

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 "Escape From Alcatraz."

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

2. What significant event does the article describe? Why is this event significant?

3. What obstacles do the main persons face leading up to this event?

4. What happened to the main persons in the article after the event?

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

Summary of "Escape From Alcatraz"

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 "Escape From Alcatraz."

In 1962, three inmates—Frank Morris, Clarence Anglin, and John Anglin—
attempted to break out of one of America's toughest prisons: Alcatraz.

Alcatraz was created to _____.
_____. The prison was

thought to be escape-proof because _____

_____. As a result, the inmates who tried to escape Alcatraz before
Morris and the Anglin brothers _____

_____. Nevertheless, the three men decided
to try. They devised an escape plan that included _____

_____. On the night of June 11, 1962, Morris
and the Anglin brothers followed through with their plan and were never seen

again. Officials concluded that the men perished in the Bay, but _____

_____.

1. What was
the purpose
of Alcatraz?

2. List two
reasons
escape from
Alcatraz was
considered
impossible.

3. What
happened to
inmates who
had tried
to escape
previously?

4. How did
the men plan
to escape?

5. What
have some
other
people
concluded?
Why?

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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 "Escape From Alcatraz."

1. Reread the section "Ready for Troublemakers." Which statement below BEST expresses the central idea of this section?

- Ⓐ Officials at Alcatraz were nervous before the arrival of the first inmates. (p. 8)
- Ⓑ Alcatraz opened in 1934. (p. 8)
- Ⓒ Alcatraz was built to house the most dangerous criminals in America. (p. 8)
- Ⓓ Criminals became celebrities in the 1930s. (p. 8)

2. Read the central idea of the introduction and the section "Many Had Drowned" 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:
Frank Morris, Allen West, and the Anglin brothers were resourceful.

- Ⓐ "They covered the dummy heads with hair stolen from the prison barbershop and painted faces on them." (p. 7)
- Ⓑ "Carefully avoiding the prison searchlight, they crawled silently across the roof . . ." (p. 7)
- Ⓒ "For months, they had been using stolen spoons and a power drill made out of a vacuum cleaner motor to dig away at the concrete walls of their prison cells." (p. 6)
- Ⓓ "Using stolen and handmade tools, they'd managed to fashion life jackets and a raft out of raincoats." (p. 6)

I chose _____ because _____

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

Central Idea:

Detail 1: "After a gong signaled wake-up at 6:30 a.m., inmates cleaned their cells, then stood to be counted." (p. 8)

Detail 2: "No newspapers or radios were allowed. Lights-out was at 9:30 p.m. sharp." (p. 9)

Detail 3: "Men who broke the rules faced harsh punishment, the most feared of which was solitary confinement." (p. 9)

- 4. Consider the central idea of the whole article that is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.**

Central Idea:

It was extremely difficult to escape from Alcatraz.

Detail 1:

"Men had tried to escape from Alcatraz before only to drown in the frigid waters of San Francisco Bay." (p. 6)

Detail 2:

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 "Escape From Alcatraz."

1. Read the central idea of the introduction and the section "Harsh Punishment" stated in the box below. Then check the boxes next to the THREE details that support the central idea.

Central Idea:

Frank Morris, Allen West, and the Anglin brothers were resourceful.

- ☐ "They covered the dummy heads with hair stolen from the prison barbershop and painted faces on them." (p. 7)
- ☐ "Carefully avoiding the prison searchlight, they crawled silently across the roof . . ." (p. 7)
- ☐ "For months, they had been using stolen spoons and a power drill made out of a vacuum cleaner motor to dig away at the concrete walls of their prison cells." (p. 6)
- ☐ "Using stolen and handmade tools, they'd managed to fashion life jackets and a raft out of raincoats." (p. 6)
- ☐ "Morris, who'd been imprisoned for bank burglary, was no stranger to escape." (pp. 6-7)

2. Read the details below. In the box, complete the central idea that these details support.

Central Idea:

It was extremely difficult to _____.

