Word Preview

Directions: Read the sentences below from “Out of the Burning Darkness,” then write what you think the term in bold means, based on context. We’ve provided a few hints. Watch the Vocabulary Slideshow at storyworks.scholastic.com to help you!

1. inferno: “As the inferno blazed hotter, people were starting to panic.”

   I think this word means ____________________________________________________________

2. fossil fuel: “Coal is a rock-like substance from the ground. It is a fossil fuel, like oil and gas. When you burn coal, heat and energy are released.” (Hint: Think about what a fossil is. That’s where this fuel comes from!)

   I think this term means __________________________________________________________________

3. Industrial Revolution: “Indeed, Albert was growing up in a period of great technological change known as the Industrial Revolution. And coal was the power behind it. Coal was fueling the trains speeding across America, making it possible to travel faster than ever before. Coal was powering the giant new ships churning across the ocean. And coal was being used in factories to make the iron and steel needed to build America’s bridges and skyscrapers.” (Hint: What do these lines tell you about the kind of change that was happening in America?)

   I think this term means __________________________________________________________________

4. deposits: “During this time, thousands of coal mines were blasted into the ground, especially in Illinois, Kentucky, Pennsylvania, and West Virginia. This is where vast deposits of coal had been discovered.”

   I think this word means __________________________________________________________________

5. toxins: “Using coal creates pollution, poisoning rivers and filling the air with toxins.”

   I think this word means __________________________________________________________________

Continued on next page >
6. soot: “By the end of the 19th century, a stomach-churning brew of soot and grime hung over many American cities.” (Hint: What disgusting thing might hang over a city as a result of burning coal?)

I think this word means ____________________________________________

7. toiled: “And it wasn’t just grown men who toiled in the mines. In the early 1900s, thousands of children like Albert did too—some as young as 8 years old.” (Hint: What did men and children do in the mines?)

I think this word means ____________________________________________

8. ventilation: “The door was part of the mine’s ventilation system—which kept fresh air in the places where people were working. This also prevented the buildup of dangerous gases.”

I think this word means ____________________________________________

9. oxygen: “Around 4:00 p.m., mine company leaders made a brutal decision: to seal off the air shaft. This would choke the fire out, they hoped; fires need oxygen to keep burning.”

I think this word means ____________________________________________

10. testified: “A massive investigation was also launched, and Albert himself testified. The mine company was fined for illegally employing underage kids.” (Hint: Think about what Albert might have done to share the truth about the Cherry Mine.)

I think this word means ____________________________________________
Video Activity
“Out of the Burning Darkness”
March/April 2020

Name: ____________________________ Date: __________

Video Discussion Questions

Directions: Watch the video “Behind the Scenes: Out of the Burning Darkness.” Then answer the questions below.

1. Author Kristin Lewis says that 1909 was “an exciting time to be alive in America” (1:03). Give at least two pieces of evidence from the video that support this statement.

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2. What is the mood (or feeling) of the section from 1:10 to 2:14? How does the mood shift starting at 2:15? Consider the narration, visuals, and music.

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3. Based on the video, what was life like for coal miners in the early 1900s? Answer using evidence from the narration and the images.

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4. According to the video, what is the difference between narrative and informational writing? Why might Lewis have chosen to include both types of writing in her article?

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Think About It!

Close-Reading Questions: After reading “Out of the Burning Darkness,” go back and reread sections to answer the questions below.

1. In the first section of the article, who do you meet? What is his job? What disaster does he encounter?

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2. In the section “Bright and Brisk,” what details does Lewis use to describe the journey into the mine and the mine itself? Why do you think she includes them?

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3. How do the picture and caption at the top of page 7 add to your understanding of the article?

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4. According to the section “Difficult and Dangerous,” what laws existed about children working? Why would parents let their kids work in dangerous mines?

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5. According to “Scorching Heat,” what caused the fire to break out in Cherry Mine? Why was this fire particularly difficult to put out?

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6. Why did the mine company leaders decide to seal off the air shaft? Why did many people believe that this was a cruel act?

