ELA Sub Plans Week, Middle School

Week-long sub plans: five days of print and go work for grades 6 to 8, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (12 pages)
- ELA sets for five days (30 pages)
- Calm puzzles and reset sheets (10 pages)
- ELA team tasks (10 pages)
- ELA games (10 pages)
- Answer keys (10 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one ela set per period (a lesson with worked examples, practice and a challenge), a calm puzzle, a team task and a game for the last 15 minutes.
3. The sub needs no subject knowledge. Every answer is in the key.
4. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the ela set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 83 pages.







This Week's Plan

Filled in for you: each row is one subject, so use the row for the class you are covering. Or use the blank schedule on the next page.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	**Meet Your Sub** p. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Reading classes	**Reading 1** The Day It Rained Molasses p. 14	**Reading 2** The Spare Key p. 26	**Reading 3** Marie Curie and the Invisible Rays p. 38	**Reading 4** The Tiny Workers Inside Bread p. 50	**Reading 5** Let Middle Schoolers Sleep p. 62
Writing classes	**Writing 1** Show, Don't Tell p. 17	**Writing 2** Paragraph Structure p. 29	**Writing 3** Persuasive Letter p. 41	**Writing 4** Descriptive Writing p. 53	**Writing 5** Narrative p. 65
Early finishers or a loud moment	**Word Search and Reset Sheet** p. 20	**Sudoku and Grounding Sheet** p. 32	**Secret Codes and Control Sheet** p. 44	**Maze and Brain Dump** p. 56	**Word Ladders and Three Good Things** p. 68
Block period or extra time	**Rank the Bee Sources** p. 22	**The Class Magazine** p. 34	**The Six Sentence Story** p. 46	**The Coverless Book** p. 58	**Graphic Novel Debate** p. 70
Last 15 minutes, if earned	**Whiteboard Jeopardy** p. 24	**Paper Password** p. 36	**Class Feud** p. 48	**Classroom Millionaire** p. 60	**Mystery Box** p. 72

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is the reward. Skip it on a day the class has not earned it.
- Only one period for this class? Use the reading set and keep the writing set for the next day.

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Note to the Substitute

Grades 6 to 8 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **Reading 1** and **Writing 1** are Monday's sets, **Reading 2** and **Writing 2** Tuesday's, and so on. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is the reward slot: fifteen minutes, from the script, when a class has earned it.

Each day has

- One reading and writing set each (one period, with a challenge to stretch it)
- A calm and quiet block: a puzzle page and a reset sheet
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!

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Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (same routine for every class)

1. **Before first period, fill in the introduction sheet** (next page) once. Keep it honest and short. Students read a sub in ten seconds; give them something real to read.
2. **Introduce yourself** from the sheet: two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.
3. **Read the class agreement** out loud. Ask the class to add one line of their own and write it on the board for that period. That line is theirs; they will keep it better than yours.
4. **Set the voice level** with a number, 0 to 3 (bottom of the sheet). Say which level the set needs. Use the numbers all week.
5. **Start the set:** "This is today's work. It has a challenge at the end, and the calm block is always allowed when you finish."

If the class is loud

- Skip the questions, keep the agreement and the voice level.
- Start the set sooner. The game at the end of the day is the reward for a level that holds.

If a period has ten minutes left

- Play Two Truths and a Lie (rules on the class page) in groups of six. Each group picks one to share.
- Or hand out the reset sheet from the calm block.

Monday morning checklist (before first period)

- [ ] Read the Important Information page: office number, emergency exits, the nurse.
- [ ] Check the class list for allergies, medical needs and students who leave early.
- [ ] Find today's set on the weekly schedule and count copies for every period.
- [ ] Fill in the About Your Sub sheet and pin it where the class can see it.
- [ ] Write the voice levels 0 to 3 on the board.
- [ ] Put the answer keys somewhere students cannot reach them.

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Reading Set 1: The Day It Rained Molasses

Reading · Day 1

Read the passage twice. The second time, underline anything you think a question will ask about.