Detail 1: "Head counts took place constantly." (p. 9)

Detail 2: "Men had tried to escape from Alcatraz before only to drown in the frigid waters of San Francisco Bay." (p. 6)

Detail 3: "Men had made it this far before. None had made it to freedom. Some drowned. Others were turned back by the strong currents." (p. 7)

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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 "Escape From Alcatraz."

1. In the section "Ready for Troublemakers," the author uses a **problem and solution** structure. Read the problem written below, then explain its solution on the lines provided.

Problem: Crime increased in the U.S. in the 1930s. Many powerful and dangerous criminals emerged during this time.

Solution: _____

2. A. Underline the text structure the author uses in the section "Island of the Pelicans" to explain the history of Alcatraz.

compare and contrast sequence of events

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

3. What does the author **compare and contrast** in the section "Daring Escapes"?

Description or List

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

Cause and Effect

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

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

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

Sequence of Events

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

4. A. Which text structure does the author primarily use in the section "Harsh Punishment"?

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

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Did They Make It?

Directions: Fill in the boxes to evaluate the evidence presented in "Escape From Alcatraz" that Frank Morris and Clarence and John Anglin escaped to freedom and the evidence that they did not make it to freedom.

<p>1. Evidence: After their escape attempt, the three men were never seen again (9).</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>	<p>2. Evidence: "According to some records, a raft was found on nearby Angel Island" (9).</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>
<p>3. Evidence: A body was spotted floating in San Francisco Bay after the men's escape attempt—though it was never identified (9).</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>	<p>4. Evidence: There were rumors of a stolen car that could have been used by Morris and the Anglins (9).</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>

<p>5. Evidence:</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>	<p>6. Evidence:</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

7. Based on the story, which do you find more convincing—that Morris and the Anglin brothers survived and made it to freedom, or that they did not?

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Close-Reading Questions

"Escape From Alcatraz"

1. On page 7, author Deborah Hopkinson asks, "Could Morris and the Anglin brothers pull off the most daring escape in the history of Alcatraz?" According to the article, what was daring about the men's planned escape?
(key ideas and details)
2. On page 8, Hopkinson explains that Alcatraz was designed to be the most escape-proof prison in America. Why is this detail important to the story of Morris and the Anglins' escape? (text structure)
3. In the first paragraph of "Harsh Punishment," what sensory details does Hopkinson use? What is the effect of these sensory details—that is, what do they help you imagine or understand? (author's craft)
4. What idea or ideas about Alcatraz are supported by the information about Al Capone on page 9? Explain. (text structure)

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Critical-Thinking Questions

"Escape From Alcatraz"

1. As you read, did you find yourself rooting for Morris and the Anglins, hoping they would succeed in their escape? Why or why not?
2. Why do you think people continue to be interested in the story of Morris and the Anglin brothers' escape from Alcatraz?
3. Hopkinson notes that Alcatraz officials concluded that Morris and the Anglins died during their escape attempt, while the Anglins' family insists that the brothers survived. Why might prison officials have wanted to believe that the three men died? Why might the Anglin brothers' family want to believe that they survived?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Escape From Alcatraz.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading

Text Features, Mood, Inference

1. Read the **headline** and look at the image on pages 4-5. What mood do the title and image create?

2. Study the images and read the **caption** on page 7. What do these features reveal about Frank Morris?

3. What can you tell about Alcatraz from the map on page 8?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Inference

5. What is the **mood** of the first three paragraphs of the introduction? How does the author create this mood?

6. From information in the section “Ready for Troublemakers,” what can you **infer** about Warden James A. Johnston’s personality?

7. **A.** Check (☒) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Island of the Pelicans.”

The author compares Alcatraz the fort with Alcatraz the prison.

The author chronologically explains the history of Alcatraz island.

The author describes the effect that the discovery of gold had on the construction of Alcatraz.

B. Explain how you know.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Escape From Alcatraz.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

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1. Read the **headline** and look at the image on pages 4–5. What mood do the title and image create?