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Think About It!, p. 3

7. What is the main idea of “New Laws”?

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Continued on next page >
Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of the whole article.

8. The Cherry Mine disaster was a terrible tragedy. Did anything good come from it? Explain.

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9. How does this story show an example of humans being greedy? How does it show humans being generous and brave?

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Directions: After reading “Out of the Burning Darkness,” 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, who do you meet? What is his job? What disaster does he encounter?

2. In the section “Bright and Brisk,” what details does Lewis use to describe the journey into the mine and the mine itself? Why do you think she includes them?

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6. Why did the mine company leaders decide to seal off the air shaft? Why did many people believe that this was a cruel act?

7. What is the main idea of “New Laws”?

Critical-Thinking Questions

8. The Cherry Mine disaster was a terrible tragedy. Did anything good come from it? Explain.

9. How does this story show an example of humans being greedy? How does it show humans being generous and brave?
Think About It!

**Close-Reading Questions:** Read “Out of the Burning Darkness.” Then go back and reread sections of the article to answer the questions below. We’ve started the first answer for you.

1. Reread the first section of the article. What disaster does it describe? When does it take place?

   The first section of the article describes

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2. Based on the section “Bright and Brisk,” what kinds of disasters could happen in a mine? How could miners exit the Cherry Mine if they needed to get out?

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3. Reread “Transforming America.” What can you conclude about why America needed so much coal?

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4. Based on “Difficult and Dangerous,” why did kids like Albert Buckle work in dirty, dangerous coal mines?

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5. In “Scorching Heat,” how did the fire in the Cherry Mine start? What made it worse?

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6. Reread “Brutal Decision” and “New Laws.” What terrible results came out of the fire? What positive changes were made because of it?

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Continued on next page >
Think About It!, p. 4

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

7. How does this article show people being greedy? How does it show people being brave and caring? Support your answer with details from the text.

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Exploring Text Features

Directions: Answer the questions below to help you explore the photos, captions, and other text features in the nonfiction article “Out of the Burning Darkness.”

1. Study the headline, subhead, and image on pages 4-5. How do these text features help get you interested in the article?

_______________________________________________________________________________________________
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2. How does the “What Is Coal?” box on page 6 help you understand the rest of the article?

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3. Review the section headings on page 7. What do they suggest about the conditions coal miners faced in the early 1900s?

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4. Look at the image and caption on page 8. What was the purpose of bringing canaries into coal mines? What else does this caption explain?

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5. Look at the image and caption on page 9. Based on this information, how is coal mining different today than it was when Albert was a miner?

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Continued on next page >
Exploring Text Features, p. 2

**Storyworks S-T-R-E-T-C-H** Review the sidebar “Children of the Coal Mines” on pages 6-8. Which mining job would you like to do least, and why?

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©2020 by Scholastic Inc. All rights reserved. Permission granted to teachers and subscribers to make copies of this page to distribute to their students.
The main idea of a section or a whole article is an important idea that the author wants you to know about the topic. Looking at the details can help you figure out what the main idea is. What do they mainly describe? You can also use the titles of sections as clues.

Directions: Complete the chart below. Use the prompts to help you.

<table>
<thead>
<tr>
<th>Section</th>
<th>Main idea</th>
<th>How do you know?</th>
</tr>
</thead>
</table>
| First section, starting at the beginning of the article | While working in a coal mine in 1909, Albert Buckle experienced a devastating fire. | Give two more details from this section that describe the disaster Albert experienced:  
  • The coal miners were trapped hundreds of feet underground.  
  •  |

“Bright and Brisk” | Write the main idea: | One main idea is supported by the details below. Think about what they tell you about how Albert and other miners felt about working at the Cherry Mine:  
  • Miners were paid more than other workers.  
  • The Cherry Mine was new.  
  • Many thought the Cherry Mine was the safest mine in America. |
## Finding the Main Ideas, p. 2

