



Lesson Plan Summary

Magic Tree House #24: Earthquake in the Early Morning

How does an earthquake change the surface of the Earth quickly?

THIS EXTENTION WILL ENABLE EACH CHILD TO:

- Create a diorama of San Francisco after the earthquake.
- Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide.
- Comprehend new vocabulary.
- Examine how authors use certain words and styles to involve readers in the plot.
- Analyze informational texts for additional research.
- Write a poem about hope.
- Write an article for an Earthquake Safety Newspaper.
- Take notes on research.
- Present projects to class and explain how students connected to the text.
- Define an earthquake.
- Analyze how the Earth's surface changes after an earthquake.
- Study recent significant earthquakes.
- Learn earthquake safety tips.
- Identify where San Francisco is on a map.
- Identify famous San Francisco landmarks.
- Sequence significant events in the history of the cable car.

COMMON CORE STANDARDS ADDRESSED:

VISUAL ARTS:

- Creative responses to texts

READING:

- Analyze texts for main idea and details, cause-and-effect relationships, predictions, and conclusions.
- Analyze relationships among characters, setting, and plot.
- Identify figurative language devices.
- Analyze the effect of author's craft on literature.
- Analyze print elements, such as headings, captions, and font styles.

WRITING:

- Text types and purposes

SPEAKING AND LISTENING:

- Comprehension and collaboration
- Presentation skills
- Respectful audience behavior

SCIENCE:

- Explain how Earth's surface changes quickly.

SOCIAL STUDIES:

- Studying the United States: San Francisco
- Evolution of transportation technology



Cross Curriculum Lesson Plans

Magic Tree House #24: Earthquake in the Early Morning

Lessons for Whole-Class Reading

Materials:

- Computer with a connection to a TV or Smart Board
- Copies of Reading Guides and Reading Guide Key
- Rubrics in Accompanying Materials
- Project Menus for each student (in Accompanying Materials)

Procedures:

1. Introduce *Earthquake in the Early Morning* by showing pictures of earthquake destruction (in Accompanying Materials) and asking students what they think caused the damage.
2. Suggested activities to use with certain chapters:
 - Chapter 1: Locate San Francisco, California, on a map.
 - Chapter 2: Learn about the San Francisco trolleys by playing the timeline sequencing game in the Accompanying Materials.
 - Chapter 4: Show pictures from introductory activity again. Reveal that these are all actual pictures of San Francisco after the 1906 earthquake. You can view more pictures and captions at <http://www.sfmuseum.org/1906/photos.html>.
 - Chapter 5: Show the panoramic view of the damage to San Francisco at this link: http://www.exploratorium.edu/faultline/great/1906/1906_15.html.
 - Chapter 6: Show pictures of Golden Gate park (in Accompanying Materials, or you can show pictures on your computer from <http://sfimages.com/history/GGPark.html>).
 - Chapter 10: View this video from PBS about two modern-day students investigating fault lines in San Francisco. Includes terminology of common fault types. <http://www.pbs.org/teachers/connect/resources/4807/preview/>
3. Choose a project from the Project Menu:
 - Write your own sign about hope. Make sure it has a rhyme scheme (examples: ABAB or AABB). Be creative with your sign-making materials!
 - Create a diorama depicting San Francisco after the earthquake.
 - Do additional research on a present-day San Francisco landmark that the book mentioned, like the Golden Gate Bridge or the Painted Lady houses. Perform a short commercial to convince someone to visit these landmarks.
4. As an entire class, create a class newspaper on earthquake safety. Detailed directions are included later in this document.
5. Extensions: Do an earthquake study. This lesson will simulate an earthquake and answer questions about why earthquakes happen.

ALL ABOUT EARTHQUAKES!

Materials:

- Aluminum pan or shoebox
- Sand
- Small objects to represent houses (raisin boxes), trees (straws), etc.
- Science journals or paper
- Computer hooked up to the Internet for classroom media viewing

Procedure:

1. Ask the class to brainstorm: what could make the earth change quickly?
2. Pour the sand into the pan or shoebox. Place the “houses” and “trees” in the sand.
3. In a science journal or on a piece of paper, each student will predict what will happen in the simulation.
4. Perform the “earthquake!”
5. Continue answering the following questions:
 - Was their prediction correct?
 - What happens when this process occurs?
 - How does it change the Earth’s surface?
6. After questions have been answered, visit some of these websites:
 - <http://player.discoveryeducation.com/index.cfm?guidAssetId=EE8D502D-16B5-4536-8BC8-1B6E10CAEB8F> (to see how earthquakes happen)
 - <http://www.weather.com/weather/videos/on-tv-43/weather-wizard-400/how-earthquakes-happen-21220> (to see how earthquakes happen; this site opens with an ad, so you may wish to preview it before class and pause it just before the clip begins)
 - http://www.liveleak.com/view?i=b5e_1212429185 (to see an actual earthquake in progress)
 - <http://www.exploratorium.edu/faultline/liveeye.html> (to see if there are any earthquakes near you)
 - <http://www.exploratorium.edu/faultline/activezone/media.html> (for some interesting videos)
 - <http://earthquake.usgs.gov/learn/listen/download.php> (to listen to an earthquake)
 - <http://earthquake.usgs.gov/eqcenter/> (for more earthquake information)
7. Extend with a deskquake. To create a deskquake, have one student hold a piece of paper on a desk or table with a pencil on the surface on the paper. Another student will shake the desk while the pencil records the shakes on the paper. Compare to a seismograph.
8. Summarize how Earth’s surface changes quickly by completing a cause/effect chart.



Lessons for Independent Reading

- Complete the Reading Guide to demonstrate reading comprehension.
- Complete a project or multiple projects from the “Pick a Project” menu.

Lessons for Literature Circles

- The “Morgan’s Library” cluster includes *Civil War on Sunday*, *Revolutionary War on Wednesday*, *Twister on Tuesday*, and *Earthquake in the Early Morning*. In these books, Jack and Annie are trying to save Camelot by finding four different types of writing: something to follow, something to send, something to learn, and something to lend.
- Students can jigsaw read in groups of 4-8 and then regroup in literature circles to find connections among the books.
- The entire class can do literature circles with these four books simultaneously to compare and contrast the different story elements.
- Each student will complete activities associated with their book. Then, they can present their findings to other students in the class.
- Students can create their own writings to follow, send, learn, or lend!

Assessment

All assessment materials are in the Accompanying Materials.

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric



How to Create an Earthquake Safety Newspaper

For this whole-class project, create a class newspaper reporting on the San Francisco earthquake in 1906, studying present-day earthquakes, and detailing earthquake safety tips.

