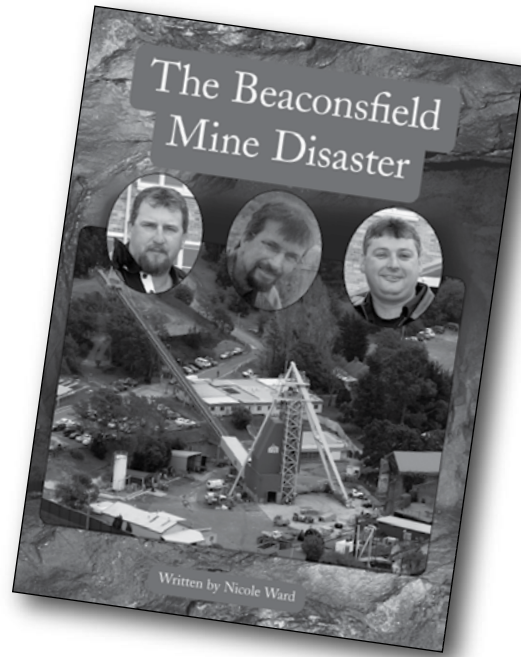


Springboard 5

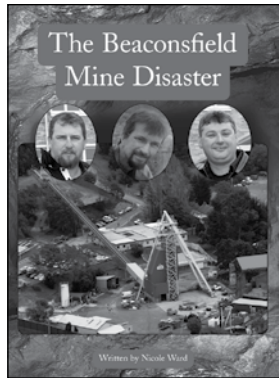


The Beaconsfield Mine Disaster

Fact

| Text Type | 1900–2400 words | 2400–3000 words | 3100–3500 words |
|---|--------------------------------|--|---------------------------------|
| Information Report (Compare/Contrast) | Simpson Desert, Mojave Desert | Daintree Rainforest, Amazon Rainforest | Murray River, Mississippi River |
| Biography | Steve Irwin | Douglas Mawson | Fred Hollows |
| Explanation | How Things Work on a Farm | How Things Work on a Plane | How Things Work at a Hospital |
| Recount (Disaster) | The King's Cross Fire Disaster | The Beaconsfield Mine Disaster | The New Orleans Flood Disaster |

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



THE BEACONSFIELD MINE DISASTER

Middle level fact

Text type: Recount (Disaster)

Reading age 10.1–10.9

Word count 2400–3000

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students what they know about mining. *What sorts of dangers are associated with underground mining?* Invite students to share responses.

Ask students whether they have heard of the Beaconsfield disaster. Discuss what happened, who was involved, and how the accident occurred.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. *What does this photograph show? Where is Beaconsfield?*

Ask students if they have heard of the Beaconsfield Mine. *What do you know?*

Read the blurb and invite discussion. *What do you expect to find out as you read this book?*

Invite students to flick through the book to gather more information about what it is about. Discuss.

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *What do you know about information books?* Students should indicate that the reader can choose where they would like to start.

Students should mention the terms *glossary* and *index* when discussing features. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

INTRODUCTION

Before Reading

What do you notice first about this page? Guide students to discuss the photographs and caption on pages 4 and 5, the map on page 5, and the time line across the bottom. Have students view the photograph and captions, and the labelled diagram on pages 6 and 7 before they begin reading.

What do you expect to find out in the introduction?

Read the first chapter and be ready to share what you learn about where and when this disaster occurred, and what you notice about the way this book is written.

After Reading

Have students share what they have learned.

When did this accident occur?

Where is Beaconsfield?

How far underground were the miners?

What caused the accident to occur?

Discuss the way this book is written. Invite students to share their observations. Explain that this is a factual recount of the events that took place during the course of the disaster.

DEEP UNDERGROUND

Before Reading

Read the time line and have students read the caption and view the photo on page 10. Discuss the size and purpose of the cage.

Read pages 8 to 10, and be ready to share what you learn about this disaster. Jot down some notes to help you remember important details.

After Reading

Invite students to share their discoveries. *Describe what happened after the earthquake.* Prompt students to revisit pages 8 to 10 to check the text if needed.

