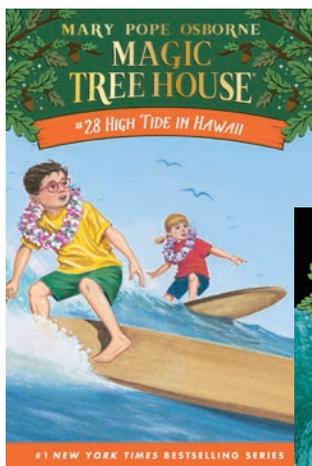


EDUCATORS' GUIDE

MAGIC TREE HOUSE®

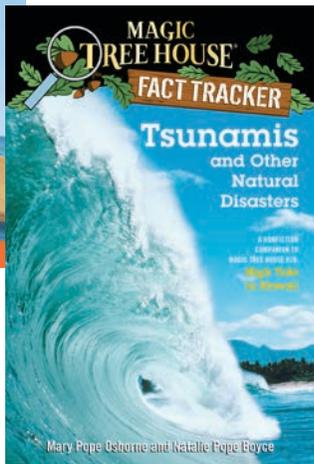
High Tide in Hawaii and ***Tsunamis and Other Natural Disasters:*** *A Nonfiction Companion to High Tide in Hawaii*



PB: 978-0-375-80616-2
EL: 978-0-375-89485-5
Grades: 1-4
F&P: M • Lexile: 370L

ABOUT *High Tide in Hawaii*

When the Magic Tree House whisks Jack and Annie off to Hawaii, it's for more than a vacation. In *High Tide in Hawaii*, they're in search of a fourth kind of magic for Morgan! On the way they help an island community survive a tidal wave and, of course, take some time out to surf!



PB: 978-0-375-83221-5
EL: 978-0-307-97533-1
Grades: 2-5
F&P: R • Lexile: 720L

ABOUT *Tsunamis and Other Natural Disasters:* *A Nonfiction Companion to High Tide in Hawaii*

What are the warning signs that a tsunami is on the way? Can scientists predict earthquakes? How do volcanoes form? Find out the answers to these questions and more in Jack and Annie's guide to geological disasters.

PRE-READING ACTIVITIES

Begin by having students share what they might already know about Hawaii, our 50th state. What words and images come to mind? Locate Hawaii on a world map. Is it where students expected it to be? What ocean surrounds it? Identify its longitude and latitude. Using the mileage key, estimate Hawaii's distance from the students' home state. If they were going to visit, how would students get there? How many islands comprise Hawaii? What are their names? Which is the biggest? The smallest? How were the Hawaiian Islands formed?

CLASSROOM CONNECTIONS

ACTIVITIES FOR *High Tide in Hawaii*

Aloha, Hawaii!

Divide the class into eight groups, assigning one of the Hawaiian Islands to each. Using Internet, library, and classroom resources, each group will be responsible for researching their island, providing information on relative location, size, population, topography, natural resources, native plants and wildlife, major cities, primary industries, points of interest, and interesting facts. Each group will prepare an “Aloha Hawaii” brochure to introduce classmates to the individual islands of Hawaii through words and pictures.

CURRICULUM: *Geography • Social Studies • History • Art*

“Pourquoi?” Myths Take Stage

The legend of the Fire Goddess Pele and her enduring rivalry with her sister, Hi'iaka, traces the lineage of the Hawaiian people and illuminates their powerful relationship to the land. Passed down for generations through traditional hula dances and mele chants, this epic struggle is played out to this day as the lava flowing from ongoing volcanic eruptions becomes beds for 'ohi'a seedlings, symbolizing the eternal cycle of destruction and renewal.

Using Internet and library resources, share the legend of Pele with students. Place this legend in the context of other “Pourquoi?” myths offering explanations for aspects of our natural world (Why Mosquitoes Buzz in People's Ears by Verna Aardema, The First Strawberries by Joseph Bruchac, etc.). Have students role-play recreate the drama of Pele and her sister. Then, ask students to write original “Pourquoi?” folktales in which they offer imaginative explanations for things in our natural world—for example, Why Fish Swim in the Sea, How the Stars Were Placed in the Sky, How the Ocean Was Made, or Why Grass Is Green.

CURRICULUM: *History • Art • Science • Music*

Celebrate, Hawaii!

The culture of Hawaii is a rich one, filled with customs and traditions that draw from its diverse heritage and its natural island environment. Students may become better acquainted with many of these customs as they prepare for an authentic Hawaiian luau, complete with leis, music, hula dancing, and typical foods all in a colorful Hawaiian ambiance.

Transform your classroom into a tropical paradise with colorful murals depicting the environment of the Hawaiian Islands and its animal inhabitants. Using paints and markers on large sheets of poster paper or butcher paper, students may include mountains, waterfalls, volcanoes, flowers (hibiscus, orchids), ferns, banana plants, tall grasses, trees (palm, mulberry, breadfruit), bamboo, peacocks, sea turtles, birds, butterflies, sandy beaches, ocean shores, and seashells to recreate the unique beauty of Hawaii.

