

02-07-18

Coal

and Its Impact on

Us

Coal and Its Impact on US

CEDAR Coal Grant Report

This year our we asked our students two questions. "Do your family or friends have any connections to coal? How does coal impact our area?" Students went home and interviewed their families and friends. Then they reported back to the whole class what they had learned. The reports and discussions were interesting. From these discussions the students decided they wanted we more about how coal has and does impact our area and they wanted to know more about how coal is made into energy.

Our unit centered around reading and activities related to a novel, ***Saving Wonder*** by Mary Knight. This novel focuses on coal mining production as an energy source, an income source, and a way of life. The novel also brings to light the environmentalist view of coal production damage to the earth/physical features (mountain top removal, strip mining, deep earth mining) and the lasting effects of those types of energy retrieval. ***Saving Wonder*** also looks at the other side of the issue---loss of income, families moving away, and a subculture/way of life being lost, etc. The book is relevant to our students because of the shared vocabulary, shared backgrounds and experiences, and an in depth look at the social issues faced by those who are coming of age here in Eastern Kentucky.

Activities for the unit were designed and implemented that focused on the development of reading, writing, speaking, listening, and communicating skills and strategies that can be applied to everyday situations. These skills include making predictions, using comprehension strategies, information gathering, and applying vocabulary. The goal of the unit was to provide culturally relevant learning experiences relating to coal while developing reading and writing skills. Through active participation in this unit, students explored/developed a deeper understanding concerning the relationship and cultural impact that coal has/had on Appalachia. The rationale behind the teaching of this unit was a focus on students understanding the world around them.

Summary of novel;

Saving Wonder is novel about a boy named Curly who lives in Wonder Gap, KY. The novel is set in the Appalachian Mountains and the coal fields of Appalachia. The main character, Curly has lost nearly all his family members to some type of mining accident, and he hates the coal mining production company. The catch is that Curly, who now lives with his grandfather, subsists on a monetary settlement from the coal mining company due to such accidents. Curly is caught between wanting to stop the mining company from clear-cutting and strip mining his beloved mountain and needing the monetary assistance from the mining company to live. If Curly wins his battle, his mountain is saved but people lose their jobs and Curly loses the settlement money. If he loses, his mountain will be forever altered.

Activities:**1. Pre-reading Activity --**

Our students watched a short video: **Coal People: A Century of Pride** (<https://youtube/8RMomXUfWHc>). Next students answered the following prompt. Discussions followed as students shared their thoughts and impressions.

Prompt: You have viewed the video, **Coal People: A Century of Pride**. Discuss two details/things that you observed in the video. Why did those two details stand out to you? Be specific and relate your observations to information you learned from the video.

2. Reading *Saving Wonder* by Mary Knight

Students read daily from the novel; independent reading, buddy reading, small group reading, whole group reading. Students regrouped into discussion circles to discuss the components of the story.

3. Journaling

Students kept a daily log/journal while reading the book. Journal entries will include a brief summary of the chapter read, a list of Curley's words (vocabulary) and their definitions, and reflections/text connections that the reader makes with the text (text to text, text to self, text to world). *When we asked for a volunteer to let us put a journal in grant report every one refused unless they could have the journal back before the end of the school year. Their journals had more meaning to them than we had anticipated.*

4. You Be The Teacher Activity Multiple Choice (Discussion Springboard Activity)

Students were placed in groups and given the following instructions: Your group of "teachers" are to read Chapter _____ (assign a chapter) again and develop 10 multiple choice questions. Write out the questions, the answer choices, and make an answer key. Exchange questions with another group of "teachers" who have developed questions for different chapter and answer that set of questions as a group. As they finished, students got answer key and checked their answers.

5. You Be The Teacher Activity Short Answer (Discussion Springboard Activity)

Students were placed in groups and given the following instructions: Your group of "teachers" are to read Chapter _____ (assign a chapter) again and develop 5 Short Answer questions. Write out the questions and make an answer key using the RACE strategy. Exchange questions with another group of "teachers" who have developed

questions for different chapter and answer that set of questions as a group. As they finished, students got the answer key and checked their answers.

6. Creative Writing

Students were asked to write a story in which they were the main character--either a coal miner or a member of a coal mining family--in the past or the present. They were to write about the hardships and joys of being a coal miner or coal mining family. They wrote a handwritten story that had to be checked/edited by at least two other people. This led to very interesting discussions and even an occasional argument about accuracy. The final draft had to be typed and be a total of 2-4 pages with 15 to 20 paragraphs. After much moaning and groaning most of the students were proud of their writings and enjoyed sharing them.

7. Research Paper/Essay

Students were asked to pick a topic relating to coal that they were interested in learning more about. Students were given the list of suggested topics, but many had their own ideas. Students were encouraged to be original and not plagiarize. Essays had to be 3-4 pages (12-15 paragraphs) and had to include a Bibliography. Essays were read and edited by at least 2 other students. We have included an example of the research projects in our report.

8. What I Learned/Reflection Paper

Students wrote a 3.5-3.8 essay detailing what they had learned during the process of working on their Coal Fair Projects. The essay had to address what the students had learned, how that knowledge changed their perspective or point of view, etc. Students made a rough draft which was checked/edited by at least two other people, then a final draft was typed.

9. Character Portraits

This was one of the more successful activities. The students were to choose one of the main characters of the book and create a visual representation (a portrait/drawing) of that character based on the description in the novel. We hung these drawings in the hall. Everyone, even 4th and 5th graders passing by stopped to check out the pictures and ask questions. Many discussions followed.

