruption of Mount Vesuvius occurred in 1944, during World War II. It wreaked havoc for the Allied Powers, as ash and falling rocks damaged war planes and forced evacuations. Since then Mount Vesuvius has been quiet, but as an active volcano, it still remains a danger today.

**DURING READING**

**Visualize** Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about their responses to what Pompeii looks like today. Ask students: How would you feel if you were a tourist in Pompeii? What would you like to see? Why?

**DIFFERENTIATED INSTRUCTION**

Choose a descriptive poem. First, have students visualize the poem as you read it aloud. Then, reread the poem and have students act out what they see in their mind’s eye. Finally, ask students to draw a sketch or write a description of their visualizations.

**ENGLISH LANGUAGE LEARNERS**

Have students take turns describing a favorite place. As each student describes a place, have others visualize it and draw pictures or write descriptions of the place. Encourage students to ask questions as needed to help them clarify their visualizations.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 1 as a Visualizing Map. Have students write Eruption of Mount Vesuvius in the center bubble. Then in each outer bubble, ask them to write a description from the article that helped them visualize the eruption.
# Teach Lesson Skills

## Introduce

### Summary

The great London fire of 1666 began just before midnight on September 2. Strong winds blew the fire across the street and ignited piles of hay and straw. Soon the blaze spread through the London streets and ignited anything in its way, including the Old London Bridge and Old Saint Paul’s Cathedral. After five days, the fire burned itself out. The devastation it left behind was undeniable, but there was a silver lining. The fire killed the rats and fleas that had been spreading a plague through the city for hundreds of years.

## BEFORE READING

### Build Vocabulary

List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>literally</td>
<td>actually</td>
</tr>
<tr>
<td>intense</td>
<td>extremely strong</td>
</tr>
<tr>
<td>molten</td>
<td>melted</td>
</tr>
<tr>
<td>immune to</td>
<td>not affected by</td>
</tr>
<tr>
<td>plague</td>
<td>epidemic disease</td>
</tr>
</tbody>
</table>

1. What word or phrase goes with “many people dying”? *(plague)*
2. What word or phrase goes with “something that is really happening”? *(literally)*
3. What word or phrase goes with “very hot metal or rock”? *(molten)*
4. What word or phrase goes with “hurricane force winds”? *(intense)*
5. What word or phrase goes with “not catching a disease”? *(immune to)*

### Activate Prior Knowledge

1. Have students find London on a map.
2. Ask students to think about how people put out fires before there were the fire departments that we have today. How were the fires extinguished? *(Possible answer: People carried buckets of water or formed “bucket brigades,” in which full buckets were passed along a line.)*

### Preview

Ask students what clues the title of the article, the illustrations, and the captions provide. What predictions about the article might students make? *(Possible answer: This article is about a fire in London in 1666 that burned for five days. The title suggests that the city was destroyed.)*

## DURING READING

### Determine Word Meanings from Context

Tell students to think of context as the words or sentences that surround a word they don’t know. This information can help them make a good guess about what the word means. Have students look for clues such as definitions, synonyms, or examples to help them figure out what difficult words mean.

### ENGLISH LANGUAGE LEARNERS

Tell students they can sometimes figure out the meaning of an unfamiliar word by seeing how the word relates to other words around it. Use the word *ignited* in paragraph 2 in the article as an example: “Flames ignited piles of hay and straw, and then the Star Inn caught fire.” Have students use the words *caught fire* at the end of the sentence to figure out the meaning of *ignited.*

## AFTER READING

### Respond to the Article

Have students write a journal or blog entry about their responses to the London fire. Ask students: How did the community work together? Why do you think so few people died? What benefits came as a result of the fire?

### DIFFERENTIATED INSTRUCTION

Ask students to bring in song lyrics or poems that contain words that may be unfamiliar to other students. Have students take turns explaining to the class how they determined the meanings of unfamiliar words using context clues.

### SUPPORT INDIVIDUAL LEARNERS

- Use Graphic Organizer 9 as a Main Idea- and Details Chart. Have students write the following main idea in the box on the left. Then have them write three details from the article that support the main idea.
- **Main Idea**
  
  The Great Fire of 1666 caused great damage and destruction to the city of London.
### Unit 1, Lesson 6

**Disasters**

“Hindenburg: Last of the Great Dirigibles,” pages 54–61

#### Introduce

**Summary**
The *Hindenburg* was the largest airship ever made. In May 1937, after 37 ocean crossings, it was carrying 97 passengers plus crew across the Atlantic Ocean. As the airship floated down to land in Lakehurst, New Jersey, there was an explosion, and the *Hindenburg* became a great, flaming torch. No one knows for certain what caused the explosion. Some people think it was a bomb. Others think static electricity ignited the oxygen, and still others think it was escaping hydrogen gas. Regardless of the cause, 36 people died, and the age of the giant dirigible came to an end.

#### BEFORE READING

**Build Vocabulary**
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>delicacies</em></td>
<td>special tasty food</td>
</tr>
<tr>
<td><em>encased</em></td>
<td>completely covered</td>
</tr>
<tr>
<td><em>enviable</em></td>
<td>desirable</td>
</tr>
<tr>
<td><em>pioneer</em></td>
<td>a person who does something first</td>
</tr>
<tr>
<td><em>speculate</em></td>
<td>make guesses about</td>
</tr>
</tbody>
</table>

1. The guests tasted the *delicacies* that were served at the party.
2. After the ice storm, all the tree branches were *encased* in ice.
3. Because he had never lost a race, the runner had an *enviable* record.

**Activate Prior Knowledge**

1. Explain that the *Hindenburg* was a dirigible. Ask students who have seen dirigibles or heard of the *Hindenburg* to share their knowledge.
2. Have students find Germany; New York City; and Lakehurst, New Jersey, on a map.

**Preview**
Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: The *Hindenburg* was a dirigible that flew over New York City and then exploded when it was landing in Lakehurst, New Jersey. It was the last great dirigible.)

**DURING READING**

**Cause and Effect**
A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as *because*, *so*, *since*, *if*, *caused*, and *therefore* to signal cause and effect. Have students look for cause-and-effect relationships by asking: What happened? Why?

**BUILD BACKGROUND**
A dirigible—an airship that consists of a large cigar-shaped balloon with a compartment below for the crew and passengers—is kept aloft by lighter-than-air gases such as hydrogen or helium. Unlike a hot-air balloon, a dirigible can be steered using rudders, with engines propelling it forward. The first dirigible was created in 1852, and the early models were non-rigid—if the gas escaped, the whole balloon would deflate. (This kind of airship, also called a blimp, can still be seen today as an advertising tool.) The airship gained popularity with the emergence of the rigid German Zeppelin in the early 1900s. These ships, which had several gas-filled balloons inside a larger frame covered with fabric, were capable of transporting heavy loads over long distances. Airships were abandoned in the late 1930s, however, because they were expensive and not as fast as airplanes, which were coming into their own at the time. They were also vulnerable to explosions, which was manifested by the *Hindenburg* disaster.

#### AFTER READING

**Respond to the Article**
Have students write a journal or blog entry about their responses to the information about the *Hindenburg*. Ask students: If you had had the opportunity to ride in the *Hindenburg* in 1937, do you think you would have gone? Why or why not? Why do you think the *Hindenburg* was the last great dirigible?

#### DIFFERENTIATED INSTRUCTION

**Support Individual Learners**
Ask students to watch a news report about something that was caused by an action, such as a car accident caused by a drunken driver or damage caused by a storm. Ask students to rewrite the report using words such as *because*, *as a result*, *since*, *consequently*, *therefore*, and *so* to help show cause-and-effect relationships.

**ENGLISH LANGUAGE LEARNERS**
Ask students to tell a partner a common folktale or legend that has cause-and-effect relationships in it. Have them pause to discuss the causes and effects by asking and answering questions that ask why. Model by pausing to ask about cause-and-effect relationships as you tell a story or legend.

**GRAPHIC ORGANIZERS**
Use Graphic Organizer 7 as a Cause-and-Effect Chart. Turn the chart on its side so the three smaller boxes are stacked on the left. Label this column *Causes* and the right column *Effect*. Then ask students to write this effect in the box on the right: The *Hindenburg* exploded. Remind students that there are different theories about what caused the explosion of the *Hindenburg*. Have students write three possible causes, as noted in the article that led to the explosion.
**Unit 1, Lesson 7**

