

Name: _____ Date: _____

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 can often have 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 "Mountain of Fire."

1. Find one text structure used in the first section of "Mountain of Fire." Which words or phrases helped you identify this structure?

2. A. Underline the text structure used in the section "Dangerous Weather Changes."

problem and solution compare and contrast

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

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)

3. In the section "An Ancient Terror," the author lists a series of causes and effects.

A. Read the following cause. Explain its effect on the lines provided.

Cause: Thousands of years ago, Native Americans witnessed volcanic eruptions.

Effect: _____

B. Read the following effect. Write its cause on the lines provided.

Effect: Cities sprang up, logging companies built roads, and nature lovers flocked to the area around the mountain.

Cause: _____

4. In the section "Mount St. Helens Wakes Up," how does the author describe the activity underneath and in the mountain? What mood do these descriptions help create?

5. Eric's father has to solve several problems in the section "Blizzard of Ash." On the lines below, list each problem and how he solved it.

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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 "Mountain of Fire."

"Mountain of Fire" by Lauren Tarshis

1. Reread the section "Dangerous Weather Changes." Which quote below BEST expresses the central idea of this section?

- Ⓐ "About 1,500 of the volcanoes on Earth are active . . ."
- Ⓑ "A hurricane can wash away an entire town."
- Ⓒ "When [major volcanic eruptions] do happen, however, they tend to be catastrophic."
- Ⓓ "Scientists suspect prehistoric volcanic eruptions millions of years ago caused mini ice ages."

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

Central Idea:

Mount St. Helens was quiet for so long, people felt safe living and working close to it.

- Ⓐ "St. Helens is the youngest volcano in the Cascades and also the most active."
- Ⓑ "Logging companies built thousands of miles of roads around the mountain."
- Ⓒ "Nature-lovers flocked to the area's thick forests and rushing rivers."
- Ⓓ "Eric grew up hiking in the woods and boating in the crystal-blue waters of Spirit Lake, an especially beautiful spot at the base of St. Helens."

I chose _____ because _____

3. Read the details from the section "Blizzard of Ash" listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: "They began a torturous march back to the road, mile after agonizing mile over fallen trees and piles of debris."

Detail 2: "The ash and mud were so deep in some places that the family sank up to their knees."

Detail 3: "Sometimes the hot ground burned their feet, and they had to stand on top of logs for relief."

"The Power of Natural Disaster Stories" by Kristin Lewis

4. Consider the central idea of the editorial "The Power of Natural Disaster Stories" stated in the box below. Write two details from the editorial that support it. We filled in the first one for you.

Central Idea:

There is a positive side to our interest in natural disasters.

Supporting detail #1:

We imagine how we would feel if a volcano were to erupt near our house, or if an earthquake were to rock our community—and that helps us empathize with strangers.

Supporting detail #2:

Supporting detail #3:

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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 "Mountain of Fire."

1. Read the headline and look at the image on pages 4-5. What mood do they create? Explain your answer.

2. Why do you think the editors chose to design pages 4-5 vertically instead of horizontally?

3. Look at the Mount St. Helens photo and caption on pages 6-7 and compare it with the photos and captions on page 8. What do they show? Why might the editors have included these images and captions?

4. Describe the image on page 9. How does this image relate to the essay?

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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 "Mountain of Fire."

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

2. What significant event occurs in the article?

3. What problem did the main character or characters face?

4. How did he/she/they handle the problem?

5. What happened afterward?

6. Are there any other important details you haven't mentioned? Write them here.

Summary of “Mountain of Fire”

[illegible]

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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: Follow the prompts in the margins to complete the summary of "Mountain of Fire."

<p>2. What is the name of the mountain? In what state is it located?▲</p> <p>4. What did Eric's dad have to do to keep them alive?▲</p> <p>6. How were the Smiths rescued?▲</p> <p>8. How did Eric and his family feel after their ordeal?▲</p>	<p>Eric Smith, his brother, and his father lived through _____</p> <p>_____. In May 1980, they were camping near _____.</p> <p>Suddenly, Mount St. Helens erupted, and the Smiths were covered in _____.</p> <p>They took cover under a fallen tree, but Eric's father knew _____.</p> <p>For 12 hours, they trudged through _____.</p> <p>_____. Finally, they were spotted by a search-and-rescue team _____.</p> <p>The eruption of Mount St. Helens destroyed _____.</p> <p>_____. The Smith family felt _____.</p> <p>_____.</p>	<p>1. What kind of event is this article about?▲</p> <p>3. What was blasted into the sky when the volcano erupted?▲</p> <p>5. How does the author describe their journey through the woods?▲</p> <p>7. What effects did the eruption have on the land and living things near the mountain?▲</p>
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The Story of Mount St. Helens

