

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.

---

**Directions:** Answer the questions below to help you write an objective summary of “Blood, Smoke, and Freedom.”

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

---

---

**2.** What was happening in America when this person(s) was alive?

---

---

**3.** What significant event occurs in the article?

---

---

---

**4.** How does this event affect the main person(s) in the article?

---

---

---

**5.** What happened afterward?

---

---

---

**6.** Are there any other important details you haven't mentioned? Write them here.

---

---

---

---

**Directions:** Your turn! Write an objective summary of “Blood, Smoke, and Freedom.” You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find are unnecessary.

## Summary of “Blood, Smoke, and Freedom”

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.

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 unimportant details or the opinions of the person writing it.

**Directions:** Follow the prompts in the margins to complete the summary of “Blood, Smoke, and Freedom.”

Fifteen-year-old Joseph Plumb Martin risked his life to fight for America’s freedom during the Revolutionary War. Joseph was born in 1760. At that time, America was not its own country; it was \_\_\_\_\_.

As time went on, some colonists began to want \_\_\_\_\_. Tensions mounted and war broke out between America and Britain in 1775. In June 1776, Joseph \_\_\_\_\_.

\_\_\_\_\_. During the first major battle of the war—the Battle of Brooklyn—the larger and more experienced British army \_\_\_\_\_.

After several days of fighting, the British army had the Americans trapped. The situation seemed impossible to escape from until George Washington \_\_\_\_\_.

Joseph survived the battle and continued to fight in the war until 1783, when \_\_\_\_\_.

**2.** What did .....  
the colonists  
want?

**4.** What  
happened to  
many American  
soldiers during  
the Battle of  
Brooklyn?

**6.** How did .....  
the war  
end?

**1.** What was  
America at  
this time?  
Who ruled it?

**3.** What did  
Joseph do?

**5.** How did  
Washington  
save the  
remaining  
troops?

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

# 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 "Blood, Smoke, and Freedom."

**1. Reread the section "A New World." Which statement below BEST expresses the central idea of this section?**

- Ⓐ The only way to travel across the Atlantic Ocean in the 1700s was by ship.
- Ⓑ Joseph was born in 1760.
- Ⓒ Much of America was unsettled wilderness in the 1760s.
- Ⓓ Many Europeans fled to the "New World" in search of more freedom.

**2. Read the central idea of the section "Seeds of Courage" 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:**  
**The American army was inexperienced.**

- Ⓐ "Back home they [American soldiers] were farmers, butchers, tailors, shop owners." (p. 7)
- Ⓑ "Few had ever fought in a war; some barely knew how to fire a gun." (p. 7)
- Ⓒ "Joseph did not complain about the ceaseless marching and shooting practice." (p. 7)
- Ⓓ "What's more, the leader of this motley crew, General George Washington, had never led an army." (p. 7)

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

\_\_\_\_\_

\_\_\_\_\_

- 3. Read the details from the section "Massive Attack" listed below. In the box, write a central idea that these details support.**

**Central Idea:**

**Detail 1:** "Blast by fiery cannon blast, shot by crackling musket shot, the British mowed down the Americans." (p. 9)

**Detail 2:** "In the predawn darkness, more than 15,000 British soldiers began to creep toward Brooklyn . . . Only a few thousand American troops were stationed there." (p. 8)

**Detail 3:** "Many Americans threw down their weapons and attempted to flee." (p. 9)

- 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:**

**Soldiers of the American army faced many hardships and challenges during the war.**

**Supporting detail 1:**

*"He choked down army meals of corn mush, bland meat, and wormy biscuits." (pp. 7–8)*

**Supporting detail 2:**

**Supporting detail 3:**

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

# 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 "Blood, Smoke, and Freedom."

**1. Read the central idea of the section "Seeds of Courage," stated in the box below. Then check the boxes next to the THREE details that support the central idea.**

**Central Idea:**

**The American army was inexperienced.**

- ☐ "He [Joseph] pleaded with his grandparents to let him join the new American army, and in June 1776, they agreed." (p. 6)
- ☐ "Few had ever fought in a war; some barely knew how to fire a gun." (p. 7)
- ☐ "Back home they were farmers, butchers, tailors, shop owners." (p. 7)
- ☐ "What's more, the leader of this motley crew, General George Washington, had never led an army." (p. 7)
- ☐ "He choked down army meals of corn mush, bland meat, and wormy biscuits." (pp. 7-8)

**2. Read the details from the section "Massive Attack" listed below. In the box, complete the central idea that these details support.**

**Central Idea:**

**The Battle of Brooklyn was \_\_\_\_\_**

**Detail 1:** "Hundreds [of American soldiers] were killed, injured, or taken prisoner." (p. 9)

**Detail 2:** "... Men lay in the grass with gruesome injuries—broken arms, missing legs, gushing head wounds." (p. 9)

**Detail 3:** "Joseph watched in horror as dozens of American soldiers drowned trying to escape across a deep pond." (p. 9)

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

# 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 "Blood, Smoke, and Freedom."

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

---

---

---

2. Reread the first half of the section "Massive Attack," which describes the surprise attack on Brooklyn by British troops. Using information from that passage, write a caption for the map on page 7.

---

---

---

---

---

3. Read the sidebar "If you lived in 1776" on pages 8-9. Why do you think the author chose to include this sidebar with the article?

---

---

---

4. How does the diary excerpt "Learn to Be a Soldier" on page 8 contribute to the article?

---

---

---

---

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

## Prepare to Write: Joseph's Letter

**Directions:** Read "Blood, Smoke, and Freedom" and "Learn to Be a Soldier." Then complete the activity below to help you prepare to answer the writing prompt on page 9: Imagine you are Joseph Plumb Martin. Your cousin is thinking of joining the American army and wants your advice. Write him a letter about what he can expect if he joins and why you think he should or should not join. Draw on details from the article and diary entry.

1. How did Joseph Plumb Martin feel about joining the American army? Use text evidence.
2. What was life like for American soldiers during the Revolutionary War? List a few words to describe it.
3. Give three details from the article or the diary excerpt that support your answer to question 2. You can paraphrase or provide direct quotations. Explain how each detail supports your answer.

**Detail 1:**

**How this supports my answer:**



**Detail 2:**

**How this supports my answer:**

**Detail 3:**

**How this supports my answer:**

**4.** Later in life, how did Joseph look back on his experience as a soldier?

**5.** Based on your responses to questions 1-4, do you think Joseph would recommend that his cousin join the American army?

☐ yes

☐ no

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

# Close-Reading Questions

## "Blood, Smoke, and Freedom"

---

1. Describe the introduction of the article on page 5. Why might the author have chosen to begin the article this way? (author's craft)
2. What does the section "A New World" on page 6 contribute to the article? (text structure)
3. How does author Lauren Tarshis characterize the American army in the section "Seeds of Courage" on pages 6-7? (author's craft)
4. Compare how the American and British forces prepared to fight in New York. What do their preparations convey about the relative abilities of each army? (compare and contrast; inference)

5. In the excerpt from Joseph's diary on page 8, what does the Lieutenant Colonel mean when he says, "eat this and learn to be a soldier"? (interpreting text)

6. What made Washington's plan to save his army "audacious," as Tarshis describes it? (supporting details)

## Critical-Thinking Questions

*"Blood, Smoke, and Freedom"*

- ©2018 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Blood, Smoke, and Freedom.” 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, Mood, Inference

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

---

---

---

2. Examine the map on the bottom of page 6. What does it show?

---

---

---

3. Read the diary entry “Learn to Be a Soldier” on page 8. What can you infer about what life was like for a soldier in the American army during the Revolution?

---

---

---

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.

---

---

---

## During Reading

### Mood, Text Structure, Inference, Tone

5. What is the **mood** of the introduction of the article? Explain how the author creates this mood.

---



---



---

6. A. Check ( ✓ ) the statement that BEST describes the **text structure** (the way the author organizes information) of the section “Seeds of Courage.”

The author gives a chronological account of Joseph’s decision to join the army and what happens after he joins.

The author discusses the effect the sweltering summer heat may have had on Joseph.

The author explains a problem Joseph had—he was scared to join the army—before explaining how this problem was solved.

B. Explain how you know.

---



---



---

7. In the section “Massive Attack,” the author uses a **despairing** tone. Find two examples of this tone and write them on the lines below.

---



---



---

8. On page 9, the author explains that British troops trapped General George Washington and his troops in their forts, but that Washington “did not give up” and “devised an audacious plan” to outsmart the British. From these statements, what can you **infer** about General George Washington?

---



---



---



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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Blood, Smoke, and Freedom.” 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, Mood, Inference

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

---

---

---

2. Examine the map at the bottom of page 6. What does it show?

---

---

---

3. Read the diary entry “Learn to Be a Soldier” on page 8. What can you infer about what life was like for a soldier in the American army during the Revolution?

---

---

---

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.

---

---

---



## During Reading

### Mood, Text Structure, Inference, Tone

5. **A.** The author begins the article “Blood, Smoke, and Freedom” by describing Joseph in the middle of a gruesome battle. **Mood** is the feeling the reader gets from a piece of writing. Which pair of words BEST describes the mood of the introduction?

- Ⓐ calm and melancholy
- Ⓑ haunting and gloomy
- Ⓒ intense and suspenseful

**B.** List two details from the section that help create this mood. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. **Text structure** is the term for how an author organizes information. Information in the section “Seeds of Courage” uses a sequence-of-events structure. Which words and phrases in the section help you identify this text structure?

- Ⓐ *At first; in June 1776; All summer*
- Ⓑ *Few had ever fought in a war; General George Washington had never led an army*
- Ⓒ *a musket and a Bible; corn mush, bland meat, and wormy biscuits; sweltering summer heat*

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 “Massive Attack.”

**hostile**

**optimistic**

**despairing**

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

\_\_\_\_\_

8. On page 9, the author explains that British troops trapped General George Washington and his troops in their forts, but that Washington “did not give up” and “devised an audacious plan” to outsmart the British. From these statements, what can you **infer** about General George Washington?

\_\_\_\_\_

\_\_\_\_\_

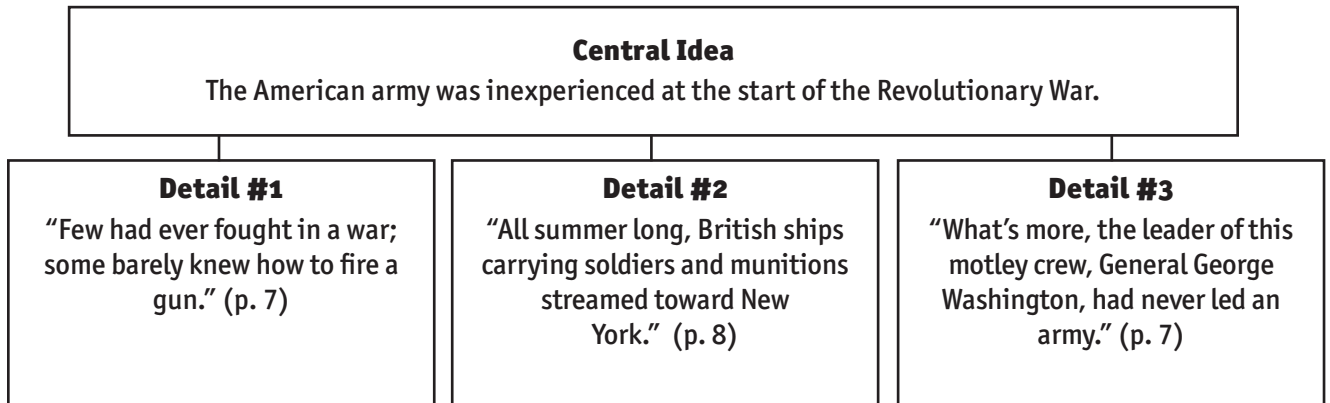
\_\_\_\_\_

\_\_\_\_\_

## After Reading

### Central Idea/Details and Objective Summary

9. A. Below is a **central idea** of “Blood, Smoke, and Freedom” 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.

---



---



---

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 “Blood, Smoke, and Freedom.”

- a. When Joseph was 7, he went to live with his grandparents in Connecticut.
- b. The American army was inexperienced and outmatched by the British.
- c. The Revolutionary War started because the colonists wanted freedom from British rule.
- d. American soldiers ate meals of corn mush, bland meat, and wormy biscuits.
- e. After eight years of fighting, the British surrendered to the Americans.
- f. It must have taken a lot of courage for Joseph Plumb Martin to join the American army.