**Disasters**

“Take to the Hills! The Johnstown Dam Is Going!” pages 62–69

<table>
<thead>
<tr>
<th><strong>Introduce</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong> John G. Parke rode through Johnstown, Pennsylvania, in the spring of 1889, warning residents to “take to the hills.” The old South Fork Dam was about to burst. Unfortunately, most people ignored his advice until it was too late. When the lake water rushed over the top of the dam, the dam crumbled. Forty-five billion gallons of water, along with the locomotives, houses, trees, and barbed wire that had been swept up along the way, rushed down into the valley. Between 2,000 and 7,000 people died during this disastrous flood.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>BEFORE READING</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.</td>
</tr>
<tr>
<td>disregard: ignore</td>
</tr>
<tr>
<td>in earnest: seriously</td>
</tr>
<tr>
<td>trained: educated</td>
</tr>
<tr>
<td>1. Sometimes I disregard my parents’ advice because . . .</td>
</tr>
<tr>
<td>2. The carpenters worked in earnest because . . .</td>
</tr>
<tr>
<td>3. A doctor needs a trained eye when . . .</td>
</tr>
<tr>
<td>4. The puppy’s headlong dash across the yard ended when . . .</td>
</tr>
<tr>
<td>5. When the ball became wedged in the hole . . .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activate Prior Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask students to discuss floods they have witnessed or seen on the news. Discuss causes, prevention, and clean-up.</td>
</tr>
<tr>
<td>2. Have students brainstorm what comes to mind when they think about dams. Use Graphic Organizer 1 to record their responses. (Possible answers: beavers, mud and sticks, lakes and rivers, energy)</td>
</tr>
<tr>
<td>3. Have students discuss the meaning of the expression “cry wolf.” (false alarm) Ask what happens when people “cry wolf” too often.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Preview</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: A flood, caused by a broken dam, did major damage to the city of Johnstown.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DURING READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify Sequence</strong> Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps you see how the text is organized and how events relate to each other. As students read, ask them to look for key words and phrases, such as this time, almost immediately, then, as, and just before.</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>ENGLISH LANGUAGE LEARNERS</strong></th>
</tr>
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<tbody>
<tr>
<td>Have students describe events from their past in time order or explain things they can do using steps-in-a-process. Prompt them to use signal words in their descriptions. Have students create time lines of the events they are describing as a visual aid.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>DIFFERENTIATED INSTRUCTION</strong></th>
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</thead>
<tbody>
<tr>
<td>Explain that the most common types of sequence are time order, spatial order, order of importance, and steps-in-a-process. Spatial order refers to where things are in relation to one another. Order of importance refers to events or ideas arranged from most to least important. Steps-in-a-process refers to the order in which something is done, for example, a recipe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>AFTER READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respond to the Article</strong> Have students write a journal or blog entry about their responses to the events in the article. Ask students: Why do you think residents ignored John G. Parke’s warning? Do you think the flood could have been avoided? Why or why not? What evidence from the article supports your opinion?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GRAPHIC ORGANIZERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write in the chart the following events in the order in which they happened.</td>
</tr>
<tr>
<td>John Hess tied down the locomotive’s whistle as a warning.</td>
</tr>
<tr>
<td>John Parke rode into the valley, warning, “The dam is going!”</td>
</tr>
<tr>
<td>A big notch developed in the top of the dam.</td>
</tr>
<tr>
<td>Workers piled dirt on the dam.</td>
</tr>
</tbody>
</table>
**Unit 2, Lesson 8**

**Disasters**

*“Death on the Unsinkable Titanic,” pages 76–83*

| **SUMMARY** | In 1912 the Titanic set sail from England for New York City. It was the largest ship ever built, and it was believed to be unsinkable. Then, during its first voyage, the Titanic hit an iceberg. The collision left a 300-foot gash in the Titanic’s side. Water entered the ship at a pace so fast that it could not be pumped out, and the ship started to sink. In the confusion, only 711 of more than 2,200 passengers escaped on lifeboats. It was 1986 before Alvin, a small sub made for underwater exploration, found the remains of the Titanic. It lay in two pieces more than 2.5 miles down on the ocean floor. |
|---|

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

| luxurious: rich and splendid | assessed: took stock of |
| abandon: leave | secured: obtained |
| fascination: strong attraction |

1. The fancy hotel was the most luxurious hotel in the city.
2. People should find new homes for their pets and not abandon them.
3. Anthony wants to be an astronomer because he has always had a fascination with stars and planets.

**Activate Prior Knowledge**

1. Invite students who have seen the movie Titanic to share what they learned about the ship and the disaster.
2. Use Graphic Organizer 3 as a KWL Chart. Have students label the first column Know and write what they know about the Titanic. Have students label the second column Want to Know and write what they want to know. This exercise will be continued after reading. See http://www.encyclopedia-titanica.org/ for more information.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: The title and poster in the photo tell me that people died in a disaster. I think the article will tell why the ship sank.)

**DURING READING**

**Find Vocabulary in Context** As students read the article, have them note new vocabulary words. Ask them to think about each word’s meaning as they read.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about the sinking of the Titanic from a survivor’s point of view. Ask students: If you were a survivor of the Titanic, what would you have told people about your experience? Do you think this disaster could have been avoided? If so, how?

**DIFFERENTIATED INSTRUCTION**

Explain that the author’s purpose is the reason that an author has written something. Generally, an author will write to persuade, describe, explain, or entertain. An author can have more than one purpose. Provide students with comics and graphic novels. Have them discuss each author’s purpose.

**ENGLISH LANGUAGE LEARNERS**

Have students share words or phrases from their first languages that writers might use for different purposes. For example, English words that may be used to persuade include fantastic or incredible. Spanish words may include muy bueno and excelente. Descriptive words may include colors. Explanations often include words or phrases such as because or the reason is. Stories that entertain may begin with “It was a dark, stormy night.”

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 3 as a KWL Chart. Have students use the charts they started before reading the article. If students did not do this exercise before reading, they can start it now.

Students should label the third column Learned and add information they learned from the article about the Titanic. Students may wish to add more questions to the Want to Know column. Have students discuss their charts, and encourage them to find answers to their questions online or at the library.
**Unit 2, Lesson 9**

**Disasters**

“Hawaiian Hurricane,” pages 84–91

<table>
<thead>
<tr>
<th>Introduce</th>
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<tbody>
<tr>
<td><strong>Summary</strong></td>
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</table>

<table>
<thead>
<tr>
<th>BEFORE READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Vocabulary</strong></td>
</tr>
</tbody>
</table>

| pristine: unspoiled | eroded: wore away |
| dormant: inactive | lured: attracted |
| torrential: violently rushing |

| 1. What word goes with “soil”? (eroded) |
| 2. What word goes with “in perfect condition”? (pristine) |
| 3. What word goes with “heavy rains”? (torrential) |

<table>
<thead>
<tr>
<th>Activate Prior Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask students to share what they know about hurricanes—what causes them, the potential for destruction, when and where they frequently strike. Refer students to <a href="http://www.nhc.noaa.gov/">http://www.nhc.noaa.gov/</a> for more information.</td>
</tr>
<tr>
<td>2. Invite students to brainstorm words they think of when they think of Hawaii. Record their responses in a web. (Possible answers: lei, hula, luau, beaches, surfing, beauty, volcanoes)</td>
</tr>
<tr>
<td>3. Have students find Hawaii and its eight major islands (the Big Island of Hawaii, Kahoolawe, Kauai, Lanai, Maui, Molokai, Nihiw, Oahu) on a map.</td>
</tr>
</tbody>
</table>

| Preview | Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: In 1993 a hurricane caused damage to the Hawaiian island of Kauai. The article will be about the storm and the damage it caused.) |

<table>
<thead>
<tr>
<th>DURING READING</th>
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</thead>
<tbody>
<tr>
<td><strong>Infer</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>AFTER READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respond to the Article</strong></td>
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<thead>
<tr>
<th>SUPPORTING INSTRUCTION</th>
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<tbody>
<tr>
<td>Ask students to write riddles about animals, sports, classroom objects, or other subjects of interest. Have partners take turns reading and guessing the answers to the riddles. Encourage them to discuss how clues in the riddles and their previous knowledge helped them make inferences to solve the riddles.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several picture books for older readers can be useful for helping students understand the concept of making inferences. One example is <em>Fly Away Home</em>, by Eve Bunting, in which a boy and his father encounter homelessness. Have students read the books in small groups and make three inferences about what happened in each book.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRAPHIC ORGANIZERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Graphic Organizer 2 as a Classifying Chart. Ask students to write <em>Before the Hurricane</em> at the top of the left column and <em>After the Hurricane</em> at the top of the right column. Then in each column, have students write at least three details that describe Kauai at that time. Discuss their responses.</td>
</tr>
</tbody>
</table>

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# Unit 2, Lesson 10

## Disasters

### “San Juan’s Towering Inferno,” pages 92–99

<table>
<thead>
<tr>
<th>Introduce</th>
<th><strong>Summary</strong></th>
<th>On New Year’s Eve day in 1986, the Dupont Plaza Hotel in San Juan, Puerto Rico, was filled with guests. Even though there had been small fires and threats during the past couple weeks, guests had been assured that the hotel was safe. Then at 3:20 P.M., a fire broke out, spreading quickly from one ballroom to the next and then on to the casino, where a huge ball of fire burned everything in its path. Although helicopter pilots were able to rescue more than 160 people from the roof, 97 people died. Arson had caused the blaze, one of the worst hotel fires in history. Three employees confessed and were sentenced to prison for 75 to 99 years.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE READING</strong></td>
<td><strong>Build Vocabulary</strong></td>
<td>List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.</td>
</tr>
<tr>
<td></td>
<td>evacuated: removed</td>
<td>acrid: bitter</td>
</tr>
<tr>
<td></td>
<td>anonymous: unknown</td>
<td>incinerating: burning up</td>
</tr>
<tr>
<td></td>
<td>dire: alarming</td>
<td>1. Would you have to be evacuated from a building because of a fire or because of an important meeting? Why?</td>
</tr>
<tr>
<td></td>
<td>2. If an author is anonymous, do you know who the author is? Why?</td>
<td>3. If an event was a dire one, what might have happened? Why?</td>
</tr>
<tr>
<td></td>
<td>4. If something has an acrid smell, does it smell good or bad? Why?</td>
<td>5. What would be incinerating a building—fire or water? Why?</td>
</tr>
<tr>
<td><strong>Activate Prior Knowledge</strong></td>
<td><strong>Build Background</strong></td>
<td>Puerto Rico is an island about 1,000 miles southeast of Florida. It is a possession, or commonwealth, of the United States. Puerto Ricans are, therefore, U.S. citizens, but they can’t vote in presidential elections. Although Puerto Rico governs itself in local affairs, federal laws of the United States are laws in Puerto Rico. The United States is in charge of Puerto Rico’s defense, and Puerto Ricans can serve in the U.S. military. San Juan, Puerto Rico’s capital and largest city, is a major port and tourist town.</td>
</tr>
<tr>
<td>1. Have students discuss the term herd behavior. What does it mean? Have they ever witnessed an example of it? Why do they think it occurs?</td>
<td>2. Have students find Puerto Rico on a map. From the location, have them make inferences about the weather and tourist business.</td>
<td></td>
</tr>
<tr>
<td>3. Have students find the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: I think the article will give information about what caused a disastrous fire at the Dupont Plaza Hotel in San Juan on New Year’s Eve.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DURING READING</strong></td>
<td><strong>Predict</strong></td>
<td>Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.</td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE LEARNERS</strong></td>
<td><strong>Respond to the Article</strong></td>
<td>Have students write a journal or blog entry about their opinions of how the hotel officials handled the threats. Ask students: What do you think the hotel officials should have done when they got the threats? How do you think their response affected the employees and the guests?</td>
</tr>
<tr>
<td><strong>DIFFERENTIATED INSTRUCTION</strong></td>
<td><strong>GRAPHIC ORGANIZERS</strong></td>
<td>Distribute headlines from newspaper or magazine articles to partners. Have students read the headlines and predict what the articles will be about. Ask them to write their predictions. Then have partners read aloud the articles that go with their headlines. Have them discuss whether their predictions were correct.</td>
</tr>
<tr>
<td>Have students read the book The Day Gogo Went to Vote by Elinor Batezat Sisulu or other short stories of their choice. Ask students to draw a three-column chart and make and record three predictions as they read.</td>
<td>Use Graphic Organizer 7 as a Prediction Chart. Ask students to write this prediction in the bottom box: There will be a huge fire at the hotel on New Year’s Eve. Then ask them to find and write three details from the first page of the article that would help readers make this prediction.</td>
<td></td>
</tr>
</tbody>
</table>
## Teach Lesson Skills