This activity will help you prepare for the following writing prompt, which appears on page 9:

In the essay above, the author writes that humans are drawn to stories about natural disasters. What about the story of Mount St. Helens might draw people in? Why is it important to remember what happened? Answer both questions in a short essay.

Note: You will need two different colored pencils, pens, or highlighters, as well as the articles "Mountain of Fire" and "The Power of Natural Disaster Stories," to complete the first section of this activity.

.....

Text Marking

- Step 1** Use a colored pencil, pen, or highlighter to underline or highlight information in "The Power of Natural Disaster Stories" about why humans are drawn to stories about natural disasters.
- Step 2** Use the same color to underline or highlight sentences in "Mountain of Fire" that might draw people into the story of Mount St. Helens, based on what you underlined or highlighted in Step 1.
- Step 3** Choose another colored pencil, pen, or highlighter. Underline or highlight information in "The Power of Natural Disaster Stories" that helps answer the questions: What can we learn from natural disaster stories? Why is it important to learn about them?
- Step 4** Use the same color to underline or highlight information in "Mountain of Fire" that you think is important to remember about the 1980 eruption of Mount St. Helens.

Step 5: What Draws People In

Review the information that you underlined or highlighted in Steps 1 and 2. Then, in the space provided below, write the main points you will make in your response to the question "What about the story of Mount St. Helens might draw people in?" You can write your points in the form of a paragraph or a list.

Step 6: Why It Is Important

Review the text that you underlined or highlighted in Steps 3 and 4. Think about why it is important to remember the eruption of Mount St. Helens. Write your ideas in the box below. Again, you can write your ideas in a paragraph or as a list.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Mountain of Fire.” 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, Inference

1. Study the image on pages 4-5 and read the **headline** and **introduction**. Describe the image.

2. Examine the photograph on pages 6-7 and describe it.

3. Examine the images on page 8. What do they show?

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

Tone, Mood, Text Structure, Inference, Vocabulary

5. In the first section of “Mountain of Fire,” the **tone** shifts with the line that begins, “But all was not as peaceful around Mount St. Helens that day . . .” What does the tone shift from, and what does it shift to? Explain your answer.

6. The description of the mountain waking up creates what kind of **mood** in the section “Mount St. Helens Wakes Up”?

7. Check (✓) the statement that BEST describes the **text structure**, or how the author organizes information, in the section “Blizzard of Ash.”

The author describes specific details of what happened to Eric’s house.

The author describes the devastation that the eruption caused and the effects it had on Eric and his family as they escaped.

The author compares and contrasts the mountain before and after the eruption.

8. The author states that Eric’s father made sure they had the energy to keep moving. What can you **infer** about the kind of person Eric’s father is?

9. Consider this quote from page 6:

“Eric initially thought it was a hunter, but then he glimpsed something through the trees: a roiling gray cloud.”

A. What does *roiling* mean in this sentence? (Use context clues to help you. Then check a dictionary.)

B. The author could have used a different word instead of *roiling*. How does her choice of *roiling* affect the sentence?

After Reading

Central Ideas/Details and Objective Summary

10. Below are three **supporting details** for a central idea of “Mountain of Fire.” 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 “Major volcanic eruptions . . . happen rarely—once every decade or so. When they do happen, however, they tend to be catastrophic.” (p. 6)	Detail #2 “In fact, no natural force on Earth has more destructive power.” (p. 6)	Detail #3 “A large eruption can blast hundreds of millions of tons of ash and rock miles into the sky.” (p. 7)

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

This image shows a blank 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

Use this activity sheet with “Mountain of Fire.” 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 and Inference

1. Study the image on pages 4-5 and read the **headline** and **introduction**. Describe the image.

2. Examine the photograph on pages 6-7 and describe it.

3. Examine the images on page 8. What do they show?

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
Tone, Mood, Text Structure, Inference, Vocabulary

5. Circle the word that best describes the **tone** at the end of the first section of the article.

envious

frightening

factual

6. Which of the following best expresses how the author creates a **mood** of foreboding in the section “Mount St. Helens Wakes Up”?

