Exploring Text Features

**Directions:** Answer the questions below to help you explore the photos, captions, map, and other text features in the nonfiction article “America’s Deadliest Disaster.”

1. Study the title, subtitle, and image of Galveston on pages 4-5. How do these text features help get you interested in the article? ____________________________________________________________________
_______________________________________________________________________________________

2. Why do you think the photos and caption for “A Glittering City” at the top of pages 6-7 were included? ____________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

3. Review the sidebar “How Hurricanes Form” on page 7. What does it help you understand about hurricanes? ____________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

4. Look at the images on page 8 showing survivors in Galveston on the day after the hurricane of 1900. What do you think these people might have been thinking and feeling? ____________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

5. Read the section headers on pages 6-9. What descriptive words for a hurricane come to mind after reading these section titles? ____________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

6. What do the picture and caption on page 9 tell you about Galveston today? ____________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

**Storyworks S-T-R-E-T-C-H** Notice how the title captures your attention while the subtitle provides more information. What might be a good alternate title and subtitle for this article? ____________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

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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 destructive. 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.

2. Where did Harry live, and what was it like there?

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

4. Give two examples of destruction caused by the storm.

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

6. What had happened to the people and city of Galveston?

7. What is significant about this hurricane?
Quick, Tell Me What Happened!

Your friend Fiona was absent from school and didn’t get to read “America’s Deadliest Disaster” in Storyworks. You call her to tell her about it, but she has only one minute before she must rush off to return her books while the library is still open. Quick, give her a short summary!

**Directions:** Follow the prompts below to write a one-paragraph summary. Remember, a summary is a brief retelling of the most important parts of the story, without minor details or your own opinion.

1. Decide what the article is mainly about. Ask yourself:
   - What do the headline and subhead on pages 4-5 suggest the article is about? ______________________________________________________
   - What appears in the pictures on pages 4-5? ______________________________________________________
   - What problems does the article tell you about? ______________________________________________________

   Use what you wrote to write a topic sentence for your summary:
   ______________________________________________________

2. Decide what the most important information in the article is. Go through each section and jot down notes about what you think is necessary to know to explain what you wrote in your topic sentence. Your notes don’t have to be complete sentences. We’ve given you some examples (and crossed out what does not belong).

**Opening Section**

- Harry lived in Galveston, Texas; experienced hurricane in 1900
- Harry’s ears pounded with sounds of storm
- Harry heard woman call for help

**“A Changing World”**

**“No Escape”**

...Continued on next page >
Quick, Tell Me What Happened! p. 2

“A Raging Sea”

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

“Daring Rescue”

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

“Lucky to Survive”

_________________________________________________________________________________________
_________________________________________________________________________________________

3. Look at your notes. Cross out anything you wrote that is not necessary. Add anything that’s missing. Ask yourself:
   * Did I include information about what happened? Where and when it happened? Why it happened? Who was involved? How it ended?
   * Is there a detail or two describing what the event was like?
   * Did I write down details that aren't essential for understanding the main event? Get rid of those! (See example on page 1.)

4. Number your notes above so you can retell them in an order that makes sense.

5. Use your topic sentence and your notes to write your one-paragraph summary on a separate sheet of paper, retelling what happened in your own words. Reread it to make sure it’s clear and that it sums up what’s important in the article. Then you can share your summary with your friend Fiona!
Find the Evidence

Directions: Read each question below carefully. Some will ask you to select text evidence—or details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text evidence.

1. Circle the letter of the piece of text evidence that best explains why hurricanes have been the most dangerous kind of natural disaster in America.
   a. “What nobody understood was that this was not just a regular storm.”
   b. “For as long as humans have been living on Earth, they have faced extreme weather.”
   c. “These massive, swirling storms have killed more people in America than any other natural disaster.”
   d. “But the most devastating part of a hurricane is the ‘storm surge.’”