### Introduce

**Summary** In August 1883 people around the world heard a loud noise. Krakatoa, an island between Java and Sumatra, erupted in a volcanic explosion. The eruption caused a cloud of ash to rise more than seven miles up into the air. The ash fell as far as 1,600 miles away. The eruption affected the earth’s weather for months and the sunsets for years. An earthquake jolted the area around the island, and a giant tsunami formed. The giant wave wiped out more than 300 villages in Southeast Asia. Parts of the island were blown apart into dust, and the rest sank into the sea.

### BEFORE READING

#### Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

- **spewed from:** burst out of
- **buoyancy:** tendency to float
- **generated:** produced

1. Ash **spewed from** the volcano because . . .
2. A boat must have **buoyancy** because . . .
3. Smoke can be **generated** by . . .

#### Activate Prior Knowledge
1. Ask students to discuss volcanic eruptions they have read about or seen on the news.
2. Ask students to share what they know about the difference among a volcanic eruption, an earthquake (a movement under the ground), and a tsunami (a giant wave).
3. Have students find Krakatoa on a map.

#### Preview
Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: The article will be about a volcanic eruption on Krakatoa.)

### DURING READING

#### Visualize
Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

#### AFTER READING

#### Respond to the Article
Have students write a journal or blog entry about what they think will happen to Anak Krakatoa. Ask students: Will it grow into a full-sized island? Will it have a gigantic volcano eruption? What facts support your opinion?

### DIFFERENTIATED INSTRUCTION

Have students choose descriptive paragraphs from stories they have read. Have partners work together to practice visualizing. Partners take turns reading their paragraphs and visualizing the details. Ask students to draw pictures to show their visualizations.

### ENGLISH LANGUAGE LEARNERS

Have students choose pictures from books or magazines. As each student describes a picture (without showing it), have others visualize it and then draw pictures or write about the description they heard. When students have finished drawing, invite them to compare their pictures to the original.

### GRAPHIC ORGANIZERS

Use Graphic Organizer 4 as a Visualizing Chart. Have students write **Description** at the top of the left column and **Visualize** at the top of the right column. Then, have students write each sentence below in a box in the **Description** column. Ask students to draw in the right column what they visualize when they read each description. Discuss their visualizations. Finally, have students write another description from the article in the bottom box and draw what they visualize.

#### Description

The people of Texas heard a sound they thought was cannon fire. A ship more than 15 miles from Krakatoa was covered with volcanic ash 15 feet deep. It was this great hill of moving water that caused most of the 36,000 deaths associated with Krakatoa.

---

**BUILD BACKGROUND** Why do volcanoes erupt? Pressure from deep inside Earth releases to make a volcanic eruption. First, magma collects deep underground. The magma is less dense than the rock around it, so the magma pushes up. When enough pressure builds up, the magma rises inside the volcano and erupts from the crater.
# Unit 2, Lesson 12

## Disasters

### “Halifax: City Blown to Pieces,” pages 108–115

**Summary** During World War I, the United States and Canada shipped munitions to Europe through Halifax, Nova Scotia. On December 6, 1917, the French ship *Mont Blanc* was leaving the harbor filled with explosives and benzene, a flammable liquid, when it was hit by the *Imo*, a freighter returning to Halifax. The benzene caught fire and set off the explosives. The explosion set off additional explosions of munitions that were on the piers of Halifax. Ultimately, 3,000 acres of Halifax, including homes, schools, and factories, were destroyed.

### BEFORE READING

#### Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>threading: carefully moving</th>
<th>convoy: escort or guard</th>
</tr>
</thead>
<tbody>
<tr>
<td>flammable: easily set on fire</td>
<td>comrades: friends</td>
</tr>
<tr>
<td>maneuver: skillfully guide</td>
<td></td>
</tr>
</tbody>
</table>

1. What word goes with “protect while traveling”? (convoy)
2. What word goes with “gas or lighter fluid”? (flammable)
3. What word goes with “mouse going through a maze”? (threading, maneuver)
4. What word goes with “acquaintances”? (comrades)
5. What word goes with “an obstacle course”? (maneuver, threading)

#### Activate Prior Knowledge
1. Have students find Halifax, Nova Scotia, on a map.
2. Ask students who have visited ports or harbors to describe what they saw. (Possible answers: ships, boats, docks, sailors, fisherman, fish)
3. Ask students what TNT is. (an explosive) Have them tell what happens when fire reaches TNT. *(There is an explosion.)*

### DURING READING

#### Ask Questions
Questioning helps you to monitor your understanding of the text. Have students ask who, what, where, when, why, and how questions and look for the answers. Questions may include: What event did you read about in this article? Where did the event take place? When did the event take place? According to the article, why did the event happen? How were problems resolved?

#### AFTER READING

#### Respond to the Article
Have students write a journal or blog entry about their responses to the explosion of the *Mont Blanc*. Ask students: What could the *Imo* have done differently? How do you feel about the *Mont Blanc*’s captain’s decision to jump ship? What would you have done if you were one of the British sailors?

### DIFFERENTIATED INSTRUCTION

#### English Language Learners
Assign proficient English-speaking partners to English language learners and ask the partners to help the English language learners form questions. Having English language learners actively question what they don’t understand will help them as they encounter difficult text in a new language.

#### Support Individual Learners
Have students keep a reading log to help them become better readers. Have them answer questions such as the following for articles they read: Did anything in the text remind you of something you have read about before? Did you have a positive or negative reaction to anything in the text? What parts of the text did you agree or disagree with? Which part of the text, if any, was confusing to you?

### GRAPHIC ORGANIZERS

Use Graphic Organizer 7 as a Summary Chart. Ask students to write three important details about the article in the top three boxes. Then have them use those ideas to summarize the article. Ask students to write the summary in the bottom box.
### Unit 2, Lesson 13

**Disasters**


<table>
<thead>
<tr>
<th><strong>Introduce</strong></th>
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<tbody>
<tr>
<td><strong>Summary</strong></td>
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<table>
<thead>
<tr>
<th><strong>BEFORE READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Vocabulary</strong></td>
</tr>
</tbody>
</table>

- **incessantly:** ceaselessly
- **saturated:** drenched
- **liquefy:** turn to a liquid

<table>
<thead>
<tr>
<th><strong>Activate Prior Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My neighbor's dog barks <em>incessantly</em>, and I wish it would stop.</td>
</tr>
<tr>
<td>2. So much rain fell that it <em>saturated</em> the yard and turned it into a mud puddle.</td>
</tr>
<tr>
<td>3. If ice cubes get too warm, they <em>liquefy</em>, and you can drink water.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Build Background</strong></th>
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<tbody>
<tr>
<td>Parts of eastern Canada have a layer of Leda clay under the surface. Leda clay is made up of tiny pieces of bedrock or sand. When the sand gets saturated with water, the clay can liquefy and start to flow, causing landslides. The ground drops, and whatever is on top of that ground sinks. Throughout history, there have been more than 250 of these landslides in the Ottawa region alone. In 1991 the government relocated the residents of one town, Lemieux, based on the results of engineering studies. Just two years later, there was a large landslide there. Luckily the town had already been abandoned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DIFFERENTIATED INSTRUCTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support Individual Learners</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ENGLISH LANGUAGE LEARNERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>**Cut apart panels of comic strips and ask students to place the frames in sequence. Have them explain to partners why they used the order they did. Encourage them to use key words, such as <em>first, next, then, last, and finally.</em></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>GRAPHIC ORGANIZERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use Graphic Organizer 1 as a Concept Map. Ask students to write Landslide in Saint-Jean-Vianney in the center bubble of the graphic organizer. Then have students write a sentence in each of the outer bubbles about something that happened during the landslide.</strong></td>
</tr>
</tbody>
</table>
**Unit 2, Lesson 14**

