SKILL REVIEW. Preview some of the vocabulary in this passage. How many of these words do you already know? If you aren’t sure of the meaning of a word, look it up in the dictionary and select the meaning that seems to match how the word is used in the passage.

1. **insulate**  
   meaning ____________________________________________________________________

2. **trudged**  
   meaning ____________________________________________________________________

3. **paralyzed**  
   meaning ____________________________________________________________________

4. **commuters**  
   meaning ____________________________________________________________________

5. **discriminated**  
   meaning ____________________________________________________________________

6. **relentless**  
   meaning ____________________________________________________________________
Fighting the Storm

Eighteen-year-old May Morrow was a telegraph operator for the Garrigues Chemical Company in New York City. When she woke up in her warm boardinghouse room on Monday morning and looked out the window, she did not want to go out into the storm. But like so many others, she didn’t dare miss a day of work because she was afraid her boss would get angry and fire her. So, she dressed as warmly as she could and stepped out into the blizzard. May fought snow and wind for many blocks. When she arrived at work, only Mr. Garrigues was there.

Because things only got worse as the day went on, Mr. Garrigues told May that she should spend the night at the factory. It was warm and safe there. But this was 1888, and May was a proper girl. She could not imagine spending the night alone with a man, even a gentleman like Mr. Garrigues. She was sure that if she made it in that morning, she could make it home.

May wrapped newspapers around her ankles and then put on her stockings. She packed newspapers around her chest to insulate her body from the cold. Then she started walking to her boardinghouse, which was 70 blocks away.

The wind was in May’s face most of the way. She often had to walk backward. Her ears began to freeze, but she didn’t notice. They were numb, so she did not feel anything. As she trudged along, a man called out to her to cover her ears. But May believed it was not proper to talk to strange men, so she ignored him. At the next corner, another man shouted to her to cover her ears before they froze. When she ignored him, he grabbed her and pulled her into a doorway. May was terrified. Certain that she was about to be attacked, she cried out. But the man simply arranged her cape over her head to protect her ears. May realized he was only trying to help. She reached up and touched her ears, discovering they were indeed almost frozen. Then she hurried on her way home.

As she neared her home, May saw a man sitting on the sidewalk, clinging to the bottom of a lamppost. She soon realized that he had fallen there, and, unable to get up, had frozen to death. May was horror-struck.

As she approached the boardinghouse, she saw a 10-foot-high snowdrift blocking the door. The drift completely covered the steps leading up to the front door. May dove into the snowdrift and literally swam up the steps, groping for them with her fingers, and finally crawling through the doorway. She had made it home alive!
New York City was paralyzed during the blizzard because all of the trains, which were the primary method of transportation to and from the city, were stopped or stuck in the snow. And because of the snow, laborers were not willing to come out in the blizzard to try to free them.

At one point, 17 trains between Yonkers and New York City were trapped, with 15,000 commuters stuck in unheated cars. Somehow, the trains had to be freed.

In 1888, Italian immigrants were among the workers who were often discriminated against. In order for them to support their families, they often took the hardest, poorest-paying jobs. But when the blizzard came, 600 laborers brought picks and shovels to attack the mass of snow and ice that imprisoned the railroad cars.

As the wind roared around them, the men worked and chipped at the ice. Sometimes a gust of wind was so strong that it ripped the shovels right from men’s hands. The ice holding the trains to the tracks was so thick that the men had to hit it over and over before they made even a tiny chip. Their blades bounced off the ice as if the shovels were made of rubber. But they worked on, chipping tiny piece after tiny piece, in a relentless effort to free the trains.
**Exercise 1: Locating Places on a Map**

Label each of these locations on the map. Look at outside sources, such as an atlas or an encyclopedia, if you need to do so.

- Albany
- Great Lakes
- New England
- Buffalo
- Maine
- New York City
- Canada
- Minnesota
- Virginia
Understanding a Table

This table gives information about the wind chill. The wind chill is the temperature your body feels when the air temperature is combined with the wind speed. As the speed of the wind increases, it carries heat away from your body more quickly, causing skin temperature to drop. The wind chill chart shows the difference between actual air temperature and the temperature your body feels.

