Think About It!

Close-Reading Questions: Read the article “America’s Deadliest Disaster” in the December 2018/January 2019 issue. Then go back and reread sections of the article to answer the questions below.

1. a. Read the first section. What descriptive details help you imagine what the ocean looked like to Harry?

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b. What descriptive detail helps you imagine what the wind sounded like to Harry?

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Think About It!, p. 2

2. Read “The Richest City.” Why do you think that many people went to the beach on September 8 to “cheer the crashing waves”?

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3. Read the last sentence in “The Richest City.” Why does the author say the city would be “slammed by a hurricane” instead of “hit by a hurricane”?

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4. In “The Biggest Killer,” what details help you understand the power of hurricanes?

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Continued on next page >
5. a. Read “The Raging Sea.” Why was Harry’s house crowded with frightened neighbors?

b. Think about what his mother did. What kind of person was she?
6. Why did the author title the next part of the story “Daring Rescue”?

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Critical-Thinking Question (a big question about the whole article):

7. What are some examples of descriptive details that help you picture Galveston and the hurricane?

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Hurricane Contest

My name: ____________________________

Teacher's name and grade: ____________________________

Teacher's email: ____________________________

School name: ____________________________

School phone number: ____________________________

School address: ____________________________

(Remember to include your city, state, and ZIP code!)

See page 9 of the December 2018/January 2019 issue of Storyworks Jr. for more information about this contest.

My Response

Imagine you are Harry. Write a journal entry about what you did during the hurricane. Use descriptive details!

Entries will be judged on:
- Use of details from the story
  - Grammar, spelling, and punctuation
  - Good organization and transitions
  - Creativity

Continue on another piece of paper if you need more room.
Pause and Think

Before Reading: Below you’ll find the Pause and Think questions from “America’s Deadliest Disaster” in the December 2018/January 2019 issue. Read the sections that go along with each question and then answer the Pause and Think question below.

1. Beginning Section

PAUSE AND THINK: What was causing all the damage in Harry’s neighborhood?

2. “The Richest City” Section

PAUSE AND THINK: Why did Galveston flood easily?

Continued on next page >
Pause and Think, p. 2

3. “The Biggest Killer” Section

PAUSE AND THINK: Why couldn’t scientists let the people of Galveston know that a bad storm was coming?

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4. “The Raging Sea” Section

PAUSE AND THINK: What happened after the winds shifted?

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________________________________________________________________________________________
________________________________________________________________________________________
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________________________________________________________________________________________
________________________________________________________________________________________

Continued on next page >
5. “Daring Rescue” Section

PAUSE AND THINK: What did Harry and his neighbors do?

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. “Lucky to Survive” Section

PAUSE AND THINK: What is Galveston like today?

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**“America’s Deadliest Disaster” Quiz**

**Directions:** Read the article “America’s Deadliest Disaster” in the December 2018/January 2019 issue. Then fill in the bubble next to the best answer for each question.

1. Which sentence about Galveston in 1900 is true?
   - A It had never flooded.
   - B It had no restaurants.
   - C It was home to only 100 people.
   - D It was the most important city in Texas.

2. In the first section, Harry hears the wind and a ____.
   - A woman yelling for help
   - B friend knocking on his door
   - C truck clearing the wreckage
   - D streetcar going past his house

3. People had no idea a hurricane was about to hit Galveston in 1900 because back then ____.
   - A scientists could not track storms
   - B most people did not have radios
   - C news reports did not tell about the weather
   - D hurricanes almost never formed during the day

4. What destroyed buildings in Galveston during the hurricane?
   - A hail and snow
   - B winds and flooding
   - C tornadoes and mudslides
   - D freezing rain and lightning

5. The article says, “He had to rescue that woman.” What does rescue mean?
   - A bring food to
   - B swim to quickly
   - C move away from
   - D save from danger

6. Why were people safe in Harry’s house during the hurricane?
   - A It was small.
   - B It was well-built.
   - C It was made of wood.
   - D It was far from Galveston.

*Continued on next page* >
Short Answer

**Directions:** Answer the question below in a short, well-written paragraph. Make sure to use details from the article.

Why did the hurricane destroy most of Galveston?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
“America’s Deadliest Disaster” Quiz

Directions: Read the article “America’s Deadliest Disaster” in the September 2018 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. What was Galveston like before the hurricane of 1900?
   - A rich and important
   - B quiet and charming
   - C undeveloped
   - D filled with debris

2. The city of Galveston was prone to flooding. This means it was ________.
   - A at risk
   - B safe
   - C prepared
   - D unprepared

3. Why weren’t the people of Galveston prepared for the hurricane?
   - A It was stronger than expected.
   - B It hit earlier than expected.
   - C They lived far from the ocean.
   - D They didn’t know it was coming.

4. Which line from the text supports the answer to question 3?
   - A “But the most devastating part of a hurricane is the ‘storm surge’.”
   - B “. . . the U.S. weather bureau knew a bad storm was swirling in the Caribbean.”
   - C “Weather scientists lacked knowledge and tools that could enable them to track storms.”
   - D “Hurricanes form over oceans and can explode to shore with as much energy as 10,000 nuclear bombs.”

5. How did Harry feel when he first heard the woman’s cry for help?
   - A calm
   - B confident
   - C excited
   - D uncertain

6. Which sentence from the story best supports the answer to question 5?
   - A “How could he possibly help anyone caught in that storm?”
   - B “Her words seemed to grab hold of Harry’s heart.”
   - C “Harry left work at 4 p.m. and ran home through the flooded streets.”
   - D “That’s when Harry heard the woman calling.”