Materials:

- Copies of three newspapers from 1906 (in Accompanying Materials)
- Optional: additional newspaper articles from <http://www.sfmuseum.org/press/clip.html>
- Research materials for San Francisco earthquake (*Earthquake in the Early Morning*)
- Research materials for local earthquake or world-wide earthquake (print off Internet articles for students; resources will depend on your local events and current international events)
- Research materials for earthquake safety tips
 - Preparing your home: <http://www.sfgate.com/cgi-bin/article.cgi?file=/chronicle/archive/1999/10/13/HO73027.DTL>
 - Seven-step safety plan: http://www.earthquakecountry.info/roots/seven_steps.html
- Newspaper template (in Accompanying Materials)

Procedures:

1. Distribute three newspapers from 1906 to small groups of students. Have them analyze the newspapers to gain information from various print features (headlines, titles, captions, etc.). Regroup and discuss: what was the overall mood of the newspapers?
2. Explain that as a class, students will create a class newspaper to share information about earthquakes. Three small groups will report on the following topics:
 - The San Francisco earthquake from 1906
 - Present-day earthquakes in your community or world-wide
 - Earthquake safety tips
3. Within each group, students can pick a topic to research. Students are responsible for writing and illustrating their article, either independently or with a partner. The teacher or fellow students can serve as the “editor” for each article. Write final copy on the newspaper template in the Accompanying Materials.
4. Present articles to the class at the end of the research and writing time. Since each group researched different topics, there will be many new facts to share! A grading rubric is in the Accompanying Materials.
5. Compile all of the articles into a class newspaper. Use the title page provided in the Accompanying Materials or create your own. Let students take turns bringing the newspaper home to share it with their family. Contact your local Red Cross or other emergency relief agency to see if they would like to display a copy of the newspaper as well.



***Earthquake in the Early Morning* Unit:
Accompanying Materials**

Trolley Timeline Sequencing Game

There are two ways to play this game:

1. Give 8 student volunteers one card each. Have them assemble themselves into a human timeline in the classroom. For an extra challenge, tell students they aren't allowed to talk!
2. Provide cards to small groups of students to put in order together.

<p>August 2, 1873: Andrew Hallidie tested the first cable car system.</p>	<p>1877: Sutter Street Railroad stops using animal power and starts using cables.</p>
<p>April 1892: First electric streetcars with overhead wires began running in San Francisco.</p>	<p>April 18, 1906: San Francisco's Great Earthquake damages the cable cars, so streetcars become more popular.</p>
<p>December 1957: New equipment was installed to the cable car system, allowing all of today's cable car lines to begin running.</p>	<p>October 1, 1964: San Francisco's cable car system became a National Historic Landmark.</p>
<p>1982 to June 1984 - Cable car system was rebuilt and historic cable cars were updated.</p>	<p>January 15, 1998: The first female grip operator (cable car driver), Fannie Mae Barnes, operates a cable car.</p>

Information adapted from <http://www.sfcablecar.com/history.html>

Name: _____ Date: _____

Earthquake in the Early Morning Reading Guide

Chapter 1: Tweet-Tweet

Words to Know

- lend

Words in Parts

- schoolhouse

Vocabulary Words

- crept
- pioneer

1. What had Morgan's last note said? (p. 3) _____
2. Annie was waiting for what cause for the effect to be waking Jack up? (p. 4) _____
3. "Tweet-tweet" on page 4 is an example of what literary device? _____
4. What four kinds of writing do Jack and Annie need to find? (p. 5) _____
5. **Predict:** How do you think these special writings will save Camelot? _____
6. To what setting will Jack and Annie be traveling? (p. 7) _____
7. Who is Miss Neely? (p. 8) _____

Chapter 2: Thunder Under the Ground

Words to Know

- sailor
- trolley
- stockings

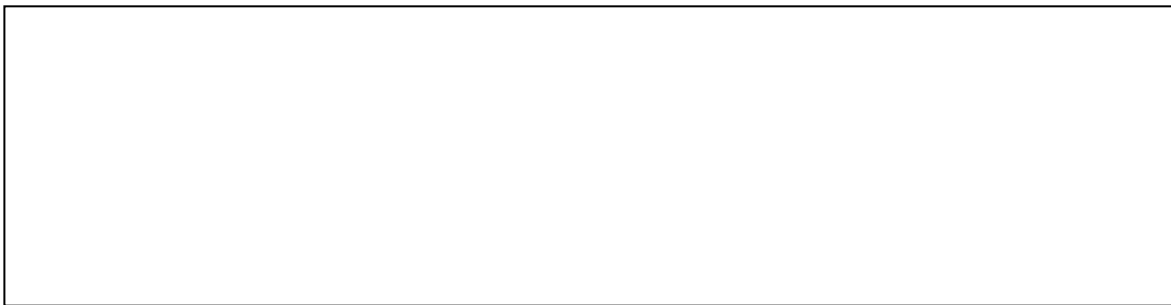
Words in Parts

- gaslights
- cobblestone
- impatiently

Vocabulary Words

- population
- tourists
- hurled

1. **Predict:** What do you think the title of this chapter means? _____
2. Draw Jack and Annie in their outfits described on p. 9.



3. How did Jack know what time it was? (p. 10) _____
4. San Francisco was the _____ city on the west coast of the United States in 1906. _____ people lived there. (p. 12)
5. Why was everything so quiet and peaceful? (p. 14) _____
6. What disrupted the peace and quiet? (p. 14) _____
7. Write some words from p. 16 that capture the noise all around. _____
8. What was different about the second earthquake? (p. 17) _____
9. **Text-to-Self:** How would you feel after surviving the events through p. 18? _____

Chapter 3: The Great Shake

Words to Know

- haze
- scraped

Words in Parts

- hoarsely
- nightclothes

Vocabulary Words

- billowed
- ledge

1. **Infer:** Where did all the dust come from? (p. 19) _____

2. Why was Annie in trouble? (p. 20) _____
3. What was Jack afraid of? (p. 21) _____

4. How did Annie get out of the crack? (p. 22) _____

5. What did the research book say that Jack and Annie had just experienced? (p. 24) _____

6. Why did the adults come out of their houses without talking? (p. 25) _____
7. The earthquake also caused what other great destruction? (p. 25) _____

8. How many buildings burned down? (p. 25) _____

Chapter 4: What's the Story?

Words to Know

- concrete
- equipment
- gloomy

Words in Parts

- frantically
- photographer
- fleeing

Vocabulary Words

- panic
- hauling
- harbor
- ferry

1. What does Jack want to do and why won't Annie let him? (p. 26) _____

2. Draw some of the effects of the earthquake as described on p. 26-27.
3. Why does Annie change her mind about their mission? (p. 27) _____
4. What were the men putting into the horse-drawn wagon and why? (p. 28) _____

5. Who is Betty and what does she want to know? (p. 31) _____

6. Why does Betty not know what TV is? (p. 31) _____
7. What tip does Betty give to Jack and Annie for escaping? (p. 32) _____

8. What does Jack decide to do to help? (p. 34) _____

Chapter 5: Stop! Stop!

