

Beauty and Disaster

Last May, Kilauea turned violent—and changed Hawaii forever

About the Story

Lexile: 970L (combined)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to synthesize information about volcanoes from two nonfiction texts

Key Skills:

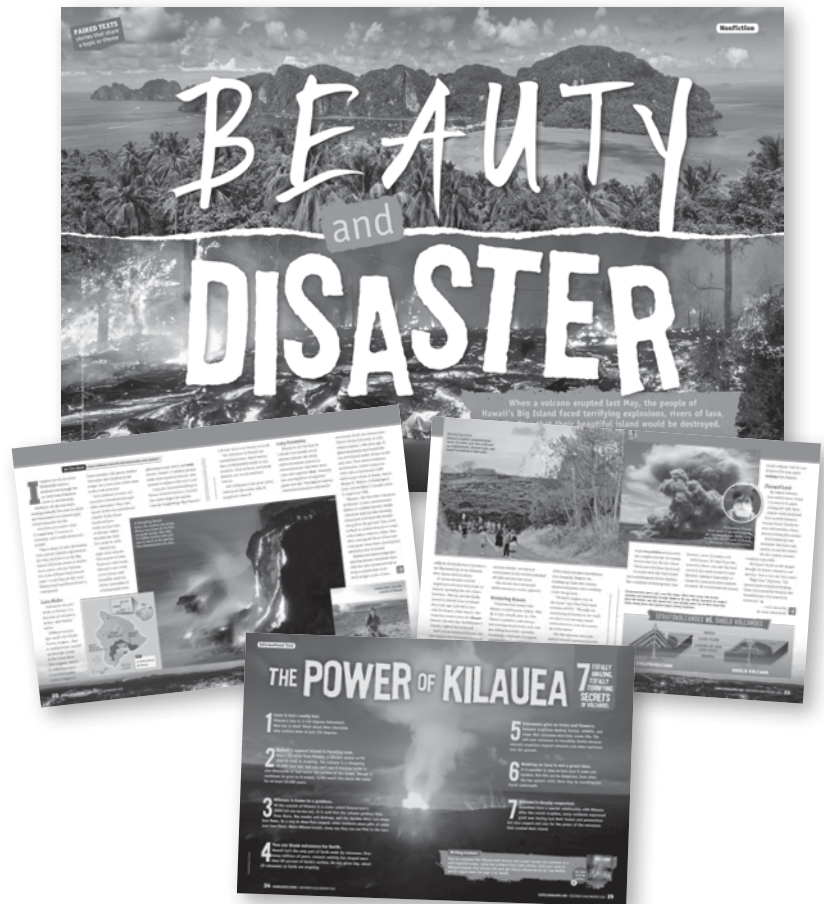
figurative language, author's craft, text features, text structures, inference, key ideas and supporting details, synthesis

Essential Questions:

- What can be learned from natural disasters?
- Why does nature deserve our respect?
- How does our environment shape the way we live?

Standards:

The articles and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, R.7, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6.** For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Video: Beyond the Story

Slideshow: Vocabulary

Audio:

- The article and informational text

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- Video Discussion Questions
- Synthesis
- Close Reading and Critical Thinking
- **Core Skills Workout:** Text Features, Text Structures, Text Evidence*
- Quiz*
- Contest Entry Form

* Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Consider an essential question.

(7 minutes)

Write on the board: *How does our physical environment affect the way we live?* Give students three minutes to jot down their answers. Spend two minutes discussing their ideas. Finally, explain that they are about to read a story in which the natural environment of a place plays a big role in how people live.

Preview vocabulary.

(10 minutes, slideshow online)

Show the **Vocabulary Slideshow**. Complete the activity as a class or assign it as homework. Highlighted words: *fury, lush, molten, seeping, summit, vents, vibrant*

2 Reading and Discussing

“Beauty and Disaster” and “The Power of Kilauea”

(30 minutes, activity sheets online)

- Invite a student to read aloud the As You Read box on page 20.
- Read the two articles as a class. Optionally, play the audio from Scope Online while students follow along in their magazines.
- Invite students to share any immediate reactions.
- Break students into groups to discuss the following questions.