On January 15, 1919, the North End of Boston was unusually warm for winter. Workers ate lunch outside, horses stood in the street, and children played near a huge steel tank that towered over the neighborhood. The tank was fifty feet tall and held about 2.3 million gallons of molasses, a thick, sticky syrup used at the time to make industrial alcohol. Just after noon, people nearby heard a low rumble and a sound like machine-gun fire. It was the sound of the tank's rivets popping.

The tank split open. A wave of molasses, reported to be around twenty-five feet high at its front, rolled through the streets at an estimated thirty-five miles per hour. Molasses does not behave like water. It is far heavier and it moves like a slow, crushing wall rather than a splash. The wave knocked buildings off their foundations, tipped a train off elevated tracks, and swallowed wagons whole. Twenty-one people died and about 150 were injured. Rescuers waded in waist-deep syrup that thickened as the afternoon cooled, and cleanup took weeks. For decades afterward, residents claimed that on hot summer days the neighborhood still smelled faintly sweet.

How could a tank simply fall apart? Investigators found that it had been built in a hurry in 1915, that the steel walls were thinner than the plans required, and that the tank had never been tested by filling it with water before it was filled with molasses. Workers had complained for years that it leaked. Instead of fixing the leaks, the company had painted the tank brown so the drips would not show.

The disaster led to a long court case, and the company was eventually found responsible. More importantly, it changed the rules. Cities across the United States began to require that engineers sign off on large building projects and that tanks and structures be inspected before use. The molasses flood is remembered today partly for how strange it sounds, and partly because it is one of the reasons buildings are safer now.

Nonfiction. The Great Molasses Flood, Boston, 1919. Every answer to the questions is in this text.

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Reading Set 1: Questions

Circle the letter for 1 to 8. Write two or three sentences for 9 and 10, using evidence from the text.

Reading · Day 1

1. **What was the molasses in the tank used for?**
   - (A) Making candy for the neighborhood
   - (B) Feeding horses
   - (C) Making industrial alcohol
   - (D) Heating buildings
2. **Which detail shows that the day was unusual for January?**
   - (A) The tank was fifty feet tall
   - (B) Workers ate lunch outside
   - (C) The tank had rivets
   - (D) Children lived nearby
3. **The sound "like machine-gun fire" was actually**
   - (A) a train on the elevated tracks
   - (B) the rivets of the tank popping
   - (C) the wave hitting buildings
   - (D) workers shouting a warning
4. **Why was the wave so destructive compared with a wave of water?**
   - (A) It was hotter
   - (B) Molasses is much heavier and moves like a wall
   - (C) It was moving faster than sound
   - (D) It came at night
5. **What did investigators find about the tank's steel walls?**
   - (A) They were the correct thickness
   - (B) They were thinner than the plans required
   - (C) They were made of iron
   - (D) They had been tested with water
6. **Why had the company painted the tank brown?**
   - (A) To match the buildings
   - (B) To keep it cool
   - (C) So the leaks would not show
   - (D) Because brown paint was cheaper
7. **Which of these is an effect of the disaster described in the last paragraph?**
   - (A) Molasses was banned in Boston
   - (B) Engineers had to sign off on large projects
   - (C) The North End was rebuilt on higher ground
   - (D) The company was given a new tank
8. **Why does the author say the flood is remembered "partly for how strange it sounds"?**
   - (A) Because the sound of the rivets was strange
   - (B) Because a flood of syrup is an unusual disaster
   - (C) Because nobody believes it happened
   - (D) Because the smell lasted for decades
9. **Give two pieces of evidence from the text that the company knew the tank was unsafe before it burst.**

10. **The last sentence says the flood is "one of the reasons buildings are safer now." Explain in your own words how a disaster can make things safer.**

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Reading Set 1: Vocabulary and Summary

Work out each word from the sentence it lives in. Then summarize the whole passage in three sentences.