Words to Know

- ancient

Words in Parts

- clutching

Vocabulary Words

- rare
- reins

1. **Predict:** What do you think the title of this chapter means? _____

2. What is the man doing? (p. 35) _____
3. What is unusual about these books? (p. 36) _____

4. Who does Jack tell to stop and why? (p. 38-39) _____

5. Who does Annie decide to help? (p. 40) _____

Chapter 6: Something to Lend

Words to Know

- handkerchief

Words in Parts

- reporter
- unlacing

Vocabulary Words

- coal
- sympathetically

1. Why weren't the boys wearing shoes? (p. 43) _____

2. What did Jack and Annie lend the boys? (p. 44) _____
3. What did the boys lend Jack and Annie? (p. 45) _____

4. What advice did Jack and Annie give to Aunt Mary and the boys? (p. 46) _____

5. Why does Jack think his plan to go home might be problematic? (p. 47) _____

Chapter 7: Dynamite!

Words to Know

- injured
- dynamite
- grit

Words in Parts

- galloped

Vocabulary Words

- stretchers
- alley
- sparks

1. Why do Jack and Annie have to be extra careful as they walk? (p. 48) _____

2. Name three things Jack and Annie observe that people are trying to save. (p. 48-49) _____

3. **Predict:** Why are they going to set off dynamite? _____

4. What did Jack's research book say about the dynamite? (p. 50) _____

5. What was a disastrous effect of using the dynamite? (p. 50) _____
6. What did Betty think was an excellent story? (p. 52-53) _____

7. Why didn't Betty recognize Jack and Annie? (p. 53) _____

Chapter 8: Good Luck, San Francisco!

Words to Know

- relief

Words in Parts

- echoed
- scarcely

Vocabulary Words

- smothering

1. Why were Jack and Annie worried about the tree house? (p. 54) _____

2. What did Jack and Annie see when they looked out the window? (p. 55) _____

Chapter 9: The Wonderful Room

Words to Know

- brave
- cracked
- messengers
- knights

Words in Parts

- anxiously
- loveliest
- straightened
- defeated

Vocabulary Words

- badges
- citizens
- ordinary
- strode

1. **Predict:** What does the title of this chapter mean? _____

2. Why is Annie anxious? (p. 57) _____
3. What effect did the earthquake have on the people of San Francisco? (p. 58) _____

4. What was the effect of the roar and the flash? (p. 59) _____
5. Why did Morgan not accept the writings? (p. 59) _____
6. Where did the Magic Tree House take Jack, Annie, and Morgan? (p. 60) _____
7. What was wrong with the man in the corner? (p. 61) _____

8. Summarize the four special writings. (p. 64-65)
 - a. _____
 - b. _____
 - c. _____
 - d. _____

Chapter 10: The Mystery of Morgan's Library

Words to Know

- incredible

Words in Parts

- birdsong

Vocabulary Words

- amazement

1. What unusual information did Annie find in the research book? (p. 69) _____

2. Who was the man in Morgan's library that Jack and Annie helped? (p. 70) _____

Write the fact you find most interesting from the ones listed after Chapter 10. _____

Name: _____ Date: _____

Earthquake in the Early Morning Reading Guide (KEY)

Chapter 1: Tweet-Tweet

Words to Know

- lend

Words in Parts

- schoolhouse

Vocabulary Words

- crept
- pioneer

1. What had Morgan's last note said? (p. 3) "Come back tomorrow, in the early morning."
2. Annie was waiting for what cause for the effect to be waking Jack up? (p. 4) She was waiting for the birds to sing.
3. "Tweet-tweet" on page 4 is an example of what literary device? Onomatopoeia
4. What four kinds of writing do Jack and Annie need to find? (p. 5) They must find something to follow, something to send, something to learn, and something to lend.
5. **Predict:** How do you think these special writings will save Camelot? _____

6. To what setting will Jack and Annie be traveling? (p. 7) They will be traveling to San Francisco, California, in 1906.
7. Who is Miss Neely? (p. 8) She was the school teacher Jack and Annie met during their last adventure.

Chapter 2: Thunder Under the Ground

Words to Know

- sailor
- trolley
- stockings

Words in Parts

- gaslights
- cobblestone
- impatiently

Vocabulary Words

- population
- tourists
- hurled

1. **Predict:** What do you think the title of this chapter means? _____

2. Draw Jack and Annie in their outfits described on p. 9.



3. How did Jack know what time it was? (p. 10) He heard the church bell ring 5 times.
4. San Francisco was the biggest city on the west coast of the United States in 1906. Half a million people lived there. (p. 12)
5. Why was everything so quiet and peaceful? (p. 14) Everyone was still asleep.
6. What disrupted the peace and quiet? (p. 14) The ground started shaking.
7. Write some words from p. 16 that capture the noise all around. Rumbling, clanging, crashing, and breaking are all noisy words.
8. What was different about the second earthquake? (p. 17) The rumbling was even harder and louder than before.
9. **Text-to-Self:** How would you feel after surviving the events through p. 18? _____

Chapter 3: The Great Shake

Words to Know

- haze
- scraped

Words in Parts

- hoarsely
- nightclothes

Vocabulary Words

- billowed
- ledge

1. **Infer:** Where did all the dust come from? (p. 19) It probably came from damage to the buildings and the ground after the earthquake.
2. Why was Annie in trouble? (p. 20) She had fallen into a huge crack in the street.
3. What was Jack afraid of? (p. 21) He was afraid that there would be another earthquake that would trap Annie in the crack!
4. How did Annie get out of the crack? (p. 22) Jack brought her bricks to stack up. Then, she climbed out by standing on the stack.
5. What did the research book say that Jack and Annie had just experienced? (p. 24) They had experienced "The Great Shake" that occurred on April 18, 1906, at 5:13 A.M.
6. Why did the adults come out of their houses without talking? (p. 25) They were in shock.
7. The earthquake also caused what other great destruction? (p. 25) When the earthquake broke chimneys, stoves, and lamps, it caused huge fires to break out.
8. How many buildings burned down? (p. 25) 28,000 buildings burned down.

Chapter 4: What's the Story?

Words to Know

- concrete
- equipment
- gloomy

Words in Parts

- frantically
- photographer
- fleeing

Vocabulary Words

- panic
- hauling
- harbor
- ferry

1. What does Jack want to do and why won't Annie let him? (p. 26) Jack wants to leave San Francisco before the fires spread, but Annie reminds him they need to find something to lend for Morgan.
2. Draw some of the effects of the earthquake as described on p. 26-27.



3. Why does Annie change her mind about their mission? (p. 27) She says they need to help.
4. What were the men putting into the horse-drawn wagon and why? (p. 28) They were taking bank bags filled with money down to a boat in the harbor so the money wouldn't burn.
5. Who is Betty and what does she want to know? (p. 31) Betty is a newspaper reporter and she wants to know what the story is.
6. Why does Betty not know what TV is? (p. 31) It hasn't been invented yet!
7. What tip does Betty give to Jack and Annie for escaping? (p. 32) She told them to go to the Golden Gate Park because the ferry is very crowded.
8. What does Jack decide to do to help? (p. 34) He wants to help the man loading books in a cart to save the books.

