



Analyzing the Text

Cite Text Evidence

Support your responses with evidence from the text.

- 1. Summarize** Reread lines 1–18. Explain how the earthquake starts.
- 2. Synthesize** Review lines 30–75 and examine the diagram that follows this text. What information do you learn from the diagram and the caption that helps you understand what the author means by “flooded the Maldives and Seychelles”?
- 3. Analyze** Review lines 129–142. Then reread the footnote for *aboriginal*. What does the footnote explain that helps you understand the people’s response to the tsunami?
- 4. Cause/Effect** Review lines 150–219. What cause-and-effect relationships can you identify in this section? Explain how the ideas and events are related.
- 5. Interpret** Reread lines 330–363. What kinds of warning systems have proved useful as a result of lessons learned from this tsunami?

PERFORMANCE TASK



Speaking Activity: Discussion With a small group, discuss the cause of the tsunami and its effects. Use details from “Mammoth Shakes and Monster Waves” in your discussion.

- Each member of the group should review the text and take notes on causes and effects.
- Appoint a member of the group to lead the discussion. The group leader should make sure that each group member has a chance to contribute his or her ideas to the discussion.
- Appoint a note taker to record the causes and effects that the group agrees on.
- Together, make a chart that shows these cause-and-effect relationships. Show how one event led to another and had multiple effects.
- Share your chart with the rest of the class.

Critical Vocabulary

rupture
antibiotic

gauge
degradation

traumatize
magnitude

Practice and Apply For each vocabulary word, choose the sentence that best fits its meaning.

- rupture** After a freezing evening, my car’s engine would not start.
After I drove over broken glass, my car got a flat tire.
- gauge** We figured out that the storm left eight inches of snow.
We were amazed by the beauty of the snowstorm.
- traumatize** Joan prefers cats to dogs because she thinks dogs are noisy.
Joan fears dogs because she was bitten by one.
- antibiotic** The doctor gave me medicine for an ear infection.
The doctor told me to get plenty of rest.
- degradation** The soil improved after compost was worked into it.
The soil lacked nutrients after the drought.
- magnitude** The earthquake was measured to be quite small.
The earthquake occurred at 5:50 in the evening.

Vocabulary Strategy: Greek Affixes

An **affix** is a word part that can be added to the beginning or the end of a base word to form a new word. Many affixes come from ancient Greek. Knowing the meaning of Greek affixes can help you recognize and understand related words as well as build your vocabulary.

The Greek prefix *anti-* means “opposite” or “against.” The word *antibiotics* refers to medicines that work against infections. Other words that share the Greek affix *anti-* include *antidote*, *antifreeze*, *antisocial*, and *anticrime*.

Practice and Apply Use a chart like the one shown to explore the meaning of more words with Greek affixes. List other words that share each affix. Be sure to use a dictionary to confirm the meanings of the other words.

Greek Affix	Meaning	Example	Other Words
<i>auto-</i>	“self, same”	<i>autograph</i>	
<i>geo-</i>	“Earth”	<i>geography</i>	
<i>-phone</i>	“sound, voice”	<i>telephone</i>	
<i>-ism</i>	“an action or characteristic”	<i>criticism</i>	