A. She creates this mood by describing the people who lived near the mountain.

B. She creates this mood by explaining why the mountain went quiet.

C. She creates this mood by listing the signs that the mountain was becoming active again.

7. What causes and effects does the author describe in the section “Blizzard of Ash”?

8. The author states that Eric’s father made sure they had the energy to keep moving. From these details, what can you **infer** about the kind of person Eric’s father is?

9. Consider this quote from page 9:

“They began a torturous march back to the road, mile after **agonizing** mile over fallen trees and piles of debris.”

A. Check (✓) the box with the correct definition of *agonizing* as it is used in the sentence above. (Use context clues to help you. Check a dictionary if you’re not sure.)

pleasing

frustrating

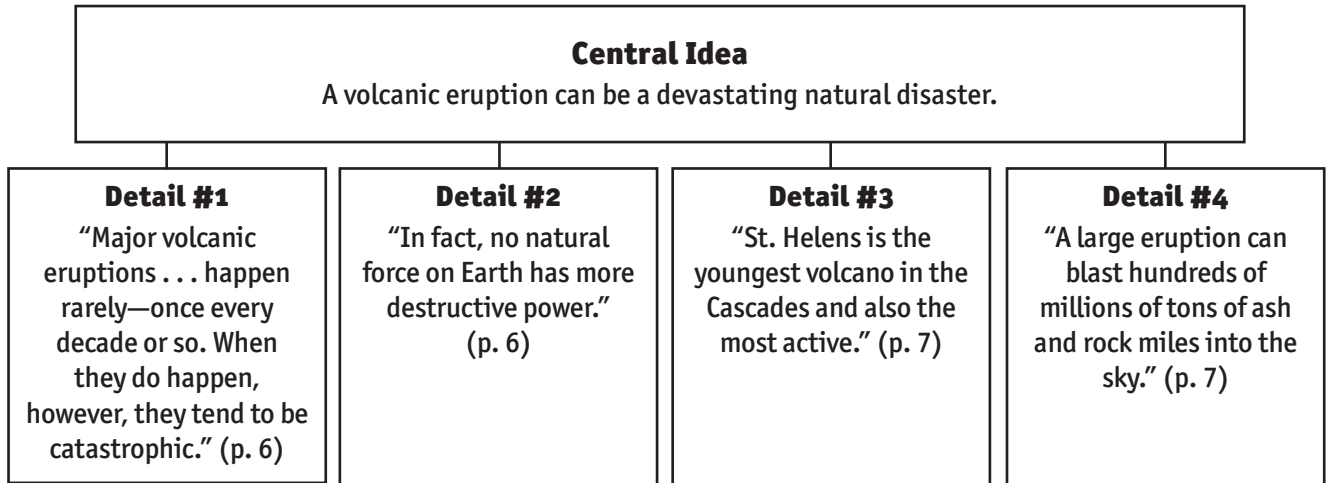
intensely painful

B. The author could have used the word *difficult* instead of *agonizing*. How does her choice of *agonizing* affect the sentence?

After Reading

Central Idea/Details and Objective Summary

10. Below is a **central idea** of “Mountain of Fire” and four details. Three details DO support the central idea. Cross out the detail that DOES NOT.



11. 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 “Mountain of Fire.”

1. In May 1980, Eric Smith, his brother, and his father were camping near Mount St. Helens when it erupted.
2. The Smiths hiked for 12 hours through scorching ground and debris.
3. I think camping near a volcano is not a good idea.
4. The eruption of Mount Vesuvius buried the ancient city of Pompeii.
5. Mount St. Helens is a volcano in Washington State.
6. There are many volcanoes on Earth.
7. The Smiths were spotted by a search-and-rescue team and airlifted to safety in a helicopter.

