

## Social Studies

### Genre

**Newspaper Articles** tell about current events and ask who, what, when, where, how, and why.

### Text Feature

**Photographs with Captions** provide further visual information about the subject.

### Content Vocabulary

**terrain**      **turbulence**  
**canvass**    **descending**



Caleb and Lisa Bryant, wearing snowshoes, headed up Route 113 in Stow, Maine, yesterday, in search of eight missing high school students and two teachers.

# Storm Surprises Maine Students

By Brian MacQuarrie

SOUTH PARIS, Maine—For eight students in the Wilderness Leadership class at Oxford Hills High School, a three-day weekend hike in the White Mountain National Forest sounded like a fun, challenging course requirement.

But when a storm dumped up to 3 feet of snow on western Maine, a rugged learning experience turned into a crash course in winter survival.

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*After anxious night,  
all found cold, tired*

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Reported missing from their scheduled rendezvous in Gilead at 5:30 P.M. Sunday, the eight students and two teachers were not found until 11 A.M. yesterday [Monday], after a pilot spotted the group moving single-file in rugged snow-blanketed **terrain**. The discovery

*Boston Globe, December 9*

followed an unsuccessful ground search by volunteers on snowshoes.

After the group was reported missing Sunday, volunteers hiked 3 miles into the woods to look for the students. The five-hour effort turned up nothing, and the decision was made to wait until yesterday morning to also **canvass** the area by air.

A Maine Warden Service pilot lifted off and spotted the group close

to their intended trail at about 11 A.M. Heavy **turbulence** prevented him from **descending** toward the hikers but the group clearly recognized the plane as part of a search team.

“They waved at the plane. They laid down, spread out, and waved,” said Mark Latti, a spokesman for the Maine Warden Service. “The pilot then guided a [search] party in to their location.”

## Connect and Compare



1. Look at the picture and read the caption. What clues do they give you about the subject of the article? **Reading a Caption**
2. What can these hikers do differently next time to be safer? **Analyze**
3. How was the rescue team in this article and the rescue effort in *The Summer of the Swans* the same? In what ways were they different? **Reading/Writing Across Texts**



## Social Studies Activity

Research how police officers or firefighters rescue people in trouble. Then write a news article about a police or fire rescue team. Read your article to the class as if you were a TV reporter broadcasting live from the scene.



Find out more about rescue teams at [www.macmillanmh.com](http://www.macmillanmh.com)



## Writer's Craft

### A Good Paragraph

A **good paragraph** includes a topic sentence that tells the reader what the subject of the paragraph will be. Supporting details add information about the topic.

# Write About Working with Others

## Save Our Parks



by Kayla J.



Our local parks were in bad shape. It was spring, and they needed to be cleaned up and to have new flowers planted. No one was doing anything, so I called the parks department. That's when I learned there was no money to take care of our parks. I talked to my friends, and then we decided to do something about it.

"Do you want to help fix up the park down the street on Saturday?" I asked over and over again. I called at least twenty adults and students in the neighborhood that week. Most people were happy to help.

Saturday morning came, and all my neighbors were at the park ready to work! They were waiting for me to give them directions. I asked, "Will you clean those leaves?" to the people who had rakes. I told others where to plant the flowers.

It was a fantastic day! The park became a true neighborhood place after we worked together.

My topic sentence tells about a problem in my neighborhood.



I used different types of supporting details to make my story interesting.

## Your Turn

Write a few paragraphs about a time you worked with others to achieve a goal. Perhaps you worked together to complete a school project or to play a game. Be sure to use a topic sentence and supporting details to organize your writing. Use the Writer's Checklist to evaluate your narrative.



## Writer's Checklist

- Ideas and Content:** Did I express the importance of cooperation in my narrative?
- Organization:** Did I form **good paragraphs** by beginning each with a topic sentence and then giving details to back it up?
- Voice:** What about my writing makes it obviously mine? What can I add to make it more interesting?
- Word Choice:** Did I use vivid adjectives and verbs?
- Sentence Fluency:** Did I use a variety of sentence types?
- Conventions:** Did I punctuate each sentence correctly? Did I check my spelling?