Welcome to Book Units Teacher ~ I love teaching! I especially love interactive notebooks, anchor charts, hands-on activities, great books, and making learning fun. Here is the place for me to share some of the things I love. ~~ Gay Miller
Thank you for downloading this sample of *I Survived the Great Molasses Flood, 1919 Book Unit*. Other products in this series may be found at

http://www.teacherspayteachers.com/Store/Gay-Miller

Gay Miller

This packet contains graphic organizers for an interactive notebook covering vocabulary, comprehension questions, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

---

I Survived the Great Molasses Flood, 1919

Genre ~ Historical Fiction

Interest Level ~ Grades 3 – 6

Grade Level Equivalent: Scholastic Level NA
Reading Level: NA

Lexile Measure®: NA
<table>
<thead>
<tr>
<th>Publication Date</th>
<th>Number in Series</th>
<th>Title (Click on the links to visit my TPT store.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available</td>
<td>Book 7</td>
<td>I Survived the Battle of Gettysburg, 1863</td>
</tr>
<tr>
<td>Available</td>
<td>Book 11</td>
<td>I Survived the Great Chicago Fire, 1871</td>
</tr>
<tr>
<td>Available</td>
<td>Book 12</td>
<td>I Survived the Great Molasses Flood, 1919</td>
</tr>
<tr>
<td>Available</td>
<td>Book 13</td>
<td>I Survived the Hindenburg Disaster, 1937</td>
</tr>
<tr>
<td>Available</td>
<td>Book 14</td>
<td>I Survived the Eruption of Mount St. Helens, 1980</td>
</tr>
<tr>
<td>Available</td>
<td>Book 15</td>
<td>I Survived the American Revolution, 1776</td>
</tr>
<tr>
<td>Available</td>
<td>Book 16</td>
<td>I Survived the Children’s Blizzard, 1888</td>
</tr>
<tr>
<td>Available</td>
<td>Book 17</td>
<td>I Survived the Attack of the Grizzlies, 1967</td>
</tr>
<tr>
<td>Available</td>
<td>Book 18</td>
<td>I Survived the Battle of D-Day, 1944</td>
</tr>
<tr>
<td>Available</td>
<td>Book 19</td>
<td>I Survived The Great Molasses Flood, 1919</td>
</tr>
<tr>
<td>TBA</td>
<td>Book 20</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Growing Bundle

[Rules](#)