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Close-Reading Questions

"Mountain of Fire"

1. Identify details in the opening section of “Mountain of Fire” that help you understand what the eruption was like for the Smiths. (supporting details)
2. Reread the second paragraph in the section “Dangerous Weather Changes.” What does it mean to “keep a low profile”? How does author Lauren Tarshis personify the volcano in this paragraph? (figurative language)
3. In “The Power of Natural Disaster Stories,” what two main reasons does Kristin Lewis give for why people are drawn to natural disaster stories? (key ideas)

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Critical-Thinking Questions

"Mountain of Fire"

1. Do you think it was reasonable for Eric’s dad to believe that his family would be safe when they went hiking on May 18, 1980? Explain.
2. The subtitle of the editorial is “How to triumph over tragedy.” In what ways can people triumph over tragedy after a natural disaster? Draw on both texts in your answer.
3. Would you be comfortable hiking near Mount St. Helens today? Explain.

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Vocabulary:

"Mountain of Fire"

1. **catastrophic (cat-uh-STROF-ik)** *adjective*; If you say that something is catastrophic, you mean that it is extremely harmful. (*Catastrophic* is the adjective form of the word *catastrophe*, which means "disaster.") Severe damage caused by a natural disaster might be called catastrophic. A simple wrong turn could also be called catastrophic, though, if it results in something horrible happening—like driving off a cliff. An injury might be called catastrophic if it is very serious.
2. **debris (duh-BREE)** *noun*; Debris is the pieces of something that are left after it has been broken or destroyed. Debris can also mean trash that is scattered around. So you might find a lot of debris on the street after a powerful storm, and you also might find debris on the street after a neighborhood party.
3. **evacuate (ih-VAK-yoo-eyt)** *verb*; To evacuate is to leave a place because it is unsafe. For example, people evacuate a building if it is on fire.
4. **glacial (GLEY-shuhl)** *adjective*; If you say that something is glacial, you mean that it is from a glacier (GLEY-sheer) or like a glacier. And what is a glacier? It's a giant piece of ice—possibly many miles long—that moves extremely slowly. (Most glaciers are located near the North and South Poles.) So glacial ice is ice from a glacier. *Glacial* can also mean very cold or very slow.
5. **ice age (AHYS eyj)** *noun*; Over the course of history, Earth has experienced some long periods when it was very cold and glaciers covered a large part of the planet. These periods are called ice ages.
6. **landslide (LAND-slahyd)** *noun*; A landslide is when a large quantity of rocks and dirt suddenly slides down a mountainside. The word *landslide* is also used to talk about elections: If you say that someone wins by a landslide, you mean that he or she won by a lot—that he or she got way more votes than anyone else.
7. **molten (MOHL-tihn)** *adjective*; When something solid gets so hot that it melts and becomes a liquid, it is molten.
8. **smoldering (SMOHL-der-ing)** *adjective*; A fire that hasn't completely gone out—that is producing smoke but no flame—is smoldering.

Directions: In the space below, list any other words from the article with a definition you are unsure 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.

Vocabulary Practice:

"Mountain of Fire"

Directions: Answer each question below. Briefly explain your answer.

1. Which is more likely to be described as **glacial**: a store with the air-conditioning turned up really high or a peanut butter sandwich?

Answer: _____

Why: _____

2. Which is more likely to create **debris**: an airplane crash or a pillow falling off a bed?

Answer: _____

Why: _____

3. Which would more likely be described as **catastrophic**: your phone's battery running out of power or a large oil spill in the ocean?

Answer: _____

Why: _____

4. Where are you more likely to find something **smoldering**: in a fireplace or in a swimming pool?

Answer: _____

Why: _____

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

5. If you were to travel back in time to the last **ice age** (about 12,000 years ago), you would want to bring

6. Karla Jones won by a **landslide**. She _____

7. Sarah's crayons became **molten** when she _____

8. The roller coaster was **evacuated** because _____

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Nonfiction Quiz

Directions: Read “Mountain of Fire” and “The Power of Natural Disaster Stories.” Then answer the questions below.

1. Which is a central idea of “Mountain of Fire”?

- (A) “Mountain of Fire” was the name given to Mount St. Helens by native Cowlitz people.
- (B) Scientists often exaggerate the danger of natural disasters.
- (C) The 1980 eruption of Mount St. Helens was the worst volcanic eruption in U.S. history.
- (D) People should avoid all volcanoes.

2. On page 6, Lauren Tarshis writes, “The air became searing hot, like an enormous dragon was huffing its fiery breath.” This line contains

- (A) a metaphor that compares heat to a dragon.
- (B) a personification of the mountain.
- (C) symbolism that uses the volcano to symbolize dragons and supernatural powers.
- (D) a simile that compares the air to the breath of a fire-breathing dragon.

