

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 “The Children Who Escaped the Nazis.”

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

2. What is happening in the world at the time this story takes place?

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

4. How does this person(s) deal with this problem?

5. What happens to this person(s) afterward?

Directions: Your turn! Write an objective summary of “The Children Who Escaped the Nazis.” 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 unnecessary.

Summary of “The Children Who Escaped the Nazis”

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 "The Children Who Escaped the Nazis."

1. Who rose to power in Germany at this time?

Lore Sulzbacher lived through one of the darkest times in history: the Holocaust. When Lore was growing up in Germany in the 1930s, _____
_____. The German government created laws that discriminated against Jewish people. Jewish people in Germany, including Lore and her family, were _____
_____.
_____.

2. What happened to Jewish people in Germany in the 1930s?

3. Who did the operation rescue? Where did they go?

On November 9, 1938, violence against Jewish people broke out across Germany. In response, the British government began a rescue operation called the Kindertransport, which _____
_____.
_____.

4. What was Lore's experience in England like? What challenges did she face?

In April 1939, as part of the program, Lore moved to Lincoln, England, to live with a family there. In England, Lore _____
_____.
_____.

5. What happened to Lore later in life?

_____. Lore's parents were killed in a concentration camp, yet Lore seems to look back on her life with gratitude. She _____
_____.
_____.

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Central Ideas and Details

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

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

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Children Who Escaped the Nazis."

1. Reread the section "A Storm of Hatred." Which sentence below BEST expresses the central idea of this section?

- Ⓐ By the time she was 12, Lore could no longer swim in public pools.
- Ⓑ Adolf Hitler was the leader of the Nazis.
- Ⓒ Adolf Hitler's rise to power made it dangerous for Jewish people to live in Germany.
- Ⓓ Lore's parents did not think that Hitler would be in power for very long.

2. Read the central idea of the section "The Children" 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:

Many different people contributed to the organization and success of the Kindertransport.

- Ⓐ "But in Britain, a group of Jewish and non-Jewish advocates for refugees was determined to do something. . . . They appealed to the British government to take action." (pp. 6-7)
- Ⓑ "Meanwhile, representatives traveled to Germany and Austria to set up systems for organizing and transporting the children." (p. 7)
- Ⓒ "As news of *Kristallnacht* spread, people around the world were horrified." (p. 6)
- Ⓓ "Soon after, more than 500 people had offered their homes to young refugees." (p. 7)

I chose _____ because _____

3. Read the details from the section "A New Life" listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: "Despite these kindnesses, Lore was homesick and felt like an outsider." (p. 8)

Detail 2: "School was hard; her classmates didn't speak German, and she struggled to understand the lessons." (p. 8)

Detail 3: "She wasn't used to English food and customs." (p. 8)

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:

Lore Sulzbacher grew up in one of the darkest periods of human history, but through the Kindertransport and her own resilience, she was able to survive and live a fulfilling life.

Supporting detail 1:

"Despite everything that she lost, Lore seemed to look back on her life with a sense of gratitude... She had a son, three grandsons, and a marriage as happy as her parents' had been." (p. 9)

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 "The Children Who Escaped the Nazis."

1. Read the central idea of the section "A Storm of Hatred" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:

Adolf Hitler's rise to power made life for Jewish people in Germany difficult and dangerous.

- ☐ "The German economy had collapsed, and unemployment had skyrocketed." (p. 5)
- ☐ "Jewish people were fired from their jobs and forbidden to vote." (p. 6)
- ☐ "Prejudice against Jewish people, or anti-Semitism, had long existed in Europe." (p. 5)
- ☐ "By the time Lore was 12, she could no longer swim in public pools or go to the movies or even walk through public parks—just because she was Jewish." (p. 6)
- ☐ "Sometimes Jewish people were beaten in the streets." (p. 6)

2. Read the details from the section "A New Life" listed below. In the box, complete the central idea that these details support.

Central Idea:

After moving to England, Lore _____

Detail 1: "Despite these kindnesses, Lore was homesick and felt like an outsider." (p. 8)

Detail 2: "School was hard; her classmates didn't speak German, and she struggled to understand the lessons." (p. 8)

Detail 3: "She wasn't used to English food and customs." (p. 8)

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 "The Children Who Escaped the Nazis."

1. Read the headline and subheading—that is, the line of text underneath the headline. What do these features tell you about what the story is going to be about?

2. Study the photograph and read the caption on pages 6-7. What mood do these features create?

3. How does the map on page 7 contribute to the article?

4. Study the photograph on pages 8-9. From this photo, what can you infer about what the experience of the Kindertransport was like for young children?

5. Read the section titles. Describe how the tone of the section titles changes throughout the article.

Name: _____ Date: _____

Key Ideas: The Children of the Kindertransport

Directions: Fill in the chart below with information from "The Children Who Escaped the Nazis" to identify some of the challenges faced by the children of the Kindertransport. We filled in some information for you.

Challenge	Text evidence showing challenge
Children of the Kindertransport had very little time to say goodbye to their families.	<ul style="list-style-type: none"> • "Only a few days earlier, Lore's parents had said they were sending her away." (p. 5) • "Lore would have only four days to get ready to leave." (p. 7)
Children of the Kindertransport had to move to a foreign country where they did not know anyone, speak the language, or understand the customs.	
	<ul style="list-style-type: none"> • "Others were put to work as domestic servants or sent to work on farms." (caption; p. 7)

Name: _____ Date: _____

Key Ideas: The Children of the Kindertransport

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Children of the Kindertransport had to move to a foreign country where they did not know anyone, speak the language, or understand the customs.	
	<ul style="list-style-type: none"> • "Others were put to work as domestic servants or sent to work on farms." (caption; p. 7)
Many of the Kindertransport children felt responsibility to try to save the families they left behind, but it was hard to help those people.	<ul style="list-style-type: none"> • "Like many Kindertransport children, Lore felt it was her responsibility to try to get her loved ones out of Germany." (p. 8)

Name: _____ Date: _____

Close-Reading Questions

"The Children Who Escaped the Nazis"

1. Consider this detail from page 5: "All around her, people were talking, but Lore didn't know what they were saying. She didn't speak a word of English." What does this detail help you understand about Lore's experience at the train station? (text structure)
2. What was the connection between Germany's defeat in World War I and the rise of anti-Semitism in Germany in the 1930s? (development of events)
3. Why were Jewish children brought to Britain but not their parents? (key ideas and details)
4. On page 9, the authors note that when Lore joined the British army, she for the first time "felt like she truly belonged." Why had Lore felt for so long like she didn't belong? (development of individuals)
5. What were some of the challenges faced by children brought to Britain through the Kindertransport? (key details)

Name: _____ Date: _____

Critical-Thinking Questions

"The Children Who Escaped the Nazis"

1. Hitler and his followers blamed Germany's problems on Jewish people. Why might people place blame on a group that is not responsible?
2. The authors write that as anti-Semitism rose, friends and neighbors "turned cold and cruel;" and that "some shouted racist insults" or "threw stones" at the Jewish members of their communities. How do you think people could turn against friends and neighbors this way?
3. The authors write that when Lore looks back on her life, she seems to have a sense of gratitude and that she told an interviewer, "I've had a lovely life." How do you think someone like Lore, who suffered such great loss, can have such a positive outlook on life?
4. What are some steps we can take to prevent an atrocity like the Holocaust from happening again?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Children Who Escaped the Nazis.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Read the **headline** and **subheading** and study the images on pages 4-5. What do these text features tell you about what the story is going to be about?

2. From the map on page 7, what can you infer about the Nazis?

3. Study the photograph of the children on pages 8-9 and read the caption. Based on these features, what do you think the Kindertransport was?

4. Read the section titles 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 first two paragraphs of the introduction? How do the authors create this mood?

6. **A.** Check (☒) the statement that BEST describes the **text structure** (the way the authors organize information) in the first paragraph of the section “The Children.”

The authors list and describe the people who organized the Kindertransport.

The authors give a chronological account of how the Kindertransport was started.

The authors compare rescue efforts in Europe with rescue efforts in other places.

B. Explain how you know.

7. Reread the second-to-last paragraph of the section “The End of the War.” What tone do the authors use in this paragraph? How do you know?

8. At the end of the section “The End of the War,” Lore says: “I think I’m very lucky to be here. I’ve had a lovely life.” From this statement, what can you **infer** about Lore?

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Children Who Escaped the Nazis.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features and Inference

1. Read the **headline** and **subheading** and study the images on pages 4-5. What do these text features tell you about what the story is going to be about?

2. From the map on page 7, what can you infer about how powerful the Nazis were?

3. Study the photograph of the children on pages 8-9 and read the caption. Based on these features, what do you think the Kindertransport was?

4. Read the section titles 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. Mood is the feeling the reader gets from a piece of writing. The mood of the first two paragraphs of the introduction is

- Ⓐ energetic and pleasant.
- Ⓑ anxious and suspenseful.
- Ⓒ somber and calm.

B. Explain how the authors create this mood.

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

- Ⓐ *Yet; But; or*
- Ⓑ *On November 22; On November 25; Soon after*
- Ⓒ *terrible suffering; agonizing decision; Nazi terror*

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 authors’ tone in the second-to-last paragraph of “The End of the War.”

happy

admiring

overwhelmed

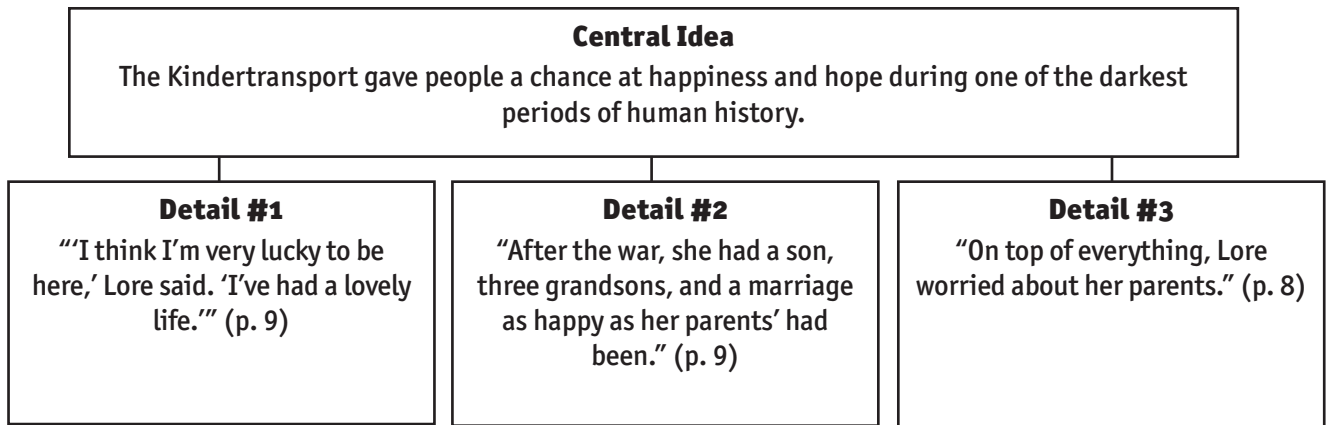
B. Briefly explain how you know.

8. At the end of the section “The End of the War,” Lore says: “I think I’m very lucky to be here. I’ve had a lovely life.” From this statement, what can you **infer** about Lore?

After Reading

Central Idea/Details and Objective Summary

9. A. Below is a **central idea** of “The Children Who Escaped the Nazis” 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 “The Children Who Escaped the Nazis.”

- a. Lore Sulzbacher and her family were Jewish people who lived in Germany.
- b. I can’t imagine what it would have felt like to be a child in the Kindertransport program.
- c. The Kindertransport rescued thousands of children from the Nazis.
- d. Adolf Hitler and the Nazi Party came to power in Germany in the 1930s.
- e. Lore took art classes in England.
- f. Lore’s classmates showed her how to play cricket, a popular sport in England.

Name: _____ Date: _____

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

Vocabulary:

"The Children Who Escaped the Nazis"

1. advocate (AD-vuh-kit) *noun* or **(AD-vuh-kayt)** *verb*; An advocate is a person who supports or argues for the interests of another person, group, or cause. Advocates often speak, write, or take action to defend something they believe in. Dr. Martin Luther King Jr. was a passionate advocate for civil rights.

As a verb, *advocate* means "to support, recommend, or argue for something or someone—to act as an advocate." The student council might advocate for healthier snack choices in the school's vending machines by writing a letter to the principal.