**Disasters**

“The Circus Troupe’s Last Performance,” pages 124–131

<table>
<thead>
<tr>
<th>Introduce</th>
<th><strong>BEFORE READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>One evening in June 1918, the Hagenbeck-Wallace Circus, one of the largest tent shows during World War I, pulled off the track for repairs. The flagman set emergency flares down the tracks as a warning for other trains. At the same time, an unscheduled troop train was approaching. Asleep on the job, the engineer saw neither the flares nor the red stop signal. The locomotive plowed right into the wooden sleeper cars that carried the circus performers. More than 85 people died in this tragic wreck.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Build Vocabulary</strong></th>
<th>List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>hitched: fastened</td>
<td>slackening: slowing down</td>
</tr>
<tr>
<td>precautions: safeguards</td>
<td>in rapid succession: one after another</td>
</tr>
<tr>
<td>shuttling: moving back and forth</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activate Prior Knowledge</strong></th>
<th>1. The sled-dog racers hitched their dogs to the sled because . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Mountain climbers take precautions when . . .</td>
</tr>
<tr>
<td></td>
<td>3. The bus is shuttling passengers from . . .</td>
</tr>
</tbody>
</table>

| **Preview** | Ask students what clues the title of the article, the poster, the photograph, and the captions provide. What predictions about the article might students make? (Possible answer: Since the title is about a last performance, and the photo shows a crane lifting a train engine, something must have happened to the Hagenbeck-Wallace Circus. The article will tell what happened.) |

<table>
<thead>
<tr>
<th><strong>DURING READING</strong></th>
<th><strong>AFTER READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Determine Word Meanings from Context</strong></td>
<td>Tell students to think of context as the words or sentences that surround a word they don’t know. This information can help them make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean.</td>
</tr>
<tr>
<td><strong>Respond to the Article</strong></td>
<td>Have students write a journal or blog entry about their thoughts regarding the train accident. Ask students: What are your thoughts about the decision of the flagman to leave the Pullman cars on the main track? What consequences do you think the engineer of the troop train should have faced? What facts from the article support your opinion?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DIFFERENTIATED INSTRUCTION</strong></th>
<th><strong>ENGLISH LANGUAGE LEARNERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students work in pairs to read a passage from a newspaper or magazine. Ask them to identify at least three unfamiliar words, use context clues to figure out the meanings, and discuss how the context clues helped them. Then have students check the meanings in a dictionary.</td>
<td><strong>Show students how to use synonyms to define a multi-meaning word within a sentence. Point out that the synonym can come before or after the word. Use the word blooms in Paragraph 12 as an example: “An entire truckload of blooms . . .” Ask students what word in the previous sentence is a synonym for blooms. (flowers)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GRAPHIC ORGANIZERS</strong></th>
<th>Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write Fact at the top of the left column and Opinion at the top of the right column. Then have students organize the following sentences about the article according to whether each sentence is a fact or an opinion. Discuss their responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveling with a circus train would be a lot of fun. The circus train had four Pullman cars. Engineer Sargent’s troop train had traveled between New York and Chicago for three days. The circus train pulled off the track for repairs. Sargent should have been judged to be guilty.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 3, Lesson 15
Disasters

Introduce
Summary The Black Death traveled through Europe in the 1300s and killed one in every three people whose path it crossed. The Black Death first struck the Chinese and then spread to the Tartars. As the Tartars fought their way westward, they brought the plague with them. The plague spread through Italy, France, and Great Britain. Since scientists did not know the cause, they did not know a cure. In fact, plague germs were transmitted by the fleas that lived on rats. When the rats died, the fleas jumped onto humans and infected them. The Black Death lasted on and off for 200 years in Europe before dying away.

BEFORE READING
Build Vocabulary List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- ran its course: came to an end
- forsook: abandoned
- derived: acquired
- concoctions: mixtures
- noted: noticed

1. If a disease ran its course, would the person be getting sicker or feeling better? Why?
2. If parents forsook their children, did they pick them up at school or make them get home on their own? Why?
3. If a dog derived its name from its spotted coat, what might its name be? Why?
4. Would you prefer to eat concoctions made from fruit or chocolate? Why?
5. When the scientist noted the results of the experiment, did she know or not know about the results? Why?

Activate Prior Knowledge
Use Graphic Organizer 3 as a KWL Chart. Have students label the first column Know and write what they know about the Black Death, or bubonic plague. Have students label the second column Want to Know and write what they want to know. This exercise will be continued after reading.

Preview Ask students what clues the title of the article, the painting, the woodcut, and the captions provide. What predictions about the article might students make? (Possible answer: Rats spread the Black Death, or plague. This article will tell why people thought the Black Death would be the end of the world.)

Build Background The Black Death, or bubonic plague, was not the first pandemic. Around 430 B.C., the Athenian plague struck in Greece. Around A.D. 542 the Justinian plague struck in Egypt. This epidemic, which lasted until A.D. 767, was most likely the same bubonic plague as the Black Death that would spread in the 1300s. After the Black Death, a pandemic began in China in the 1800s. Yersinia pestis, the bacteria that causes the bubonic plague, is still around today, and 1,000–2,000 cases of the disease are reported each year. In 2003 a couple from New Mexico was treated for the plague in New York, but the disease didn’t spread to other people. That’s because the plague doesn’t transmit easily from person to person. It is usually spread by fleas.

DURING READING
Find Vocabulary in Context As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.

ENGLISH LANGUAGE LEARNERS
Have students choose a short magazine or newspaper article. Help them write the main idea of each paragraph. Then ask students to use the main ideas to summarize the article.

AFTER READING
Respond to the Article Have students write a journal or blog entry about their responses to the spread of the Black Death. Ask students: What did you learn about the spread of the plague? How would you use that information if the Black Death struck again today?

DIFFERENTIATED INSTRUCTION
Explain that when students summarize a text, they determine the most important ideas and restate those ideas in their own words. Tell students that thinking about who, what, where, when, why, and how will help them summarize. Then ask students to summarize a movie or television show that they have seen or an experience they have had.

Support Individual Learners
Use Graphic Organizer 3 as a KWL Chart. Have students use the charts they started before reading the article. If students did not do this exercise before reading, they can start it now. Students should label the third column Learned and add any information they learned from the article about the Black Death. Students may wish to add more questions to the Want to Know column. Discuss their responses. Encourage students to find answers to their questions online or at the library.
### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Smoldering: burning slowly without flame</th>
<th>Wrath: rage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pursued: chased</td>
<td>Mob: disorderly crowd</td>
</tr>
<tr>
<td>Retrieved: recovered</td>
<td></td>
</tr>
</tbody>
</table>

1. What word goes with “lost and found”? (retrieved)
2. What word goes with “tried to catch up to the leader in a race”? (pursued)
3. What word goes with “campfire”? (smoldering)
4. What word goes with “people pushing each other to go first”? (mob)
5. What word goes with “anger”? (wrath)

**Activate Prior Knowledge**

1. Have students find Chicago on a map. Then have them share information they know about the city. For ideas, see http://www.cityofchicago.org/.
2. Students may have read about the fires in London (1666) and San Juan (1986). Ask them to discuss those fires or other fires they have learned about in the news. Ask how the fires got started and how long they burned.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: This article will tell about a great fire in Chicago. From the horses and buggies in the photographs, I can tell that the fire happened a long time ago.)

**DURING READING**

**Visualize** Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about the way people treated Patrick O’Leary after the fire. Ask students: How would you have felt if you were Patrick O’Leary? Why do you think the residents reacted toward him the way they did? Do you think the mob’s response was appropriate? Why or why not?

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**DIFFERENTIATED INSTRUCTION**

**Support Individual Learners** Have students work in groups of three to practice visualizing. Ask one student to read a paragraph from a newspaper article or magazine. Have the other students visualize the text and discuss their visualizations. Suggest that students draw pictures and then compare their visualizations. Then have students switch roles.

**English Language Learners** Have partners work together to practice visualizing. Ask one partner to use descriptive language to describe something in the room. Have the other partner visualize the object, draw it, find the real item, and discuss how well the visualization matches the item. Then have partners switch roles.

**Graphic Organizers** Use Graphic Organizer 1 as a Main Idea-and-Details Map. Ask students to write this main idea statement in the center bubble: The Great Chicago Fire was one of the biggest and worst human-made disasters in North American history. Then in each outer bubble, ask students to write one detail from the article that supports the main idea.
Unit 3, Lesson 17

