

Rising From the Ashes

How the Lahaina community is rebuilding after one of the deadliest fires in U.S. history

About the Story

Lexile® Measure 990L

For qualitative complexity factors,
go to Scope Online.

Learning Objective: to
identify key ideas and details in a
narrative nonfiction article

Featured Skill: key ideas and
details

**Additional skills covered in
this lesson plan:** text features,
cause and effect, compare and
contrast, allusion, critical thinking

Essential Questions:

- What is a community?
- What is resilience?
- What can be learned from
natural disasters?

Standards:

The article and its suite of
support materials support these
Common Core Anchor
Standards: R.1, R.2, R.3, R.4, R.5,
R.7, W.2, SL.1, SL.2

For more standards
information—including TEKS—go
to Scope Online.



Your Teaching Package

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

Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

Slideshow:

- Vocabulary

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Connected readings from the Scope archives:

- “This Is the End of the World”
- “The Tornado That Changed
America”
- “Our Beautiful Town Is Gone”
- “Island of Sorrow”
- “Our World Turned to Water”
- “Aftershocks”

Activities to print, project, or share digitally:

- Vocabulary: Definitions
- Discussion Questions
- Featured Skill: Key Ideas
and Details
- Choice Board
- **Core Skills Workout:**
Summarizing,* Nonfiction
Elements
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (10 minutes)

Preview Vocabulary (10 minutes)

- Project the **Vocabulary Slideshow** on your whiteboard. Review the definitions and complete the activity as a class. The audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Highlighted words: *embers*, *monarchy*, *sprawling*, *tinged*, *writhing*.

2. Read and Discuss (45 minutes)

- Invite a volunteer to read the As You Read box on page 4 or at the top of the digital story page.
- Read the article once as a class. (*Differentiation: Share the lower-Lexile version or the Spanish version of the article.*) Optionally, have students listen to author Allison Friedman read the article aloud while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Divide students into groups to read the article again and respond to the following **Discussion Questions**, also located in the Resources tab.

Discussion Questions (30 minutes)

The following questions can be shared in printable or interactive form.

1. **List at least five facts that can be learned from the map of Hawaii.** (text features) Answers may include: *Hawaii is completely surrounded by water and borders no other states; Hawaii is a string of eight main islands: Niihau, Kauai, Oahu, Molokai, Lanai, Kahoolawe, Maui, and Hawaii; Hawaii is located in the Pacific Ocean; the capital of Hawaii is Honolulu, located on the island of Oahu; Lahaina is a coastal town located on the island of Maui; Hawaii is located south of Alaska and west of California.*

2. **The authors describe the Lahaina fire as “the deadliest wildfire in the U.S. in more than a century.” What factors led to the Lahaina fire being so deadly?** (cause and effect) *Many factors contributed to the devastating nature of the Lahaina wildfire. Climate change has caused longer, hotter summers and droughts, turning the tall grasses that cover Maui into the perfect fuel for fire. A nearby hurricane’s winds blew across the island, downing power lines and producing sparks that ignited the dry grasses. Burning embers carried on the winds ignited new blazes. Fire hoses ran dry because the pipes that supplied fire hydrants melted. Emergency sirens were not activated because they were typically used for tsunamis, meaning many people had little warning and preparation time. Cell phone and internet services were down, making communication impossible. (If students need scaffolding to identify these factors, direct them to the sections “Growing Danger,” “Battling the Blaze,” and “Monstrous Flames.”)*

3. **What was Kini’s life like before the fire? How is it different now?** (compare and contrast) *Kini’s life before the fire was peaceful and pleasant. She hung out with friends on beautiful beaches and sailed on the ocean with her grandfather. Her life after the fire seems more complicated and more difficult. Her family, like many other families, was displaced by the fire, and they now live in a temporary home in another town. Her friends and the members of her community are all in different places, and she isn’t sure when she’ll be able to return to Lahaina.*

4. **How have the people of Maui come together to support one another?** (key ideas and details) *People across Maui welcomed displaced people into their homes, chefs cooked meals for thousands of people, and volunteers at community-led relief centers provided food, water, and clothing. Workers continue to clean debris and monitor the soil, air, and water for safety. People supported one another in healing emotionally and held a community paddle out, a traditional Hawaiian ceremony and memorial to those who died in the fire.*