<table>
<thead>
<tr>
<th>Section</th>
<th>Main idea</th>
<th>How do you know?</th>
</tr>
</thead>
</table>
| **“Transforming America”** | Coal was an important resource that helped change America in the early 1900s. | Give two more details from this section that describe why coal was an important resource:  
  - Coal is a fossil fuel that produces heat and energy when it is burned.  
  -  |
| **“Difficult and Dangerous”** | Write the main idea:                                                       | The main idea is supported by the details below. Think about what they tell you about a coal miner’s job:  
  - Mining coal was hard work that left many miners dirty and sore.  
  - Children as young as 8 years old worked in the mines.  |
| **“Lonely and Boring”**   | Many jobs in the coal mine were lonely and boring.                          | Give two more details from this section that support the idea on the left:  
  - Albert was a trapper in the coal mine.  |

Continued on next page >
### Finding the Main Ideas, p. 3

<table>
<thead>
<tr>
<th>Section</th>
<th>Main idea</th>
<th>How do you know?</th>
</tr>
</thead>
</table>
| **“Scorching Heat”** | Write the main idea: The main idea is supported by the details below. Think about what they tell you about the start of the fire:  
• Albert learned a hay car was on fire.  
• The smoke quickly got thick, and air from the air shaft fanned the flames.  
• The fire spread throughout the mine, where hundreds of other boys and men were working.  
• The cage operator stopped Albert and others from leaving the mine. |                                                                                                                                                                                                                   |
| **“Brutal Decision”** | The mine company leaders chose to seal off the mine’s air shaft even though workers were still trapped inside. | Give two more details from this section that describe how the fire and the mine company’s decision affected others:  
• Sealing off the mine shaft would stop the fire.  
  •  
  •  |
| **“New Laws”** | Write the main idea: The main idea is supported by the details below. Think about what they tell you about the effects of the Cherry Mine disaster:  
• People were upset and worked to help those affected by the disaster.  
• The mine company got in trouble for employing underage kids.  
• America passed new safety laws and laws banning child labor. |                                                                                                                                                                                                                   |
# Finding the Main Ideas

The main idea of a section or a whole article is an important idea that the author wants you to know about the topic. Looking at the details can help you figure out what the main idea is. What do they mainly describe? You can also use the titles of sections as clues.

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<td></td>
<td>• Mining coal was hard work that left many miners dirty and sore.</td>
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<tr>
<td></td>
<td></td>
<td>• Mining required using dynamite and heavy tools to get coal out of rock.</td>
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<td></td>
<td></td>
<td>• Children as young as 8 years old worked in the mines.</td>
</tr>
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<td>“Lonely and Boring”</td>
<td>Many jobs in the coal mine were lonely and boring.</td>
<td>Give three details from this section that support the idea on the left:</td>
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## Finding the Main Ideas, p. 3

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<td>Write the main idea:</td>
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</tbody>
</table>
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 “Out of the Burning Darkness”

“Out of the Burning Darkness” is about ____________________________________________

__________________________________________________________________________________.

It tells the story of 14-year-old Albert Buckle, who ____________________

___________________________________________________________________.

Coal mining was a difficult and dangerous job because ______________________

___________________________________________________________________

__________________________________________________________________.

Yet coal was mined because ____________________________________________

___________________________________________________________________

__________________________________________________________________.

On November 13, 1909, ______________________________________________

__________________________________________________________________________________.

The disaster was made worse by ____________________________________________

__________________________________________________________________________________.

The Cherry Mine fire resulted in ____________________________________________

__________________________________________________________________.
Quick, Tell Me What Happened!

Your friend Knox was absent from school and didn’t get to read “Out of the Burning Darkness” in Storyworks. You call him to tell him about it, but he has only one minute before he must rush off to eat dinner. Quick, give him 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. Think about:
   a. What do the headline and subhead on pages 4-5 suggest the article is about? _______________________
   _______________________________________________________________________________________
   b. Who appears in the picture on pages 4-5? ________________________________________________________________
   c. What problems does the article tell you about? _________________________________________________________
   _______________________________________________________________________________________
   d. 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