<table>
<thead>
<tr>
<th>Wind (mph)</th>
<th>Temperature (degrees F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>-95 -88 -81 -74 -67 -60 -52 -45 -38 -31 -24 -17 -10 -3 4 12 19 26</td>
</tr>
<tr>
<td>40</td>
<td>-91 -84 -78 -71 -64 -57 -50 -43 -36 -29 -22 -15 -8 -1 6 13 20 27</td>
</tr>
<tr>
<td>35</td>
<td>-89 -82 -76 -69 -62 -55 -48 -41 -34 -27 -21 -14 -7 0 7 14 21 28</td>
</tr>
<tr>
<td>25</td>
<td>-84 -78 -71 -64 -58 -51 -44 -37 -31 -24 -17 -11 -4 3 9 16 23 29</td>
</tr>
<tr>
<td>5</td>
<td>-63 -57 -52 -46 -40 -34 -28 -22 -16 -11 -5 1 7 13 19 25 31 36</td>
</tr>
</tbody>
</table>

Exercise 2: Understanding the Wind Chill Table

Review the table carefully. The row across the top gives the temperature in degrees Fahrenheit. The coldest temperature is at the far left, and temperatures rise as you move to the right.

1. What is the coldest temperature in the top row? __________________________
2. What is the warmest temperature? ________________________________

The far left-hand column of the table gives the wind speed in miles per hour. The fastest wind speed is at the top of the column, and the slowest wind speed is at the bottom.

3. What is the fastest wind speed in the left column? _______________________
4. What is the slowest wind speed in the left column? _______________________ 

To find the wind chill temperature, you need to know the temperature of the air and the speed of the wind. If the temperature of the air is 5 degrees, and the speed of the wind is 10 miles per hour, you can find the wind chill by following the column down from 5 degrees and the row across from 10 miles an hour. The place where the row and column meet is the wind chill temperature: –10 degrees Fahrenheit.

Use the table to find these wind chill temperatures:

5. temperature 10 degrees F. and wind speed 10 mph = wind chill __________
6. temperature 25 degrees F. and wind speed 35 mph = wind chill __________
7. temperature 0 degrees F. and wind speed 5 mph = wind chill __________
8. temperature –5 degrees F. and wind speed 20 mph = wind chill __________
Understanding a Bar Graph

A bar graph is shown. The numbers on the left side (or left axis) of the graph stand for degrees Fahrenheit and inches of rain or snow. The words along the bottom axis of the graph tell the month of the year. Each black bar on the graph shows the lowest temperature for the month. The gray bar shows the highest temperature for the month. The white bar shows the inches of snow or rain for the month.

Monthly High and Low Temperatures in Albany

Source: www.albanyny.org/.
Exercise 3: Reading a Bar Graph

Use the bar graph to answer the questions.

1. What is the highest temperature that can be shown on this graph? __________
2. What is the lowest temperature that can be shown? ______________________
3. What time period is covered by this graph? (How many months?) __________
4. Which month had the highest temperature? What was that temperature (approximately)? _____________________
5. Which month had the lowest temperature? What was it? _________________
6. Which month had the least amount of rain and snow? ____________________
7. Which four months had the most rain and snow?

Exercise 4: Putting Events in Order (Review)

Re-read the reading passage in Unit 5, and put the events in the correct order. Write 1 next to the event that happened first, 2 next to the event that happened next, and so on.

 _____ a. May arrives at work. The only other person at work is Mr. Garrigues.
 _____ b. May sees a 10-foot high snow drift blocking the door to her boardinghouse.
 _____ c. A man pulls May into a doorway and covers her head with her cape.
 _____ d. A man yells at May to cover her ears.
 _____ e. Mr. Garrigues tells May she should spend the night at the factory.
 _____ f. May decides to go to work even though it’s snowing and windy out
 _____ g. May begins to walk the 70 blocks to her boardinghouse.
 _____ h. May finds a man frozen to death on the sidewalk.
 _____ i. A terrible blizzard hits New York City
 _____ j. May dives into the snowbank and crawls up the stairs to her boardinghouse.
 _____ k. May finishes work.
 _____ l. May wraps newspapers around her legs and chest to help her stay warm.