2. anti-Semitism (an-tee-SEM-i-tiz-uhm) *noun*; A Semite (SEM-ahyt) is a person who speaks a Semitic (suh-MIT-ik) language. Arabic and Hebrew—which is spoken by many Jewish people—are among the Semitic languages. An anti-Semite is a person who is prejudiced against Jewish people in particular. Anti-Semitism is prejudice, discrimination, or hostility toward Jewish people because of their religion or ethnicity.

3. denounce (dih-NOWNS) *verb*; To denounce something is to publicly state that it is bad or wrong. If a world leader denounces the use of violence, he or she is expressing strong disapproval of violence.

4. embittered (em-BIT-ehrd) *adjective*; The adjective *bitter* can refer to a strong and not at all sweet flavor, like that of coffee or dark chocolate. *Bitter* can also refer to an emotion; if you are bitter, you are angry and unhappy because you feel you've been treated unfairly.

The verb *embitter* means "to cause someone to feel bitter."

If someone is embittered, he or she has been made to feel angry and resentful by something unpleasant or unfair that happened to him or her.

5. herculean (hur-kyoo-LEE-uhn) *adjective*; In Roman mythology, Hercules (HUR-kyuh-leez) is a god who possesses exceptional strength. A herculean task is one that requires great strength, courage, or effort. Firefighters might make a herculean effort to put out a rapidly spreading wildfire.

6. mitigate (MIT-i-gayt) *verb*; To mitigate something is to make it less severe, harsh, or painful—to ease it. Wearing a helmet mitigates head injury. If you're nervous about doing something, talking to someone who has already done it might mitigate your concerns.

7. ostracize (AHS-truh-sahyz) *verb*; To ostracize someone is to exclude him or her from a group—in other words, to not allow that person to be part of a group. If the kids at school ostracize Megan, they shut her out—they don't let her join in their conversations or participate in group activities.

8. oust (owst) *verb*; To oust someone is to force that person out of a position or a place—basically, to kick him or her out. If Tara is ousted from first place in a competition, it means that someone else got a better score than her and is now in first place instead. If your parents are trying to watch a movie and you are making a lot of noise, they might oust you from the room.

Directions: In the space below or 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 using the word.

Vocabulary Practice

"The Children Who Escaped the Nazis"

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

1. mitigate

- Ⓐ lighten Ⓑ worsen

2. oust

- Ⓐ take in Ⓑ push out

3. denounce

- Ⓐ compliment Ⓑ criticize

4. embittered

- Ⓐ resentful Ⓑ joyful

Directions: For each question below, fill in the circle next to the best answer.

5. Which of the following might cause you to feel embittered?

- Ⓐ getting a free ice cream sundae for being the 100th customer of the day at Tastee Cone
Ⓑ realizing that you were tricked into doing something you didn't want to do

6. For which of the following might a doctor advocate?

- Ⓐ exercising at least three times a week
Ⓑ eating a diet that consists mostly of candy

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

mitigate herculean ostracize anti-Semitism

7. I moved the couch from one side of the living room to the other all by myself—an extremely difficult task.

8. When Adolf Hitler came to power in Germany, he encouraged hatred of Jewish people.

9. Alex's friends apologized for excluding him from their lunch table after their argument.

Name: _____ Date: _____

“The Children Who Escaped the Nazis” Quiz

Directions: Read “The Children Who Escaped the Nazis.” Then answer the questions below.

1. Which idea from the article’s opening section is developed in the section “A Storm of Hatred”?

- Ⓐ Lore was sent to live with a family she knew nothing about.
- Ⓑ Germany had become a dangerous place for Jewish people like Lore and her parents.
- Ⓒ A plan had been put in place to help Jewish children in Germany, Austria, and Czechoslovakia.
- Ⓓ Lore felt like an outsider in England.

2. The article suggests that Germany’s loss in World War I

- Ⓐ left Germans feeling discouraged, angry, and eager to believe Hitler’s promises.
- Ⓑ made Germans skeptical of Hitler’s claim that he would make Germany strong again.
- Ⓒ had little effect on the German people.
- Ⓓ made Germans fearful of Hitler.

3. On page 5, the authors write that Hitler “fanned the flames” of centuries-old prejudice against Jewish people. The idiom “fan the flames” means

- Ⓐ to fight a battle you have no hope of winning.
- Ⓑ to make a joke of.
- Ⓒ to reduce the intensity of.
- Ⓓ to intensify or stir up.

4. *Kristallnacht* was significant because it

- Ⓐ was the first act of anti-Semitism in Germany.
- Ⓑ increased Germany’s support of Hitler.
- Ⓒ shone a spotlight on the horrors being carried out by the Nazis.
- Ⓓ discouraged many countries from taking in Jewish refugees.

5. According to the article, in England Lore

- Ⓐ was treated with kindness but still felt like an outsider.
- Ⓑ had no trouble fitting in but missed her parents.
- Ⓒ was treated cruelly by her foster family.
- Ⓓ was angry about having been separated from her parents.

6. Which best describes the authors’ main purpose for writing “The Children Who Escaped the Nazis”?

- Ⓐ to inform readers about the Kindertransport, including why it was created and how it affected those who were rescued through it
- Ⓑ to give an analysis of the causes of World War II
- Ⓒ to help readers understand the experience of a foster parent of a child brought to Britain on the Kindertransport
- Ⓓ to pay tribute to the Germans who resisted Hitler and the Nazis

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. On page 8, the authors write that Lore’s father told her to stay strong—to keep her head up high. How do the authors develop the idea that Lore did as her father urged?

8. What ideas or information about Adolf Hitler and the Nazi Party are suggested by the photograph on pages 6–7? Explain your answer.

Name: _____ Date: _____

"The Children Who Escaped the Nazis" Quiz

Directions: Read "The Children Who Escaped the Nazis." Then answer the questions below.

1. The section "A Storm of Hatred" contributes to the article by explaining

- (A) why Germany lost World War I.
- (B) that during the 1930s, Germany became a dangerous and difficult place for Jewish people to live.
- (C) the plan that was put in place to help Jewish children escape Nazi-occupied regions.
- (D) how Lore felt when she arrived in London.

2. "A Storm of Hatred" suggests that Germany's loss in World War I

- (A) left Germans feeling discouraged, angry, and eager to believe Hitler's promises.
- (B) made Germans doubtful that Hitler could make Germany strong again.
- (C) had little effect on the German people.
- (D) made Germans fearful of Hitler.

3. On page 5, the author writes that Hitler "fanned the flames" of centuries-old prejudice against Jewish people. To "fan the flames" is to

- (A) fight a battle you have no hope of winning.
- (B) make a joke out of something.
- (C) make something weaker or less dangerous.
- (D) make something more intense or stir something up.

4. *Kristallnacht* was important because it

- (A) was the first act of anti-Semitism in Germany.
- (B) showed that Hitler was losing power.
- (C) shone a spotlight on the horrors being carried out by the Nazis.
- (D) helped Jewish children escape the Nazis.

5. According to the article, in England Lore

- (A) was treated with kindness but still felt like an outsider.
- (B) had no trouble fitting in but missed her parents.
- (C) was treated cruelly by her foster family.
- (D) was angry about having been separated from her parents.

6. Which best describes the authors' main purpose for writing "The Children Who Escaped the Nazis"?

- (A) to inform readers about the Kindertransport, including why it was created and how it affected those who were rescued through it
- (B) to give a detailed analysis of the causes of World War II
- (C) to help readers understand what it was like to be the foster parent of a child brought to Britain on the Kindertransport
- (D) to honor the Germans who resisted the Nazis

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. On page 8, the authors write that Lore's father urged her to stay strong. Give three details from the text that show that Lore did stay strong. Explain how these details show that Lore stayed strong.

8. How does the photograph on pages 6-7 help you understand that Hitler and the Nazis were powerful? Explain.

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Video Discussion Questions

"Beyond the Story: The Kindertransport"

1. The video begins with a section about Adolf Hitler and the Nazi Party (00:32–1:23). Why might the creators of the video have included this section before the section about the Kindertransport?
2. What was the Kindertransport?
3. Kristin Lewis says, "The story of the Kindertransport is one of both heartbreak and hope" (5:16). What do you think she means—that is, what in the story of the Kindertransport might be heartbreaking and what might be hopeful?
4. The video includes many photographs and videos of the children of the Kindertransport. How do these photographs and videos affect the way you understand or react to the information provided in the narration?

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

Kindertransport Contest

In an essay, a slideshow, or a video, explain the challenges faced by the children of the Kindertransport. Support your ideas with text evidence. Five winners will get *The War I Finally Won* by Kimberly Brubaker Bradley.

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
or mail them to: Kindertransport Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 15, 2018!

Name: _____ Date: _____

Speak Up!

Directions: Read the play *The Emperor's New Clothes* and the informational text "How to Speak Up." Then follow the directions below to prepare for the writing prompt on page 15.

SECTION 1: Why do the characters in the play stay silent?

Explain why the characters listed below stay silent instead of speaking up and saying that the Emperor's new clothes do not exist. Support your conclusions with details from the text. We filled in the information for one character for you.

The Royal Dresser

In Scene 5, the Royal Dresser realizes that he cannot see the clothes the tailors are supposedly working on. He wonders if he is a fool and worries about what the Emperor will do if he finds out. Rather than admitting that he doesn't see the clothes and risk the consequences, the Royal Dresser pretends to see the clothes.

The Emperor

The Courtiers

The Emperor's Subjects (in Scene 7)

SECTION 2: What could have made the situation different?

Choose three pieces of advice from “How to Speak Up” and explain how the situation in *The Emperor's New Clothes* might have been different if one or more of the characters had followed that advice. We started one idea for you.

Idea 1:

One piece of advice that author Mackenzie Carro offers is “Enlist allies.” If the Royal Dresser had listened to this advice,

Idea 2:

Idea 3:

Name: _____ Date: _____

Close-Reading Questions

The Emperor's New Clothes

1. Why won't anyone tell the Emperor the truth? (character)
2. Why do the tailors get away with their con? (development of events)
3. Why do you think a child says what no one else will? (inference)
4. At the end of Scene 1, the Lord Chancellor says, "A dangerous trait, vanity." How is the idea that vanity is a dangerous trait developed throughout the play? (development of an idea)
5. What kind of person is the Lord Chancellor? Name a few qualities that you think he possesses and explain your ideas. (character)

Name: _____ Date: _____

Critical-Thinking Questions

***The Emperor's New Clothes* and "How to Speak Up"**

1. In “How to Speak Up,” Mackenzie Carro offers five pieces of advice for finding the courage to speak up. Choose two. Explain how those two pieces of advice could have helped a character or characters in the play find the courage to speak up.
2. In the play, one person—the child—finally speaking the truth quickly leads to everyone speaking the truth. Do you think this happens in real life? Explain.



The Emperor's New Clothes

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

	Agree	Disagree
1. "Honesty is the best policy."—Benjamin Franklin		
2. Sometimes it's OK to tell a lie.		
3. Self-confidence is the most important trait for a leader to have.		
4. It's important to speak up and be honest even if your opinion is unpopular.		
5. Vanity is a dangerous trait.		
6. There's no point in speaking up if you know that no one will believe you.		
7. Sometimes speaking up requires courage.		
8. Most people are afraid to be wrong or look foolish.		
9. If I speak up, others may be inspired to.		

Name: _____ Date: _____

The Emperor's New Clothes Character Thinking Tool

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

1. In Scene 1, Courtier 1 says of the Emperor, "His vanity is known throughout the empire." List a few details that playwright Spencer Kayden includes in Scenes 1-3 to develop the idea that the Emperor is vain.

Vanity is
excessive pride
in and concern with
one's own appearance,
abilities, or worth.
(Someone who has
vanity is vain.)

2. Also in Scene 1, the Lord Chancellor says, "A dangerous trait, vanity." Is he right? Does vanity turn out to be dangerous for the Emperor or for any of the other characters?

3. Do you think there can ever be a positive side to vanity? Explain.

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

Dear Lord Chancellor,

Name: _____ Date: _____

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

Vocabulary:

The Emperor's New Clothes

1. **coat of arms (koht uhv ahrms)** *noun*; A coat of arms is a special design that serves as a symbol of identity for a family, place, or organization. It is often in the shape of a shield because in medieval times, coats of arms were painted on knights' shields. Continuing through history, these unique designs were sewn onto battle flags to let people know who an army represented, painted on signs of towns, and printed on paper as family logos. The symbols on a coat of arms—animals, people, mottos, family crests, etc.—represent values and achievements; they tell a story. Many countries, universities, and companies still use a coat of arms today.
2. **conscience (KON-shuhns)** *noun*; Your conscience is your sense of right and wrong, and your feeling that you should do what is morally right.
3. **exemplary (ig-ZEM-pluh-ree)** *adjective*; Something that is exemplary represents the best of its kind. Because of its excellence, it serves as an example for others to follow. An exemplary school might receive awards, and other schools might model themselves after it.
4. **exude (ig-ZOOD)** *verb*; *Exude* means “to give off or release gradually or in drops.” The body exudes sweat. Maple trees exude sap. Bakery ovens exude the smell of fresh bread.