It was November 13, 1909, at the Cherry Mine

one of the most devastating coal mine fires in American history

people starting to panic

“Bright and Brisk”

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

“Transforming America”

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

“Difficult and Dangerous”

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

“Lonely and Boring”

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

“Scorching Heat”

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_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Continued on next page >
Quick, Tell Me What Happened!, p. 3

“Brutal Decision”

_________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________

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“New Laws”

_________________________________________________________________________________________________________________________________________

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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 Knox!
### Making Inferences

**An inference is something you can figure out from clues in a story, even though the story doesn’t say it directly.**

**Directions:** The chart below lists clues from “Out of the Burning Darkness” on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the articles.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write two lines from the article that support the inference on the right.</td>
<td>Working in a coal mine was dangerous.</td>
</tr>
<tr>
<td>• “Dangers at the Cherry Mine—as in any coal mine at the time—were everywhere.”</td>
<td></td>
</tr>
<tr>
<td>• “Instead, he probably focused on the pay, which was higher than what he would have earned working on a farm or in a factory.”</td>
<td>What can you infer about why coal miners were paid higher wages than other workers?</td>
</tr>
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<td>• “By the time Albert was born, coal was changing the lives of millions of Americans.”</td>
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<td>• “During this time, thousands of coal mines were blasted into the ground, especially in Illinois, Kentucky, Pennsylvania, and West Virginia.”</td>
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**Continued on next page >**
# Making Inferences, p. 2

## Clues

Write two lines from the article that support the inference on the right.

<table>
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<tr>
<td>Fewer people might have died in the Cherry Mine disaster had the fire been taken seriously sooner.</td>
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<td>What can you infer about the mine company and what its leaders cared about most?</td>
</tr>
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</table>

Consider these lines from the article:
- “Around 4:00 p.m., mine company leaders made a brutal decision: to seal off the air shaft.”
- “Without fresh air flowing, anyone still alive wouldn’t last long.”
- “The mine company was fined for illegally employing underage kids.”

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Making Inferences, p. 2

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<th>Inferences</th>
</tr>
</thead>
</table>

Consider these lines from the article:

- “Still, he probably didn’t fear for his safety. Small fires could usually be put out without much trouble.”
- “But the cage operator stopped them. He said the fire would soon be out, and they should get back to work.”
- Write one more line from the article that supports the inference on the right.

What can you infer about the people’s attitudes about the fire at first and how that may have affected the outcome?

Write two lines from the article that support the inference you made on the right.

Write your own inference from “Out of the Burning Darkness.”
“Out of the Burning Darkness” Quiz

Directions: Read the feature “Out of the Burning Darkness” in the March/April 2020 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Which best describes coal in America in the early 1900s?
   A rare       C important
   B unpopular   D clean

2. Which of the following quotes supports the answer to question 2?
   A “. . . Albert was growing up in a period of great technological change known as the Industrial Revolution. And coal was the power behind it.”
   B “But America’s love of coal had a dark side. Using coal creates pollution, poisoning rivers and filling the air with toxins.”
   C “Day after day, miners blasted through rock with dynamite. They cut out the coal with heavy tools, their backs aching.”
   D “By the end of the 19th century, a stomach-churning brew of soot and grime hung over many American cities.”

3. According to the article, what are two dangers of working in a coal mine?
   A mules; darkness       C crowds; cave-ins
   B explosions; fires      D gases; boredom

4. Children like Albert worked in the mines so they could . . .
   A lead mules that pulled cars.
   B have an exciting job.
   C learn important skills.
   D help support their families.

5. The author writes, “As the inferno blazed hotter, people were starting to panic.”
   What does the word inferno mean?
   A a deadly gas
   B a very large and dangerous fire
   C a long and dark tunnel
   D a cart full of hay

6. What is “Out of the Burning Darkness” mainly about?
   A a coal mine fire that led to new laws to protect workers and children
   B why we still use coal as an energy source today
   C how fossil fuels formed underground
   D how coal mining used to be a lonely and boring job

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. How does the picture on pages 4-5 show you details you read about in the article?