Reading · Day 1

Vocabulary in context

WORD	WHERE IT APPEARS	WHAT IT MEANS HERE (YOUR WORDS)
towered	*children played near a huge steel tank that towered over the neighborhood*	
rivets	*the sound of the tank's rivets popping*	
foundations	*knocked buildings off their foundations*	
waded	*Rescuers waded in waist-deep syrup*	
responsible	*the company was eventually found responsible*	
inspected	*structures be inspected before use*	

Summary in three sentences

Sentence 1: what happened. Sentence 2: why it happened. Sentence 3: what changed because of it.

Challenge

The tank was painted brown to hide the leaks. Write a short paragraph (5 sentences) about a time when hiding a problem made it worse, real or invented.

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Writing Set 1: Show, Don't Tell

Sub: read the lesson box aloud, then let students work alone. Fifteen minutes on the rewrites, the rest on the scene.

Writing · Day 1

The lesson (2 minutes)

Telling hands the reader a label: nervous, angry, happy. **Showing** hands the reader the evidence and lets them work out the label themselves. Readers believe what they work out. They forget what they are told.

Telling: *Maya was nervous before the race.*

Showing: *Maya retied her left shoe for the third time. Her stomach had folded itself into a small, cold knot, and she could not remember the words to the song in her headphones.*

Three tools that turn telling into showing: **a specific action** (retied her shoe), **a body detail** (stomach in a knot), **a thing that is not working normally** (could not remember the song).

Task A: rewrite the telling

Rewrite each sentence so the feeling or fact is shown, not named. Two sentences each is fine.

1. **The classroom was messy.**

2. **He was really angry.**

3. **It was a cold morning.**

4. **The dog was happy to see her.**

5. **The food was delicious.**

6. **She was bored in the waiting room.**

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Writing Set 1: Plan the Scene

Task B. Pick one prompt, then fill the senses chart before you write a single sentence.

Writing · Day 1

Pick one prompt

1. The last five minutes before the bell on the last day of school.
2. A kitchen at 6 a.m. when someone is trying not to wake the house.
3. The moment a phone falls into water.

MY PROMPT _____ **WHO IS THERE** _____

Task B: the senses chart

Two details per row. The last row is the one that makes a scene yours.

I see

I hear

I smell

I feel (touch)

I taste

Something small nobody else would notice

The feeling I will show but never name

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Writing Set 1: Write the Scene

Task C. One page. Use the chart. When you finish, run the checklist and fix one thing.

Writing · Day 1

Checklist

- [ ] I used at least three senses.
- [ ] I showed a feeling without naming it.
- [ ] I cut at least one "very" or "really".
- [ ] My first sentence puts the reader somewhere specific.
- [ ] I read it once out loud in my head.

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Calm Block, Day 1: Word Search

Find all 12 reading and writing words. Every direction, including backward. Pencils only, voices at 0.

Calm · Day 1

P	R	K	O	R	A	E	J	K	X	D	L	E	M
Z	P	L	N	O	Y	Y	V	Z	K	Q	W	C	E
G	T	M	V	H	Y	Y	A	X	U	T	G	N	L
N	M	I	F	P	F	R	H	B	C	N	K	E	I
I	E	E	Q	A	P	D	A	I	P	W	R	D	M
T	O	L	E	T	M	K	L	M	J	I	S	I	I
T	S	L	U	E	O	F	Z	H	M	P	T	V	S
E	A	U	A	M	N	C	M	T	X	U	G	E	M
S	Z	K	N	O	B	E	K	H	A	X	S	U	G
Q	N	E	C	A	T	R	V	J	N	G	A	L	U
P	A	V	M	H	C	H	A	R	A	C	T	E	R
N	T	H	E	I	K	M	C	L	A	I	M	W	I
M	S	M	U	T	G	X	S	P	L	O	T	F	U
U	E	N	K	Y	R	O	T	A	R	R	A	N	V

CHARACTER · SETTING · CONFLICT · NARRATOR · METAPHOR · EVIDENCE · SUMMARY · SIMILE · STANZA · THEME · CLAIM · PLOT

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Reset Sheet

For one person, any time. Nobody reads it but you. Start with the breathing, then the three lines.