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

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

# Vocabulary:

## "Blood, Smoke, and Freedom"

1. **audacious (aw-DEY-shuhs)** *adjective*; *Audacious* means "very bold or daring." An audacious mountain climber takes shocking risks and goes places most people wouldn't go. An audacious plan is highly original and inventive, but also risky.
2. **cacophony (kuh-KOF-uh-nee)** *noun*; A cacophony is a jumble of loud, harsh, unpleasant sounds. Many drivers honking their car horns in a traffic jam would create a cacophony.
3. **commence (kuh-MENSS)** *verb*; To commence something is to begin it. A Fourth of July celebration might commence with a parade through downtown. Your eighth-grade graduation ceremony might commence at 6 p.m.
4. **dispatch (DIH-spach)** *verb*; To dispatch something is to send it off to a particular place for a particular purpose. 911 operators dispatch rescue vehicles to the scene of an emergency. Soldiers dispatch messages back to their army base.
5. **fledgling (FLEJ-ling)** *noun or adjective*; A fledgling is a young bird that is just getting its feathers and learning to fly. You can also call an inexperienced person a fledgling—someone who, like a baby bird, is just getting started in a new activity.  
  
As an adjective, *fledgling* means "young, new, or inexperienced." If your big brother just got his driver's license last month, you could say he is a fledgling driver.
6. **laden (LAY-dehn)** *adjective*; *Laden* means "heavily loaded down with something." If an apple tree is laden with fruit, its branches are completely full of apples. *Laden* can also describe something that isn't physically heavy, but is a burden in some other way. For example, if you were absent from school all week, you might be laden with makeup work.
7. **motley (MAHT-lee)** *adjective*; In medieval times, jesters' costumes were made out of a fabric called motley, which was a patchwork of many different colors and patterns.  
  
Today, *motley* means "made up of many unlike kinds or parts." A motley group of people might seem mismatched, odd, or unorganized because the people in the group are all so different from one another. You might have a drawer in your kitchen containing a motley collection of junk.

**8. utopia (yoo-TOH-pee-uh)** *noun*; A utopia is a perfect place—a paradise where everyone is happy and everything is great. In particular, *utopia* is often used to mean “an imaginary place where the government, laws, and social conditions are perfect.” Utopias are imaginary because the fact is, nowhere in real life is ever going to be perfect.

---

**Directions:** Below and on the back of 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 meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Vocabulary Practice

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

motley	dispatch	laden	cacophony	audacious
--------	----------	-------	-----------	-----------

1. The hotel sent a limo to the airport to pick up Ed Sheeran.

---



---

2. "What a daring and unusual idea," said Kaitlyn. "I think it might just work!"

---



---

3. The dump truck was loaded down with gravel.

---



---

4. The first few minutes of band practice is always an uproar of clashing symbols and blaring horns.

---



---

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

5. To Jason, the island seemed like a **utopia/fledgling**—he couldn't imagine anywhere more wonderful.

6. The coffee shop contained a **motley/laden** collection of furniture. Some was modern, some was old, some was fancy, some was casual—and none of it seemed to go together.

7. The second semester of school will **commence/dispatch** on January 9.

8. David is a **fledgling/motley** actor. He just landed his very first role on a TV show.

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

## “Blood, Smoke, and Freedom” Quiz

**Directions:** Read “Blood, Smoke, and Freedom.” Then answer the questions below.

- What is the main purpose of the section “Trouble Brewing”?  
 (A) to provide details about Joseph’s home life  
 (B) to help the reader understand why the American Revolution started  
 (C) to explain who the king of England was  
 (D) to show what life was like in the 13 colonies
- Which of the following is NOT a way author Lauren Tarshis develops the idea that the American army was inexperienced?  
 (A) She explains that George Washington had never led an army before.  
 (B) She explains that few American soldiers had fought in a war before.  
 (C) She describes the American army as a “ragtag group” and a “motley crew.”  
 (D) She describes what the American soldiers ate.
- Tarshis writes, “Like a storm that spins into a hurricane, anger between America and England spun into rage” (6). This line contains  
 (A) symbolism that emphasizes the strong emotions felt by America and England.  
 (B) a simile that compares America to England.  
 (C) a metaphor that explains how hurricanes form.  
 (D) a simile that describes how tensions between America and England increased.
- How does the diary excerpt on page 8 contribute to the article?  
 (A) It helps readers understand how challenging the life of an American soldier was at the time of the Revolutionary War.  
 (B) It helps show how unfairly American army soldiers were treated.  
 (C) It helps the reader understand what American soldiers liked to eat.  
 (D) It helps readers understand why Joseph joined the army.
- On page 9, Tarshis writes that thousands of soldiers “were stealthily ferried back to New York City.” *Stealthily* most closely means  
 (A) wisely. (C) secretly.  
 (B) publicly. (D) foolishly.
- Which detail would be LEAST important to include in a summary of the article?  
 (A) America lost the Battle of Brooklyn to England.  
 (B) Joseph Plumb Martin was a soldier in the American army who fought in the Battle of Brooklyn.  
 (C) American soldiers had to eat corn mush and wormy biscuits.  
 (D) The American army was inexperienced.

### Constructed-Response Questions

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

- How does the diary excerpt on page 8 portray the life of a soldier in the American army? What other parts of the article help you understand what it was like to be an American soldier at this time? Explain.
- What is the mood of the introduction (the opening section) of the article? How does the author create this mood? Use text evidence to support your ideas.

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

## “Blood, Smoke, and Freedom” Quiz

**Directions:** Read “Blood, Smoke, and Freedom.” Then answer the questions below.

- What is the main purpose of the section “Trouble Brewing”?  
 (A) to provide details about Joseph’s home life  
 (B) to help the reader understand why the American Revolution started  
 (C) to explain who the king of England was  
 (D) to show what life was like in the 13 colonies
- Which of the following lines supports the idea that the American army was inexperienced?  
 (A) “At first, the thought of fighting terrified Joseph.” (p. 6)  
 (B) “The war lasted for eight long years.” (p. 9)  
 (C) “Yet amid the blood and smoke and terror, Washington did not give up.” (p. 9)  
 (D) “Few had ever fought in a war; some barely knew how to fire a gun.” (p. 7)
- Author Lauren Tarshis writes, “Like a storm that spins into a hurricane, anger between America and England spun into rage” (p. 6). This line contains a simile that  
 (A) describes how tensions between America and England increased.  
 (B) compares a growing storm to growing anger.  
 (C) compares America to England.  
 (D) both A and B
- Information from the diary excerpt on page 8 would best fit into which section of the article?  
 (A) “Seeds of Courage”  
 (B) “Trouble Brewing”  
 (C) “A New World”  
 (D) “Cover of Darkness”
- On page 9, Tarshis writes that thousands of soldiers “were stealthily ferried back to New York City.” *Stealthily* most closely means  
 (A) wisely. (C) secretly.  
 (B) publicly. (D) foolishly.
- Which detail would be MOST important to include in a summary of the article?  
 (A) Joseph Plumb Martin lived with his grandparents in Connecticut.  
 (B) American soldiers had to eat corn mush and wormy biscuits.  
 (C) Joseph Plumb Martin was a soldier in the American army who fought in the Battle of Brooklyn.  
 (D) Many people died trying to cross the Atlantic Ocean to get to the “New World.”

### Constructed-Response Questions

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

- How does the diary excerpt on page 8 portray the life of a soldier in the American army? Explain.
- What is the mood of the introduction (the opening section) of the article? Choose at least two details from the text and explain how they help create this mood.

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

# American Revolution Contest

Imagine you are Joseph Plumb Martin. Your cousin is thinking of joining the American army and wants your advice. Write him a letter about what he can expect if he joins and why you think he should or should not join. Draw on details from the article and diary entry. Five winners will get *Scar: A Revolutionary War Tale* by J. Albert Mann.

## 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: American Revolution Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

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



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 Scene 6 of *Into the Deep*, which takes place on the deck of the *Nautilus*:

**SD3:** The group climbs up the ladder toward the hatch.

**SD1:** The first mate is unscrewing the bolts of the hatch when suddenly the lid flies off.

**SD2:** A giant tentacle slithers down.

**Nettie:** Watch out!

**SD3:** Nemo deftly hacks off the tentacle with his ax. A spray of blue squid blood drenches them all.

**SD1:** They quickly climb out onto the top of the submarine.

**SD2:** A tangle of tentacles lashes at them.

**SD3:** One tentacle wraps around the first mate and lifts him high up into the air.

**First Mate:** *Aaaah!*

**Nemo:** Save him!

**Nettie:** I will get him!

**SD1:** Nettie tries to hack at the tentacle, but it is too fast.

**Conseil:** We are all going to die!

**SD2:** They swing their axes frantically, hacking at the tentacles, which seem to come from all directions.

**SD3:** They slip on the squid blood that now bathes the entire deck.

**SD1:** Now only one tentacle remains, whipping the first mate wildly to and fro.

**SD2:** Just then, another squid rushes forward. Its beak opens over Nettie.

**SD3:** Nemo plunges an ax between the squid’s jaws.

**SD1:** Nettie wriggles free and drives her harpoon deep into the squid’s heart, killing it.

**SD2:** Its lifeless body falls into the sea. The other squid disappear under the waves, dragging the first mate down with them.

**SD3:** Nettie, covered in blood, bows her head to Nemo.

1. In the box below, write one or two words that describe the mood of Scene 6:

Now let’s look at what creates this mood.

## 2. Plot

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

## 3. Setting

Think about where the action takes place. How does this contribute to the mood?

## 4. Dialogue

What the characters say and how they say it helps create the mood.

UNDERLINE at least three lines of dialogue in the scene that help create the mood you identified.

## 5. Word Choice

Look at all of the vivid verbs playwright Spencer Kayden uses! These verbs help create the mood.

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

## 6. Imagery

The imagery Kayden 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.)

PLACE A STAR NEXT TO at least three sensory details in the passage that create the mood you identified.

## 7. Mood Music

Imagine that you were going to make a movie based on *Into the Deep*. What kind of music would you choose to play in the background of Scene 6? You can name a particular song or just describe the type of music you would choose.

**Music:**

**Why I chose this music:**

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.

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

In this activity, you will consider the mood of Scene 6 of *Into the Deep*, which takes place on the deck of the *Nautilus*:

**SD3:** The group climbs up the ladder toward the hatch.

**SD1:** The first mate is unscrewing the bolts of the hatch when suddenly the lid flies off.

**SD2:** A giant tentacle slithers down.

**Nettie:** Watch out!

**SD3:** Nemo deftly hacks off the tentacle with his ax.

\*A spray of blue squid blood drenches them all.

**SD1:** They quickly climb out onto the top of the submarine.

**SD2:** A tangle of tentacles lashes at them.

**SD3:** One tentacle wraps around the first mate and lifts him high up into the air.

**First Mate:** *Aaaah!*

**Nemo:** Save him!

**Nettie:** I will get him!

**SD1:** Nettie tries to hack at the tentacle, but it is too fast.

**Conseil:** We are all going to die!

**SD2:** They swing their axes frantically, hacking at the tentacles, which seem to come from all directions.

**SD3:** They slip on the squid blood that now bathes the entire deck.

**SD1:** Now only one tentacle remains, whipping the first mate wildly to and fro.

**SD2:** Just then, another squid rushes forward. Its beak opens over Nettie.

**SD3:** Nemo plunges an ax between the squid's jaws.

**SD1:** Nettie wriggles free and drives her harpoon deep into the squid's heart, killing it.

**SD2:** Its lifeless body falls into the sea. The other squid disappear under the waves, dragging the first mate down with them.

**SD3:** Nettie, covered in blood, bows her head to Nemo.

Here are two words that could be used to describe the mood of the passage:

frightening, frenzied

Psst! *Frenzied* means “wild and full of excitement and fear or some other violent emotion.”

Now let's look at what creates this mood.

### 1. Plot

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

The Nautilus and its crew is being \_\_\_\_\_.  
\_\_\_\_\_. This is a \_\_\_\_\_ situation.

### 2. Setting

Complete the sentences below to explain where the action is happening and how this helps create the mood.

This action takes place \_\_\_\_\_. This  
adds to the frightening and frenzied mood because \_\_\_\_\_.  
\_\_\_\_\_.

### 3. Dialogue

What the characters say and how they say it helps create the mood.

We underlined one line of dialogue that helps create the frightening and frenzied mood. **UNDERLINE two more lines of dialogue that do this.**

### 4. Word Choice

Look at all of the vivid verbs playwright Spencer Kayden uses! These verbs help create the mood.