Disasters
“Death on the Mississippi,” pages 154–161

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Summary</th>
<th>On April 25, 1865, hundreds of Union soldiers, ex-prisoners from the Civil War, boarded the Sultana for transport home. In all the excitement, no one counted the boarding passengers. It’s estimated that between 1,800 and 2,000 people embarked on a steamboat meant for 376. The boat struggled up the Mississippi River under the excessive weight of its passengers. Early in the morning of April 27 the boilers exploded, tossing hundreds of passengers into the icy river water. Hundreds more were trapped on the burning vessel. Approximately 1,700 people died, making this one of the worst maritime disasters of all time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFORE READING</td>
<td>Build Vocabulary</td>
<td>List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.</td>
</tr>
<tr>
<td></td>
<td>gaunt: thin</td>
<td>mammoth: tremendous</td>
</tr>
<tr>
<td></td>
<td>hampered: hindered</td>
<td>turbulent: violent</td>
</tr>
<tr>
<td></td>
<td>disembarked: got off</td>
<td>1. The soldiers were so gaunt because . . .</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. We hoped to arrive by 6:00, but our progress was hampered when . . .</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The passengers disembarked when . . .</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Because there were mammoth waves, the people at the beach . . .</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. The water was turbulent because . . .</td>
</tr>
<tr>
<td>Activate Prior Knowledge</td>
<td></td>
<td>Steamboats, first used in the late 1700s, were powered by steam and paddle wheels. The first working steamboat was designed and launched into the Delaware River by John Fitch in 1787. The first steamboat to be used commercially, the Clement, was designed by Robert Fulton and launched for the first time in the Hudson River in 1807. By the end of 1817, there were dozens of steamboats traveling up and down the Ohio and Mississippi Rivers. By 1840 the number had increased to more than 200, and by 1860 to more than 1,000. The development of the railroad as a more efficient method of transportation finally led to the decline of the steamboats in the late 1800s.</td>
</tr>
<tr>
<td></td>
<td>1. Have students find New Orleans, Louisiana; Vicksburg, Mississippi; Memphis, Tennessee; and Cairo, Illinois, on a map. Ask what river connects the cities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Have students discuss the Civil War. Ask when the war ended (April 1865), who the president was during the war (Abraham Lincoln), and when Lincoln died (April 1865).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Ask students to share what they know about steamboats and steamboat travel in the 1800s.</td>
<td></td>
</tr>
<tr>
<td>Preview</td>
<td>Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: The picture shows the Sultana, and the title talks about death on the Mississippi. The article must be about an accident on the Sultana that caused many deaths.)</td>
<td></td>
</tr>
<tr>
<td>DURING READING</td>
<td>Infer</td>
<td>An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.</td>
</tr>
<tr>
<td></td>
<td>Respond to the Article</td>
<td>Have students write a journal or blog entry about their responses to the events leading to the explosion of the Sultana. Ask students: Why do you think the ship was so overcrowded? How do you think the leaking steam boilers affected the accident? Do you think the accident could have been avoided? Explain.</td>
</tr>
<tr>
<td>AFTER READING</td>
<td>English Language Learners</td>
<td>Several picture books for older readers can be useful for helping students understand the concept of making inferences. Have students read books in small groups and make three inferences about what happened in each book. For example, You Can’t Take a Balloon into the Museum of Fine Arts, by Jacqueline Preiss Weitzman and Robin Preiss Glasser, shows what happens when a child’s balloon is set free.</td>
</tr>
<tr>
<td></td>
<td>Graphic Organizers</td>
<td>Use Graphic Organizer 1 as a Concept Map. Ask students to write Sultana in the middle bubble. In each of the outer bubbles, have them write a sentence that describes the Sultana before it sank.</td>
</tr>
</tbody>
</table>
## Unit 3, Lesson 18

### Disasters

**“The Beirut Bombing: Deadly Terrorist Attack,” pages 162–169**

#### Introduce

**Summary** America’s Eighth Marine Battalion was serving as a peace-keeping force in Beirut, Lebanon, in 1983. The country had been in the midst of a civil war since 1975. The Marines lived in the Aviation Safety Building on the edge of the airport. In the early morning of October 23, a suicide bomber drove his truck into the building, detonating 5,000 pounds of explosives. The resultant blast destroyed the building and killed 241 Marines. A few months later, the United States pulled out of Lebanon.

#### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>vulnerable</td>
<td>defenseless</td>
</tr>
<tr>
<td>strife</td>
<td>conflict</td>
</tr>
<tr>
<td>odious</td>
<td>hateful</td>
</tr>
<tr>
<td>despicable</td>
<td>shameful</td>
</tr>
<tr>
<td>vital</td>
<td>critical</td>
</tr>
</tbody>
</table>

1. If you were camping in the wilderness, would you rather be in a vulnerable or a protected location? Why?
2. Would you rather visit a country racked by strife or one existing peacefully? Why?
3. Is an odious event pleasant or awful? Why?
4. What would be despicable—helping a friend study for a test or cheating on a test? Why?
5. If a patient is sick, what vital information might the doctor need?

**Activate Prior Knowledge**

1. Have students find Lebanon and Beirut on a map.
2. Ask students to speculate about why the Marines might have been stationed in Beirut, Lebanon, in the 1980s.
3. Ask what a terrorist attack is. Then have students discuss terrorist attacks that have been in the news.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: There was a terrorist attack in Beirut, Lebanon, that killed 241 U.S. Marines. The article will give information about the attack.)

#### DURING READING

**Find Vocabulary in Context** As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.

#### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about their responses to the bombing in Beirut. Ask students: How would you describe the Marines’ situation in Beirut? How do you think the United States should have responded to the bombing?

**DIFFERENTIATED INSTRUCTION** Explain that an author’s viewpoint is what the author thinks or believes. To determine the author’s viewpoint, tell students to read carefully to determine if the author has supported the viewpoint. Then have students examine several political cartoons and discuss the authors’ viewpoints.

**ENGLISH LANGUAGE LEARNERS** Display examples of restaurant or movie reviews that use a star-ratings system. Explain that the number of stars expresses the author’s viewpoint without using words. Ask students to make up other symbols that could express a viewpoint. Then have students use their symbols to express viewpoints about movies, books, current events, or other topics.

**GRAPHIC ORGANIZERS** Use Graphic Organizer 7 as an Author’s Viewpoint Chart. Ask students to write the following viewpoint in the bottom box. In each of the top boxes, have them write information from the article that the author used to support his or her viewpoint.

The Marines should not have been stationed in Beirut.
**Unit 3, Lesson 19**

**Disasters**

*“Atomic Meltdown at Chernobyl,” pages 170–177*

<table>
<thead>
<tr>
<th>Teach Lesson Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce</strong></td>
</tr>
<tr>
<td><strong>Summary</strong> In April 1986, there was a nuclear reactor accident at the Chernobyl power plant in Ukraine, a republic in the former Soviet Union. Because the plant was old and poorly built, radioactive debris escaped into the air. The radioactive fallout spread across Ukraine, other parts of the former Soviet Union, and into Europe. Water, land, livestock, and food were contaminated. Even though the Soviets claimed that only 31 people died during the accident, countless numbers of people developed cancer as a result. Some scientists speculate that more people may die in the wake of Chernobyl than all the people killed in World War II.</td>
</tr>
</tbody>
</table>

| **BEFORE READING** |
| **Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students. |

| **alerted**: informed |
| **probing**: searching |
| **contaminated**: tainted and poisoned |

| **outangered**: furious |
| **sustain**: support and maintain |

| **1.** The fire alarm *alerted* the students to leave the school building. |
| **2.** The science teacher asked the students *probing* questions during the experiment. |
| **3.** The *contaminated* water is not safe for people to drink. |

| **Activate Prior Knowledge** |
| **1.** Have students share their knowledge of nuclear power plants. Ask them what people should do in case of an emergency. Go to [http://www.fema.gov/](http://www.fema.gov/) enter “ready power” in the search box, and click on the first result. |
| **2.** Have students find these locations on a map: Ukraine, Chernobyl, Finland, Sweden, Norway, Denmark, Poland, Italy, Scotland. |

| **Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: There was a nuclear reactor explosion at Chernobyl that caused an atomic meltdown, or a lot of damage. Radiation exposure led to deformities in many newborns.) |

| **DURING READING** |
| **Cause and Effect** A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as *because*, *so*, *since*, *if*, and *therefore* to signal cause and effect. Have students look for cause-and-effect relationships by asking: What happened? Why? |

| **DIFFERENTIATED INSTRUCTION** |
| **Support Individual Learners** Have students write a few paragraphs about a personal experience that demonstrates a cause-and-effect relationship. Suggest they use clue words to signal the cause-and-effect relationship. Then ask students to exchange and read each other’s paragraphs. Have them identify and discuss the cause-and-effect relationships. |

| **ENGLISH LANGUAGE LEARNERS** |
| **Have students work with partners to name causes and effects. Model by saying a cause, such as “It snowed all day yesterday.” Ask a volunteer to give an effect for that cause: “We had to shovel the driveway.” Then have partners take turns naming causes and possible effects of those causes.** |

| **GRAPHIC ORGANIZERS** |
| **Use Graphic Organizer 9 as a Cause-and-Effect Chart. Remind students that one cause can have many effects. Then ask students to write this cause in the box on the left: There was an accident at the Chernobyl nuclear reactor. Have them write three effects of that cause.** |

| **AFTER READING** |
| **Respond to the Article** Have students write a journal or blog entry about their responses to the disaster at Chernobyl. Ask students: What is your opinion of the Soviet response to the disaster? What do you think they should have done differently? How would you have felt if you lived in Chernobyl? How would you have felt if you lived in Europe? Why? |
### Unit 3, Lesson 20