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4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading
Mood, Text Structure, Inference

5. **Mood** is the feeling the reader gets from a piece of writing. What is the **mood** of the first three paragraphs of the introduction?

- Ⓐ suspenseful
- Ⓑ relaxed
- Ⓒ pessimistic

B. Briefly explain how the author creates this mood:

6. In the first section of the article, the author writes that Frank Morris’s heart was “pounding” while he waited for the prison to quiet down for the night. What do you think Morris was feeling at that moment?

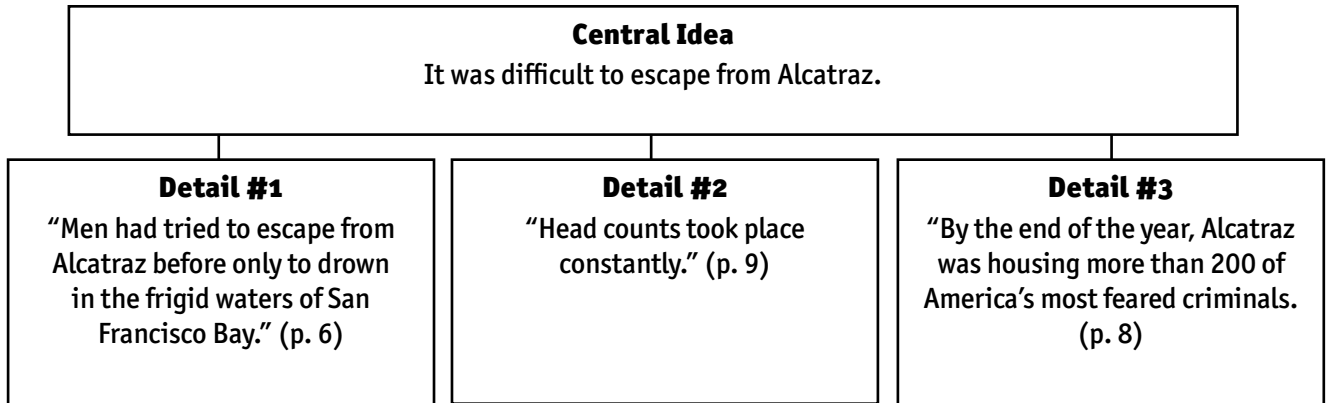
7. **Text structure** is the term for how an author organizes information. Information in the section “Island of the Pelicans” uses a sequence-of-events structure. Which words and phrases in the section help you identify this text structure?

- Ⓐ gold was discovered in California; people worried that San Francisco might be attacked
- Ⓑ small sandstone island; Barren; 22-acre island
- Ⓒ After gold was discovered in California in 1848; in the 1860s; Then, in 1934

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of “Escape From Alcatraz” 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.

9. 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 “Escape from Alcatraz.”

- a. Before Morris and the Anglin brothers, many inmates had tried to escape from Alcatraz and failed.
- b. Al Capone terrorized Chicago in the 1920s.
- c. Morris was imprisoned for bank burglary.
- d. I can’t believe Morris was able to pull off his plan.
- e. Morris and the Anglin brothers tried to escape from Alcatraz.
- f. Officials believe Morris and the Anglin brothers died during their escape, but no one knows for sure.

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

Vocabulary:

"Escape From Alcatraz"

- 1. barren (BEHR-uhn)** *adjective or noun*; The adjective *barren* means "having very few plants or not good for growing plants." The desert is an example of a barren landscape. *Barren* can also mean "unable to produce seeds or offspring." A barren apple tree is one that cannot produce any apples.

As a noun, *barren* refers to an area of land with sandy soil where few plants are able to grow.

- 2. cohort (KOH-hawrt)** *noun*; A cohort is a companion or supporter with whom you have something in common. *Cohort* is often used to mean "accomplice"—that is, someone who helps someone else carry out a crime or wrongdoing. *Cohort* is also used to describe a group of people who are around the same age or have something else in common, as in "A cohort of middle school students sat near the front of the room."