Chapter 5: Stop! Stop!

Words to Know

- ancient

Words in Parts

- clutching

Vocabulary Words

- rare
- reins

1. **Predict:** What do you think the title of this chapter means? _____
2. What is the man doing? (p. 35) He is moving all the rare books to the Pavilion.
3. What is unusual about these books? (p. 36) Some of them are old and fancy with gold covers. All of them are treasures.
4. Who does Jack tell to stop and why? (p. 38-39) Jack tells the librarian to stop because his research book said that all the books in the Pavilion would burn, but the building the books were in before never burned.
5. Who does Annie decide to help? (p. 40) She hears people crying and sees two kids, so she decides to help them.

Chapter 6: Something to Lend

Words to Know

- handkerchief

Words in Parts

- reporter
- unlacing

Vocabulary Words

- coal
- sympathetically

1. Why weren't the boys wearing shoes? (p. 43) When their house caught fire, they lost most of their things, including their shoes.
2. What did Jack and Annie lend the boys? (p. 44) They let their own boots to the boys.
3. What did the boys lend Jack and Annie? (p. 45) They lent the poem written on the wood: "There is not water/And still less soap./We have no city,/but lots of hope.
4. What advice did Jack and Annie give to Aunt Mary and the boys? (p. 46) They should go to Golden Gate Park.
5. Why does Jack think his plan to go home might be problematic? (p. 47) There was smoke billowing in the direction they needed to be going.

Chapter 7: Dynamite!

Words to Know

- injured
- dynamite
- grit

Words in Parts

- galloped

Vocabulary Words

- stretchers
- alley
- sparks

1. Why do Jack and Annie have to be extra careful as they walk? (p. 48) Since they gave away their shoes, they need to be careful not to cut their feet.
2. Name three things Jack and Annie observe that people are trying to save. (p. 48-49) They saw people trying to save a piano, a bunch of hats, and three little dogs.
3. **Predict:** Why are they going to set off dynamite? _____
4. What did Jack's research book say about the dynamite? (p. 50) The mayor wanted to use the dynamite to destroy buildings so the fire couldn't spread as quickly, but his plan didn't work.
5. What was a disastrous effect of using the dynamite? (p. 50) It caused a firestorm.
6. What did Betty think was an excellent story? (p. 52-53) She saw Jack and Annie caked in dirt but holding the sign about hope.
7. Why didn't Betty recognize Jack and Annie? (p. 53) They were completely covered in dirt!

Chapter 8: Good Luck, San Francisco!

Words to Know

- relief

Words in Parts

- echoed
- scarcely

Vocabulary Words

- smothering

1. Why were Jack and Annie worried about the tree house? (p. 54) Since it was wooden, they were afraid it would catch fire too.
2. What did Jack and Annie see when they looked out the window? (p. 55) Buildings were on fire and smoke was covering the city.

Chapter 9: The Wonderful Room

Words to Know

- brave
- crackled
- messengers
- knights

Words in Parts

- anxiously
- loveliest
- straightened
- defeated

Vocabulary Words

- badges
- citizens
- ordinary
- strode

1. **Predict:** What does the title of this chapter mean? _____
2. Why is Annie anxious? (p. 57) She wants to know what happened to all the people they met.
3. What effect did the earthquake have on the people of San Francisco? (p. 58) They were brave and never gave up hope. They wanted to rebuild, and they did.
4. What was the effect of the roar and the flash? (p. 59) Morgan appeared!
5. Why did Morgan not accept the writings? (p. 59) She said someone else needed them more than she did.
6. Where did the Magic Tree House take Jack, Annie, and Morgan? (p. 60) It took them to Morgan's library.
7. What was wrong with the man in the corner? (p. 61) He looks tired because he has been defeated and given up hope for his kingdom.
8. Summarize the four special writings. (p. 64-65)
 - a. The list from the Civil War tells how to help wounded people.
 - b. The letter from the Revolutionary War says that you should never give up.
 - c. The slate from the pioneer schoolhouse says that if at first you don't succeed, try, try again.
 - d. The piece of wood from the earthquake says that when you've lost everything, you still have hope.

Chapter 10: The Mystery of Morgan's Library

Words to Know

- incredible

Words in Parts

- birdsong

Vocabulary Words

- amazement

1. What unusual information did Annie find in the research book? (p. 69) There was a picture of her and Jack holding the sign about hope, and the caption said that the two brave children gave hope to others.
2. Who was the man in Morgan's library that Jack and Annie helped? (p. 70) It was King Arthur.

Write the fact you find most interesting from the ones listed after Chapter 10. _____

Name: _____ Date: _____

PICK A PROJECT!

Now that you've finished reading *Earthquake in the Early Morning*, pick a project to share with the class. Here are your options:



Write your own sign about hope. Make sure it has a rhyme scheme (examples: ABAB or AABB). Be creative with your sign-making materials!

Do additional research on a present-day San Francisco landmark that the book mentioned, like the Golden Gate Bridge or the Painted Lady houses. Perform a short commercial to convince someone to visit these landmarks.

Create a diorama depicting San Francisco after the earthquake.

RUBRIC:

	3	2	1
Directions	Student followed all directions.	Student followed some directions.	Student followed few directions.
Detail	Student includes many important details from reading.	Student includes some important details from reading.	Student includes few or no important details from reading.
Creativity	Project is creative, unique, and relevant.	Project is somewhat creative, unique, and relevant.	Project is not creative, unique, or relevant.
Time	Student stayed on-task the whole time.	Student stayed on-task some of the time.	Student did not stay on task.

TOTAL: _____/12= _____ **COMMENTS:**

San Francisco Chronicle

THE FIRE IS AT LAST SPENT BANKERS ARE TO MEET THE EMERGENCY

PLENTY OF MONEY IN THE VAULTS

Financiers Want Thirty Days in Which to Put Affairs in Shape for Business

THIRTY DAYS OF HOLIDAY.

Governor Pardee yesterday, after a conference with financiers, agreed to declare a legal holiday from day to day as long as the emergency demanded. The Governor will confer with the Bankers' Committee from time to time. This will give the banks opportunity to reorganize their forces.

There is enough money in San Francisco to meet the financial emergency. The assurance, important to depositors, business men and all interested in the restoration of the city, given from the bankers themselves, was given in conference yesterday at the home of Mrs. Eleanor Martin, corner Buchanan street and Broadway.

The Bank Commissioners will also meet with the bankers. Governor King, president of the Clearing-house, gave out a most encouraging message to the bankers. He said in an interview: "We are prepared to build up and to hold in San Francisco. We are only the representatives of the people, anyway, and we will work with them and they with us. There is plenty of money here, but it will not be ready for business. It is useless to begin to do business until such time as we cannot pay out money until we have a place to pay it from. There are over \$100,000,000 in the Mint of this city which is more than ample to meet the emergency."