8. What are some positive results of the Cherry Mine fire? Use details from the story to support your answer.
“Out of the Burning Darkness” Quiz

Directions: Read the feature “Out of the Burning Darkness” in the March/April 2020 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. People thought Cherry Mine was relatively safe because it was ______.
   A near Chicago       C underground
   B newly built        D like a vast city

2. What makes coal a fossil fuel?
   A It comes from plants that died millions of years ago and creates energy.
   B It must be blasted or cut out of mines.
   C It pollutes the air and water.
   D It contributes to climate change.

3. Why did children work in coal mines?
   A It was an easy and boring job.
   B They liked to lead the mules that pulled cars.
   C They were small enough to enter narrow tunnels.
   D Their families needed the money to survive.

4. Which of the following supports the answer to question 3?
   A “Imagine sitting alone in the dark all day, everyday, just opening and closing a door.”
   B “But many families were so poor that they faced a terrible choice: send their children to work or watch them starve.”
   C “Their job was to pick out small pieces of rock from the precious coal.”
   D “Mule driving was often the job that kids wanted most.”

5. Mine company leaders hoped that sealing off the air shaft would help to ______.
   A spread fresh air       C put out the fire
   B save trapped miners    D remove gases

6. Which of the following supports the answer to question 5?
   A “The doors kept fresh air in and bad air out.”
   B “This would choke the fire out, they hoped.”
   C “… this decision was a terrible act of cruelty.”
   D “Smoke was gushing out of the mine.”

7. In which sentence does the author use details that help put you in the scene?
   A “… coal was changing the lives of millions of Americans.”
   B “Their father had died a few years earlier…”
   C “Thick smoke billowed toward him. Flames licked at the ceiling.”
   D “Today, this disaster has been largely forgotten.”

8. Which is NOT a main idea of “Out of the Burning Darkness”?
   A The Cherry Mine fire led to new laws to protect workers and children.
   B The burning of coal produces pollution.
   C Coal was an important resource in America in the early 1900s.
   D Coal mining was a dangerous job.

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 does the picture on pages 4-5 relate to the article? Use specific details in your answer.

10. What were some positive and negative results of using coal in the early 1900s?
“Out of the Burning Darkness”

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. Is an inferno a big, hot fire? (Yes, it is.)
2. Was the Cherry Mine deep? (Yes, it was.)
3. Was it safe for teenagers to work in the mine? (No, it wasn’t.)
4. Is using coal good for the environment? (No, it isn’t.)
5. Was the Cherry Mine fire caused by spilled lamp oil? (Yes, it was.)
6. Were new safety laws created after this fire? (Yes, they were.)

Either/Or Questions
These questions allow slightly more-advanced students to use language from the question in their answer.
1. Was Albert’s job exciting or boring? (It was boring.)
2. Were coal miners paid better or worse than factory workers? (They were paid better.)
3. Was coal important or useless during the Industrial Revolution? (It was important.)
4. Does oxygen make a fire bigger or smaller? (It makes a fire bigger.)
5. Did the mine company leaders seem to care more about money or people? (They seemed to care more about money.)

Short Answer Questions
1. Would you have wanted to work in a mine if you were Albert? Why or why not? (Answers will vary.)
2. Look at the “What Is Coal?” box on page 6. Then list two facts about coal. (Answers might include that coal is old or ancient, is full of energy, or was formed from plants that became fossils.)
Coal Contest

My name: _____________________________

Teacher's name: _______________________

School name: __________________________

School address: ________________________

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

School phone: _________________________

Parent's name and email (optional): ____________________________

See page 9 of the March/April 2020 issue of Storyworks for more information about this contest.

My Response

Compose a well-written journal entry from Albert’s point of view, telling what happened on the day of the disaster. Use text evidence from the article.

Entries will be judged on:

⇓ a clearly stated main idea ⇓ good organization and transitions

⇓ effective use of supporting evidence ⇓ grammar, spelling, and punctuation

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