

Name: _____ Date: _____

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

Vocabulary:

"Day of Disaster"

1. **chaos (KAY-ahs)** *noun*; Chaos is a state of total disorder and confusion. For example, there would be chaos if a rat started running around a restaurant, freaking everyone out.
2. **dissipate (DIS-uh-payt)** *verb*; If something dissipates, it slowly breaks up, scatters, or disappears. After it rains, the clouds might dissipate, allowing the sun to come out again. A crowd might hang out for a while after a concert is over before it dissipates and everyone goes home.
3. **hoist (hoyst)** *verb*; To hoist something is to lift or raise it, especially by using ropes or machinery. A group of students might hoist the flags up the pole in front of your school each morning. A crane might hoist steel beams into place at a construction site. You might hoist yourself out of a swimming pool.
4. **saga (SAH-guh)** *noun*; In the 12th and 13th centuries, a saga was a long story about the adventures and achievements of one of the first families that lived in Iceland. Today, *saga* can refer to any long and complicated story—whether true or fictional. The Harry Potter and Star Wars series are examples of modern sagas.
5. **stable (STAY-buhl)** *noun*; As it is used in the article, *stable* refers to a building where horses or other animals are sheltered and cared for on a farm.
6. **ravenous (RA-vuh-nuhs)** *adjective*; If you are ravenous, you are extremely hungry, as in, "We were ravenous after riding our bikes all day. We wolfed down our dinners!"
7. **toxin (TOK-sin)** *noun*; A toxin is a poison produced by a living thing—an animal or a plant. Snake venom, for example, is a toxin. So is the venom found in the tentacles of a jellyfish.
8. **ventilation (ven-tuh-LEY-shuhn)** *noun*; The verb *ventilate* (VEHN-tuh-layt) means "to cause fresh air to enter and move through a room, building, or other space." You might ventilate your bedroom by opening the window and turning on a fan. Ventilation is the act of ventilating.

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 peers. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Day of Disaster"

Directions: Choose the word that is most similar in meaning to each word in bold.

1. **ravenous**

- Ⓐ healthy
- Ⓑ starving

2. **chaos**

- Ⓐ calm
- Ⓑ confusion

3. **toxin**

- Ⓐ poison
- Ⓑ medicine

4. **hoist**

- Ⓐ lift
- Ⓑ drop

Directions: Fill in the circle next to the best answer choice.

5. Which is an example of chaos?

- Ⓐ A man sits in a chair, drinking tea and reading a book while soft classical music plays in the background.
- Ⓑ Dozens of goats escape from their enclosure and stampede through a suburban neighborhood, eating and stomping on everything in sight.

6. Which would you be more likely to find in a stable?

- Ⓐ donkeys
- Ⓑ dolphins

7. Which place would likely require ventilation?

- Ⓐ the hot kitchen of a restaurant
- Ⓑ your backyard

Directions: In each pair of boldfaced words, underline the word that best completes the sentence.

8. The gym feels hot and stuffy because of its poor **ventilation/saga**.
9. Aubrey told me the **saga/stable** of her family's camping trip: It rained everyday, their tent sprung a leak, and they all got the flu.
10. I had to use all my strength to **hoist/dissipate** the heavy box of books up onto my shoulder.
11. My anger **ventilated/dissipated** after I stepped back from the situation and took some time to reflect.

Close-Reading Questions

"Day of Disaster"

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4. How does Lewis support her statement on page 7 that coal mining was a "tough" job?
(key ideas and supporting details)

5. In the section "Lonely and Boring," Lewis asks a series of questions about Albert. What purpose do these questions serve? (author's craft)

6. How does the information in the section "Scorching Heat" contribute to the article?
(text structure)

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Critical-Thinking Questions

"Day of Disaster"

1. The Cherry Mine disaster was a horrific tragedy. Did any good come from it? Explain.

2. What can be gained by learning about the Cherry Mine disaster?

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Preparing to Write: Cherry Mine Speech

The writing prompt on page 10 says:

Write a speech for the anniversary of the Cherry Mine disaster. Your speech should explain why the disaster is important to remember.

Follow the directions below to help you organize the ideas and details you will use in your speech.

What happened at the Cherry Mine?

1. Write an objective summary (a short statement or paragraph that tells what happened) about what took place at the Cherry Mine on November 13, 1909.

Why did this tragedy occur?

