

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

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**Directions:** Answer the questions below to help you write an objective summary of “Escape From Slavery.”

**1.** Who is the article mainly about? (It can be about an individual or a group of people.)

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**2.** What was happening in the United States when this person(s) was alive?

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**3.** What problem does this person(s) face?

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**4.** How does this person(s) handle the problem?

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**5.** What happened afterward?

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include unimportant details or the opinions of the person writing it.

**Directions:** Follow the prompts in the margins to complete the summary of "Escape From Slavery."

Harriet Tubman risked her life to escape slavery and then to help dozens of other people do the same. Tubman was born into slavery in Maryland around 1820. At the time, \_\_\_\_\_

\_\_\_\_\_. There, slaves were viewed as property. When Tubman was 5 or 6 years old, Tubman's owner started "renting" her out to different people who mistreated her. When she was older, she heard about \_\_\_\_\_

\_\_\_\_\_. When Tubman found out that she might be sold, Tubman decided to \_\_\_\_\_  
\_\_\_\_\_. After living in Philadelphia as a free woman for about a year, \_\_\_\_\_

\_\_\_\_\_. Tubman went on to make \_\_\_\_\_  
\_\_\_\_\_. Today, Tubman is remembered \_\_\_\_\_

\_\_\_\_\_.

1. Where was slavery legal in the U.S. at the time?

2. What did Tubman learn while working with free black people?

3. What did Tubman decide to do?

4. Where does Tubman return to and why?

5. How many rescue missions did Tubman make?

6. What is Tubman remembered for today?

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# Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Escape From Slavery."

**1. Reread the first section of "Escape From Slavery." Which quote below BEST expresses the central idea of this section?**

- Ⓐ "Slaves were sometimes put to death for trying to flee . . ." (p. 6)
- Ⓑ "The runaways knew what would happen if they were caught." (p. 6)
- Ⓒ "Yet on that frigid night, the person leading this group was unafraid." (p. 6)
- Ⓓ "Their journey was perilous." (p. 6)

**2. Read the central idea of the sections "Stolen Away" and "Getting Bold," stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?**

**Central Idea:**  
**Enslaved people were robbed of the control over their lives.**

- Ⓐ "According to the law at the time, Rit, Benjamin, and their children belonged to Brodess." (p. 6)
- Ⓑ "Though historical records are incomplete, it's likely that her mother, Rit, and her father, Benjamin, had at least nine children." (p. 6)
- Ⓒ "They were his property, no different from his horses or plows, and Brodess could do whatever he wished with them." (p. 6)
- Ⓓ "So when Tubman was 5 or 6 years old, he began 'renting' her to others." (p. 7)

I chose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- 3. Read the details from the section "Slavery in America" and "Getting Bold" listed below. In the box, write a central idea that these details support.**

**Central Idea:**

**Detail 1:** "Slaves labored from sunup to sundown planting and harvesting wheat, tobacco, cotton, and other crops." (p. 7)

**Detail 2:** "Try to imagine the horror of it: having family members stolen away from you, never to see or hear from them again." (p. 6)

**Detail 3:** "Tubman carried scars from these beatings for the rest of her life." (p. 7)

- 4. Consider the central idea of the whole article that is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.**

**Central Idea:**

**Harriet Tubman was courageous and determined.**

**Supporting detail 1:**

"I had reasoned this out in my mind; there was one of two things I had a right to—liberty or death; if I could not have one, I would have the other." (p. 7)

**Supporting detail 2:**

**Supporting detail 3:**

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# Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Escape From Slavery."

**1. Read the central idea of the sections "Stolen Away" and "Slavery in America" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.**

**Central Idea:**  
**Slavery was cruel and dehumanizing.**

- ☐ "Rit and Benjamin's owner, Edward Brodess, didn't believe that selling the girls was wrong though." (p. 6)
- ☐ "Try to imagine the horror of it: having family members stolen away from you, never to see or hear from them again." (p. 6)
- ☐ "Tubman carried scars from these beatings for the rest of her life." (p. 7)
- ☐ "Plantation owners relied on slaves for cheap labor." (p. 7)
- ☐ "Slaves labored from sunup to sundown planting and harvesting wheat, tobacco, cotton, and other crops . . . Even young children were put to work." (p. 7)

**2. Read the details from the article listed below. In the box, complete the central idea that these details support.**

**Central Idea:**  
**Harriet Tubman was \_\_\_\_\_**

**Detail 1:** "In all, Tubman led 13 rescue missions, freeing 70 to 80 people." (p. 9)

**Detail 2:** "Yet on that frigid night, the person leading this group was unafraid. Her name was Harriet Tubman, and she had made this journey many times before." (p. 6)

**Detail 3:** "I had reasoned this out in my mind; there was one of two things I had a right to—liberty or death; if I could not have one, I would have the other." (p. 7)

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# Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

**Directions:** Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Escape From Slavery."

1. The author uses **description** in the introduction of "Escape From Slavery." What is the author describing?

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## **Description or List**

Includes details to help you picture or get to know a person, a place, a thing, or an idea

## **Cause and Effect**

Explains *why* something happened (cause) and *what* happened as a result (effect)

2. A. Underline the text structure the author uses in the section "Slavery in America."

**problem and solution**

**sequence of events**

- B. Explain how you know, using evidence from the text.

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## **Problem and Solution**

Presents a problem and explains how it is solved

## **Compare and Contrast**

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

## **Sequence of Events**

Describes events in the order in which they happen (also called chronological order)

- 3.** In the section "Getting Bold," the author uses a cause-and-effect structure to explain the events that caused Tubman to decide to flee to the North. Write two causes below.

**Effect:** Tubman decides to run away to the North.

**Cause 1:** \_\_\_\_\_

\_\_\_\_\_

**Cause 2:** \_\_\_\_\_

\_\_\_\_\_

- 4. A.** Which text structure does the author primarily use in the section "Underground Railroad"?

\_\_\_\_\_

**B.** Explain how you know, using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

**Directions:** Answer the questions below to help you explore the text features in "Escape From Slavery."

1. Study the image on pages 4-5. What mood does the image create?

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2. Study the newspaper advertisement on page 6. Why might the author have chosen to include it?

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3. What do the photos and caption at the top of page 7 help you understand about what life was like for enslaved people?

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4. How does the map on page 8 contribute to the article?

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# Finding and Using Text Evidence

**Directions:** Read "Escape From Slavery." Then complete the activity below.

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**1. Imagine that you are writing a paragraph explaining what the life of an enslaved person was like.**

**A. Which of the following would be the BEST topic sentence for your paragraph?**

- Ⓐ Families were broken up when family members were sold off by their owners.
- Ⓑ Historical records about slaves and their families are incomplete.
- Ⓒ Enslaved people had no control over their lives and could be treated inhumanely.

**B. Which information from the article BEST supports the sentence you chose in part A?**

- Ⓐ Many enslaved people, including Tubman, did not know their actual birthdays. (p. 6)
- Ⓑ It's likely that Tubman's mother, Rit, and her father, Benjamin, had at least nine children. (p. 6)
- Ⓒ As a child, Tubman was forced to work for a cruel woman who regularly beat her. (p. 7)

**C. Which of the following BEST explains why the text evidence you chose in part B is relevant?**

- Ⓐ It describes how many family members Tubman had.
- Ⓑ It provides an example of an enslaved person being treated inhumanely.
- Ⓒ It shows an example of the kind of historical information that wasn't kept about enslaved people.

**2. Choose the piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.**

**People who worked in the Underground Railroad were brave.**

- Ⓐ "Between her journeys, Tubman worked at hotels and restaurants, saving the money she would need to buy food and other supplies for her rescue missions." (p. 8)
- Ⓑ "... by 1850, helping a runaway slave was against the law, even in free states. If you were caught, you would most certainly be fined and possibly sent to jail ... ." (p. 9)
- Ⓒ "Hundreds of people were part of the Underground Railroad ... ." (p. 8)

I chose \_\_\_\_ because \_\_\_\_\_

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**3. A. Choose the THREE pieces of text evidence that BEST support the statement below.**

**During Tubman's time, many people in the U.S. believed slavery was wrong.**

- Ⓐ "Rit and Benjamin's owner, Edward Brodess, didn't believe that selling the girls was wrong though." (p. 6)
- Ⓑ "They described escape routes and the kind people who opened their homes to men, women, and children on the run." (p. 7)
- Ⓒ "At the time, many fugitive slaves took refuge in Philadelphia, where there was a strong abolitionist movement." (p. 8)
- Ⓓ "Hundreds of people were part of the Underground Railroad, a diverse group that included wealthy white people, Christian ministers, farmers, free black people, and many others." (p. 8)
- Ⓔ "To be truly safe, many who had escaped slavery traveled all the way to Canada, where slavery was entirely outlawed." (p. 9)

**B. Select one piece of INCORRECT evidence from above and explain why it does NOT support the statement.**

Evidence \_\_\_\_ does not support the statement because \_\_\_\_\_

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**4. Choose the paragraph that correctly uses text evidence from “Escape From Slavery” in the form of a direct quotation.**

- Ⓐ The Southern economy was dependent on slavery. Agriculture had become a “lucrative business” in the South and plantation owners relied on slaves for cheap labor. In other words, slaves played a large role in supporting the agricultural industry in the South.
- Ⓑ The Southern economy was dependent on slavery. In her article “Escape From Slavery,” author Lauren Tarshis explains that agriculture was a prosperous industry in the South and that plantation owners relied on slaves as a source of cheap labor (7).
- Ⓒ The Southern economy was dependent on slavery. Author Lauren Tarshis explains that agriculture had become a “lucrative business” in the South and that “plantation owners relied on slaves for cheap labor” (p. 7). In other words, slaves played a large role in supporting the agricultural industry in the South.

Explain why the two answers you did NOT choose are incorrect: \_\_\_\_\_

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**5. Choose the paragraph that correctly uses text evidence from “Escape From Slavery” in the form of a paraphrase.**

- Ⓐ It was extremely risky for slaves to try to escape. Slaves “would surely be whipped—or worse” if they were caught trying to escape. In other words, slaves who tried to escape risked facing severe punishment if they failed.
- Ⓑ It was extremely risky for slaves to try to escape. In her article “Escape From Slavery,” Tarshis explains that if caught, slaves who tried to escape could be whipped or even put to death (p. 6). In other words, slaves who tried to escape risked facing severe punishment if they failed.
- Ⓒ It was extremely risky for slaves to try to escape. Slaves who tried to escape could be whipped or even put to death.

Explain why the two answers you did NOT choose are incorrect: \_\_\_\_\_

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**6. Now it’s your turn. Write a paragraph explaining why Harriet Tubman is inspirational. Your paragraph should include:**

- **a topic sentence**
- **at least one piece of text evidence in the form of a paraphrase or a direct quotation**
- **a sentence that states how that evidence supports your central idea**

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# Finding Text Evidence

**Directions:** Read “Escape from Slavery,” then complete the activity below.

**1. Choose the TWO pieces of text evidence from “Escape From Slavery” that best support the statement below.**

**STATEMENT:**

**Slavery was cruel and inhumane.**

- Ⓐ “Edward Brodess owned many slaves—too many to keep busy on his own property.” (p. 7)
- Ⓑ “Tubman carried scars from these beatings for the rest of her life.” (p. 7)
- Ⓒ “Plantation owners relied on slaves for cheap labor.” (p. 7)
- Ⓓ “Slaves labored from sunup to sundown planting and harvesting wheat, tobacco, cotton, and other crops. . . . Even young children were put to work.” (p. 7)

.....

**2. Choose the ONE piece of text evidence that best supports the statement below. Then complete the sentence to explain your choice.**

**STATEMENT:**

**People who worked in the Underground Railroad were brave.**

- Ⓐ “Hundreds of people were part of the Underground Railroad . . .” (p. 9)
- Ⓑ “Between her journeys, Tubman worked at hotels and restaurants, saving the money she would need to buy food and other supplies for her rescue missions.” (p. 8)
- Ⓒ “. . . by 1850, helping a runaway slave was against the law, even in free states. If you were caught, you would most certainly be fined and possibly sent to jail . . .” (p. 9)

I chose \_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

3. Below are a statement and two pieces of supporting evidence. Find one more piece of supporting evidence from the article and write it on the lines below.

**STATEMENT:**

**During Tubman’s time, many Americans believed that slavery was wrong.**

- Ⓐ “Hundreds of people were part of the Underground Railroad, a diverse group that included wealthy white people, Christian ministers, farmers, free black people, and many others.” (p. 8)
- Ⓑ “At the time, many fugitive slaves took refuge in Philadelphia, where there was a strong abolitionist movement.” (p. 8)

Ⓒ \_\_\_\_\_

\_\_\_\_\_

.....

4. Read the lines below from the article. Then write a statement that they all support.

**STATEMENT:**

- Ⓐ “I had reasoned this out in my mind; there was one of two things I had a right to—liberty or death; if I could not have one, I would have the other.” (p. 8)
- Ⓑ “Yet on that frigid night, the person leading this group was unafraid. Her name was Harriet Tubman, and she had made this journey many times before.” (p. 6)
- Ⓒ “It was extraordinary for someone who had escaped slavery to return to the land where they had been enslaved, to risk capture—or worse.” (p. 8)

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# What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader. Words that could describe tone include doubtful, humorous, gleeful, serious, and questioning. Authors create tone through word choice, the information they include, and how they organize the text.

In this activity, you will analyze Lauren Tarshis's tone in "Escape From Slavery."

## 1. Consider this line from page 6:

They would be chained, tied together, and marched back to their "owners."

## Now consider this line from page 7:

They also cleaned houses, built furniture, washed clothes, and cooked meals for their "masters."

**In the lines above, Tarshis's tone is disapproving and disgusted as she refers to slave owners. Here's why:**

By placing the words *owners* and *masters* in quotation marks, Tarshis is expressing that these people were *so-called* owners and masters; she is indicating that she does not approve of those terms and that she rejects the idea that one human can own or be the master of another.