The resumption of banking business immediately is out of the question, and the money men think that thirty days is just before they will be prepared to meet the financial needs of the community. Danger is not being considered in reaching this conclusion. After the holidays are over, vaults were opened within two weeks, and the contents of many of the receptacles were examined. It was stated that no one is to be given money except on food, and no one will be permitted to take money for other purposes at this time. Even Governor King has borrowed money to meet personal expenses.

Every effort is being made to arrange for the distribution of money for financial purposes, and yesterday Sub-Treasurer Jacobs telegraphed to the Secretary of the Treasury at Washington for permission to use the money for the distribution of money for financial purposes. Plans will be formulated to pay workmen and use the contributions of funds that are pouring in to the advantage.

Money picked up in street

Picking up fragments of \$100 bills was one of the peculiar experiences of some of the campers in the Panhandle yesterday morning. As they roved about the city, they found the ground at the end of Cole street littered with currency torn into bits, some halved, some quartered and others torn in places no larger than a silver dollar.

Chairman King said that he had met some of the bankers the day before and yesterday, but an opportunity for a general conference had not presented itself. "The bankers want to all work together and we will do so the best we can," Henry T. Root spoke in opposition to an early opening of the vaults of the banks, mentioning the experience of Baltimore.

It is believed in financial and insurance circles that the insurance companies will, as a rule, pay dollar for dollar on the risks they have taken in this city. There was an informal meeting yesterday of representatives of leading insurance companies, and the general opinion was that the rate of the last dollar. It was also stated that the companies would not seek to take advantage of the earthquake clause written in their policies.

Dr. Regensburger, president of the State Board of Health, wishes to make it known throughout California that plagues are not at once in San Francisco. They must bring their own tools. Their tools will be sufficient, provided they are secured. Free transportation on any railroad. Those who are requested to report at the headquarters of the State Board of Health, at Laguna and Grove streets.

Plumbers needed. Dr. Regensburger, president of the State Board of Health, wishes to make it known throughout California that plagues are not at once in San Francisco. They must bring their own tools. Their tools will be sufficient, provided they are secured. Free transportation on any railroad. Those who are requested to report at the headquarters of the State Board of Health, at Laguna and Grove streets.



Meeting of the Clearing House Association.

NO DANGER OF NEW EARTHQUAKE

Professor Edgar L. Larkin, director of the Low Observatory at Echo Mountain, arrived in San Francisco early Friday morning and after making a general study of the situation here, made the following report: "I have been asked by the press and the city officials, and possibly the public, whether there is any danger of a new earthquake. I am sure that there is no danger of a new earthquake. The earthquake of April 18, 1906, was a great shock, and it is not likely that there will be another of similar magnitude for many years. The earthquake of April 18, 1906, was a great shock, and it is not likely that there will be another of similar magnitude for many years. The earthquake of April 18, 1906, was a great shock, and it is not likely that there will be another of similar magnitude for many years."

URGENT CALL FOR NURSES

Red Cross nurse please report to your association at 2610-2512 Washington street, San Francisco. Do not await personal notice. Nurses from all over the United States are needed. Please write to the Red Cross, 2610-2512 Washington street, San Francisco.

CITY TREASURES ALL SAFE

A squad of men cleaning away the debris at the City Hall, reached the Treasurer's office and found the vaults locked and the coin apparently safe, as the handles on the doors had not been touched by the fire.

PACIFIC HEIGHTS PATROL

A Meyer, 437 Locust street, has organized in the Presidio Heights brigades of men for such work for the purpose of patrolling against fire and crime and for insuring assistance.

MASONIC ORDER OFFERS GRAVES

Mayor Schmitz has received the following from the Masonic Cemetery Association: "The Masonic Cemetery Association of the city and county of San Francisco, recognizing the inability of many families of our city to make proper arrangements for the interment of relatives in the emergency facing us during this distressing time, will provide graves free of charge in Woodlawn Cemetery, San Mateo county, for the burial of those losing their lives in the course of the 18th of the present month."

WINE USED TO FIGHT FLAMES

Long Hard Battle on Russian Hill Near Water Front--Docks Are Saved

The fire is out. Only smoking, smoldering embers remain. The flash was at the grain warehouse and United States bonded warehouse in the block bounded by Sansome and Battery streets, Telegraph Hill and the bay. There the fire first swept to the north and west side. The hill men rushed their wives and children and trampled them down the slopes to the water front where they were placed on board steamers for Oakland, then they climbed back to the hill. It was a forlorn hope. There was not the slightest chance for assistance. There has never been any hope of getting a line engine to the top of the hill even if times of peace and there was no hope for water pressure. It was all being used in the valleys below. Neither was there any hope for reinforcements, to every man was intended.



View of the City from Russian Hill.

BRAVE DOCTOR LOSES AN EYE

Dr. Clarence E. Edwards, chief of the publicity bureau of the California Promotion Committee, who volunteered his services to the Government and was restored to his old rank of Captain-Surgeon, was painfully injured during the dynamiting on Wednesday night at the corner of Van Ness avenue and Bush street. Several soldiers were injured by the exploding of a blast and Dr. Edwards ran up to draw their wounds.

WANTS MCKINNON BADLY

John McKinnon, superintendent of the spring Valley Water Works, is wanted at the headquarters of the company, corner of Waller street and Duboce avenue, at once.

THE CHRONICLE OFFICE

In SAN FRANCISCO is at 1804 Fillmore Street Between Bush and Sutler Sts.

Where Advertisements and Subscriptions will be received. Carriers and Newsboys will receive Papers at this address.

The Hub

Chas. Keilus & Co.
Exclusive High-Grade Clothers
Have Their Temporary Business Office at 2415 Washington Street
Until Further Notice.

The Call=Chronicle=Examiner

SAN FRANCISCO, THURSDAY, APRIL 19, 1906.