2. In your own words, explain why the people of Galveston had no idea that a hurricane was coming. Use details from the text.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Circle the letter of the piece of text evidence that best explains why 1900 was a time when the lives of Americans were changing for the better.
   a. “Arriving ships were crowded with immigrants—people coming to America to start new lives.”
   b. “There were the white sand beaches and elegant mansions built by Galveston’s millionaires.”
   c. “Gardens spilled over with sweet-smelling flowered plants called oleanders.”
   d. “New inventions and fresh ideas were transforming lives all across the country . . . ”

4. In your own words, explain how a hurricane forms.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Find the Evidence, p. 2

5. Circle the letter of the piece of text evidence that explains what a storm surge is.
   a. “This is the flood of ocean water, pushed by hurricane winds, that can swallow entire cities.”
   b. “Trillions of gallons of rain can fall.”
   c. “A powerful hurricane can pack winds of more than 180 miles per hour—strong enough to shatter buildings and lift trains off tracks.”
   d. “A 30-foot-high wall made of broken buildings and furniture and beds and carriages stretched across the beach for miles.”

6. Using evidence from the text, explain why the Great Galveston Hurricane of 1900 was such a horrible disaster.

_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________

7. Which of the following best describes Galveston today?
   a. “The streets, paved with crushed oyster shells, sparkled like they’d been sprinkled with diamonds.”
   b. “Every day, ships loaded up with American cotton and wheat steamed from Galveston to countries around the world.”
   c. “Galveston had mostly disappeared. For miles around, there was nothing but ruin.”
   d. “. . . it is a charming resort city, famous for its beaches.”

8. Why can Harry be described as courageous? Use text evidence to support your answer.

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
Find the Evidence

**Directions:** Read each question below carefully. Some will ask you to select two or three pieces of text evidence—or details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text.

1. The author of “America’s Deadliest Disaster” describes the Great Galveston Hurricane of 1900 as “brutal.” Circle the letters of the TWO pieces of text evidence that best support this description:
   a. “It was swallowing up trees and barns, tearing apart houses and carrying them away.”
   c. “As the winds grew stronger, thousands of people gathered excitedly on the beach . . .”
   d. “For as long as humans have been living on Earth, they have faced extreme weather.”
   e. “In minutes, the entire city was transformed into a raging sea, filled with debris. Houses, schools, and churches crumbled.”
   f. “Gardens spilled over with sweet-smelling flowered plants called oleanders.”

2. In your own words, explain why weather forecasters did not warn the people of Galveston about the hurricane. Use details from the text.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. Circle the letters of the THREE pieces of text evidence that best demonstrate new inventions and ideas that were transforming American lives in 1900:
   a. “As for Harry, he grew up to become a business leader with a family of his own.”
   b. “Harry could borrow books from Galveston's public library, the first in Texas.”
   c. “The streets, paved with crushed oyster shells, sparkled like they’d been sprinkled with diamonds.”
   d. “The rooms of Harry's family’s elegant house were lit by modern electric lights.”
   e. “Just a few years before, one respected weather forecaster had written that the idea of a hurricane striking Galveston was ‘absurd.’”
   f. “Harry and his pals zipped through the city on clanging streetcars.”

*Continued on next page*
Find the Evidence, p. 2

4. In your own words, explain how a hurricane forms.

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_____________________________________________________________________________________________________________
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_____________________________________________________________________________________________________________

5. You can infer that Harry was brave to go out into the hurricane to rescue the screaming woman. Circle the letters of the THREE pieces of text evidence that best support this inference:
   a. “He was an athletic kid, big and fast.”
   b. “Harry took a breath, gathering his courage. He had to try to save that woman . . . even if it cost him his life.”
   c. “Harry wanted to turn away—he could barely swim.”
   d. “Harry left work at 4 p.m. and ran home through the flooded streets.”
   e. “That’s when Harry heard the woman calling.”
   f. “And then he and a neighbor set out into the churning water. They floated on a downed telephone pole and rode the wild waves, following the sound of the woman’s screaming voice.”

6. Using text evidence, explain the lasting effect that the Great Galveston Hurricane of 1900 has had on Galveston.

_____________________________________________________________________________________________________________
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Understanding Text Structures

**Directions:** Text structure is the way an author organizes information in a piece of writing. Authors use different text structures to achieve different purposes. 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 “America’s Deadliest Disaster.”

