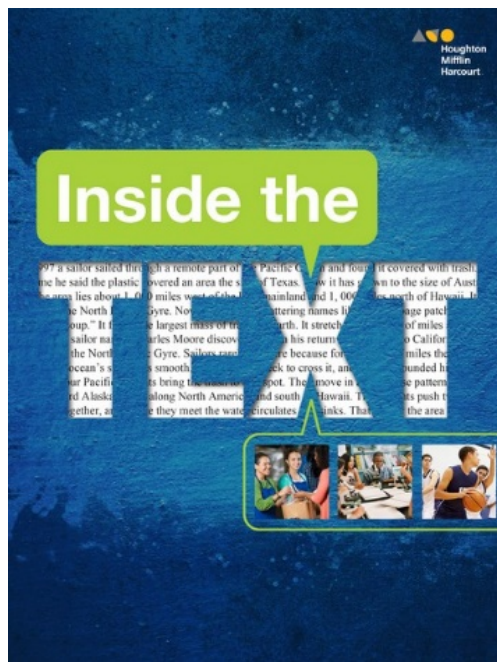




Houghton Mifflin Harcourt

Fun and Effective Literacy Strategies for Informational Texts



Dr. Bill McBride

www.entertaininganelephant.com

Name _____ Date _____

ANTICIPATION GUIDE

Directions: Before you read the article "Japan Struggles with its Nuclear Future," read the statements below. If you agree with a statement, put a checkmark on the line next to it. If you disagree, put an X on the line.

- _____ **1.** Nuclear energy is essential to the world's future.
- _____ **2.** Although nuclear energy has risks, it is worth them.
- _____ **3.** Each country's government is responsible for keeping its citizens safe.

Once you have responded to the statements above, write in the section below why you agree or disagree with each statement.

- 1.** _____

- 2.** _____

- 3.** _____

In the box below, draw a picture of what you think this article is about.



WORDSTORM

Directions: It's good to know more than just the dictionary definition of a word. Completing a wordstorm lets you write down information to help you understand what a word means, how it's related to other words, and how to use it in different ways.

What is the word?

energy

Here is the sentence from the text in which the word is used:

"Japan uses large amounts of energy to support its industries and modern lifestyle."

What are some other words or phrases that mean the same thing?

What are three things you know about energy?

1. _____ 2. _____ 3. _____

Name three people other than teachers who would likely use this word.

1. _____ 2. _____ 3. _____

Draw a picture below that reminds you of the word *energy*.

Predicting/Summarizing ABC's

NAME(S) _____

TOPIC: _____

A-B

C-D

E-F

G-H

I-J

K-L

M-N

O-P

Q-R

S-T

U-V

WXYZ

Predicting/Summarizing ABC's

NAME(S) _____

TOPIC: _____

A-B

C-D

E-F

G-H

I-J

K-L

M-N

O-P

Q-R

S-T

U-V

WXYZ

LANGUAGE MINI-LESSON

You probably remember that a **noun** is any person, place, or thing in a sentence. We often use a **pronoun** in place of a noun to make language more interesting. Pronouns are words like *I, them, our, who, we, it, themselves, and this*.

Directions: Write five more pronouns on the lines below.

The **subject** of any sentence is made up of the words that tell what the sentence is about. A **pronoun** that stands for a subject is said to be in the **nominative case**.

Directions: In each of the sentences below, draw a line from the **pronoun** (in **bold**) back to the word or words it replaces. The first one has been done for you.

1. In March 2011 an earthquake and a tsunami struck Japan. **They** took lives and did tremendous damage.
2. On March 11, 2011, an earthquake struck Japan's northeastern coast. **It** was the largest in Japan's history.
3. The tsunami's high water struck Japan's coast almost immediately. In some places it rose 50 feet high and rushed ten miles inland.
4. Together the earthquake and tsunami killed 15,839 people, injured 5,950 and left 3,642 missing. **They** also caused a disaster at the Fukushima Daiichi Nuclear Power Plant.
5. A report about the disaster came out in July 2012. **It** states that Fukushima's operators made serious mistakes and covered up problems.
6. In September 2012 the Japanese government announced its new nuclear policy. **It** wanted to stop using nuclear power completely by 2040.
7. Japan's government finds itself in a difficult position now. **It** certainly does not want to damage the economy. On the other hand, **it** must pay attention to the Japanese people's anti-nuclear feelings.