How would you expect it to feel to be pinned down by rocks? How do you think the men felt, waking in complete darkness? What were they able to use for light?

What kind of injuries did the men have? What is amazing about the injuries?

SEARCH AND RESCUE OPERATION

Before Reading

Investigate the photos, captions, time line, and diagram to build knowledge of this chapter.

What do you expect to learn from this chapter?

Read this chapter to find out what happened during the search and rescue operation.

After Reading

What did you learn about what happened next? Invite responses. What do you think rescuers may have thought about the safety of Todd and Brant when they found Larry's body?

How did the community feel about the incident?

What tough decision was made by the rescue team?

IN PRISON

Before Reading

What does the heading tell you about the cage that Todd and Brant were trapped inside? Read the time line and the captioned diagram. What features of the helmet make it suitable for underground mining?

Have students visit the glossary to check the meanings of the bold words.

As you read this chapter, jot down a few notes about what it was like for Todd and Brant in the cage.

After Reading

What did the experience of being trapped feel like for Todd and Brant?

How did the men survive the cold conditions?

What did they drink?

How much harder do you think it might have been for the miners if they had had no light available to them?

What might they have been thinking as they waited?

BLASTING A NEW TUNNEL

Before Reading

What does the heading suggest this chapter is about?

Invite students to look through this chapter to gather information from the photographs, diagram, and captions. Discuss.

Have students visit the glossary to check the meanings of the bold words.

As you read, jot down the main points that you learn about the rescue operation.

After Reading

Invite students to share their responses. Support students to identify the following points.

How many days had the men been trapped before the new rescue strategy was introduced?

What did the rescuers use to form the tunnel?

What were Todd and Brant thinking as the blasting occurred?

What did the men do to keep their spirits up?

What did you learn about the trapped men?

What eventually happened after all the blasting?

What did the rescuers send through for the miners?

What kind of feelings do you think the miners had when they heard the rescuers so close to them?

THE RESCUE

Before Reading

What does the heading suggest? Read the time line and diagram. Discuss.

Have students visit the glossary to check the meanings of the bold words.

Read this chapter and be ready to share what you learn about the rescue.

After Reading

What events take place in this chapter?

What were the complications for the rescuers as they got closer to the men?

How was the final rescue attempt delayed?

Were the men rescued during this chapter? How long had they been trapped by the time the drilling began?

WAITING AND WAITING

Before Reading

Invite students to discuss the time line, and look at the photo and caption on page 24.

What does this chapter suggest about the miners' experience?

Have students explain what a paramedic is and then check the glossary to clarify.

Read this chapter and be ready to share what you learn.

After Reading

Invite students to share what they have learned.

What did you learn about Todd and Brant during this chapter?

How do you think their families were coping?

How was the community feeling as the rescuers got closer to the men?

Why did the rescuers need to be particularly careful as they broke through the last section of rock?

FREE AT LAST!

Before Reading

What happens in this chapter? Invite students to look through the last chapter to discuss photos, captions, and support information to build knowledge of this part of the book.

Read the last chapter and consider some of the factors that made this rescue amazing. Be ready to share your thoughts.

After Reading

Invite students to share what they learned about the rescue. *What factors contributed to make this rescue amazing?*

What did Brant and Todd do before coming out of the mine? Why?

They also did something that many people thought was humorous as they passed the mine board.

What did they do, and why was it thought by some to be funny?

Why might it have been difficult for the men to walk out of the mine?

What occurred in the town as Brant and Todd came out of the mine?

What makes a situation like this very dangerous for rescuers?

▲ CODE BREAKER

This book could be challenging to read if you don't know much about rescues or mines. This makes the glossary a very valuable feature of the text.

Look through the book and find other words that could be added to the glossary. Once you have found them:

- *Write the words.*
- *Record their page numbers.*
- *Write what you think the words mean.*
- *Check the words in your dictionary.*

When you have finished, compare your list to a friend's and see which, if any, words you have in common.