2. List details from the article that help explain why this tragedy occurred. Then explain what could have been done differently. We've written one idea for you.
 - The Cherry Mine lacked basic safety features, such as an alarm system that could notify workers of a fire or disaster (9). Many more workers could have escaped from the mine if they had been notified of the fire sooner.

How did the Cherry Mine disaster help change America?

3. List details from the article that show how this tragedy helped to change America.

What can be learned from the Cherry Mine disaster?

4. Consider your responses to questions 1-3. Why is it important to remember this tragedy? To support your answer, include important details from the article as well as your own opinions.

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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 "Day of Disaster."

1. Reread the section "Transforming America." Which statement BEST expresses the central idea of this section?

- Ⓐ Energy is released when coal is burned.
- Ⓑ Burning coal can create pollution.
- Ⓒ The coal industry has changed America.
- Ⓓ Coal enabled people to travel by train faster than ever before.

2. Read a central idea of the sections "Difficult and Dangerous" and "Lonely and Boring" in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:

Coal miners at the Cherry Mine faced difficult and dangerous working conditions.

- Ⓐ "They cut out the coal with heavy tools, their backs aching." (p. 7)
- Ⓑ "Imagine sitting alone in the dark all day every day, just opening and closing a door." (p. 8)
- Ⓒ "Catastrophe was coming." (p. 8)
- Ⓓ "If a mule team came speeding along and you didn't open the door, they could crash—crushing the mules, the driver, maybe even you." (p. 8)

I chose _____ because _____

3. Read the details listed below from the article. In the box, write a central idea that these details support.

Central Idea:

Detail 1: "Meanwhile, down below, miners were scrambling to get out—only to find tunnels blocked by flames, mules, and coal cars." (p. 9)

Detail 2: "'If you don't give us a cage, we're all going to choke!' someone screamed." (p. 9)

Detail 3: "When the sun set that day, the fire showed little sign of dissipating. More than 200 miners were still trapped." (p. 10)

4. A central idea of the whole article is 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 Cherry Mine disaster helped to change America.

Supporting detail 1:

"Laws were passed that made companies pay the victims of workplace disasters." (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 "Day of Disaster."

1. Read a central idea of the article stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:

Coal miners at the Cherry Mine faced difficult and unsafe working conditions.

- ☐ **A.** "If a mule team came speeding along and you didn't open the door, they could crash—crushing the mules, the driver, maybe even you." (p. 8)
- ☐ **B.** "They shoveled the coal into cars that looked like giant metal buckets." (p. 7)
- ☐ **C.** "In fact, Albert and Richard likely felt proud to work at the mine." (p. 8)
- ☐ **D.** "Perhaps most terrifying of all was the risk of explosions and fires." (p. 6)
- ☐ **E.** "Cave-ins were constant threats." (p. 6)

2. Read the details from the article listed below. In the box, complete the central idea that these details support.

Central Idea:

The Cherry Mine disaster led to _____.

Detail 1: "It helped fuel a movement that, in 1938, banned child labor in the U.S. at last." (p. 10)

Detail 2: "Laws were passed that made companies pay the victims of workplace disasters." (p. 10)

Detail 3: "Over the next few years, new safety rules were created." (p. 10)

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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 irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of "Day of Disaster."

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

2. What significant event does the article describe?

3. Who or what caused this event?

4. How did this event affect the main person(s) in the article?

5. What happened to the main person(s) after the event?

Summary of “Day of Disaster”

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 "Day of Disaster."

1. Where did Albert work?

On November 13, 1909, 14-year-old Albert Buckle lived through a devastating coal mining disaster that would change American history. Albert worked as a trapper at _____.

Coal mining was a difficult and dirty job. Miners faced many hazards, including _____.

2. What dangers did miners face?

But the Cherry Mine was new, and many said it was the safest mine in America.

3. What was Albert told to do to put out the fire?

On that November day, a fire broke out in the mine after an oil lamp set a cart of hay ablaze. Albert was told to _____.

_____, but this didn't help. The fire was spreading too quickly, and the mine itself was soon on fire.

Albert escaped, but many others did not because _____.

4. Why couldn't the miners escape?

_____. Two hundred men

were still trapped underground when the owners of the mine decided to seal off the mine to _____.

5. Why did the company seal off the mine?

The disaster took the lives of 259 men.

The public was outraged, and the disaster led to _____.