Calm · Day 1

Box breathing

Breathe in for four counts, hold for four, out for four, hold for four. Four times.

Three things I can see from my seat

Two sounds in the room right now

One thing I did well today

Right now I feel (circle one)

1 2 3 4 5 6 7 8 9 10

1 = totally calm, 10 = about to burst. Went down by one? That is the skill.

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Team Task, Day 1: Rank the Bee Sources

Groups of four. Voice level 2. Read all twelve sources together first, then rank them on page 2.

Team · Day 1

The situation

Your group is writing a research report that answers one question: **How do honeybees tell each other where to find food?** The library search found the twelve sources below, and you only have time to read the best ones closely.

Your job: test every source with the four checks, then rank all twelve from 1 (the best source for this report) to 12 (the worst). Use each number once. When every group is done, the sub reads the school librarian's ranking and you score the difference.

The four checks a good researcher uses

A	**On topic**	Is it about our exact research question (how bees share where food is), not about bees or honey in general?
B	**Expert**	Is the writer an expert on the topic, such as a scientist who studies it?
C	**Facts**	Does it give specific facts a reader could check (numbers, measurements, observations), not only feelings or opinions?
D	**Informs**	Is it written to inform the reader, not to sell something?

Talk about it: the librarian thinks one check matters much more than the others. Which one, and why?

1. **Movie poster.** A poster for a cartoon movie about a talking bee. It says only: "The funniest buzz of the summer! Tickets on sale now."

2. **Science journal article.** An article in a science journal by a university bee biologist. She filmed 200 waggle dances and measured how the angle of each dance matched the direction of the flowers the bees had found.

3. **Honey cookie recipe.** A recipe card for honey cookies from a cookbook with no author named. It lists exact amounts of every ingredient and the baking time.

4. **Radio interview.** A radio interview with a retired bee scientist about the waggle dance. He talks about how watching it made him love science, but he gives no numbers or details about how the dance works.

5. **Farm stand sign.** A handwritten sign at a roadside fruit stand, made by the teenager who runs the stand for his aunt: "Local honey, $8 a jar, from the 30 hives on this farm."

6. **Encyclopedia website.** An encyclopedia website page with no author named. It explains that the angle of the waggle dance shows the direction of the food compared with the sun, and a longer waggle run means the food is farther away.

7. **Hive company booklet.** A booklet from a company that sells glass-walled hives. The company's own bee scientist explains the waggle dance with measurements from her hives, and every page ends with the price of a hive.

8. **Graduation speech.** A speech a famous bee scientist gave at a high school graduation. She tells the students to "stay busy like bees" and to follow their dreams.

9. **Honey brand ad.** A magazine ad written by a honey company's sales team: "Our bees dance to share the best flowers. The longer the waggle, the farther the flowers. Buy Golden Hill Honey today!"

10. **Beekeeping catalog.** A catalog from a beekeeping supply store. A bee expert wrote the product pages, which list the exact sizes, weights and prices of hive boxes.

11. **Travel blog post.** A blog post by a traveler who saw a beehive for the first time on a farm tour. She writes that the bees' dance was "amazing" and that "nobody really knows why bees dance."

12. **Bee survey report.** A government report by bee scientists that counts how many honeybee hives beekeepers lost last winter, state by state, with the exact numbers.

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Team Task, Day 1: The Ranking Sheet

One sheet per group. Tick the checks first, then rank. No number goes down until all four agree.

Team · Day 1

SOURCE	A	B	C	D	MY RANK	GROUP RANK	LIBRARIAN	DIFFERENCE
1. Movie poster	☐	☐	☐	☐				
2. Science journal article	☐	☐	☐	☐				
3. Honey cookie recipe	☐	☐	☐	☐				
4. Radio interview	☐	☐	☐	☐				
5. Farm stand sign	☐	☐	☐	☐				
6. Encyclopedia website	☐	☐	☐	☐				
7. Hive company booklet	☐	☐	☐	☐				
8. Graduation speech	☐	☐	☐	☐				
9. Honey brand ad	☐	☐	☐	☐				
10. Beekeeping catalog	☐	☐	☐	☐				
11. Travel blog post	☐	☐	☐	☐				
12. Bee survey report	☐	☐	☐	☐				
Total difference (lower is better)								

Scoring

For each row: group rank minus librarian rank, and drop the minus sign. Add the twelve numbers.

