

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.

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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)

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

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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.

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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)

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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)

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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.

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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.

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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
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!

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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)

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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)

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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.