ECHO READING

Directions: When you read, you should make breaks, and sometimes pauses, between groups of words. As your teacher reads each phrase, repeat aloud what is read and put a slash or line after that phrase. Then read the whole sentence aloud as a class. Do the first paragraph together as a class, and then do the second one on your own. The first sentence has been marked for you.

Japan uses / large amounts of energy / to support its industries / and modern lifestyle. Japan has few fossil fuels of its own, so it must import large amounts of natural gas, oil, and coal. Since the 1970s it also has built nuclear power plants. In March 2011, Japan had 54 nuclear reactors. They supplied 30 percent of the country's electricity. Then things changed when the earthquake and tsunami hit.

On March 11, 2011, an earthquake struck Japan's northeastern coast. It was the largest in Japan's history. It destroyed buildings and caused fires in the region. It also caused skyscrapers to sway 150 miles away in Tokyo. Even worse, the earthquake caused a tsunami that did more damage than the earthquake itself. Most people in Japan no longer feel that nuclear power plants are safe. The government shut down the last of the country's nuclear reactors in May 2012. When it started up two reactors in July 2012, people began protesting in the streets. The protests continued every week, and some of them attracted 75,000 people.



YouTube Videos

Background Information and Motivational Video Clips

INSIDE THE TEXT

Directions: Use the shorter of these video clips to stimulate student interest. Then use the longer ones to add to your students' background knowledge about the subject and to help them in their debates with the Take a Stand lesson.

Note: If YouTube is blocked on your school computers, you can use any of a number of web free sites that allow you to download YouTube videos at home. Also, videos on YouTube disappear often for a number of reasons. Should a video not work in the list below, simply type the subject in the Search box on the YouTube site.

Human Rights and History

"Questions Linger About Tasers"

1. <http://www.youtube.com/watch?v=EmBv7TKKUv4>

Man accused of driving under the influence in Georgia is ~~tasered~~ (4:25).

2. <http://www.youtube.com/watch?v=7QTD8vXChZs&feature=related>

Canadian police ~~taser~~ to death an unarmed, lost Polish man in the Vancouver airport because he had thrown a computer and a chair in frustration and could not understand English. (4:06).

3. https://www.youtube.com/watch?v=0XvH4_yPbs

Student-made film of high school students learning about ~~tasers~~ from the local police and of teachers being ~~tasered~~ to model for the kids.

4. <http://www.youtube.com/watch?v=ZEABEPR-dgg&feature=related>

Excellent animation of how a ~~taser~~ works and its effects on the body. Plus a man uses mental willpower in overriding a ~~taser~~ in an experiment. (7:51).

"Freedom of Speech Gets a Test"

1. <https://www.youtube.com/watch?v=ZeeqQaEaLw>

Part of a Crash Course series—this one is number 25, explaining "Free speech." (6:51).

2. <https://www.youtube.com/watch?v=EeK03m78Ml0>

Crash Test Dummies are explain what Freedom of Speech means. From www.DontBelieveTheMedia.Com (1:00).

3. <https://www.youtube.com/watch?v=8apzjx0f8BU>

Continuing the Constitution for Dummies Series with the Bill of Rights and Amendment One. Explained simply so you can understand the Constitution of the United States. Produced by Ted Hughes (6:34).

4. <https://www.youtube.com/watch?v=nXopINmoxkE>

Mr. Rupert provides a Bill of Rights Animated Tutorial (10:00)

5. <https://www.youtube.com/watch?v=ev05gWMBTA>

Mr. Hughes cuts through 7 of the 10 amendments like a hot knife through butter in about thirty seconds. Produced by Ted Hughes (0:30).

"The Second Amendment Goes to Court"

1. <https://www.youtube.com/watch?v=EjJawoWZwJ4>

~~Mr. Hughes~~ lays down the 2nd amendment, if you don't know the words, you don't get to debate. A short lecture on the text, interpretations and history of the 2nd amendment so you can make up your own mind. Produced by Ted Hughes (6:29).

2. <https://www.youtube.com/watch?v=B2VpYd85fc>

Associated Press report on the Supreme Court's first-ever take on gun rights under the Second Amendment in 2008, saying Americans can have guns for self defense. The ruling overturns a gun ban in Washington, D.C. (0:57).

3. http://www.youtube.com/watch?v=I23ijXTzeTc&feature=PlayList&p=8801A6B29A4CF0B9&playnext_from=PL&playnext=1&index=26

A video produced to honor the GOP women who support Second Amendment Rights. by Terri Proud, a conservative running for the Arizona House of Representatives in Legislative District 26 (1:57).

What's Happening

IN THE WORLD ?