10. Graffiti Wall & Parking Lot Reader Response Activities

Several times as they read the novel the students participated in the Graffiti Wall and Parking Lot Activity. Each student had to choose two or more passages from the assigned chapters they felt were "worthy of being read out loud". After each student read their passage, discussion followed. During these times the students told of stories from their own families. It was here that we feel they began to be aware of how our culture has been and is now impacted by the coal. Students were given sticky notes on

which they wrote their reactions to the discussion. They wrote questions about the selection, feelings that the discussion or selection evoked, or a fact or detail that appealed to them. Check out our pictures of the Graffiti wall.

11. Reading Strategy Task Cards

Through active participation in the reading task card activity the students practiced and developed the following skills/focus areas: author's purpose, summarizing, prediction, inference, character, setting, point of view, tone, theme, compare and contrast, conflict and resolution, cause and effect, describing, and main idea. Many interesting discussions were heard as the students worked together to describe the problems and joys of this coal family described in the novel.

Science of Energy Stations

During the science class, students participated in six laboratory stations that allowed them to investigate the science of energy. These lessons were selected from the National Energy Education Development (NEED) Project.

Station 1-Potential and Kinetic Energy

Students investigated the questions

What forms of energy are demonstrated when you bounce a ball?

What energy transformations occur?

During this station students used a variety of materials to see the changes from potential to kinetic energy. Students worked with the vocabulary absorb, collision, gravitational potential energy, kinetic energy, potential energy, rebound, and thermal energy. Students measured what happened to rubber bouncy balls (happy and sad spheres) when put in hot, cold and room temperature water. They also measured what happened when balloons are blown up and released, wind up cars being wound and released, and a yo-yo being dropped.

Station 2 -Endothermic and Exothermic Process

Students investigated the questions

How is the temperature of vinegar affected when it is combined with baking soda?

How is the temperature of water affected when combined with calcium chloride?

What energy transformation(s) occur?

During this station students used calcium chloride and water, baking soda and vinegar and measured the reaction temperatures. Students used vocabulary words such as chemical energy, chemical reaction, endothermic, exothermic, and thermal energy. Students also learned about the reactions within hand warmers and oxygen.

Station 3 - Radiant Energy Transformations

Students investigated the questions

How does direct light affect the temperature of an object?

How does light affect a radiometer?

How does the angle of the light affect the amount of electricity produced by a solar panel?

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What energy transformation(s) occur?

During this stations students learned how direct sun (heat lamp) could affect a thermometers temperature, make a radiometer spin, and see how a solar panel could run a fan. Students used vocabulary words such as radiant energy, motion energy, electrical energy. Students talked about the potential and kinetic energies within the transformations that occurred.

Station 4 - Thermal Energy and Motion Energy

Students investigated the questions

How does bending the hanger affect it temperature?

How does temperature affect the live wire?

How does temperature affect the bi-metal bar?

What energy transformations) occur?

During this station students worked with a variety of metal materials found that thermal energy can could motion energy of some metal objects. Students used vocabulary words such as thermal energy, molecules, expand, contract, and absorb.

Station 5 - Chemical Energy

Students investigated the questions

How does the temperature affect the rate of the chemical reaction in a glow stick?

How do metal combinations affect the electric current produced by an apple?

What energy transformation(s) occur?

Students investigated and measured chemical energy changing within a glow stick to create radiant energy and chemical energy transforming into electrical energy within an apple. Students used vocabulary such as chemical reaction, chemical energy, radiant energy, thermal energy, molecules, conduct, and direct current.

Station 6 - Electrical Energy

Students investigated the questions

How does electric current affect the needle of a compass?

How does a motor compare to a hand generated flashlight?

What energy transformation(s) occur?

Students investigated different effects of electrical energy. They learned that an electrical current affects magnetic fields when they created an electromagnet. They learned that motors have magnets within and copper coils that allow the energy to be created. They learned that for our devices to work it takes several energy transformations to occur.

Through these labs our students learned apply a variety of potential and kinetic energies to everyday activities. They learned that overall to create electrical energy, thermal energy, radiant energy, motion energy, and sound energy it takes a lot of potential energy. We applied these transformations to our coal fired plant producing energy and moving energy into our homes to run the devices that we use on a daily basis.

In Math class, several of the students volunteered to read their research papers they had written. This triggered many questions. Students went on the internet to find

energy and moving energy into our homes to run the devices that we use on a daily basis.

In Math class, several of the students volunteered to read their research papers they had written. This triggered many questions. Students went on the internet to find out how coal is made into energy. Groups researched different websites and reported to the class what they had learned. Students displayed on the Smartboard what they learned and explained them own terms. During these reports, we discussed the careers and science involved in all we had uncovered. From this we did an activity we called "Where's the MATH!?(in this concept or skill). We related this back to the steps of math we are learning this year.

Our gifted and talented students decided to research how much energy - whether electric, coal, solar, or other - is required for a 100-watt light bulb to run for one year, 24 hours a day. The students used a variety of websites to research solar energy, coal, and natural gas and then used ratios, rates, and converted measurement units. The students calculated that a kilowatt-hour is equal to exactly 1,000 watts of energy and a 100-watt light bulb, if left on, uses 0.1 kWh of energy an hour. Given that there are 8760 hours in one year, when you multiply this by 0.1 kWh it gives you 876 which is how many kWh a 100-watt light bulb uses in one year.

The students chose to report their findings by creating a posters with the researched information on natural gas, coal, and solar power. These posters were hung in the halls and students explained their findings to others.

After we finished our Coal Study unit, students participated in the coal fair. Students took what they had researched about coal, personal experiences with coal in their families and the science content to apply to their projects. This year as students began to choose projects from the seven categories: math, science, social studies, technology, music, art, and language arts. Everyone had ideas on how to express what they had learned.