Exude can also mean “to display an emotion or quality in a strong and open way.” If Daniel exudes joy, his happiness is clearly displayed on his face and in his body language—it's as if happiness is oozing out of him.
5. **lavish (LAV-ish)** *adjective*; As it is used in the play, *lavish* means “having a very rich, expensive, or extravagant quality.” A house with seven bedrooms, four bathrooms, and an indoor pool could be described as lavish.
6. **mannequin (MAN-i-kin)** *noun*; A mannequin is a life-sized model of a human body that is used for making or displaying clothes.
7. **sublime (suh-BLAHYM)** *adjective*; Something that is sublime is impressive, awe-inspiring, or magnificent in some way. A sublime sunset isn't just pretty, it's marvelous. If your mom's cheesecake is sublime, it isn't just good, it's knock-your-socks-off delicious.

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

The Emperor's New Clothes

Directions: Answer each prompt below. Briefly explain your answer.

1. Which is more lavish: a fur coat with jeweled buttons or a plastic rain jacket?

Answer:

Why:

3. If Jenna says the soundtrack for the new Marvel movie is sublime, does she like it or dislike it?

Answer:

Why:

2. Name three things you would put on a coat of arms that would represent you as an individual.

Answer:

Why:

4. Who is more likely to use a mannequin at work: a fashion designer or a plumber?

Answer:

Why:

Directions: Rewrite each sentence below using a form of one of the following words or terms.

lavish

exude

exemplary

conscience

coat of arms

5. Our teacher gave us 20 extra minutes of recess because of our excellent behavior during the assembly.

6. I'd like to keep the money I found in the hallway, but something inside me says I should turn it in to the front office.

7. My sister was radiating confidence when we dropped her off for her driver's test.

Name: _____ Date: _____

The Emperor's New Clothes Quiz

Directions: Read *The Emperor's New Clothes* and "How to Speak Up." Then answer the questions below.

1. In Scene 1, the Lord Chancellor sighs as he says, "That outfit is by far the most expensive." From this reaction, you can infer that
 - (A) the Lord Chancellor doesn't like the Emperor's clothes.
 - (B) the Lord Chancellor disapproves of how much money the Emperor spends on clothes.
 - (C) the Lord Chancellor is envious of the Emperor's fancy clothes.
 - (D) the Lord Chancellor admires the Emperor's expensive taste.
2. In Scene 2, Tailor 2 says, "His pride will be our fortune." He means that
 - (A) the tailors are impressed by the Emperor's pride.
 - (B) the tailors are going to rob the Emperor.
 - (C) the tailors are going to ask the Emperor for money.
 - (D) the tailors are going to take advantage of the Emperor's ego to make money off of him.
3. In Scene 5, SD3 states that the tailors are relaxing and that their eyelids are drooping. These details help the reader understand that
 - (A) the tailors are tired from working all night.
 - (B) the tailors have been lounging around instead of working on the Emperor's clothes.
 - (C) the tailors are overworked and busy.
 - (D) the tailors are taking a much-needed break.
4. Why does the Emperor "nearly faint" in Scene 6 after the tailors present the clothes to him?
 - (A) He thinks that he may be blind.
 - (B) He is shocked by the idea that he could be a fool.
 - (C) He is overwhelmed by the beauty of the clothes he sees.
 - (D) He feels ill after realizing that he has been tricked.
5. In Scene 7, the Emperor yells, "I have been duped!" He could have also said:
 - (A) "I have been tricked!"
 - (B) "I have been rewarded!"
 - (C) "I have been surprised!"
 - (D) "I have been attacked!"
6. Both the play *The Emperor's New Clothes* and the informational text "How to Speak Up" support the idea that
 - (A) money isn't everything.
 - (B) vanity is dangerous.
 - (C) speaking your mind is important.
 - (D) people in power are not always right.

Constructed-Response Questions



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

7. In Scene 1, Courtier 1 says that the Emperor's "vanity is known throughout the empire." What other evidence is there that the Emperor is vain?
8. In "How to Speak Up," author Mackenzie Carro gives this piece of advice: "Don't be afraid to be wrong." Explain how this advice could have helped a character in the play.

Name: _____ Date: _____

The Emperor's New Clothes Quiz

Directions: Read *The Emperor's New Clothes* and "How to Speak Up." Then answer the questions below.

1. In Scene 1, the Lord Chancellor sighs as he says, "That outfit is by far the most expensive." The Chancellor sighs because
 - (A) he doesn't like the Emperor's clothes.
 - (B) he thinks the Emperor spends too much money on clothes.
 - (C) he is jealous of the Emperor.
 - (D) he admires the Emperor's expensive taste.
2. Which line from Scene 2 best helps you understand that the tailors plan to trick the Emperor to make money?
 - (A) Tailor 1: He is a buffoon.
 - (B) Tailor 1: But we are the best tailors in the empire.
 - (C) Tailor 1: I hear he spends a fortune on his shoes.
 - (D) Tailor 2: His pride will be our fortune.
3. Why do the tailors appear sleepy in Scene 5?
 - (A) The tailors have been up all night working on the Emperor's clothes.
 - (B) The tailors have been lounging around doing nothing.
 - (C) The tailors are finally taking a break after finishing the Emperor's clothes.
 - (D) The tailors are very busy and overworked.
4. Why does the Emperor "nearly faint" in Scene 6 after the tailors present the clothes to him?
 - (A) He thinks that he may be blind.
 - (B) He is shocked by the idea that he could be a fool.
 - (C) He is overwhelmed by the beauty of the clothes.
 - (D) He feels ill after realizing that he has been tricked.
5. After the crowd laughs at the Emperor standing in his underwear in Scene 7, the Emperor yells, "I have been duped! Those scoundrels—why didn't you tell me?" *Duped* means
 - (A) tricked.
 - (B) rewarded.
 - (C) surprised.
 - (D) attacked.
6. Both the play *The Emperor's New Clothes* and the informational text "How to Speak Up" support the idea that
 - (A) money isn't everything.
 - (B) vanity is dangerous.
 - (C) speaking your mind is important.
 - (D) people in power are not always right.

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. A vain person is obsessed with his or her appearance, self-worth, and abilities. What evidence in the play is there that the Emperor is vain?
8. In "How to Speak Up," author Mackenzie Carro gives this piece of advice: "Don't be afraid to be wrong." Explain how this advice could have helped the Royal Dresser in the play.

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

Speak Up Contest

Why do the characters in the play stay silent? What could have made the situation different? Answer this question in an essay. Use text evidence from the play and the informational text. Five winners will get *Saving Wonder* by Mary Knight.

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
or mail them to: Speak Up Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 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 "Stinky Pits: A History."

1. The author uses **description** in the first several paragraphs of the introduction. What is the author describing?

Description or List

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

Cause and Effect

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

2. **A.** In the section "Americans Clean Up," the author uses a **cause-and-effect** structure to explain how a scientific breakthrough caused Americans to start washing more.

What was the breakthrough?

- B.** This breakthrough had several effects on hygiene practices. Write two of these effects below.

Effect 1: _____

Effect 2: _____

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

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

Sequence of Events

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

3. A. Which text structure does the author use in the sections "Harsh Ingredients" and "Scared About Stink"?

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

4. What does the author **compare and contrast** in the section "Business Opportunity"?

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read “Stinky Pits: A History” and “The Science of Smell.” Then complete the activity below.

1. Imagine that you are writing a paragraph explaining how James Young persuaded women to buy Odorono.

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

- Ⓐ James Young’s ads for Odorono offended many women.
- Ⓑ James Young’s ads for Odorono said that antiperspirant stopped armpit sweat.
- Ⓒ James Young’s ads for Odorono used women’s insecurities about their futures to persuade women to buy Odorono.

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

- Ⓐ “His ads implied that if you wanted to get married, you had to be free of stinky sweat.” (p. 18)
- Ⓑ “Some of Young’s woman friends were so offended by these ads that they stopped speaking to him.” (p. 18)
- Ⓒ “At first, Odorono and similar antiperspirants and deodorants were seen solely as women’s products.” (p. 18)

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

- Ⓐ It provides an example of how Young used a common insecurity of women around the 1920s—the worry of finding a husband—in his ads for Odorono.
- Ⓑ It shows how offended women got after seeing Odorono’s ads.
- Ⓒ It explains how Odorono’s ads made the product seem like a women’s product.

2. Choose the piece of text evidence from “Stinky Pits: A History” that BEST supports the statement below. Then complete the sentence to explain your choice.

Humans need to sweat.

- Ⓐ “It was an antiperspirant invented by Murphey’s father, a surgeon, to keep his hands from getting sweaty while operating.” (p. 16)
- Ⓑ “Perspiring is a natural, important function—it helps cool down your body when you’re hot.” (p. 18)
- Ⓒ “That scent we call body odor comes from sweat interacting with bacteria on our skin . . .” (p. 18)

I chose ____ because _____

3. A. Choose the THREE pieces of text evidence from “Stinky Pits: A History” that BEST support the statement below.

Humans have long searched for ways to improve the way they smell.

- Ⓐ “The ancient Egyptians dabbed their wrists with fragrant pastes made from ostrich eggs and tortoise shells.” (p. 17)
- Ⓑ “Handwashing with soap was introduced as a way of keeping germs at bay.” (p. 17)
- Ⓒ “Medical breakthroughs revolutionized the way people thought about sickness.” (p. 17)
- Ⓓ “After exercising, the ancient Greeks scraped off their sweat with metal tools.” (p. 17)
- Ⓔ “At the time, armpit sweat was dealt with by washing, perfuming, and wearing dress shields—pads placed in armpits to absorb wetness.” (pp. 16-17)

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 “Stinky Pits: A History” in the form of a direct quotation.

- Ⓐ Advertisers sometimes try to sell products by exploiting our fears. James Young used this tactic in the 1920s in his advertisements for the antiperspirant Odorono. According to author Kristin Lewis in “Stinky Pits: A History,” some of Young’s ads suggested that men wouldn’t marry a woman with body odor (18). These ads used women’s anxieties about finding a spouse to sell a product.
- Ⓑ Advertisers sometimes try to sell products by exploiting our fears. James Young used this tactic in the 1920s in his advertisements for the antiperspirant Odorono. According to author Kristin Lewis in “Stinky Pits: A History,” Young’s ads “implied that if you wanted to get married, you had to be free of stinky sweat” (18). In other words, these ads used women’s anxieties about finding a spouse to sell a product.
- Ⓒ Advertisers sometimes try to sell products by exploiting our fears. James Young used this tactic in the 1920s in his advertisements for the antiperspirant Odorono. Young’s ads implied that if you wanted to get married, you had to be free of stinky sweat. These ads used women’s anxieties about finding a spouse to sell a product.

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

5. Choose the paragraph that correctly uses text evidence from “The Science of Smell” in the form of a paraphrase.

- Ⓐ Our sense of smell is closely related to our memories. In her article “The Science of Smell,” Kristin Lewis writes, “The smell of pine trees might fill you with happiness, for instance, because it reminds you of camping trips you took with your grandfather” (19). In other words, a certain smell can be linked to a specific memory and emotion in your brain.
- Ⓑ Our sense of smell is closely related to our memories. In her article “The Science of Smell,” Kristin Lewis explains this.
- Ⓒ Our sense of smell is closely related to our memories. In her article “The Science of Smell,” Kristin Lewis explains that you might feel happy when you smell pine because the smell reminds you of camping with your grandfather (19). In other words, a certain smell can be linked to a specific memory and emotion in your brain.

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

6. Now it's your turn. Write a paragraph explaining why people can react differently to certain smells. Your paragraph should include:

- **a topic sentence**
- **at least one piece of text evidence in the form of a paraphrase or 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 “Stinky Pits: A History,” then complete the activity below.

1. Choose the TWO pieces of text evidence from the article that best support the statement below.

STATEMENT:

In his advertisements, James Young used people’s fears to try to sell Odorono.

- Ⓐ “His ads implied that if you wanted to get married, you had to be free of stinky sweat.” (p. 18)
- Ⓑ “By the 1950s, antiperspirant and deodorant had become a standard part of grooming in America, like brushing teeth.” (p. 18)
- Ⓒ “To attract male customers, businesses began repackaging their products in more ‘masculine’ looking bottles.” (p. 18)
- Ⓓ “At the same time, new advertisements appeared that claimed men who sweat at the office could lose their jobs.” (p. 18)

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

STATEMENT:

Humans need to sweat.

