

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of "The Shattered Sky."

1. Who or what is the article mainly about? (It can be an individual or a group of people.)

2. What was happening in the world at the time this story took place?

3. What significant event does the article describe? Where and when did this event take place?

4. Who or what caused this event?

5. How did this event affect the main person or people in the article?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "The Shattered Sky."

Thirteen-year-old Noble Driscoll lived through one of the most powerful explosions in history: the 1917 Explosion in Halifax Harbor. The explosion was caused by _____

_____ in

Halifax Harbor in Nova Scotia, Canada. The *Mont-Blanc* was on its way to Europe

_____. After the collision, the *Mont-Blanc* caught fire and eventually exploded. The blast _____

_____.

Some 2,000 people were killed and 9,000 others were injured.

Noble and most of his family survived, but his brother Gordon went missing during the explosion and was never found. After relocating to a nearby town for several years, the Driscolls _____

_____.

One hundred years later, _____

_____.

1. What led to the explosion?

2. What was the ship carrying and why?

3. What damage did the explosion cause in Halifax and Dartmouth?

4. Where did the Driscolls end up?

5. What is Halifax like today?

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Shattered Sky."

1. Reread the section "Bad News." Which statement below BEST expresses the central idea of this section?

- Ⓐ Some soldiers in Halifax had come back from the war with serious injuries.
- Ⓑ World War I was a frequent topic of conversation in Noble's seventh grade class.
- Ⓒ Halifax Harbor was a busy transportation hub during World War I.
- Ⓓ German U-boats had sunk some 3,000 vessels by 1917.

2. Read the central idea of the section "Shock Wave" stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:

The explosion of the *Mont-Blanc* was extremely powerful and destructive.

- Ⓐ "Fortunately for Noble, the wave did not reach him." (p. 9)
- Ⓑ "In a fraction of a second, the *Mont-Blanc* was ripped to pieces." (p. 8)
- Ⓒ "The explosion triggered an enormous wave that surged out of the harbor and crashed through Dartmouth and Halifax, toppling more buildings and sweeping people away." (p. 9)
- Ⓓ "Doors flew off hinges, trees snapped in two, windows shattered, and shards of glass shot through the air like missiles." (p. 9)

I chose _____ because _____

- 3. Read the details from the section "Rush to Help" listed below. In the box, write a central idea that these details support.**

Central Idea:

Detail 1: "Neighbors pulled each other from the burning wreckage of their homes." (p. 9)

Detail 2: "Buildings that still stood were quickly converted to hospitals." (p. 9)

Detail 3: "By the afternoon, trains loaded with nurses, doctors, firefighters, and supplies were streaming into Halifax." (p. 9)

- 4. Consider one central idea of the whole article, written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.**

Central Idea:

The 1917 Explosion in Halifax Harbor was a terrifying catastrophe.

Supporting detail 1:

"Some 2,000 people had died, and at least 9,000 had been injured." (p. 10).

Supporting detail 2:

Supporting detail 3:

Name: _____ Date: _____

Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Shattered Sky."

1. Read the central idea of the section "Shock Wave" stated in the box below. Then check the boxes next to the THREE details that support the central idea.

Central Idea:

The explosion of the *Mont-Blanc* was extremely powerful and destructive.

- ☐ "In a fraction of a second, the *Mont-Blanc* was ripped to pieces." (p. 8)
- ☐ "The explosion triggered an enormous wave that surged out of the harbor and crashed through Dartmouth and Halifax, toppling more buildings and sweeping people away." (p. 9)
- ☐ "And one of Noble's 13 siblings—his little brother Gordon—was missing." (p. 9)
- ☐ "Fortunately for Noble, the wave did not reach him." (p. 9)
- ☐ "Doors flew off hinges, trees snapped in two, windows shattered, and shards of glass shot through the air like missiles." (p. 9)

2. Read the details from the section "Rush to Help" listed below. In the box, complete the central idea that these details support.

Central Idea:

The people of Halifax as well as Nova Scotia _____

Detail 1: "Neighbors pulled each other from the burning wreckage of their homes." (p. 9)

Detail 2: "Buildings that still stood were quickly converted to hospitals." (p. 9)

Detail 3: "By the afternoon, trains loaded with nurses, doctors, firefighters, and supplies were streaming into Halifax." (p. 9)

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Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in "The Shattered Sky."