[Purchase](#)
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Links to Digital Resources</td>
<td>6</td>
</tr>
<tr>
<td>Materials Needed for Creating the Foldable Graphic Organizers</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Plans at a Glance</td>
<td>11</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>12</td>
</tr>
<tr>
<td>Teacher Information</td>
<td>13</td>
</tr>
<tr>
<td>Vocabulary List</td>
<td>16</td>
</tr>
<tr>
<td>Vocabulary Bookmarks</td>
<td>21</td>
</tr>
<tr>
<td>Vocabulary Word Cards</td>
<td>23</td>
</tr>
<tr>
<td>Vocabulary Practice Booklet</td>
<td>25</td>
</tr>
<tr>
<td>Vocabulary Practice Booklet Answer Key</td>
<td>35</td>
</tr>
<tr>
<td>Vocabulary Test</td>
<td>41</td>
</tr>
<tr>
<td><strong>Comprehension &amp; Writing</strong></td>
<td>42</td>
</tr>
<tr>
<td>Teacher Information</td>
<td>43</td>
</tr>
<tr>
<td>Comprehension Questions for Chapters 1-2</td>
<td>48</td>
</tr>
<tr>
<td>Constructed Response – Setting and Mood</td>
<td>50</td>
</tr>
<tr>
<td>Comprehension Questions for Chapters 3-4</td>
<td>52</td>
</tr>
<tr>
<td>Constructed Response - Character Map - Carmen</td>
<td>54</td>
</tr>
<tr>
<td>Comprehension Questions for Chapters 5-6</td>
<td>56</td>
</tr>
<tr>
<td>Constructed Response – Inferences and Details</td>
<td>58</td>
</tr>
<tr>
<td>Constructed Response – Figurative Language</td>
<td>61</td>
</tr>
<tr>
<td>Comprehension Questions for Chapters 7-8</td>
<td>63</td>
</tr>
<tr>
<td>Constructed Response – Problem and Solution Chain</td>
<td>65</td>
</tr>
<tr>
<td>Comprehension Questions for Chapters 9-10</td>
<td>67</td>
</tr>
<tr>
<td>Constructed Response – Sequence of Events</td>
<td>69</td>
</tr>
<tr>
<td>Constructed Response – Acrostic</td>
<td>71</td>
</tr>
<tr>
<td>Comprehension Questions for Chapters 11-12</td>
<td>72</td>
</tr>
<tr>
<td>Constructed Response – Point of View</td>
<td>74</td>
</tr>
<tr>
<td>Comprehension Questions for Chapters 13-14</td>
<td>77</td>
</tr>
<tr>
<td>Constructed Response – Theme</td>
<td>79</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Constructed Response – Plot Development Chart</td>
<td>81</td>
</tr>
<tr>
<td><strong>Skill Practice</strong></td>
<td>84</td>
</tr>
<tr>
<td>Common Core State Standards for Verbs</td>
<td>85</td>
</tr>
<tr>
<td>Subject-Verb Agreement Organizer</td>
<td>86</td>
</tr>
<tr>
<td>Linking and Helping Verbs Organizer</td>
<td>90</td>
</tr>
<tr>
<td><em>To Be</em> Organizer</td>
<td>91</td>
</tr>
<tr>
<td>Was and Were Practice</td>
<td>96</td>
</tr>
<tr>
<td>Common Core State Standards for Compare and Contrast Essays</td>
<td>98</td>
</tr>
<tr>
<td>Compare and Contrast Foldable Organizer</td>
<td>99</td>
</tr>
<tr>
<td>Compare and Contrast Organizer</td>
<td>104</td>
</tr>
<tr>
<td>Articles</td>
<td>109</td>
</tr>
<tr>
<td>Modeling a Compare and Contrast Essay</td>
<td>113</td>
</tr>
<tr>
<td>Writing a Compare and Contrast Essay</td>
<td>116</td>
</tr>
<tr>
<td>Common Core State Standards for Sentences and Conjunctions</td>
<td>118</td>
</tr>
<tr>
<td>Sentence Problems Organizer</td>
<td>119</td>
</tr>
<tr>
<td>Correcting Run-on and Choppy Sentences Organizer</td>
<td>125</td>
</tr>
<tr>
<td>Making Compound and Complex Sentences Practice</td>
<td>128</td>
</tr>
<tr>
<td>Common Core State Standards for Prefixes</td>
<td>132</td>
</tr>
<tr>
<td>Prefixes Organizers</td>
<td>135</td>
</tr>
<tr>
<td>Prefix Practice</td>
<td>138</td>
</tr>
<tr>
<td>Prefix Dots and Boxes Game</td>
<td>140</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>147</td>
</tr>
</tbody>
</table>
Lesson Plans at a Glance

Because this novel has fewer chapters than most of the *I Survived Books*, extra skill practice activities have been provided to make this unit approximately the same length as others in the series.