Conclusion:

This was the first coal study unit we had done in several years. It was a first for 2 of our teachers. With our students help, we did a lot of collaborative crossover between our classes. Subjects and projects were worked on in all 4 classes. Parents reported students were discussing our activities. At the end of our unit, we asked our students to write about the benefits of the coal study unit. Most all comments were favorable. My favorite comment was " Before doing this unit, I did not think much about how coal impacts Eastern Kentucky. Now, however, after spending many weeks on this topic I do think about how much this issue impacts where I live. The coal unit has affected me greatly." I feel this student sums up our unit well. Thank you for your encouragement and incentives for doing this unit with our six graders.

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Saving Wonder Novel Unit Reading



Small Group Discussions



Small Group Journaling



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You Be the Teacher Activity- Discussion Spring Board



Reading Task Card Activity

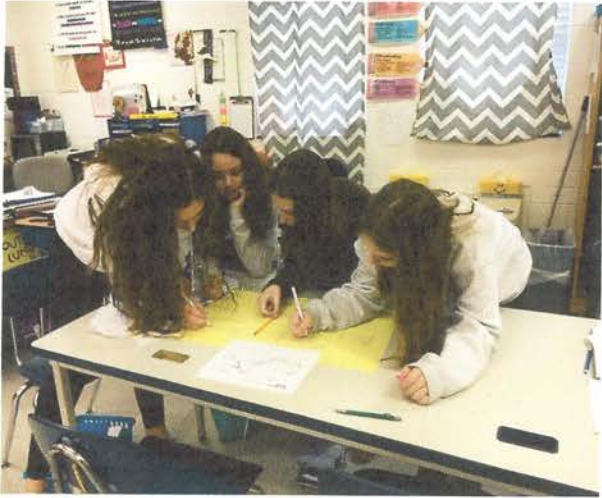


Reader's Response Graffiti Wall



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Group Work:Text Connections

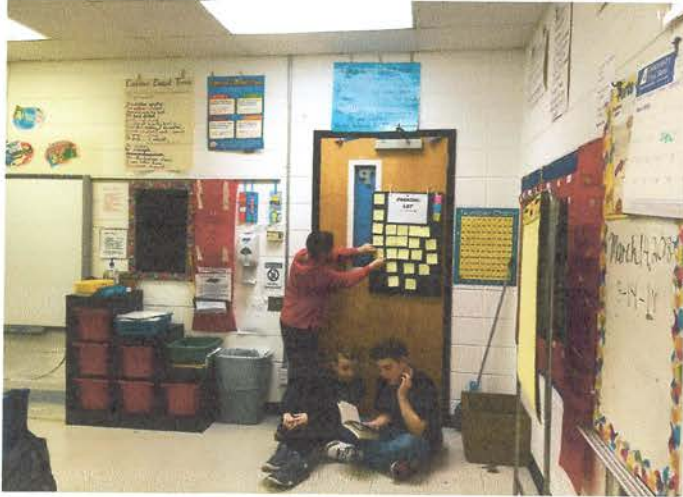


Story Plot



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Reader's Response "Parking Lot" Activity



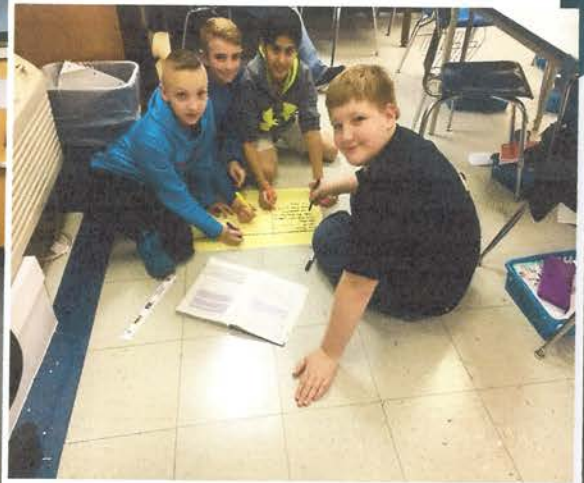
Proud of our Character Sketches



Conducting Coal Research Using Technology



Think Tank Discussion Groups



Station 1 - Potential and Kinetic Energy



Station 2 - Endothermic and Exothermic Reactions



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Station 4 - Thermal Energy and Motion Energy