5. **What do you think might be difficult about being a firefighter? What do you think might be satisfying about the job?** (critical thinking) *Answers will vary. Students might say that the danger firefighters face, as well as the frustration of not being able to save every person or building, likely makes the job extremely difficult. But the ability to save lives and the excitement of battling a powerful force of nature must make it rewarding as well.*

6. **What does the story of the Maui wildfire teach us about how to rebuild after a disaster?** (critical thinking) *Answers will vary. Students may offer that the Maui community’s response to the fire shows the importance of people coming together not only to help meet people’s basic needs—food, water, clothing, shelter, medical supplies—but also to support one another in their emotional healing. Also, rebuilding after a disaster is an enormous job, and the more people that contribute to that effort, the better. The way people in Maui are coming together will make it possible for the community to return home sooner. What’s more, they will be returning to an even stronger community, because survivors turned the disaster into an opportunity to rebuild their town in a way that better serves its residents.*

7. The title of the article, “Rising From the Ashes,” is an allusion to the phoenix, a magical bird from ancient mythology that is reborn again and again. When the phoenix gets old, it sets itself on fire and burns to ashes. Then, from these ashes, the phoenix is reborn. This immortal bird is a symbol of hope, of life, and of better things to come. Why do you think the authors chose “Rising From the Ashes” as the title for their article? In what ways is the story of Lahaina like the myth of the phoenix? (allusion, critical thinking)
Answers will vary. Students may offer that the authors likely chose this title because the banyan tree and many homes and buildings in the Lahaina community are literally rising from the ashes of the wildfire, and as a way of acknowledging that the people of Maui have been “reborn” with the knowledge and wisdom of making it through an incredibly difficult time, and they are looking to the future with hope.

3. Write About It: Key Ideas and Details (45 minutes)

- Have students complete the **Featured Skill Activity: Key Ideas and Details**. This activity prepares them to respond to the writing prompt on page 9 in the printed magazine and at the bottom of the digital story page:

What can the aftermath of the Maui wildfires teach us about the power of community?
Answer this question in a short essay.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)

Support for Multilingual Learners

These questions are designed to help students respond to the text at a level that’s right for them.

Yes/No Questions

Ask students to demonstrate comprehension with a very simple answer.

- Is Hawaii in the Pacific Ocean? *Yes, it is.*
- Did the wildfire destroy Kini’s home? *Yes, it did.*
- Did the emergency sirens warn people about the wildfire? *No, they didn’t.*
- Did Kini ever find her cats? *Yes, she did.*
- Is Lahaina being rebuilt today? *Yes, it is.*

Either/Or Questions

Encourage students to use language from the question in their answer.

1. Is Hawaii surrounded by water or land? *Hawaii is surrounded by water.*
2. Did the nearby hurricane help stop the wildfire or did the hurricane make the wildfire worse? *The nearby hurricane made the wildfire worse.*
3. Was the wildfire moving quickly or slowly? *The wildfire was moving quickly.*
4. Did Kini and her brother and dad escape the flames in their car or did they have to jump in the water? *Kini's family escaped the flames in their car.*
5. Was the banyan tree destroyed or did it survive the wildfire? *The banyan tree survived the wildfire.*

Short-Answer Questions

Challenge students to produce simple answers on their own.

1. Why did many people not know the wildfire was coming? *Many people did not know the wildfire was coming because Lahaina's emergency sirens never went off, and cell phone and internet services were not working on much of the island.*
2. What is a paddle out? *A paddle out is a traditional Hawaiian ceremony to remember people who have died. People paddle out into the water on surfboards, form a circle, and recite Hawaiian chants together.*

Language Acquisition Springboard: Fill in the five "W" words while reading, then use the answers to generate questions after reading.

Who? (Which person or people is this article mainly about?) *Kini Varona*

What? (What event does this article describe?) *a wildfire*

When? (At what time did this event occur?) *August 2023*

Where? (In what place or location did this event take place?) *the city of Lahaina on the island of Maui in Hawaii*

Why? (What was the cause of this event?) *Hurricane winds knocked power lines over. They caused sparks that caused the tall, dry grasses to catch fire.*

Connected readings from the Scope archives:

Stories about rebuilding after natural disasters:

- Narrative Nonfiction: ["This Is the End of the World"](#)
- Narrative Nonfiction: ["The Tornado That Changed America"](#)
- Narrative Nonfiction: ["Our Beautiful Town Is Gone"](#)
- Narrative Nonfiction: ["Island of Sorrow"](#)
- Narrative Nonfiction: ["Our World Turned to Water"](#)
- Fiction: ["Aftershocks"](#)