**Find another sentence in which Tarshis uses a disapproving and disgusted tone. Write the sentence in the box. Be sure to give the page number.**

**Line from page \_\_\_\_\_:**

**2. Consider the following line from page 6:**

Try to imagine the horror of it: having your family members stolen away from you, never to see or hear from them again.

**Circle the word that best describes Tarshis's attitude toward enslaved people.**  
(We defined the choices for you.)

optimistic



hopeful and  
confident about  
the future

doubtful



feeling  
uncertain about  
something

sympathetic



full of concern  
for someone  
else's struggles

accusing



expressing  
belief in  
someone's guilt

**Write a statement to support your choice.**

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**3. Consider the following line from page 9:**

Today, Tubman is remembered as one of America's most courageous and important figures, a tenacious and doggedly determined liberator whose legacy shaped the course of American history.

**Write one or two words to complete the sentence below:**

Tarshis's tone as she talks about Harriet Tubman is \_\_\_\_\_.

**Write a statement to support your answer.**

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# What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.  
Words that could describe tone include doubtful, humorous, gleeful, serious, and questioning.  
Authors create tone through word choice, the information they include, and how they organize the text.

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In this activity, you will analyze Lauren Tarshis's tone in "Escape From Slavery."

## 1. Read this example.

Consider this line from page 6:

They would be chained, tied together, and marched back to their "owners."

Now consider this line from page 7:

They also cleaned houses, built furniture, washed clothes, and cooked meals for their "masters."

In the lines above, Tarshis's tone is disapproving and disgusted as she refers to slave owners.  
Here's why:

By placing the words *owners* and *masters* in quotation marks, Tarshis is expressing that these people were *so-called* owners and masters; she is indicating that she does not approve of those terms and that she rejects the idea that one human can own or be the master of another.

**2.** Consider the following line from page 6:

Try to imagine the horror of it: having your family members stolen away from you, never to see or hear from them again.

**Circle the word that best describes Tarshis's attitude toward enslaved people.**  
(We defined the choices for you.)

optimistic



hopeful and  
confident about  
the future

doubtful



feeling  
uncertain about  
something

sympathetic



full of concern  
for someone  
else's struggles

accusing



expressing  
belief in  
someone's guilt

**Complete the sentence below to explain why the word you circled describes the tone of the line above. Use what we wrote in question 1 as a model.**

Tarshis sounds like she \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3.** Consider the following line from page 9:

Today, Tubman is remembered as one of America's most courageous and important figures, a tenacious and doggedly determined liberator whose legacy shaped the course of American history.

**Write one or two words to complete the sentence below:**

Tarshis's tone as she talks about Harriet Tubman is \_\_\_\_\_.

**Write a statement to support your answer.**

Tarshis sounds like she \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Identifying Tone

*Tone* is the author's attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful*, *humorous*, *sarcastic*, *serious*, and *outraged*. Tone is conveyed through the author's word choices and the details that he or she includes. A text may have more than one tone.

HINT: Keep in mind that in a work of fiction, tone is the author's attitude, and not necessarily the attitude of the story's narrator. Ask yourself, "How does the author feel about what he or she is writing about?"

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# Tone Words

Tone is the author's attitude toward the subject matter or toward the reader or audience.  
There are *many* different words that you can use to describe an author's tone. Here are some to inspire you.



## POSITIVE TONE WORDS

admiring	happy
adoring	hopeful
affectionate	humorous
amused	interested
appreciative	jovial
approving	light
celebratory	lively
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	playful
confident	pleasant
contented	proud
earnest	reassuring
elated	respectful
empathetic	romantic
encouraging	sentimental
excited	silly
facetious	sympathetic
forthright	tender
friendly	whimsical
funny	wistful
gleeful	worshipful
gushing	zealous



## NEUTRAL TONE WORDS

ambiguous  
ambivalent  
casual  
commanding  
conversational  
detached  
direct  
indifferent  
introspective  
neutral  
pensive  
questioning  
reflective  
scholarly  
serious  
solemn  
straightforward  
speculative  
uncertain  
unconcerned



## NEGATIVE TONE WORDS

angry	furious
annoyed	gloomy
biting	grave
bitter	grim
blunt	harsh
cold	haughty
conceited	hostile
condescending	impatient
confused	melancholy
curt	mocking
cynical	mournful
depressed	offended
derogatory	ominous
despairing	outraged
desperate	pessimistic
disappointed	sarcastic
disliking	scornful
disrespectful	selfish
doubtful	skeptical
enraged	sly
fearful	somber
flippant	stern
forceful	suspicious
foreboding	uneasy
frustrated	worried

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# Harriet Tubman's Legacy

What is Harriet Tubman's legacy? Fill in the boxes below with ideas from the video and/or the article "Escape From Slavery." Use your responses to help you respond to the prompt on page 9.

## What kind of person is Harriet Tubman?

What kind of person was Tubman? We've provided one idea along with a piece of evidence that supports that idea. Provide two other words or phrases describing the type of person Tubman was. For each, provide text evidence from the video, the article, or both.

1. smart

Evidence: "Tubman had a powerful memory and a gift for following the stars; she had great success finding the escape routes that had been described to her." (p. 8)

2.

Evidence:

3.

Evidence:

## What contributions did Harriet Tubman make?

Write two ideas; provide text evidence for each from the video, the article, or both.

1.

Evidence:

2.

Evidence:

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# Close-Reading Questions

## "Escape From Slavery"

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1. What made trying to escape from slavery so dangerous? (key ideas and details)
2. Consider the quotation at the end of page 7 in which Tubman refers to her decision to run away. Put this quotation in your own words. (interpreting text)
3. According to the article, what kind of person was Harriet Tubman? Support your answer with text evidence. (character)
4. Why might the Underground Railroad have been given that name? Explain. (inference)
5. How can the map on page 8 help readers understand the article? (text feature)

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# Critical-Thinking Questions

## "Escape From Slavery"

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1. To dehumanize someone is to take away his or her human qualities—to make that person feel or appear less than human. In what ways was slavery dehumanizing?
2. Tarshis explains that those who helped on the Underground Railroad were taking a great risk. Why do you think people were willing to take such a risk?
3. On page 9, Tarshis notes that in addition to being courageous, successful, and clever, Tubman could be harsh. Do you think leaders sometimes need to be harsh? Explain.

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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Escape From Slavery.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading Text Features, Inference

1. Read the **headline** and study the image on pages 4-5. What **mood** do they create?

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2. What does the newspaper advertisement on page 6 tell you about how enslaved people were treated in the 1800s?

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3. Study the images and read the **caption** on page 7. What can you infer about the lives of the people in the photo, including their living conditions?

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4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

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## During Reading

### Mood, Text Structure, Inference, Tone

5. At the end of the first section of the article, there is a shift in **mood**. Describe how the mood changes.

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6. A. Check ( ✓ ) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Getting Bold.”

The author chronologically presents Tubman’s plan to flee.

The author explains the events that caused Tubman to decide to flee to the North.

The author compares the life of Harriet Tubman with the lives of other enslaved people.

B. Explain how you know.

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7. In the section “Risking Capture,” Lauren Tarshis uses an admiring **tone**. Find two examples of this tone and write them on the lines below.

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8. From information about the law in the section “Underground Railroad,” what qualities can you **infer** members of the Underground Railroad possessed?

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## After Reading

### Central Idea/Details and Objective Summary

9. Below are three **supporting details** for a central idea of “Escape From Slavery.” In the space provided, write a **central idea** that these details support.

Central Idea		
<b>Detail #1</b> “Slaves labored from sunup to sundown planting and harvesting wheat, tobacco, cotton, and other crops.” (p. 7)	<b>Detail #2</b> “Slaves were sometimes put to death for trying to flee, a gruesome warning to others contemplating escape.” (p. 6)	<b>Detail #3</b> “Tubman carried scars from these beatings for the rest of her life.” (p. 7)

10. Write an **objective summary** of “Escape From Slavery.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Escape From Slavery.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading Text Features and Inference

1. Read the **headline** and study the image on pages 4-5. How do they make you want to read the story?

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2. What does the newspaper advertisement on page 6 tell you about how enslaved people were treated in the 1800s?

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3. Study the images and read the **caption** on page 7. What can you infer about the lives of the people in the photo, including their living conditions?

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4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

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## During Reading

### Mood, Text Structure, Inference, Tone

5. The first section describes a group of escaped slaves who were desperately trying to avoid capture by slave catchers. At the end of the section on page 6, the author writes, “Yet on that frigid night, the person leading this group was unafraid.”

**Mood** is the feeling the reader gets from a piece of writing. The sentence above changes the mood of the section from

- Ⓐ tense to hopeful.
  - Ⓑ excited to frightening.
  - Ⓒ terrifying to joyous.
6. **Text structure** is the term for how an author organizes information. Information in the first section of “Escape From Slavery” uses a descriptive structure. Which words and phrases in the section help you identify this text structure?
- Ⓐ *The year was 1855; but now; Yet on that frigid night*
  - Ⓑ *crouched silently; freezing wind; rushing rivers*
  - Ⓒ *Her name was Harriet Tubman; Traveling on horseback; Slaves were sometimes put to death*

7. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the author’s tone in the section “Risking Capture.”

sympathetic

admiring

indifferent

**B.** Briefly explain how you know: \_\_\_\_\_  
\_\_\_\_\_

8. From information about the law in the section “Underground Railroad,” what qualities can you **infer** members of the Underground Railroad possessed?

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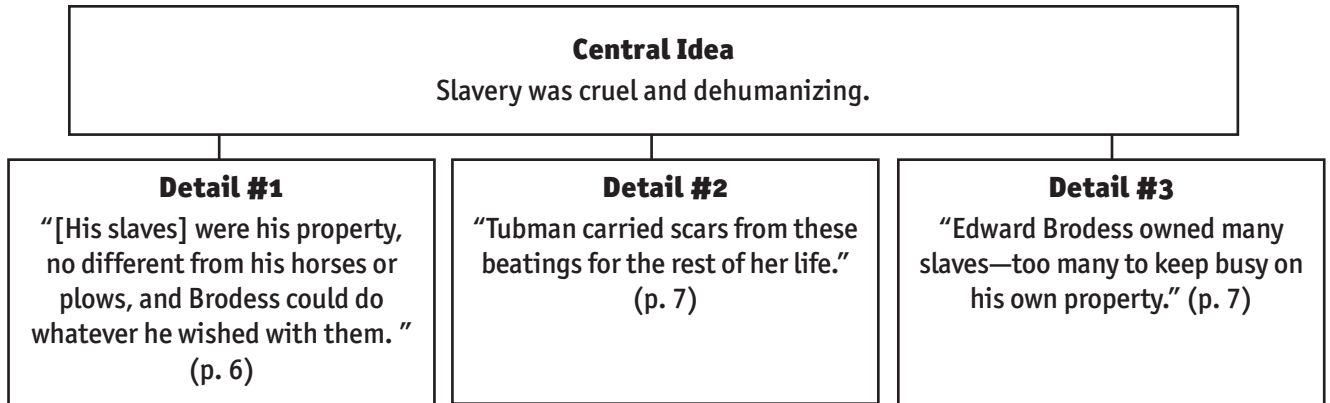
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**After Reading**  
**Central Idea/Details and Objective Summary**

9. A. Below is a **central idea** of “Escape From Slavery” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



- B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

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10. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Escape From Slavery.”

- a. Tubman became a respected and successful leader in the Underground Railroad.
- b. On one escape mission, Tubman hid in a potato field.
- c. After Tubman escaped, she made 13 more rescue missions to free other enslaved people.
- d. Tubman’s parents likely had at least nine children.
- e. I can’t imagine how much courage it must have taken for Tubman to return to Maryland after she escaped.
- f. If they were caught, runaway slaves were severely punished.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Go to Scope  
Online to listen  
to the words  
and definitions  
read aloud.

# Vocabulary:

## "Escape From Slavery"

**1. abolition (ab-uh-LISH-uhn)** *noun*; The verb *abolish* (uh-BOL-ish) means "to do away with or put an end to." A city might abolish smoking in public places. *Abolition* is the act of abolishing—of officially ending or stopping something. Some people support the abolition of homework, though others believe homework is an important part of learning.

*Abolition* is often used to refer specifically to the act of ending slavery in America, as in "Andrew supported abolition; he believed that slavery was wrong."

**2. bondage (BAHN-dij)** *noun*; Bondage is the state of being under the control of another person—in other words, of being enslaved.

**3. bounty (BOWN-tee)** *noun*; As it is used in the article, *bounty* refers to a sum of money that is offered as a reward for helping the authorities find or capture someone they are looking for.

**4. evade (ih-VEYD)** *verb*; To evade someone or something is to get away from it or avoid meeting it directly. You might evade a question that you don't want to answer by changing the subject. You might evade washing the dishes by taking the dog for a walk. A criminal might evade the police by slipping into a dark alley.

**5. fugitive (FYOO-jih-tiv)** *noun*; A fugitive is someone who is running away or hiding, especially someone who is fleeing from the police.

**6. liberate (LIB-uh-rayt)** *verb*; To liberate is to set something or someone free from the control of another person or group—to give freedom to someone or something. A country might be liberated from the control of a cruel leader.

**7. lucrative (LOO-kruh-tiv)** *adjective*; Something that is lucrative produces a lot of money. A lucrative job is a job in which you earn a lot of money. A lucrative decision is one that leads to receiving or earning a lot of money.

**8. plantation (plan-TAY-shuhn)** *noun*; A plantation is a large area of land, especially in a hot part of the world, where crops are grown and harvested—basically, a giant farm.

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**Directions:** In the space below, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

# Vocabulary Practice

## "Escape From Slavery"

**Directions:** Choose the word in each pair that is most similar in meaning to each word in bold.

**1. evade**

- Ⓐ accept                      Ⓑ dodge

**2. bondage**

- Ⓐ freedom                      Ⓑ enslavement

**3. bounty**

- Ⓐ reward                      Ⓑ debt

**Directions:** For each statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

**4.** Molly would be disappointed if the store she owns had a lucrative year.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_

**5.** A fugitive might wear a disguise.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_

**Directions:** Rewrite each sentence below using one of the words in the box. There is one word you will not use.

plantation      lucrative      abolition      liberate

**6.** Because the Northern states in America supported putting an end to slavery, many enslaved people fled to the North in search of freedom.