The Hawaiian lei represents “welcome.” Have students make and wear their own floral garlands around their necks. For each lei, you will need:

- a length of heavy thread on a needle or shoestrings
- colorful drinking straws cut into one-inch pieces
- pre-hole punched construction paper flowers (approx. two inches in diameter)
- colorful beads

Make a knot about two inches from the bottom and then thread a flower, a bead, a flower, and a straw until about two inches of string is left, making sure the last piece is a straw. Tie the two ends and trim them. Collect completed leis to give out at class luau.

To Hawaiians, music and dance are as much a celebration of life as they are a proud statement of cultural identity.



After reviewing music and dance from their own cultures, have students listen to traditional Hawaiian music. What instruments do they hear? What qualities make this music different from others? Provide students with percussion instruments (drums, gourds, sticks, rattles) and set the stage for hula entertainment and storytelling.

As Jack and Annie learn, the hula is more than just entertaining dance and chanting; it is the method by which Hawaiians passed along stories and legends.

Prepare students to sway their hips to Hawaiian rhythms with hula skirts. Use several long strands of raffia, knotted together about three inches from each end to serve as a belt. Additional raffia strands are used to make the skirt. Fold a strand in half and slide the loop under the belt. Insert the ends of the strand into the loop and pull tight to form a knot around the belt. Repeat and push knots together to complete skirt. Tie the skirt above the hips and you are ready to hula!

On the day of the luau, the teacher may welcome students by placing their leis around their necks and greeting them with “Aloha!” Tables set for this cultural feast may include many typical Hawaiian fruits and nuts such as pineapples, coconut, macadamia nuts, bananas, breadfruit, poi (vanilla pudding may substitute), and taro chips. Macadamia Nut-Coconut Cookies and a Hula Cooler drink of tropical fruit punch offer delicious complements.

With rhythmic beats, the swaying of hula skirts, and delicious foods to share with friends, students will have all they need to “Celebrate, Hawaii!”

CURRICULUM: *History • Art • Science • Music*



ACTIVITIES FOR *Tsunamis and Other Natural Disasters:* ***A Nonfiction Companion to High Tide in Hawaii***

Ask the class about how we tell stories. In *High Tide in Hawaii*, Jack and Annie learn how hula dancing is often used to tell a story. Set the students to task telling the story of the 2004 tsunami in the way they find most appropriate.

CURRICULUM: *Language Arts • Storytelling*

Use a world map and the nonfiction guide to point out the places on the earth where tsunamis have occurred.

Scientists use the moment magnitude scale to describe the strength of an earthquake. Discuss with the class what other scales we use on a daily basis.

How are plate tectonics, earthquakes, tsunamis, and volcanoes related? Have students create a presentation using models and drawings to explain the cause and effect relationship between each factor. To simplify this idea, create a cause and effect chart to show relationships between plate tectonics, earthquakes, tsunamis, and volcanoes.

CURRICULUM: *Science*

Have students take turns role playing as a scientist making an announcement about a tsunami on the way. Include what causes a tsunami, what people could expect, and how they can keep themselves safe.

Create a class book of disasters. Each event can be described as before and after with pictures or diagrams. Organize the events according to natural disaster type, and preface each disaster with a page description of how and why the disaster occurs. Add the good news about the warning systems in place today to prevent deaths in similar disasters.

CURRICULUM: *Science • Language Arts*

Using the time line of “Some Modern Disasters” in the Tsunamis Fact Tacker, graph the casualties from each event as a class.

CURRICULUM: *Math*

Fact or Fiction Challenge!

Host a classroom Fact or Fiction Challenge! Ask students to read *High Tide in Hawaii* and *Tsunamis and Other Natural Disasters*, paying close attention to details like places, times, character names, and vocabulary. Have each student write down three facts and two fictional (false, made-up) pieces of information on a card. (They can alter information from the books or bring in previous knowledge for the fictional cards). Have students trade cards with one another and seek to determine which cards are facts and which are fiction. The student being quizzed should use the books to verify the facts on the cards. This activity can be modified to include an entire class.

This activity works with any of the Magic Tree House fiction adventure/nonfiction Fact Tracker set.

CURRICULUM: *Reading Comprehension*

Read & Respond with Questions

Lifelong learners critically evaluate ideas as they read. Model-read a paragraph from *High Tide in Hawaii* or *Tsunamis and Other Natural Disasters* and then verbalize related questions that you have as a result of the reading. Create a bulletin board of questions, linking questions to Bloom’s Taxonomy levels. (Some primary-age children are ready to answer higher-level thinking questions, so it is valuable to expose them to the process of thinking on high levels, even if they cannot provide answers to the questions yet.)

KNOWLEDGE: What causes a Tsunami?

- **Comprehension:** Why were people in the fictional story frantic when they realized a tsunami was coming?
- **Analysis:** What is the difference between a tsunami, earthquake, or volcano and natural disasters like hurricanes and tornados?
- **Application:** Apply what you read about disasters to create a theory about what makes a building protected from natural disasters.
- **Synthesis:** Can you design a disaster-proof building? What would be unique about that building?
- **Evaluation:** Are we more vulnerable to natural disasters than we used to be when all the continents were one land mass? Why or why not? What if the continents broke apart but stayed closer together?

CURRICULUM: *Example Questioning Based on Bloom’s Taxonomy*

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