1. What is the main purpose of the article? ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

   Which text structure does the author use overall in the article to achieve this purpose? ______________________

2. In the first section, the author describes the hurricane as it tears through Harry’s neighborhood. What details does she include to bring the hurricane to life? ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
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3. In the section “A Changing World,” the author explains that 1900 was a time of “new inventions and fresh ideas.” This resulted in changed lives across America. Which type of text structure is this? Support your answer using examples. ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
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4. In the section “Daring Rescue,” the author describes a serious problem and how Harry helped solve it. On the lines below, write the problem and the solution.

Problem: _______________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Solution: _______________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

5. Throughout the article, the author makes use of the compare-and-contrast text structure to describe Galveston at different points in time. On the lines below, write two details about Galveston for each point in time:

Before the Great Galveston Hurricane: _______________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

The day after the hurricane: ________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Today: __________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Words to Know

**Directions:** As you come across words in bold in “America’s Deadliest Disaster,” ask yourself if you know them or if you can figure them out from context. Check their meanings here. Then complete the activity on the following page.

1. **absurd:** “Just a few years before, one respected weather forecaster had written that the idea of a hurricane striking Galveston was ‘absurd.’” (p. 8)
   
   **Meaning:** ridiculous

2. **churning:** “Outside, the wild, churning ocean was like a furious beast devouring his neighborhood.” (p. 4)
   
   **Meaning:** swirling or moving violently

3. **debris:** “In minutes, the entire city was transformed into a raging sea, filled with debris.” (p. 8)
   
   **Meaning:** pieces of something that has been destroyed

4. **devouring:** “Outside, the wild, churning ocean was like a furious beast devouring his neighborhood.” (p. 4)
   
   **Meaning:** eating in a fast and hungry way

5. **immigrants:** “Arriving ships were crowded with immigrants—people coming to America to start new lives.” (p. 6)
   
   **Meaning:** people moving to a new country

6. **predictions:** “Not surprisingly, most of their predictions were wrong.” (p. 7)
   
   **Meaning:** statements about what you think is likely to happen in the future

7. **prone:** “True, this glittering city was prone to flooding.” (p. 6)
   
   **Meaning:** especially at risk for or likely to be affected by

8. **reclaim:** “But it would never reclaim its place as the richest and most important city in Texas.” (p. 9)
   
   **Meaning:** get back

9. **surge:** “But the most devastating part of a hurricane is the ‘storm surge.’” (p. 7)
   
   **Meaning:** a sudden large and powerful movement, often created by water

10. **transforming:** “New inventions and fresh ideas were transforming lives all across the country, especially in cities like Galveston.” (p. 5)
    
    **Meaning:** changing

Continued on next page >
Words to Know, p. 2

Directions: Complete each sentence below, being sure it makes sense.

1. Our parents wouldn’t let us jump into the churning ocean water because ________________________________________________________________.

2. Even though the basketball team lost the tournament this year, next year they hope to reclaim ____________________________________________________________________________________.

3. Predictions from weather forecasters help people ________________________________________________________________.

4. The caterpillar hatched from its egg and began devouring ________________________________________________________________.

5. I thought it was absurd that ____________________________________________________________________________________.

6. The family was transforming their backyard by ________________________________________________________________.

7. It is especially important to wear sunscreen if you are prone to ________________________________________________________________.

8. The immigrants were thankful that ____________________________________________________________________________________.

9. The surge of water from the storm caused ________________________________________________________________.

10. After the building was torn down, construction workers cleaned up debris, like ________________________________________________________________.
Think About It!

Close-Reading Questions: After reading “America’s Deadliest Disaster,” go back and reread sections to answer the questions below.

1. In the first section of the article, what details does the author include to help you imagine the sounds Harry Maxson heard on September 8, 1900?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

2. Reread the section “A Changing World.” What was Galveston, Texas, like in 1900? How did its location affect it during storms?

________________________________________________________________________________________________________
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________________________________________________________________________________________________________
________________________________________________________________________________________________________

3. Reread the last two paragraphs of “No Escape.” If the Galveston Hurricane were to happen today, what might be different? Why?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Continued on next page >
4. Reread “A Raging Sea.” What were the effects of the hurricane? What details does the author include to help you understand what the hurricane was like?