7. What was the result of Harry’s actions?
   - A His family survived the storm.
   - B More than 30 lives were saved.
   - C Fewer houses were destroyed.
   - D Galveston recovered quickly.

8. Which sentence below best expresses the main idea of “America’s Deadliest Disaster”? 
   - A Harry Maxson took a big risk.
   - B In 1900, a hurricane destroyed the city of Galveston.
   - C Galveston was an important city in the 1900s.
   - D Hurricanes form over oceans when wind meets water.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

9. How did the 1900 hurricane change the city of Galveston?

Descriptive Details

REMEMBER! **Descriptive details** help a reader picture what is being written about. They use clear, interesting words and often include the way something looks, sounds, or smells.

**Directions:** Read each passage. Then highlight the words and phrases that help you see, hear, or smell something in your mind. We’ve done the first one for you.

1. Harry Maxson, 14, stood at the window of his house. Outside, the wild ocean was like a furious beast.

2. The hours passed by. Hundreds of houses and buildings were destroyed. Harry’s house was filled with scared neighbors. His mother had invited in anyone who needed help.

3. Around 7:30 p.m., the winds changed. A 15-foot-high storm surge came rushing in from the Gulf. The entire city turned into a raging sea. Houses, schools, and churches fell to the ground.

4. The house was floating in the water. The wind was ripping it to pieces. But Harry and his neighbors helped everyone through the raging waters back to Harry’s house. They had to make two trips to get them all there safely.

*Continued on next page*
**Nonfiction Reading Kit, p. 2**

**Descriptive Details**

**Directions:** Find two more descriptive details in the article. Write the descriptive details below. For each one, tell whether it helps you see, hear, or smell something.

<table>
<thead>
<tr>
<th>Descriptive Detail</th>
<th>See, Hear, or Smell?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>
Nonfiction Reading Kit

Use this kit to help you build important reading skills as you explore the article “America’s Deadliest Disaster” in the December 2018/January 2019 issue.

Descriptive Details

REMEMBER! Descriptive details help a reader picture what is being written about. They use clear, interesting words and often include the way something looks, sounds, or smells.

Directions: Read each passage. Then highlight the words and phrases that help you see, hear, or smell something in your mind. We’ve done the first one for you.

1. Harry Maxson, 14, stood at the window of his house. Outside, the wild ocean was like a furious beast devouring his neighborhood. It was swallowing up trees. It was tearing houses apart. Harry’s ears hurt from the screaming wind.

2. As the hours passed, hundreds of houses and buildings were destroyed and sucked down to the beach. Harry’s house was crowded with scared neighbors. His mother had invited in anyone who needed help.

3. Around 7:30 p.m., the winds shifted. The 15-foot-high storm surge came rushing in from the Gulf. In minutes, the entire city turned into a raging sea. Houses, schools, and churches crumbled.

4. The house was floating in the water. The wind was ripping it to pieces. But over the next hour, Harry and his neighbors managed to lead everyone through the raging waters and back to Harry’s house. They made two trips back and forth until everyone was safe.

Continued on next page >
**Nonfiction Reading Kit, p.2**

**Descriptive Details**

**Directions:** Find two more descriptive details in the article. Write the descriptive details below. For each one, tell whether it helps you see, hear, or smell something.

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</table>
Summarizing
“America’s Deadliest Disaster”
December 2018/January 2019

Name: ____________________________________________   Date: ________________

Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of “America’s Deadliest Disaster”

“America’s Deadliest Disaster” is about _________________________________________________________.

It tells the story of 14-year-old Harry Maxson, who _____________________________________________.

On September 8, 1900, people knew a storm was supposed to hit Galveston, but they weren’t concerned because ___________________________________________.

The hurricane turned out to be very dangerous. For example, _________________________________________.

As Harry waited with his family and neighbors for the storm to pass, _______________________________________.

By the end of the storm, _________________________________________________________________.

To this day, the Great Galveston Hurricane of 1900 ___________________________________________.

1. Begin with a topic sentence that tells what the article is mainly about.

3. Why weren’t people very worried about the storm?

5. What did Harry hear? What did he do as a result?

7. What is important about this hurricane?
Directions: This issue’s nonfiction article includes several words you can use when talking about the hurricane that hit Galveston, Texas, in 1900. Complete each section below to help you get to know these words.

A. We’ve highlighted seven words in “America’s Deadliest Disaster.” Here they are with their meanings. Place a ✓ next to the words that are new to you. As you’re reading, look at these meanings.

- devouring: quickly destroying
- streetcars: public vehicles like buses that run on metal tracks on streets
- mansions: large, expensive homes
- trillions: a trillion equals one thousand billion. That’s 1 followed by 12 zeros!
- predictions: statements about what someone thinks will happen in the future
- storm surge: a rising of the sea caused by hurricane winds
- wreckage: pieces of items that have been destroyed

Partner with a classmate. Take turns quizzing each other about the meaning of each new word. When you know the word, place a ✓ next to it. When you know all seven words, read the article.

B. Here are four sentences. Fill in the blank in each with one of the vocabulary words to the left. Use the definitions to help you.

1. During the hurricane, a ________________ flooded the entire town.
2. At the end of the year, I made many ________________ about what would happen in 2019.
3. The divers were looking for the ________________ of a ship that had sunk one hundred years ago.
4. The fire grew quickly, ________________ the shed in only a few minutes.

C. Review the definitions to the left for these words: streetcars, mansions, trillions. Write your own sentence for each word on a separate piece of paper.