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

### 5. Imagery

The imagery Kayden 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.)

We placed a star by one sensory detail that helps create the frightening and frenzied mood. **PLACE A STAR BY at least two more sensory details.**

### 6. Mood Music

Imagine that you were going to make a movie based on *Into the Deep*. What kind of music would you choose to play in the background of Scene 6? You can name a particular song or just describe the type of music you would choose.

**Music:**

**Why I chose this music:**

# 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: \_\_\_\_\_

# 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. In Scene 4, Nemo confronts Nettie while she is using his map to look for the spare boat:</p> <p><b>Nettie:</b> Ah! Captain Nemo! You scared me.  <b>Nemo:</b> Where are you wandering off to?  <b>Nettie:</b> Nowhere. I was looking for the . . . engine room.  <b>Nemo:</b> Is that why you took the map of the <i>Nautilus</i> from my study?  <b>Nettie:</b> Naturally.  <b>SD1:</b> Nemo takes a menacing step toward Nettie, who stands firmly.</p>	<p><i>What does this exchange reveal about Nemo's personality?</i></p> <p>This exchange reveals that Nemo is clever and observant. He saw Nettie take his map from his study but didn't say anything; he wanted to catch her in the act of using the map. This and the fact that Nemo takes a "menacing" step toward Nettie also show that Nemo can be intimidating.</p>
<p>2. Find two lines in the play that support the inference on the right.</p>	<p>Aronnax enjoys being on the <i>Nautilus</i>.</p>
<p>3. In Scene 3, Nemo pushes a button that reveals large windows to the ocean outside the vessel:</p> <p><b>SD1:</b> Conseil puts his hand on the glass.  <b>Conseil:</b> This window is all that separates us from . . . all of that?  <b>Nemo:</b> Isn't it marvelous? On the water's surface, men fight and tear each other to pieces. But below the surface, their power disappears. Here, I answer to no one but myself. I am free.  <b>Nettie (to Conseil):</b> But we are not. We answer to him.  <b>Conseil:</b> <i>Shhhh</i>. We mustn't anger him.</p>	<p><i>What does this exchange reveal about Conseil?</i></p>

Clues	Inference
<p>4. Find two moments in the play that support the inference on the right.</p>	<p>Nettie is courageous.</p>
<p>5. In Scene 4, Nettie asks Nemo why he won't let her, Aronnax, and Conseil go:</p> <p><b>Nemo:</b> The reason is not your concern.</p> <p><b>Nettie:</b> We would not betray your secret. We only want to go home to our families.</p> <p><b>SD3:</b> A strange look passes over Nemo's face.</p> <p><b>Nemo:</b> I had a family once, but . . .</p> <p><b>SD1:</b> He grabs the map from Nettie and walks away.</p>	<p><i>What can you infer Nemo is feeling in this moment?</i></p>



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

# Synthesis: The Deep Ocean

**Directions:** Read the play *Into the Deep* and the informational text “What’s Down There?” Then follow the directions below to prepare for the writing prompt on page 25. You will be asked to mark the texts and answer some questions.

First let’s look at what Mackenzie Carro writes about our relationship with the deep ocean in her article “What’s Down There?” on page 25.

1.	<b>TEXT MARKING</b>	<b>B.</b> Write one paragraph summarizing what Carro writes about humans’ ability to explore the deep ocean.
	<b>A.</b> Circle lines in the article about humans’ ability to explore the deep ocean. Use a highlighter or colored pencil.	

2.	<b>TEXT MARKING</b>	<b>B.</b> Write one paragraph summarizing what Carro writes about humans’ scientific knowledge of the deep ocean.
	<b>A.</b> With a different color, circle lines about humans’ scientific knowledge of the deep ocean in the past and present.	

<b>3.</b>	<p><b>TEXT MARKING</b></p> <p><b>A.</b> With a third color, circle lines in the article related to our feelings, emotions, and beliefs about the deep ocean, both now and in the past.</p>	<p><b>B.</b> Write one paragraph summarizing what Carro writes about our feelings, emotions, and beliefs about the deep ocean.</p>
-----------	--	--

Now let's look at *Into the Deep*, which is based on Jules Verne's novel *2,000 Leagues Under the Sea* (1870), and what it suggests about our relationship with the deep ocean.

<b>4.</b>	<p><b>TEXT MARKING</b></p> <p><b>A.</b> Use a highlighter or colored pencil to mark lines in the play that show something about our relationship with the deep ocean.</p> <p>Next to each line or group of lines that you mark, jot down a few words about what those lines suggest or reflect. For example, if you mark lines that portray the deep ocean as a place of danger, you might write "deep sea = danger" next to them.</p> <p><i>Hint: Focus on what the play suggests about our feelings, emotions, and beliefs about the deep ocean. Look for events in the plot and details of the setting as well as things that the characters say.</i></p>	<p><b>B.</b> Write two to three paragraphs about what <i>Into the Deep</i> suggests about our relationship to the deep ocean. (There is additional space for your answer on the next page.)</p>
-----------	--	---

<p><b>4.</b></p> <p>c o n t i n u e d</p>	
---	--

<p><b>5.</b></p>	<p>In one to three sentences, compare the ideas about our relationship with the deep ocean in <i>Into the Deep</i> with the ideas about our relationship with the deep ocean that Carro presents in “What’s Down There?” (You don’t need to use text evidence; this is a place for you to just write your ideas.)</p>
------------------	---

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

# Close-Reading Questions

## *Into the Deep*

---

1. In Scene 3, Nettie steals a map of the *Nautilus*. What does this detail reveal about Nettie? (character)
2. In Scene 4, why does Captain Nemo walk away without saying anything? (inference, character)
3. In Scene 5, Nettie questions whether Aronnax would take his freedom if Nemo were to offer it to him. What lines in the play reveal that Aronnax might not want to leave the boat? (inference)
4. Consider the conversation between the two crew members in Scene 7. What purpose does their dialogue serve? (text structure)

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

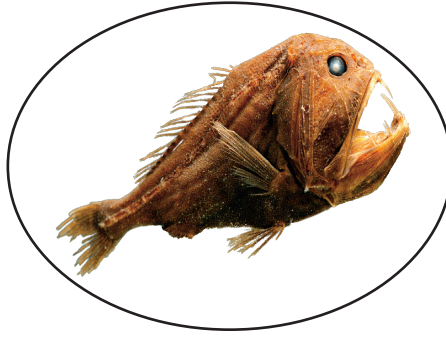
# Critical-Thinking Questions

## *Into the Deep*

1. In your opinion, is Captain Nemo a villain? Explain.

2. If you were Aronnax, would you choose to remain on the *Nautilus*?

### ***Into the Deep* and “What’s Down There?”**



# ***Into the Deep***

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

	Agree	Disagree
1. No one is purely good or purely evil.		
2. “It is far better to be alone than to be in bad company.” —George Washington		
3. It’s OK to do things that are bad or immoral if you are doing them to accomplish something good.		
4. You shouldn’t let your emotions control you.		
5. Sometimes people have to take the law into their own hands.		
6. People should be able live apart from the rest of the world if that is what they want to do.		
7. As we learn more about the world through science, we are losing our sense of mystery and wonder.		
8. It’s more important to explore the oceans on Earth than it is to explore other planets.		

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

# *Into the Deep* Character Thinking Tool

The questions in this activity are about the character of

**Captain Nemo**

**1. A.** After reading Scenes 2 and 3, what was your impression of Captain Nemo?

List a few words or phrases you would use to describe him at that point in the story.

**B.** What led you to form your initial impression of Nemo? List aspects of his appearance and/or things he does or says in Scenes 2 and 3 that made you see him the way you did.

**2.** Compare Nettie's feelings about Captain Nemo with Aronnax's feelings about Captain Nemo.



3. Reread Scene 7. Did the information the crew reveals about Captain Nemo change your initial impression of him? Explain why or why not.

4. Think about how much Captain Nemo values each item in the list below—how much he cares about having it or achieving it. Show how important you think each thing is to him on a scale of 1 to 5, where 1 = not important at all and 5 = extremely important.

- \_\_\_ acceptance/approval from others
- \_\_\_ knowledge
- \_\_\_ freedom
- \_\_\_ companionship
- \_\_\_ power
- \_\_\_ virtue (doing what is considered morally “right”)
- \_\_\_ love
- \_\_\_ independence
- \_\_\_ selflessness
- \_\_\_ justice

5. Place a star on the line below to indicate where you think Captain Nemo falls on the spectrum from villain to hero.

villain |-----| hero

Give your reasoning.

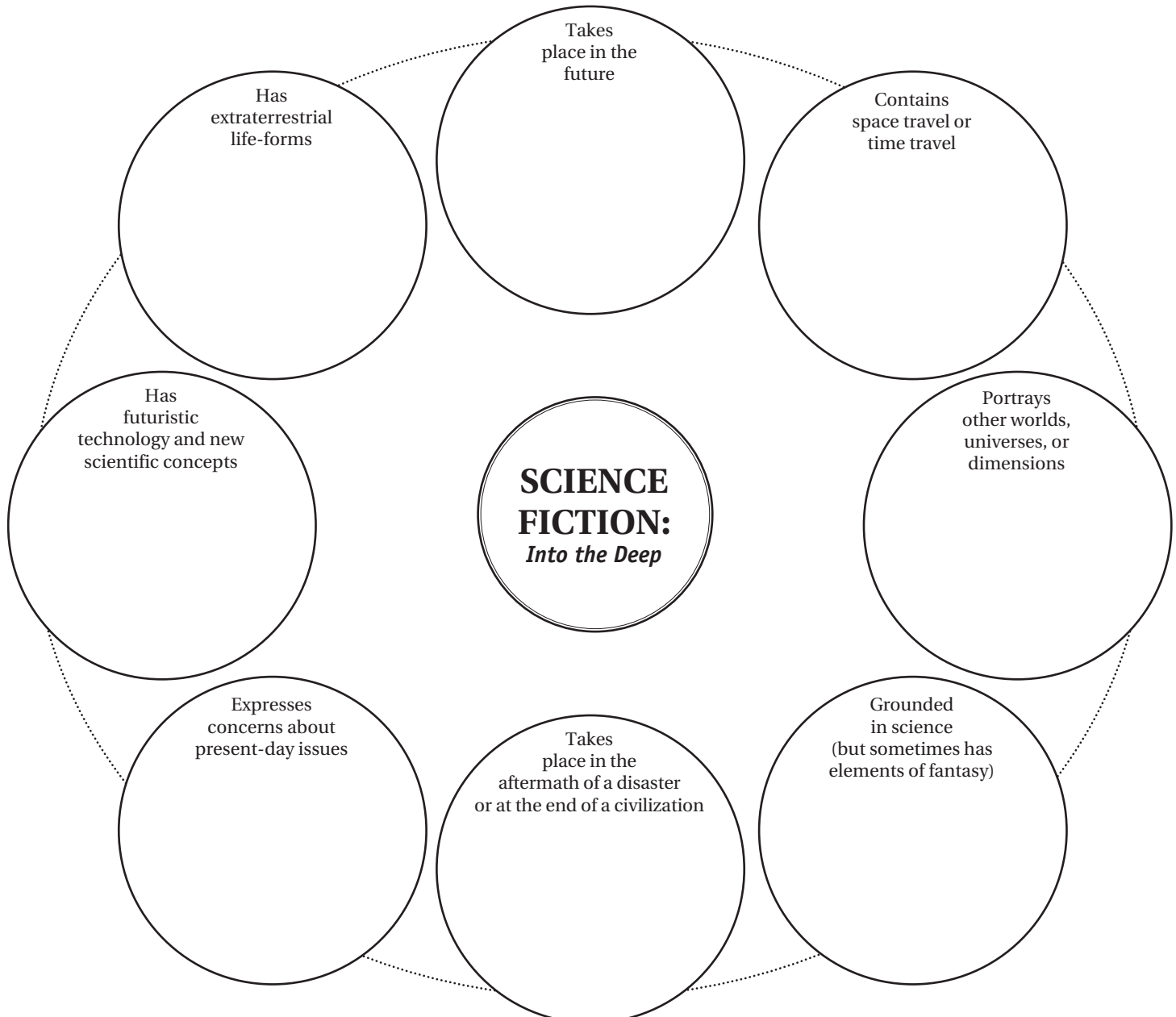
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Genre Exploration: *Into the Deep*

A **genre** is a category of literature or art. Mystery, myth, historical fiction, and biography are all genres of literature.

