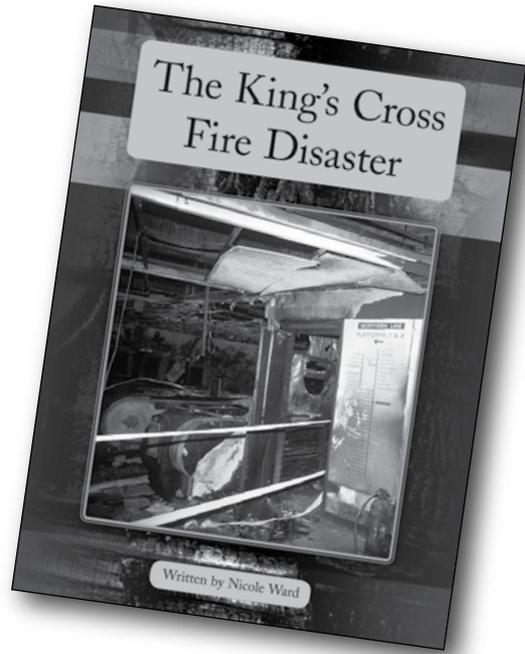


# Springboard 5

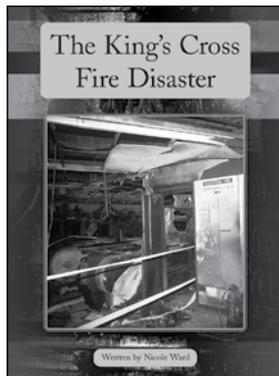


## The King's Cross Fire Disaster

### Fact

Text Type	1900–2400 words	2400–3000 words	3100–3500 words
<b>Information Report</b> (Compare/Contrast)	Simpson Desert, Mojave Desert	Daintree Rainforest, Amazon Rainforest	Murray River, Mississippi River
<b>Biography</b>	Steve Irwin	Douglas Mawson	Fred Hollows
<b>Explanation</b>	How Things Work on a Farm	How Things Work on a Plane	How Things Work at a Hospital
<b>Recount</b> (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 KING'S CROSS FIRE DISASTER

Guide questions for teachers are in *italics*.

### Lower level fact

**Text type: Recount (Disaster)**

**Reading age 9.5–10**

**Word count 1900–2400**

### Before Reading

Activate prior knowledge by asking students what they know about fires. Have students brainstorm all the possible causes of fires.

*What are the effects of fire on built structures?*

*What types of safety devices exist in buildings and houses to warn people of fire?*

*What are fire escapes?*

*Why do buildings that hold lots of people need fire escapes?*

### COVER

#### Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about.

*What does this photograph tell you about the King's Cross fire?*

*Where is King's Cross?*

*Who do you think took this photo?*

Ask students if they have heard of the King's Cross fire disaster.

Read the blurb and invite students to infer what this book will be about.

Invite students to flick through the book to gather more information on 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 topics in the book.

## INTRODUCTION

### Before Reading

*What do you notice first about this page?* Guide students to discuss the photograph and caption on page 4. *What do the words King's Cross refer to in this book?*

*Read the first chapter and be ready to share what you learn about this disaster and also what you notice about the way this book is written.*

### After Reading

Have students share what they have learned.

*When did this fire occur?*

*Where is King's Cross?*

*What was unusual about this fire?*

*How many people died?*

Discuss the way this book is written. Invite students to share their observations. Explain that this is a factual recount of the events. *Why do you think the author might have chosen this text type?*

## KING'S CROSS STATION

### Before Reading

Direct students to look at the map. *What does the map tell us about the underground rail system in London?*

Invite students to infer and then have students visit the glossary to check the meaning of *interchange station*.

*Read page 6 and be ready to share what you learn. Jot down some notes to help you remember important details.*

### After Reading

Invite students to share their discoveries. *What is meant by the term rush hour? Describe rush hour at King's Cross Station. How many lines are running through King's Cross? What do the words arson and terrorist attack mean? What do you know about this particular fire?*

## JUST A SMALL FIRE

### Before Reading

*What does the heading tell us about this fire?*

Invite students to look through this chapter to gather more information from the photos, captions, and time line. Discuss the time line events. Discuss the plan of King's Cross Station and draw students' attention to the location of the exits.

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

*Read this chapter to find out what happens in the early stages of the fire.*

### After Reading

*What did you learn about what happened during the early stages of the fire?* Invite responses.

*Why was no one alarmed about the fire? How big was it in the early stages? What caused the fire to grow quickly? Refer to page 11 to check if needed.*

*Describe what you think the fire may have looked like in the early stages and as it spread quickly.*

*How did passengers react to the fire in the early stages? Why do you think they did not panic?*

Revisit the plan of King's Cross Station to help students to build understandings of this chapter.

## INFERNO

### Before Reading

*What does the heading suggest to you?*

Walk through the photos and read the captions to build knowledge of the chapter content.

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

*As you read this chapter, jot down a few notes about what happens next.*

### After Reading

Invite students to share their responses. Support them to retell the events and guide them to add detail as they include the main events in sequence.