- Ⓐ “Perspiring is a natural, important function—it helps cool down your body when you’re hot.” (p. 17)
- Ⓑ “It was an antiperspirant invented by Murphey’s father, a surgeon, to keep his hands from getting sweaty while operating.” (p. 16)
- Ⓒ “That scent we call body odor comes from sweat interacting with bacteria on our skin . . .” (p. 18)

I chose ____ because _____

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

STATEMENT:

- Ⓐ “The ancient Egyptians dabbed their wrists with fragrant pastes made from ostrich eggs and tortoise shells.” (p. 17)
- Ⓑ “So people burned incense, inhaled perfume, and carried bouquets made from herbs and flowers.” (p. 17)
- Ⓒ “At the time, armpit sweat was dealt with by washing, perfuming, and wearing dress shields—pads placed in armpits to absorb wetness.” (pp. 16-17)

Name: _____ Date: _____

Synthesis

Directions: Read "Stinky Pits: A History" and "The Science of Smell." Then complete the chart with details from the articles. You may leave some boxes blank, but be sure to fill in the two missing factor categories in the top row. This activity will prepare you to respond to the writing prompt on page 19.

Factors influencing whether you think something smells good or bad:

	1. Where and when you are from	2.	3. Cultural influences	4.	
Evidence from "Stinky Pits: A History"			"His ads implied that if you wanted to get married, you had to be free of stinky sweat . . . the message got through. Odorono sales soared to \$1 million." (p. 18)		
Evidence from "The Science of Smell"		"The smell of pine trees might fill you with happiness, for instance, because it reminds you of camping trips you took with your grandfather." (p. 19)		"Of course, certain odors are universally gross—like the smells of vomit, excrement, and rotting food . . . We tend to avoid eating or being around foul-smelling stuff, and this keeps us safe." (p. 19)	

Name: _____ Date: _____

Synthesis

Directions: Read "Stinky Pits: A History" and "The Science of Smell." Then complete the chart with details from the articles. You may leave some boxes blank, but be sure to fill in the empty factor box in the top row. This activity will prepare you to respond to the writing prompt on page 19.

Factors influencing whether you think something smells good or bad:

	1. Where and when you are from	2. Your memories and experiences	3. Cultural influences	4.
Evidence from "Stinky Pits: A History"	<ul style="list-style-type: none"> "The ancient Egyptians dabbed their wrists with fragrant pastes made from ostrich eggs and tortoise shells." (p. 17) "In England in the 16th century, Queen Elizabeth I wore gloves scented with ambergris, an earthy-smelling, rock-like substance . . ." (p. 17; timeline) 		"His ads implied that if you wanted to get married, you had to be free of stinky sweat . . . the message got through. Odorono sales soared to \$1 million." (p. 18)	
Evidence from "The Science of Smell"				"Of course, certain odors are universally gross—like the smells of vomit, excrement, and rotting food . . . We tend to avoid eating or being around foul-smelling stuff, and this keeps us safe." (p. 19)

Name: _____ Date: _____

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

Paired Texts Vocabulary

"Stinky Pits: A History"

- 1. hygiene (HAHY-jeen)** *noun*; Hygiene is the practice of keeping yourself and your surroundings clean in order to maintain good health. Brushing your teeth, cleaning your room, and washing your hands regularly are all parts of good hygiene.
- 2. pungent (PUHN-juhnt)** *adjective*; Something that is pungent has a strong, sharp smell or taste. Raw onions and raw garlic have a pungent smell and taste.
- 3. stench (stench)** *noun*; A stench is a very bad smell. When you walk past a dumpster, hold your nose to avoid the stench.

"The Science of Smell"

- 1. nostalgia (nah-STAL-juh)** *noun*; Nostalgia is a longing for the happiness of a former place or time. Looking at an old photograph or hearing a certain song on the radio might give you feelings of nostalgia—a mix of pleasure and sadness as you remember the past and wish that you could experience it again.
- 2. olfactory (ohl-FAK-tuh-ree)** *adjective*; *Olfactory* means "relating to or connected with the sense of smell." A dog's sense of smell is said to be a thousand times more sensitive than that of humans. This is because of the large number of olfactory cells in dogs' noses—up to 300 million. (Humans have about 5 million.)
- 3. repulsive (ri-PUHL-siv)** *adjective*; Something that is repulsive causes strong dislike or disgust. It is so offensive that you don't want to go near it. You might find the violence in a movie repulsive. If you leave a wet towel in your gym bag for three weeks, the smell will be repulsive.

4. tantalizing (TAN-ti-lahyz-ing) *adjective*; The verb *tantalize* (TAN-ti-lahyz) means "to tease or torment." This word comes from a Greek myth about King Tantalus, who offended the gods and as punishment was forced to stand forever in a lake beneath a fruit tree with low-hanging branches. Whenever King Tantalus bent over to drink, the water level dropped so low that he couldn't get any water. Every time he reached up to take a piece of fruit to eat, the branches moved out of his reach.

If something is tantalizing, it is very appealing and tempting, but out of your reach. If you don't have any money with you, the hot, gooey slice of pizza in the window of a pizza parlor might be very tantalizing.

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

Paired Texts Vocabulary Practice

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

stench	olfactory	tantalizing	hygiene
--------	-----------	-------------	---------

1. I could hardly resist the mouthwatering chocolate chip cookies cooling on the table.

2. When my little brother removed his soccer cleats, a terrible stink filled the room.

3. Having a cold can interfere with your ability to smell.

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

4. I took a whiff from the top of the carton and was hit by the **tantalizing/pungent** smell of sour milk.

5. Some people are sickened by the sight of blood, finding even one drop utterly **repulsive/olfactory**.

6. As my grandfather started telling us a story about "the good old days" of his youth, I could see the **nostalgia/stench** sweeping over him.

7. Our school nurse has free goodie bags in her office that are filled with **nostalgia/hygiene** products—deodorant, combs, toothbrushes, toothpaste, and shower gel.

Name: _____ Date: _____

Close-Reading Questions

"Stinky Pits: A History"

1. What literary device does author Kristin Lewis use in the first paragraph of the introduction? What purpose does it serve? (figurative language)
2. Why does Lewis include the details about ancient Egyptians dabbing their wrists with fragrant pastes and ancient Greeks scraping their sweaty skin? (text structure)
3. What role did advertising play in the growth of the antiperspirant and deodorant industry? (central ideas)
4. In the section "Scared About Stink," what does Lewis's attitude toward Young's campaign seem to be? In other words, what is Lewis's tone in this part of the article? (tone)
5. How does the information in the timeline relate to the rest of the article? (text features)

Close-Reading Questions

"The Science of Smell"

1. On page 19, Lewis writes, “These smell sensors transmit messages to your brain, kind of like how your phone transmits text messages to your friends.” What does this comparison help the reader understand? Explain. (figurative language)
2. If something is subjective, it is based mainly on opinions or feelings rather than on facts—so it can vary from person to person. According to “The Science of Smell,” can appealing smells be subjective? Explain. (key ideas and supporting details)

Name: _____ Date: _____

Critical-Thinking Questions

“Stinky Pits: A History” and “The Science of Smell”

1. How does reading both “Stinky Pits: A History” and “The Science of Smell” give you a better understanding of smell?
2. According to information in “Stinky Pits: A History,” how did scientific knowledge—or a lack of it—affect human hygiene?
3. Do you think it was wrong of Murphey and Young to prey on people’s insecurities to sell a product? Or was what they did simply a smart business decision?

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read the articles “Stinky Pits: A History” and “The Science of Smell.” Then answer the questions below.

- A central idea of “Stinky Pits: A History” is expressed by which of the following?
 - During the Great Depression, millions of men were out of work.
 - Edna Murphey’s father was a surgeon.
 - Humans have always tried to make themselves and the world around them smell better.
 - The discovery of germs changed the way people thought about sickness.
- Together, all of the following details support the answer you chose in question 1 EXCEPT which?
 - Athletes in ancient Greece applied fragrance before competitions. (p. 17)
 - Palaces in ancient China were built with sweet-smelling wood. (p. 17)
 - 15th century Europeans burned incense. (p. 17)
 - People thought a layer of sweat would protect them from disease. (p. 17)
- On page 18, Kristin Lewis writes that “Young’s advertisements preyed on women’s insecurities.” The word *preyed*
 - implies that the ads were entertaining.
 - suggests that the ads were like an attack that people were helpless to resist.
 - tells you that the ads included images of animals.
 - stresses that the ads were lighthearted.
- The main purpose of “Stinky Pits: A History” is to _____, whereas the main purpose of “The Science of Smell” is to _____.
 - describe the Atlantic City exposition; reveal how humans’ sense of smell has evolved over time
 - inform readers about the history of smell and the rise of the deodorant industry; explain how the sense of smell works
 - introduce readers to writer James Young; inform readers about nostalgia
 - explain medical breakthroughs after the Civil War; compare opinions about odors
- On page 19, Lewis writes, “That’s why you might associate a certain smell with a memory . . .” In this sentence, *associate* is used to mean
 - to join as a friend or partner.
 - to show that you support or agree with something.
 - to connect in your thoughts.
 - to separate into parts.
- Both “Stinky Pits: A History” and “The Science of Smell” support the idea that
 - our sense of smell helps us avoid danger.
 - our sense of smell is closely connected to our sense of taste.
 - smells play an important role in our lives.
 - smells can trigger memories.

Constructed-Response Questions

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

- The scent of chlorine (a chemical used in swimming pools) fills Emily with uneasiness. According to “The Science of Smell,” what is the likely reason for this? Use text evidence to support your answer.
- In what ways is the sense of smell important to humans? Use text evidence from both articles to support your answer.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read the articles “Stinky Pits: A History” and “The Science of Smell.” Then answer the questions below.

1. The timeline in “Stinky Pits: A History” supports the idea that
 - (A) stopping perspiration is unnatural.
 - (B) after the Civil War, Americans developed a love of cleanliness.
 - (C) People have always tried to make themselves and the world around them smell better.
 - (D) as medical wisdom changed, so did hygiene.
2. Together, all of the following details from the article also support the answer you chose in question 1 EXCEPT which?
 - (A) Athletes in ancient Greece applied fragrance before competitions. (p. 17)
 - (B) Palaces in ancient China were built with sweet-smelling wood. (p. 17)
 - (C) 15th century Europeans burned incense. (p. 17)
 - (D) People thought a layer of sweat would protect them from disease. (p. 17)
3. On page 18, Kristin Lewis writes that Young’s advertisements “preyed on women’s insecurities.” She means that the ads
 - (A) were well written.
 - (B) took advantage of women’s fears and concerns.
 - (C) showed how little confidence people had.
 - (D) caused Odorono’s sales to rise.
4. The main purpose of the article “The Science of Smell” is to
 - (A) reveal how humans’ sense of smell has changed over time.
 - (B) explain how the sense of smell works.
 - (C) inform readers about nostalgia.
 - (D) compare pleasant and gross odors.
5. On page 19, Lewis writes, “That’s why you might associate a certain smell with a memory . . .” Context clues reveal that *associate* most closely means
 - (A) describe.
 - (B) confuse.
 - (C) connect.
 - (D) separate.
6. Both “Stinky Pits: A History” and “The Science of Smell” support the idea that
 - (A) our sense of smell helps us avoid danger.
 - (B) hygiene influences the way cities are built.
 - (C) smells play an important role in our lives.
 - (D) smells can trigger memories.

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. The scent of chlorine (a chemical used in swimming pools) fills Emily with uneasiness. According to “The Science of Smell,” what is the likely reason for this? Use text evidence to support your answer.
8. In what ways is the sense of smell important to humans? Use text evidence from “The Science of Smell” to support your answer.

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

Stink Contest

What factors determine whether we think something smells good or bad? Answer this question in an essay. Use text evidence from both articles in your response. Five winners will each get a copy of *The Big Dark* by Rodman Philbrick.

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

ENTRIES MUST BE RECEIVED BY May 15, 2018!