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Station 5 -

Chemical Energy



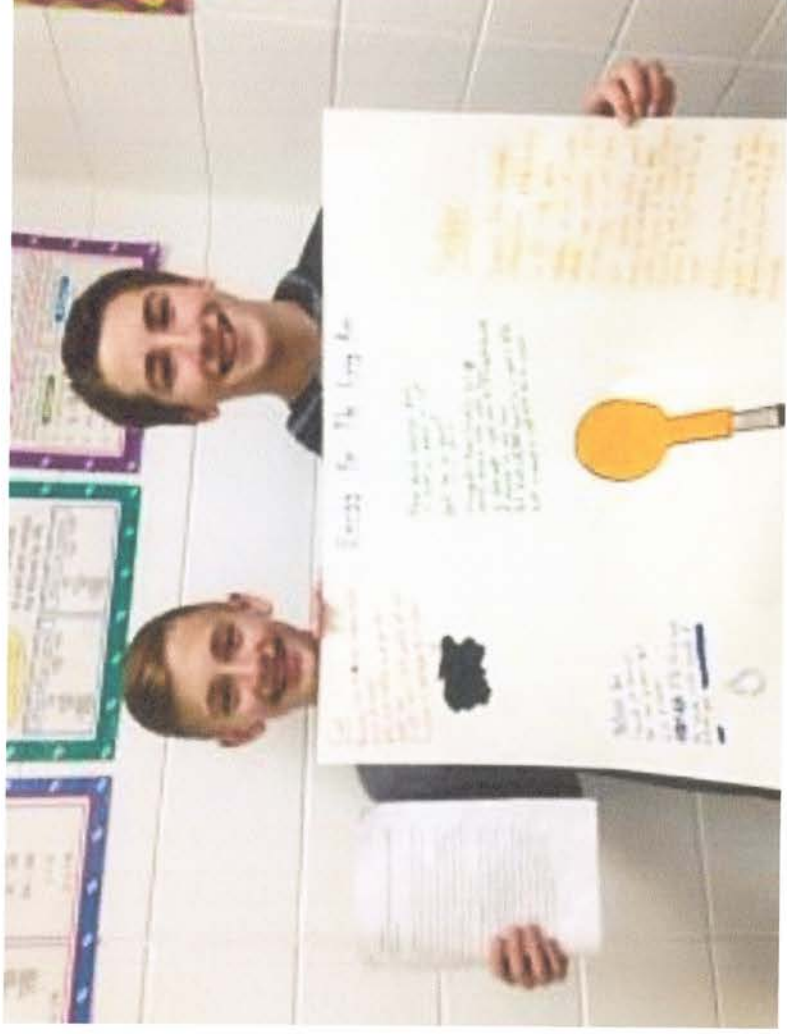
Station 6 -

Electrical Energy



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Calculations of Energy Use



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MY

JOURNAL

Blank
Journal

No student would give
up their journal so we
could only sent copies of
pages.

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Ch. C Reflection/Summary:

First Curley talks about how he lost his dad in a coal mine accident and then his mom and younger brother were killed in a car accident. Then he talks about how his papaw has been giving him words ever since he can remember. He gets a new word every week starting with a and going through the alphabet twice a year. Also Curley had a party and Jules came and Mrs. Martin talked with Papaw.

Curley's Words:

Lackadaisical - lazy or slacking
A question - to question about
Belligerent - nation or person of war
Collaborate - work together
Articulate - speak clearly

Ch. 6 reflection/Summary-

Summary-

In chapter 6, Curley and Jules go to JD's house. While they're at his house they work on their Elk project. While they are working on their project, Jules and JD go up to JD's room. When they are up there Curley meets JD's dad, Jim Triverton. Curley also finds out that Jim knows his grandpa, and thinks there might be some shady business going on.

Curley's Words-

Synergy - well together

Gullible - easily deceived

1. Ch H. Summary / Reflection-

Summary- In this chapter, Curley finds out why his grandpa is getting money from the coal company. Also Papaw got some coffee and explained what was going on to Curley.

Reflection-

This chapter made me feel happy because Papaw talked to Curley.

Curley's Words

: Hutzpah- often in the face of tremendous odds

ch 1 Summary

In this chapter Jules and Curley talk about their friendship and about J.D. Also Papaw gets news about the new deal with Mr. Livingston and has a hard time telling Curley about it.

Reflection: This chapter made me happy because Curley and Jules finally talked.

Curley's Words:

Linchpin - a pin used to prevent the wheel of a vehicle from sliding off the axle-tree.

You Be The Teacher Activity

Your group of “teachers” are to read Chap ____ again and develop 10 multiple choice questions for the chapter. Write out the questions, the answer choices and make an answer key!

Example:

What was Curley’s real name?

Napoleon Bridger Leep

Michael Weaver Hines

Antoine Martin

Key/Answer b. Michael Weaver Hines

Group Members _____

You Be The teacher Activity

Your group of “teachers” are to read Chap ____ again and develop 5 short answer questions (RACE) for that chapter. Write out the questions and then make an answer key.

Example:

1. What is the activity that Curley’s Papaw has been giving him “ever since he can remember”?

Answer: According to the chapter C, Curley’s Papaw has been giving Curley words to use and learn. The passage states, “every week his Papaw gave him a word-- beginning with “a” and running through the alphabet, twice a year and Curley is supposed to use the word for the week.

In chapter 5 Curley had people watch his stream and it reminded me of when I had one person watch my stream

Text-to-world: The Native Americans set up a protest against something they believed in, like of, Beatrice, and Mabel in Hoot:

Then Jules and Curley cleaning it reminded me of when my mom said I cleaned my mama's house before she came home from the doctor.

Curly lost his little brother, Zeb. This reflects on my life by I lost my cat Frisky, so

Story to Story

Curley's constant determination to save his mountain is similar to Royce Constant's determination to save the Owls in the Hovel Hoot.

Chapter 5 reminds me of the protests that happened in West Virginia so their salary would be raised.

On

Text to self...

Dr. Charlie reminds me of a tree at my old house that I used to sit in and relax just like Jules and Corley

An event in saving ~~the~~ wonder that reminds me of something that has happened in real life is the teachers are protesting just like Curley, Jules, and J.D. are.

In the book the characters protest just like the teachers are protesting for their pension.

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Reader's Response
"Parking Lot"
Activity

*Character Profiles

READ:

Chapters _____

Students complete preliminary Character Profiles on the four characters; Curley, Jules, Papaw, and JD.

*Take a piece of copy paper and fold into four squares, complete a character profile for each character (one per square). Draw a picture of how the book describes the character and then around the character write details that you have learned about the character based on the chapters.

* Working with a team, choose one of the characters and complete a life size profile of that character---include at least 5 character traits.

