

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.

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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?"

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Tone Words

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



POSITIVE TONE WORDS

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



NEUTRAL TONE WORDS

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



NEGATIVE TONE WORDS

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

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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 style="text-align: center;">INTRODUCTION</h2> <p style="text-align: center;">Open with your hook from Step 5.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Write a transition sentence that relates your hook to the question of whether social media sites are responsible for encouraging dangerous behavior.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Write your summary of the issue from Step 6.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Finish with your thesis from Step 4.</p>
2	<h2 style="text-align: center;">BODY PARAGRAPH(S)</h2> <p style="text-align: center;">Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p style="text-align: center;">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 909 1531 1213" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i>Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</i></p> </div>
3	<h2 style="text-align: center;">ACKNOWLEDGE THE OTHER SIDE</h2> <p style="text-align: center;">Now it's time to recognize the other side of the argument.</p> <p style="text-align: center;">Use what you wrote in Step 3.</p> <p style="text-align: center;">Then explain why you think the opposing point of view is wrong.</p>
4	<h2 style="text-align: center;">CONCLUSION</h2> <p style="text-align: center;">Write 2-3 sentences to remind your readers of your main points.</p> <p style="text-align: center;">Finish with a strong final sentence.</p> <div data-bbox="1206 1560 1531 1770" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i>Need an idea? Refer to your hook, find a quote, or give a call to action.</i></p> </div>
5	<h2 style="text-align: center;">READ AND REVISE</h2> <p style="text-align: center;">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

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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?

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“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.