\_\_\_\_\_

\_\_\_\_\_

**7.** The largest coffee farm in the United States is located on the island of Kauai, Hawaii.

\_\_\_\_\_

\_\_\_\_\_

**8.** During the Revolutionary War, the United States fought to free itself from the control of Great Britain.

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “Escape From Slavery” Quiz

**Directions:** Read “Escape From Slavery.” Then answer the questions below.

**1. Which statement best expresses a main purpose of the article?**

- (A) to provide a chronology of how slavery began and ended in America
- (B) to catalogue the events leading up to the Civil War
- (C) to entertain readers with a suspenseful true story from the past
- (D) to inform readers about slavery in America through the story of one courageous figure

**2. How do the photograph and advertisement on page 6 contribute to the article?**

- (A) They help readers understand where slavery took place.
- (B) They show that the practice of slavery was cruel and dehumanizing.
- (C) They help readers understand why slavery was practiced.
- (D) They help show how difficult it was for slaves to flee.

**3. In the section “Risking Capture,” author Lauren Tarshis’s tone could be described as**

- (A) uncertain and fearful.
- (B) shocked and heartbroken.
- (C) admiring and amazed.
- (D) compassionate and mournful.

**4. Which statement best explains what creates the tone you identified in question 3?**

- (A) Tarshis gives an account of the events in Harriet Tubman’s life between her escape and her becoming part of the Underground Railroad.
- (B) Tarshis explains what Philadelphia was like in the 1850s.
- (C) Tarshis explicitly states her feelings about Harriet Tubman.
- (D) Tarshis explains the obstacles Harriet Tubman overcame getting to freedom and why she chose to risk her life to help others become free.

**5. As it is used in the last paragraph of the article, *tenacious* most closely means**

- (A) muscular.
- (B) having a firm grip.
- (C) extremely persistent.
- (D) adhesive.

**6. Which detail would be least important to include in a summary of the article?**

- (A) In 1850, Philadelphia was a bustling city.
- (B) Tubman was a leader on the Underground Railroad.
- (C) The U.S. was divided over the issue of slavery.
- (D) Tubman helped rescue many slaves.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

**7.** How does the story on page 9 of Harriet Tubman pulling out her pistol help characterize Tubman as tough and determined? What other parts of the article characterize her this way? Explain.

**8.** What obstacles did slaves face when attempting to flee? How did Tubman overcome those obstacles? Use details from the article to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “Escape From Slavery” Quiz

**Directions:** Read “Escape From Slavery.” Then answer the questions below.

**1. The purpose of the section “Slavery in America” is mainly to**

- Ⓐ compare slavery in the 17th century with slavery in the 19th century.
- Ⓑ give powerful statistics about slavery in America.
- Ⓒ provide additional information about Harriet Tubman’s life as a young girl.
- Ⓓ give an overview of how the practice of slavery came to America and expanded over the decades.

**2. Information in the caption “Selling Human Beings” on page 6 would best fit into which section of the article?**

- Ⓐ “Risking Capture”
- Ⓑ “Slavery in America”
- Ⓒ the introduction
- Ⓓ “Determined Liberator”

**3. In the section “Risking Capture,” author Lauren Tarshis’s tone as she writes about Tubman could be described as**

- Ⓐ uncertain.
- Ⓑ mournful.
- Ⓒ admiring.
- Ⓓ heartbroken.

**4. Which line from page 8 most clearly shows the author using the tone you identified in question 3?**

- Ⓐ “It took about a week for Tubman to travel the 120 miles to Philadelphia, Pennsylvania.”
- Ⓑ “In Philadelphia, Tubman quickly found a job at a hotel. . .”
- Ⓒ “Tubman wasn’t happy in her new life though.”
- Ⓓ “It was extraordinary for someone who had escaped slavery to return to the land where they had been enslaved. . .”

**5. As it is used in the last paragraph of the article, *tenacious* most closely means**

- Ⓐ physically strong.
- Ⓑ famous.
- Ⓒ very determined.
- Ⓓ kind.

**6. Which detail would be most important to include in a summary of the article?**

- Ⓐ Harriet Tubman was an important figure of the Underground Railroad.
- Ⓑ Harriet Tubman had a powerful memory.
- Ⓒ The first slave ship arrived at the shores of what would become the U.S. in 1619.
- Ⓓ In 1850, the United States was made up of states and territories.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

**7.** How does the story on page 9 of Harriet Tubman pulling out her pistol help show that she was tough and determined?

**8.** What obstacles did slaves face when attempting to flee?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

## Harriet Tubman Contest

Your legacy is how you are remembered and the contributions you make during your life. What is Harriet Tubman's legacy? Answer in a well-organized essay. Five winners will get *Unbound* by Ann E. Burg.

### Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

My parent or legal guardian consents  
to my participation in this contest.

Parent's or legal guardian's signature: \_\_\_\_\_

Include this form with your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
or mail them to: Harriet Tubman Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY March 15, 2018!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Video Discussion Questions

## "Beyond the Story: The Underground Railroad"

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### Before Reading "Escape From Slavery"

1. The narrator says that life for enslaved people was "brutal" (1:32). Give two pieces of evidence from the video that support this statement.
2. What is the mood of the segment of the video about abolitionists and how they came together to form the Underground Railroad (1:39-2:43)? Consider the narration, music, and visuals.
3. The narrator says, "The legacy of the Underground Railroad galvanized and inspired Americans for generations" (5:13). Based on context clues, what does *galvanize* mean?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Video Discussion Questions

## "Beyond the Story: The Underground Railroad"

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### After Reading "Escape From Slavery"

4. What challenges did passengers on the Underground Railroad face? Draw on information from both the video and the article.
  
  
  
  
  
  
  
  
  
  
5. The narration says that Harriet Tubman had "incredible courage, conviction, and strength" (5:20). How does information in the article support this idea?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Being Mindful

**Directions:** Read the play *The Lost King* and the informational text “Being in the Moment.” Then answer the questions below. Use your answers to this activity to help you answer the writing contest question on page 18.

**1.** In “Being in the Moment,” author Maggie Pierce writes that mindfulness is “experiencing life as you live it.” Explain what she means. Draw on what Pierce writes as well as your own ideas.

Now let’s look at how the idea of mindfulness relates to the play.

**2.** At the beginning of the play, is the king mindful? That is, is he experiencing life as he lives it? (Hint: Think about whether the king is focused on the past, the present, or the future.) Explain, using details from the play to support your answer.

**3.** To what three questions does the king seek answers?

**A.**

**B.**

**C.**

4. What answers to his questions does the king find, and who helps him find those answers? Support your answer with text evidence.

5. How is what the king learns similar to the idea of mindfulness?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## *The Lost King*

1. In the prologue, how does the setting reflect the king's emotions? (character, setting)
2. In Scene 1, why are the guests "feasting merrily" even though the king is unhappy? (inference)
3. In Scene 2, why does the queen suppress a smirk? (interpreting text)
4. In Scene 2, the king asks, "Who are the right people to listen to?" How are the answers he receives from the general, the doctor, and the priest similar? (evaluating arguments)

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Critical-Thinking Questions

## ***The Lost King* and “Being in the Moment”**

1. Why do you think the hermit doesn't answer the king's questions right away?
2. The hermit says that the most important moment is the present moment. Do you agree? Explain.
3. Look back at the list of questions created at the beginning of the class. Have your ideas changed? If so, how?
4. How could practicing mindfulness benefit the king?



# ***The Lost King***

**How can we live in the present?**

Respond to each statement by checking “agree” or “disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. Worrying about things that happened in the past is useless.		
2. Worrying about the future is useless.		
3. You will never be happy if you don't trust yourself to make the right decisions.		
4. Every day is another chance to become the person you want to be.		
5. When you're not sure what to do, you should rely on advice from other people.		
6. The most important goal in life is to make other people happy.		
7. We learn best from personal experience.		
8. Good leaders must have confidence in themselves.		
9. The ability to stay focused on the current moment is important to being happy and healthy.		

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# *The Lost King*

## Character Thinking Tool

The questions in this activity are about the character of  
the king

**1. A.** How does the king feel about his recent victory? Use text evidence to support your answer.

**B.** What do the king's feelings about his victory suggest about what kind of person he is?

**2. A.** What does the way the king treats the wounded man in Scenes 3 and 4 reveal about the king's character?

**B.** Do you think most people would treat the wounded man the way the king did? Explain.

3. What does the king come to realize through his conversation with the hermit in Scene 5?

4. Is the king a static character or a dynamic character? Explain your reasoning.

A **static character** does not change in any important way over the course of a story.

A **dynamic character** undergoes an important internal change over the course of a story.

5. Think about the king's main character traits. What are some pros and cons of having these traits—not just for the king, but for anyone?

6. Is the king a good leader? Explain your reasoning.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***The Lost King Quiz***

**Directions:** Read *The Lost King* and “Being in the Moment.” Then answer the questions below.

1. How does the king feel after leading his army to victory in the war?
  - (A) proud and confident in his ability to lead
  - (B) grateful that the war is finally over
  - (C) full of regret and self-doubt
  - (D) excited and ready to celebrate
2. Which line from page 15 helps you understand how the king feels after winning the war?
  - (A) **Duke:** “You won a great victory for your people here.”
  - (B) **SD2:** “The queen and nobles are feasting merrily.”
  - (C) **Queen:** “Isn’t that inevitable in war?”
  - (D) **King:** “I lie awake at night thinking that if only I had taken different actions . . .”
3. Choose the best summary of Scene 2.
  - (A) The king receives advice from several people but doesn’t find the answers he is seeking.
  - (B) A doctor tells the king that the most important thing to do is to pursue science.
  - (C) The king ignores the excellent advice he receives and consults a hermit instead.
  - (D) The courtier tells the king that the hermit on Cloud Mountain may be able to answer the king’s questions.
4. Which of the following is a theme of the play?
  - (A) It’s important to focus on the present and help others.
  - (B) Science is more important than military power or faith.
  - (C) It’s important to reflect on your past mistakes.
  - (D) War is never the answer.
5. How does the king’s interaction with the wounded man help develop the theme that you identified in question 4?
  - (A) It shows that the king is a kind and fair ruler.
  - (B) It reveals that the king can learn from the mistakes he made during the war.
  - (C) It shows how war harms people.
  - (D) It shows what the hermit means when he states the answers to the king’s questions.
6. Based on “Being in the Moment,” which of the following is an example of being mindful?
  - (A) texting with your friends while you watch a movie
  - (B) listening with total concentration while a friend talks to you
  - (C) helping your parents clean the house before company comes over
  - (D) memorizing the state capitals

### **Constructed-Response Questions**



**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

7. In Scene 4, the wounded man tells the king, “I had heard you were a kind and fair ruler, but I did not believe it.” What other evidence is there in the play that the king is kind and fair? Explain.
8. In “Being in the Moment,” Maggie Pierce lists some possible benefits of mindfulness. In *The Lost King*, how does learning to live in the present benefit the king? Use text evidence.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***The Lost King Quiz***

**Directions:** Read *The Lost King* and “Being in the Moment.” Then answer the questions below.

1. How does the king feel after leading his army to victory in the war?
  - (A) proud and confident
  - (B) grateful that the war is over
  - (C) full of regret and self-doubt
  - (D) excited
2. Which line from page 15 helps you understand how the king feels after winning the war?
  - (A) **Duke:** “You won a great victory for your people here.”
  - (B) **SD2:** “The queen and nobles are feasting merrily.”
  - (C) **Queen:** “Isn’t that inevitable in war?”
  - (D) **King:** “I lie awake at night thinking that if only I had taken different actions . . .”
3. Choose the best summary of Scene 2.
  - (A) The king gets advice that does not satisfy him.
  - (B) A doctor tells the king that the most important thing to do is to pursue science.
  - (C) The king ignores all the excellent advice he receives.
  - (D) The courtier suggests that the king talk to the hermit on Cloud Mountain.
4. Which of the following statements expresses a theme of the play?
  - (A) It is important to focus on the present and help others.
  - (B) Science is more important than military power or faith.
  - (C) It’s important to reflect on your past mistakes.
  - (D) War is never the answer.
5. The interaction between the king and the wounded man
  - (A) shows that the hermit recognizes the king.
  - (B) reveals that the king can learn from the mistakes he made during the war.
  - (C) shows how war harms people.
  - (D) shows what the hermit means when he answers the king’s questions.
6. Based on “Being in the Moment,” which of the following is an example of being mindful?
  - (A) texting with your friends while you watch a movie
  - (B) listening closely while a friend talks to you
  - (C) helping your parents clean the house
  - (D) memorizing all the state capitals

### **Constructed-Response Questions**



**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

7. In Scene 4, the wounded man tells the king “I had heard you were a kind and fair ruler, but I did not believe it.” What other evidence in the play suggests that the king is kind and fair? Explain.
8. The king goes on a quest to learn the answers to three questions. Explain what these questions are and why the king wants to find answers to them. Use text evidence to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Vocabulary:

## *The Lost King*

**1. enlightened (en-LAHYT-nd)** *adjective*; Someone who is enlightened shows understanding and wisdom in dealing with others. An enlightened person knows what is right and true and can understand what others find mysterious. Think of being *enlightened* as being full of light—light that allows you to see things clearly.

**2. inevitable (in-EV-ih-tuh-buhl)** *adjective*; Something that is inevitable is sure to happen—it cannot be stopped or avoided. The passage of time is inevitable. There is nothing you can do to stop it.

**3. intently (in-TENT-lee)** *adverb*; To do something intently is to do it with intensity—in other words, to do it with strained or great eagerness and concentration. If Rachel listens intently to what Antonio is saying, she listens very closely, as though she believes what Antonio is saying is extremely important.