Character Portrait

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Mr. A

• Environmentalist • Teacher • Encourages protest
• protester • Sassy • "idealistic" views

Language Arts Coal Writing Assignments
WOODS' 6TH GRADE

Writing Assignments during Unit

02-07-18

ASSIGNMENT TITLE	DATE ASSIGNED	DATE DUE
CREATIVE NARRATIVE ROUGH DRAFT (A DAY IN THE LIFE)	1-24-18	2-2-18
CREATIVE NARRATIVE FINAL DRAFT (A DAY IN THE LIFE)	2-2-18	2-9-18
RESEARCH PAPER ROUGH DRAFT/NOTE CARDS	2-9-18	2-16-18
RESEARCH PAPER FINAL DRAFT	2-16-18	2-23-18
WHAT I LEARNED (REFLECTION PAPER) ROUGH DRAFT	2-23-18	2-28-18
WHAT I LEARNED (REFLECTION PAPER) FINAL DRAFT	2-28-18	3-7-18

ASSIGNMENT DESCRIPTIONS:

Creative Narrative: Write a story in which you are the main character--either a coal miner or a member of a coal mining family--in the past or the present. Write about the hardships and joys of being a coal miner or coal mining family. Must have a title, for example: A Day in the Life of _____, an Eastern Kentucky Coal Miner or Life as a Coal Miner's _____ (family, son, daughter, wife, husband, etc.) or come up with a title of your own. Rough draft must be handwritten and checked/edited by at least two other people (have them sign that they did) Final draft must be typed, 12 font,Calibri or times new roman font, must be at least two pages front and back (total of 4 pages long----15 to 20 paragraphs). Hand in a printed final draft and share the document with the teacher through the Google Classroom documents.

Research Paper/Essay: Pick a topic relating to coal that you are interested in learning more about. Refer to the list of suggested topics. Essay should be typed on Google Docs using 12 font size print either Times New Roman or Calibri, double spaced, with 1" margins.

All work must be original. Do not plagiarize! Length requirements; Essays should be 3-4 pages (12-15 paragraphs) Essays need to include a Bibliography page but this page does not count as one of the 3-4 pages. Essays need a title page--include: Title, Student Name, Grade Choose a topic from the Research Ideas page Sign up for that topic. Research the topic/make note cards with information on them. Write the report: Rough draft must be handwritten and checked/edited by at least two other people (have them sign that they did) Final draft Must be typed, 12 font, Calibri or times new roman font. Hand in a printed final draft and share the document with the teacher through the Google Classroom documents.

What I Learned/Reflection Paper:

Write a 3.5-3.8 essay detailing what you learned during the process of working on your Coal Fair Project--what you learned, how that knowledge changed your perspective or point of view, etc. Rough draft must be handwritten and checked/edited by at least two other people (have them sign that they did) Final draft must

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Student Product

Life of a Coal Miner's Son

And he's off to work, yet again. I never know if he is ever going to come back. I mean, what if he ends up like Allison's father? I do not know how much longer I can handle this, my father going away every day and not knowing whether he will come back or not. No, nothing has ever happened except for him coming home late one day, but I read the news, coal mining is a very fatal job. I do realize that it is how my family makes a living, but why couldn't Father have just become a teacher? Why coal mining? Though this is eastern Kentucky and coal is very plentiful here, my father could do. I just don't want him dead.

"James!" Mother called, "It's time for school! You need to be back in time to take you to Mr. Smith's funeral." Mr. Smith was very reluctant to let me go to a funeral, but Allison convinced her.

During my walk to school, I can't help but wonder what he is doing now. Is he even in the mines? Is he talking to his buddies? Will he ever get to see Mother and me ever again? Will he ever smile like the last time I would ever see him again? I can't even remember seeing him before he left. Oh how I want to see him right now and tell him how much I care about him...

My thoughts are interrupted by my friend, Thomas groaning because we had arrived at school. I hadn't even noticed. Oh, how I dread this day.

School was different today—and not the good kind of different. It was very dull, mostly because Allison was not there to make jokes with me or sit with me at lunch. I did volunteer to say a prayer for her family, though. Sometimes it seems like I am the only one who cares about other people. Better yet, my relationship with God. I go to church every Sunday and Wednesday and I thoroughly enjoy it, unlike most twelve-year-old kids. I like it for two reasons: One, it is one of the only times that I get to see Father smile. It seems he hates his job just as much, if not more, than I do for him. He seems to forget about it all at church, though. Our family has always had a close relationship with God. The second reason why I love church is actually because I can trust in God. I know that even though challenges and tests will be sent my way, things always happen for a reason. I still worry about Father, though. I always will. It just gives me a little security knowing God is always with me.

Coal Narratives

"James!" Mother yells again, "Go do your homework before your father comes home to take us to the funeral!"

"Already done!" I lie. I cannot bring myself to do homework tonight. I have to see Allison tonight and the Lord knows, she will be crying. Heck, seeing her cry will more than likely make me cry. I hate to see her like that.

By the time I eat dinner and fix my hair, Father is still not home. It is 7:00. We are late, but I now have bigger problems. Mother worries about Father a lot too, so a few years ago she made him promise to be home at 6:45 every night. He has only been late once, and that was over a year ago. Mother's anxiety has only gotten worse since what happened to Mr. Smith. I can only imagine what she is doing now.

I find her in the kitchen, praying. She seems remotely calm, but I'm not. I know it, I just know it. My father is dead. I have had the feeling all day. I start crying.

"I can't go to that funeral, Mother," I cry.

"Me neither," she admits. "He hasn't been late but once. I think we both know what that means."

I nod in agreement, still crying and shaking. My father is dead and even my mother has accepted it. I am just in shock. I now remember my last words to him. "Be safe, Father. Goodbye." I didn't even say I love you.

"We should try to get some rest," Mother says. We can talk more tomorrow.

I could barely sleep because I couldn't stop thinking about father. I'm sure Mother couldn't either, considering she didn't make her usual eggs and toast breakfast. Just cereal. I'm too depressed to even eat, anyway. That is, until I heard the knock on my door.

Mother and I walk slowly, expecting it to be some man saying they found his body. What I see shocks me.

"Father!" I scream.

"Joseph!" Mother screams

We both hug him for what seems like hours, not even wanting an explanation. Nobody says anything until he says, "I'm so sorry I was so late. I am retiring. I love you guys too much."

And that's how my family became a family again.