**Directions:** This graphic organizer gives some common characteristics of science fiction. *Into the Deep* has several of them. **Choose THREE of the characteristics and briefly explain how the story shows those characteristics.**

Note: Pay attention to the information in the play's captions and in the article "What's Down There?" about Jules Verne's novel *20,000 Leagues Under the Sea*, upon which *Into the Deep* is based. For example, if you are considering whether the story includes futuristic technology, think about whether the technology was futuristic *at the time Verne wrote his novel*.



---

**Directions:** Answer the questions below.

**1.** Do you think that having a strong knowledge and understanding of science helps science fiction writers create better stories? Explain.

---

---

---

---

---

**2.** Many science fiction stories are set in outer space. *Into the Deep*, however, is set in the deep ocean.

**A.** What is similar about the deep ocean and outer space?

---

---

---

---

---

**B.** How could *Into the Deep* be adapted as a story set in outer space?

---

---

---

---

---

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

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

# Vocabulary:

## *Into the Deep*

1. **deftly (DEFT-lee)** *adjective*; To do something deftly is to do it easily and skillfully. If Jake deftly changes the subject, he changes the subject smoothly. If Mario is deftly tossing pizza dough, he is gracefully tossing and catching it.

2. **gnash (nash)** *verb*; To gnash is to strike or grind one's teeth together—especially in anger or pain, or to show fierceness. Two fighting lions might gnash their teeth at each other.

3. **justified (JUHS-tuh-fahyd)** *adjective*; The verb *justify* (JUHS-tuh-fahy) means to give a reason for why you think something is right or reasonable. If your math teacher asks you to justify your answer to the Problem of the Day, he wants you to explain how you got your answer and prove that it's correct.

The adjective *justified* means “reasonable and acceptable.” If you describe a decision, an action, or an idea as justified, you think there is a good reason for it.

4. **menacing (MEHN-is-ing)** *adjective*; The verb *menace* (MEHN-is) means “to threaten.” If a cat is swiping at every dog that walks by, the cat is menacing the dogs in the neighborhood.

The adjective *menacing* describes something that is threatening or suggests the presence of danger. The Joker speaks to Batman in a menacing voice. Dark storm clouds make the sky look menacing.

5. **renounce (ri-NOUNS)** *verb*; To renounce something is to announce that you refuse to follow, obey, or support it any longer. In other words, you officially give it up. If Kara tells Dan that she is renouncing meat, she means that she has decided to stop eating meat.

6. **skewer (SKY00-er)** *noun or verb*; A skewer is a long, thin pointed piece of wood or metal that is pushed through pieces of meat or other food to keep them together while cooking. Anything that is shaped or used like a skewer can be called a skewer.

As a verb, *skewer* means “to push a skewer through.” You might skewer marshmallows with a sharpened stick when you're making s'mores over a campfire.

**7. torrent (TOR-uhnt)** *noun*; A torrent is a rushing stream of water or some other liquid. You would have to shout to be heard over the roaring torrents of water at Niagara Falls.

*Torrent* can also refer to a flood of something other than a liquid, as in, “Chris received a torrent of fan mail after winning *The Voice*.”

**8. unfurl (uhn-FURL)** *verb*; To furl something is to roll or fold it up neatly and securely. To unfurl something is to open it up and spread it out. You might unfurl a blanket, a flag, a banner—anything that can be rolled or folded up.

---

**Directions:** In the space below and on the back of this page (if necessary), list any other words from the play 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.

# Vocabulary Practice

## *Into the Deep*

**Directions:** Answer each question below. Briefly explain your answer.

1. Which sound is more menacing—a hiccup or a growl?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

3. Which item might you unfurl—a sheet or a baseball?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

2. Which might you skewer—the vegetables you're grilling for dinner or the books you need to do your homework?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

4. Which activity would be more likely cause you to gnash your teeth—lifting heaving rocks or playing the piano?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

**Directions:** Rewrite each sentence below using one of the following words. You will not use one of the words.

renounce

menacing

torrent

justified

deftly

5. Drew's mother thought Drew's reason for breaking curfew was acceptable.

\_\_\_\_\_

6. At lunch, Sarah told her friends, "I am abandoning social media."

\_\_\_\_\_

7. As the fire alarm sounded, a flood of water gushed from the sprinklers on the ceiling.

\_\_\_\_\_

8. Kyle dribbled the ball awkwardly at the beginning of the season, but now he handles the ball beautifully.

\_\_\_\_\_

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

## ***Into the Deep Quiz***

**Directions:** Read *Into the Deep* and “What’s Down There?” Then answer the questions below.

**1. Choose the best summary of the play.**

- (A) An evil submarine captain grieves the loss of his family.
- (B) A professor is fascinated by the marvels of the sea while being held captive on a submarine.
- (C) A group taken prisoner by a vengeful submarine captain experiences the wonders and dangers of the ocean.
- (D) The *Nautilus* crew defeats a group of giant squids by hacking off their tentacles with axes.

**2. In Scene 3, SD3 says, “The group stands transfixed.” Based on context clues, which of the following is the definition of *transfixed*?**

- (A) feeling or showing disgust
- (B) motionless with wonder, horror, or awe
- (C) very enthusiastic or eager about something
- (D) filled with boredom

**3. In Scene 5, Spencer Kayden characterizes Nettie as \_\_\_\_\_, while Aronnax is characterized as \_\_\_\_\_.**

- (A) distrusting and determined; uncritical and curious
- (B) carefree and content; suspicious and worried
- (C) intelligent and studious; mysterious and lazy
- (D) daring and brave; quiet and miserable

**4. How does Scene 7 move the plot of the play forward?**

- (A) It explains how many *Nautilus* crew members have died in battle.
- (B) It reveals Nemo’s secret mission, which helps Nettie convince Aronnax that they must escape.
- (C) It shows readers how the crew feels about Captain Nemo.
- (D) It illustrates how powerful the *Nautilus* is.

**5. Which of the following expresses a central idea of the informational text?**

- (A) Some jellyfish glow in the dark.
- (B) The deep ocean begins 3,280 feet below the surface.
- (C) Jules Verne wrote *20,000 Leagues Under the Sea*.
- (D) Humanity has entered a new era of oceanography.

**6. Both the play *Into the Deep* and the informational text “What’s Down There?” support the idea that**

- (A) humans have a drive to explore the unknown.
- (B) knowledge is finite.
- (C) revenge is sweet.
- (D) honesty is the best policy.

## **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. According to Mackenzie Carro, how has technology affected our scientific understanding of the deep ocean? Use text evidence to support your answer.

8. Robert Ballard, a famous deep-sea explorer, said that “the ocean is the largest museum on Earth.” What did he mean? How does this idea relate to the play and informational text?

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

## ***Into the Deep Quiz***

**Directions:** Read *Into the Deep* and “What’s Down There?” Then answer the questions below.

**1. Choose the best summary of Scene 4.**

- (A) Nettie sneaks down a dark passageway and is almost caught by a sailor.
- (B) Captain Nemo reveals to Nettie that he once had a family.
- (C) Nettie hunts for an escape boat using a stolen map, but Captain Nemo catches her.
- (D) Nettie walks through the *Nautilus*’s mazelike hallways in search of the engine room.

**2. In Scene 3, SD3 says, “The group stands transfixed.” Context clues reveal that *transfixed* most closely means**

- (A) disgusted.
- (B) fascinated.
- (C) excited.
- (D) bored.

**3. Which of these character traits does NOT describe Aronnax in Scene 5?**

- (A) suspicious
- (B) content
- (C) trusting
- (D) curious

**4. What is the main purpose of Scene 7?**

- (A) to explain how many *Nautilus* crew members have died in battle
- (B) to reveal Captain Nemo’s secret mission
- (C) to show readers how Captain Nemo’s crew members feel about him
- (D) to illustrate how powerful the *Nautilus* is

**5. Which of the following statements best expresses a central idea of the informational text?**

- (A) Some jellyfish glow in the dark.
- (B) The deep ocean begins 3,280 feet below the surface.
- (C) Jules Verne wrote *20,000 Leagues Under the Sea*.
- (D) Humans are in a new era of ocean exploration.

**6. Both the play and the informational text portray the ocean as**

- (A) dangerous, wondrous, and mysterious.
- (B) silent and unsettling.
- (C) lifeless and uninteresting.
- (D) peaceful and calm.

### **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.** According to Mackenzie Carro, how has technology affected humans’ understanding of the deep ocean? Use text evidence to support your answer.

**8.** Robert Ballard, a famous deep-sea explorer, said that “the ocean is the largest museum on Earth.” What did he mean? Which character from the play expresses a similar view? Use text evidence.



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

## Nautilus Contest

What do the play and informational text reveal about the relationship between humans and the deep ocean? Answer this question in a well-organized essay. Use text evidence. Five winners will each get *The Serpent's Secret* by Sayantani DasGupta.

### 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: Nautilus Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

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

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

# 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 "Swarms of Terror" and "Growing Up on a Farm."

## Swarms of Terror:

1. **A.** Underline the text structure the author uses in the section "Whir, Click, Buzz."

problem and solution

description or list

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

---

---

---

2. The author lists a series of causes and effects in the section "Millions of Chomping Jaws." Read the following cause. Explain its effect on the lines provided.

**Cause:** Throughout the late 1800s, giant swarms of locusts invaded farms across the American prairie.

**Effect:** \_\_\_\_\_

---

---

---

3. What does the author compare and contrast in the section "Winged Attackers"?

---

---

---

### 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)

### 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)

**Growing Up on a Farm:**

- 4. A.** What text structure does the author use in the introduction of "Growing Up on a Farm"?

---

---

---

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

---

---

---

---

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

# Finding and Using Text Evidence

**Directions:** Read "Swarms of Terror" and "Growing Up on a Farm." Then complete the activity below.

---

**1. Imagine that you are writing a paragraph explaining how locusts affected farms in the late 1800s.**

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

- Ⓐ Locusts were really annoying in the late 1800s for farmers and their families.
- Ⓑ Locusts devastated farms in the late 1800s by smelling bad and filling wells and ponds.
- Ⓒ Locusts devastated farms in the late 1800s by eating crops that were to be eaten or sold.

**B. Which information from the "Swarms of Terror" BEST supports the sentence you chose in part A?**

- Ⓐ "Grasshoppers buzzed in Laura's ears, crawled across her eyes, swished up her skirts, and became tangled in her hair." (p. 14)
- Ⓑ "With their crops destroyed and no vegetables to eat, the Ingalls family—along with thousands of others throughout the region—faced starvation and ruin." (p. 16)
- Ⓒ "Their carcasses blanketed the ground and rotted away, emitting a stomach-turning stench that lingered for weeks." (p. 16)

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

- Ⓐ It provides an example of how locusts bothered people who lived on farms in the 1800s.
- Ⓑ It explains why locusts smelled so bad.
- Ⓒ It explains how the locusts' destruction of crops would have been devastating for farm families: The devastation could take away a family's food source as well as its income.

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

**A swarm of locusts can quickly destroy a farm’s crops.**

- Ⓐ “The grasshoppers were not *in* the cloud. The grasshoppers *were* the cloud.” (p. 14)
- Ⓑ “And by the next morning, the lush green-and-gold wheat fields had been chewed down to stubble.” (p. 15)
- Ⓒ “What made locusts so devastating was that they ate the crops that people needed to survive.” (p. 15)

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

\_\_\_\_\_

**3. A. Choose THREE pieces of text evidence from “Swarms of Terror” and “Growing Up on a Farm” that BEST support the statement below.**

**Life on a farm involves a lot of hard work.**

- Ⓐ “Calluses from hauling buckets of water and raking hay covered Laura’s hands.” (p. 14)
- Ⓑ “One of my earliest memories was when I was about 5 and I got to ride with my dad on the combine—a truck-like machine that harvests our corn and soybeans.” (p. 17)
- Ⓒ “During planting season, which starts in late April, my dad and uncles start working at 6 in the morning and stay in the field until midnight.” (p. 17)
- Ⓓ “Each day, the Ingalls family rose at dawn to care for their cows, horses, and chickens.” (p. 14)
- Ⓔ “In 1870, farmers made up 53 percent of the U.S. labor force.” (p. 17)

**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 \_\_\_\_\_

\_\_\_\_\_

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

- Ⓐ Locusts have been plaguing humans for a long time. In her article “Swarms of Terror,” author Lauren Tarshis writes, “[Locusts’] bulging eyes stare out of ancient Egyptian carvings” (15). In other words, locusts have likely been around since ancient times.
- Ⓑ Locusts have been plaguing humans for a long time. In her article “Swarms of Terror,” author Lauren Tarshis explains that some ancient Egyptian carvings show locusts (15). In other words, locusts have likely been around since ancient times.
- Ⓒ Locusts have been plaguing humans for a long time. Some ancient Egyptian carvings show the “bulging eyes” of locusts. In other words, locusts have likely been around since ancient times.