**4. judgment (JUHJ-muhnt)** *noun*; *Judgment* can refer to a decision or an opinion, as in “What is your judgment of this movie?” *Judgment* can also refer to the ability to judge—that is, the ability to make a decision or form an opinion. Someone with good judgment usually makes wise decisions and forms sensible opinions. Someone with poor judgment tends to make bad decisions and form senseless opinions.

**5. marvel (MAHR-vuhl)** *verb or noun*; To marvel at something is to be filled with wonder by it—to be amazed by it. A marvel is someone or something that causes feelings of wonder and amazement. You might marvel at a 5-year-old girl who plays the piano like an adult—or you might say that the girl is a marvel.

**6. resplendent (ri-SPLEN-duhnt)** *adjective*; Something that is resplendent is bright and beautiful and glowing or shining with color and light.

**7. stagnant (STAG-nuhnt)** *adjective*; When *stagnant* is used to describe water or air, it means “not flowing.” A stagnant pond does not have water flowing into or out of it; the water just sits there. *Stagnant* can also mean “not changing or advancing.” If Matt says he feels stagnant in his art classes, he means that he doesn’t feel like he’s improving or learning anything new.

**8. suppress (SUH-pres)** *verb*; To suppress something is to hold it back, keep it secret, or use force to put an end to it. You might suppress a yawn during class, or you might suppress your anger to avoid getting into an argument. A company might try to suppress news about something it did wrong. Teachers might suppress a food fight in the cafeteria.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

## King Contest

Maggie Pierce writes that mindfulness is “experiencing life as you live it.” What does she mean? How does this idea relate to the play? Answer both questions in an essay. Five winners will get *Jeremy Fink and the Meaning of Life* by Wendy Mass.

### Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting text evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

My parent or legal guardian consents  
to my participation in this contest.

Parent's or legal guardian's signature: \_\_\_\_\_

Include this form with your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
or mail them to: King Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY March 15, 2018!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Why Understanding Autism Matters

**Directions:** Fill in the chart below to synthesize information from "My Life With Autism" and "My Brother Has Autism" to explore why it is important to understand autism. We filled in one answer for you.

Question	Answer	Source (check one or both)
1. How many children in the U.S. have autism spectrum disorder?		<input type="checkbox"/> "My Life With Autism" <input type="checkbox"/> "My Brother Has Autism"
2. What challenges are associated with autism?	People with autism can have trouble speaking, moving in certain ways, expressing their emotions, and understanding the emotions of others.	<input checked="" type="checkbox"/> "My Life With Autism" <input checked="" type="checkbox"/> "My Brother Has Autism"
3. A misconception is a wrong or mistaken idea. What misconceptions exist about people with autism?		<input type="checkbox"/> "My Life With Autism" <input type="checkbox"/> "My Brother Has Autism"
4. How might understanding what autism is help you be a better friend to someone with autism?		<input type="checkbox"/> "My Life With Autism" <input type="checkbox"/> "My Brother Has Autism"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Go to Scope  
Online to listen  
to the words  
and definitions  
read aloud!

# Paired Texts Vocabulary

## "My Life With Autism"

1. **spectrum (SPEK-truhm)** *noun*; A spectrum is a wide range of something. There might be a spectrum of musical tastes in your class, with kids who like everything from classical to country and everything in between. The colors of the rainbow are another example of a spectrum.
  
2. **integrate (IN-tih-grayt)** *verb*; *Integrate* can mean "to make two or more things into a whole" or "to add something in so that it becomes part of the whole." A cake recipe might tell you to slowly integrate the flour into the butter and sugar. Your teacher might ask you to integrate photos into your presentation.
  
3. **physical therapist (FIZ-i-kuhl THER-uh-pist)** *noun*; A therapist is someone who performs therapy: treatment given for a physical or mental illness or injury.  
  
 A physical therapist treats people with physical conditions that cause pain or limit their ability to move or perform physical activities. Physical therapists do not perform surgery or prescribe medicine; rather, they use therapies such as exercises, massage, and heat. If you break your arm, your doctor might send you to a physical therapist after your cast is removed; the physical therapist will help you rebuild your strength and will make sure that your arm heals completely.
  
4. **speech therapist (speech THER-uh-pist)** *noun*; A speech therapist provides therapy to people with speech and language difficulties, so that those people are able to communicate more successfully. A speech therapist might help people learn how to make certain sounds, improve their written or spoken language, or express their thoughts and emotions more easily.
  
5. **sarcasm (SAHR-kaz-uhm)** *noun*; Sarcasm is the use of words that usually mean one thing to mean just the opposite. If you look out the window on Saturday morning and say, "Oh *great*, it's raining," but what you really mean is, "Ugh! This rain is going to ruin the whole day," you are using sarcasm. Sarcasm can be funny and lighthearted, but it is often used to show irritation or to hurt someone's feelings.
  
6. **ensure (en-SHUR)** *verb*; To ensure something is to make sure or certain of it—to guarantee it. Lifeguards ensure the safety of swimmers.

**7. fulfilling (fuhl-FIL-ing)** *adjective*; Something that is fulfilling provides happiness and satisfaction. Volunteer work is often fulfilling—it makes you feel good that you are helping others and making a difference in the world.

## **"My Brother Has Autism"**

**1. developmental (dih-vel-uhp-MEHNT-uhl)** *adjective*; *Development* (dih-VEL-uhp-muhnt) is the act or process of growing, progressing, or improving. *Developmental* means "relating to the growth or development of someone or something." Between the ages of about 10 and 15, people experience intense developmental change: We rapidly get taller, our ability to understand and reason increases because of changes in our brains, and we develop a stronger emotional connection to ourselves and to others.

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**Directions:** Below and on the back of this page, list any other words from the articles whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Paired Texts Vocabulary Practice

**Directions:** Rewrite each sentence below using one of the words in the box. There is one word you will not use.

ensure	speech therapist	sarcasm	spectrum	fulfilling
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1. The newest Star Wars film made me feel a wide range of emotions; it was touching, frightening, and funny.

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2. Before Tonya began whispering in my ear, she glanced around to make sure no one else was listening.

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3. Reading a good book on the couch is a satisfying way to spend a Sunday afternoon.

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4. Kate visits a special teacher twice a week to practice her speaking and listening skills.

---

---

**Directions:** In each pair of boldfaced words, underline the word that best completes the sentence.

5. "What a wonderful surprise!" said Ty, his voice filled with disgust.

"Ty, we can do without your **sarcasm/spectrum**," replied Ty's dad.

6. A **physical therapist/speech therapist** can design an exercise program to reduce lower back pain.

7. Songwriting is the perfect way to **integrate/ensure** my love of poetry and playing piano.

8. In the Hunger Games series, Katniss and Peeta make alliances with other tributes to **ensure/integrate** their survival.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## "My Life With Autism"

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1. Connor writes that his parents "were determined to help" him. How does he support this statement? (supporting details)
2. What is the purpose of the section "A Big Secret"? (text structure)
3. Consider the name of the project that Connor founded: Courageous Steps. Based on what you know about Connor, what might this name mean? (inference)
4. Consider the last line of the personal essay in which Connor says he is exactly the way he is supposed to be. What do you think Connor means? (interpreting text)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Close-Reading Questions

### “My Brother Has Autism”

1. What is the main purpose of “‘My Brother Has Autism’”? (author’s purpose)
2. A misconception is a wrong or mistaken idea. What misconception does Grace Dupont suggest that some people have about people with autism? (inference)
3. What is the difference between “My Life With Autism” and “‘My Brother Has Autism’”? Consider the purpose and format of each text and the type of information each text contains. (compare and contrast)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Critical-Thinking Questions

## "My Life With Autism" and "My Brother Has Autism"

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1. Connor writes that kids can be mean when they don't understand someone. Do you agree?  
Explain your answer.

2. How can our understanding of autism be increased?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Paired Texts Quiz

**Directions:** Read “My Life With Autism” and “My Brother Has Autism.” Then answer the questions below.

- Consider this line from page 19: “I was so exhausted from the night before that I crashed right there on the floor in her hospital room.” Which definition of *crash* matches its use above?
  - to make a sudden, loud noise
  - to go to sleep, especially suddenly
  - to enter a party without an invitation
  - to collide violently with an obstacle or a vehicle
- Which words best describe Connor’s tone as he talks about his parents in “Getting Help”?
  - appreciative and admiring
  - upset and angry
  - surprised and confused
  - humorous and lighthearted
- Which lines most clearly show the author using the tone you identified in question 2?
  - “One doctor told my mom that I might never talk” and “Autism affects your language, social, and physical skills.”
  - “My parents were determined to help me however they could” and “My parents knew how important it was for me to be integrated into a typical classroom setting.”
  - “At first, my classmates weren’t very friendly” and “After that, they began including me more.”
  - “I started playing the trumpet and running track” and “I began talking a little when I was 5.”
- On page 20, the line “I felt as though a weight had been lifted off my shoulders” contains
  - a simile that shows Connor’s physical strength.
  - hyperbole that emphasizes Connor’s tiredness.
  - a metaphor that indicates the weight of Connor’s backpack.
  - an expression that reveals the relief Connor felt after sharing his story.
- Which statement can be supported by information in “My Brother Has Autism”?
  - ASD does not vary from case to case.
  - Physical therapy can help people with ASD.
  - There are ways people can better understand and support people with ASD.
  - The cause of ASD is well-understood.
- On page 21, Grace Dupont says of her brother Carl, “We love him, and his friends love him, for who he is.” Which sentence from “My Life with Autism” contains a similar idea?
  - “Maybe they could tell I was different in some way, but they accepted me anyway.” (p. 19)
  - “Because of this, some people teased me for the way I spoke, moved, and acted.” (p. 20)
  - “Sometimes I didn’t even realize kids were teasing me.” (p. 20)
  - “They called me names or didn’t include me.” (p. 20)

## Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

- Connor says, “It took a team of professionals—a whole community—to help me get to where I am today” (p. 20). What does he mean? Use text evidence to support your answer.
- How can people sharing their personal experiences with autism, as Connor and Grace do, help people with autism? Use details from the text to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Paired Texts Quiz

**Directions:** Read “My Life With Autism” and “My Brother Has Autism.” Then answer the questions below.

- Consider this line from page 19: “I was so exhausted from the night before that I crashed right there on the floor in her hospital room.” As used above, *crashed* is most close in meaning to  
 (A) ran into.  
 (B) fell asleep.  
 (C) exploded.  
 (D) clattered.
- Which word best describes Connor’s tone (or attitude) as he talks about his parents in the section “Getting Help”?  
 (A) thankful  
 (B) angry  
 (C) surprised  
 (D) humorous
- Which line most clearly shows the author using the tone you identified in question 2?  
 (A) “One doctor told my mom that I might never talk.”  
 (B) “My parents were determined to help me however they could.”  
 (C) “After that, they began including me more.”  
 (D) “I began talking a little when I was 5.”
- On page 20, the line “I felt as though a weight had been lifted off my shoulders” contains an expression that  
 (A) illustrates Connor’s physical strength.  
 (B) emphasizes how tired Connor was.  
 (C) shows the weight of Connor’s backpack.  
 (D) reveals the relief Connor felt after sharing his story with his classmates.
- Which statement CANNOT be supported by information in “My Brother Has Autism”?  
 (A) ASD varies from case to case.  
 (B) ASD is a developmental condition.  
 (C) The cause of ASD is well-understood.  
 (D) There are ways people can better understand and support people with ASD.
- On page 21, Grace Dupont says of her brother Carl, “We love him, and his friends love him, for who he is.” Which sentence from “My Life with Autism” contains a similar idea?  
 (A) “Maybe they could tell I was different in some way, but they accepted me anyway.” (p. 19)  
 (B) “Because of this, some people teased me for the way I spoke, moved, and acted.” (p. 20)  
 (C) “Sometimes I didn’t even realize kids were teasing me.” (p. 20)  
 (D) “They called me names or didn’t include me.” (p. 20)

## Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

- On page 20, Connor says, “It took a team of professionals—a whole community—to help me get to where I am today.” What does he mean? Use text evidence to support your answer.
- How do Connor and Grace help others understand and support people with autism? Use details from the text to support your answer.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

# Understanding Autism Contest

Why is it important to understand autism? Support your answer with details from both the personal essay and the interview. Five winners will get *Rain Reign* by Ann M. Martin.

## Entries will be judged on:

- ⇒ use of information from both texts
- ⇒ grammar, spelling, and punctuation
- ⇒ clarity and good organization
- ⇒ creativity

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature: \_\_\_\_\_

Include this form with your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
or mail them to: Understanding Autism Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY March 15, 2018!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Making Inferences

Making an inference means using clues from the text to figure out something the author doesn't tell you directly.

**Directions:** Answer the questions or follow the directions that appear in italics to fill in the chart. We completed the first row for you.

Clues	Inference
<p>1. On page 23, Mike visits his school counselor to ask her about dreams. Here is her reply:</p> <p>"Well, I'm influenced by Jung," said Mrs. Skinner, interrupting her perpetual search for order in the jumble of her desk." (p. 23)</p>	<p><i>What can you infer about Mrs. Skinner from this description?</i></p> <p>From the "jumbled" state of Mrs. Skinner's desk and the fact that she is constantly trying to organize it, you can infer that Mrs. Skinner is often busy and has a lot to do. You can also infer that she is a bit disorganized.</p>
<p>2. Find two lines that support the inference on the right.</p>	<p>The boat owner who gets trapped out at sea is careless.</p>
<p>3. On page 25, Mike asks his mother if she worries when his dad goes on a mission. Here is her reply:</p> <p>"I used to," she admitted. "But your father's very good at what he does." Then she sighed. "Besides, there's no point worrying. He loves it. He's not going to stop doing it. It's a big part of who he is. . . . It's what he does. What you and I have to do is live with it."</p>	<p><i>What do these lines tell you about how Mike's mom feels about her husband's job?</i></p>

Clues	Inference
<p>4. On page 26, Mike and his mom are waiting for Mike's dad to return from work:</p> <p>"At 9 p.m., with the sky black and the wind whispering around the eaves, Mom called the base. Mike saw her knuckles whiten, watched her face go quiet. She hung up."</p>	<p><i>What can you infer about the news Mike's mom received on the phone?</i></p>
<p>5. Find two lines in the play that support the inference on the right.</p>	<p>Mike's dad is tough and courageous.</p>
<p>6. "A monster in a dream might be some part of you that frightens you, some fear that your unconscious wants you to deal with . . . " (p. 24)</p> <p>"Then the back door opened and his mom called, 'Mike! They found him! He's OK!' Then, like magic, the bear was gone. . . . And the bear never came back—not to the woods, not to Mike's dreams." (p. 27)</p>	<p><i>What might the bear in Mike's dreams represent?</i></p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you "walk into" a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood of the following passage from "Bearing Up":

He'd had the bear dream for as long as he could recall, although it didn't start out as a bear. Back when he was a kid, it had been a dagger-toothed tyrannosaur stomping through the patio doors, hunting him across the family room at the old house in Ottawa. Another time, a golden-eyed tiger glided after him into the garage, and once, when he was really little, Cookie Monster shadowed him around daycare, goggle-eyed and blue-shaggy.