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Student Essay

Dangers of Abandoned Mines -

Research Essay

Mines are very dangerous, however there are even more danger when these mines are abandoned. There are various dangers throughout abandoned mines, some may include cave-ins , dangerous gases, mine fires,wildlife, shafts, unstable or decayed support, and also horizontal openings. These are all very serious issues concerning abandoned mines. Entering abandoned mines, can result in serious injuries, or possibly even death. Warning: if you ever encounter an abandoned mine do not attempt to enter!

One of the many serious dangers associated with abandoned mines, are cave-ins. Areas likely to cause cave-ins can be very difficult to detect. Especially when one can be caused by something as simple as a vibration, like a person walking or talking. A cave in is the collapse of the mines structure, the reason this is so common in abandoned mines, is that the abandoned mines are likely weaker and have a poorer structure in comparison to newer mines which are more sturdy.

Another of the dangers concerning abandoned mines is dangerous gases or bad conditions in the mines. According to research, "lethal concentrations of methane, carbon monoxide, carbon dioxide, and hydrogen sulfide may accumulate in underground passages. Deficiency in oxygen can cause suffocation. It has been reported that people have died within a few feet of mine openings." This causes many problems because little effort is required to go down a ladder, the effects of "bad air" may not be noticed, but when climbing out of a shaft, a person requires more oxygen and breathes more deeply. The result is dizziness, followed by unconsciousness. Research shows,"Radon is a natural radioactive decay product, and is known to be a

factor in some lung cancers. Radon can accumulate in high concentrations in poorly ventilated mines." If the gas doesn't kill, the fall will.

A third one of the dangers of abandoned mines is mine fires. Mine fires cause a huge hazard in deserted mines. According to research, "As fires burn within the seam, fissures can open to the surface delivering deadly gases into the atmosphere. The area around the fissure may not be capable of supporting the weight of a human or vehicle, and may collapse into the burning coal or the mine void." Considering that coal is used to burn fires and keep them burning, it is very difficult to stop mine fires from burning controllably.

Another one of the dangers of abandoned mines is wildlife living in the mines. It has been reported that rattlesnakes, bears, mountain lions and other wildlife frequent old mine sites causing a threat to humans who enter the mines. Old mine tunnels and shafts are among their favorite haunts—to cool off in summer, or to search for rodents and other small animals. Any hole or ledge, especially near the mouth of the tunnel or shaft, can conceal a snake. Some may use a sturdy mine as a den, this causes a problem if a human enters the animal could become over protective and hurt the person who enters.

The fifth danger of abandoned mines are unstable or decayed support. For example, the ladders in most abandoned mines are unsafe. Ladder rungs can be missing or broken. Some can even fail under the weight of a child due to dry rot. Also, the timber in abandoned mines can be weak from decay. A well timbered mine can look

very solid when in fact the timber can barely support its own weight let alone the weight of the mine itself.

Another one of the serious dangers of abandoned mines are horizontal openings. According to research, "The mine opening (known as a portal or adit) may seem stable, but rotting timbers and unstable rock formations make cave-ins a real danger. The darkness and debris in old mines make it difficult to identify the hazards."

The seventh of the serious dangers of abandoned mines is water in old mines. According to research, "Many tunnels have standing pools of water, which could conceal holes in the floor. Pools of water also are common at the bottom of shafts. It is usually impossible to estimate the depth of the water, and a false step could lead to drowning." According to research, "Impounded water may be highly alkaline or acidic (resulting in skin burns), as well as deep and cold (contributing to hypothermia)."

Finally, a final one of the many serious dangers in abandoned mines is explosives. According to research, "Many abandoned mines contain old explosives left by previous workers. This is extremely dangerous. Explosives should never be handled by anyone not thoroughly familiar with them. Even experienced miners hesitate to handle old explosives. Old dynamite sticks and caps can explode if stepped on or just touched." This causes serious dangers in the mines and to the people who enter.

In conclusion, Many of the dangers posed by these sites are not visible from the outside. Though I' ve just sited some of the numerous hazards that these abandoned mine sites pose there are many more that can be of an issue. Never attempt at entering

an abandoned mine even if you are trying to rescue someone hurt or trapped in these mines.

Bibliography

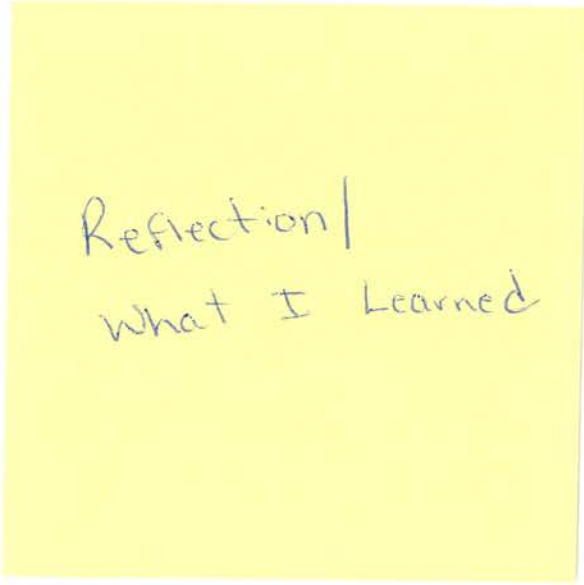
www.google.com/abandonedmines

www.nbmjg.urn.edu/geohazards

deq.wyoming.gov/aml/dangersofabandonedmines

What I Learned (Reflection)

Paintsville Elementary
6th grade



Reflection/
What I Learned

Through the course of a few weeks, I have worked on my coal fair project in the language arts category. I chose to write a story about a coal miner's death and how it impacted his son, called, "Coal Miner's Son" This project helped me learn more about coal and to appreciate coal miners more than I already do.