**Disasters**

*“The San Francisco Earthquake,”* pages 178–185

<table>
<thead>
<tr>
<th><strong>TEACH LESSON SKILLS</strong></th>
<th><strong>DURING READING</strong></th>
<th><strong>DIFFERENTIATED INSTRUCTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce</strong></td>
<td><strong>BEFORE READING</strong></td>
<td><strong>ENGLISH LANGUAGE LEARNERS</strong></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td><strong>Build Vocabulary</strong></td>
<td><strong>Have partners work together to summarize books, movies, or video games and to ask questions about them. First have one partner summarize and the other ask questions to find out more information. Then have the partners switch roles.</strong></td>
</tr>
<tr>
<td>The San Francisco earthquake of 1906 lasted only a few seconds but caused a fire that destroyed much of the city. The earthquake broke oil tanks and snapped gas lines and electric wires, whose sparks ignited the oil and gas. The fire department lost almost all of its water supply, the fire spread, and the city was in flames for three days. Finally, the blaze approached the waterfront, and firefighters could draw water from San Francisco Bay. The water, combined with a shifting wind, brought the fire under control . . . but not before most of the city was destroyed and about 700 lives were lost.</td>
<td><strong>List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.</strong></td>
<td></td>
</tr>
<tr>
<td>upheaval: lifting from below</td>
<td><strong>upheaval:</strong></td>
<td><strong>valor:</strong></td>
</tr>
<tr>
<td>extricate: pull out</td>
<td><strong>extricate:</strong></td>
<td><strong>bravery:</strong></td>
</tr>
<tr>
<td>valeur: bravery</td>
<td><strong>valor:</strong></td>
<td><strong>valor:</strong></td>
</tr>
<tr>
<td><strong>Activate Prior Knowledge</strong></td>
<td><strong>The San Andreas fault, a fracture in the Earth’s crust, runs for more than 800 miles up the California coast and is at least 10 miles deep. The San Francisco earthquake of 1906 ruptured along 296 miles of the fault’s northern end and lasted 45 to 60 seconds. Scientists estimate that great earthquakes like the one in 1906 occur on the San Andreas fault every 150 to 200 years. Therefore, the San Francisco area is unlikely to have another major quake for at least several more decades. Unfortunately, this prediction does not hold for smaller earthquakes. A moderate quake, which can still cause damage and destruction, is an ever-present threat.</strong></td>
<td><strong>1. The upheaval of the streets was caused by . . .</strong></td>
</tr>
<tr>
<td>Have students discuss earthquakes. Ask what causes earthquakes, where they occur, and what kind of damage they can cause. See <a href="http://earthquake.usgs.gov/">http://earthquake.usgs.gov/</a>.</td>
<td><strong>2.</strong> The city was under martial law because . . .</td>
<td><strong>Ask students who have visited San Francisco to discuss the city. Have them name some famous San Francisco sites.</strong></td>
</tr>
<tr>
<td>1. Have students discuss earthquakes. Ask what causes earthquakes, where they occur, and what kind of damage they can cause. See <a href="http://earthquake.usgs.gov/">http://earthquake.usgs.gov/</a>.</td>
<td><strong>2.</strong> The mother had to carefully extricate the splinter from . . .</td>
<td><strong>3. Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: This article will be about a San Francisco earthquake and the fire that erupted after it.)</strong></td>
</tr>
<tr>
<td>2. Have students find San Francisco on a map. Then have them find the San Andreas fault. Ask them to discuss the relationship between the two. Go to <a href="http://earthquake.usgs.gov/">http://earthquake.usgs.gov/</a>, enter “howlong” (no space) in the search box, and click on the first result.</td>
<td><strong>3.</strong> The soldiers demonstrated great valor when . . .</td>
<td><strong>Preview</strong></td>
</tr>
<tr>
<td>3. Ask students who have visited San Francisco to discuss the city. Have them name some famous San Francisco sites.</td>
<td><strong>4.</strong> The city was under martial law because . . .</td>
<td><strong>Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: This article will be about a San Francisco earthquake and the fire that erupted after it.)</strong></td>
</tr>
<tr>
<td><strong>Activate Prior Knowledge</strong></td>
<td><strong>Build Background</strong></td>
<td><strong>support Individual Learners</strong></td>
</tr>
<tr>
<td>1. Have students discuss earthquakes. Ask what causes earthquakes, where they occur, and what kind of damage they can cause. See <a href="http://earthquake.usgs.gov/">http://earthquake.usgs.gov/</a>.</td>
<td>The San Andreas fault, a fracture in the Earth’s crust, runs for more than 800 miles up the California coast and is at least 10 miles deep. The San Francisco earthquake of 1906 ruptured along 296 miles of the fault’s northern end and lasted 45 to 60 seconds. Scientists estimate that great earthquakes like the one in 1906 occur on the San Andreas fault every 150 to 200 years. Therefore, the San Francisco area is unlikely to have another major quake for at least several more decades. Unfortunately, this prediction does not hold for smaller earthquakes. A moderate quake, which can still cause damage and destruction, is an ever-present threat.</td>
<td><strong>Have partners work together to summarize books, movies, or video games and to ask questions about them. First have one partner summarize and the other ask questions to find out more information. Then have the partners switch roles.</strong></td>
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<td><strong>DURING READING</strong></td>
<td><strong>Respond to the Article</strong></td>
<td><strong>ENGLISH LANGUAGE LEARNERS</strong></td>
</tr>
<tr>
<td><strong>Ask Questions</strong></td>
<td><strong>Have students write a journal or blog entry about their responses to General Funston’s actions. Ask students: What happened as a result of the “shoot to kill” order? How did the dynamiting help? How did it hurt? Do you think General Funston’s decision to place the city under martial law was the right thing to do? Explain.</strong></td>
<td><strong>ENGLISH LANGUAGE LEARNERS</strong></td>
</tr>
<tr>
<td>Tell students that questioning helps readers to monitor their understanding of the text. Have students ask who, what, where, when, why, and how questions and look for the answers. Questions may include: What did you read about in this article? Where did the events take place? When did the events take place? According to the article, why did events happen? Who helped solve a problem? How was the problem finally resolved?**</td>
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### DISASTERS

#### “Boston’s Great Molasses Flood,” pages 186–193

**Introduce**

**Summary** On January 15, 1919, an enormous tank of molasses exploded in Boston’s North End. A 30-foot-high wave of molasses flooded Commercial Street as people scrambled to get out of the way. It was only a matter of minutes before the 27 million pounds of molasses crushed or drowned 21 people, trapped horses and buggies, and toppled the elevated train tracks. The clean-up went on for days, the smell of molasses lasted for weeks, and Boston Harbor was brown for months.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **reminiscent of**: remindful of
- **balmy**: mild and pleasant
- **mired in**: trapped in

1. What word or phrase goes with “beautiful spring day”? (balmy)
2. What word or phrase goes with “broken-down”? (shoddy)
3. What word or phrase goes with “quicksand”? (mired in)
4. What word or phrase goes with “remembering”? (reminiscent of)
5. What word or phrase goes with “sugar”? (crystallized)

**Activate Prior Knowledge**

1. Have students find Boston on a map. Ask them to share what they know about the North End and other famous places in the city. See [http://www.cityofboston.gov](http://www.cityofboston.gov).
2. Have students tell what words come to mind when they think about molasses. *(Possible answer: sticky, gooey, brown, sweet)*

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? *(Possible answer: This article will be about how the city of Boston was flooded with molasses in 1919 and the destruction it caused.)*

**DURING READING**

**Identify Sequence** Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps readers see how the text is organized and how events relate to each other. As students read, ask them to look for key words such as before, meanwhile, as, next, after, later, and afterward.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about their responses to “Boston’s Great Molasses Flood.” Ask students: What did you predict the article would be about? What was your reaction to learning about the flood? How do you think people cleaned up all the molasses?

**DIFFERENTIATED INSTRUCTION**

Have students write the steps for a process, game, or activity that they know how to do. Remind them to use key sequence words as they write the steps in order. Then ask students to cut apart the steps. Have partners rearrange the steps in the correct sequence.

**ENGLISH LANGUAGE LEARNERS**

Have students make a list of activities they would like to do over a weekend. Ask them to sequence the events in order of importance. Then have students share their lists and discuss the sequence of events.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 4 to make a Cause-and-Effect Chart. Have students label the left column *Causes* and the right column *Effects*. Have students write the effects below in each box under *Effects*. Then ask students to write one cause for each effect. Discuss responses.

- The 50-foot-tall tank exploded.
- The molasses moved quickly down Commercial Street.
- Some people had to be cut out of their clothes to get free.
- Police had to shoot some of the horses.

**BUILD BACKGROUND**

The North End neighborhood of Boston is known as the city’s “Little Italy.” Italian immigrants settled there in the late 1800s, and by 1930 the community had 44,000 residents, almost all of them Italian. The neighborhood was self-contained, with its own Italian physicians, dentists, and funeral homes. While most businesses were small and family-owned, two of today’s well-known companies had their roots in Boston’s North End—the Pastene Corporation and Prince Pasta. Today the community is a vibrant and thriving tourist destination, and although Italians no longer make up most of the population, you can still hear Italian spoken in the streets of the neighborhood.
Disasters
Unit 1 Assessment Article

Directions: Read this story. Then answer each question that follows.
Circle the letter of your answer.

The Collapse of the Minneapolis Bridge

It was rush hour in downtown Minneapolis, Minnesota, on the evening of August 1, 2007. Motorists were heading home after a day of work, and traffic was heavy. As usual, many vehicles were making their way across the Interstate 35W bridge over the Mississippi River. Nobody was prepared for what happened next.

2 The bridge began to sway. There was a loud crunching noise. Then the bridge gave way. Vehicles fell with the bridge into the river and onto the roads below. The collapse happened in seconds.

3 One driver was looking ahead to the bridge when he saw the bridge deck rise up. “The edge of the deck about four car lengths in front of me disappeared,” he reported. “I saw vehicles slide backward down the incline and out of sight.”

4 Immediately after the collapse, cars burst into flames. Black smoke filled the air, along with the screams of frightened and injured people. One of the survivors who crawled to safety later said simply, “I thought I was dead.”

5 Among the vehicles that plunged from the bridge was a school bus filled with children returning from a swimming trip. Fortunately, everyone on the bus escaped.

6 In all, 13 people died when the I-35W bridge collapsed, and 145 were injured. The governor called the event “a catastrophe of historic proportions for Minnesota.”

7 The big question was Why? Why did the disaster happen? What caused the 40-year-old bridge to collapse without warning? Experts from the National Transportation Safety Board studied the fallen bridge and reviewed the original bridge plans. They concluded that a part called a gusset plate, which tied the steel beams of the bridge together, had not been designed thick enough to withstand all the weight that the bridge had been carrying for decades.

8 Lawyers for the victims hired their own engineers, who pointed to a problem created by a construction crew working on the bridge. The crew was doing normal roadway repair, and the bridge failed under the weight of their heavy equipment.