*What do you think the fire would look like?*

*What do you think it would smell like?*

*How would you expect people felt at the time?*

*How long did it take to have the fire under control?*

## VICTIMS

### Before Reading

Have students predict who the victims might be. Prompt them to include police, firefighters, and others.

Read the captions and look at the photos. Prompt students to infer who “115” is.

*Read this page and be ready to share what you learn about “115.”*

### After Reading

*Who is “115?”*

*Why did it take so long to identify this man?*

*Why was he referred to as “115?”*

*Did everyone who died in the fire die from the flames? How else did people die?*

## THE INVESTIGATION

### Before Reading

*Read the heading. What is an investigation? Check the glossary meaning. What do you expect to learn in this chapter? Invite students to walk through pages 22–27 to discuss photos and captions.*

*Discuss the terms *trench effect* and *piston effect*. Have students check the glossary meanings.*

*Read this chapter and be ready to explain what was discovered during the investigation. Jot down some notes to help you recall important findings.*

### After Reading

*Invite students to share what they learned. Prompt them to elaborate when required.*

*What was unusual about the way this fire behaved?*

*How did the fire begin? What did this tell investigators about the cause of the fire?*

*How did the fire spread?*

*What caused the fire to change? Revisit page 25 if needed. What did the fire do because of the trench effect?*

*What made the fire spread?*

## SAFETY IMPROVEMENTS

### Before Reading

*Invite students to infer what kind of safety improvements could be implemented. Discuss the photo and caption on page 28 and read the list of recommendations on page 29.*

*Read these pages and be ready to share what you learn.*

### After Reading

*What did Desmond Fennell identify as some of the problems at King's Cross Station?*

*How many recommendations did he make?*

## **LESSONS OF THE TRAGEDY**

### **Before Reading**

Have students infer what lessons could be learned from this tragedy.

Discuss the caption and photo.

*Read this page and be ready to discuss the lessons outlined.*

### **After Reading**

Discuss the last chapter.

*How has this changed the way you might view a fire?*

*What are some of the important things to remember if you are ever in a fire?*

## ▲ CODE BREAKER

*This book could be challenging to read if you don't know much about fires and fire stations. 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

*Tragedies like this can have a devastating effect on people. Ask students to think about the victims of this fire. What impact might this have on those who survived?*

Have students consider what it might feel like to lose a family member or close friend in a tragedy like this. Have them share their understandings with a partner.

## ◆ TEXT USER

Invite students to examine the way this book has been structured to help readers understand this topic. Discuss the choice of chapter topics for this book and invite students to consider what other things could help readers understand this tragedy.

Revisit the map on pages 6–7 and the plan on pages 12–13 and have students discuss how these help build knowledge about what happened.

## ● 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. Some information books may be written in such a way that the author's feelings about the topic are communicated to the reader through the writing. This is called bias. Readers need to be aware of this possibility, and the possibility that they may be influenced by the author's opinions or feelings.

*Scan through this information book and decide whether this book gives only the facts, or whether the language shows the author is trying to shape your thinking in some way.*

## USING MULTIPLE INTELLIGENCES

Class activity

**Research:** Conduct more research about fires. (N)

**Record:** Record the places these fires occurred and how much damage they did. (L)

**Organize:** Organize this information using a table. (L)

**Reorganize:** Reorganize the information by date to form a time line. (L)

**Map:** Choose one fire and draw a map to show the area/s that were worst affected. Add labels to show places. (S)

## 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 King's Cross Fire Disaster

Name \_\_\_\_\_

Graphic Organizer (before and during reading)