- **16 or less:** excellent, you think like a researcher
- **17 to 30:** good
- **Over 30:** listen closely to the librarian's rule

Timing (40 minutes)

- Read the sources together: 8 min
- Tick checks and rank alone: 7 min
- Agree on a group ranking: 12 min
- Librarian's ranking and scoring: 8 min
- Defend one choice: 5 min

Group of three: one person reads and writes. Group of five: add a checker who makes sure every row has its ticks.

The librarian's rule, and defend one choice

When the sub reads the rule, write it here in your own words.

Pick one source your group ranked very differently from the librarian. Write two sentences: which checks it passes, and whether the librarian's rule changed your mind.

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Game, Day 1: Whiteboard Jeopardy

Sub script and English questions. 15 minutes at the end of the day, or when the class has earned it.

Game · Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board (or tape up the board sheet). Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team answers. Right: they win the points and pick again. Wrong: the next team may steal.
4. Cross the square off. Highest total when time is up wins.

Read this out

"This is the reward. If the noise goes above level 2, the square is dead and nobody scores it. Team 1, pick a category and a number."

Keep the score on the board. If a team argues, the script wins and the game moves on.

Grammar

100 What part of speech names a person, place or thing?
A noun

200 What part of speech describes a noun?
An adjective

300 In 'The dog barked loudly,' which word is the adverb?
Loudly

400 Which word is the verb in 'My sister plays chess'?
Plays

500 Two independent clauses joined by 'and' make what?
A compound sentence

Figurative

100 A comparison using 'like' or 'as' is called what?
A simile

200 'The classroom was a zoo' is an example of what?
A metaphor

300 Giving human traits to a thing is called what?
Personification

400 'I told you a million times' is an example of what?
Hyperbole

500 'Buzz,' 'sizzle' and 'pop' are examples of what?
Onomatopoeia

Vocab

100 What is the opposite of 'generous'?
Selfish (stingy)

200 What does the prefix 'un' mean, as in unhappy?
Not

300 What does the root 'bio' mean, as in biology?
Life

400 A word with the opposite meaning is called what?
An antonym

500 What does the suffix 'less' mean, as in fearless?
Without

Classics

100 Who wrote The Adventures of Tom Sawyer?
Mark Twain

200 Who wrote Alice's Adventures in Wonderland?
Lewis Carroll

300 What kind of animal is Buck in The Call of the Wild?
A dog

400 Who wrote the poem 'The Raven'?
Edgar Allan Poe

500 Who wrote the poem 'The Road Not Taken'?
Robert Frost

Lit Terms

100 What is the main character in a story called?
The protagonist

200 What is the time and place of a story called?
The setting

300 What is the turning point of a plot called?
The climax

400 A narrator who says 'I' uses what point of view?
First person

500 What is a hint about what will happen later called?
Foreshadowing

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Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game · Day 1

GRAMMAR	VOCAB	LIT TERMS	FIGURATIVE	CLASSICS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1	Team 2	Team 3

Team 4	Team 5	Team 6

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Answer Keys (1 of 10)

Teacher copy. Keep these pages out of the student sets.

Reading Set 1: The Day It Rained Molasses

1. C 2. B 3. B 4. B 5. B 6. C 7. B 8. B

9. Any two: workers had complained for years that it leaked; it was never tested with water; the walls were thinner than the plans required; the company painted it brown to hide the drips instead of fixing them.

10. Any reasonable answer: after a disaster, people study what went wrong and make rules (inspections, engineers signing off) so it cannot happen again.