<table>
<thead>
<tr>
<th>Read</th>
<th>Vocabulary List &amp; Vocabulary Booklet</th>
<th>Comprehension Quiz</th>
<th>Constructed Response Question</th>
<th>Skill Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapters 1-2</td>
<td>monstrous cannoli biscotti Page 1*</td>
<td>Chapters 1-2*</td>
<td>Setting and Mood*</td>
<td>Subject-Verb Agreement + Linking and Helping Verbs + To Be Organizers*</td>
</tr>
<tr>
<td>Chapters 3-4</td>
<td>industrial infested Page 2*</td>
<td>Chapters 3-4*</td>
<td>Character Map - Carmen*</td>
<td>Was and Were Practice*</td>
</tr>
<tr>
<td>Chapters 5-6</td>
<td>collapsed epidemic Page 3*</td>
<td>Chapters 5-6*</td>
<td>Inference *</td>
<td>Compare and Contrast Organizer*</td>
</tr>
<tr>
<td>Chapters 7-8</td>
<td>cobblestones handkerchief Page 4*</td>
<td>Chapters 7-8*</td>
<td>Problem and Solution Chain*</td>
<td>Modeling a Compare and Contrast Essay*</td>
</tr>
<tr>
<td>Chapters 9-10</td>
<td>rivets wreckage Page 5*</td>
<td>Chapters 9-10*</td>
<td>Summarizing*</td>
<td>Writing a Compare and Contrast Essay*</td>
</tr>
<tr>
<td>Chapters 11-12</td>
<td>flail waterfront Page 6*</td>
<td>Chapters 11-12*</td>
<td>Point of View*</td>
<td>Sentence Problems Organizers*</td>
</tr>
<tr>
<td>Chapters 13-14</td>
<td>perk slug Page 7*</td>
<td>Chapters 13-14*</td>
<td>Theme*</td>
<td>Correcting Sentences Practice*</td>
</tr>
<tr>
<td>Vocabulary Test</td>
<td></td>
<td></td>
<td></td>
<td>Prefixes Organizers*</td>
</tr>
</tbody>
</table>

Where to Find the Digital Extras

* Boom Learning
* Google Drive

Prefix Practice + Prefix Dots and Boxes Game*
Read these definitions of *monstrous*.

a) extremely or unusually large  
b) very wrong or unfair  
c) very ugly, cruel, or vicious

Determine which definition is used in each of the sentences below. Write a, b, or c in the blanks to show your answer.

1. _____ You can’t miss the *monstrous* billboard; it’s gigantic.
2. _____ The *monstrous* gorilla tried to climb out of its cage and strike the onlookers.
3. _____ The bank robber committed a *monstrous* act by shooting the guard.
4. _____ The man was sent to prison for the *monstrous* crimes he committed.
5. _____ We could not eat the *monstrous* banana split.

6. Place the details into the correct locations on the T-chart.

Across
2. extremely or unusually large  
6. small, crisp rectangular twice-baked cookies containing nuts, made originally in Italy  
7. a special kind of metal bolt or pin that is used to hold pieces of metal together  
8. an occurrence in which a disease spreads very quickly and affects a large number of people  
9. coming from or used in industry : made or used in factories  
10. a small cloth used for wiping your face, nose, or eyes  
12. a type of Italian pastry filled with sweetened cheese  
14. the broken parts of a vehicle, building, etc., that has been badly damaged or destroyed

Down
1. a round stone that is used in paving streets  
3. to hit (someone or something) hard with your fist, a bat, etc.  
4. of an animal : to lift (the ears) in a quick or alert way  
5. the land or the part of a town next to the water of an ocean, lake, etc.  
9. to be in or over (a place, an animal, etc.) in large numbers  
11. to break apart and fall down suddenly  
13. to move or swing your arms or legs in a wild and uncontrolled way 

---

<table>
<thead>
<tr>
<th>cheese filled</th>
<th>dipped in drink</th>
<th>fried pastry</th>
</tr>
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<tbody>
<tr>
<td>twice-baked</td>
<td>tube-shaped</td>
<td>dry crunchy</td>
</tr>
<tr>
<td></td>
<td>shell</td>
<td>cookie</td>
</tr>
</tbody>
</table>

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biscotti   | cannoli
Chapters 1-2 [monstrous, cannoli, and biscotti]

Read these definitions of monstrous.
   a) extremely or unusually large
   b) very wrong or unfair
   c) very ugly, cruel, or vicious

Determine which definition is used in each of the sentences below. Write a, b, or c in the blanks to show your answer.