1. Read the headline and look at the image on pages 4-5. What mood do the title and image create?

2. How does the map on page 6 contribute to the article?

3. What do the photos and captions on the top of pages 6 and 7 help you understand about the 1917 Explosion in Halifax Harbor?

4. Read the subheadings throughout the article. Describe how the tone of the subheadings changes throughout the article.

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Living Through the Halifax Explosion

Follow the directions in the boxes below to help you organize the ideas and details you will use in your response to this writing prompt on page 10 at the end of "The Shattered Sky."

Descriptive Language

One way author Kristin Lewis helps the reader understand what it was like to live through the 1917 Explosion in Halifax Harbor is by using descriptive language: vivid words and sensory details that help the reader imagine what people saw, heard, smelled, tasted, or felt.

1. List examples from the article of sentences or paragraphs that contain vivid language and sensory details. Explain what each example helps readers imagine or understand. We provided one example for you. Find at least three more. Be sure to include page numbers to show where each example comes from.

- Lewis writes, "Soft smoke curled from chimneys as mothers served up steaming bowls of oatmeal" (6). The description of "soft smoke" curling from chimneys and "steaming bowls of oatmeal" helps readers imagine being in a warm, safe kitchen, breathing in the pleasing smells of wood smoke and oatmeal. This line helps readers understand the contrast between what life was like before and after the explosion, and how no one had any idea what was about to happen.

Structure

Another way Lewis helps readers understand what it was like to live through the explosion is by focusing her article on the experience of one particular person: 13-year-old Noble Driscoll.

2. How does reading about what one particular person—Noble Driscoll—experienced help readers understand what living through the Halifax explosion was like? (Think about how Lewis's article would have been different if she had given a general account of what happened without focusing on any particular person.)

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Close-Reading Questions

"The Shattered Sky"

1. Why are the details about World War I in the section "Bad News" important to the story?
(text structure)
2. In the section "Powerful Explosives," how does author Kristin Lewis create suspense? (mood)
3. In the section "Shock Wave," which details help you understand how powerful the explosion was? (supporting details)
4. Reread the description of Halifax in the introduction. Then reread the description of Halifax after the explosion in the section "Shock Wave." What do these two descriptions help you understand? (key ideas and details)

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Critical-Thinking Questions

"The Shattered Sky"

1. Resilience is the ability to bounce back—to recover from misfortune. In "The Shattered Sky," who does Lewis portray as showing resilience? Explain.
2. On page 10, Lewis states that some blamed Mackey and Le Medec for the explosion but that the criminal charges against them "were later dropped." Why might some people have been quick to blame them for the disaster?
3. What can be gained by learning about the 1917 Explosion in Halifax Harbor?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Shattered Sky.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Mood, Inference

1. Read the **headline** and study the image on pages 4–5. What mood do these features create?

2. What can you tell about Halifax Harbor from the map on page 6?

3. Study the photographs and **caption** at the top of pages 6–7. What can you infer happened in Halifax from these features?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Tone

5. The **mood** shifts several times throughout the introduction. Describe how the mood changes.

6. On page 7, author Kristin Lewis writes, “As the two ships came into each other’s view, they blared their whistles. But the signals must have been misunderstood, because neither ship changed course.” What can you infer about the collision from this information?

7. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the sections “Powerful Explosives” and “Too Late.”

The author gives a chronological account of the collision between the *Mont-Blanc* and the *Imo*.

The author compares the captain of the *Mont-Blanc* with the captain of the *Imo*.

The author explains the causes of the explosion of the *Mont-Blanc* and lists its effects on the city of Halifax.

B. Explain how you know.

8. In the section “Rushed to Help,” Kristin Lewis uses an admiring **tone**. Find two examples of this tone and write them on the lines below.

After Reading

Central Idea/Details and Objective Summary

- 9.** Below are three **supporting details** for a central idea of “The Shattered Sky.” In the space provided, write a **central idea** that these details support.

```
graph TD; A[Central Idea] --> B[Detail #1]; A --> C[Detail #2]; A --> D[Detail #3];
```

Central Idea

Detail #1
“In a fraction of a second, the *Mont-Blanc* was ripped to pieces.” (p. 8)

Detail #2
“The explosion triggered an enormous wave that surged out of the harbor and crashed through Dartmouth and Halifax, toppling more buildings . . .” (p. 9)

Detail #3
“Doors flew off hinges, trees snapped in two, windows shattered, and shards of glass shot through the air like missiles.” (p. 9)

10. Write an **objective summary** of “The Shattered Sky.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Shattered Sky.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Mood, and Inference

1. Read the **headline** and study the image on pages 4–5. What mood do these features create?

2. What can you tell about Halifax Harbor from the map on page 6?

3. Study the photographs and **caption** at the top of pages 6–7. What do these features tell you about what happened in Halifax?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Inference, Tone

5. In the first section of the article, author Kristin Lewis describes Halifax as a peaceful and prosperous place where Noble likely would have felt safe. She then writes, “In a few minutes, this would change” (6).