Now it was the bear. It would come for him every few months; not that he could count on it to keep to a schedule. Sometimes it was twice in the same week.

The settings varied but never the sequence of events. He'd be doing something ordinary—getting off a bus, walking up his front steps—when he'd catch a flicker of movement from the corner of his eye. He'd turn, and there'd be a glimpse of something dark sliding around a corner or dipping down behind a wall. The glimpse always shot through him with a bolt of white terror. He would back up, turn around, edge off in another direction. If he fled the house, the bear would lurk in the yard. Get on the bus, and it would come snuffling at the door. Try to outrun it, and he would feel its breath bursting hot on the back of his neck.

At the end of the dream, he'd be trapped, hedged in, the bear stalking closer and closer. The bear seemed to enlarge toward him, like a dark balloon swelling across his field of vision, or as if he were a lost astronaut falling into a vast planet.

Then when it was about to touch him, there'd come a high-pitched whine, loud enough to make his teeth buzz, and he'd burst out of the dream, sweating and gasping.

1. In the box below, write one or two words that describe the mood of the passage:

Now let's look at what creates this mood.

## 2. Plot

Briefly explain how what is happening in the passage helps create the mood that you identified.

## 3. Verbs

Look at all of the vivid verbs that author Matt Hughes uses! These verbs help create the mood.

CIRCLE at least five verbs in the passage that help create the mood you identified.

## 4. Imagery

The imagery Hughes uses also helps create the mood. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—also known as sensory details.)

UNDERLINE at least five sensory details in the passage that create the mood you identified.

## 5. Figurative Language

Hughes uses figurative language to help readers feel what Mike is feeling. This also helps create the mood.

PUT A STAR NEXT TO two similes (comparisons using *like* or *as*) in the passage that help create the mood you identified.

## 6. You try it!

Below, write a short passage about a dream Mike could have had that involved a bear, but with a different mood than the passage from the story. For example, the mood of your passage could be silly, gloomy, or peaceful.

In this box, write the mood that you will create.

Now use plot as well as descriptive writing—vivid verbs, imagery, and/or figurative language—to create the mood that you chose. Use the back of this page or another sheet of paper if you need more space.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you "walk into" a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood of the following passage from "Bearing Up":

You'll find out what the marks are for when you read the next page.

He'd had the bear dream for as long as he could recall, although it didn't start out as a bear. Back when he was a kid, it had been a dagger-toothed tyrannosaur stomping through the patio doors, hunting him across the family room at the old house in Ottawa. Another time, a golden-eyed tiger glided after him into the garage, and once, when he was really little, Cookie Monster shadowed him around daycare, goggle-eyed and blue-shaggy.

Now it was the bear. It would come for him every few months; not that he could count on it to keep to a schedule. Sometimes it was twice in the same week.

The settings varied but never the sequence of events. He'd be doing something ordinary—getting off a bus, walking up his front steps—when he'd catch a flicker of movement from the corner of his eye. He'd turn, and there'd be a glimpse of something dark sliding around a corner or dipping down behind a wall. The glimpse always shot through him with a bolt of white terror. He would back up, turn around, edge off in another direction. If he fled the house, the bear would lurk in the yard. Get on the bus, and it would come snuffling at the door. Try to outrun it, and he would feel its breath bursting hot on the back of his neck.

At the end of the dream, he'd be trapped, hedged in, the bear stalking closer and closer. The bear seemed to enlarge toward him, <sup>\*</sup>like a dark balloon swelling across his field of vision, or as if he were a lost astronaut falling into a vast planet.

Then when it was about to touch him, there'd come a high-pitched whine, loud enough to make his teeth buzz, and he'd burst out of the dream, sweating and gasping.

Here is one word that could be used to describe the mood of the passage:

frightening

Now let's look at what creates this mood.

## 1. Plot

Complete the sentences below to explain how what is happening in the passage helps create the frightening mood.

The narrator is describing a dream in which Mike is being chased by \_\_\_\_\_.  
\_\_\_\_\_. This is a \_\_\_\_\_ situation.

## 2. Verbs

Look at all of the vivid verbs that author Matt Hughes uses! These verbs help create the mood.

We circled one verb that helps create a frightening mood. **CIRCLE at least three more vivid verbs.**

## 3. Imagery

Imagery also helps create the mood of the passage. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—also known as sensory details.)

We underlined one sensory detail that helps create the frightening mood. **UNDERLINE three more sensory details.**

## 4. Figurative Language

Hughes uses figurative language to help readers feel what Mike is feeling. This also helps create the mood.

We put a star next to one simile (a comparison using *like* or *as*) that helps create a frightening mood. **PUT A STAR NEXT TO one more simile that does this.**

## 5. You try it!

Below, write a short passage about a dream Mike could have had that involved a bear, but with a different mood than the passage from the story. For example, the mood of your passage could be silly, gloomy, or peaceful.

In this box, write the mood that you will create.

Now use plot as well as descriptive writing—vivid verbs, imagery, and/or figurative language—to create the mood that you chose. Use the back of this page or another sheet of paper if you need more space.

# Identifying Mood

*Mood* is the feeling the reader gets from a work of literature. Another way to describe mood is atmosphere. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a text, it too has an atmosphere that makes you feel a certain way. For example, the mood could be *calm*, *creepy*, *romantic*, *gloomy*, or *tense*. Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a text, or it can change.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Mood Words

Mood is the feeling the reader gets from a work of literature. There are *many* different words you can use to describe the mood of a piece of writing. Here are some to get you started. They are organized into groups of words with similar meanings. We've left space in each box so you can add your own words.

## angry

aggravated, enraged, hostile, irate,  
violent

## happy

content, joyful, delighted, ecstatic, elated

## boring

dreary, dull, uneventful, tiring

## loving

warm, delicate, romantic, touching,  
sympathetic

## calm

quiet, serene, tranquil, mellow, harmonious

## sad

depressed, melancholy, mournful, tragic,  
gloomy

## exciting

exhilarating, lively, rousing, thrilling,  
energetic

## scary

creepy, nightmarish, spooky, haunting,  
threatening

## fun

amusing, bouncy, cheerful, playful

## worried

anxious, nervous, restless, suspenseful, tense,  
uneasy

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Integrating Ideas: Mike's Bear Dream

**Directions:** Read "Bearing Up" and "Why Do You Dream?" Then jot down notes in response to the questions in the boxes below. Use your notes to help you answer the writing prompt on page 29.

1. What happens in Mike's recurring dream?

2. How does Mike feel about the dream?

3. How do other characters in "Bearing Up" explain Mike's dream?

4. What does "Why Do You Dream?" say about where the characters and events in our dreams comes from and the purpose of dreaming?

5. Based on the ideas in the texts, why do you think Mike dreamed about the bear?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Integrating Ideas: Mike's Bear Dream

**Directions:** Read "Bearing Up" and "Why Do You Dream?" Then jot down notes in response to the questions in the boxes below. (We gave you a few ideas.) Use your notes to help you answer the writing prompt on page 29.

**1. What happens in Mike's recurring dream?**

**2. How does Mike feel about the dream?**

- Talking about the dream makes him uncomfortable.

**3. How do other characters in "Bearing Up" explain Mike's dream?**

- Mrs. Skinner, Mike's school counselor, suggests that the bear might be some part of Mike that frightens him—a fear that his unconscious wants him to deal with. She says the bear keeps coming back because Mike keeps running away (24).

**4. What does "Why Do You Dream?" say about where the characters and events in our dreams come from and the purpose of dreaming?**

- The settings and characters in our dreams are drawn from our memories; our brains make up the stories.

**5. Based on the ideas in the texts, why do you think Mike dreamed about the bear?**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## "Bearing Up"

---

1. What do the dreams in this paragraph have in common? (inference, page 23)
2. What is the mood of Mike's dream? (mood, page 23)
3. What do these two similes help you understand? (figurative language, page 23)
4. How might what Mrs. Skinner is saying relate to Mike's nightmare? (text structure, page 25)

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## “Why Do You Dream?”

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Critical-Thinking Questions

## **“Bearing Up” and “Why Do You Dream?”**

1. Do you think Mike really saw a bear in his backyard? Explain.
2. Why might people have once believed that dreams were messages from gods and demons?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# "Bearing Up"

## Character Thinking Tool

The questions in this activity are about the character of  
**Mike**

**1.** On pages 23-24, what does Mike's conversation with Mrs. Skinner reveal about Mike?

**2.** Does the description of Mike and Jonah's conversation on page 25 confirm or change your impression of Mike? Explain.

**3.** How does Mike feel about his dad's job as an SAR Tech? How do you know?

4. Consider this passage from page 27, in which Mike is talking to the bear:

"Do you want to . . . tell me something?' The bear cocked its head and eased back a bit as if deciding how to answer this unusual question. But Mike already had the answer."

What is the answer? What does Mike now understand that the bear in his dreams has been trying to tell him?

5. How does Mike feel after he "talks" to the bear? Compare this feeling with the feeling Mike's dad describes on page 24.

6. Is Mike a static character or a dynamic character? Explain your reasoning.

A **static character** does not change in any important way over the course of a story.

A **dynamic character** undergoes an important internal change over the course of a story.

# Glossary of Literary Terms

**alliteration** (uh-LIH-tuh-RAY-shuhn): When two or more words in a group of words begin with the same sound (usually, the same letter or group of letters). For example: *Anne's awesome apple; Fred's frozen french fries*. See also: *figurative language*.

**antagonist** (an-TAG-uh-nist): The opponent or enemy of the main character, or protagonist. See also: *protagonist*.

**aside** (uh-SAHYD): Words spoken to the audience by a character in a drama that are not supposed to be heard by the other characters onstage. An aside is usually used to let the audience know what a character is thinking.

**characterization** (kar-ik-ter-uh-ZAY-shun): The means through which an author reveals a character's personality. Characterization may be *direct* or *indirect*. In **direct characterization**, the writer or a narrator tells the reader what the character is like: "Ben was a quiet, serious boy." In **indirect characterization**, the author shows the reader or audience member what the character is like through (1) how the character looks, (2) what the character does, (3) what the character says, (4) what the character thinks, and (5) how the character affects other characters. From these five things, the reader or audience member understands the character's personality.

**climax** (KLAHY-maks): The point in a play, novel, short story, or narrative poem at which the conflict reaches its greatest intensity and is then resolved. The climax is also the part of a narrative when the reader or audience member experiences the most-intense emotions. See also: *plot*.

**conflict** (KAHN-flikt): A struggle between opposing forces. A conflict may be external (between the character and another person, society, nature, or technology) or internal (a struggle within the character).

**dialogue** (DAHY-uh-lawg): The conversation between characters in a work of literature.

**dynamic character** (dahy-NAM-ik KAR-ik-ter): A character who undergoes a significant internal change over the course of a story. This may be a change in understanding, values, insight, etc. See also: *static character*.

**figurative language (FIG-yer-uh-tiv LANG-gwidj):** The *literal* meaning of a word is its definition as you would find it in a dictionary. Figurative language uses words in some way *other* than for their literal meanings to make a comparison, add emphasis, or say something in a fresh and creative way. Examples of figurative language include *alliteration*, *hyperbole*, *idiom*, *imagery*, *metaphor*, *onomatopoeia*, *personification*, and *simile*. (You can find definitions of these words in this glossary.)

**flashback (FLASH-bak):** A scene in a story that occurred before the present time in the story. Flashbacks provide background information about events happening during the current narration. They may be presented as memories, dreams, or stories of the past told by characters.

**foreshadowing (for-SHAD-oh-ing):** Clues or hints about something that is going to happen later in the story. Authors use foreshadowing to build suspense and to prepare the reader for what happens later.

**hyperbole (hahy-PUR-buh-lee):** Extreme exaggeration used for emphasis or effect; an extravagant statement that is not meant to be taken literally. For example: “I almost died of boredom.” Hyperbole is frequently used in humorous writing. See also: *figurative language*.

**idiom (ID-ee-um):** An expression that cannot be understood from the meanings of its individual words. For example, “it’s raining cats and dogs” is an idiom that means it’s raining really hard—but there is no way to know that from the meanings of its individual words. See also: *figurative language*.

**imagery (IH-muhj-ree):** Language that portrays *sensory experiences*, or experiences of the five senses: sight, hearing, smell, taste, and touch. Authors use imagery to describe actions, characters, objects, and ideas, and to heighten the emotional effect of their writing. One way authors create imagery is through the use of figurative language. See also: *figurative language*.

**irony (AHY-ruh-nee):** There are three types of irony: (1) **dramatic irony**, when the reader or audience member is aware of something that the characters are not aware of; (2) **situational irony**, when something happens that is the reverse of what you expected; and (3) **verbal irony**, when the name or description of something implies the opposite of the truth (for example, calling a very tall person “Tiny”).