- 3. fashion (FASH-uhn)** *verb or noun*; As used in "Escape From Alcatraz," *fashion* is a verb that means "to make something from something else." Cavemen fashioned tools from stones. You might fashion a guitar strap out of a scarf. *Fashion* can also be a noun that refers to what's popular and in style.

- 4. hypothermia (hahy-poh-THUHR-mee-uh)** *noun*; If a person has hypothermia, his or her body temperature is dangerously low. If hypothermia is not treated, it can lead to death. Someone may develop hypothermia after falling into ice-cold water or being outside in the cold without warm-enough clothes.

- 5. incarcerate (in-KAHR-suh-rayt)** *verb*; To incarcerate someone is to put him or her in prison. If someone is incarcerated (adjective), that person is in prison. In the sentence "Linda took college classes during her incarceration," *incarceration* (noun) means "the time during which she was in prison."

- 6. ingenious (in-JEEN-yuhs)** *adjective*; Something that is ingenious is very clever; it shows creativity and inventiveness.

7. notorious (noh-TOHR-ee-uhs) *adjective*; To be notorious is to be famous for something bad.

A movie star is famous; a well-known criminal is notorious. Tourists might avoid a part of a city that is notorious for crime. A restaurant might be notorious for its poor service.

8. penitentiary (pen-i-TEN-shuh-ree) *noun*; A penitentiary is a prison for people convicted of serious crimes.

9. warden (WAWR-dn) *noun*; A warden is a person who is in charge of or takes care of something. Many workplaces have "fire wardens," people in charge of leading fire drills and getting employees to safety if there's an emergency. *Warden* is most often used to refer to an official in charge of a prison.

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

"Escape From Alcatraz"

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

1. warden

- Ⓐ student Ⓑ guardian

2. ingenious

- Ⓐ original Ⓑ empty

3. barren

- Ⓐ lifeless Ⓑ lush

Directions: Fill in the circle next to the best answer choice.

4. Which is a reason that David might be sent to a penitentiary?

- Ⓐ He steals millions of dollars.
Ⓑ He breaks his leg.

5. Someone who is incarcerated is _____.

- Ⓐ in prison
Ⓑ stuck in a traffic jam

6. Which of the following countries is notorious for its air quality?

- Ⓐ a country known for its exceptionally clean air
Ⓑ a country known for its highly polluted air

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

7. Maria fashioned _____

8. Eli was treated for hypothermia after _____

9. The robber ratted out his cohorts to the police. He _____

Name: _____ Date: _____

“Escape From Alcatraz” Quiz

Directions: Read “Escape From Alcatraz”. Then answer the questions below.

- Which statement best describes the structure of “Escape From Alcatraz”?
 - The author describes the causes of rising crime in the United States.
 - The author compares and contrasts Alcatraz as a military prison to Alcatraz as a federal prison.
 - The author lists attempted escapes from Alcatraz and explains why each attempt failed.
 - The author gives an account of the 1962 escape from Alcatraz mixed with descriptions of the place and time.
- On page 8, Deborah Hopkinson writes that “the U.S. was hit by a crime wave.” This line contains
 - a metaphor that shows criminal activity in the U.S. had increased greatly.
 - a simile that portrays the 1930s as a safe time.
 - a metaphor that indicates there had been a natural disaster.
 - hyperbole that explains how large the United States was at that time.
- Hopkinson characterizes Morris, West, and the Anglin brothers as
 - aggressive and threatening.
 - clever and bold.
 - concerned and considerate.
 - foolish and reckless.
- Hopkinson’s tone as she discusses what may have happened to Morris and the Anglin brothers could be described as
 - playful and humorous.
 - frustrated and angry.
 - uncertain and curious.
 - confident and calm.
- Which of the following details should NOT be included in a summary of the article?
 - Alcatraz was designed to be an escape-proof prison.
 - Juan Manuel de Ayala discovered Alcatraz Island.
 - The waters surrounding Alcatraz Island are dangerous.
 - Morris and the Anglin brothers were never found.
- Hopkinson likely wrote “Escape From Alcatraz”
 - to convince readers to visit Alcatraz Island.
 - to inform readers about illegal gambling in the United States.
 - to fascinate readers with an enduring mystery from history.
 - to teach readers about the responsibilities of prison wardens.