6. What changes did the tragedy lead to?

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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 "Day of Disaster."

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

2. How does the collection of photos titled "Children of the Coal Mines" contribute to the article?

3. Into which section of the article would the information in the sidebar "What Is Coal?" (p. 6) best fit? Explain your answer.

4. Study the photograph and the caption on page 10. Why might the author have chosen to include these features?

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Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Day of Disaster."

1. The first four paragraphs of the introduction of the article use **description**. What is the author describing?

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause and Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

2. A. Underline the text structure the author uses in the sidebar "Coal Mining Today."

compare and contrast

cause and effect

- B. Explain how you know, using evidence from the text.

3. A. Which text structure does the author use in the section "Trapped Below"?

B. Explain how you know, using evidence from the text.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “Day of Disaster.” See *Scope’s* “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Making Predictions

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

2. Consider the sidebar “Children of the Coal Mines” on pages 6-8. What conclusion can you draw from it about what working in a coal mine was like for kids?

3. What does the sidebar “What Is Coal?” on the bottom of page 6 help you understand?

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

During Reading
Text Structure, Mood, Tone

5. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Difficult and Dangerous.”

The author gives a chronological account of child labor laws in the U.S.

The author describes the job of a coal miner in the early 1900s and explains why kids worked in the mines.

The author compares and contrasts the job of a coal miner in 1909 with the job of a coal miner today.

- B.** Explain how you know.

6. How would you describe the **mood** of the section “Scorching Heat”? Explain how the author creates this mood.

7. Reread the section “The Legacy.” What is the author’s **tone** as she writes about the public’s response to the Cherry Mine disaster? Explain your answer.

After Reading

Central Idea/Details and Objective Summary

8. Below are three **supporting details** for a **central idea** of the article. 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];
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Central Idea

Detail #1
“Cave-ins were constant threats. So were the underground gases that could kill a person in minutes.” (p. 6)

Detail #2
“If a mule team came speeding along and you didn’t open the door, they could crash—crushing the mules, the driver, maybe even you.” (p. 8)

Detail #3
“How would they know they needed to get out—fast? There were no alarms. No cell phones.” (p. 9)

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

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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Read, Think, Explain

Identifying Nonfiction Elements

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3. What does the sidebar “What Is Coal?” at the bottom of page 6 help you understand?

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

During Reading

Text Structure, Mood, Tone

5. Text structure is the term for how an author organizes information. Below is an example of a cause-and-effect structure from the section “Scorching Heat.” You finish the second example.

Cause: The flaming hay car was stuck under the mine’s air shaft.

Effect: The fresh air flowing into the mine fanned the flames of the fire, helping the fire to spread.

Cause: _____

Effect: Hundreds of men didn’t know they needed to get out of the mine.

6. In the introduction of the article, the author describes a boy trapped in a burning coal mine. In the following section, the author writes, “Just a few hours earlier, the day had dawned bright and brisk in the small town of Cherry.”

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

- Ⓐ suspenseful to sad.
- Ⓑ terrifying to pleasant.
- Ⓒ hopeful to frightening.

7. 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 “The Legacy” as she writes about the public’s response to the Cherry Mine disaster.

discouraged

confused

admiring

B. Briefly explain how you know.

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the section “Transforming America” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.

Central Idea

Coal mining in 1909 was dangerous.

Detail #1

“Cave-ins were constant threats. So were the underground gases that could kill a person in minutes.” (p. 6)

Detail #2

“If a mule team came speeding along and you didn’t open the door, they could crash—crushing the mules, the driver, maybe even you.” (p. 8)

Detail #3

“Coal was powering the trains speeding across America, making it possible to travel faster and farther than ever before.” (p. 7)

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

9. 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 “Day of Disaster.”

- a. There was no alarm system in the Cherry Mine to warn miners of a fire or disaster.
- b. The Cherry Mine disaster helped bring lasting change in America’s labor laws.
- c. A trapper’s job was boring.
- d. Cherry Mine’s leaders sealed off the mine’s air shaft, trapping more than 200 hundred miners inside.
- e. On the day of the disaster, Albert and his brother started working at 6:30 am.
- f. I can’t imagine having to face what the miners at the Cherry Mine had to face that day in 1909.

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“Day of Disaster” Quiz

Directions: Read “Day of Disaster.” Then answer the questions below.