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

---

---

---

**5. Choose the paragraph that correctly uses text evidence from “Growing Up on a Farm” in the form of a paraphrase.**

- Ⓐ Farming can be a challenging business because farmers are at the mercy of the weather. In “Growing Up on a Farm,” Ryder Staples says hailstorms and windstorms have destroyed entire fields on his family’s farm (18). Unpredictable natural events like these can affect farms in uncontrollable ways.
- Ⓑ Farming can be a challenging business because farmers are at the mercy of the weather. “Crazy hailstorms and windstorms have taken out some of our fields,” says Ryder Staples in “Growing Up on a Farm” (18). Unpredictable natural events like these can affect farms in uncontrollable ways.
- Ⓒ Farming can be a challenging business because farmers are at the mercy of the weather. Ryder Staples lives on a farm and says that crazy hailstorms and windstorms have taken out some of his family’s fields. Unpredictable natural events like these can affect farms in uncontrollable ways.

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

---

---

---

- **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**

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.

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

# Finding Text Evidence

**Directions:** Read “Swarms of Terror” and “Growing Up on a Farm.” Then complete the activity below.

**1. Choose TWO pieces of text evidence from “Swarms of Terror” that best support the statement below.**

**STATEMENT:**

**Life on the prairie in the 1800s was challenging.**

- Ⓐ “The newcomers arrived with high hopes of establishing prosperous farms.” (p. 13)
- Ⓑ “Each day, the Ingalls family rose at dawn to care for their cows, horses, and chickens. Laura’s mother cooked, scrubbed, and sewed . . .” (p. 14)
- Ⓒ “This region, wide-open and mostly wild, was still a new part of America . . .” (p. 13)
- Ⓓ “And the family contended with constant threats: deadly fevers, lightning strikes, rattlesnakes, black-out blizzards, wildfires that sent waves of flame racing across the grass.” (p. 14)

.....

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

**STATEMENT:**

**A swarm of locusts can quickly destroy a farm’s crops.**

- Ⓐ “The grasshoppers were not *in* the cloud. The grasshoppers *were* the cloud.” (p. 14)
- Ⓑ “And by the next morning, the lush green-and-gold wheat fields had been chewed down to stubble.” (p. 15)
- Ⓒ “What made locusts so devastating was that they ate the crops that people needed to survive.” (p. 15)

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



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

**STATEMENT:**

**Locusts have plagued humankind for a long time.**

Ⓐ “They appear throughout the Bible.” (p. 15)

Ⓑ “In North America, ravenous swarms were terrorizing farmers from coast to coast as far back as the early 1700s.” (p. 15)

Ⓒ \_\_\_\_\_  
\_\_\_\_\_

.....

**4. Read the lines from “Swarms of Terror” and “Growing Up on a Farm” below. Then write a statement that they all support.**

**STATEMENT:**

Ⓐ “Laura’s mother cooked, scrubbed, and sewed; Laura’s father often worked in the wheat field until after the sun had set.” (p. 14)

Ⓑ “During planting season, which starts in late April, my dad and uncles start working at 6 in the morning and stay in the field until midnight.” (p. 17)

Ⓒ “Calluses from hauling buckets of water and raking hay covered Laura’s hands.” (p. 14)

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

# Integrating Knowledge

**Directions:** Using details from "Swarms of Terror" and "Growing Up on a Farm," fill in the boxes below to explore how farm life today compares with farm life during the time of Laura Ingalls, in the 1800s. We filled in some information for you.

	Farm life in the 1800s	Farm life today
Technology		<ul style="list-style-type: none"> <li>Farmers use computer programs to plan and map their crops and to determine how much herbicide needs to be sprayed (18).</li> </ul>
Challenges		
Rewards		
Number of farmers in the U.S.		

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

# Integrating Knowledge

**Directions:** Using details from "Swarms of Terror" and "Growing Up on a Farm," fill in the boxes below to explore how farm life today compares with farm life during the time of Laura Ingalls, in the 1800s. We filled in some information for you. Some boxes may be left blank.

	Farm life in the 1800s	Farm life today
Technology		<ul style="list-style-type: none"> <li>Farmers use computer programs to plan and map their crops and to determine how much herbicide needs to be sprayed (18).</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>Laura Ingalls's whole family had to help out on their family's farm every day, and it was hard work (14).</li> </ul>	
Rewards		
Number of farmers in the U.S.	<ul style="list-style-type: none"> <li>In 1870, farmers made up 53 percent of the U.S. labor force (17).</li> </ul>	

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

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

# Paired Texts Vocabulary

## "Swarms of Terror"

- 1. contend (kuhn-TEND)** *verb*; To contend is to argue or state a belief in a strong way—to insist that something is true. You might, for example, contend that your friend never told you he was spending the summer in Japan, even though he insists that he did. Or you might contend that your favorite football team has a great chance of making it to the Super Bowl this year.

*Contend* followed by *with* can mean "struggle with" when you're talking about trying to overcome a difficulty or a threat. A coffee shop that runs out of coffee would have to contend with angry customers.

- 2. crescendo (kruh-SHEN-doh)** *noun or verb*; *Crescendo* is a musical term for a gradual increase in volume, or for the climax or peak of a gradual rise in volume. So you could say, "The piece ended in a crescendo" or "The singing reached a crescendo as the characters grasped hands."

*Crescendo* can be used in nonmusical situations too. The roar of a crowd might reach a crescendo as the band walks on-stage.

As a verb, *crescendo* means "to increase in loudness or intensity." Elizabeth's voice might be soft as she begins her speech and then crescendo until she is shouting.

- 3. decimate (DES-uh-meyt)** *verb*; To decimate something is to destroy it or cause severe damage to a large part of it. A hurricane might decimate a farmer's crops.

- 4. lush (luhsh)** *adjective*; *Lush* is used to describe full, healthy plant growth. A tropical rainforest is lush. *Lush* can also mean luxurious—having a pleasing, rich quality. A room with silk curtains, a crystal chandelier, and a velvet sofa with pillows piled high might be described as lush.

- 5. plague (pleyg)** *noun or verb*; A plague is a disease that spreads quickly and kills many people. You may have heard of a plague known as the "Black Death" that killed millions of people in Europe during medieval times.

*Plague* is also used to refer to an outbreak of something unpleasant or harmful. After watching a scary movie, you might suffer a plague of nightmares.

As a verb, *plague* means "to cause endless trouble, stress, or suffering." A dog might be plagued by fleas. You might be plagued by guilt if you eat the last slice of pizza after promising your sister that you'd save it for her.

**6. ravenous (RA-vuh-nuhs)** *adjective*; If you are ravenous, you are extremely hungry, as in, "We were ravenous after hiking all day. We wolfed down our dinners!"

**7. spindly (SPIND-lee)** *adjective*; Something that is spindly has a long, tall, thin appearance and seems weak or flimsy. Young horses wobble on their spindly legs. A spindly wooden chair has a tall back and skinny legs, and doesn't look like it could support a lot of weight.

### **"Growing Up on a Farm"**

**1. instill (in-STILL)** *verb*; To instill an idea, a value, or a belief is to put it into someone's mind little by little over time. Parents can instill good manners in their children. Teachers can instill pride in their students. A grandmother can instill a love of nature in her grandchildren.

---

**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:** Answer each question below.

1. Steve instilled a love of camping in his children. Explain how he might have done this.

---

---

2. Sandra gazes out of the car window and watches the lush scenery go by. Describe what Sandra sees.

---

---

3. Mike didn't stay after school to play basketball with his friends—he said he had to go home because he was ravenous. Describe one thing Mike definitely did when he got home.

---

---

4. There was a crescendo of voices in the cafeteria. Describe the noise in the cafeteria.

---

---

---

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

5. Aaron had planned to sleep in on Saturday, but he had to **contend**/**instill** with the sound of his neighbor's lawn mower at 8 a.m.
6. The castle's **spindly**/**ravenous** tower reached so high into the sky that it looked as if it might topple over.
7. The soccer player has spent the past few seasons **instilled**/**plagued** by knee injuries.
8. My sister **instilled**/**decimated** the Pigtrooper fleet during our game of *Angry Birds Star Wars* yesterday.

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

# Close-Reading Questions

## "Swarms of Terror"

---

1. Describe the purpose of the introduction—the article's opening section. (text structure)
2. In the section "Whir, Click, Buzz," many paragraphs are very short—some are only one sentence long. Why might the author have chosen to use such short paragraphs here? (author's craft)
3. Why did the locust swarms lead to ruin for many families? (key idea)
4. How does Tarshis characterize pioneer life in the American West? (key ideas and details)

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

# Close-Reading Questions

## "Growing Up on a Farm"

1. The introduction states that “surprises from nature can be uncontrollable and devastating” to farmers. How is this idea developed in the essay? (text structure)
2. What technology used in modern farming does Ryder mention? (text evidence)



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

# Critical-Thinking Questions

## "Swarms of Terror" and "Growing Up on a Farm"

---

1. What is the purpose of "Growing Up on a Farm"? How is it similar to or different from the purpose of "Swarms of Terror"?
2. The introduction to the essay explains that farmers make up a far smaller percentage of the labor force today than they did in 1870. Why do you think this is?
3. What are the rewards and challenges of being a farmer? Base your answer on information in the article, the essay, and your own ideas.

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

## Paired Texts Quiz

**Directions:** Read the articles “Swarms of Terror” and “Growing Up on a Farm.” Then answer the questions below.

1. **Author Lauren Tarshis characterizes pioneer life in the American West as**
  - (A) pleasant and appealing.
  - (B) new and mysterious.
  - (C) difficult and dangerous.
  - (D) simple and boring.
2. **Which lines support the answer you chose in Question 1?**
  - (A) “They could see nothing but miles of flat land covered with tall, waving grass” and “The newcomers had arrived with high hopes of establishing prosperous farms.”
  - (B) “Laura and her family lived on a small farm in western Minnesota” and “The Ingallses were among the first of many settlers . . .”
  - (C) “Minnesota had become the 32nd state less than 20 years earlier” and “This region, wide-open and mostly wild, was still a new part of America.”
  - (D) “Few understood the grim realities of pioneer life” and “And the family contended with constant threats.”
3. **On page 13, the line “Eight-year-old Laura Ingalls had no idea what it could be, but in her gut, she knew something terrible was about to happen” contains an idiom that shows**
  - (A) Laura had learned about locusts in school.
  - (B) Laura’s instincts told her something was wrong.
  - (C) Laura was not bothered by the cloud.
  - (D) Laura was so scared she had a stomachache.
4. **According to “Swarms of Terror,” locusts**
  - (A) spread diseases.
  - (B) are a new phenomenon.
  - (C) are not as large and destructive today as they once were.
  - (D) are found only in North America.
5. **The main purpose of “Swarms of Terror” is to \_\_\_\_\_, whereas the main purpose of “Growing Up on a Farm” is to \_\_\_\_\_.**
  - (A) introduce readers to the author of the book *On the Banks of Plum Creek*; inform readers about the state of Minnesota
  - (B) inform readers about an event from history that impacted farmers; give readers a sense of what it’s like to live on a farm today
  - (C) describe the geography of the American prairie; spotlight the latest high-tech farm machinery
  - (D) explain how the Rocky Mountain locust became extinct; compare corn and soybean crops
6. **All the following statements are supported by information in both the article and the essay EXCEPT which?**
  - (A) Computerized mapping tools make planning easier for farmers.
  - (B) A major challenge of farming is dealing with unpredictable and uncontrollable natural events.
  - (C) Small pests can destroy entire crops.
  - (D) Farming requires hard work and long hours.

## 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. Tarshis writes that pioneers had “high hopes of establishing prosperous farms” in the American West (13). How did locust swarms affect their plans? Use text evidence to support your answer.
8. What are two ways that farming in America has NOT changed over the past 150 years? Use details from both “Swarms of Terror” and “Growing Up on a Farm” to support your answer.