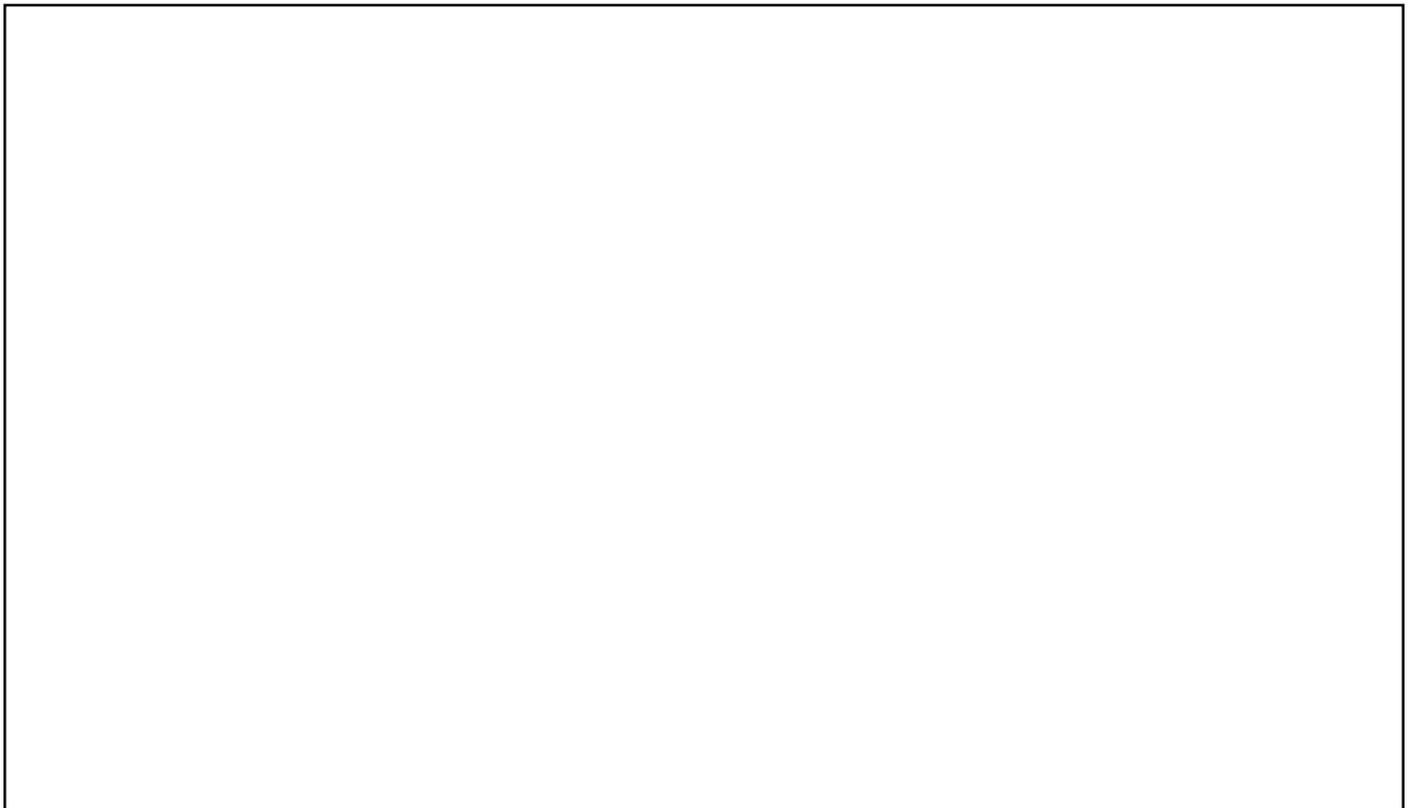
Chapter	Main ideas
Introduction	
King's Cross Station	
Just a Small Fire	
Inferno	
Victims	
The Investigation	
Safety Improvements	
Lessons of the Tragedy	

# The King's Cross Fire Disaster

Name \_\_\_\_\_

Multiple Intelligences  
Spatial

How could King's Cross Station have been better designed to make it easier for people to get out of the fire? Use the plan of the station on pages 12 and 13 and make changes so that there are more ways out from the platform. Draw your plan below and record some notes about it.



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# The King's Cross Fire Disaster

Name \_\_\_\_\_

## 🔍 Code Breaker

Write an interesting sentence containing each noun below. Include an adjective to describe each noun.

fire \_\_\_\_\_

station \_\_\_\_\_

platform \_\_\_\_\_

police \_\_\_\_\_

firefighters \_\_\_\_\_

skirting boards \_\_\_\_\_

Draw a line to match the synonyms.

fatal

fire

study

inhale

breathe

deadly

inferno

investigation

What are people in these jobs sometimes called?

Law enforcement officers \_\_\_\_\_

Emergency services officers \_\_\_\_\_

Paramedics \_\_\_\_\_

# The King's Cross Fire Disaster

Name \_\_\_\_\_

## ☐ Meaning Maker

Can you imagine what it would be like to be in a fire? Use the book to help you build a picture of what it would look like, sound like, and feel like to be trapped in a fire in an underground station.

Looks like

Sounds like

Feels like

# The King's Cross Fire Disaster

Name \_\_\_\_\_

🕒 Text User

Find the information from the book to complete the table about the King's Cross fire.

Where	When	How	Number of deaths

Draw and write about three things that could have prevented this disaster.


# The King's Cross Fire Disaster

Name \_\_\_\_\_

● Text Critic

This book is a factual recount of the King's Cross fire.

1. What was your first impression of this book when you saw the cover?

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2. Did you think that this book presented facts about the fire that are correct?  
Why or why not?

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3. Did you get the feeling that the author was teaching the reader to be careful of fires?  
Why or why not?

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4. Which word in the title makes a statement about this fire?

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5. In what ways could a factual recount present information that may not be accurate?

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6. Do you think readers of this book will be interested to learn more about disasters  
like the one in this book? Explain.

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7. What makes the information in this book appear to be accurate? Explain.

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# The King's Cross Fire Disaster

Name \_\_\_\_\_

Recount (Disaster)

You learn lots about what happened during this fire from reading the words, but you also need to read the pictures, maps, and diagrams. Find these pictures, maps, and diagrams in the book and examine them carefully to gather information.

Feature	What it helps me to understand about the King's Cross fire
Title	
Photo: Title page	
London Underground Map: pages 6 and 7	
Plan of King's Cross Station: pages 12 and 13	
Photo and caption: page 17	
Photo and caption: pages 18 and 19	
Photos and captions: pages 20 and 21	