Vocabulary: towered = rose high above; rivets = metal pins that hold steel plates together; foundations = the solid bases buildings sit on; waded = walked slowly through something deep; responsible = to blame, at fault; inspected = checked carefully. Summary and challenge: answers vary; look for the three parts (what, why, what changed).

Writing Set 1: Show, Don't Tell

Answers vary. For the rewrites, accept any version that replaces the label with an action, a body detail or a broken routine (for "He was really angry": "He put the cup down so carefully that everyone stopped talking."). Grade the scene with the five-line checklist.

Calm block, Day 1: word search

P	R	K	O	**R**	A	E	J	K	X	D	L	**E**	M
Z	P	L	N	**O**	Y	Y	V	Z	K	Q	W	**C**	**E**
G	T	M	V	**H**	**Y**	Y	A	X	U	**T**	G	**N**	**L**
N	M	I	F	**P**	F	**R**	H	B	**C**	N	K	**E**	**I**
I	E	E	Q	**A**	P	D	**A**	**I**	P	W	R	**D**	**M**
T	O	L	E	**T**	M	K	**L**	**M**	J	I	S	**I**	**I**
T	S	L	U	**E**	O	**F**	Z	H	**M**	P	T	**V**	**S**
E	**A**	U	A	**M**	**N**	C	M	T	X	**U**	G	**E**	M
S	**Z**	K	N	**O**	B	E	K	H	A	X	**S**	U	G
Q	**N**	E	**C**	A	**T**	R	V	J	N	G	A	L	U
P	**A**	V	M	**H**	**C**	**H**	**A**	**R**	**A**	**C**	**T**	**E**	**R**
N	**T**	**H**	**E**	I	K	M	**C**	**L**	**A**	**I**	**M**	W	I
M	**S**	**M**	U	T	G	X	S	**P**	**L**	**O**	**T**	F	U
U	**E**	N	K	Y	**R**	**O**	**T**	**A**	**R**	**R**	**A**	**N**	V

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Reading Set 1: Questions

Reading · Day 1

Circle the letter for 1 to 8. Write two or three sentences for 9 and 10, using evidence from the text.

1. **What was the molasses in the tank used for?**
   - (A) Making candy for the neighborhood
   - (B) Feeding horses
   - (C) Making industrial alcohol
   - (D) Heating buildings
2. **Which detail shows that the day was unusual for January?**
   - (A) The tank was fifty feet tall
   - (B) Workers ate lunch outside
   - (C) The tank had rivets
   - (D) Children lived nearby
3. **The sound "like machine-gun fire" was actually**
   - (A) a train on the elevated tracks
   - (B) the rivets of the tank popping
   - (C) the wave hitting buildings
   - (D) workers shouting a warning
4. **Why was the wave so destructive compared with a wave of water?**
   - (A) It was hotter
   - (B) Molasses is much heavier and moves like a wall
   - (C) It was moving faster than sound
   - (D) It came at night
5. **What did investigators find about the tank's steel walls?**
   - (A) They were the correct thickness
   - (B) They were thinner than the plans required
   - (C) They were made of iron
   - (D) They had been tested with water
6. **Why had the company painted the tank brown?**
   - (A) To match the buildings
   - (B) To keep it cool
   - (C) So the leaks would not show
   - (D) Because brown paint was cheaper
7. **Which of these is an effect of the disaster described in the last paragraph?**
   - (A) Molasses was banned in Boston
   - (B) Engineers had to sign off on large projects
   - (C) The North End was rebuilt on higher ground
   - (D) The company was given a new tank
8. **Why does the author say the flood is remembered "partly for how strange it sounds"?**
   - (A) Because the sound of the rivets was strange
   - (B) Because a flood of syrup is an unusual disaster
   - (C) Because nobody believes it happened
   - (D) Because the smell lasted for decades
9. **Give two pieces of evidence from the text that the company knew the tank was unsafe before it burst.**

10. **The last sentence says the flood is "one of the reasons buildings are safer now." Explain in your own words how a disaster can make things safer.**

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