1. ____ a ____ You can’t miss the monstrous billboard; it’s gigantic.
2. ____ c ____ The monstrous gorilla tried to climb out of its cage and strike the onlookers.
3. ____ b ____ The bank robber committed a monstrous act by shooting the guard.
4. ____ c ____ The man was sent to prison for the monstrous crimes he committed.
5. ____ a ____ We could not eat the monstrous banana split.

6. Place the details into the correct locations on the T-chart.

Across
2. extremely or unusually large (monstrous)
6. small, crisp rectangular twice-baked cookies containing nuts, made originally in Italy (biscotti)
7. a special kind of metal bolt or pin that is used to hold pieces of metal together (rivet)
8. an occurrence in which a disease spreads very quickly and affects a large number of people (epidemic)
9. coming from or used in industry: made or used in factories (industrial)
10. a small cloth used for wiping your face, nose, or eyes (handkerchief)
12. a type of Italian pastry filled with sweetened cheese (cannoli)
14. the broken parts of a vehicle, building, etc., that has been badly damaged or destroyed (wreckage)

Down
1. a round stone that is used in paving streets (cobblestone)
3. to hit (someone or something) hard with your fist, a bat, etc. (slug)
4. of an animal: to lift (the ears) in a quick or alert way (perk)
5. the land or the part of a town next to the water of an ocean, lake, etc. (waterfront)
9. to be in or over (a place, an animal, etc.) in large numbers (infest)
11. to break apart and fall down suddenly (collapse)
13. to move or swing your arms or legs in a wild and uncontrolled way (flail)
1. A good title for Chapter 1 could be ---.
   a. The Molasses Race
   b. A Syrupy Disaster
   c. Machine Guns and Racing Trains
   d. Riding on a Wagon

2. Chapters 1-2 are told from which point of view?
   a. 1st through Carmen
   b. 1st through Tony
   c. 3rd through Tony
   d. 3rd through Carmen

3. Match each phrase to the type of figurative language it contains.
   ______ A gigantic wave had a) personification
   crashed into the streets – a
   swirling, raging monster...
   ______ Horse wagons clattered b) onomatopoeia
   and squeaked, and motorcars
   honked.
   ______ Like trees, she and c) simile
   Papa slowly grew into their
   new lives in the North End.
   ______ ...molasses rose up d) metaphor
   over her head and swallowed
   her whole.

4. Match each cause to its effect.
   ______ Tony made and F a) Papa and Carmen
   on his math test. moved to Boston.
   ______ The school never b) Carmen and Tony
   reopened after the were separated.
   earthquake.
   ______ A piece of metal c) Carmen lost her
   rammed into the wagon. mother.
   ______ Tidal waves hit d) Tony would miss
   Italy after the recess.

5. What can be inferred from the cover of I
   Survived the Great Molasses Flood, 1919?
   a. Carmen and Papa will move back to Italy.
   b. Carmen will escape the fast moving molasses.
   c. Papa will bring Carmen’s horse to the disaster location.
   d. Carmen will rescue Tony.

6. What is the main conflict at the end of
   Chapter 2?
   a. An earthquake hit Italy.
   b. Carmen wishes she had a brother.
   c. Papa and Carmen do not get home cooked meals.
   d. Tony is upset with Mr. Lawrence’s decisions.

7. Which genre is I Survived the Great Molasses
   Flood, 1919? Check one from each row.
   ______ historical fiction OR ______ drama
   ______ science fiction OR ______ horror
   ______ fantasy OR ______ realistic

   Explain why you selected these answers.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

8. True or False
   ______ The molasses moved too quickly for people to get out of its way.
   ______ The force of the tank splitting open made a loud noise.
   ______ Horses sensed the disaster was about to happen and got out of the way.
   ______ The chilly day made the molasses flow slowly.
   ______ Carmen and Tony climbed onto a broken wagon that floated on the molasses wave.
   ______ The steel bolts fired out of the tank like bullets.
I Survived the Great Molasses Flood, 1919 ~ Chapters 1-2

1. A good title for Chapter 1 could be ---.
   a. The Molasses Race
   b. A Syrupy Disaster
   c. Machine Guns and Racing Trains
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2. Chapters 1-2 are told from which point of view?
   a. 1st through Carmen
   b. 1st through Tony
   c. 3rd through Tony
   d. 3rd through Carmen

3. Match each phrase to the type of figurative of language it contains.
   d. A gigantic wave had crashed into the streets – a swirling, raging monster...
   b. Horse wagons clattered and squeaked, and motorcars honked.
   c. Like trees, she and Papa slowly grew into their new lives in the North End.
   a. ...molasses rose up over her head and swallowed her whole.