Mood is the feeling the reader gets from a piece of writing. The sentence above changes the mood of the section from

- Ⓐ frightening to pleasant.
- Ⓑ pleasant to uneasy.
- Ⓒ hopeful to hopeless.
6. On page 7, Lewis writes, “As the two ships came into each other’s view, they blared their whistles. But the signals must have been misunderstood, because neither ship changed course.” What can you infer about the collision from this information? (To infer is to draw a conclusion from evidence.)

7. **Text structure** is the term for how an author organizes information. Information in the section “Shock Wave” uses description. Which words and phrases in the section help you identify this text structure?

- Ⓐ *Yet there was more horror to come; Fortunately for Noble; 250 miles away*
- Ⓑ *more than four times hotter than lava; windows shattered; trees snapped in two*
- Ⓒ *In a fraction of a second; In seconds; For about 10 minutes*

8. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the author’s tone in the section “Rushed to Help.”

friendly

admiring

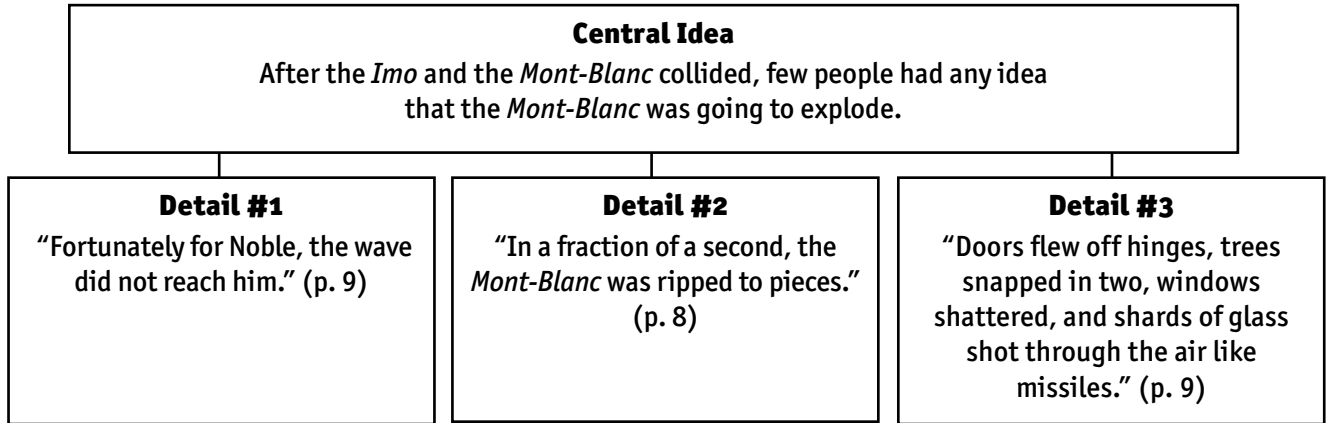
joyful

- B. Briefly explain how you know: _____

After Reading

Central Idea/Details and Objective Summary

9. A. Below is a **central idea** of “The Shattered Sky” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



- B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

10. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “The Shattered Sky.”

- a. Noble and his family lived in Halifax, a town in Nova Scotia, Canada.
- b. Noble had an amazing view of the Narrows from his backyard.
- c. The *Mont-Blanc* was packed full of munitions for World War I.
- d. Thousands of people were killed in the 1917 Explosion in Halifax Harbor.
- e. It must have been terrifying to live through the explosion in Halifax.
- f. Today, there are many seafood restaurants along the harbor in Halifax.