Name: _____ Date: _____

Making Inferences

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

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

Clues	Inference
<p>1. On page 21, the narrator says her dad died, then explains further:</p> <p><i>"Ran off. That's what Nicky says. A week before the fire. Couldn't take it. The recession and all. No job. No hope.</i></p> <p>Mama says it won't be forever, but I prefer to say he died. I can deal with it that way. Besides, we don't want him back."</p>	<p><i>What can you infer about how the narrator feels about her dad?</i></p> <p>From the statements "I prefer to say he died" and "we don't want him back," you can infer that the narrator is angry at her father for leaving and is still trying to cope with his absence.</p>
<p>2. Find two lines in the story that support the inference on the right.</p>	<p>The narrator's mother and grandmother have a difficult relationship.</p>
<p>3. On page 22, the narrator's friend, Ann Marie, touches the egg, feels it pulsing, and abruptly leaves:</p> <p>"Ann Marie touched it, then jerked back as if the egg were scalding hot.</p> <p>"I'm going home now," Ann Marie said.</p> <p>"But aren't you the one who dragged me to see all those horror movies and—"</p> <p>"Movies aren't real," she said.</p> <p>Ann Marie hastily snatched her books and ran from the room."</p>	<p><i>What can you infer about how Ann Marie is feeling at this moment?</i></p>

Clues	Inference
<p>4. Find two lines in the story that support the inference on the right.</p>	<p>The family is struggling with money problems.</p>
<p>5. Consider these two moments in the story:</p> <p>“When I could no longer see the bird, I turned around. The room smelled odd—like the ashes of a fire, but like something else too. Cinnamon. Cloves.” (p. 23)</p> <p>“‘Dad!’ I shouted, and he dropped the bag to gather me up against his chest. As I snuggled my face into his sturdy shoulder, the scent of ashes and cinnamon and cloves washed over me.” (p. 23)</p>	<p><i>Why do you think the phoenix and the narrator’s father smell the same?</i></p>

Name: _____ Date: _____

Exploring Mood

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

In this activity, you will consider the mood of an excerpt from page 23 of "Phoenix Farm":

I continued to observe the egg. I was the only one watching when it hatched. How such a large bird got into such a small egg I'll never know. But that's magic for you. The bird rose slowly from the shell, pushing the top part with its golden head. Its beak was golden too and curved like a scimitar. Its eyes were hooded and dark. When it stared out at me, I felt drawn in.

The bird gave a sudden shudder and heaved itself farther out of the egg, revealing its wings—all blue and scarlet and gold and shimmer, like wet seashells. It shook its wings, stretching and elongating them outward, its wingspan wide enough to touch from one side of the dresser to the other, each resplendent feather radiating sparkles of light.

Another shudder and the bird stood free of the shell entirely, though a small piece clung stubbornly to the tip of one wing. I reached over and gently freed it, only to sear my finger when I brushed the feather. The bird's scarlet body and scaly golden feet pulsed with heat.

"What *are* you?" I whispered, then stuck my burnt finger in my mouth to soothe it.

If this mysterious bird could answer me, it didn't; it just pumped its wings, which grew wider from one moment to the next. Outside, the Santa Ana winds, hot and heavy and thick, blew strong. I hurried to the window and flung it open, holding the curtain aside as a rush of air tumbled into the room.

The bird did not seem to notice my effort, but still it flew unerringly outside. I watched it land on a fence post, then on the roof of Grandma's barn. At last, it headed straight toward the city, the setting sun making a fire in its feathers.

When I could no longer see the bird, I turned around. The room smelled odd—like the ashes of a fire, but like something else too. Cinnamon. Cloves.

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

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. Narration/Tone

What the narrator says and how she says it helps create the mood.

UNDERLINE at least three things the narrator says that help create the mood you identified.

4. Word Choice

Look at all of the vivid verbs author Jane Yolen uses! These words help create the mood.

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

5. Imagery

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

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

6. Mood Music

Imagine that you are going to make a movie based on "Phoenix Farm." For this particular scene, what kind of music would you choose to play in the background? You can name a particular song or just describe the type of music you would choose.

Music:

Why I'd choose 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 an excerpt from page 23 of "Phoenix Farm":

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The bird gave a sudden shudder and heaved itself farther out of the egg, revealing its wings—all blue and scarlet and gold and shimmery, like wet seashells. It shook its wings, stretching and elongating them outward, its wingspan wide enough to touch from one side of the dresser to the other, each resplendent feather radiating sparkles of light.

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"What are you?" I whispered, then stuck my burnt finger in my mouth to soothe it.

If this mysterious bird could answer me, it didn't; it just pumped its wings, which grew wider from one moment to the next. Outside, the Santa Ana winds, hot and heavy and thick, blew strong. I hurried to the window and flung it open, holding the curtain aside as a rush of air tumbled into the room.

The bird did not seem to notice my effort, but still it flew unerringly outside. I watched it land on a fence post, then on the roof of Grandma's barn. At last, it headed straight toward the city, the setting sun making a fire in its feathers.

When I could no longer see the bird, I turned around. The room smelled odd—like the ashes of a fire, but like something else too. Cinnamon. Cloves.

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

magical, wondrous

Psst!
Wondrous
means "causing wonder or amazement."

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 magical and wondrous mood.

The narrator is watching as _____
_____.

This is a magical and wondrous experience.

2. Narration/Tone

What the narrator says and how she says it helps create the mood.

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

3. Word Choice

Look at all of the vivid verbs author Jane Yolen uses! These words help create the mood.

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

4. Imagery

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

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

5. Mood Music

Imagine that you are going to make a movie based on "Phoenix Farm." For this particular scene, what kind of music would you choose to play in the background? You can name a particular song or just describe the type of music you would choose.

Music:

Why I'd choose 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: _____

Theme: Endings and Beginnings

Directions: Read "Phoenix Farm" and "The Myth of the Phoenix." Then complete the activity below, which will prepare you to respond to the writing prompt on page 24.

Rebirth

According to the introduction to "The Myth of the Phoenix" on page 24, what all stories about phoenix-like birds have in common is the idea of rebirth.

1. Rebirth is the idea that _____.

Please
complete the
sentence.

Now you will look at how the theme of rebirth is developed in "Phoenix Farm" by Jane Yolen.

The Fire

2. "Phoenix Farm" begins with a fire. In what ways is the fire an ending? Use text evidence to support your ideas.

3. What does the narrator say that suggests the fire might be a new beginning?

The Bird

4. It is never directly stated that the egg the narrator finds is that of a phoenix. How can you conclude that the egg *is* a phoenix egg? Use details from "Phoenix Farm" and from "The Myth of the Phoenix" to support your answer.
5. How is the theme of rebirth developed through what happens with the egg?

The Dad

6. At the beginning of the story, what tells you that the narrator thinks of her relationship with her dad as having ended?
7. At the end of the story, the narrator's dad returns. What suggests that the narrator and her dad are off to a fresh start—that their relationship has had a rebirth?

Name: _____ Date: _____

Close-Reading Questions

"Phoenix Farm"

1. What does this simile help you understand? (figurative language, page 21)

2. Why might it be easier for the narrator to think of him as dead? (character, page 21)

3. After reading the story, explain the importance of this line. (theme, page 21)

4. Why might the narrator not have complained during the drive? (theme, page 21)

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Name: _____ Date: _____

Critical-Thinking Questions

"Phoenix Farm" and "The Myth of the Phoenix"

1. What details from the myth of the phoenix does author Jane Yolen weave into "Phoenix Farm"? (key ideas)
2. Do you think being familiar with the myth of the phoenix increases readers' understanding or enjoyment of "Phoenix Farm"?
3. Do you think the narrator's experience with the egg and the magical bird that hatches from it affects her feelings about her dad's return at the end of the story? Explain.



"Phoenix Farm"

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

	Agree	Disagree
1. No family is perfect.		
2. Tragedy can be a source of strength.		
3. "Every new beginning comes from some other beginning's end."—Seneca		
4. We all cope with anger and pain in the same way.		
5. Life can change for better or worse in an instant.		
6. Everyone deserves a second chance.		
7. It's not what happens to you that matters, but how you handle it.		
8. Life doesn't get easier; we get stronger.		
9. To open a door to the future, you have to close a door on the past.		

Name: _____ Date: _____

"Phoenix Farm"

Character Thinking Tool

The questions in this activity are about
the narrator

1. A. How does the narrator react to her family's apartment being destroyed by a fire?

B. Why do you think she reacts this way?

2. At the beginning of the story, the narrator reveals that her dad abandoned the family.

As she talks about how she, her brother, and her mom felt about her dad, she says,
"Besides, we don't want him back."

Do you think she really felt this way—that she really didn't want her dad to come back?
Explain.

3. A. Compare the way the narrator and her best friend react when the egg begins to hatch.

B. How would you have reacted to the egg's hatching?

4. At the end of the story, when the narrator's dad shows up at the farm, the narrator throw her arms around him. She says, "Grandma would be furious of course. Nicky and Mama might be too. But I didn't care. There's dead, and there's not dead. Sometimes it's better to rise up out of the ashes, singing" (23).

A. What does she mean?

B. Does her reaction to her father's return surprise you? Explain.

5. Would you want to be friends with the narrator? Explain.

Glossary of Literary Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name: _____ Date: _____

Listen to the
words and
definitions read
aloud at Scope
Online.

Vocabulary:

"The Myth of the Phoenix"

- 1. aromatic (ar-uh-MAT-ik)** *adjective*; An aroma (uh-ROH-muh) is a noticeable and usually pleasant smell. If something is aromatic, it smells good. Many trees have aromatic flowers. The aromatic spices simmering in your grandma's spaghetti sauce might make your mouth water. You wouldn't say that your brother's dirty gym socks are aromatic; they just stink.
- 2. demise (dih-MAYHZ)** *noun*; *Demise* means "death." In the sixth book of the Harry Potter series, Hogwarts students grieve Professor Dumbledore's demise. *Demise* can also refer to the end of something if that end is like a death. Movie streaming services like Netflix caused the demise of video rental stores like Blockbuster.
- 3. plumage (PLOO-mij)** *noun*; *Plumage* is what you call the feathers that cover the body of a bird. Peacocks have colorful, fan-like plumage on their tails.
- 4. solitude (SOL-ih-tood)** *noun*; Solitude is the state of being alone or far away from society, usually because you want to be. You might go to your room to do your homework in solitude. The solitude of a forest—far away from people and the noise of the city—might make you feel calm and peaceful.

Directions: In the space below, list any other words from the myth 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

"The Myth of the Phoenix"

Directions: Below are titles and summaries for imaginary books. Choose the best title for each book. Briefly explain your choices. (There is one title you will not use.)

BOOK TITLES

- A. *Solitude for Beginners*
- B. *The Great Demise*
- C. *Let's Look at Plumage*
- D. *That's Aromatic!*

1. Paleontologist Christina Brown discusses the various theories behind the sudden disappearance of dinosaurs from Earth.

Title (A-D): _____ Why I chose this title: _____

2. This illustrated guide from the Wildlife Society helps beginning birdwatchers identify birds in flight by their feather colors and patterns.

Title (A-D): _____ Why I chose this title: _____

3. While on a camping trip with his parents in the middle of nowhere, Sam comes to appreciate NOT sharing every moment of his life on social media.

Title (A-D): _____ Why I chose this title: _____

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

4. Which of the following is LEAST similar in meaning to *aromatic*?
- Ⓐ fragrant
 - Ⓑ perfumed
 - Ⓒ scented
 - Ⓓ reeking
5. Which of the following animals has plumage?
- Ⓐ a great white shark
 - Ⓑ a turkey
 - Ⓒ a kangaroo
 - Ⓓ a crocodile
6. Which of the following describes something Ann did in solitude?
- Ⓐ She read a novel silently in her favorite nook of the library.
 - Ⓑ She played a game of dodgeball with her classmates.
 - Ⓒ She ate lunch at a table full of friends.
 - Ⓓ She participated in a student council meeting.
7. John's dad walks in the house and says, "I'd like to announce the demise of the wasps that have been living under our porch!" What does he mean?
- Ⓐ He is warning the family that wasps have built a nest under the porch.
 - Ⓑ He is telling the family that he got rid of the wasps under the porch.
 - Ⓒ He is informing the family that he gave up on trying to get rid of the wasps.
 - Ⓓ He is expressing his surprise that there are wasps under the porch.

SKILL: Vocabulary Acquisition, page 1 of 4

DIY Vocabulary

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

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

Article or Story:

	page:
What I think the word means, based on context clues:	
Dictionary definition:	
Example sentence:	

	page:
--	-------

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

Name: _____ Date: _____

“Phoenix Farm” Quiz

Directions: Read “Phoenix Farm” and “The Myth of the Phoenix.” Then answer the questions below.