My coal topic was how a miner's death would affect their families. I learned lots of things about this specific topic. One very important thing that I learned about this topic is how upsetting it actually is to lose a family member in a coal mining accident. In my short story, the child's mother had severe anxiety and made her husband promise to come home every night, and when he didn't come home she absolutely lost it. The boy was also impacted greatly, but this shows that it not only impacts one person, but everyone that knows the miner. Another very important thing that I learned was that every family's experience with losing a loved one to a coal mining accidents is different. For example,

when I was researching my topic,one family did not even want a funeral,while another mourned with everyone they knew and spoke openly about it. This is very important to know about losing a loved one to coal mining.

My coal fair project relates to coal. It does this because it is a short story about what life would be like as a coal miner's son and experiencing the terrible loss. For example,when his father went to work (coal mining) that morning,the child had no idea that he would not be returning. He and his mother were very upset. The boy's father died because of his coal mining job.

Like all writers,I used resources to write my short story. My resources include research on the Internet,a computer to type,a pencil to write my rough draft,and my mind to dream up this story.

In conclusion,I learned many things from my coal fair project. My short story relates to coal because it is about a coal miner's death and how his family,most importantly his son,cope with it.

Bibliography

www.mining-technology.com

www.wvculturee.org

www.britannica.com

NAME _____

DATE _____

TRAVEL GROUP _____

TASK # 1: SUMMARY

WRITE A BRIEF (100 WORDS OR LESS) SUMMARY OF THE NOVEL, SAVING WONDER
CONSIDER ANSWERING THE FOLLOWING QUESTIONS IN YOUR SUMMARY--WHAT ARE THE MOST IMPORTANT EVENTS IN THIS BOOK? WHAT MAKES THESE EVENTS IMPORTANT. WHAT EXPECT DO THESE EVENTS HAVE ON THE PLOT OR THE CHARACTERS. WHAT CHANGES--IN PLOT, CHARACTER, OR TONE OCCURRED IN THE BOOK? BE SPECIFIC WHEN ANSWERING.

02-07-18



TASK # 2: CHARACTER PROFILE

TAKE A PIECE OF COPY PAPER (WHITE PAPER) AND FOLD IT INTO FOUR SQUARES, COMPLETE A CHARACTER PROFILE FOR EACH CHARACTER (ONE PER SQUARE). DRAW A PICTURE OF HOW THE BOOK DESCRIBES THE CHARACTER AND THEN AROUND THE CHARACTERS WRITE DETAILS THAT YOU HAVE LEARNED ABOUT THE CHARACTERS BASED ON YOUR READING.



TASK # 3 DIALOGUE

FIND FIVE EXAMPLES OF DIALOGUE IN THE BOOK AND WRITE THEM DOWN. DON'T FORGET TO PUT THE QUOTATION MARKS. PUT PAGE NUMBERS WHERE THE DIALOGUE WAS FOUND.



TASK # 4 PROTAGONIST

WHO IS THE PROTAGONIST OF THE STORY? WHAT ARE THE TRAITS AND MOTIVATIONS OF THE PROTAGONIST? WRITE AT LEAST ONE PARAGRAPH DISCUSSING THIS.



TASK # 5 ANTAGONIST

WHO/WHAT IS THE ANTAGONIST OF THE STORY? WHAT ARE THE TRAITS AND MOTIVATIONS OF THE ANTAGONIST? WRITE AT LEAST ONE PARAGRAPH DISCUSSING THIS.



TASK # 6 WORDS

CREATE A LIST OF AT LEAST 10 WORDS FROM READING THAT ARE WORTH KNOWING AND UNDERSTANDING. THE WORDS SHOULD BE WORDS THAT WERE UNFAMILIAR BEFORE, ARE INTERESTING, OR ARE FAMILIAR WORDS USED IN UNFAMILIAR WAYS.



TASK # 7 FIGURATIVE LANGUAGE

FIND AT LEAST 5 EXAMPLES OF FIGURATIVE LANGUAGE IN THE BOOK: WRITE THE EXAMPLE (PLEASE PUT PAGE NUMBER WHERE FOUND) AND EXPLAIN WHICH TYPE OF FIGURATIVE LANGUAGE THE EXAMPLE IS.



TASK # 8 SETTING

WHAT IS/ARE THE SETTINGS OF THE BOOK? DESCRIBE THE SETTING IN DETAIL.



TASK # 9 MAIN CHARACTERS

LIST THE CHARACTERS OF THE BOOK AND TELL SOMETHING ABOUT EACH ONE (AT LEAST ONE SENTENCE PER CHARACTER AND AT LEAST 6 CHARACTERS).



TASK # 10 CONNECTIONS

FIND CONNECTIONS BETWEEN THE BOOK AND YOURSELF, THE BOOK AND ANOTHER STORY, AND / OR BETWEEN THE BOOK AND THE WIDER WORLD. CONNECT THE ASSIGNED BOOK TO YOUR OWN PAST EXPERIENCES, TO HAPPENINGS IN SCHOOL / COMMUNITY, TO STORIES IN THE NEWS, TO SIMILAR EVENTS AT OTHER TIMES / PLACES, OR BETWEEN THIS BOOK AND OTHER WRITINGS ON THE SAME TOPIC, OR BY THE SAME AUTHOR. THIS SHOULD BE A 3.5 ESSAY AT LEAST!!!!



TASK # 11 EXTENDED RESPONSE: USE FORMAT OF INTRODUCTION, RACE, CONCLUSION

PROMPT: IN THE NOVEL, SAVING WONDER, THE FOCUS OF THE NOVEL IS THE CHARACTER, CURLEY HINES. CURLEY'S PAPAWE GIVES CURLEY A NEW WORD EACH WEEK.

- WHY DOES CURLEY'S PAPAWE GIVE CURLEY THESE WORDS? WHAT DOES PAPAWE SAY THESE WORDS ARE TO CURLEY?
- WHAT DOES PAPAWE MEAN WHEN HE SAYS "IT'S AS IF THE CALENDAR FOLKS AND THE ALPHABET FOLKS PLANNED IT THAT WAY?"