________________________________________________________________________________________________________
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________________________________________________________________________________________________________
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5. Based on “A Raging Sea” and “Daring Rescue,” what was Harry’s family like? How would you describe Harry?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
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________________________________________________________________________________________________________

6. Based on “Lucky to Survive,” how did the hurricane change Galveston?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of the whole article.

7. Which section of the article does not mention Harry? Why is this section included?
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
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8. In this article, the author uses three similes—comparisons using “like” or “as.” Find the similes and explain what each one helps you picture.
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________________________________________________________________________________________________________
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________________________________________________________________________________________________________
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________________________________________________________________________________________________________
Think About It!

Directions: After reading “America’s Deadliest Disaster,” go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

Close-Reading Questions:

1. In the first section of the article, what details does the author include to help you imagine the sounds Harry Maxson heard on September 8, 1900?

2. Reread the section “A Changing World.” What was Galveston, Texas, like in 1900? How did its location affect it during storms?

3. Reread the last two paragraphs of “No Escape.” If the Galveston Hurricane were to happen today, what might be different? Why?

4. Reread “A Raging Sea.” What were the effects of the hurricane? What details does the author include to help you understand what the hurricane was like?

5. Based on “A Raging Sea” and “Daring Rescue,” what was Harry’s family like? How would you describe Harry?

6. Based on “Lucky to Survive,” how did the hurricane change Galveston?

Critical-Thinking Questions:

7. Which section of the article does not mention Harry? Why is this section included?

8. In this article, the author uses three similes—comparisons using “like” or “as.” Find the similes and explain what each one helps you picture.
Think About It!

Close-Reading Questions: Read “America’s Deadliest Disaster.” Then go back and reread sections of the article to answer the questions below. We’ve started the first two answers for you.

1. In the first section of the article, what did Harry Maxson hear? How did it make him feel?

   Harry Maxson heard

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. Based on “A Changing World,” what was Galveston like in 1900?

   In 1900, Galveston

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
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   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

Continued on next page >
3. In “No Escape,” the author describes extreme weather. Why does she call hurricanes “the most dangerous of all”? Use details from the section in your answer.

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

4. Find two details in “A Raging Sea” that help you understand how powerful the Galveston hurricane was. Write them here.

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Think About It! p. 3

5. In “Daring Rescue,” how do you know that Harry was brave?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
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________________________________________________________________________________________________________

6. How did Galveston change as a result of the hurricane in 1900?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Critical-Thinking Question (big question about the whole story):

7. In your own words, explain what the author means in the beginning of the article when she says, “Outside, the wild, churning ocean was like a furious beast devouring his neighborhood.”

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________________________________________________________________________________________________________
Describing the Hurricane

**Directions:** In the nonfiction article “America’s Deadliest Disaster,” author Lauren Tarshis uses exciting descriptive writing, filled with details that help you see, hear, and feel what Harry Maxson experienced in the Great Galveston Hurricane. Follow the prompts below to find those details and prepare to respond to the writing prompt on page 9.

1. **What was the Great Galveston Hurricane like?**
   The author says that on September 8, 1900, Galveston, Texas, was “being torn to pieces by a brutal hurricane.” Find four descriptive details that support this statement. (Hint: *Look in the opening section and in the section “A Raging Sea.”*) We’ve done the first one for you.

   **Detail 1:** “Outside, the wild, churning ocean was like a furious beast devouring his neighborhood.”

   **Detail 2:**

   

   **Detail 3:**

   

   **Detail 4:**

   

   How might Harry Maxson describe the hurricane? Write one sentence from Harry’s point of view. We’ve started the sentence for you.

   “Looking out the front window, I saw ____________________________

   ____________________________

2. **What makes hurricanes so dangerous?**
   In the section “No Escape,” the author calls hurricanes “the most dangerous” extreme weather event of all. Write three details from the section that support this idea. Then circle the words or phrases in them that especially help you picture how scary and powerful hurricanes are. We’ve done the first one for you.

   **Detail 1:** “These massive swirling storms have killed more people in America than any other natural disaster.”

   **Detail 2:**

   

   **Detail 3:**

   

   **Continued on next page >**
What might Harry say about how dangerous hurricanes are? Write one sentence from Harry’s point of view.