1. On page 22, the narrator says, “Then the phone rang and he ran out of the room, expecting, I guess, that it would be Courtney or Brittany or another of his girlfriends named after spaniels.” The narrator’s tone in this line could BEST be described as
 (A) admiring.
 (B) annoyed.
 (C) uninterested.
 (D) concerned.
2. On page 22, the narrator says, “The gray-green shell seemed to be taking minute breaths, pulsing in and out, in and out, like a tiny brittle ocean.” Context clues reveal that *minute* [my-NOOT] most closely means
 (A) immeasurably small.
 (B) much larger or more powerful than normal.
 (C) making a noticeable or strong sound.
 (D) not smooth or following a regular pattern.
3. Which detail would be LEAST important to include in a summary of the story?
 (A) The narrator finds a magical egg.
 (B) The family’s apartment burns down.
 (C) The narrator’s dad returns after finding a job.
 (D) The narrator’s mother used to be a track star.
4. Which BEST describes the narrator’s feelings at the end of the story?
 (A) aware of how much she lost in the fire
 (B) confused about where her father has been
 (C) worried about her grandmother’s anger
 (D) hopeful about her family starting a new life
5. Which statement best expresses a theme of the story?
 (A) The recession causes the narrator’s dad to abandon the family.
 (B) From endings can come new beginnings.
 (C) Always listen to your elders.
 (D) The phoenix flies off to start its new life.
6. Which pair of lines BEST supports your answer to question 5?
 (A) “Having gratitude for someone doesn’t make you like them” ; “Grandma would be furious of course.”
 (B) “And then he stopped, because all of Dad’s books had been consumed in the fire” ; “Mama cried, though—about the photos, mostly.”
 (C) “The grammar bothered me more than what it said” ; “I didn’t know about the fire.”
 (D) “It was as if we could start fresh and all the rest of it had been burned away” ; “Sometimes it’s better to rise up out of the ashes, singing.”

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. Describe the relationship between Grandma and Mama. Use text evidence to support your answer.
8. What does the family in “Phoenix Farm” have in common with the mythological phoenix? Use details from both “Phoenix Farm” and “The Myth of the Phoenix” to support your answer.

Name: _____ Date: _____

“Phoenix Farm” Quiz

Directions: Read “Phoenix Farm” and “The Myth of the Phoenix.” Then answer the questions below.

1. On page 22, the narrator says, “Then the phone rang and he ran out of the room, expecting, I guess, that it would be Courtney or Brittany or another of his girlfriends named after spaniels.” The narrator’s attitude toward the girls calling her brother could BEST be described as
 (A) admiring.
 (B) annoyed.
 (C) uninterested.
 (D) worried.
2. On page 22, the narrator says, “The gray-green shell seemed to be taking minute breaths, pulsing in and out, in and out, like a tiny brittle ocean.” Context clues reveal that *minute* [my-NOOT] most closely means
 (A) very small.
 (B) loud.
 (C) uneven.
 (D) giant.
3. Which detail would be MOST important to include in a summary of the story?
 (A) Neighbors donate clothes to the family.
 (B) Nicky takes a burnt basketball from the ashes.
 (C) The narrator’s mother used to be a track star.
 (D) The narrator’s dad returns to his family after finding a new job.
4. Which BEST describes the narrator’s feelings after her father arrives at her grandma’s house?
 (A) angry
 (B) worried
 (C) confused
 (D) hopeful
5. Which statement best expresses a theme of the story?
 (A) The recession caused the narrator’s dad to abandon his family.
 (B) From endings can come new beginnings.
 (C) Always listen to your elders.
 (D) The phoenix flew off to start its new life.
6. Which of the following lines BEST supports your answer to question 5?
 (A) “Grandma would be furious of course.” (p. 23)
 (B) “And then he stopped, because all of Dad’s books had been consumed in the fire.” (p. 22)
 (C) “Having gratitude for someone doesn’t make you like them.” (p. 22)
 (D) “It was as if we could start fresh and all the rest of it had been burned away.” (p. 21)

Constructed-Response Questions

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

7. How does the author show that Grandma and Mama have a tense relationship? Use text evidence.
8. How is the family in “Phoenix Farm” similar to the phoenix from the myth? Use details from both texts to support your answer.

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

Phoenix Contest

In a well-organized essay, explain how the theme of rebirth is developed in "Phoenix Farm." Use evidence from both "Phoenix Farm" and "The Myth of the Phoenix." Five winners will get *Pax* by Sarah Pennypacker.

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

ENTRIES MUST BE RECEIVED BY May 15, 2018!

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 author Mackenzie Carro's tone in "YouTube Made Me Do It."

- 1.** In the introduction, Carro's tone as she explains the trend of challenge videos could be described as **concerned**. You could describe the tone this way because Carro presents the trend as a dangerous problem that needs to be addressed.
- 2.** Which of the following could be used to describe Carro's attitude toward teenagers in the section "Laughs and Likes"?
 Ⓐ amused Ⓑ sympathetic Ⓒ judgemental
- 3.** Explain your answer to question 2.
- 4.** Reread the last two columns of the article. Which statement **BEST** describes Carro's attitude toward social media sites?
 Ⓐ Carro is outraged; she thinks social media sites are to blame for teens' reckless behavior.
 Ⓑ Carro believes that social media sites are unfairly blamed for encouraging teens to take risks.
 Ⓒ Carro thinks social media sites have a role to play in discouraging reckless behavior but are not solely responsible for keeping teens safe.
- 5.** Explain your answer to question 4.

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 author Mackenzie Carro's tone in "YouTube Made Me Do It."

1. In the introduction, Carro's tone as she explains the trend of challenge videos could be described as **concerned**. You could describe the tone this way because Carro presents the trend as a dangerous problem that needs to be addressed.

2. Which of the following could be used to describe Carro's attitude toward teenagers in the section "Laughs and Likes"?

- Ⓐ amused (finding something funny or entertaining)
- Ⓑ sympathetic (showing concern and understanding)
- Ⓒ judgmental (disapproving or judging harshly)

3. Explain your answer to question 2. We got you started.

In the section "Laughs and Likes," Carro sounds like she understands that teens

Ask yourself:
Does Carro sound like she thinks teenagers can easily stop themselves from engaging in reckless behavior?

4. Reread the last two columns of the article. Which statement BEST describes Carro's attitude toward social media sites?

- Ⓐ Carro is angry; she thinks social media sites are totally to blame for teens' reckless behavior.
- Ⓑ Carro believes that social media sites are unfairly blamed for encouraging teens to take risks.
- Ⓒ Carro thinks social media sites play a role in discouraging reckless behavior but are not solely responsible for keeping teens safe.

5. Explain your answer to question 4.

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: _____

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

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "YouTube Made Me Do It." Complete the essay kit on page 27.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Is social media responsible for encouraging dangerous behavior?

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

☐ **Yes!** It's all social media's fault. ☐ **No!** Don't blame social media.

☐ _____

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "Yes" and "No" columns on page 27. Which points support your opinion?
What other information supports your opinion? List at least three supporting details on the lines below.

Here's an example: If you think social media sites are not to blame for teens' dangerous behavior, one of your supporting details might be: "Then again, teens have been taking risks since long before YouTube, Instagram, and smartphones."

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that social media IS responsible for encouraging dangerous behavior, summarize the strongest arguments of those who disagree. If you think that social media IS NOT responsible for encouraging dangerous behavior, summarize the main reasons some people think it is.

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

- 1. An anecdote** (a very short story): Describe your experience with challenge videos. Do you watch them? Have you ever put yourself in danger by trying one?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question:
"Is it really social media's fault that _____?"
- 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. Finish the summary of the debate over challenge videos.

Kids are filming themselves doing dangerous stunts to get famous online, and many kids are getting hurt in the process. Some people think that social media sites like YouTube are to blame.

Others think _____

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	<h2>INTRODUCTION</h2> <p>Open with your hook from Step 5.</p> <p>↓</p> <p>Write a transition sentence that relates your hook to the question of whether social media sites are responsible for encouraging dangerous behavior.</p> <p>↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p>↓</p> <p>Write your summary of the issue from Step 6.</p> <p>↓</p> <p>Finish with your thesis from Step 4.</p>
2	<h2>BODY PARAGRAPH(S)</h2> <p>Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p>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.</p> <div data-bbox="1182 913 1529 1207" style="border: 1px dotted black; border-radius: 50%; padding: 10px; margin-top: 10px;"> <p>Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</p> </div>
3	<h2>ACKNOWLEDGE THE OTHER SIDE</h2> <p>Now it's time to recognize the other side of the argument.</p> <p>Use what you wrote in Step 3.</p> <p>Then explain why you think the opposing point of view is wrong.</p>
4	<h2>CONCLUSION</h2> <p>Write 2-3 sentences to remind your readers of your main points.</p> <p>Finish with a strong final sentence.</p> <div data-bbox="1209 1564 1529 1764" style="border: 1px dotted black; border-radius: 50%; padding: 10px; margin-top: 10px;"> <p>Need an idea? Refer to your hook, find a quote, or give a call to action.</p> </div>
5	<h2>READ AND REVISE</h2> <p>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>

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:

"YouTube Made Me Do It"

1. garner (GAHR-ner) *verb*; To garner is to gather or earn something. *Garner* is often used to describe gathering or earning something other than a physical object—something like attention, interest, respect, or praise, as in, "Jasmine garnered a lot of praise for her science fair project."

2. incentivize (in-SEN-tih-vahyz) *verb*; An incentive (in-SEN-tiv) is something that encourages someone to do something or to work harder. Your principal might offer the incentive of a class pizza party for the student who sells the most raffle tickets.

Incentivize means "to provide with an incentive." The possibility of a class pizza party is meant to incentivize students to sell more tickets.

3. infringe (in-FRINJ) *verb*; As it is used in the article, *infringe* means "to wrongly limit or restrict" or "to force oneself on another's property or rights."

If your little sister reads your diary without permission, you could say she is infringing on your privacy. If a law infringes on citizens' rights, it interferes with citizens' rights and limits their freedom. (*Infringe* is almost always followed by *on* or *upon*.)

4. negligence (NEG-lih-jehns) *noun*; The verb *neglect* (nih-GLEKT) means "to fail to give enough attention to someone or something out of carelessness." If you neglect to floss your teeth, you might get cavities.

The adjective *negligent* (NEG-lih-juhnt) means "neglectful." If someone is negligent, they don't take care of people, objects, or situations the way they ought to.

Negligence is the quality or state of being negligent and usually has consequences. Negligence while driving might cause a car accident.

5. notoriety (noh-tuh-RAHY-ih-tee) *noun*; The adjective *notorious* (noh-TOHR-ee-uhs) means "well-known for something bad." A popular movie star is famous; a well-known criminal is notorious.

Notoriety is the quality or state of being notorious. In the same way that someone achieves fame for doing something good, someone achieves notoriety for doing something bad. A person might gain notoriety after having a violent outburst on a reality TV show.

6. reckless (REK-lis) *adjective*; Someone who is reckless acts without thinking about the dangers and possible consequences of his or her actions. Reckless behavior is irresponsible, careless, and lacks proper caution.

7. undermine (UHN-der-mahyn) *verb*; To undermine is to dig out or wear away the earth from under something, making it likely to collapse. A construction team might have to cut down a tree if its roots are beginning to undermine a wall.

Undermine can also mean "to make someone or something weaker or less effective, usually in a secret or gradual way." In other words, to undermine something is to work against it or sabotage it. A negative news article about someone might undermine the public's confidence in that person.

8. vulnerable (VUHL-ner-uh-buhl) *adjective*; If something is vulnerable, it can easily be harmed, either physically or emotionally. A baby bird is vulnerable without its mother's protection. You might feel vulnerable in a strange place.

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

"YouTube Made Me Do It"

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

1. vulnerable

- Ⓐ open to attack Ⓑ protected

2. undermine

- Ⓐ strengthen Ⓑ weaken

3. garner

- Ⓐ collect Ⓑ give out

4. negligence

- Ⓐ attention Ⓑ carelessness

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

5. Restaurants hope to achieve notoriety for their service.

- Ⓐ true Ⓑ false

Reason: _____

6. Parents prefer to hire reckless babysitters.

- Ⓐ true Ⓑ false

Reason: _____

Directions: Briefly respond to each prompt below.

7. Describe how a house might look after years of negligence.

8. What is something that might incentivize someone to sign up for a marathon?

9. What might you say to someone who is infringing on your space on the bus?

Name: _____ Date: _____

“YouTube Made Me Do It” Quiz

Directions: Read “YouTube Made Me Do It.” Then answer the questions below.