BY LAWRENCE GABLE
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SUBJECT: SCIENCE and ENVIRONMENT

Japan Struggles with its Nuclear Future

1 In March 2011 an earthquake and tsunami struck Japan. They took lives and did tremendous damage. They also led to a disaster at a nuclear power plant. Ever since then the Japanese people have lost faith in the safety of nuclear power. Now the government is struggling with how to make the country's energy.

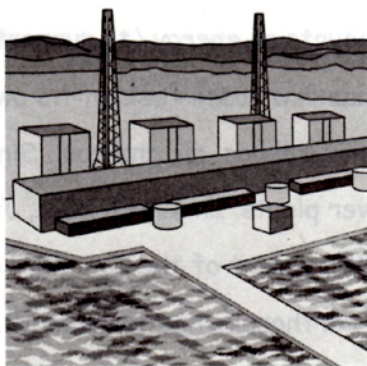
2 Japan uses large amounts of energy to support its industries and modern lifestyle. Japan has few fossil fuels of its own, so it must import large amounts of natural gas, oil and coal. Since the 1970s it also has built nuclear power plants.

3 In March 2011 Japan had 54 nuclear reactors. They supplied 30 percent of the country's electricity. The government also had plans to increase that amount to 50 percent by the year 2050. Then things changed when the earthquake and tsunami hit.

4 On March 11, 2011 an earthquake struck Japan's northeastern coast. It was the largest in Japan's history. It destroyed buildings and caused fires in the region. It also caused skyscrapers to sway 150 miles away in Tokyo. Even worse, the earthquake caused a tsunami that did more damage than the earthquake itself.

5 The tsunami's high water struck Japan's coast almost immediately. In some places it rose 50 feet high and rushed ten miles inland. It wiped out entire towns, and swept away buildings, trains and cars. Together the earthquake and tsunami killed 15,839 people, injured 5,950 and left 3,642 missing. They also caused a disaster at the Fukushima Daiichi Nuclear Power Plant.

6 The power plant has six reactors. On



March 11 three of them were not working because they were getting regular service. The other three reactors shut down automatically when the earthquake struck. The earthquake probably damaged the emergency cooling systems, but 30 minutes later the tsunami certainly damaged them. Within three days the reactors suffered meltdowns. When radiation went into the air, the government evacuated 150,000 people from their homes. The region will take many years to recover.

7 A report about the disaster came out in July 2012. It stated that Fukushima's operators had made serious mistakes and covered up problems. It accused the government's nuclear agency of ignoring problems at Fukushima. It also found that officials could have prevented the disaster.

8 Most people in Japan no longer feel that nuclear power plants are safe. The government shut down the last of the country's nuclear reactors in May 2012. When it started up two reactors in July 2012, people began protesting in the streets. They continued every week, and some of them attracted 75,000 people.

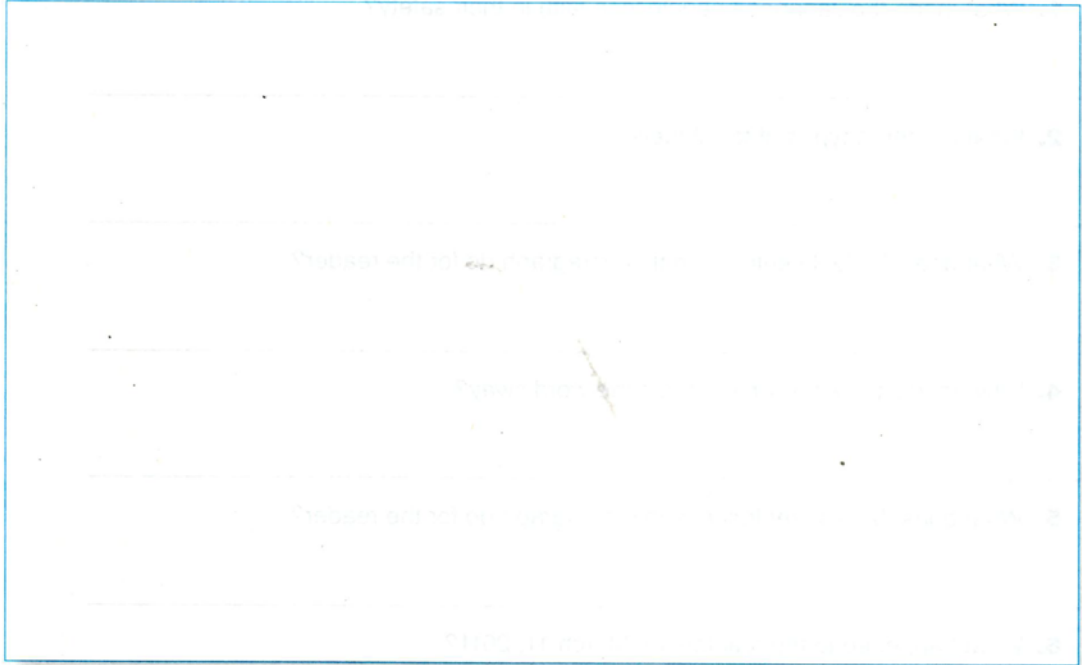
9 In September 2012 the Japanese government announced its new nuclear policy. It wanted to stop using nuclear power completely by 2040. It would replace nuclear power with fossil fuels, solar and wind energy, and programs to save energy. However, big business complained that this would hurt the economy. A week later the government reversed its policy.