9 The collapse of the I-35W bridge led to new efforts to improve bridge safety. Inspections and maintenance increased, and new regulations limited the construction materials that could be put on bridges.

10 In September 2008, Minnesotans celebrated the completion of their new replacement bridge. Its high-tech sensors constantly measure how well the bridge is standing up to stress.

11 In March 2009, 22-year-old Minnesotan Jeremy Hernandez went to Washington, D.C., to accept a special award for heroism. Mr. Hernandez was responsible for evacuating the children from the school bus that terrible day. He accepted the award “on behalf of my community.” It’s a community with a shared memory of a tragedy—and shared hopes that a disaster like the collapse of the I-35W bridge will never happen again.
Disasters

Unit 1 Assessment Questions

1. Which sentence states the main idea best?
   a. The I-35W bridge in Minneapolis collapsed suddenly while vehicles were on it.
   b. Drivers in Minneapolis now cross a bridge that is safer than the one it replaced.
   c. Everyone should be concerned about bridge safety.

2. How long after the bridge collapse was the new bridge completed?
   a. about three years later
   b. exactly two years later
   c. about one year later

3. Which answer is probably true?
   a. Nobody ever figured out what caused the bridge collapse.
   b. There were several factors contributing to the bridge collapse.
   c. The original builders of the bridge knew that their construction was faulty.

4. What is the meaning of the underlined word?
   Mr. Hernandez was responsible for evacuating the children from the school bus that terrible day.
   a. giving emergency medical treatment to
   b. removing
   c. calming

5. The author wrote this article mainly to
   a. inform readers about a terrible disaster.
   b. persuade readers to check for bridge safety.
   c. explain how disasters happen.

6. Which answer correctly restates this sentence from the story?
   Lawyers for the victims hired their own engineers, who pointed to a problem created by a construction crew working on the bridge.
   a. The victims hired lawyers to point out that a construction crew had been on the bridge.
   b. The victims were lawyers who paid engineers to make sure that a construction crew was working on the bridge.
   c. The victims hired lawyers who hired bridge experts. The experts said that a construction crew on the bridge created a problem.

7. Lawyers for the victims hired their own engineers to
   a. make sure that the experts were punished.
   b. prevent the victims from being accused of any crime.
   c. investigate further.

8. According to the article, what was an effect of the bridge collapse?
   a. The plates were too thin to hold the steel beams in place.
   b. More workers were sent out to maintain other bridges.
   c. Minnesotans decided to destroy bridges that might collapse.

9. What conclusion can readers draw from this article?
   a. Most older bridges are probably unsafe.
   b. Lawyers should be invited to take part in the planning of future bridges.
   c. A bridge collapse is unusual.

10. Which of these categories would this article fit best?
    a. accounts of natural disasters
    b. information about bridges
    c. reports of events that cannot be explained
Disasters
Unit 2 Assessment Article

Directions: Read this story. Then answer each question that follows. Circle the letter of your answer.

The Greensburg Tornado

When Greensburg, Kansas, resident Mandy Sorg heard the tornado siren on the night of May 4, 2007, she gathered up her son and infant daughter and retreated swiftly to the basement. Outside, a deep rumbling meant the storm was close at hand.

Within moments, there was a deafening roar. The tornado lifted the house from its foundation and blew it away. When the dust settled, the family felt it was safe to emerge. “We went upstairs and we were outside,” Sorg said. “We were standing in the driveway, looking north, and you could see [the tornado] on the north side of town.” At that moment Sorg realized the extent of the destruction. “We shouldn’t have been able to see the tornado, but there was nothing left to block our view,” Sorg said.

The almost two-mile-wide funnel of wind that flattened Sorg’s home and destroyed 95 percent of Greensburg in spring of 2007 was an EF5 tornado. This is the highest rating for a tornado. It is given to storms with winds rotating at 200-plus miles per hour. Since 1950 only about 50 tornadoes in the United States have gotten this rating.

A tornado warning was issued about 30 minutes before the tornado hit. Twenty minutes later, this was upgraded to a tornado emergency—the highest alert. The sirens that Sorg heard accompanied emergency broadcasts. Most residents had time to take shelter, and they knew the safest places to be were their own basements or those of nearby buildings. Although 11 residents lost their lives, emergency responders agree that improved tornado tracking and Greensburg’s rapid response prevented a much higher death toll.

“Greensburg was a textbook case of taking the knowledge and technology that has been gleaned over the last 50 years and applying it,” Wichita-based weather forecaster Mike Smith said.

Modern storm tracking and warning systems have prevented catastrophes like the one that befell Udall, Kansas, in 1955. In that instance, a tornado warning was lifted half an hour before a huge tornado ripped through the town. Seventy-seven people died in what is still the deadliest tornado in Kansas history.

Since the tornado destroyed Greensburg, the town has bounced back. Although many of the 1,400 or so people who lived there have moved on, the 900 who remain have rebuilt. With an emphasis on environmentally sustainable building methods, Greensburg has lived up to its name. All city buildings of a certain size are to be certified LEED Platinum, reflecting the highest level of green building standards. Even bricks are being recycled for construction in new buildings.

Says Greensburg City Administrator Steve Hewitt, “We didn’t want to just put a Band-Aid on this thing. We wanted to fix it and make it better.”
Disasters

Unit 2 Assessment Questions

1. Which sentence states the main idea best?
   a. The town of Greensburg made the best of a bad situation when a terrible tornado struck.
   b. The town of Greensburg was destroyed by a tornado and is still suffering from the effects.
   c. The destruction of Greensburg, Kansas, could have been prevented by better storm tracking and warning systems.

2. Greensburg resident Mandy Sorg learned about the tornado from
   a. her coworkers.
   b. a radio broadcast.
   c. a tornado siren.

3. Which answer is probably true?
   a. The homes rebuilt in Greensburg probably will not have basements.
   b. Greensburg residents had been educated about where to find shelter during a tornado.
   c. Residents of Udall, Kansas, were still in their shelters when the tornado hit.

4. What is the meaning of the underlined word?
   With an emphasis on environmentally sustainable building methods, Greensburg has lived up to its name.
   a. relating to the careful use of resources
   b. having a negative impact on the environment
   c. sensitive to changes in weather patterns

5. The author wrote this article mainly to
   a. thrill readers with a tale of individual bravery in the face of nature’s fury.
   b. persuade readers to be prepared in the event of weather emergencies.
   c. inform readers about a destructive tornado and its effects.

6. Which answer correctly restates this quotation from the story?
   Greensburg was a textbook case of taking the knowledge and technology that has been gleaned over the last 50 years and applying it.
   a. In the Greensburg tornado emergency, modern technology and a well-trained community prevented a tragedy.
   b. The story of the Greensburg tornado has been used by climate scientists in creating textbooks on weather-emergency response.
   c. In the Greensburg tornado emergency, everything that could go wrong did, with tragic results.

7. What does Steve Hewitt mean when he says, “We didn’t just want to put a Band-Aid on this thing”?
   a. We wanted to rebuild Greensburg to last, not just patch it up.
   b. We wanted to provide tornado victims with the best medical care possible.
   c. We wanted to address the real problems with Greensburg’s tornado response system.

8. Why was Sorg surprised to see the tornado on the north side of town?
   a. She was surprised that the dust had settled so quickly.
   b. The buildings that were usually in the way had been destroyed.
   c. Tornadoes do not usually travel in that direction.

9. The main benefit of improved tornado tracking and warning systems has been that
   a. buildings and trees are less likely to be destroyed by tornadoes.
   b. scientists can classify tornadoes with greater accuracy.
   c. people are less likely to lose their lives in a tornado.

10. Which of the following was true of both the tornado that hit Udall and the one that hit Greensburg?
    a. People knew within 20 minutes of its arrival.
    b. Tornado warnings had been given before both tornadoes.
    c. Eleven people died as a result of both tornadoes.
Disasters
Unit 3 Assessment Article

Directions: Read this article. Then answer each question that follows. Circle the letter of your answer.

The Blizzard of 1888

“IN A BLIZZARD’S GRASP” read the headline in the New York Times. “The Worst Storm the City Has Ever Known.” The article appeared on Tuesday, March 13, 1888, during an extraordinary snowstorm that became known as the Blizzard of 1888.

2 Sunday, March 11, was rainy, with mild temperatures that hinted that spring was on its way. But that night, the rain changed to sleet, and then to snow, and more snow. The blizzard seemed to come out of nowhere. It was actually made of two storms, one from the north and the other from the south, which brought snow, high winds, and falling temperatures to the East Coast for three days.

3 The harbor at Lewes, Delaware, was known to be a good shelter, so when the storm began, about 50 ships sought safety there. But by Monday, March 12, the winds were so fierce that nearly every vessel had sunk or was about to sink. The life-saving stations sent rescuers, and citizen volunteers joined in. They saved many sailors, but there were eight deaths.

4 The Blizzard of 1888 blasted every coastal state from Virginia to Maine. New York City was hit especially hard. Snowdrifts on railroad tracks halted train travel into and out of the city. Passengers on the city’s elevated trains were stranded in unheated cars until rescuers brought ladders for them to climb down. Drivers of horse-drawn wagons hurried to get back to their stables before the horses froze to death, but not all horses made it in time.

5 Walking on the streets was nearly impossible. There were no cleared paths, and the snow was blinding. The wind blew people into snowdrifts, where they struggled helplessly until someone could haul them out. Snowdrifts 30 feet high covered doors and windows.

6 Without any kind of transportation, food and coal could not be delivered. There was no communication either, because telephone and telegraph lines had fallen in the wind. Some falling wires even started fires.