TASK # 12 SHORT ANSWER: USE THE FORMAT RACE:

PROMPT: "YES IS THE MOST POWERFUL WORD IN THE ENGLISH LANGUAGE," SAYS PAPAWE. WHY DID HE SAY THIS? EXPLAIN YOUR ANSWER. DO YOU AGREE THAT YES IS THE MOST POWERFUL WORD? WHY OR WHY NOT? WHAT DIFFERENCE DOES "YES" MAKE IN THE PLOT?



02-07-18

Jenny Weaver

Student Response to
TASK CARD Activity done
over several days.

test

Language Arts

(Task Cards)

3-21-18

Summary

P.

Curly Hines is no ordinary kid. He lives with his parents, who give him cards weekly, because his entire family had passed. His best friend, Jules and he were assigned a project with the new kid, whom Jules was dating, which made Curly jealous of J.D., the new kid, father owned a coal company this coal company was going to desecrate Curly's mountain, so for their project, the three made a video protesting. It was a hit with over 2 million views. When Curly told Papa, who was in the hospital because of a heart attack, he was thrilled! People even started to protest with the kids! At one meeting, however, Curly and Jules' lives, a 'desecration' was cut down, but it was all worth it. Jules, a Cherokee woman, said a burial site had been confirmed on the mountain, so they couldn't desecrate it! They had saved the mountain, but sadly, J.D. moved back to Indiana and Curly had to move to Cincinnati, leaving Jules in Dover Gap, Kentucky alone.

(Task #2)

Curley

- Curley is a very colorful vocabulary because Papaw has given him so many words.

- Curley and Papaw have a very good and healthy relationship.

- In the beginning of the story, Curley dislikes J.D., but in the end they are friends.

- Curley gets jealous easily. For example, when Jules and J.D. Date he gets very upset with her/him.



- Curley is devoted to his hometown.

Jules

Jules is liked by many. For example, even a guy from Utah court, J.D. is kind of a friend and he does not like that many people from court. He is very healthy.



- Jules cares a lot about her hometown, which is Walnut Gap, Kentucky.

- Jules never gives up when things seem difficult and she is. Curley was shocked, she did not let that defeat her.

- Jules is very generous. For example, she got Curley his own personal dictionary to write for his birthday.

- Jules values her friends and the friendship they provide for her, especially Curley.

J.D.

- J.D. is very laid-back, cool, and has a lot of energy.



- J.D. Tiverson is loyal to his friends. For instance, he went against his father's wishes and helped Curley and Jules with saving the Mountain.

- J.D. knows a lot about technology. He uses social media and he is, in fact, the one that posted the video online.

- J.D. fights for what he believes in. He believes that what his father was doing is wrong, so he went up to court.

Papaw

- Papaw supports Curley in every way possible, from Curley's words to helping him organize his protest against the Tiverson Coal Company.



- Papaw is very loving and caring for Curley and his friends.

- Papaw is very down-to-earth and optimistic.

- Papaw believes in the "olden days" where social media/technology did not exist or wasn't so advanced.

3-21-18

Dialogue-

'Come on Curley, let's leave these boys alone.' (135)

'No chance of that!' (134)

'The guys had a nice close with me yet!' (134)

What the heck are you doing here, anyway?' (132)

'This is it' (130)

Protagonist:

The Protagonist of the book is Curley Hiss.

Curley is a loyal, strong-willed boy that fights

for what he believes in. His mentor, Red Hawk Morrison,

was threatened to be blown up by Western Coal Company, but

he was motivated to put a stop to it because he loved

him.

Figurative language-

"His eyes popped out of a clam" (page 131). This is a simile.

Jules says "you guys have beautiful since faces" (page 91). This is a hyperbole.

"Over your dead body" (page 69). This is an idiom.

It also does not rise me, on account of the mountains being so high. Waver Gap, Kentucky is a very unique and beautiful place to live.

1) Main Characters-

One main character of the book is Curley Hires. Curley lives on Red Hook Mountain. Another main character is Jules. Jules has very pretty dimples. Another character is J.D. J.D. is from Indiana originally. Pappan is also a main character. He gives Curley new words every week. Helen is a main character. She is a Cherokee Indian. The final main character is Mr. Ames. Mr. Ames is Jules', Curley's, and J.D.'s science teacher.

2) Connections (3.5 Essay)

Many connections can be made about the book, "Saving Wonder". These types of connections include text-to-world, text-to-self, and text-to-text.

A text-to-world connection that can be made about "Saving Wonder" is about the protesting that went on about the Coal Company. Something that is happening in the real world that relates to this is many workers in our region protesting against the government about their pay. In both "Saving Wonder" and the real world, people are protesting against something of government related or the government. Another text-to-world connection that can be made is to the Florida 2-hour shutdown.

standing for what is right. They protest against
the consecration of a building to some cult. In "Savage
Wonder", Curley, spokesman for D. protest to save
their mountain.

The first connection that may be made is to
ever-self. Like in "Savage Wonder", I, too, have

1) "Trotter had, 'Dough (Dawson)', Paper gives Cusley close
words 'Bassad in the prange', Paper gives Cusley close
words because he wants to surprise his vocabulary as
much as possible. For example, Paper says these
words as Cusley's "day of the holder" on page
2, meaning he needs to be an intelligent as the
Cusley probably needs to have Eastern Kentucky.

12.) According to the passage, Papaw says, "yes is the most powerful word in the English language." He said this to remind Cendys to never give up, because when someone says, "yes", it'll all be worth it. For example, on page 267, Papaw says, "That no was powerful. But it was the yes that followed the no that really saved our Martin - the yes to Red Hank, the yes to Ol' Charley the yes to the live you and Jules here. Those two