10 Japan's government finds itself in a difficult position now. It certainly does not want to damage the economy. On the other hand, it must pay attention to the Japanese people's anti-nuclear feelings. No amount of money is worth sacrificing their health and safety.

QUICK READ/DRAW AND WRITE

Directions: First Reading—As you do your first reading of the article, your teacher will time you for one minute. When time is called, write the number of the paragraph where you stopped. **Paragraph #** _____

In the box below, draw a picture summarizing what you read.



Second Reading—As you do your second reading of the article, your teacher will time you for one minute. When time is called, write the number of the paragraph where you stopped. **Paragraph #** _____

Directions: Now continue reading the rest of the article. Below write five important words that will help you remember the information from the article.

CLOSE READING ANNOTATION

Third Reading—As you reread each paragraph in the article closely, answer the questions by annotating the text. Each numbered question corresponds to a paragraph in the article where the answer can be found. Write your brief answers in the space below each question.

- 1.** What made the Japanese people lose faith in their safety?

- 2.** What are three types of fossil fuels?

- 3.** What does the last sentence in this paragraph do for the reader?

- 4.** Why do you think the writer chose the word *sway*?

- 5.** What does the last sentence in this paragraph do for the reader?

- 6.** What happened to the reactors on March 11, 2011?

- 7.** How would you summarize the government's caretaking of the power plant?

- 8.** What sentences show you the intense feelings some have about nuclear power?

- 9.** What does the next-to-last sentence tell you about the government?

- 10.** How does the author explain the problems that the Japanese government has now?

GRAMMAR GAMES

Directions: Reread the two paragraphs below. Words have been left out from the sentences. Think about the information from the article you have read and fill in a word that makes sense. The part of speech of the missing word is provided.

In March 2011 an earthquake and tsunami struck Japan. They took lives and _____ tremendous damage. They also led (1. verb) to a disaster at one of Japan's _____ power plants. Ever since (2. adjective) then the Japanese people have _____ faith in the safety of (3. verb) nuclear power, and the government _____ struggled with how (4. verb) to make the country's nuclear _____ safe. (5. noun)

Japan consumes large amounts of energy to _____ its (6. verb) industries and modern lifestyle. However, it has few fossil

_____ of its own, so it must _____ huge amounts (7. plural noun) (8. verb) _____ natural _____, oil, and coal. _____ (9. preposition) (10. noun) (11. pronoun) also built a number of nuclear power _____ in the 1970s. (12. plural noun)

HOW'S IT ORGANIZED?

This article is organized as a **problem that needs solving**.

Directions: Answer these questions in the spaces at the bottom.

1. What made the Japanese people lose faith in the safety of nuclear power?
2. Why did Japan rely on nuclear power for 30 percent of their electricity?
3. What two things made the damage on March 11, 2011, so extensive?
4. What were some of the effects of the damage to the reactors?
5. What was the government's first reaction to the nuclear disaster?
6. What is the new nuclear policy of the Japanese government?

Answers:

1.
2.
3.
4.
5.
6.

The main idea of a selection reflects what the paragraph or sentences are about. Put an X on the space next to the sentence that best states the main idea of the article.

- _____ 1. The earthquake and Tsunami in Japan caused many people to consider the risks of using nuclear energy.
- _____ 2. The need for energy is increasing in countries with a lot of industry.
- _____ 3. The Japanese government changed its mind about energy to satisfy its people.

Explain why your choice is the best main idea.

IS THAT A FACT?