1. Consider the detail about human cannonballs on page 26. This detail contributes to the article by
 - (A) refuting the argument that social media is responsible for encouraging risky behavior.
 - (B) supporting the idea that teens have always taken risks.
 - (C) helping the reader understand that people have always enjoyed watching risky stunts.
 - (D) showing how challenge videos affect teens.
2. According to the article, which of the following is NOT a reason young people attempt dangerous challenges?
 - (A) The adolescent brain is wired to take risks.
 - (B) Teens value social media attention and fame.
 - (C) Challenge videos often cut out before any dangerous consequences are shown.
 - (D) Young people believe the challenges are totally safe.
3. Why does the author include a quote from YouTube’s Community Guidelines?
 - (A) to show that YouTube’s rules aren’t strict enough
 - (B) to provide an example of how social media sites try to discourage risky behavior
 - (C) to show that YouTube’s rules are too strict
 - (D) to refute the idea that challenge videos are a problem
4. On page 26, Mackenzie Carro writes, “Can social media sites really be blamed for kids making risky challenge videos?” What literary device is she using?
 - (A) rhetorical question
 - (B) hyperbole
 - (C) symbolism
 - (D) irony
5. What is the purpose of the literary device you chose for your answer to question 4?
 - (A) to convince readers that kids should stop making risky challenge videos
 - (B) to suggest that challenge videos are not as bad a problem as many people think they are
 - (C) to help readers understand what challenge videos are
 - (D) to encourage readers to consider whether social media sites are responsible for the behavior of their young users
6. Which claim could be supported by information from the article?
 - (A) The Tide POD challenge is the most dangerous of all the challenges.
 - (B) Challenge videos will soon be banned from social media.
 - (C) Teenagers are prone to risk-taking.
 - (D) YouTube does nothing to protect its users from content that encourages dangerous behavior.

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 idea about social media does the cartoon on page 25 express? In the article, how does author Mackenzie Carro express a similar idea? Explain, using text evidence to support your answer.
8. Consider the statistic on page 26 about how many hours of video young people watch on social media. Choose one side of the debate and explain how this information could be used to support it.

Name: _____ Date: _____

“YouTube Made Me Do It” Quiz

Directions: Read “YouTube Made Me Do It.” Then answer the questions below.

1. Consider the detail about human cannonballs on page 26. This detail helps the reader understand
 - (A) that social media encourages dangerous behavior.
 - (B) that teens have always taken risks.
 - (C) that people enjoy watching risky stunts.
 - (D) how challenge videos affect viewers.
2. According to information in the article, what is one reason young people try dangerous challenges like the Tide POD challenge?
 - (A) Social media sites pay teens to try these challenges.
 - (B) Teens don't mind getting hurt.
 - (C) Teens believe these challenges are safe.
 - (D) The adolescent brain is wired to take risks.
3. On page 27, Mackenzie Carro writes, “YouTube has removed thousands of clips of dangerous challenges . . .” This line supports the idea that
 - (A) YouTube has not done enough to protect its users.
 - (B) social media sites like YouTube do try to protect their users and discourage risky behavior.
 - (C) YouTube's policies are too strict.
 - (D) it's not YouTube's fault that people post so many challenge videos.
4. On page 26, Carro writes, “Can social media sites really be blamed for kids making risky challenge videos?” What literary device is she using?
 - (A) rhetorical question
 - (B) hyperbole
 - (C) symbolism
 - (D) irony
5. What is the purpose of the literary device you chose for your answer to question 4?
 - (A) to convince readers that kids should stop making risky challenge videos
 - (B) to suggest that challenge videos are not as bad a problem as many people think they are
 - (C) to help readers understand what challenge videos are
 - (D) to get readers to think about whether social media sites are responsible for how their users behave
6. Which claim could NOT be supported by information from the article?
 - (A) It's normal for teens to take risks.
 - (B) Making challenge videos can lead to injuries.
 - (C) Challenge videos will soon be banned from social media.
 - (D) Challenge videos are popular on social media sites like YouTube.

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 idea about social media does the cartoon on page 25 express? Explain your answer.
8. Consider the statistic on page 26 about how many hours of video young people watch on social media. Choose one side of the debate and explain how this information could be used to support it.

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 . . .

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

- **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.

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 "Did the World's Tallest Mountain Shrink?" and complete the activity on page 29. Then follow the steps below to write a response to the question on page 29.

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

Question from page 29:
Is measuring Everest worth the risk?

Step 1: Write your claim.

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

Measuring Mount Everest _____

_____.

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:

"Did the World's Tallest Mountain Shrink?"

1. altitude (AL-tih-tood) *noun*; Altitude is how high something is above a particular point.

Altitude is usually measured from the level of the sea. An airplane flying at an altitude of 35,000 feet is 35,000 feet above the level of the sea.

2. frostbite (FRAWST-bahyt) *noun*; Frostbite is an injury in which a section of skin (and sometimes the tissues below the skin) freezes. With mild frostbite, the skin turns pale or red and cold but is not permanently damaged. With severe frostbite, the area becomes numb and eventually turns black and hard as the tissue dies. Severe frostbite is a serious, permanent injury. A person is most likely to get it in very cold, windy weather.

3. hubris (HY00-bris) *noun*; Hubris is extreme or foolish pride or self-confidence. The word comes from ancient Greece, when it was used to describe pride so great that it made someone think they could disobey the gods. (That never worked out; in Greek mythology, hubris always leads to the person's downfall.)

4. subzero (suhb-ZEE-roh) *adjective*; The prefix *sub-* means "under, beneath, or below." *Subzero* means "below zero." So a subzero temperature is a temperature less than zero on some scale, such as the Fahrenheit or Celsius scale.

5. summit (SUHM-it) *noun or verb*; As a noun, *summit* means "top or peak—the highest point." The summit of a mountain is the very top.

As a verb, *summit* means "to reach the top of a mountain." If Beth and Sam summit a mountain at 1 p.m., they reach the top of the mountain at 1 p.m.

6. tectonic (tek-TAHN-ik) *adjective*; *Tectonic* comes from the Greek word for "building." It means "relating to changes in the structure of Earth's surface." Earth's crust, or outermost layer, is made up of giant slabs of rock called tectonic plates. As they slowly move, mountains and volcanoes form. Their movement can also cause earthquakes.

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.

Name: _____ Date: _____

“Did the World’s Tallest Mountain Shrink?” Quiz

Directions: Read “Did the World’s Tallest Mountain Shrink?” Then answer the questions below.

- Which of the following details should NOT be included in a summary of the article?
 - Everest, the world’s tallest mountain, may be an inch shorter.
 - Scientists will soon begin a risky mission to measure Everest.
 - In 2015, Nepal experienced a series of devastating earthquakes.
 - Climbers first summited Everest in 1953.
- Which of the following caused the Himalaya mountain range to form?
 - a series of earthquakes
 - the collision of tectonic plates
 - the relaxing of Earth’s crust
 - a lack of oxygen in the air
- Author Mackenzie Carro develops the idea that Mount Everest is a dangerous place in all the following ways EXCEPT by
 - describing its atmosphere and weather.
 - explaining how the human body responds to its conditions and terrain.
 - including the detail that many climbers have died trying to summit it.
 - mentioning that it is a popular tourist destination.
- On page 28, Carro writes, “The powerful earthquakes toppled homes, stores, and temples.” Which of the following is the definition of *topple* as it is used in that sentence?
 - to win a victory over something or someone
 - to remove a government leader from power
 - to cause something to become unsteady and fall
 - to energize mentally or physically
- Why might some people see Everest as the “ultimate symbol of hubris” (29)?
 - They find it foolish to attempt such a risky journey and challenge the power of nature.
 - They believe that summiting Everest is the ultimate achievement for a climber.
 - They think that climbing Everest is something most people are capable of doing.
 - They think that climbing Everest requires great physical and mental strength.
- Which of the following statements can be supported by information in the article?
 - The human body thrives in high altitudes.
 - Scientists are using old satellite data to get a new, official measurement of Everest.
 - If Everest has shrunk, fewer people will be interested in climbing it.
 - Shifting tectonic plates can cause earthquakes.

Constructed-Response Question

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

- According to Mackenzie Carro, Everest is a “cultural obsession” (29). What does she mean? Why do you think Everest is a cultural obsession? Use text evidence to support your answer.

Name: _____ Date: _____

“Did the World’s Tallest Mountain Shrink?” Quiz

Directions: Read “Did the World’s Tallest Mountain Shrink?” Then answer the questions below.

1. Which of the following details should NOT be included in a summary of the article?
 - (A) Everest, the world’s tallest mountain, may be an inch shorter.
 - (B) Scientists will soon begin a risky mission to measure Everest.
 - (C) In 2015, Nepal experienced a series of earthquakes.
 - (D) Climbers first summited Everest in 1953.
2. According to the section “Like an Onion,” which of the following caused the Himalaya mountain range to form?
 - (A) earthquakes
 - (B) the collision of tectonic plates
 - (C) the relaxing of Earth’s crust
 - (D) a lack of oxygen in the air
3. Which detail supports the idea that Mount Everest is a dangerous place?
 - (A) Everest is a popular tourist destination. (p. 28)
 - (B) Everest is a cultural obsession. (p. 29)
 - (C) Every year, hundreds of people attempt to climb Everest. (p. 28)
 - (D) Everest has unpredictable weather and subzero temperatures. (p. 29)
4. On page 28, Carro writes, “The powerful earthquakes toppled homes, stores, and temples.” *Topple* most closely means
 - (A) straighten.
 - (B) raise.
 - (C) knock down.
 - (D) weaken.
5. On page 29, Carro writes that “understanding what happened after the earthquake may help scientists predict where another earthquake might occur.” Why would such a prediction be valuable?
 - (A) People would be able to prepare for a possible earthquake.
 - (B) More people would be able to climb Everest.
 - (C) Scientists could practice using GPS devices.
 - (D) The earthquake could be prevented.
6. Which of the following statements CANNOT be supported by information in the article?
 - (A) Many tourists visit Everest each year.
 - (B) Scientists use GPS devices to measure altitude.
 - (C) Shifting tectonic plates cause earthquakes.
 - (D) If Everest is shorter, fewer people will want to climb it.

Constructed-Response Question

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

7. What makes Mount Everest so fascinating to people? Use text evidence from “Did the World’s Tallest Mountain Shrink?” to support your answer.

Name: _____ Date: _____

Correct Capitalization

Capital letters are used to mark the beginning of sentences, to distinguish proper nouns from common nouns, and to indicate other words that deserve special attention. Here are some rules to help you use capitals correctly.

Capitalize the first word in every sentence.

Last weekend, we went to see an exhibit about frogs. Did you know that one tiny poison dart frog can contain enough poison to kill 10 adults?

Capitalize the first word of a direct quotation.

Stacy asked, "When are we leaving for vacation?"

"You know I don't like mushrooms," said Ethan.

Capitalize proper nouns. A proper noun names a *specific* person, place, thing, or idea.

I would love to travel to New Zealand, Hawaii, and Australia.

You will read about Anne Frunk when you study World War II.

Jason went to the mall to buy Nike sneakers.

Capitalize titles like Mr., Ms., Dr., and official titles like Governor when they come directly before a name.

I sent a birthday card to Ms. Shaw.

Please give this envelope to Judge Anderson.

Lucy says that Dr. Becker called.

Capitalize titles when they are used instead of a name.

"Please ask Dad to call me after he drops you off," said my mom.

My grandmother just celebrated her 90th birthday. Go, Grandma!

"Nice to see you again, Captain," said Roger.

An activity on capitalization begins on the next page.

Directions: Correct the 17 capitalization errors in the letter below. Circle any letters that should be capitalized, and draw a slash through any letters that should be lowercase. Each letter counts as one mistake.

Dear Mom and dad,

Hello from Maine! I know I could just call you, but I thought it might be fun to write you a letter. I’m having a great time here with aunt Donna and uncle Keith—and with Franny and Mike, of course. We’ve been doing all kinds of fun outdoor stuff, like hiking, swimming, and canoeing. Ginger cookie comes along with us for almost everything. You should see how cute she looks in her dog life jacket.

This weekend we are going to make a trip to acadia National park and the nearby town of Bar Harbor. Aunt Donna and uncle Keith promised to take us on a Whale watching trip. I’m so excited! Sadly, ginger cookie isn’t allowed to come, so Mike is going to take her on a hike while the rest of us are on the Boat. Afterward we’ll all meet up for ice cream at some place called CJ’s big dipper. as you can see, we’ve got the important stuff all planned out!

I’ve got just one more thing to tell you—hopefully it will make you smile. Tonight we are making homemade pizza for dinner. (Grandpa John made the dough for the crust yesterday.) We had pizza last weekend too, and Franny was worried that I might not want it again so soon. Ha! Can you imagine? I guess my Cousin still has some things to learn about me! Anyway, when she asked me if I minded having pizza again, I turned to her and said, “there’s something you need to understand, Franny. I would happily eat pizza three times a day, seven days a Week.”