3. Which best helps you understand the effects of the eruption of Mount St. Helens in 1980?

- (A) looking at the photo of the eruption on pages 4-5
- (B) studying the map on page 6
- (C) reading the photo caption on page 6
- (D) comparing the photo on pages 6-7 of the mountain before the eruption with the photo on page 8 of the mountain after the eruption

4. Which of the following is the main purpose of the section “Dangerous Weather Changes”?

- (A) to explain the weather conditions around Mount St. Helens
- (B) to describe how major volcanic eruptions affect the environment
- (C) to explain the extinction of dinosaurs
- (D) to provide additional information about the history of Mount St. Helens

5. Kristin Lewis writes that survivors of natural disasters “discover the depth of their own resilience.” What is she saying that survivors discover?

- (A) the ability to recover from extreme misfortune
- (B) deep feelings of loss
- (C) assistance from strangers
- (D) their positive attitudes

6. Which detail should be included in a summary of “The Power of Natural Disaster Stories”?

- (A) As a child, the author spent family vacations at Kings Canyon National Park.
- (B) Natural disaster stories help people appreciate the power of the natural world.
- (C) Natural disaster stories help people appreciate the power of humans over the natural world.
- (D) Movies about natural disasters make millions of dollars at the box office.

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. What can you infer about Eric Smith’s father from “Mountain of Fire”? Use text evidence to support your answer.

8. According to “The Power of Natural Disaster Stories,” how do natural disaster stories affect us?

Name: _____ Date: _____

Nonfiction Quiz

Directions: Read “Mountain of Fire” and “The Power of Natural Disaster Stories.” Then answer the questions below.

1. Which is a central idea of “Mountain of Fire”?

- (A) “Mountain of Fire” was the name given to Mount St. Helens by native Cowlitz people.
- (B) Scientists often exaggerate the danger of natural disasters.
- (C) The 1980 eruption of Mount St. Helens was the worst volcanic eruption in U.S. history.
- (D) People should avoid all volcanoes.

2. What is the main purpose of the section “Dangerous Weather Changes”?

- (A) to explain the weather conditions around Mount St. Helens
- (B) to describe the type of destruction caused by major volcanic eruptions
- (C) to show that dinosaurs lived near volcanoes
- (D) to provide additional information about the history of Mount St. Helens

3. Information about volcanic activity at Mount St. Helens in the 1800s would best fit into which section of “Mountain of Fire”?

- (A) “Dangerous Weather Changes”
- (B) “An Ancient Terror”
- (C) “Mount St. Helens Wakes Up”
- (D) “Blizzard of Ash”

4. Lauren Tarshis writes, “Most active volcanoes, though, keep a low profile.” This means that most active volcanoes

- (A) are short compared with other mountains.
- (B) are shy and avoid attracting attention.
- (C) are inactive for long periods of time.
- (D) give off clear signs that they are going to erupt.

5. Kristin Lewis writes, “. . . we are moved by the survivors who discover the depth of their own resilience.” What does *resilience* mean in this sentence?

- (A) ability to recover from difficulties
- (B) ability to avoid natural disasters
- (C) ability to maintain self-esteem
- (D) ability to keep a sense of humor

6. Which statement is supported by information in both “Mountain of Fire” and “The Power of Natural Disaster Stories”?

- (A) Natural disaster stories are compelling because they highlight the power of the natural world and describe human drama.
- (B) After the Mount St. Helens eruption, scientists developed high-tech gadgets to monitor volcanic activity.
- (C) Camping in the woods is a great way for family members to bond.
- (D) No one should live near a volcano.

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. Why did people return to Mount St. Helens after scientists warned it might erupt? Support your answer with text evidence.

8. According to “The Power of Natural Disaster Stories,” how do natural disaster stories affect us?

Volcano Contest

In the essay on page 9, the author writes that humans are drawn to stories about natural disasters. What about the story of Mount St. Helens might draw people in? Why is it important to remember what happened?

Answer both questions in a short essay. Five winners will each get *Eruption!* by Elizabeth Rusch.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ 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 sheet with your written entry and send both to: scopemag@scholastic.com

Or mail to: Volcano Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 15, 2016!