Close-Reading Questions

Consider the last two lines of the introduction: “For years, Kilauea had seemed tame—a purring cat. But now, Kilauea had transformed into a roaring lion.” What literary device is the author using? What purpose does it serve? (figurative language, author’s craft) *The*

author is using a metaphor to compare Kilauea’s activity first to a cat and then to a lion. This comparison helps the reader understand that Kilauea changed from something that seemed harmless and tame into something dangerous and wild, and that the change was dramatic and surprising.

On page 20, author Lauren Tarshis writes, “Hawaii is one of the most remote and beautiful spots on Earth . . .” Which text features in the article support this idea?

(text features) *The map on the bottom of page 20 supports the idea that Hawaii is remote by showing how far it is from other land. The images on pages 18 and 19 support the idea that Hawaii is beautiful by showing its dazzling and lush landscape, as well as the glowing lava of Kilauea.*

What text structure is the author using in the first two paragraphs of the section “Lazy Fountains”? What does this help you understand about Kilauea? (text structures) *The author is using a compare-and-contrast structure to explain the differences between stratovolcanoes, which erupt violently, and shield volcanoes, which erupt in a calmer, less dramatic way. This helps the reader understand how Kilauea, which is a shield volcano, is different from other, more violent volcanoes.*

Why do people like Josh and his family live near Kilauea, even though the volcano is active? Give at least two reasons. (inference, key ideas and supporting details) *Reasons include that Kilauea was not considered dangerous for many years, that the Big Island is filled with beautiful natural wonders, and that the volcano itself is fascinating.*

According to details in the section “Devouring Houses,” what are the risks of living near an active volcano? (key ideas and

supporting details) *According to the section “Devouring Houses,” a major risk of living near an active volcano is that it could erupt and cause damage. Eruptions can cause earthquakes and lava flows, which can destroy neighborhoods. Eruptions can also release poisonous gas.*

▶ **According to “The Power of Kilauea,” how can volcanoes be a force for creation?** (key ideas and supporting details) *According to “The Power of Kilauea,” volcanoes created many features of Earth today. Volcanoes also create new land masses and help vegetation grow.*

• Reconvene as a class to discuss the following critical-thinking question.

Critical-Thinking Question

▶ **According to the informational text, Kilauea is “deeply respected” in Hawaii. Why might Hawaiians have a unique respect for volcanoes?** *Answers will vary. Students may say that Hawaiians have a respect for volcanoes*

because the Hawaiian islands are the result of volcanic activity over millions of years. Students may also say that Hawaiians respect volcanoes because they have witnessed their power and beauty and because it’s believed that the goddess Pele lives within Kilauea.

Watch the video.

(15 minutes, activity sheet online)

Project or distribute the **Video Discussion Questions** and preview them as a class. Then play the **Beyond the Story video**. Finally, discuss the questions as a class.

3 Skill Building

Featured Skill: Synthesis

(15 minutes, activity sheet online)

Have students work in groups to complete the **Synthesis** activity. This activity will prepare them to respond to the writing prompt on page 25. *For alternate culminating tasks, go to Scope Online.*

Scope's **Tools for Differentiation**

We know that you have learners at all different levels in your classroom.
We’re here to help! These offerings make it easy to support all your students:

- Quizzes and activity sheets offered on two levels—one with more modeling and scaffolding and one with less
- Audio versions of articles
- Lower-Lexile versions of our narrative nonfiction features
- Vocabulary slideshows that support definitions with images and videos
- Writing prompts for struggling readers, on-level readers, and advanced readers in every lesson plan
- Customized performance tasks that offer a range of creative ways to respond to *Scope* stories