- Which sentence best describes the section “Transforming America”?
 - It lists the events of the Industrial Revolution.
 - It provides information about the amount of coal found in the U.S.
 - It helps readers understand why many children worked in coal mines in 1911.
 - It describes how coal changed people’s lives.
- On page 9, the line “Now, like a ravenous monster, the fire was consuming everything in its path” contains
 - a metaphor that helps readers understand how hot the fire was.
 - hyperbole that shows how much smoke had filled the mine.
 - a simile that illustrates how quickly and violently the fire was spreading.
 - a simile that shows how slowly the flames moved.
- On page 9, author Kristin Lewis writes “And so for the next 30 minutes, Albert watched coal—not people—lifted up through the shaft.” The purpose of this line is to
 - illustrate how coal was brought aboveground.
 - reveal how little concern was shown for the safety of workers.
 - explain how long Albert waited to leave the mine.
 - help readers visualize the layout of the mine.
- The photo caption “Coal Mining Today” says that coal “remains a significant source of energy.” Based on context clues, what is the definition of *significant*?
 - causing serious harm
 - fairly large
 - decreasing in number or amount
 - well liked or admired
- Which detail would be least important to include in a summary of the article?
 - Albert’s birthday was two weeks away.
 - The tragedy outraged the public.
 - The Cherry Mine disaster happened in 1909.
 - The mining company sealed off the mine, trapping hundreds inside.
- Information in the article supports all of the following ideas EXCEPT
 - since the early 1900s, working conditions in the U.S. have improved.
 - coal mining is a tough job.
 - China relies on coal for much of its energy.
 - in the early 20th century, many children had to work to help support their families.

Constructed-Response Questions

Directions: Write your answers in a well-organized response.

- How does the author portray working as a coal miner in the early 20th century? Use text evidence to support your answer.
- Analyze the photos, captions, and other text features. How do they contribute to the article? What other visuals could have been included to help readers understand the Cherry Mine disaster?

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“Day of Disaster” Quiz

Directions: Read “Day of Disaster.” Then answer the questions below.

- The main purpose of the section “Transforming America” is to help readers understand**
 - how bridges are built.
 - where coal is found in the United States.
 - why immigrants came to America.
 - how coal changed people’s lives.
- On page 9, the line “Now, like a ravenous monster, the fire was consuming everything in its path” contains a simile that helps readers understand**
 - how hot the fire was.
 - how much smoke had filled the mine.
 - how quickly the fire was spreading.
 - how slowly the flames moved.
- On page 10, author Kristin Lewis writes “Many accused the mine company of caring more about its coal than the human beings below.” Which line also expresses that idea?**
 - “In Illinois, the law set the minimum age at 16.” (p. 8)
 - “And so for the next 30 minutes, Albert watched coal—not people—lifted up through the shaft.” (p. 9)
 - “It is known as a fossil fuel, like oil and gas.” (p. 7)
 - “Besides, the Cherry Mine was new and modern.” (p. 7)
- On page 8, Lewis writes “And it wasn’t just grown men who toiled in the mines.” Based on context clues, *toil* means**
 - to break laws.
 - to work extremely hard.
 - to blast rock.
 - to dig.
- Which detail would be most important to include in a summary of the article?**
 - The tragedy outraged the public.
 - Albert’s birthday was only two weeks away.
 - Oil and gas are fossil fuels.
 - Being a trapper was a boring job.
- Which of the following statements CANNOT be supported by information in the article?**
 - Since the early 1900s, working conditions in the U.S. have improved.
 - More lives could have been saved in the Cherry Mine disaster.
 - China relies on coal for much of its energy.
 - In the early 20th century, many children had to work to help support their families.

Constructed-Response Questions

Directions: Write your answers in a well-organized response.

- Explain the main causes of the Cherry Mine disaster. Use text evidence to support your answer.
- Why do you think the sidebar “Children of the Coal Mines” was included? What does it contribute to the article?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file. If you are e-mailing a video entry, please either attach the file or use a file-sharing platform such as Dropbox.

Cherry Mine Contest

Write a speech for the anniversary of the Cherry Mine disaster. Your speech should explain why the disaster is important to remember. Your speech can be in the form of a transcript, video, or audio recording. Five winners will get *Same Sun Here* by Silas House and Neela Vaswani.

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 entry and send both to: scopemag@scholastic.com
or mail them to: Cherry Mine Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY December 20, 2019!