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Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"The Shattered Sky"

1. **aptly (APT-lee)** *adverb*; The adjective *apt* has a range of meanings:

1. likely or having a tendency to do something: *A careless person is apt to make mistakes.*
2. especially appropriate or fitting: *The Neverending Story—an apt title for a book with 448 pages—is my favorite fantasy novel.*
3. very intelligent and responsive: *Brianna is an apt student.*

The adverb *aptly* is used only with the second meaning of *apt* above, to mean "done in an especially fitting way," as in, "We aptly named our new dalmatian puppy "Spot.""

2. **hamper (HAM-per)** *noun or verb*; A hamper is a large basket with a lid. People often throw their dirty clothes in a hamper until it's time to do the laundry.

As a verb, *hamper* means to stop something from moving along or making progress as it should—to hold it back or get in its way. Thick fog can hamper travel on the highway. Strong winds might hamper firefighters' efforts to put out a fire.

3. **munitions (myoo-NISH-uhns)** *noun*; Munitions are military equipment and supplies used for fighting, such as weapons and ammunition.

4. **port (pohrt)** *noun*; A port is a town or city with a harbor where ships come to load and unload cargo or passengers. *Port* can also be used simply as a synonym for *harbor*. (A harbor is part of an ocean or a lake where ships can go to be safe from storms.)

5. **scapegoat (SKEYP-goht)** *noun or verb*; A scapegoat is a person or a group that is unfairly blamed for something others have done. Sports fans who are looking for someone to blame after their team loses might use the coach as a scapegoat, even if the coach did a great job. *Scapegoat* can also be a verb, as in, "Fans often scapegoat the coach."

6. stark (stahrk) *adjective*; *Stark* has a range of meanings, all of which relate to something being severe:

1. very plain, bare, or grim in appearance: *A single tree stood alone in the stark desert landscape.*
2. harsh or unpleasant to accept or experience: *Forecasters have issued a stark warning about the hurricane.*
3. very obvious; plainly and easily seen: *The difference between my mother’s taste in music and my own is stark.*
4. extreme or complete: *Sawyer ran out of the haunted house in stark terror.*

7. tarnish (TAHR-nish) *verb*; Over time, certain metals—like silver, copper, and brass—tarnish, meaning that they become dull or discolored. This happens because of a chemical reaction with the oxygen in the air.

Tarnish can also mean “to make or become less valuable or respected.” Saying something offensive could tarnish a singer’s reputation and cause people to stop buying his albums.

8. vilify (VIL-uh-fahy) *verb*; You’re probably familiar with the noun *villain* (VIL-uhn)—the “bad guy” character in a book or movie. The meaning of *villain* can help you remember the meaning of *vilify*.

If you vilify someone, you say or write harsh things about the person in a way that lowers other people’s opinions of that person. In other words, you make the person into “the bad guy” by spreading negative information about him or her.

Directions: In the space below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"The Shattered Sky"

Directions: Fill in the circle next to the best answer to each question.

1. Which of the following is an example of a stark room?

- Ⓐ a room with white walls and no furniture or curtains
- Ⓑ a room with comfy bean bags, a colorful rug, and a lot of games lying around

2. Which of the following situations shows someone being scapegoated?

- Ⓐ Three boys wrote on the bathroom wall but blamed it all on Dan, who was then suspended from school.
- Ⓑ A suspect admitted to robbing a bank after the police found his fingerprints on the safe.

3. Which of the following people has been vilified?

- Ⓐ Tom, who was attacked on social media for treating the workers at his company horribly.
- Ⓑ Hanna, who was honored with a special ceremony after winning a spelling bee.

4. Ana was named "Most Likely to Become a Comedian" in the yearbook. Which of the following photos aptly captures Ana's personality?

- Ⓐ a photo of her sleeping soundly on the bus during a field trip
- Ⓑ a photo of her wearing a shark costume while running in a track meet

Directions: Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

5. A voice came over the intercom to announce our arrival at the **port**. We _____

6. The bad weather **hampered** our family's day at the beach. It was _____

7. We passed a truck on the highway that was carrying **munitions**. It _____

8. My mother's necklace was **tarnished**. The necklace _____

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“The Shattered Sky” Quiz

Directions: Read “The Shattered Sky.” Then answer the questions below.