EARTHQUAKE AND FIRE: SAN FRANCISCO IN RUINS

DEATH AND DESTRUCTION HAVE BEEN THE FATE OF SAN FRANCISCO. SHAKEN BY A TEMBLOR AT 5:13 O'CLOCK YESTERDAY MORNING, THE SHOCK LASTING 48 SECONDS, AND SCOURGED BY FLAMES THAT RAGED DIAMETRICALLY IN ALL DIRECTIONS, THE CITY IS A MASS OF SMOULDERING RUINS. AT SIX O'CLOCK LAST EVENING THE FLAMES SEEMINGLY PLAYING WITH INCREASED VIGOR, THREATENED TO DESTROY SUCH SECTIONS AS THEIR FURY HAD SPARED DURING THE EARLIER PORTION OF THE DAY. BUILDING THEIR PATH IN A TRIANGULAR CIRCUIT FROM THE START IN THE EARLY MORNING, THEY JOCKEYED AS THE DAY WANE, LEFT THE BUSINESS SECTION, WHICH THEY HAD ENTIRELY DEVASTATED, AND SKIPPED IN A DOZEN DIRECTIONS TO THE RESIDENCE PORTIONS. AS NIGHT FELL THEY HAD MADE THEIR WAY OVER INTO THE NORTH BEACH SECTION AND SPRINGING ANEW TO THE SOUTH THEY REACHED OUT ALONG THE SHIPPING SECTION DOWN THE BAY SHORE, OVER THE HILLS AND ACROSS TOWARD THIRD AND TOWNSEND STREETS. WAREHOUSES, WHOLESALE HOUSES AND MANUFACTURING CONCERNS FELL IN THEIR PATH. THIS COMPLETED THE DESTRUCTION OF THE ENTIRE DISTRICT KNOWN AS THE "SOUTH OF MARKET STREET." HOW FAR THEY ARE REACHING TO THE SOUTH ACROSS THE CHANNEL CANNOT BE TOLD AS THIS PART OF THE CITY IS SHUT OFF FROM SAN FRANCISCO PAPERS.

AFTER DARKNESS THOUSANDS OF THE HOMELESS WERE MAKING THEIR WAY WITH THEIR BLANKETS AND SCANT PROVISIONS TO GOLDEN GATE PARK AND THE BEACH TO FIND SHELTER. THOSE IN THE HOMES ON THE HILLS JUST NORTH OF THE HAYES VALLEY WRECKED SECTION PILED THEIR BELONGINGS IN THE STREETS AND EXPRESS WAGONS AND AUTOMOBILES WERE HAULING THE THINGS AWAY TO THE SPARSELY SETTLED REGIONS. EVERYBODY IN SAN FRANCISCO IS PREPARED TO LEAVE THE CITY, FOR THE BELIEF IS FIRM THAT SAN FRANCISCO WILL BE TOTALLY DESTROYED.

DOWNTOWN EVERYTHING IS RUIN. NOT A BUSINESS HOUSE STANDS. THEATRES ARE CRUMBLING INTO HEAPS. FACTORIES AND COMMISSION HOUSES LIE SMOULDERING ON THEIR FORMER SITES. ALL OF THE NEWSPAPER PLANTS HAVE BEEN RENDERED USELESS, THE "CALL" AND THE "EXAMINER" BUILDINGS, EXCLUDING THE "CALL'S" EDITORIAL ROOMS ON STEVENSON STREET BEING ENTIRELY DESTROYED.

IT IS ESTIMATED THAT THE LOSS IN SAN FRANCISCO WILL REACH FROM \$150,000,000 TO \$200,000,000. THESE FIGURES ARE IN THE ROUGH AND NOTHING CAN BE TOLD UNTIL PARTIAL ACCOUNTING IS TAKEN.

ON EVERY SIDE THERE WAS DEATH AND SUFFERING YESTERDAY. HUNDREDS WERE INJURED, EITHER BURNED, CRUSHED OR STRUCK BY FALLING PIECES FROM THE BUILDINGS AND ONE OF TEN DIED WHILE ON THE OPERATING TABLE AT MECHANICS' PAVILION, IMPROVISED AS A HOSPITAL FOR THE COMFORT AND CARE OF 300 OF THE INJURED. THE NUMBER OF DEAD IS NOT KNOWN BUT IT IS ESTIMATED THAT AT LEAST 500 MET THEIR DEATH IN THE HORROR.

AT NINE O'CLOCK, UNDER A SPECIAL MESSAGE FROM PRESIDENT ROOSEVELT, THE CITY WAS PLACED UNDER MARTIAL LAW. HUNDREDS OF TROOPS PATROLLED THE STREETS AND DROVE THE CROWDS BACK, WHILE HUNDREDS MORE WERE SET AT WORK ASSISTING THE FIRE AND POLICE DEPARTMENTS. THE STRICTEST ORDERS WERE ISSUED, AND IN TRUE MILITARY SPIRIT THE SOLDIERS OBEYED. DURING THE AFTERNOON THREE THIEVES MET THEIR DEATH BY RIFLE BULLETS WHILE AT WORK IN THE RUINS. THE CURIOUS WERE DRIVEN BACK AT THE BREASTS OF THE HORSES THAT THE CAVALRYMEN RODE AND ALL THE CROWDS WERE FORCED FROM THE LEVEL DISTRICT TO THE HILLY SECTION BEYOND TO THE NORTH.

THE WATER SUPPLY WAS ENTIRELY CUT OFF, AND MAY BE IT WAS JUST AS WELL, FOR THE LINES OF FIRE DEPARTMENT WOULD HAVE BEEN ABSOLUTELY USELESS AT ANY STAGE. ASSISTANT CHIEF DOUGHERTY SUPERVISED THE WORK OF HIS MEN AND EARLY IN THE MORNING IT WAS SEEN THAT THE ONLY POSSIBLE CHANCE TO SAVE THE CITY LAY IN EFFORT TO CHECK THE FLAMES BY THE USE OF DYNAMITE. DURING THE DAY A BLAST COULD BE HEARD IN ANY SECTION AT INTERVALS OF ONLY A FEW MINUTES, AND BUILDINGS NOT DESTROYED BY FIRE WERE BLOWN TO ATOMS. BUT THROUGH THE GAPS MADE THE FLAMES JUMPED AND ALTHOUGH THE FAILURES OF THE HEROIC EFFORTS OF THE POLICE FIREMEN AND SOLDIERS WERE AT TIMES SICKENING, THE WORK WAS CONTINUED WITH A DEFEATISM THAT WILL LIVE AS ONE OF THE FEATURES OF THE TERRIBLE DISASTER. MEN WORKED LIKE FIENDS TO COMBAT THE LAUGHING, ROARING, ONRUSHING FIRE DEMON.

NO HOPE LEFT FOR SAFETY OF ANY BUILDINGS

San Francisco seems doomed to entire destruction. With a lull in the raging of the flames just before dark, the hope was raised that with the use of the tons of dynamite the course of the fire might be checked and confined to the triangular section it had cut out for its path. But on the Barbary Coast the fire broke out anew and as night closed in the flames were eating their way into parts untouched in their ravages during the day. To the south and the north they spread; down to the docks and out into the resident section. In and to the north of Hayes Valley, by six o'clock practically all of St. Ignatius' great buildings were no more. They had been leveled to the fiery heap that marked what was once the metropolis of the West.

The first of the big structures to go to ruin was the Call Building, the famous skyscraper. At eleven o'clock the big 18-story building was a furnace. Flames leaped from every window and shot skyward from the circular windows in the dome. In less than two hours nothing remained but the tall skeleton.