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

## Paired Texts Quiz

**Directions:** Read the articles “Swarms of Terror” and “Growing Up on a Farm.” Then answer the questions below.

1. In the introduction, author Lauren Tarshis portrays pioneer life in the American West as
  - (A) pleasant and appealing.
  - (B) new and mysterious.
  - (C) difficult and dangerous.
  - (D) simple and boring.
2. Which line supports the answer you chose in Question 1?
  - (A) “Minnesota had become the 32nd state less than 20 years earlier, in 1858.” (p. 13)
  - (B) “From their one-room house, they could see nothing but miles of flat land covered with tall, waving grass.” (p. 13)
  - (C) “The newcomers arrived with high hopes of establishing prosperous farms.” (p. 13)
  - (D) “And the family contended with constant threats: deadly fevers, lightning strikes, rattlesnakes, black-out blizzards, wildfires that sent waves of flame racing across the grass.” (p. 14)
3. On page 13, Tarshis writes that young Laura Ingalls knew “in her gut” that something terrible was about to happen. What does it mean to know something in your gut?
  - (A) to be an expert about it
  - (B) to just know it, even though you can’t explain why
  - (C) to be confused about it
  - (D) to have a stomachache
4. According to “Swarms of Terror,” locusts
  - (A) spread deadly diseases.
  - (B) did not exist until the 1800s.
  - (C) are no longer as large nor as destructive to crops as they once were.
  - (D) are found only in North America.
5. The main purpose of the article “Growing Up on a Farm” is to
  - (A) inform readers about the state of Minnesota.
  - (B) give readers a sense of what it’s like to live on a farm today.
  - (C) describe the latest high-tech farm machinery.
  - (D) compare corn and soybean crops.
6. Both “Swarms of Terror” and “Growing Up on a Farm” support the idea that
  - (A) farming requires hard work and long hours.
  - (B) Rocky Mountain locusts are now extinct.
  - (C) computerized mapping tools make planning easier for farmers.
  - (D) most crops grown in the U.S. are used to feed animals.

## 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 would life have been like for the Ingalls family in the months after the locusts attacked their farm? Use text evidence to support your answer.
8. Describe one way farming has stayed the same over the past 150 years. Use details from both “Swarms of Terror” and “Growing Up on a Farm” to support your answer.

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

# Video Discussion Questions

## "Behind the Scenes: Swarms of Terror"

---

1. What does the second section of the video (0:58-2:05) help you understand about how the locust attacks affected life on the prairie? Consider the narration, music, and visuals.
2. What research did author Lauren Tarshis do to prepare for writing "Swarms of Terror"?  
What did the sources Tarshis used help her understand about the locust attacks?
3. Tarshis explains that she "wanted to pack [her] article with vivid descriptive details" (4:07).  
Why might descriptive details be important to include in an article like this?
4. Rewrite the sentence that appears on-screen at 4:55, using figurative language to make it more vivid.

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

## Farm Family Contest

In an explanatory essay, compare farm life during the time of Laura Ingalls with farm life today. Use details from both texts. Five winners will each get *One Came Home* by Amy Timberlake.

### 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: Farm Family Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

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

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

# Close-Reading Questions

## "Swarms of Terror"

1. Describe the purpose of the introduction—the article’s opening section. (text structure)
2. In the section “Whir, Click, Buzz,” many paragraphs are very short—some are only one sentence long. Why might the author have chosen to use such short paragraphs here? (author’s craft)
3. Why did the locust swarms lead to ruin for many families? (key idea)
4. How does Tarshis characterize pioneer life in the American West? (key ideas and details)

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

# Close-Reading Questions

## "Growing Up on a Farm"

1. The introduction states that “surprises from nature can be uncontrollable and devastating” to farmers. How is this idea developed in the essay? (text structure)
2. What technology used in modern farming does Ryder mention? (text evidence)

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

# Critical-Thinking Questions

## "Swarms of Terror" and "Growing Up on a Farm"

---

1. What is the purpose of "Growing Up on a Farm"? How is it similar to or different from the purpose of "Swarms of Terror"?
2. The introduction to the essay explains that farmers make up a far smaller percentage of the labor force today than they did in 1870. Why do you think this is?
3. What are the rewards and challenges of being a farmer? Base your answer on information in the article, the essay, and your own ideas.



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

# 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 the tone of the letters in "Should Eddie Buy These Sneakers?"

## Eddie's Letter

**1.** One way you could describe the tone of Eddie's letter is **thoughtful and reasonable**. You could describe the tone this way because Eddie presents a series of reasons for why he should buy the shoes: He is feeling left out, he has saved up the money, the shoes are high quality. He has clearly spent time thinking through his arguments and is presenting himself as logical and mature.

**2.** Another way you could describe the tone of Eddie's letter is **respectful**. Why?

Hint: Think about the attitude Eddie is expressing toward his mom. Does he sound like he cares about her point of view?

**3.** Now consider the last line of Eddie's letter. Which of the following best describes the tone of that line?

- Ⓐ worried
- Ⓑ playful
- Ⓒ admiring

**4.** Explain your answer to question 3.

### Eddie's Mom's Letter

**5.** Choose the pair of words that best describes the tone of Eddie's mom's letter.

- Ⓐ affectionate, respectful
- Ⓑ alarmed, stern
- Ⓒ surprised, disappointed

**6.** Explain your answer to question 5. Use at least three pieces of text evidence.

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

# 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 the tone of the letters in "Should Eddie Buy These Sneakers?"

## Eddie's Letter

**1.** One way you could describe the tone of Eddie's letter is **thoughtful and reasonable**. You could describe the tone this way because Eddie presents a series of reasons for why he should buy the shoes: He is feeling left out, he has saved up the money, the shoes are high quality. He has clearly spent time thinking through his arguments and is presenting himself as logical and mature.

**2.** Another way you could describe the tone of Eddie's letter is **respectful**. Complete the paragraph we started to explain why.

Eddie sounds respectful of his mom because he

Hint: Think about the attitude Eddie is expressing toward his mom. Does he sound like he cares about her point of view?

**3.** Now consider the last line of Eddie's letter. Which of the following best describes the tone of that line?

- Ⓐ worried
- Ⓑ playful
- Ⓒ admiring

**4.** Explain your answer to question 3.

In the last line of his letter, Eddie

Hint: Explain what Eddie writes in the last line of his letter and how it sounds. How does the sunglasses emoji affect the tone?

## Eddie's Mom's Letter

Psst!  
*Affectionate*  
means "showing a  
great liking or love  
for someone or  
something."

**5.** The tone of Eddie's mom's letter could be described as respectful and affectionate.

We used text evidence to write one reason why the tone of her letter could be described as respectful and affectionate. Write two more reasons. Use text evidence.

1. Eddie's mom begins her letter with the playful and loving salutation "Dear Eddie, my favorite and only son."

2.

3.

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

# 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

# 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?"

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the authors of the letters in "Should Eddie Buy These Sneakers?" develop their arguments. We filled in some information for you.

	Eddie	Eddie's mom
line that expresses the central idea, or central claim		"But Eddie, darling, you don't need these sneakers, and they certainly won't make you happy." (p. 11)
two pieces of evidence that support the central idea, or central claim	1.  2.	1.  2.
line that expresses the counterargument	"You're probably going to say that I don't need a certain sneaker to fit in, or that people will want to be my friend because they like my personality, not because I wear trendy brands. I get all that." (p. 10)	
line that contains the rebuttal to the counterargument		

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the authors of the letters in "Should Eddie Buy These Sneakers?" develop their arguments. We filled in some information for you.

	Eddie	Eddie's mom
line that expresses the central idea, or central claim		"But Eddie, darling, you don't need these sneakers, and they certainly won't make you happy." (p. 11)
two pieces of evidence that support the central idea, or central claim	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>



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

# Write an Argument Essay

**Directions:** Read "Should Eddie Buy These Sneakers?" Complete the scavenger hunt on page 11.  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should Eddie buy a pair of expensive Adidas sneakers?

Consider what you read in the two letters, as well as your own viewpoint.  
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!** Everyone has them.

☐ **No!** You can't buy happiness.

☐

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

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the letters 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 Eddie should not buy the sneakers, one of your supporting details might be that Eddie is still growing and the sneakers will not fit him in a year.**

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

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

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

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think Eddie **SHOULD** buy the sneakers, summarize the strongest arguments that Eddie's mom presents in her letter. If you think Eddie **SHOULD NOT** buy the sneakers, summarize the strongest arguments that Eddie presents in his letter.

---

---

---

### 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:** \_\_\_\_\_

---

---

### STEP 5: WRITE YOUR HOOK

The very 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 a time when you bought a trendy, expensive item. Was it worth the cost? Did it make you happy? Or, if you have never bought something trendy and expensive, maybe you can describe a time when you wanted to.
- 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 about buy expensive, trendy things. Here's one way you could structure your question: "*Are expensive brand-name items really \_\_\_\_\_?*"
- 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:** \_\_\_\_\_

---

---

### STEP 6: SUMMARIZE THE ISSUE

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. Use information from both essays to finish the summary below.

**Eddie wants to buy a pair of expensive brand-name sneakers. Eddie believes the sneakers will help him fit in and make him happy. Eddie's mom thinks** \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

### STEP 7: START WRITING

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 Eddie buying the Adidas sneakers.



(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 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: \_\_\_\_\_

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

# Vocabulary:

## "Should Eddie Buy These Sneakers?"

**1. correlate (KOR-uh-layt)** *verb*; If two things correlate, there is some sort of link between them. One thing may affect or depend on the other, for example. The amount of sleep you get at night correlates to the amount of energy you have in class the next day. But to say that two things correlate doesn't always mean that one thing is causing the other.

For example, imagine that kids who are good at spelling have been found to eat more pizza than other kids—so being good at spelling and eating pizza correlate. This would not mean that being good at spelling *causes* kids to eat pizza or that eating pizza *causes* kids to be good at spelling, though. There could be some other reason that being good at spelling and pizza-eating correlate. For example, maybe a lot of schools give out coupons for free pizza as prizes in spelling contests.

**2. counterpart (KOWN-ter-pahrt)** *noun*; A counterpart is a person or thing that closely resembles another thing or that has the same job or purpose. The president of the United States and the Prime Minister of the United Kingdom are counterparts—they both serve as the head of their government. If you are the point guard for your basketball team, your counterpart is the player on the other team who plays the same position.

**3. derive (dih-RAHYV)** *verb*; *Derive* can mean "to take or get from" or "to come from." You might derive pleasure from reading. Many English words derive from words in other languages. For example, *agriculture* derives from the Latin words *ager*, meaning "field," and *cultura*, meaning "cultivation."

**4. practical (PRAK-tih-kuhl)** *adjective*; *Practical* has several meanings. It can mean "relating to action rather than ideas or thought." It can also mean "reasonable to do or use." Flip-flops are not practical shoes to wear for hiking. When *practical* is used to describe a person, it means "sensible and realistic."

**5. trendy (TREN-dee)** *adjective*; Someone or something that is trendy is very fashionable, stylish, up-to-date, and popular.

---

**Directions:** On this page, list any other words from the letters 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

## "Should Eddie Buy These Sneakers?"

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

**1. counterpart**

- Ⓐ opposite      Ⓑ match

**2. practical**

- Ⓐ useful      Ⓑ useless

**3. trendy**

- Ⓐ stylish      Ⓑ old-fashioned

**4. correlated**

- Ⓐ unrelated      Ⓑ connected

**Directions:** Fill in the circle to show whether you think each statement is true or false. Briefly explain your choice.

**5.** You might have to wait a long time to get a table at a trendy restaurant.

- Ⓐ true      Ⓑ false

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

\_\_\_\_\_

\_\_\_\_\_

**6.** A jacket that looks great but is uncomfortable and doesn't keep you warm is practical.

- Ⓐ true      Ⓑ false

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

\_\_\_\_\_

\_\_\_\_\_

**Directions:** Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

**7.** William found his left shoe, but he can't find its **counterpart**. He \_\_\_\_\_

\_\_\_\_\_

**8.** Isabel's mom gave her a new backpack for her birthday, but it is not very **practical**. The backpack \_\_\_\_\_

\_\_\_\_\_

**9.** I believe that the icing on Carrie's face **correlates** with the cupcake missing from the box. Carrie \_\_\_\_\_

\_\_\_\_\_

**10.** Matt's fear of heights **derives** from \_\_\_\_\_

\_\_\_\_\_

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.*

### **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 "Could This Robot From Star Wars Ever Exist?" and complete the activity on page 27. Then follow the steps below to write a response to the question on page 27.

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

Question from page 27:

How will robots affect the way we live in the future?

## Step 1: Write your claim.

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

Robots will affect the way we live in the future by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## 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!