4. Match each cause to its effect.
   d. Tony made and F on his math test.
   a. Papa and Carmen moved to Boston.
   a. The school never reopened after the earthquake.
   b. Carmen and Tony were separated.
   b. A piece of metal rammed into the wagon.
   c. Carmen lost her mother.
   c. Tidal waves hit Italy after the earthquake.
   d. Tony would miss recess.

5. What can be inferred from the cover of I Survived the Great Molasses Flood, 1919?
   a. Carmen and Papa will move back to Italy.
   b. Carmen will escape the fast moving molasses.
   c. Papa will bring Carmen’s horse to the disaster location.
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6. What is the main conflict at the end of Chapter 2?
   a. An earthquake hit Italy.
   b. Carmen wishes she had a brother.
   c. Papa and Carmen do not get home cooked meals.
   d. Tony is upset with Mr. Lawrence’s decisions.

7. Which genre is I Survived the Great Molasses Flood, 1919? Check one from each row.
   ✔ historical fiction OR ☑ drama
   ☑ science fiction OR ✔ horror
   ☑ fantasy OR ☑ realistic
   Explain why you selected these answers.

8. True or False
   T The molasses moved too quickly for people to get out of its way.
   T The force of the tank splitting open made a loud noise.
   F Horses sensed the disaster was about to happen and got out of the way.
   F The chilly day made the molasses flow slowly.
   T Carmen and Tony climbed onto a broken wagon that floated on the molasses wave.
   T The steel bolts fired out of the tank like bullets.
# Constructed Response - Setting and Mood

<table>
<thead>
<tr>
<th>Location and Time</th>
<th>Where the Story Takes Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of the Setting</td>
<td></td>
</tr>
<tr>
<td>How does the setting affect Carmen? What feelings or attitudes does she have related to the setting?</td>
<td></td>
</tr>
<tr>
<td>What is the mood or atmosphere of the setting?</td>
<td></td>
</tr>
</tbody>
</table>

**CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
## Constructed Response - Setting and Mood

<table>
<thead>
<tr>
<th>Location and Time</th>
<th>The story begins on January 15, 1919 around 12:30 PM at the North End, Boston. Chapter 2 flashes back to September 27, 1918 around 3:30 PM at the same location.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of the Setting</td>
<td>A disaster took place at the North End of Boston on January 15, 1919 when a tank housing over 2 million gallons of molasses exploded causing the molasses to rush out in a 25 foot wave down the street. This disaster took the lives of 21 people and a number of animals. In 1919, safety standards were much more lax when compared to today's standards. The tank was not constructed to hold the weight and pressure of the molasses.</td>
</tr>
<tr>
<td>How does the setting affect Carmen? What feelings or attitudes does she have related to the setting?</td>
<td>Carmen has moved with her father from Italy. She thinks America is a magical land across the Atlantic Ocean with golden streets, skyscrapers topped with rubies and wide-open spaces. When she arrives Boston is not the city of her dreams. The streets are piled with trash. Her apartment is small. She thins Papa made a big mistake coming to America.</td>
</tr>
<tr>
<td>What is the mood or atmosphere of the setting?</td>
<td>Frightening - Twelve-year old Carmen is drowning in the gigantic wave of molasses that rolled down the street. The author uses many figures of speech to build suspense: raging monster moving faster than a train, killer wave, ear-splitting moment, bolts...blasted through the air like bullets fired from a machine gun, like millions of powerful snakes.</td>
</tr>
</tbody>
</table>

**CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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