**major character (MEY-jer KAR-ik-ter):** A main or important character; a character who plays a large role in a story. Major characters usually face some sort of obstacle, and they will be present

throughout all, or almost all, of a story. A story can have one major character or several. See also: *minor character*.

**metaphor (MET-uh-for):** The comparison of two unlike things to illuminate a particular quality or aspect of one of those things. For example, “Karen was a ray of sunshine” is a metaphor in which Karen is compared with a ray of sunshine. The metaphor suggests that Karen was cheerful, happy, warm, hopeful—qualities we associate with the sun. Metaphors state that one thing *is* something else; they do not use the words *like* or *as*. See also: *figurative language*, *simile*.

**minor character (MY-ner KAR-ik-ter):** A character who does not play a large role in a story. Minor characters usually do not face any obstacles during the course of the story, and they usually do not change during the course of the story. The reader does not usually learn much about minor characters. They are just there for the major characters to interact with and to help advance the plot. See also: *major character*.

**mood (mood):** The feeling the reader gets from a work of literature. Another way to describe a story’s mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that makes you feel a certain way. For example, the mood could be calm, creepy, romantic, sad, or tense. Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a story, or it can change.

**onomatopoeia (on-uh-maht-uh-PEE-uh):** The use of words whose sounds imitate the sounds of what they describe, such as *hiss*, *murmur*, *growl*, *honk*, *buzz*, *woof*, etc. See also: *figurative language*.

**personification (per-son-uh-fih-KAY-shun):** Describing nonhuman animals, objects, or ideas as though they possess human qualities or emotions. For example: “The moon smiled down at her,” “I felt the cold hand of death on my shoulder,” “There is a battle being fought in my garden between the flowers and the weeds.”

**plot (plaht):** The sequence of events in a story. The plot includes the opening event (what happens at the beginning/the main problem that the main character faces), the rising action (what happens to intensify the problem), the climax (when the problem reaches its most intense point and begins to be resolved), the falling action (what happens to solve the problem), and the resolution (how things end).

**point of view (poynt uhv vyoo):** The perspective from which a story is told. In other words, who is telling the story—a character in the story or an outside narrator. There are several types of point of view: (1) **first-person point of view**, where the narrator is a character in the story who describes things from his or her own perspective and refers to himself or herself as “I”; (2) **third-person limited point of view**, where the narrator is not a character in the story but the narrator can describe the experiences and thoughts of only one character in the story; (3) **third-person omniscient point of view**, where the narrator is not one of the characters and is able to describe the experiences and thoughts of every character in the story.

**protagonist (proh-TAG-uh-nist):** The main or central character of a work of literature. Usually, the main character is involved in a conflict or struggle with the antagonist. See also: *antagonist*.

**setting (SEHT-ing):** The environment in which a story takes place, including the time period, the location, and the physical characteristics of the surroundings.

**simile (SIM-uh-lee):** When two unlike things are compared—using *like* or *as*—in order to illuminate a particular quality or aspect of one of those things. For example, “Randy’s voice is like melted chocolate” is a simile in which Randy’s voice is compared to melted chocolate. The simile suggests that Randy’s voice is rich, smooth, sweet, warm—qualities we associate with melted chocolate. See also: *figurative language, metaphor*.

**static character (STAT-ik KAR-ik-ter):** A character who does not undergo a significant change over the course of a story. See also: *dynamic character*.

**symbol (SIM-buhl):** An object, setting, event, animal, or person that on one level is itself, but that has another meaning as well. For example, the American flag is really a piece of fabric with stars and stripes on it, but it also represents the United States and ideals like freedom, patriotism, and pride. In a story or play, rain could be a symbol; the rain would really be rain, but it might also represent an idea like sadness or leaving the past behind. *Symbolize* means “to be a symbol of.”

**symbolism (SIM-buhl-izm):** The practice of using symbols. See also: *symbol*.

**theme (theem):** A story’s main message or moral.

**tone (tohn):** The author’s attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful, humorous, gleeful, serious, and questioning*. Tone is conveyed through the author’s word choices and the details that he or she includes.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Go to Scope  
Online to listen  
to the words  
and definitions  
read aloud.

# Vocabulary:

## "Why Do You Dream?"

**1. confront (kuhn-FRUHNT)** *verb*; *Confront* means to "come face-to-face with someone or something, especially in a challenging way." A superhero in a movie might confront his enemy in an epic battle scene. Adam might be confronted with challenges while trying to build a robot. Megan might confront Lisa about something unkind that Lisa said.

**2. generate (JEN-uh-reyt)** *verb*; *Generate* means "produce or create." Windmills generate electricity. Your class might generate ideas for the theme of the school dance. The possibility of a snow day might generate excitement in the hallways.

**3. intimate (IN-tuh-mit)** *adjective*; *Intimate* has a range of meanings related to the idea of "close." It can mean "very personal or private." People often write their most intimate thoughts in a diary. It can also mean "in a close relationship." Your intimate friends are the people you know the best and feel very close to.

*Intimate* can also mean "cozy." An intimate restaurant is small with a warm and friendly feeling; when you're there, you sit close to the people you're with.

**4. speculate (SPEHK-yuh-leyt)** *verb*; To speculate is to think about or wonder and make guesses without being sure. You might speculate about what will happen in the next season of your favorite TV show, which team will win the Super Bowl, or why your sister is in such a bad mood.

**5. supernatural (soo-per-NACH-er-uhl)** *adjective or noun*; Something that is supernatural can't be explained by science or the laws of nature. Spirits, vampires, fairies, and werewolves are supernatural creatures. Mind-reading and invisibility are supernatural powers.

When people talk about "the supernatural," they mean the collection of all things supernatural—everything mysterious and not of this world. If you heard a strange voice calling your name when you were home alone, you might start to believe in the supernatural.

---

**Directions:** On this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

# Vocabulary Practice

## "Why Do You Dream?"

**Directions:** Fill in the circle next to the best answer to each question.

1. Which of the following could be described as a supernatural event?

- Ⓐ a volcano erupting
- Ⓑ a star shooting across the sky
- Ⓒ the discovery of a rare dinosaur fossil
- Ⓓ a house being haunted by a ghost

2. Next week, our basketball team will confront our rivals, the Cougars.

In the sentence above, *confront* means

- Ⓐ lose to.
- Ⓑ entertain.
- Ⓒ face.
- Ⓓ defeat.

3. David and Tim are intimate friends. In other words,

- Ⓐ their friendship is on and off.
- Ⓑ they are very competitive with each other.
- Ⓒ they are very close friends.
- Ⓓ they like each other but don't know each other well.

4. Caleb had only one assignment to complete: to \_\_\_\_\_ a list of possible essay topics. He \_\_\_\_\_ that he could get it done in time to watch *The Voice*.

Choose the words that best fit in the blanks.

- Ⓐ generate/speculated
- Ⓑ speculate/generated
- Ⓒ confront/speculated
- Ⓓ generate/confronted

**Directions:** Write two sentences that each include a word or words from the list of vocabulary words on pages 1-2 of this activity.

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SKILL: Vocabulary Acquisition, page 1 of 4

# DIY Vocabulary

Welcome to do-it-yourself vocabulary! We're leaving it to you to teach yourself the meanings of new words you encounter in a *Scope* article or story.

**Directions:** First, in the space provided, write the name of the article or story you are working on. Then find three to seven words in that article or story that are new to you, or whose meanings you are not sure about. Write each word in one of the gray tabs, followed by the page number where it appears. Then write what you think the word means, based on context clues. After that, look up the word in a dictionary and write down its dictionary definition. Finally, use the word in a sentence.

Article or Story:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means based, on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

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	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “Bearing Up” Quiz

**Directions:** Read “Bearing Up” and “Why Do You Dream?” Then answer the questions below.

1. Which detail should definitely NOT be included in a summary of the story?
  - (A) Mike has a recurring dream about a bear.
  - (B) Mike’s dad has a dangerous job.
  - (C) Mike once dreamed about Cookie Monster.
  - (D) Mike encounters a bear in the forest.
2. On page 25, Mike asks his mom: “Mom, do you worry when Dad goes on a mission?” You can infer that Mike asks this question because
  - (A) Mike is worried about his mom.
  - (B) Mike wants to know if his mom understands how dangerous his dad’s job is.
  - (C) Mike thinks his mom doesn’t care about his dad.
  - (D) Mike is worried about his dad.
3. On page 26, the author writes, “An hour crawled by.” This line contains
  - (A) symbolism that emphasizes how anxious Mike and his mom are while waiting for Mike’s dad.
  - (B) a simile that compares time to a baby.
  - (C) a metaphor that describes how slowly time was going by.
  - (D) personification that shows how anxious Mike and his mom are while waiting for Mike’s dad.
4. Which pair of words best describes the mood of the story when Mike first encounters the bear in the forest on page 27?
  - (A) suspenseful and frightening
  - (B) joyful and cheery
  - (C) somber and mysterious
  - (D) upbeat and frantic
5. Which line from the story best supports your answer to question 4?
  - (A) “He knew it was silly . . .”
  - (B) “But his imagination had always supplied daylight.”
  - (C) “Mike’s neck hair prickled his collar.”
  - (D) “The bear cocked its head and eased back a bit.”
6. Which claim could NOT be supported with information from the informational text “Why Do You Dream?”
  - (A) Dreams are created by our brains.
  - (B) Dreams about snakes are common.
  - (C) The brain functions differently when a person is dreaming than when he or she is awake.
  - (D) Ideas about dreams have changed over time.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

7. What do Mike’s conversations with Mrs. Skinner and Jonah add to the story? Support your answer with text evidence.
8. In “Why Do You Dream?,” Mackenzie Carro writes, “Other researchers believe that dreams help us deal with our emotions.” How does this theory apply to Mike? Use text evidence.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “Bearing Up” Quiz

**Directions:** Read “Bearing Up” and “Why Do We Dream?” Then answer the questions below.

**1. Which detail should definitely be included in a summary of the story?**

- (A) Mike is friends with a boy named Jonah.
- (B) Mike once dreamed about Cookie Monster.
- (C) Mike’s dad has a dangerous job.
- (D) The four couples who get stuck in a boat were hand-trolling for salmon.

**2. Which line gives you a clue that Mike might be worried about his father’s job?**

- (A) “‘So what do I do?’ Mike asked.” (p. 24)
- (B) “He whispered, ‘Do you want to . . . tell me something?’” (p. 27)
- (C) “‘Trouble like scary dreams, like where something’s chasing you?’” (p. 24)
- (D) “‘Mom, do you worry when Dad goes on a mission?’” (p. 25)

**3. On page 26, the author writes, “An hour crawled by.” This line contains personification that**

- (A) emphasizes how quickly time was passing.
- (B) compares time to a baby.
- (C) creates a mood or feeling of ease.
- (D) emphasizes how anxious Mike and his mom are while waiting for Mike’s dad.

**4. Which pair of words best describes the mood when Mike first encounters the bear in the forest on page 27?**

- (A) suspenseful and frightening
- (B) joyful and cheery
- (C) somber and mysterious
- (D) upbeat and frantic

**5. Which line from the story best supports your answer to question 4?**

- (A) “He knew it was silly . . . ”
- (B) “But his imagination had always supplied daylight.”
- (C) “Mike’s neck hair prickled his collar.”
- (D) “The bear cocked its head and eased back a bit.”

**6. According to “Why Do We Dream?,” which of the following statements about dreams is true?**

- (A) Dreams about snakes are common.
- (B) Dreams are created by our brains.
- (C) Dreams can predict the future.
- (D) Only certain people dream.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

**7. What do Mike’s conversations with Mrs. Skinner and Jonah add to the story?**

**8. Mackenzie Carro writes, “Other researchers believe that dreams help us deal with our emotions.” What emotion(s) does Mike’s bear dream help him deal with? How do you know? Use text evidence.**

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

## Dreams Contest

Why did Mike dream about the bear in “Bearing Up”? Answer this question in a well-organized essay. Use text evidence from the story and from “Why Do You Dream?” to support your ideas. Five winners will each get *Some Kind of Courage* by Dan Gemeinhart.

### Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting text evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

My parent or legal guardian consents  
to my participation in this contest.

Parent's or legal guardian's signature: \_\_\_\_\_

Include this form with your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
or mail them to: Dreams Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY March 15, 2018!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Write an Argument Essay

**Directions:** Read "Would You Ban Texting and Walking?" Complete the essay kit on page 11.  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should texting while walking be illegal?

Consider what you read in the article, as well as your own viewpoints.  
Check the box next to the point of view you will argue in your essay.  
Or write your own opinion in the space provided.

☐ **Yes!** The world would be safer. ☐ **No!** A law isn't needed.

☐ \_\_\_\_\_  
\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "Yes" and "No" columns on page 11. Which points support your opinion?  
What other information supports your opinion? List at least three supporting details on the lines below.

**Here's an example: If you think texting while walking should be illegal, one of your supporting details might be: "Between 2000 and 2011, distracted walking led to more than 11,000 injuries in the U.S."**

**1.** \_\_\_\_\_  
\_\_\_\_\_

**2.** \_\_\_\_\_  
\_\_\_\_\_

**3.** \_\_\_\_\_  
\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that texting while walking **SHOULD** be illegal, summarize the strongest arguments of those who disagree. If you think that texting while walking **SHOULD NOT** be illegal, summarize the main reasons some people think a law is necessary.

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### STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell readers what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

**Your thesis:** \_\_\_\_\_

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### STEP 5: WRITE YOUR HOOK

The beginning of your essay is called the hook because it "hooks" your readers' attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

- 1. An anecdote** (a very short story): Describe your experience with texting while walking. Do you do it? Have you ever put yourself in danger?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question:  
*"Is making distracted walking illegal really the only way to \_\_\_\_\_?"*
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

**Choose one of the ideas above, or use your own idea, and write a hook on the lines provided.**

**Your hook:** \_\_\_\_\_

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Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Finish the summary of the debate over banning distracted walking.

**Distracted walking has become a serious and dangerous problem in the United States. Some people think the solution is to make it illegal. Others think \_\_\_\_\_**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

On the next page, you'll find guidelines for how to organize your essay.