---

---

---

---

---

---

---

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:

## "Could This Robot From Star Wars Ever Exist?"

**1. artificial intelligence (ahr-tuh-FISH-uhl in-TEL-i-juhns)** *noun*; Something that is artificial is made by humans—often, in imitation of something that is natural or real. Artificial flowers are often made of plastic or silk.

Intelligence is your ability to learn or understand things or to deal with new or difficult situations.

Artificial intelligence (often shortened to AI) is a type of computer technology that gives machines the ability to imitate intelligent human behavior such as learning and decision making. Driverless cars and Facebook's ability to highlight faces in your photos and suggest friends to tag are examples of artificial intelligence.

**2. automation (aw-tuh-MAY-shuhn)** *noun*; Automation is having machines or technology do work that was once done by human beings. Automation is about making things automatic—that is, able to work without direct human involvement or assistance.

**3. disconcerting (dis-kuhn-SUR-ting)** *adjective*; If something is disconcerting, it makes you feel uneasy—confused or worried and a bit disturbed. Something that is disconcerting is weird in a not-so-good way.

**4. empathy (EM-puh-thee)** *noun*; Empathy is the ability to understand and share someone else's feelings, thoughts, or experiences; it's the ability to put yourself in someone else's shoes. How is empathy different from sympathy? If you have sympathy for others, you care about them and feel sad that something bad happened to them. If you feel empathy for someone, you experience that person's feelings as your own—you feel what that person feels, whether it's joy, sorrow, fear, anger, or any other emotion.

**5. humanoid (HYOO-muh-noid)** *adjective or noun*; Something that is humanoid looks or acts like a human being. *Humanoid* can also be used as a noun to refer to a humanoid being. In movies, space aliens are often portrayed as humanoids.



**6. sophisticated (suh-FIS-tuh-kayt-id)** *adjective*; A sophisticated person has a lot of experience, knowledge, or wisdom about the world and especially about the arts and culture.

He or she usually has good taste. A woman who eats at fancy restaurants, goes to the opera, and speaks three languages would likely be called sophisticated.

*Sophisticated* can also mean "complicated and advanced." Computers are sophisticated machines.

Or *sophisticated* can mean "appealing to the intelligence." A sophisticated novel makes you think as you read it.

**7. stride (strahyd)** *verb or noun*; As a verb, *stride* means "to walk with long steps."

As a noun, *stride* can refer to a long step or to a significant advance in some sort of process. If a scientist says that she is making strides in her research, she means that her research is going well and she is making big advances toward understanding what she is trying to understand.

---

**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

## "Could This Robot From Star Wars Ever Exist?"

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

**1. Which lawn mower has artificial intelligence?**

- Ⓐ a lawn mower with a lever for adjusting its blades, letting you choose the height of the cut grass
- Ⓑ a lawn mower that mows your lawn for you using sensors, then finds its way back to its charging dock

**2. Who is making strides in learning to play the drums?**

- Ⓐ Evan, who is starting to be able to play complex rhythms and drum along to songs
- Ⓑ Roy, who keeps dropping his drumsticks and can't seem to stay on the beat

**3. Which dream would be disconcerting to have?**

- Ⓐ You're having a wonderful time at an amusement park.
- Ⓑ You're getting ready for school. When you look in the mirror, you see that all but two of your teeth have fallen out.

**4. Which is an example of automation?**

- Ⓐ A supermarket employs teenagers to work as cashiers.
- Ⓑ A post office uses a machine to sort packages by size.

**5. Which would be considered a sophisticated musical experience?**

- Ⓐ going on a field trip to hear an orchestra play classical music
- Ⓑ listening to your brother's rock band practice in the garage

**6. Who has more empathy?**

- Ⓐ Heather, who sees Dave's sad expression and is filled with sadness, though nothing bad has happened to her
- Ⓑ Lydia, who sees Dave's sad expression and feels nothing except the hope that he doesn't ruin the party

**7. Which robot could be described as humanoid?**

- Ⓐ a robot that has two arms and two legs, and speaks French, English, and Spanish
- Ⓑ a robot with eight legs that makes beeping and buzzing noises.

**8. Which robot is more sophisticated?**

- Ⓐ a robot that has been programmed to roll across the floor
- Ⓑ a robot that has been programmed to show empathy and carry on conversations with humans

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

## “Could This Robot From Star Wars Ever Exist?” Quiz

**Directions:** Read “Could This Robot From Star Wars Ever Exist?” Then answer the questions below.

**1. Which statement BEST expresses a central idea of the article?**

- (A) NASA will soon use robots for space travel.
- (B) Automation enables people to live longer.
- (C) Star Wars robots can think for themselves.
- (D) Robotics and AI will affect the way we live in the future.

**2. Which lines BEST support your answer to question 1?**

- (A) “Star Wars droids operate at all levels of society” and “In some ways, they already do.”
- (B) “Your friends would come from distant planets” and “You’d travel by starship.”
- (C) “Robots are probably going to put some people out of work” and “Robots and artificial intelligence could make our lives more convenient and enjoyable.”
- (D) “But will they be as cute as R2-D2?” and “But could such droids ever exist in the real world?”

**3. On page 26, Kristin Lewis writes that droids are special robots “that can ‘think.’” She places *think* in quotation marks to indicate that robots**

- (A) are smarter than humans.
- (B) aren’t really thinking; they’re just imitating human thought.
- (C) malfunction often.
- (D) can perform work much faster than humans.

**4. According to Lewis, automation leads to more affordable food and clothing. Why might this be?**

- (A) Automation saves companies time and money, and companies pass those savings on to customers.
- (B) Automation lowers the quality of food and clothing that companies produce.
- (C) Automation leads to job losses.
- (D) Automation leads to decreased production.

**5. Note Lewis’s use of rhetorical questions in the section “Good for Society?” These rhetorical questions contribute to the article by**

- (A) revealing that robots want to control the world.
- (B) suggesting that robots are better workers than humans.
- (C) encouraging readers to think about whether advances in robotics and AI are good for society.
- (D) convincing readers to watch Star Wars films.

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

- (A) Star Wars droids are less complex than the real-world robots of today.
- (B) Automation has had a mostly negative effect on society.
- (C) Some jobs now done by humans will one day be done by robots.
- (D) Robots’ presence in our lives is decreasing.

### Constructed-Response Question

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

- 7.** The article’s headline asks, “Could This Robot From Star Wars Ever Exist?” How does author Kristin Lewis answer that question in the article? Use text evidence to support your answer.

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

## “Could This Robot From Star Wars Ever Exist?” Quiz

**Directions:** Read “Could This Robot From Star Wars Ever Exist?” Then answer the questions below.

**1. Which statement BEST expresses a central idea of the section “Advancing Technology”?**

- Ⓐ NASA will soon use robots for space travel.
- Ⓑ Google AI can speak several languages.
- Ⓒ C-3PO has a unique personality.
- Ⓓ Robots are already part of our lives and will become an even bigger part as time goes by.

**2. Which line best supports your answer to question 1?**

- Ⓐ “Compared with C-3PO, who knows more than 6 million forms of communication, Google AI is pretty basic.”
- Ⓑ “Your friends would come from distant planets.”
- Ⓒ “In fact, many experts predict that in the future, every part of our society will be affected by robots.”
- Ⓓ “Star Wars droids operate at all levels of society.”

**3. On page 27, Kristin Lewis writes that robots will likely provide “companionship” to humans in the future. *Companionship* most closely means**

- Ⓐ help.
- Ⓑ friendship.
- Ⓒ protection.
- Ⓓ money.

**4. According to Lewis, automation leads to more affordable food and clothing. Why might this be?**

- Ⓐ Automation saves companies time and money, so companies can charge less for their products.
- Ⓑ Automation lowers the quality of food and clothing that companies produce.
- Ⓒ Automation leads to job losses.
- Ⓓ Automation leads to better-tasting food.

**5. Rhetorical questions are questions asked not to get an answer but to make a point or get readers thinking. In the section “Good for Society?,” Lewis uses rhetorical questions to encourage readers to think about**

- Ⓐ which Star Wars droid is the best.
- Ⓑ whether advances in AI and robotics will be good for the world.
- Ⓒ the various ways robots help people today.
- Ⓓ whether robots can be trusted.

**6. Which of the following statements CANNOT be supported by information in the article?**

- Ⓐ Star Wars droids are more complex than the real-world robots of today.
- Ⓑ Automation has both positive and negative effects on society.
- Ⓒ In five years, robotic pets will be very popular.
- Ⓓ Some jobs now done by humans will one day be done by robots.

### Constructed-Response Question

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

- 7.** The article’s headline asks, “Could This Robot From Star Wars Ever Exist?” Based on the article, how do you think author Kristin Lewis would answer that question? Support your claim with text evidence.

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

# Scavenger Hunt: Pronouns

**Directions:** Review the tips for using pronouns. Then complete the scavenger hunt below. You'll be hunting through the March 2018 issue of *Scope*.

## Tips for Using Pronouns

### 1. Use pronouns as substitutes for nouns.

For instance, if you're telling a story about your dog Max, the story will begin to sound repetitive if you keep repeating "Max" over and over again:

*Max loves squeaky toys. Max takes a squeaky octopus with Max to bed every night.*

Instead, you could use the pronouns *he* and *him* to refer to Max:

*Max loves squeaky toys. He takes a squeaky octopus to bed with him every night.*

### 2. Make sure your reader isn't left wondering to whom or what your pronoun refers.

In the following sentence, the pronoun *they* is vague—you can't tell if it refers to the salad and the fries or just the fries:

*I ordered a salad and french fries, and they were delicious.*

Here's a way to make the sentence clear:

*I ordered a salad and french fries, and the fries were delicious.*

### 3. Make sure a pronoun agrees with the noun it is replacing in number, gender, and person (first-person, second-person, or third-person).

Obviously, you wouldn't say this to describe a bunch of pencils:

*If you are finished using those pencils, please put it back in the box.*

You would say this:

*If you are finished using those pencils, please put them back in the box.*

1. Go to page 9 in "Blood, Smoke, and Freedom." In the first paragraph of the section "Cover of Darkness," what pronoun is used and to whom or what does it refer?

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

2. Now look at the third paragraph of the section "Cover of Darkness." To whom do the pronouns *they* and *their* refer?

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

3. Go to page 14 in "Swarms of Terror."  
Read the first paragraph on that page.

What would happen if "Laura's father"  
were changed to "her father"?

---

---

---

---

4. Still on page 14, go to the third column  
and read the paragraph that begins "The  
whirs and clicks and buzzes . . ."

What would happen if "Grasshoppers  
buzzed in Laura's ears" were changed to  
"Grasshoppers buzzed in her ears"?

---

---

---

---

5. Write a paragraph about the most interesting thing you learned from the March 2018 issue of  
*Scope*. Your paragraph should include at least four pronouns.

---

---

---

---

---

---

---

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

# Pronoun Power

A *pronoun* is a word that replaces a noun. The noun or noun phrase that the pronoun refers to or replaces is the *antecedent*. Check out the following sentence:

George was racing down the street when he crashed and flew off his bicycle.

The pronouns *he* and *his* refer to *George*, so the antecedent is *George*.

A pronoun must agree with, or match, its antecedent in:

**number** (a singular pronoun replaces a singular noun; a plural pronoun replaces a plural noun)

**person** (referring to first, second, or third person)

**gender** (*he, him, or his* replaces a masculine noun; *she, her, or hers* replaces a feminine noun)

**There are a few situations that can trip you up if you are not careful. Watch out for:**

**1. Indefinite pronouns (pronouns that refer to unknown people, places, or things) as antecedents**

These words are always replaced by  
a **singular** pronoun:

<i>each</i>	<i>anybody</i>	<i>nothing</i>	<i>everyone</i>
<i>either</i>	<i>anything</i>	<i>someone</i>	<i>everybody</i>
<i>neither</i>	<i>no one</i>	<i>somebody</i>	<i>everything</i>
<i>anyone</i>	<i>nobody</i>	<i>something</i>	

**Examples:**

Each girl who danced wore a flower in her hair.

Everyone should proofread his or her work  
before handing it in.

These words are always replaced by  
a **plural** pronoun:

*both*      *few*      *many*      *several*

**Examples:**

Many are still waiting for their lucky break.

Several promised me that they would be there.

**2. Phrases that come after the antecedent.** Don't let them confuse you! Identify the antecedent and make sure the pronoun agrees with it. For example:

The collection of paintings is on display at the museum. It will be there until June.

*It* refers to *collection*, and *collection* is singular.

The soccer team, made up of players from all over the state, won its final match.

*Its* refers to *team*, and *team* is singular.