By five o'clock the Palace Hotel was in ruins. The old hotel, famous the world over, withstood the siege until the last and although dynamite was used in frequent blasts to drive

Continued on Page Two

BLOW BUILDINGS UP TO CHECK FLAMES

The dynamiting of buildings in the track of the fire, to stay the progress of the flames, was in charge of John Birmingham, Jr., superintendent of the California Powder Works. Several experienced men from the powder works, assisted by policemen and members of the fire department, did the hazardous work of blowing up the buildings. They were raised in sets of three, but in the open spaces where the shattered buildings fell were quickly turned into holocausts of flame. The work was most effective in the business block east of Kearny street.

WHOLE CITY IS ABLAZE

At 10 o'clock last night the Occidental Hotel was destroyed by the flames which swept unchecked across Montgomery street and attacked the block bounded by Montgomery, Butler, Bush and Kearny. The new Merchants' Exchange building was a mass of flames from basement to tower.

The Union Trust building and Crocker-Walworth Bank were both alike and the Chronicle building and other buildings in that block were destroyed by the flames. Shortly after 10 o'clock the fire had eaten its way southeast from Portsmouth Square to Kearny and California streets. The entire section fronting on the west side of Kearny street seemed doomed.

All the buildings adjoining the Hall of Justice were alike and the flames were striving to save the structure by using dynamite. It is almost a certainty that every building contained in the section bounded by Clay, Kearny, Market and East streets will be consumed.

The flames had eaten their way westward to the residence section as far as Geary street. There, by dynamiting blocks after blocks, the flames succeeded in checking the devouring element.

CHURCH OF SAINT IGNATIUS IS DESTROYED

The magnificent church and College of St. Ignatius, on the northwest corner of Van Ness avenue and Hayes street represents in its destruction a material loss of over \$1,000,000. The actual cost of the great building was over \$200,000, but during the years which have elapsed since its erection the church has been enriched by paintings and frescoes, which were priceless. Some of them were works of art which can never be replaced, however willing those interested in the church might be to meet any expense in the effort.

MAYOR CONFERS WITH MILITARY AND CITIZENS

At 1 o'clock yesterday afternoon 50 representative citizens of San Francisco met the Mayor, the Chief of Police and the United States Military authorities in the police office in the basement of the Hall of Justice. They had been summoned thither by Mayor Schmitz early in the forenoon, the fearful possibilities of the situation having forced themselves upon him immediately after the shock of earthquake in the morning, and the news which at once reached him of the completeness of the disaster. He lost no time in making out a list of citizens from whom to seek advice and assistance, and in summoning them to the conference. It was called at the Hall of Justice, as virtually the first news which reached the Mayor regarding the extent of the disaster was that of the ruin of the City Hall. He did not realize that even while the conference was to be going on cornices would be crashing down and windows falling in fragments in the Hall of Justice also, and that before sunset desperate efforts would be made to blow the structure up in the vain endeavor by this means to check the advance of the flames in the northern section of the downtown district.

All, or nearly all of the citizens summoned to the conference

Continued on Page Two

HUNDREDS DEAD!

Fire Follows Earthquake, Laying Downtown Section in Ruins--City Seems Doomed For Lack of Water

KNOWN DEAD

AT MECHANICS' PAVILION

Max Fenner, policeman, killed in collapse Essex Hotel.

Niece of Detective Dillon, killed in collapse, 6th and Shipley.

Unidentified woman, killed at 18 7th st.

Two unknown men, brought in autos.

OTHER DEAD

Five killed, 2 injured, in collapse of building at 239 Geary.

Frank Corali, buried, beneath basement floor of burning logging house 6th and Mission. Heard crying "For God's sake, help me."

Seven firemen killed in collapse of brick power house Valencia and 7th.

John Whaley and son, killed in falling house, Steiner and Germania ave.

James Whaley, wife, Nellie Whaley, Marie Whaley, same address, badly injured.

Unidentified man, buried in remains Valencia-st. Hotel.

At 8:40 there were 100 dead and dying at the Pavilion, and more arriving each minute.

Miss Kath Brown, a niece of Detective Dillon, was crushed to death at her home.

Mrs. A. E. Eagle, 733 Howard, killed falling roof.

Mary Shaw, killed at 7th and Mission.

Max Fenner and Percy Smith, two police officers with beats on Mason st., were killed by falling bricks at the first shock.

Mrs. McCann was killed on 3d st.

INJURED:

List of badly injured taken to Pavilion:

J. Carr, 1547 Ellis.

Dr. Strauss, 121 Geary, very bad.

Rosa Shipley, of Seattle, living 6th st., and two children, not fatally.

J. H. Ross, 222 Leavenworth, legs broken.

C. C. Perry, Hotel Phillips, 117 6th st.

Pete Johnson and wife, Hyde st., crushed badly.

Mrs. J. Thomas, 381 6th, hurt badly.

Geo. Beckwith, Folsom and 6th.

Trabucce family at 157 Turk, rear, wife and baby killed beside husband, whose head is crushed.

Bly family, rear 157 Turk, badly hurt.

At 106 Langton, 4 killed; Billy Sheehan, policeman, rescued 3 people.

Many injured at 117 6th st., Hotel Phillips.

San Francisco was practically demolished and totally paralyzed by the earthquake, which commenced at 7:11 a. m. today and continued with terrific vigor for four minutes.

Great loss of life was caused by the collapse of buildings and many people met a more or less death by fire. Flames broke out in all parts of the city.

The monetary loss caused by the earthquake, the fire which followed it and the depredation in value that will result will amount to hundreds of millions of dollars.

The progress of San Francisco has reached a check from which it will probably take many years to recover.

Thousands of men who went to bed wealthy last night awoke this morning practically bankrupt.

The fury of the temblor was greater than any that has been known in the history of the city.

The people are appalled, terror-stricken. Thousands, fearful of a recurrence of the dreadful disaster, with results still more dire, are hastening out of San Francisco.

Many heart-rending scenes have been enacted. Families are moving their belongings helter-skelter, and moving aimlessly about, looting in the open.

The City Hall is a complete wreck. The walls surrounding the grand dome have fallen, leaving only the skeleton frame work and the top of the dome intact.

Around all sides of the "Hiding the walls have crumbled, like so many cards." The Receiving Hospital was buried.

The surgeons moved to Mechanics' Pavilion, which today is a combined hospital and morgue.

Dead and dying are brought in by autos, ambulances and even garbage carts.

Injured patients were taken from the Emergency Hospital to Mechanics' Pavilion. Many of them were hurt.

Some broke loose and ran among the dying, adding horror to the scene.

At 8:15 a second sharp quake occurred, accentuating the terror.

The fire scenes following the earthquake, was and are fearful to behold. Had the earthquake occurred an hour later, the entire city would have burnt into cinders.

At least forty buildings were falling within ten minutes after the temblor passed. Among the first to go were the big buildings on Market, Battery, Sanson, First, Second, Third, Fourth, Fifth, and Sixth streets, followed by a general conflagration on Seventh and Eighth streets, while in the West-end Addition many fires were started.