Directions: Read the definitions of a fact and an inference below. Then read the paragraph that follows. At the bottom of the page, write an F on the blank if the sentence is a fact. Write an I if the sentence is an inference. Use the following definitions:

Fact—a statement that can be proven true from the paragraph

Inference—a guess as to what MIGHT be true, based on what you have read and what you already know about the subject

Japan is one of the world's leading industrialized countries and it consumes large amounts of energy. Japan has few fossil fuels of its own, so it must import huge amounts of natural gas. In the 1970s it built a number of nuclear power plants. Since then, Japan has been getting much of its electricity from nuclear power. But now the Japanese people no longer trust the safety of nuclear power because of the earthquake and tsunami that damaged a nuclear power plant and released radiation into the air and water. Japan's government finds itself in a difficult situation, because without nuclear power their economy might suffer.

- _____ 1. Nuclear energy is a sign of progress for Japan.
- _____ 2. Japan's nuclear program was very successful.
- _____ 3. The Japanese government supports the use of nuclear power.
- _____ 4. The Japanese have been using nuclear energy since the 1970s.
- _____ 5. Some Japanese are not on good terms with their government.
- _____ 6. Part of Japan's nuclear energy issue is the effect it has on the country's economy.

TIC-TAC-TOE SUMMARIZING

When you **summarize** in writing, you present all the key points the author is trying to make.

Directions: Write four sentences to summarize the article about Japan's nuclear future. To help you, there are nine words or phrases in the Tic-Tac-Toe graphic organizer below. To write a sentence, you must use three words or phrases in a row. The row can be horizontal (—), vertical (|), or diagonal (/).

disaster	earthquake	meltdown
Japanese government	Fukushima Nuclear Reactor	energy
government policy	many deaths	tsunami

1. _____

2. _____

3. _____

4. _____

REACTION GUIDE

Directions: Now that you have read and studied information about “Japan Struggles with its Nuclear Future,” reread the statements below, which you responded to before reading the article. Then think about how the author might respond to these statements. If you think the author would agree, put a checkmark on the line before the number. If you think the author would disagree, put an X on the line. Then below the statement, copy the words, phrases, or sentences from the article that provide evidence of the views stated by the author. Also note if there is no evidence to support the statement.

_____ **1.** Nuclear energy is essential to the world's future.

Evidence: _____

_____ **2.** Although nuclear energy has risks, it is worth them.

Evidence: _____

_____ **3.** Each country's government is responsible for keeping its citizens safe.

Evidence: _____

TAKE A STAND

Directions: People often have differing feelings or opinions about an issue. When they discuss or argue their opposing views, they are taking part in a debate. A good persuasive argument is based on a claim that is supported by

Facts—statements that can be proven true

Statistics—numerical data gotten through research

Examples—instances that support an opinion

You and a partner are going to debate two of your other classmates. The topic you are going to debate is the following:

Although nuclear energy has risks, it is worth it.

Decide with the other pair who will agree and who will disagree with this statement. Then answer these questions in order to win your debate.

1. What are your two strongest points to persuade the other side? (You can do Internet research to include facts, statistics, and examples.)

A. _____

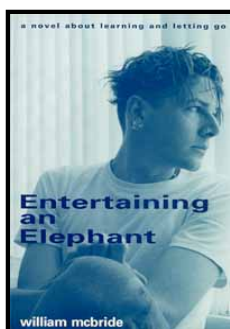
B. _____

2. What might the other side say to argue against point A?

3. What might the other side say to argue against point B?

4. What will you say to prove the other side's arguments are wrong?

Dr. Bill McBride: drbilly@att.net. WIKI: <http://billmcbride.pbworks.com/>



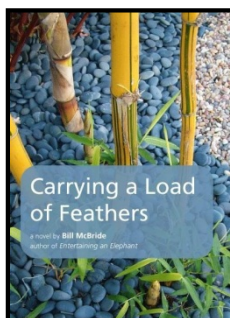
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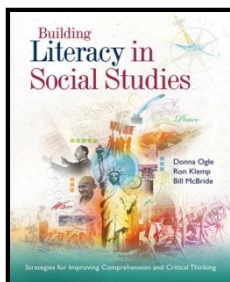
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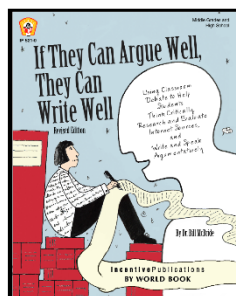


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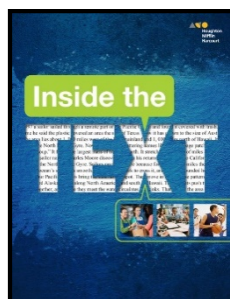


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