As you can probably tell, I am really happy here. I miss you though. Maybe you can send me a letter?

Love,
Taylor

Name: _____ Date: _____

Scavenger Hunt: Capitalization

Directions: Complete the scavenger hunt below. You'll be hunting through the April 2018 issue of *Scope*.

1. Go to the article "The Children Who Escaped The Nazis." List all of the capitalized words in the sections "A Storm of Hatred" and "The Children."

Note:

- Do NOT list words that are capitalized only because they are the first word of a sentence.
- If a capitalized word appears more than once in the section, you only need to list it one time.
- If two or more words go together (for example, *Lore Sulzbacher*), list them together.

2. Based on the words you wrote in the box above, explain what type of words you think should always be capitalized. If there is anything you're unsure about in terms of capitalization, record your questions in the bottom section of this box.

Types of words that should always be capitalized:

My questions about capitalization:

3. In response to question 1, you should have written down *World War I*. If you missed it, add it to your list.

A. Now go to the section "Pushing Forward." Copy the first sentence of the second paragraph here:

B. Why is *war* capitalized in *World War I* but not in the sentence from "Pushing Forward"?

4. In response to question 1, you should have listed the words *November* and *March*. If you missed them, add them to your list.

A. Now go to "Stinky Pits: A History" on page 16. Copy the first sentence of the article here:

B. Circle the correct choice in each sentence:

Months **should/should not** be capitalized.

Seasons **should/should not** be capitalized.

5. A. Turn to "Did the World's Tallest Mountain Shrink?" on pages 28-29. In the article, does the author capitalize the name of the planet we live on?

B. Now read the following sentence:

Archaeologists used tiny brushes to remove the earth around the dinosaur bones.

When should the word *earth* be capitalized and when should it not be capitalized?

6. A. Turn to the interview on page 32. Read Bella's response to the second-to-last question. Why are the words *committee* and *board* capitalized in this paragraph?

B. Write a sentence using either the word *committee* or the word *board* such that it does not need to be capitalized.

If you still have questions about capitalization, discuss them with a partner or your teacher.

Name: _____ Date: _____

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Bella Rossborough into an article.

1 The headline "How I Got Plastic Bags Banned" gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

2 Rewrite each question-and-answer pair on the lines below. Write from the third-person point of view (using *he*, *she*, or *they* to refer to people—never *I* or *we*). Paraphrase—that is, rewrite in your own words—what Bella says. We did the first pair for you.

Q-and-A No. 1:

Plastic bags are harmful because after they are thrown away, they can escape into our environment and cause problems. The bags can end up in our oceans where they can hurt animals by wrapping around the animals' mouths or bodies and making it hard for them to breathe or move. An animal can also mistake a plastic bag for food and eat it, which can make the animal sick.

Q-and-A No. 2:

Q-and-A No. 3:

Q-and-A No. 4:

Q-and-A No. 5:

Q-and-A No. 6:

3 Choose two sentences that Bella said in the interview to use as direct quotes in your article.
A direct quote is another person's exact words.

When you include direct quotes in your article, you must put them in quotation marks, and you must make clear who is saying them. Here are two examples of how to do that:

1. "I was going to mail it to the Board of Selectmen—a group of officials who make decisions about how our town is run," explains Bella. "But my teacher encouraged me to present my ideas in person."
2. Bella says, "You don't have to look very hard to find a plastic bag blowing around on the ground, stuck in a tree, or floating in the water."

Direct Quote 1: _____

Direct Quote 2: _____

4 Now it's time to put it all together. Write your three-paragraph article on a separate sheet of paper or type it up, following the guidelines below.

Opening Paragraph:

- Your first sentence should be a hook—that is, it should grab the reader's attention. One option is to state something that is surprising, interesting, or moving. What detail did you find most interesting from the interview?
- Let readers know what the article is going to be about. In other words, state the central idea of the article.

Body Paragraph:

- Explain to your readers why plastic bags are a problem and how Bella was able to get them banned in her town, using information from the six question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the interview. Each idea you include should support the central idea that you wrote in Step 1.
- Don't forget to include the direct quotes you chose in Step 3.

Conclusion:

- Wrap it all up. End your article with a strong sentence that will give your readers something to think about. One option is to end with a quote. Another is to refer to your hook from the opening paragraph.

WRITING TIPS!

- Use transition words and phrases so your ideas flow smoothly from one to the next.
- Vary the lengths and structures of your sentences to keep your writing lively.
- Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft. Proofread your second draft, checking for mistakes in spelling, punctuation, and grammar.

"You Write It" Sample Article

The article is written from the third-person point of view: It's not Hunter telling the story, it's a narrator.

Heroic Rescue on the Mountainside

Hunter Nelson, 17, watched helplessly as his friend Danny Riat fell silently through the air. He saw Danny land so hard that his shoes fell off. Then Hunter leaped into action, turning what could have been a tale of tragedy into the story of a heroic rescue.

The first sentence hooks the reader's attention by describing a dramatic moment.

The first three paragraphs summarize the first, second, and third question-and-answer pairs in the interview.

The two friends had been hiking to a beautiful camping spot near Archer Mountain in Washington State. As they made their way through the woods, the trail got steeper and steeper, until it was nearly vertical. Danny was 70 feet above Hunter when Hunter heard rocks falling. He looked up and saw Danny fly past him.

This sentence states the main idea. It tells readers they are going to read about Hunter rescuing Danny.

"He didn't make any noise as he fell, so it felt unreal, like I was in a dream," says Hunter. When Danny landed, he was knocked unconscious. "I was sure he was dead," says Hunter.

Here are direct quotes from the interview.

Starting here, each paragraph summarizes one of the question-and-answer pairs from the interview.

A wave of adrenaline swept through Hunter as he rushed to reach his fallen friend. Hunter never felt any fear; he just knew he had to get to Danny. It took Hunter only one or two minutes to scramble down the cliff that had taken them 45 minutes to climb up.

When he reached Danny, Hunter's survival training kicked in. He checked Danny's ears and nose for blood, then made sure Danny wasn't paralyzed. Then Hunter called 911. As they waited for help to arrive, Hunter kept Danny warm by wrapping him in camping gear and blew a whistle to guide the 50 rescuers who were searching for them. Later, he lit a signal fire and waved a torch in the air.

After five hours, a Coast Guard helicopter reached Hunter and Danny. The rescuer and Hunter got Danny into a basket and lifted him up into the helicopter. Once Danny was safely on board, Hunter and the rescuer were lifted into the helicopter as well.

Hunter says that the experience on the mountain has changed him. It has made him want to help people, and he is thinking about a career in search and rescue. "I knew what to do," says Hunter, "and it helped save Danny's life."

Here's another direct quote. The writer uses it to end the article on a thought-provoking note.

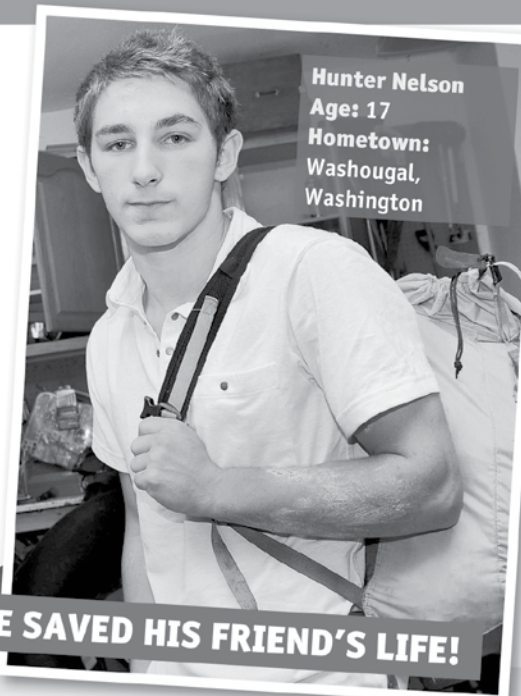
Main Idea

You Write It

We did the interview. We wrote the headline. *You* write the article.

DIRECTIONS:

1. Read our interview with Hunter Nelson. **2.** Think about the headline we wrote. That will tell you what the main idea of your article should be. **3.** Write an article about Hunter in your own words. Use quotes from the interview, and make sure you stay focused on the main idea. Your article should be 250 to 500 words.



The Headline

Heroic Rescue on the Mountainside

The Interview

Scope: You and your friend Danny Riat had a scary experience on your hiking trip. What was your plan?

Hunter: We were going to camp at this place near Archer Mountain in Washington State with beautiful bluffs, waterfalls, and creeks. As we traveled through the woods, it got steeper and steeper. It was nearly vertical.

Scope: What happened then?

Hunter: Danny was 70 feet above me. I heard rocks falling, looked up, and saw him fly over me. He didn't make any noise as he fell, so it felt unreal, like I was in a dream. I watched him fall and land so hard his shoes fell off. He was knocked out. I was sure he was dead.

Scope: You must have been incredibly frightened.

Hunter: I felt this rush of adrenaline and thought, "I have to get down there!" I never felt fear. We had spent 45 minutes climbing that cliff, and it took me one minute, maybe two, to get down to him.

Scope: What did you do when you reached him?

Hunter: I checked his ears and nose for blood, and checked his extremities to make sure he wasn't paralyzed. Then I called 911. While we waited for rescue, I wrapped him in camping gear to keep him warm. There were 50 people looking for us. I blew a whistle to show where we were. As it got dark, I started a signal fire and waved a torch in the air.

Scope: Your survival training kicked in. How did they get you out of there?

Hunter: After five hours, a Coast Guard helicopter came. We got Danny on a backboard and carried him to a basket that they lifted up first. Then they pulled up the rescuer and me.

Scope: Did this experience change you?

Hunter: Yes. It makes me think about what's important. It makes me want to help people. After this, I've thought about a career in search and rescue. I knew what to do, and it helped save Danny's life.

Now you write the article!

**YOU WRITE IT
CONTEST**

Send your article to the **You Write It Contest**. Five winning stories will be published in *Scope Online*. See page 2 for details.

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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

Read our interview with Bella Rossborough. Choose a central idea and write a three-paragraph article about Bella in your own words. Be sure to use quotes from our interview. Three winners will each get a \$25 Visa gift card.

Entries will be judged on:

- ⇒ a clear central idea and supporting evidence
- ⇒ use of quotations
- ⇒ organization
- ⇒ grammar

My name: _____

My home phone number: _____ My grade: _____

My teacher's name : _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY May 15, 2018!

Name: _____ Date: _____

Your vs. You're

Your and *You're* are often confused and misused. Here's what you need to know to use them correctly:

YOUR is a possessive that indicates ownership.

Examples:

"Can I borrow **your** pencil?" Henry asked Raj.
It's **your** turn to wash the dishes tonight.

YOU'RE is a contraction of "you are."

Examples:

"After **you're** finished with soccer practice, let's go out for pizza," Aunt Elise said.
"**You're** the best!" I exclaimed. "I love pizza!"

Here's a trick: Replace the *your* or *you're* in your sentence with *you are*.
If the sentence makes sense, *you're* is correct. If it does not, *your* is correct.

Directions: Choose the correct sentence in each group below.

1. Ⓐ Your going to have to move your car because it's blocking the exit.
Ⓑ Your going to have to move you're car because it's blocking the exit.
Ⓒ You're going to have to move your car because it's blocking the exit.
Ⓓ You're going to have to move you're car because it's blocking the exit.
2. Ⓐ "That's what your wearing to the dance?" Mom exclaimed. "Your kidding, right?"
Ⓑ "That's what your wearing to the dance?" Mom exclaimed. "You're kidding, right?"
Ⓒ "That's what you're wearing to the dance?" Mom exclaimed. "You're kidding, right?"
Ⓓ "That's what you're wearing to the dance?" Mom exclaimed. "Your kidding, right?"
3. Ⓐ I can't read your handwriting. Can you please type this up on your computer?
Ⓑ I can't read your handwriting. Can you please type this up on you're computer?
Ⓒ I can't read you're handwriting. Can you please type this up on you're computer?
Ⓓ I can't read you're handwriting. Can you please type this up on your computer?
4. Ⓐ Your chances of making the soccer team are really good because your such a skilled player.
Ⓑ You're chances of making the soccer team are really good because you're such a skilled player.
Ⓒ You're chances of making the soccer team are really good because your such a skilled player.
Ⓓ Your chances of making the soccer team are really good because you're such a skilled player.

Directions: Fill in each blank with *your* or *you're*. Then write your own sentence using *your* or *you're*—or both!

5. "_____ making me laugh so much I almost spilled my lemonade!" said Arianna, giggling.

6. Make sure that _____ parents have signed _____ permission slip by Friday.

7. _____