- Which of the following details should NOT be included in a summary of the article?
 - The *Mont-Blanc* had thousands of pounds of dangerous explosives on board.
 - The *Mont-Blanc* and the *Imo* collided.
 - There were many factories in Richmond.
 - The *Mont-Blanc* exploded, destroying Halifax and killing thousands.
- Kristin Lewis explains that the Narrows was the narrowest section of Halifax Harbor. What other detail about the harbor may have played a part in the collision of the *Mont-Blanc* and the *Imo*?
 - The harbor separates two towns.
 - The harbor’s traffic had increased eightfold since the start of the war.
 - The harbor is near the Atlantic Ocean.
 - The shape of the harbor made it easy to protect from submarine attacks.
- On page 7, Lewis writes that German U-boats “prowled beneath the waves of the Atlantic Ocean beyond the harbor.” The word *prowled*
 - suggests that U-boats had a cat-like appearance.
 - tells the reader that U-boats moved quickly.
 - indicates that the U.S. was spying on Germany.
 - implies that U-boats were stealthy and dangerous, like predatory animals.
- What is the main purpose of the section “Shock Wave”?
 - to provide details about how the explosion affected Noble’s family
 - to teach readers about tsunamis
 - to help readers understand how powerful and catastrophic the explosion was
 - to explain why Noble’s skin was blackened
- On page 10, Lewis writes that Mackey’s “name was tarnished.” She means that
 - Mackey’s reputation was damaged.
 - Mackey’s name was eventually forgotten.
 - Mackey was remembered as a great ship pilot.
 - the name plate on Mackey’s cabin in the new ship became dull and greenish.
- The article supports all of the following ideas EXCEPT
 - the people of Halifax and neighboring communities came together in a time of crisis.
 - some disasters are simply too big to ever recover from.
 - Halifax was an important North American port during World War I.
 - the 1917 Explosion in Halifax Harbor was one of the worst explosions in history.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

- How did the Halifax Harbor disaster alter life in the region where it happened? Use text evidence to support your answer.
- What is Kristin Lewis’s tone as she writes about Francis Mackey, pilot of the *Mont-Blanc*, and Aimé Le Medec, captain of the *Mont-Blanc*? Use details from the text to support your answer.

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"The Shattered Sky" Quiz

Directions: Read "The Shattered Sky." Then answer the questions below.

1. Which of the following details should definitely be included in a summary of the article?

- (A) Noble Driscoll had 13 brothers and sisters.
- (B) Canada was once a colony of Great Britain.
- (C) The *Mont-Blanc* had thousands of pounds of dangerous explosives on board.
- (D) German submarines are called U-boats.

2. Kristin Lewis explains that the Narrows was the narrowest section of Halifax Harbor. What other detail about the harbor helps explain why the two ships may have collided?

- (A) The harbor separates two towns.
- (B) The harbor's traffic had increased eightfold since the start of the war.
- (C) The harbor is near the Atlantic Ocean.
- (D) The shape of the harbor made it easy to protect from submarine attacks.

3. On page 7, Lewis writes that German U-boats "prowled beneath the waves of the Atlantic Ocean beyond the harbor." The word *prowled* implies that U-boats

- (A) looked like cats.
- (B) moved quickly.
- (C) operated underwater.
- (D) were sneaky and dangerous, like predatory animals.

4. What is the main purpose of the section "Shock Wave"?

- (A) to provide details about how the explosion affected Noble's family
- (B) to teach readers about tsunamis
- (C) to help readers understand how powerful and catastrophic the explosion was
- (D) to explain why Noble's skin was blackened

5. On page 10, Lewis writes that Mackey's "name was tarnished." She means that

- (A) Mackey's reputation was damaged.
- (B) Mackey's name had been forgotten.
- (C) Mackey was remembered as a great ship captain.
- (D) a metal sign with Mackey's name on it had become dull and greenish.

6. Which of the following is a central idea of the article?

- (A) Francis Mackey was an experienced pilot.
- (B) The 1917 explosion in Halifax Harbor was one of the worst explosions in history.
- (C) Nearby communities opened their homes to survivors of the explosion.
- (D) Halifax was an important North American port during World War I.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. How did the 1917 Explosion in Halifax Harbor affect Noble Driscoll's life? Use text evidence to support your answer.

8. Write a paragraph that supports the following claim with details from the text: Kristin Lewis has a sympathetic tone, or attitude, when she writes about Francis Mackey and Aimé Le Medec.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Halifax Explosion Contest

How does the author help you, the reader, understand what it was like to live through the 1917 Explosion in Halifax Harbor? Use text evidence to support your answer. Five winners will get *Blizzard of Glass* by Sally M. Walker.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting text evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Halifax Explosion Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY January 15, 2018!