7 There were estimates that 400 people died during the Blizzard of 1888. Exposure, accidents, and heart attacks from exertion in the cold were some of the causes.

8 Soon after the Blizzard of 1888, New York and other cities made major changes affecting transportation, communication, and safety. Wires would no longer be strung overhead from poles—they would be placed underground. Tunnels would be built to carry passengers in a brand-new way—on subway trains.

9 Those who lived through the blizzard never forgot it. Many years later, one survivor reflected on nature’s powerful actions. He said, “First of all, they make all human beings—men, women, and children, to whatever station they may belong, regardless of creed, color, or nationality—feel equal, and, secondly, we realize how small and powerless we human beings, in fact, are compared to the forces of nature.”
Disasters

Unit 3 Assessment Questions

1. Which sentence states the main idea best?
   a. A blizzard brings snow and strong winds.
   b. A blizzard causes transportation and communication to break down.
   c. An historic blizzard occurred in 1888.

2. How long did the blizzard last?
   a. 24 hours
   b. three days
   c. one week

3. Which answer is probably true?
   a. About 20 feet of snow fell during the blizzard.
   b. People did not have enough to eat during the blizzard.
   c. People froze in their automobiles during the blizzard.

4. What is the meaning of the underlined word?
   Passengers on the city’s elevated trains were stranded in unheated cars until rescuers brought ladders for them to climb down.
   a. cold
   b. hot
   c. high

5. The main purpose of paragraph 3 is to
   a. inform readers about the start of the storm.
   b. explain why nobody expected the storm.
   c. describe effects of the storm.

6. Which sentence correctly restates this sentence from the article?
   Sunday, March 11, was rainy, with mild temperatures that hinted that spring was on its way.
   a. The warmth on a rainy Sunday, March 11, made people think that winter was ending.
   b. On Sunday, March 11, the falling rain was a clue that winter was far from over.
   c. Sunday, March 11, was so mild and wet that people wondered whether spring would ever come.

7. No coal deliveries meant that people
   a. were stranded inside their homes.
   b. died of exertion.
   c. could not heat their homes.

8. Why were downed telegraph wires a problem?
   a. The elevated trains had no source of power.
   b. People could not talk to each other over any distances.
   c. No messages could be sent into or out of the city.

9. What conclusion can readers draw from this article?
   a. The Blizzard of 1888 had an impact on city planners.
   b. The Blizzard of 1888 changed the way we think of storms.
   c. More snow fell during the Blizzard of 1888 than during any other snowstorm.

10. What theme is suggested by the quotation that ends the article?
    a. We are all weak in the face of nature’s fury.
    b. We should not wait for storms to teach us that we are all equal.
    c. We must not forget our history.
Disasters

Unit 1 Language Development Activity: Multiple Meanings

Activity Steps:

1. Review the article “Tragedy at the Sunshine Silver Mine” (Unit 1, Lesson 3, p. 30) with the class.
2. Volunteers read the sentences on the board aloud to the class.
3. Students form small groups.
4. Groups talk about what the underlined words mean in the context of the sentences.
5. Each student chooses an underlined word from one of the sentences. If possible, there should be a different word for each student.
6. Each student writes an original sentence with his or her chosen word, unrelated to the article, using the meaning the word has in the sentence on the board (call this meaning M1). He or she underlines the word in the sentence. For example: It takes a lot of time to plant a garden. Circulate to provide assistance to students as they write.
7. Students count off to determine an order for participating in the next steps.
8. Each Student 1 says his or her word (time) and reads the M1 sentence from step 6 to the group.
9. The group talks about why the chosen word has the same basic meaning in Student 1’s sentence as it does in the sentence on the board. (Possible response: In both sentences, time means hours and minutes.)
10. Students collaborate to identify a second meaning (M2) for the word.* There may be more than two, but students should stop at two. They find or confirm the additional meaning in the dictionary. (time: “occasion”) Circulate among groups to support students’ work.
11. Each student writes an original sentence using M2 of the chosen word. For example: The last time I played baseball, I was 14 years old. Each student reads his or her sentence to the group.
12. Repeat Steps 8–11 for Student 2, Student 3, etc. with the words they chose in step 5. If a student has chosen the same word as another student, the group repeats only steps 8 and 9.
13. Once everyone has taken a turn, volunteers read both of their sentences to the class.

*Multiple meanings: time (“minutes, hours, etc.”/ “occasion”); spread (“extended”/ “covered with a thin layer”); working (“doing a job”/ “functioning”); faced (“met bravely”/ “pointed the front part toward”); power (“electricity”/ “strength”).
Disasters

Unit 2 Language Development Activity: Multi-Word Verbs

ESL/DI Skill | Multi-Word Verbs: putting out; blew up; set out; set off; wiped out; gave away

Activity Highlights
1. Sequence diagram: whole class and partners
2. Visualization/sketching of sentence meanings: individual
3. Ordering sentences sequentially: partners
4. Recalling definitions: partners

Teacher Preparation
1. Review the article “Halifax: City Blown to Pieces” (Unit 2, Lesson 12, p. 108).
2. Print one copy of Unit 2 Activity Sheet: Sequence Diagram for each student and a copy of Unit 2 Activity Sheet Answers: Sequence Diagram for yourself.
3. Write on the board or otherwise present the sentences below this box, which are out of sequential order. (“The Mont Blanc’s crew…”)
4. Draw the blank diagram from the Unit 2 Activity Sheet (from step 2) on the board.

The Mont Blanc’s crew knew that their lives depended on putting out the flames; It was a life-or-death matter to get clear of the ship before it blew up; Druggists gave away free medical supplies; Some entire families were wiped out; A boatload of British sailors set out for the blazing vessel; The Mont Blanc’s blast set off other explosions.

Activity Steps:
1. Review the article “Halifax: City Blown to Pieces” (Unit 2, Lesson 12, p. 108). Distribute the activity sheets from step 2 of Teacher Preparation to students.
2. Students copy the first sentence on the board at the top of the first box in their diagrams: The Mont Blanc’s crew knew that their lives depended on putting out the flames.
3. Volunteers guess the meaning of the sentence in step 2 from the context. (Possible response: They would die if they didn’t stop the flames.) Ask students to visualize this sentence. Give them a precise definition of putting out (“extinguishing”). Students write this definition at the bottom of the corresponding box in their diagrams.
4. Students draw a simple sketch of the meaning of the sentence in or near the corresponding box in the diagram.
5. Repeat steps 2–4 for box 2, using the second sentence on the board and the multi-word verb blew up (“exploded”).
6. The class creates definitions for the last four multi-word verbs: gave away (“gave something for free”); wiped out (“destroyed”); set out (“headed”); set off (“triggered”).
7. Students pair off. Tell the class that the last four sentences are out of sequential order.
8. Using their books, partners collaborate to identify the order of the last four sentences and write them at the top of the corresponding boxes of their activity sheets.
   (3. A boatload of British sailors set out for the blazing vessel; 4. The Mont Blanc’s blast set off other explosions; 5. Some entire families were wiped out; 6. Druggists gave away free medical supplies.)
9. Partners construct the definitions of the multi-word verbs and write them under the sentences. Circulate among the groups to assess students’ work and assist if necessary.
10. You may point out that multi-word verbs can have multiple meanings just as single-word verbs do, for example: set out (“put in a place to use or show”); set off (“marked in a special way”).
Disasters

Unit 3 Language Development Activity: Idioms and Common Phrases

ESL/DI Skill | Idiom: slower than molasses in January

Activity Highlights
1. Flashcards: individual and partners
2. Deducing word meaning from context: individual
3. Reading sentences to the class: individual
4. Writing original sentences: partners
5. Sharing aspects of personal experience and culture: individual

Teacher Preparation
1. Review the article “Boston’s Great Molasses Flood” (Unit 3, Lesson 21, p. 186).
2. Provide three blank index cards per student.
3. Write the following sentence from the article on the board: Molasses is a thick, sticky, sugary syrup that moves very slowly when it is poured.

Activity Steps:
1. Review the article “Boston’s Great Molasses Flood” (Unit 3, Lesson 21, p. 186).
2. Volunteers answer the following question: According to the article, what happened on January 15, 1919 in Boston? (a tank with molasses in it exploded) Point out the definition of molasses on the board. Volunteers describe similar syrups used in their cultures.
3. Discuss what slower than molasses in January probably means given the average temperatures in the north of the United States in January. (so slow that it hardly moves when someone pours it)
4. Write a concise definition of the idiom: extremely slow. Students write the idiom on one side of an index card and its definition on the other.
5. Ask the class how this idiom might relate to American culture. (Possible response: Molasses is used by Americans in foods such as molasses cookies.)
6. On the board, write additional food-related idioms and their definitions, for example: a bad apple (“an undesirable member of a group”); go bananas (“act in an excessive or overly excited way”).
7. Students pair off.
8. Each partner writes each additional idiom on one side of an index card and its definition on the other. Partners practice silently with their own cards. Then they quiz each other.
9. Write a sentence pair using one of the idioms and its definition on the board, for example: This computer is slower than molasses in January. / This computer is extremely slow. Partners collaboratively write a sentence for each of the other idioms. Volunteers read their sentences to the class.
10. If students know a food-related idiom used in their home language or in their neighborhood, they write it on the board (in English) and share the meaning with the class. (Possible response: In Nicaragua, “he’s a mango” can mean “he is attractive.”) If the idiom is connected to a national or neighborhood culture, students explain why. (Possible response: Mangoes are a common fruit in Nicaragua, and they can be very colorful.)
11. For each idiom shared by volunteers, the class writes the definition and the idiom on their index cards. Partners quiz each other on the new idioms and write sentence pairs using the idioms. Circulate to check sentences.