■ MEANING MAKER

This is a story of courage, determination, and a will to survive. Have students work in pairs to write a conversation that could have taken place between Brant and Todd as they waited deep underground for rescue. Topics to consider may be: what they think has happened to Larry, how much they miss their families, how they find out about each other's interests, and what they plan to do when they are rescued.

◆ TEXT USER

Have students discuss the genre of this text. *What was the author able to communicate to us through a factual recount that would have been tricky to show us in a report?* Turn to page 30 and direct the students to the first sentence. This sentence *It truly was a great rescue* can be written in a recount, but would not be written in a report.

Have students work with a friend to look for other examples of text that is suitable for a recount, but not for a report. Invite students to share their responses.

● TEXT CRITIC

Explain that all authors write books for a reason. The purpose may be to entertain, to inform, or to persuade. Sometimes, the purpose is clear, but at other times the purpose may not be clear. A factual recount is one person's view, opinion, or understanding of what happened. Writing this way shows us the author's feelings about the topic. This is called bias. Readers need to be aware of this, and the possibility that they may be influenced by the author's opinions or feelings.

Scan through this information book and look for evidence of bias.

USING MULTIPLE INTELLIGENCES

Class activity

Design: Draw a plan for an underground mine. (S)

Create: Build the mine that you have designed. (B)

Discuss: Discuss the strengths and the weaknesses of your mine. (V)

Revisit: Revisit the design and find ways to overcome the weaknesses. (L)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

The Beaconsfield Mine Disaster

Name _____

Graphic Organizer (before and during reading)

| Chapter | Main ideas |
|-----------------------------|------------|
| Introduction | |
| Deep Underground | |
| Search and Rescue Operation | |
| In Prison | |
| Blasting a New Tunnel | |
| The Rescue | |
| Waiting and Waiting | |
| Free at Last! | |

The Beaconsfield Mine Disaster

Name _____

Multiple Intelligences
Verbal-linguistic, Musical

Write a poem or song that sums up the courage and determination of Todd and Brant during their terrifying ordeal.

The Beaconsfield Mine Disaster

Name _____

Code Breaker

This book contains a lot of specialized words about the topic. Find the specialized words in the book, write what they mean, and use them in a sentence.

| Word | Meaning | Sentence |
|----------------|---------|----------|
| groundwater | | |
| headlamp | | |
| loader | | |
| paramedics | | |
| raise bore | | |
| shock waves | | |
| surveyors | | |
| telehandler | | |
| thermal camera | | |

The Beaconsfield Mine Disaster

Name _____

Meaning Maker

If you were trapped and did not know whether you would see your family and friends again, what message would you want to send them? Write a letter to someone special telling them what is happening to you and how you are feeling.

The Beaconsfield Mine Disaster

Name _____

◆ Text User

Use the time line and check the text to complete the table below. Make a drawing of the event on a separate worksheet.

| Time | What happened? |
|---------------------|----------------|
| 25 April: 6 p.m. | |
| 25 April: 9.26 p.m. | |
| 27 April | |
| 28 April | |
| 29 April | |
| 30 April | |
| 1 May | |
| 2 May | |
| 8 May | |
| 9 May | |

The Beaconsfield Mine Disaster

Name _____

Text Critic

This book is a factual recount and is one person's view, opinion, or understanding of what happened. This means that we as readers need to decide if what we are reading is accurate. Consider the following:

1. When you saw the cover of this book, did you think it contained a true story? Why or why not?

2. Did you think that this book would give facts about the incident that were correct? Why or why not?

3. Do you think the author presented just the facts in this book? Explain.

4. Did you get the feeling that the author liked the miners? Explain.

5. Which word in the title makes a statement about this incident?

6. Is it possible that some details may be incorrect? Explain.

7. Do you think readers of this book will be interested to find out about this disaster? Explain.

8. If Brant and Todd wrote this book, how might they recount the incident differently?

The Beaconsfield Mine Disaster

Name _____

Recount (Disaster)

Look at some other information books and complete the table to show how their special features help the reader to understand the text.

| Title | Features | How the features help me to understand this book |
|---|--|--|
| Example: The Beaconsfield Mine Disaster | Example: blurb contents page photos captions diagrams time line glossary index | |
| | | |
| | | |