

EARTHQUAKE**French,Jackie**

EARTHQUAKE
 Author: JACKIE FRENCH
 Illustrator: BRUCE WHATLEY
 SCIS: 5384598
 ISBN: 9781743834817
 RRP: \$24.99
 Recommended for: MID PRIMARY

Earthquakes don't happen often in Australia, but when they do they have a profound impact on everyone who experiences them. Earthquake shares stories of this impact, from the tale of the Meckering earthquake of 1968 that shook WA, to the one a generation later that devastated Newcastle in 1989. A fascinating look into the consequences of this natural phenomenon.

STUDY NOTES

? Before reading the story, as a class look closely at the cover and title and discuss what you can infer about the story from the title and artwork. Some things you might like to include in your discussion could be:

- o What does the cover artwork show?
- o Who are the author and illustrator and what other books have they created together?
- o What do you predict might happen in this story?
- o Where do you think this story might be set?
- o What is an earthquake?

? As a class, discuss what you know about earthquakes. Some things to include in your discussion might be:

- o Have you ever experienced an earthquake?
- o What specific earthquakes do you know about?
- o What are some of the effects of earthquakes?
- o Where are earthquakes most likely to occur, and why?
- o What are some of the things that people can do to mitigate the effects of potential earthquakes?

? Look at the artwork at the end of the book. How has the illustrator created the image of piles of tumbled bricks? What can you see in this image that you would not see in artwork depicting a pile of new unused bricks? What colours has the illustrator chosen to use, and how has he given his artwork depth? Using this illustration for inspiration, create a two-panel artwork of your own showing an imaginary street scene before and after an earthquake.

? Create a word-find or crossword featuring words related to earthquakes and seismic activity.

? How do we measure the strength of earthquakes? As a class, investigate the Richter scale and discuss the relevance and meaning of it being a logarithmic scale. Why might scientists have chosen to measure earthquakes using this type of scale?

? As a class, brainstorm and create a list of items that you would want to have in your emergency kit if there was an earthquake. Think about the types of services that an earthquake would most likely disrupt, and the types of things that you would need to be able to access in this sort of disaster.

? On a globe or map of the world, identify places where large earthquakes have occurred over the last few hundred years. Can you see any patterns in where they are located? Why do you think this might be the case?

- ? What countries are prone to frequent earthquakes?
- ? What is the Pacific Ring of Fire? How is it relevant to earthquakes?
- ? What different types of earthquakes are there and why are they different?
- ? What are some of the most common aftereffects of an earthquake? Why do we need to be aware of them?

? How do you think it would feel to be caught in an earthquake? What should you do and where should you go if an earthquake happens where you live? As a class, investigate earthquake safety and responses. In small groups write an information sheet or create a poster to share your findings. You might want to look online for information about what other countries teach children to do during and after an earthquake, and how they practise their responses.

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