

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

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

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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!

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*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>Nettie: Ah! Captain Nemo! You scared me. Nemo: Where are you wandering off to? Nettie: Nowhere. I was looking for the . . . engine room. Nemo: Is that why you took the map of the <i>Nautilus</i> from my study? Nettie: Naturally. SD1: 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>SD1: Conseil puts his hand on the glass. Conseil: This window is all that separates us from . . . all of that? Nemo: 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. Nettie (to Conseil): But we are not. We answer to him. Conseil: <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>Nemo: The reason is not your concern.</p> <p>Nettie: We would not betray your secret. We only want to go home to our families.</p> <p>SD3: A strange look passes over Nemo's face.</p> <p>Nemo: I had a family once, but . . .</p> <p>SD1: 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.	TEXT MARKING	B. Write one paragraph summarizing what Carro writes about humans’ ability to explore the deep ocean.
	A. Circle lines in the article about humans’ ability to explore the deep ocean. Use a highlighter or colored pencil.	

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

3.	TEXT MARKING	<p>B. Write one paragraph summarizing what Carro writes about our feelings, emotions, and beliefs about the deep ocean.</p>
	<p>A. 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>	

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.

4.	TEXT MARKING	<p>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>A. 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>4.</p> <p>c o n t i n u e d</p>	
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<p>5.</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>
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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

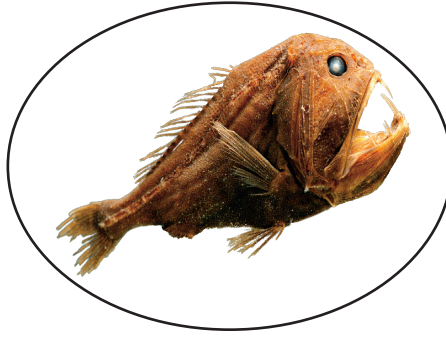
Into the Deep

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?”**

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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.

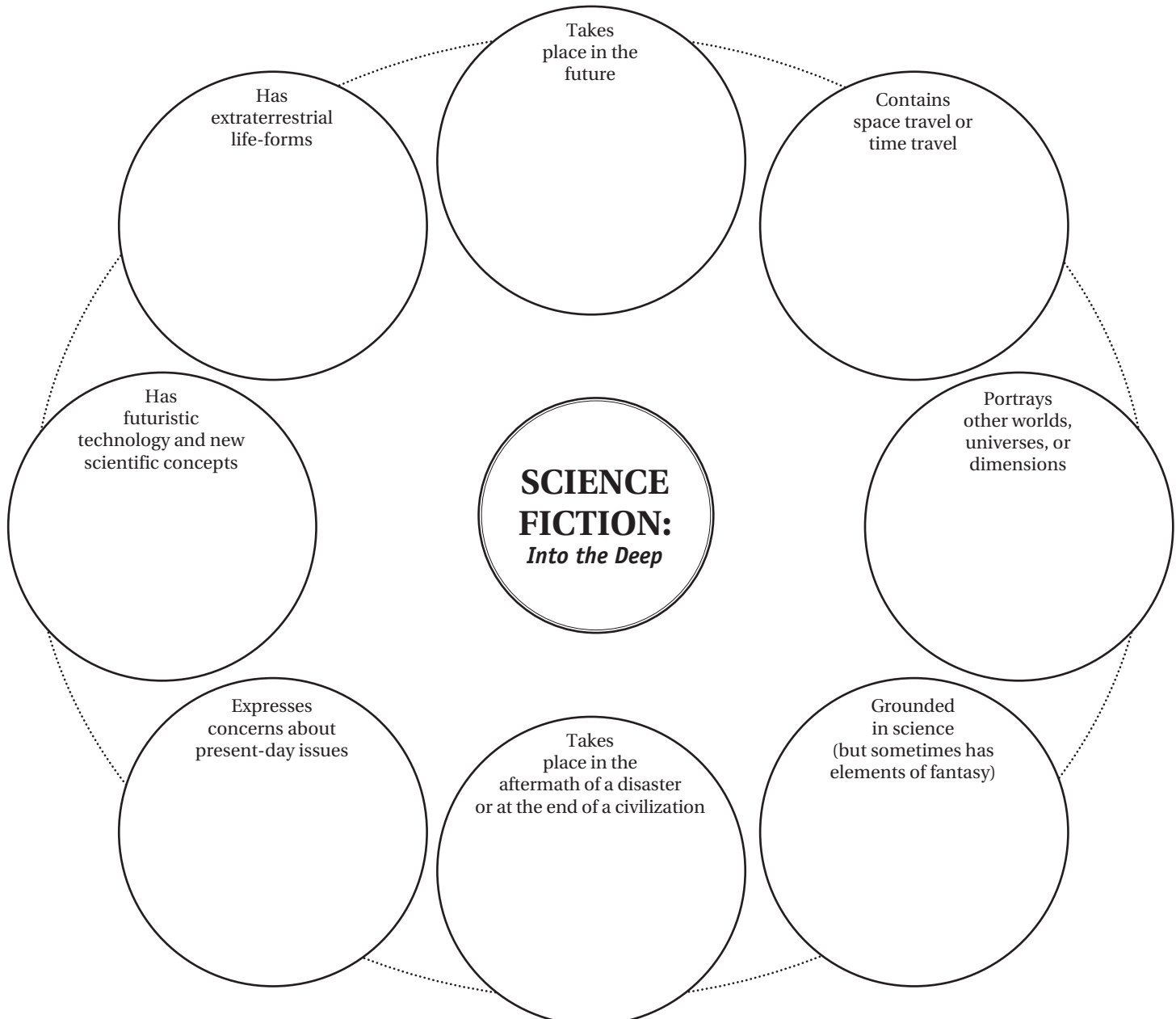
Name: _____ Date: _____

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
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!