_______________________________________________________________________________________
_______________________________________________________________________________________

3. How did Harry feel?
During the storm, Harry hears a woman calling for help. The article says, “Harry wanted to turn away—he could barely swim. How could he possibly help anyone caught in that storm?” The author doesn’t expect you to answer this question. Why do you think she wrote it?

_______________________________________________________________________________________
_______________________________________________________________________________________

Which detail in the opening section tells you what made Harry decide to try to help?

Detail: __________________________________________________________________________
_______________________________________________________________________________________

What might Harry say about how he felt at that moment? Write one sentence from Harry’s point of view.

_______________________________________________________________________________________
_______________________________________________________________________________________

4. What did Harry do?
Write three details that describe what Harry did to help. (Hint: Look in the section “Daring Rescue.”)

Detail 1: __________________________________________________________________________
_______________________________________________________________________________________

Detail 2: __________________________________________________________________________
_______________________________________________________________________________________

Detail 3: __________________________________________________________________________
_______________________________________________________________________________________

What might Harry say about what he did? Write one sentence from Harry’s point of view.

_______________________________________________________________________________________
_______________________________________________________________________________________

Write Now! Use the details and sentences you wrote to help you respond to the writing prompt on page 9: Imagine you are Harry. Write a journal entry describing what you did during the Great Galveston Hurricane. Include plenty of descriptive details!
Research Kit

**Directions:** Read the nonfiction article “America’s Deadliest Disaster” in the September 2018 issue of Storyworks. Then follow the steps below, which will lead you on a research journey inspired by the article.

**STEP 1:** Reread the last two paragraphs of the section “No Escape.” Think about how weather science in 1900 was not advanced enough to help keep people safe from hurricanes. Then consider the following question:

*What do we now know about hurricanes and how to protect ourselves from them?*

That is the big question that will guide your research. Start by getting some background from these articles:


**STEP 2:** To further explore the question, choose one of the two research paths below.

### Research Path 1

Explore the causes of hurricanes and what we’ve learned from them in the past.

Pick from the following topics:

- The causes of a hurricane
- A hurricane from the past and what people learned from it. Explore the Great Atlantic Hurricane of 1944, Hurricane Katrina, or go online to find another!

### Research Path 2

Learn about how people predict, track, or prepare for hurricanes today.

Pick from the following topics:

- Hurricane Hunters
- Technological tools meteorologists use
- How you and your family can prepare for a hurricane
- Explore another way people predict, track or prepare for a hurricane.

*Continued on next page*
**STEP 3:** Think about the questions you’ll need to answer to complete your project. Then start to hunt for answers! Visit your school or public library and ask your librarian or your teacher to help you find nonfiction books about your topic. You can also search for information online—but make sure you’re using trustworthy resources, such as [online encyclopedias](https://oceantoday.noaa.gov/every-full-moon/full-moon-hurricane.html), [well-known newspapers and magazines](https://spaceplace.nasa.gov/hurricanes/en/), and [government websites](http://www.newenglandhistoricalsociety.com/how-the-1st-storm-chasers-saved-new-england-from-the-1944-great-atlantic-hurricane). Here are some sites that can help get you started on this project:

- https://oceantoday.noaa.gov/every-full-moon/full-moon-hurricane.html
- https://spaceplace.nasa.gov/hurricanes/en/

**STEP 4:** Turn the information you’ve collected into a dazzling final product!

Select one of the choices below:

<table>
<thead>
<tr>
<th>Choices for Research Path 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Write a letter to send back in time to scientists in 1900, explaining what people today know about hurricanes.</td>
</tr>
<tr>
<td>2) Using a free program like Canva, make an infographic that shows the process of how a hurricane is formed.</td>
</tr>
<tr>
<td>3) Write and perform a short skit that tells the story of a hurricane from history and the lessons people learned from it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choices for Research Path 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Imagine you’re a meteorologist giving a talk to students your age. Write a short speech describing the ways you help keep people safe from hurricanes.</td>
</tr>
<tr>
<td>2) Write a diary entry from the point of view of a Hurricane Hunter, telling what it’s like to fly into a storm and why you do it.</td>
</tr>
<tr>
<td>3) Using a program such as PowerPoint, create a slideshow for your family that outlines the steps of getting prepared for a hurricane.</td>
</tr>
</tbody>
</table>
Directions: Watch the Behind the Scenes video “America’s Deadliest Disaster.” Then answer the questions below.

