

Building Language Skills with The Seattle Times

Date: **Thursday, May 18, 2017**

Article: **Ride out a fake quake, typhoon: Theme parks give jolt of urgency**

Print Replica: **Monday, May 15, 2017**

Section: **MAIN, A1**

**Standard:**

CCSS.ELA-LITERACY.RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Key Ideas and Details:**

CCSS.ELA-Literacy.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Objective:**

Students will practice their reading skills to explore how the author uses reasoning and evidence to support specific points in the text by using deeper level questions and connecting the content to their personal lives.

**Vocabulary:**

Look up the definitions for the following word. First, write what you think the highlighted word means, then look up the definition and write it in the space provided, using your own words.

“Visitors grope their way to an exit, which leads to a scene of **mayhem**. Sirens wail. Severed power lines spark. Air-conditioning units two stories up look as if the next aftershock will send them tumbling to the street.”

***Mayhem guess:***

***Mayhem definition:***

## Pre-Reading Questions:



- What do you think these pictures have in common?
- What emotions or feelings do you think these people are having? Why?
- What does disaster preparedness mean?
- What are some natural disasters that can happen?
- Is your family prepared in case there's a natural disaster? Why or why not?
- Do you think your school is prepared for a natural disaster? Why or why not?
- Why is preparation so important?

## Building Language Skills:

*Visualizing* text is a proven way that improves reading comprehension. Have students close their eyes and listen carefully. Have them think deeply about the words described in the statement.

The teacher will read the following information to the class, taken from the article.

***“Guided by the philosophy that experience is the best teacher, Japan wants its citizens to know what it will feel like when the ground under their feet starts to***

**heave — and how to protect themselves. So cities across the country have constructed disaster education centers that combine theme-park-style simulations with sober lessons in survival.**

**Many of the more than 60 centers feature large shake tables where visitors can ride out fake quakes as powerful as the real thing. In some centers, visitors navigate life-size dioramas of crushed cars and teetering power poles while being quizzed on the best response to dangerous situations. Typhoons, floods and fires get hands-on treatment as well.”**

Have students share their thoughts. What images did you visualize? What emotions or thoughts arise?

### **Comprehension:**

1. In addition to earthquakes and typhoons, Japan’s disaster education centers teach citizens to deal with more common emergencies, like \_\_\_\_\_ and \_\_\_\_\_.
2. Guided by the philosophy that experience is the best teacher, Japan wants its citizens to know what? What did they create in their country?
3. There are 60 centers in Japan. What simulations can visitors expect to be a part of when they go?
4. Some civic leaders in Seattle have long wanted to import the concept to quake prone Western Washington, where many residents have only a vague understanding of the risks and tend to shrug off the nagging knowledge that they really ought to put together what?
5. With a similar quake and tsunami looming on the Cascadia Subduction Zone off the Washington coast, Inslee said he left convinced that one of the best ways to save lives is to do what?
6. But there’s nothing fatalistic in the centers’ messages. The emphasis is on what?
7. It’s hard to quantify the impact of the disaster-education centers, said Kevin Ronan, a psychologist at the University of Australia who specializes in hazards and disasters. But several studies of disaster-education programs for children suggest that Japan’s approach is promising, particularly if children are what?

### **Post-Reading Class Discussion or Journal Writing Assignment:**

**Washington lags other earthquake-prone states in many aspects of preparedness, including evaluation of school safety and upgrades of dangerous brick buildings. If people could experience the visceral jolt of being rattled on a shake table or of picking their way through a re-creation of a post-quake Seattle, they might take the risks more seriously and push the government to act, Stafford said.**

**“If you had adults and kids going through, and new employees at companies and schoolteachers all getting the training, it would start to raise the bar on what we should be doing to prepare,” he said.**

- Do you agree? Do you think Seattle needs an education center that will simulate natural disasters and teach you what to do in those situations? Why or why not?

**Visitors are guided by Nintendo consoles dangling from straps around their necks. At each stop, the consoles pose questions: Should you try to rescue that person calling from under a pile of rubble or go for help? What’s the best way to shut off a gas meter?**

**“In a sense it’s a matter of life and death,” Conlin said. “We know we’ve got a big earthquake coming ... at some point, and people need to be both prepared and ready to take action.”**

- Do you feel that you and your family are prepared if a natural disaster strikes? Why or why not? What have you done to prepare?
- Why is being prepared so important?

**Extension Activity:**

**Talk with your parents about the importance of being prepared in a natural disaster. Take a class together on what you might need, create a neighborhood block watch team and help your family put together an emergency kit with extra money, food and water.**

**Create a plan with your family. Attached, you will find a plan and what you need in a kit, provided by Red Cross.**

**[http://www.redcross.org/images/MEDIA\\_CustomProductCatalog/m9440096\\_EmergencyPreparednessChecklist.pdf](http://www.redcross.org/images/MEDIA_CustomProductCatalog/m9440096_EmergencyPreparednessChecklist.pdf)**