By 8 o'clock it seemed that a large part of the city was doomed. The Fire Department was unable to get anything like an adequate supply of water, and the raging flames had their way.

All of the city hospitals threw open their doors, and within a short time their wards and halls ring with the agonizing cries of scores of crushed and burned victims of the awful catastrophe.

An early report is to the effect that in the collapse of the huge plant of the San Francisco Gas and Electric Co. on Bay street nearly fifty workmen were crushed to death. Only two men were seen to leave the great brick structure.

One of the most complete wrecks in the city is St. Dominic's Church, on Steiner street. The huge spire went down in a crush of ruins, being totally demolished. The framework of the two domes stands. One of the domes fell upon the house occupied by the priests, but none, it is said, was killed.

At the Protestant Orphan Asylum, on Haight street, fearful damage was done; three little children are reported killed, while many others were badly injured.

At Eighteenth and Valencia streets an entire block sunk. The Valencia Hotel slid into the middle of the street, and it is thought fully a dozen persons are entombed, dead, dying and injured, in the pile of ruins. Across the street from that point a row of flats collapsed.

Market st. from Battery to the Ferry building, has sunk several feet. The earth there is "filled" on what was in other days a portion of the bed of San Francisco Bay.

A building collapsed at Steiner and Haight sts. No report of loss of life.

Along Market st. from 5th toward Castro, the sidewalks are literally strewn with wreckage. In many places the sidewalks have collapsed, falling into the basements.

This is true on Market between 5th and 6th, between 6th and 7th, and between 7th and City Hall Square, on the west side.

Towers are probably not fifty chimneys standing in the city. This means that many more fires are to be expected, as these are crunched everywhere.

A small portion of the front of the West Side Christian Church was shaken out.

St. Ignace's Church was badly shaken but is intact. Great damage resulted at St. Ignace's college, a portion of the building being destroyed.

A building was burned at the end of California street, in the Richmond.

Commodore Club, Van Ness Ave., badly dismantled.

At the Cosmopolitan Hotel, Fifth and Mission ave., fire is believed to have killed a number of people. The building was totally destroyed.

St. Whitred's hospital, Sutter near Larkin, was injured, but is intact.

At 9:30 the following were at Mechanics' Pavilion. But few were dead, although the injuries of many were reported as fatal:

Miss Jones, 509 Stevenson; M. R. D. Wells, 314 Van Ness; Wm Castro, 209, 410 1-4 Natoma; Bernard Atchison; 139 3rd; Ernest Edger, 1143 Mission; Bert Kennedy, 771 Howard; Geo Sullivan, 313 G. G. ave; Geo Memworth, 334 4th; Philip Hender, 3 Eddy; Wm Gamman, 112 4th, D J Erchen, 172 7th; Geo Reugone, 94 Folsom; Corfield, 939 1-2 Folsom; Wm Carr, 1347a Ellis; Wm Anderson, 1293 Market; F Butler, 137 6th; R Walsworth, 111 Geary; J Justice, Brunswick House; J Hart, Los Angeles; H Young, 1874 16th ave; Lou Vintery, 909 Kearny; V Dydard, 149 Turk; Belle M. Donald, 2512 Stevenson; Obal Marshall, 149 Turk; A H Peterson, 234 1-2 Natoma. R H Lander, 7th and Howard, Brunswick House.

THEATER WRECKED

The Majestic Theater is almost a complete wreck, the rear end, on the 9th st. side, having fallen out, while the roof caved into the auditorium of the building.

At 2110 California st. a house was shaken from its foundation and onto the sidewalk.

The new Huberman Hospital at California and Maple sts. is badly wrecked. The front of two wings were shaken out, while the walls of the balance of the building are badly crushed.

The hospital would have been completed within a few days.

That more people have not been killed is due to the fact that most of the power and light stations are destroyed. All of them, practically, are incapacitated for the time.

BRIEF IDEA OF DISASTER

Walls near Central Park skating rink are down. Postoffice building wrecked. Dynamite used in blowing up Phillips Hotel at 119 6th st. Troops, militia and police work side by side as they clear.

Waltham, Peck and Co., Swift and Co., Montague and Co. among houses destroyed. Thousands others ruined, beyond repair.

Fire sweeping whole block south of Market.

IN OAKLAND

Bank at 16th and Broadway demolished; man fell dead on street from height; 4 others killed in body by wall.

San Joaquin Valley hit it, but little damage.

THIS EDITION ISSUED FROM 1308 MISSION ST. WHERE COPIES MAY BE HAD.

The Earthquake Enquirer

PUBLICATION LOCATION: _____ PUBLICATION DATE: _____
VOLUME 1, ISSUE 1

CLASS RESEARCHES ***EARTHQUAKES***

BY: _____



Young journalists are hard at work!

The table is shaking. The ground is rumbling. Books are falling. Pictures are tumbling. Is it an earthquake? What do you do?

The students in our class have been working hard in the past few weeks researching earthquakes. We began by reading *Earthquake in the Early Morning* by Mary Pope Osborne. In this book, Jack and Annie travel to San Francisco during the great earthquake of 1906.

After reading this book, we decided to write our own class newspaper. Students chose to research the San Francisco earthquake of 1906, a present-day earthquake, or earthquake safety tips. We hope you enjoy our articles. If you have any comments for us, please write a letter to the editor!

[Empty rectangular box for drawing or image]

(Article Title)

BY: _____

[Empty rectangular box for drawing or image]

Caption: _____

Earthquake Safety Newspaper Rubric: Use these to send grade reports home. Fill in "Reporter Assignment" with the title of the article the student published. Multiple are on a page to save paper!

Earthquake Safety Newspaper Rubric	Name:
Reporter assignment:	Correct,Incorrect, Detailed Lacking Details
1. Research on topic and relevant	4.....3.....2.....1
2. Article contains results of research	4.....3.....2.....1
3. Rough draft completed	4.....3.....2.....1
4. Rough draft edited/revised	4.....3.....2.....1
5. Final copy has headline and byline	4.....3.....2.....1
6. Final copy has illustration	4.....3.....2.....1
7. Work is neat	4.....3.....2.....1
8. Time used wisely throughout	4.....3.....2.....1
Total:	/32=

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8. Time used wisely throughout	4.....3.....2.....1
Total:	/32=

Student Grading Rubrics: Use these to send grade reports home. Multiple are on a page to save paper!

Literature Circles Rubric

Name: _____

Book Title: Earthquake in the Early Morning

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

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____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

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____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

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____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Teacher Grading Rubric: Use this to document grades easily. Add more rows for more students.

Book Title: Earthquake in the Early Morning

For each off-task behavior, mark off one number (starting with 10).

	Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation
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9.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
10.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
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16.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
17.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
18.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
19.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
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21.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
22.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
23.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
24.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
25.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1