# Argument Essay Outline

**Directions:** Use the outline below to write your essay. You will use what you wrote on the first three pages of this activity.

**1**

## INTRODUCTION

**Open with your hook from Step 5.**



Write a transition sentence that relates your hook to the question of whether texting and walking should be illegal.



(See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

**2**

## BODY PARAGRAPH(S)

**Now write your supporting points from Step 2.  
For each one, write 1-3 sentences that  
provide additional details.**

You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.

***Hint!** Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.*

**3**

## ACKNOWLEDGE THE OTHER SIDE

**Now it's time to recognize the other side of the argument.**

Use what you wrote in Step 3.

Then explain why you think the opposing point of view is wrong.

**4**

## CONCLUSION

**Write 2-3 sentences to remind your readers  
of your main points.**

Finish with a strong final sentence.

***Need an idea?**  
Refer to your hook,  
find a quote, or give  
a call to action.*

**5**

## READ AND REVISE

**Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written.**

## SKILL: Essay Writing

# Argument-Essay Checklist

**Directions:** Use this guide to check your own essay, or exchange papers with a classmate and use the list to check each other's essays. In the margins of the essay you are checking, make notes about anything that needs to be revised.

## Introduction

- ✓ Does the first sentence grab readers' attention?
- ✓ Does the first paragraph provide a general overview of the essay's topic?
- ✓ Does the first paragraph include a thesis statement that strongly and clearly states your point of view? Does the thesis clue readers in as to what the essay is going to be about?

## Body Paragraphs

- ✓ Do they contain a total of at least three points that support the thesis?
- ✓ Do they provide details to further explain each of the supporting points?
- ✓ Are the supporting points presented in order from weakest to strongest?
- ✓ Do you acknowledge an opposing point of view and then explain why you think it isn't strong enough to change your point of view?

## Conclusion

- ✓ Does the last paragraph remind readers of the main points of the essay, without going into *too* much detail and repeating everything readers just read?
- ✓ Is the conclusion free of new information (such as another supporting point)?
- ✓ Does the last sentence leave readers with a strong final impression?

## General

- ✓ Does one idea flow smoothly into the next?
- ✓ Do the sentence structures and lengths vary?
- ✓ Does every sentence relate to the thesis?
- ✓ Does everything make sense?
- ✓ Is the essay convincing?
- ✓ Are the grammar, punctuation, and spelling correct?

SKILL: Essay Writing

# Great Transitions

Transitions are like bridges between your ideas—they help your readers move from one idea to the next. Here are some transition words and phrases you may wish to use in your essay. Keep in mind that they can be used at the beginning of a sentence or within a sentence.

## If you are adding information or showing similarity between ideas:

- additionally
- besides
- so too
- first of all/secondly/thirdly
- in addition
- also
- likewise
- to begin with
- as well as
- another
- furthermore
- finally

## If you are showing that one idea is different from another:

- however
- even though
- in contrast
- on the one hand/on the other hand
- yet
- despite
- still
- some people say/other people say
- but
- although
- in spite of
- regardless

## If you are showing that something is an example of what you just stated:

- for example
- to illustrate
- this can be seen
- for instance
- namely
- specifically

## If you want to show cause and effect:

- as a result
- consequently
- so
- it follows that
- therefore
- eventually

## If you want to add emphasis:

- in fact
- of course
- truly
- even
- indeed

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “Would You Ban Texting and Walking?” Quiz

**Directions:** Read “Would You Ban Texting and Walking?” Then answer the questions below.

- Kristin Lewis develops the idea that looking at a phone while walking is dangerous in all the following ways EXCEPT**
  - by including brain research that explains humans can’t focus on two things at once.
  - by listing incidents of teens being harmed while using their phones.
  - by citing statistics about the likelihood of risky behavior while texting and walking.
  - by describing how teens at Waipahu High School wrote a new law.
- On page 10, Lewis writes, “After all, you’re just glancing at your phone for a moment, right?” What literary device is she using?**
  - hyperbole
  - rhetorical question
  - metaphor
  - symbolism
- What is the purpose of the literary device you chose for your answer to question 2?**
  - to convince readers that looking at their phones is harmless
  - to support the idea that phones are distracting
  - to bring attention to an act that many people don’t think of as a big deal
  - to show the importance of looking at your phone quickly
- Consider this line: “Some say we shouldn’t need a law for something that boils down to common sense” (11). The phrase “boils down to” means**
  - is at its heart.
  - is the opposite of.
  - happens occasionally.
  - cooks slowly.
- Consider this line: “... many of her classmates admitted that unless a law was passed, they probably wouldn’t put their phones away” (11). How does this line contribute to the article?**
  - It offers a rebuttal to the idea that texting while walking is dangerous.
  - It supports the argument that laws can affect people’s behavior.
  - It supports the idea that teens have the ability to focus on more than one thing at a time.
  - It shows that Honolulu is the only city addressing the problem of distracted walking.
- Which claim could be supported by information from the article?**
  - Teens are less distracted by devices than adults.
  - Whether illegal or not, distracted walking is hazardous.
  - Distracted walking will soon be outlawed nationwide.
  - Distracted walking is a problem only in the U.S.

### Constructed-Response Question

**Directions:** Write your answer to the question below on the back of this paper or type it up on a computer.

- How well does Lewis support the idea that outlawing distracted walking would make the world a safer place? What could she have included to strengthen her claim? Use text evidence to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “Would You Ban Texting and Walking?” Quiz

**Directions:** Read “Would You Ban Texting and Walking?” Then answer the questions below.

- Which line supports the idea that using a phone while walking is dangerous?**
  - “The effectiveness of such measures, however, is unclear.” (p. 11)
  - “But is outlawing it really the solution?” (p. 10)
  - “As Taylor points out, laws have the power to change people’s behavior.” (p. 11)
  - “Between 2000 and 2011, distracted walking led to more than 11,000 injuries in the U.S.” (p. 10)
- On page 10, Kristin Lewis writes, “After all, you’re just glancing at your phone for a moment, right?” What literary device is she using?**
  - hyperbole
  - rhetorical question
  - metaphor
  - symbolism
- What is the purpose of the literary device you chose for your answer to question 2?**
  - to convince readers that looking at their phones is harmless
  - to support the idea that phones are distracting
  - to bring attention to an act that many people don’t think of as a big deal
  - to show the importance of looking at your phone quickly
- Consider this line: “Some say we shouldn’t need a law for something that boils down to common sense” (11). The phrase “boils down to” means**
  - is at its heart.
  - is the opposite of.
  - happens occasionally.
  - cooks slowly.
- The author likely included the detail about people not wearing seat belts until a law required them to as a way to**
  - share an interesting fact with readers.
  - support the argument that laws can affect people’s behavior.
  - emphasize the point that teens have the ability to focus on more than one thing at a time.
  - show that Honolulu is the only city addressing the distracted walking problem.
- Which claim could NOT be supported with information from the article?**
  - Distracted walking causes many injuries.
  - Distracted walking will soon be outlawed in all 50 states.
  - Whether illegal or not, texting while walking is hazardous.
  - Cities around the world are looking for ways to deal with the problem of distracted walking.

### Constructed-Response Question

**Directions:** Write your answer to the question below on the back of this paper or type it up on a computer.

- Describe two ways Lewis supports the idea that outlawing distracted walking would make the world a safer place. Use text evidence to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# How to Answer a Constructed Response Question

## Step 1: State your claim.

Your claim is your answer to the question. Your claim should . . .

- **echo the question. In other words, it should turn the question into a statement.**

*Example A: Imagine you are answering the question, “According to the article, what is the best way to eat chocolate?” Your answer should start like this: “According to the article, the best way to eat chocolate is . . .”*

*Example B: Imagine you are answering the question, “Does the author think it’s ever okay to lie?” If your answer is yes, your answer could start like this: “The author thinks that sometimes it’s okay to lie . . .”*

- **include reasoning or explanation. So if you are answering a yes-or-no question, you need to do more than say yes or no—you also need to provide some explanation or reason for your answer. If you are answering an open-ended question, you need to provide a brief summary or explanation of your ideas. Your reasoning or explanation should be one to three sentences.**

*Example A: According to the article, the best way to eat chocolate is take your time and enjoy the chocolate with all five of your senses.*

*Example B: “The author thinks that sometimes it’s okay to lie, if you are lying to make someone feel good and no harm will come from your lie.”*

## Step 2: Provide text evidence with commentary.

Text evidence is details from the text that support your claim—in other words, details from the text that show why your claim is true.

Commentary is where you explain WHY the text evidence supports your claim. Your commentary should include key words from your claim. Text evidence . . .

- **can be in the form of a direct quotation or paraphrase.**
- **should be cited. In other words, you need to make it clear to the reader where the quote or paraphrase came from. Give the page number and, if it’s not obvious, the author’s name and/or the name of the article.**

Here are two examples of text evidence with commentary:

*Example A (using a direct quote): “Before you bite the chocolate, take a moment to look at it,” the author writes on page 5. “Admire its glossy shine. Then lift it to your nose and take a deep inhale. What do you notice?” (p. 5) Here, the author is telling readers to take their time before biting into the chocolate, and to use their senses of sight and smell to enjoy the chocolate.*

For more on using text evidence, see Scope’s “How to Use Text Evidence” reference sheet.

*Example B (using a paraphrase): According to the author, it's okay to tell your friend you're sure no one at the party noticed the spinach stuck between her teeth, because there is nothing to be done about it now and maybe you can relieve some of your friend's embarrassment (p. 14). Here, the author is saying that it's OK to tell a small lie that makes someone feel better and doesn't do any harm.*

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### **Step 3: Write a conclusion.**

**A conclusion is 1-3 closing sentences that leave your reader with an insightful thought.** A conclusion could . . .

- **state whether you agree or disagree with the author's point of view, and why.**
- **state whether you think the author's reasoning is sound or unsound, and why.**
- **tell how the topic you've been writing about connects to your life.**

Here are two examples of text evidence with commentary:

*Example A: Perhaps eating chocolate in the slow, thoughtful way the author suggests could lead to a deeper enjoyment of it—but eating chocolate this way would also require an awful lot of patience and self-control!*

*Example B: Is the author right? I think so. Being completely honest about everything at all times is very likely to lead to some hurt feelings, and why hurt someone's feelings if it's not necessary?*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# How to Use Text Evidence

When you write about something you have read, you need to use **text evidence**—that is, details from the text—to support the points you are making. You can use text evidence in the form of a direct quotation (the author’s exact words) or a paraphrase (a restatement of what the author wrote). You also need to explain WHY that text evidence is relevant.

## Here are some tips for using text evidence:

### 1. Quote or paraphrase.

When using a **direct quote**, copy down the exact words from a sentence. Surround a direct quotation with quotation marks.

To **paraphrase** is to put something written or spoken by someone else into your own words. You don’t change the meaning of what the other person wrote or said, just the wording. A paraphrase is not surrounded by quotation marks.

### 2. Make it clear where your evidence comes from.

Identify who wrote or said what you are quoting or paraphrasing. This is called “**citing your source**.” Include a page number.

#### Words to help you:

*according to (the author),  
(the author) claims,  
suggests, states, writes,  
reports, describes, implies,  
explains, argues, declares,  
observes, notes, reveals,  
remarks*

### 3. Explain why your text evidence is relevant.

Include a sentence that makes it clear how the text evidence supports your idea. Reread the information you quoted or paraphrased and ask yourself, “So what?”

#### Words to help you:

*(the author) says this  
because, this proves that,  
this exemplifies how, this  
confirms, demonstrates,  
describes, explains,  
illustrates, implies,  
suggests*

Now let's look at two sample paragraphs. The first uses text evidence correctly.  
The second uses text evidence incorrectly.

### SAMPLE 1

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to author Mario Martinez in his book Roller Coasters of the World, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle (18). "I have ridden hundreds of coasters," he writes. "But none of them were as terrifying as this one" (20). This suggests that Kingda Ka stands out among roller coasters as particularly intense.

This paragraph looks great! There are quotation marks around the direct quote, the writer tells us where the paraphrase and the quote came from, and the writer explains how her text evidence supports her statement that riding Kingda Ka is a unique experience. Hooray!

### SAMPLE 2

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to Mario Martinez, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle. "I have ridden hundreds of coasters. But none of them were as terrifying as this one."

In this paragraph, neither the quote nor the paraphrase is cited correctly. Who is Mario Martinez? Which page in what book or article did the paraphrase and quote come from? The writer also fails to explain how her text evidence supports her statement that riding Kingda Ka is unique. She just plopped her text evidence into her paragraph.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Constructing a Response

**Directions:** Read "The Rise of the Kid Chef" and complete the activity on page 13. Then follow the steps below to write a response to the question on page 13.

→ See *Scope's* "How to Answer a Constructed-Response Question" for tips and information about how to complete this activity.

Question from page 13:

Why is cooking popular among young people today?

## Step 1: Write your claim.

Complete the sentence below to write your claim in response to the question.

Cooking is popular among young people today because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Step 2: Provide text evidence with commentary.

Write two details from the article that support your claim. You can write them in the form of direct quotations or paraphrases. Include a citation for each detail. Explain how each detail supports your claim.

**Detail 1:** \_\_\_\_\_  
\_\_\_\_\_

**Sentence explaining how this detail supports my claim:** \_\_\_\_\_  
\_\_\_\_\_

**Detail 2:** \_\_\_\_\_  
\_\_\_\_\_

**Sentence explaining how this detail supports my claim:** \_\_\_\_\_  
\_\_\_\_\_

### **Step 3: Write a conclusion.**

Wrap it all up. End your paragraph with a strong sentence that will give your readers something to think about. One option is to refer to your central claim. Or come up with an idea of your own!

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Now it's time to put it all together. And guess what? You've already done the hardest part! All that's left is to take what you just wrote and put it together into one flowing paragraph. Write your final response on a separate sheet of paper.