1. What was the city of Galveston like before the 1900 hurricane? How was it affected by the storm? Explain using examples from the video.

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
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2. According to the video, what are primary sources? What did author Lauren Tarshis learn from these types of sources when doing research for her Galveston article?

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

3. How does the section of the video from 4:40 to 5:39 help you understand what it was like to live through the hurricane? Consider the music, narration, and visuals.

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

4. Compare the sentence that appears onscreen at 6:13 with the one that appears at 6:28. In your own words, explain why the second is more powerful.

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
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_______________________________________________________________________________________________________
“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. “America’s Deadliest Disaster” is mainly about _____.
   A the life of Harry Maxson
   B a hurricane in Galveston
   C Texas in the 1900s
   D how hurricanes form

2. Which was true of weather predictions in the 1900s?
   A Weather predictions helped people prepare for bad storms.
   B People in Galveston usually knew when a storm was coming.
   C Most weather predictions were correct.
   D Scientists did not have the tools to predict where storms would hit.

3. Which word best describes Harry Maxson?
   A careless
   B bossy
   C helpful
   D shy

4. Which line from the story supports the answer to question 3?
   A “Harry wanted to turn away.”
   B “He had to try to save that woman . . .”
   C “He had a happy family and plenty of friends.”
   D “He dodged flying roof tiles and branches.”

5. Which statement about the Great Galveston Hurricane is false?
   A Water from the ocean flooded the city.
   B The wind tore apart houses and other buildings.
   C The storm lasted less than an hour.
   D Many people died in the wreckage.

6. What happened to Galveston after the hurricane?
   A It was destroyed and never rebuilt.
   B It became the most important city in Texas.
   C It changed into a quiet resort city.
   D It suffered many more hurricanes.

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.

7. What are two descriptive details the author uses to help you feel as if you were in the storm?

8. Why is the Galveston Hurricane considered America’s deadliest disaster?
“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?

America’s Deadliest Disaster

To the teacher: We suggest using these questions with the lower-Lexile version of the story, supported by the lower-Lexile audio version. Select the ones that are best for your students, depending on where they are in their acquisition of English. Ask them orally or choose questions to create your own written assignment. If students are ready, prompt them to follow up their answers with more details.

Yes/No Questions
These questions allow students who are new to English to show their understanding with a simple answer.
1. Was Galveston a small town in 1900? (No, it wasn’t.)
2. Did most people believe a hurricane would hit Galveston? (No, they didn’t.)
3. Was Harry’s house destroyed? (No, it wasn’t.)
4. Was Harry able to rescue anyone? (Yes, he was.)
5. Did most of Galveston’s residents die in the storm? (No, they didn’t.)
6. Was this hurricane the most deadly American natural disaster ever? (Yes, it was.)

Either/Or Questions
These questions allow slightly more-advanced students to use the language in the question to support their answer.
1. Did Harry have an easy or a difficult life before the hurricane? (He had an easy life.)
2. Does a storm become a hurricane at 74 or 180 miles per hour? (It becomes a hurricane at 74 mph.)
3. Were scientists’ predictions about the hurricane correct or incorrect? (Their predictions were incorrect.)
4. Was Harry’s mom generous or selfish? (His mom was generous.)
5. Did Galveston become richer or poorer after the storm? (Galveston became poorer.)

Short-Answer Questions
These questions prompt students to produce simple answers on their own with language from the text.
1. Why did Harry first want to ignore the woman’s screams for help? (Harry couldn’t swim, and the storm waters were dangerous.)
2. Look at the captions in the article. Name two things that Galveston was known for before the hurricane. (Galveston was known for its riches, its beaches, its restaurants, its concert halls, and so on.)
Imagine you are Harry. Write a journal entry describing what you did during the Great Galveston Hurricane. Include plenty of descriptive details!

Entries will be judged on:

- a clearly stated main idea
- effective use of supporting evidence
- good organization and transitions
- grammar, spelling, and punctuation

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

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