**An activity to test your pronoun power is on the next page.**

---

**Directions:** In each sentence or pair of sentences below, identify the antecedent to which the underlined pronoun refers. We did the first one for you.

1. If you are finished using those pencils, please put them back in the box.

antecedent: pencils

2. A few arrived early. They are waiting outside.

antecedent: \_\_\_\_\_

3. "If nobody raises his or her hand, I'm just going to pick someone," said Ms. Davis.

antecedent: \_\_\_\_\_

4. "I moved that pile of papers to your bedroom," said Kendra's mom. "I was tired of looking at it."

antecedent: \_\_\_\_\_

5. I'm hoping that either Kevin or Evan will share his notes from yesterday with me.

antecedent: \_\_\_\_\_

6. At the beginning of this month, my family bought new juice glasses. Three of them are already broken!

antecedent: \_\_\_\_\_

---

**Directions:** Put a check mark next to the sentence or pair of sentences that is grammatically correct.

7. **a** \_\_\_\_ Both Samantha and Lara forgot their umbrellas.

**b** \_\_\_\_ Both Samantha and Lara forgot her umbrella.

8. **a** \_\_\_\_ Where is that can of black beans we bought yesterday? I can't find them.

**b** \_\_\_\_ Where is that can of black beans we bought yesterday? I can't find it.

9. **a** \_\_\_\_ Neither Adam nor Anthony answered their phones.

**b** \_\_\_\_ Neither Adam nor Anthony answered his phone.

---

**Directions:** Fill in the blanks with the correct pronouns.

10. There were five boys in the group, each with \_\_\_\_\_ own idea of what the group should do first.

11. If nobody wants these last two cookies, I'm going to eat \_\_\_\_\_.

12. One of the girls left \_\_\_\_\_ phone on the bus. I'm going to give \_\_\_\_\_ to the driver.



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

# Puzzling Pronouns

Think about the following sentence:

**When my mom takes my little sister to the playground, she is really happy.**

Who is happy—your mom or your sister? It's not clear to whom the pronoun *she* refers. Because of this, the sentence is ambiguous, or open to more than one meaning. Here is one way to make the sentence clear:

**My little sister is really happy when my mom takes her to the playground.**

---

**Directions:** Place a check (✓) next to the CLEAR sentence in each group. We did the first one for you.

1. **a** \_\_\_\_\_ The Richardsons brought delicious turkey burgers to the picnic—I just love them!  
**b** ☒ I just love the delicious turkey burgers that the Richardsons brought to the picnic.
2. **a** \_\_\_\_\_ "I'm getting a new bicycle for Christmas," Lily told Ruby.  
**b** \_\_\_\_\_ Lily told Ruby that she was getting a new bicycle for Christmas.
3. **a** \_\_\_\_\_ The Davis twins told their parents that they were wrong about the location of the soccer game.  
**b** \_\_\_\_\_ The Davis twins were wrong about the location of the soccer game, so they told their parents.
4. **a** \_\_\_\_\_ Justin received the math prize as well as the writing award, but he was very modest about it.  
**b** \_\_\_\_\_ Justin received the math prize as well as the writing award, but he was very modest about his achievements.
5. **a** \_\_\_\_\_ I dropped my notebook as I was taking it out of my backpack.  
**b** \_\_\_\_\_ As I was taking my notebook out of my backpack, I dropped it.

---

**Directions:** Revise the following sentences so that their meanings are clear. We did the first one for you.

6. When Richard saw Joel in the driver's seat, he let out a shout of surprise.

Richard let out a shout of surprise when he saw Joel in the driver's seat.

7. Mai gave her niece a huge candy bar that she kept taking bites of.

\_\_\_\_\_

8. While Sean and his dad were waiting for the mail carrier, he started whistling loudly.

\_\_\_\_\_

9. The McDermotts visited the Smiths after they got back from their vacation.

\_\_\_\_\_

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

# You Write It

## Turning an Infographic Into an Essay

**Directions:** Read the infographic about two international dishes. Then follow the steps below to write an essay explaining which dish you'd serve in your restaurant.

**1** Write a sentence that states the central claim of your essay.

**CLAIM**

**2** Look at the information about each dish in the infographic. In the box below, list the information that supports your claim. Think about which features of each dish you think people would find appealing.

**WHY YOU WOULD SERVE** \_\_\_\_\_

**3** You're ready to write your essay. Here are some tips and guiding questions.

## **Tips for Turning an Infographic Into an Explanatory Essay:**

Here are some guidelines on how to structure your essay:

### **Beginning:**

- Your first sentence should be a hook—that is, it should grab readers' attention and immediately interest them in your essay. Your hook can be a surprising fact, a compelling or amusing anecdote—anything that will immediately engage your readers.
- After your hook, present your thesis statement. Your thesis statement is a sentence that tells your reader what your essay is going to be about—in other words, your central idea. In argument writing, the thesis is where you make your claim and briefly state the details that support it.

### **Middle:**

- Explain to your readers why the dish you chose would be a success at your restaurant, using the information you wrote in Step 2.

### **End:**

- Conclude your paragraph with a strong sentence that will give your readers something to think about.

# "You Write It" Model Text

The title clearly states what the article is about. It also includes the central idea.

## Why Pigs Make Great Pets

The first sentence hooks the reader's attention. This is where you can have some fun. Be creative. Think about what type of hook would make you keep reading.

The second sentence is the thesis statement. It states the reasons pigs make great pets. The rest of the paragraph provides supporting evidence for the five reasons mentioned in the thesis.

An adorable potbellied pig may be the perfect pet for you! Not only are potbellied pigs incredibly intelligent, but these cute oinkers also have great personalities, are easy to care for, won't trigger allergies, and live a long time. Potbellied pigs are loyal, curious animals, and they are friendly and affectionate—qualities that make them beloved companions. One of the most amazing things about pigs is that they can be trained just like dogs. A pig can be taught to sit, roll over, and stay. (In fact, pigs are ranked among the top five smartest animals on the planet.) What's more, pigs are exceptionally clean (despite their reputations) and have very flexible diets. They can eat just about anything, from flies to burritos. Pigs also don't produce dander, so they are a great choice for anyone with dog or cat allergies. So find a breeder or rescue organization and adopt a potbellied pig today. Given that potbellied pigs live 12 to 18 years on average, you can expect to have a long and happy friendship with your new pal.

Transition words and phrases connect ideas.

Using different sentence lengths and structures makes the writing lively.

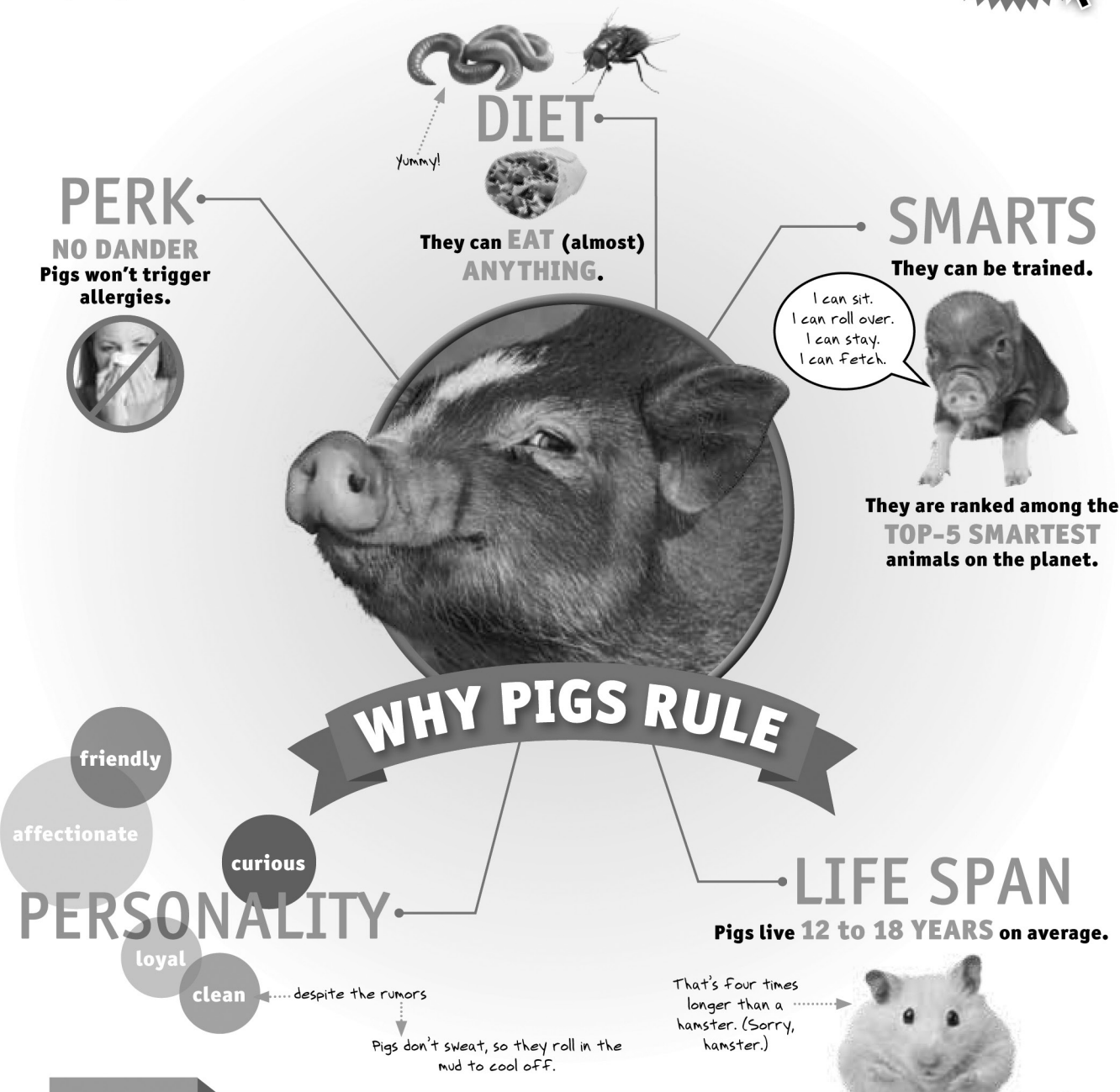
Ends with a call to action and a promise that the reader won't regret getting a pet pig.

# You Write It

We did the research.  
You write the story.

DON'T MISS OUR  
AWESOME GUIDED-  
WRITING ACTIVITY  
AND MODEL TEXT  
AT SCOPE ONLINE!

**HERE'S THE DEAL:** The Swiners Society is trying to make the case that potbellied pigs make great pets. But they need data to support their claim. This is what they found.



**YOUR TASK:** The Swiners Society has asked YOU for help. Write a paragraph, using the information above, to make the case that potbellied pigs make good pets. Then send it to the **You Write It Contest**. Three winners will each get a **\$25 Visa gift card**. Entries will be judged on: **1.** a clear central idea; **2.** effective use of supporting evidence; **3.** good organization and transitions; **4.** originality; **5.** grammar.

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

# You Write It Contest

Imagine you are opening a restaurant and you want to offer an international dish. Out of the two options on page 32 of the March 2018 issue of *Scope*, which would you choose? Explain your choice in a well organized essay. Five winners will get \$25.

## 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 essay and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
Or mail to: You Write It Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

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

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

# Affect vs. Effect

The words **affect** and **effect** are easy to mix up. Here are some simple rules to help keep these words straight.

## AFFECT

► Use **affect** as a verb meaning "to influence or cause a change."

*How will this quiz **affect** my grade?*

*The referee's call **affected** the outcome of the game.*

## EFFECT

► Use **effect** as a noun meaning "a result or impact."

*Exercising regularly has positive **effects** on people's health.*

*The movie's soundtrack had a powerful **effect** on my emotions.*

**Directions:** Write a form of *affect* or *effect* in each blank below to correctly complete each sentence.

1. The amount of sleep you get at night \_\_\_\_\_ your energy level throughout the day.
2. The \_\_\_\_\_ of the wildfires that devastated forests across the state will be felt for years to come.
3. The rainy weather will probably \_\_\_\_\_ attendance at the movie's opening night.
4. The company hoped its new commercials would \_\_\_\_\_ its product's popularity in the coming months.
5. It is always a good idea to read the warning label on any medicine you take so that you understand its possible side \_\_\_\_\_.
6. It will be interesting to see what \_\_\_\_\_ the new public transportation system has on traffic.
7. Scientists are studying how space travel \_\_\_\_\_ the human body.

**Directions:** Write one sentence using *affect* and one sentence using *effect*.

8. \_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_