**Remember to:**

- Use transitions between sentences.
- Read your paragraph to make sure your ideas are clear. Revise as needed.
- When you are satisfied with your paragraph, read it again to make sure there are no spelling or punctuation mistakes.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Go to Scope  
Online to listen  
to the words  
and definitions  
read aloud.

# Vocabulary:

## "The Rise of the Kid Chef"

**1. aspire (uh-SPYR)** *verb*; To aspire is to have a strong desire and drive to achieve something. You might aspire to be president one day. Or you might aspire to sing like Zendaya.

**2. delectable (dih-LEK-tuh-buhl)** *adjective*; To be delectable is to be highly enjoyable or delightful. *Delectable* is most often used to refer to something that tastes delicious.

**3. myriad (MIR-ee-uhd)** *adjective or noun*; The adjective *myriad* means "a very large but not specified number." *Myriad* is often used to describe something that cannot be counted. For example, someone might refer to the myriad stars in the sky or the myriad grains of sand on a beach.

When used as a noun, *myriad* means "a great number" and is usually followed by the word "of." Most cars come in a myriad of colors.

**4. prioritize (prahy-AWR-uh-tahyz)** *verb*; To prioritize something is to make it the most important thing in a group or list. If you have several assignments due next week but your math assignment is due first and will take you the longest, you will probably prioritize your math assignment—that is, you will work on your math assignment first.

*Prioritize* can also mean "arrange or organize according to importance." It can be hard to prioritize homework, sports, other extracurricular activities, and time with friends and family.

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**Directions:** On this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

# Vocabulary Practice

## "The Rise of the Kid Chef"

**Directions:** Choose the word or phrase that is most similar in meaning to each word in bold.

**1. aspire**

- Ⓐ give up                      Ⓑ dream

**2. myriad**

- Ⓐ countless                      Ⓑ a few

**3. delectable**

- Ⓐ inedible                      Ⓑ tasty

**4. prioritize**

- Ⓐ put first                      Ⓑ put off

**Directions:** For each underlined statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

- 5.** You ask your friend if he thinks you should try out for the school play. He says there is a myriad of reasons why you should. He means that there are two good reasons why you should.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 6.** Everyone at school is raving about how good your brownies are. People think your brownies are delectable.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Directions:** Briefly respond to each prompt below.

- 7.** Describe a situation in which you might need to prioritize.

\_\_\_\_\_  
\_\_\_\_\_

- 8.** Describe one thing that you find delectable.

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “The Rise of the Kid Chef” Quiz

**Directions:** Read “The Rise of the Kid Chef.” Then answer the questions below.

**1. Which line best expresses a central idea of the article?**

- Ⓐ “*Chopped Junior* premiered in 2015 to 12.5 million viewers.”
- Ⓑ “Across America, kids are finding fame and fortune through their love of cooking.”
- Ⓒ “How did cooking become a path to stardom?”
- Ⓓ “In a recent study, a whopping 40 percent of kids reported that they had recently cooked an entire meal from scratch.”

**2. On page 13, Flynn McGarry is quoted as saying “A decade ago, if you wanted to learn how to *sous vide* something, you had to go work in a chef’s kitchen. Now you can learn it from YouTube.” From context, you can infer that to *sous vide* something is to**

- Ⓐ learn its French name.
- Ⓑ make it more popular.
- Ⓒ cook it in some special way.
- Ⓓ use it to make a lot of money.

**3. The quote from Flynn McGarry in question 2 contributes to the article by**

- Ⓐ emphasizing how hard it used to be to get a job in a chef’s kitchen.
- Ⓑ explaining that YouTube is the primary place where kids learn to cook.
- Ⓒ helping to make the point that the internet has made it easier to learn how to cook.
- Ⓓ supporting the idea that chefs no longer allow people to learn from them.

**4. Which one of the following statements can be supported by information in the article?**

- Ⓐ Kids are often better chefs than adults.
- Ⓑ Competitive cooking shows are more popular than any other type of show on television.
- Ⓒ Adults do not cook anymore because it feels like a chore.
- Ⓓ Competitive cooking shows are very popular.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

- 5.** How well does author Mackenzie Carro support her claim that kids today are “obsessed” with food? Use text evidence to support your answer.
- 6.** How have attitudes toward cooking changed over time? Use details from the article to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## "The Rise of the Kid Chef" Quiz

**Directions:** Read "The Rise of the Kid Chef." Then answer the questions below.

1. Which line best expresses a central idea of the section "Top Obsession"?
  - (A) "At the end of the 20th century, many busy American families prioritized speed and convenience when it came to most meals."
  - (B) "Kids today are obsessed with food in a way that previous generations of kids were not."
  - (C) "Making dinner from scratch was a time-consuming luxury."
  - (D) "Now you can learn it from YouTube."
2. On page 13, Flynn McGarry is quoted as saying "A decade ago, if you wanted to learn how to *sous vide* something, you had to go work in a chef's kitchen. Now you can learn it from YouTube." You can infer, or figure out, that to *sous vide* something is to
  - (A) learn its French name.
  - (B) make it more popular.
  - (C) cook it in some special way
  - (D) use it to make a lot of money.
3. In the quote in question 2, McGarry means that
  - (A) YouTube is the only place you can learn how to *sous vide* something today.
  - (B) a decade ago, there were not as many professional chefs as there are today.
  - (C) the internet has made learning how to cook easier.
  - (D) chefs no longer want to help others learn to cook.
4. Which one of the following statements can be supported by information in the article?
  - (A) Kids are often better chefs than adults.
  - (B) Competitive cooking shows are more popular than any other type of television show.
  - (C) Adults do not cook anymore.
  - (D) Competitive cooking shows are very popular.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

5. On page 12, author Mackenzie Carro writes that kids today are "obsessed" with food. How does she support this claim? Use text evidence.
6. How have attitudes toward cooking changed over time? Use details from the article to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Passed vs. Past

*Passed* and *past* are often confused and misused. Here's what you need to know to use them correctly:

## PASSED is always a verb.

- **Passed** is the past tense of the verb *pass*.
- I passed Shelley on my way to school.*  
*At my birthday party on Saturday, my mom passed around pictures of me as a baby.*

## PAST is never a verb.

- **Past** locates something in time and space.
- In the past, students wrote with quills dipped in ink.*  
*We are not allowed to go past the fence during recess.*

**Directions:** Write the correct word—*passed* or *past*—in each blank below.

- It's half \_\_\_\_\_ one.
- "How much candy have you eaten this \_\_\_\_\_ week?" my dentist asked.
- I ran \_\_\_\_\_ my friend Michelle while on my morning jog.
- My grandmother \_\_\_\_\_ many afternoons reading on her porch.
- In the \_\_\_\_\_, my family spent the holidays at my uncle's house in the country; this year we are staying home.
- "Do you think you \_\_\_\_\_ yesterday's vocabulary test?" asked Tim.
- Jessa \_\_\_\_\_ the ball to me and I sank the shot!
- Our principal urged us to help make texting while walking become a thing of the \_\_\_\_\_.
- I walked \_\_\_\_\_ the Freemans' house on my way home.

**Directions:** Write one sentence using *passed* and one sentence using *past*.

10. \_\_\_\_\_  
\_\_\_\_\_

11. \_\_\_\_\_  
\_\_\_\_\_

# You Write It

Help us make this story more descriptive!

## DIRECTIONS:

1. Read the story below.
2. Notice the words in **bold**. They are vague—meaning they are not very descriptive.
3. Follow the prompts in the green circles to make the writing more vivid. Good luck!

## A Day at the Pool

It's the middle of July and impossibly hot outside. Lucky for you, your mom has agreed to drive you to the town pool.

**S**weat trickles down your back and onto the car's sticky leather seat. As you enter the parking lot, you hear **sounds**. You barely allow the car to stop before you fling the door open and **go** to the entrance.

This doesn't tell us much. What **KINDS** of sounds? **HINT:** Think about what you might hear at a public pool.

Find a verb that describes **HOW** you move. **HINT:** What do context clues reveal about how you move?

You barrel through the gate and there it is—**the pool**. You slip off your flip-flops. The **concrete feels hot** as you trot toward the pool's edge. You take a deep breath—**you smell chlorine**—and then you jump. Splash! The icy water envelops your skin as you plunge downward. Exhilarated, you pop back up to the surface. You think you might stay in the pool forever.

Snore! Add an adjective or two to describe the pool.

What a great place for a simile! Add one here. **HINT:** What does the ground feel **LIKE**?

**HOW** does chlorine smell? How does it affect your nose? **HINT:** Rewrite the phrase.



# **“You Write It” Model Text**

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## **A Day at the Pool**

Sweat trickles down your back and onto the car’s sticky leather seat. As you enter the parking lot, you hear delighted shrieks, playful splashing, and the cautionary shriek of the lifeguard’s whistle. You barely allow the car to stop before you fling the door open and rush to the entrance. You barrel through the gate and there it is—the glistening blue pool. You slip off your flip-flops. The concrete feels like hot coals on the bottoms of your feet as you trot toward the pool’s edge. You take a deep breath—the sharp, acrid smell of chlorine tingles your nostrils—and then you jump. Splash! The icy water envelops your skin as you plunge downward. Exhilarated, you pop back up to the surface. You think you might stay in here forever.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

# Crater Contest

Read the paragraph on page 32 of your February 2018 issue of *Scope*. Note the words and phrases in bold. They are vague—meaning they are not very descriptive. Follow the prompts in the blue circles to make the writing more vivid. Three winners will each get a \$25 Visa gift card and have their entries published online.

## Entries will be judged on:

- ⇒ creativity
- ⇒ grammar
- ⇒ clarity
- ⇒ strength of descriptive language

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name : \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

My parent or legal guardian consents  
to my participation in this contest.

Parent's or legal guardian's signature: \_\_\_\_\_

Include this sheet with your typed short story and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
Or mail to: Crater Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY March 15, 2018!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# A Perfect Series

Let's say you have a sentence that includes a series—that is, a list. Here are some tips to help you get it right!

**Place the word *and* or the word *or* between the last two items in a series.**

For example:

Kim goes to dance class on Monday, Wednesday, and Saturday.

David doesn't like spinach, olives, or hot peppers on his pizza.

**Use commas to separate items in a series of three or more items.**

You *do* need a comma after each item  
in this series:

Frank broke his nose, his right arm, his left thumb,  
and his left ankle.

You *don't* need a comma between the  
items in this sentence:

Julie broke her left wrist and her right ankle.

.....  
**Note:** There are different opinions about whether it's always necessary to place a comma before the *and* or the *or* that comes before the last item. In the U.S., it is common to use this final comma—so unless you are told otherwise, go ahead and place a comma between the last two items in a list.

**Directions:** Consider the series in each of the following sentences. If it is written correctly, write "C" on the line. If there are any mistakes, write "M" and correct the mistakes. (For this activity, place a comma between the last two items in the list.) We did the first one for you.

M 1. The floor was covered with pieces of paper, coffee grounds, apple slices, <sup>and</sup> empty soda cans.

\_\_\_ 2. Katie said she was going to the movies with Anne, Judy, Rick, and Ben.

\_\_\_ 3. Elliot cannot decide which Hunger Games book is his favorite: *The Hunger Games*, *Catching Fire*, or *Mockingjay*.

\_\_\_ 4. We have two choices for when to see the movie: 1 p.m., or 4 p.m.

\_\_\_ 5. Jackie had an hour before basketball practice. She could start her homework read her book or chat with her friends.

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**Directions:** Rewrite each set of sentences as a single sentence that includes a series. Be sure to use commas to separate the items in the series, and to use *and* or *or* between the last two items. We did the first one for you.

6. Claire wore a coat. She also wore a hat and gloves and a scarf and earmuffs.

*Claire wore a coat, a hat, gloves, a scarf, and earmuffs.*

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7. It was hard to choose what to eat for lunch: pizza or sandwiches. Burgers were also an option.

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8. Christina flipped through the yearbook and found photos of herself on pages 3 and 7. She also found some on pages 14 and 18 and 22.

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9. Brian needed to buy an onion. He needed to buy a carrot. He needed to buy celery. He needed to buy beans.

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10. The pharmacy was gone. The movie theater was gone too. So were the candy store and the café and the bakery.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Scavenger Hunt: Lists

**Directions:** Review the rules for how to write and punctuate items in a list. Then complete the scavenger hunt below. You'll be hunting through the February 2018 issue of *Scope*.

## Rules for Writing and Punctuating Lists

1. If you have more than two items in a list of nouns, separate them with a comma. Separate the final item in the list with the word *and* or *or*.

Example: "She might be dressed in a tutu, a pilot's hat, or a vest that says "'Pet Me!'"

.....

**Note:** There are different opinions about whether it's always necessary to place a comma before the *and* or the *or* that comes before the last item. In the U.S., it is common to use this final comma—so unless you are told otherwise, go ahead and place a comma between the last two items in a list.

2. For a list of just two items, no comma is necessary—simply add the word *and* or *or* between the items.

Example: "Lilou is a therapy animal, meaning she provides comfort and affection."

1. Go to page 4, which is the beginning of the nonfiction article "Escape From Slavery." The subheading includes a list. Write the subheading here:

\_\_\_\_\_  
\_\_\_\_\_

Which rule from the box above was followed to write and punctuate this list? (Check one.)

☐ Rule 1

☐ Rule 2

2. Go to page 6 in the same article. Find the sentence about Harriet Tubman's two oldest sisters that includes a list. Write the sentence here:

\_\_\_\_\_  
\_\_\_\_\_

Why isn't there a comma after *Soph*?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Go to page 12 in "The Rise of the Kid Chef." Read the sentence that begins "That started to change . . ."

Rewrite that sentence, but remove one item from the list:

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5. Write a sentence about any of the articles in the February 2018 issue of *Scope*. Your sentence must include a list of three or more items.

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4. Go to page 16 in *The Lost King*. Read SD2's first line in Scene 3.

Imagine the king was also wearing a tattered scarf. Rewrite SD2's line accordingly:

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6. Write a sentence about any of the articles in the February 2018 issue of *Scope*. This time, your sentence must include just two items.

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