Constructed-Response Questions

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

- On page 8, Hopkinson writes, “Alcatraz was the toughest and most feared prison in America.” What are two ways she supports this claim? Use text evidence to support your answer.
- Why does Hopkinson pose a question at the end of the article? Is there a correct answer? Explain. Support your ideas with text evidence.

Name: _____ Date: _____

“Escape From Alcatraz” Quiz

Directions: Read “Escape From Alcatraz.” Then answer the questions below.

- Deborah Hopkinson included the section “Ready for Troublemakers” mainly to
 - explain why Al Capone was in jail.
 - introduce Warden James A. Johnston.
 - provide information about San Francisco Bay.
 - help readers understand why Alcatraz was turned into a federal prison.
- On page 8, Hopkinson writes, “During the early 1930s, the U.S. was hit by a crime wave.” This line contains a metaphor that
 - shows criminal activity in the U.S. had increased greatly.
 - portrays the 1930s as a safe time to live in the U.S.
 - reveals that there had been a natural disaster.
 - explains the size of the United States.
- On page 6, Hopkinson writes that “the men had developed an ingenious plan.” This line shows that the author thinks the men were
 - aggressive.
 - clever.
 - concerned.
 - foolish.
- In the section “Daring Escapes,” Hopkinson’s tone as she discusses what may have happened to Morris and the Anglin brothers could be described as
 - playful and humorous.
 - frustrated and angry.
 - uncertain and curious.
 - confident and calm.
- Which detail should definitely be included in a summary of the article?
 - Alcatraz Island is made of sandstone.
 - Alcatraz was designed to be an escape-proof prison.
 - A Spanish explorer discovered Alcatraz Island.
 - Alcatraz can be seen from the Golden Gate Bridge.
- Hopkinson likely wrote “Escape From Alcatraz”
 - to convince readers to visit Alcatraz Island.
 - to inform readers about illegal gambling in the United States.
 - to fascinate readers with a mystery from history.
 - to teach readers about the responsibilities of prison wardens.

Constructed-Response Questions

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

- On page 8, Hopkinson writes, “Alcatraz was the toughest and most feared prison in America.” What is one way she supports this claim? Use text evidence to support your answer.
- Why does Hopkinson pose a question at the end of the article? Is there a correct answer? Explain. Use details from the text 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.

Alcatraz Contest

Which evidence do you find more convincing: the evidence that Morris and the Anglin brothers made it or that they did not?

Answer in a well-organized essay. Five winners will get *Al Capone Does My Shirts* by Gennifer Choldenko.

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

ENTRIES MUST BE RECEIVED BY February 15, 2018!

Name: _____ Date: _____

Exploring Mood

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

In this activity, you will consider the mood of Scene 4 in *The Fight for What's Right*.

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

frustrated, discouraged →

Now let's look at what creates this mood.

Psst!

Discouraged
means “having
lost confidence
or enthusiasm;
depressed.”

The Setting

The details that the Scene Directors provide about the setting help create a frustrated and discouraged mood.

1. We've listed two details about the setting that help create a frustrated and discouraged mood. List four more on the lines below.

- | | |
|-----------------------------|-------------------------------|
| • The classroom is cramped. | • The classroom is dimly lit. |
| • _____ | • _____ |
| • _____ | • _____ |

2. One way the details about the setting help create a frustrated and discouraged mood is that they show that Hoover School is run-down and in poor condition, making it a dreary and unwelcoming place. Describe another way the details about the setting help create a frustrated and discouraged mood.

The Dialogue

The dialogue, or conversation between characters, also helps create a frustrated and discouraged mood.

3. We've listed one line of dialogue that helps create a frustrated and discouraged mood. On the blank lines, list three more.

"The smell of those cows is really getting to me."

4. Explain how the dialogue helps create a frustrated and discouraged mood.

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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.

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

frustrated, discouraged →

Now let's look at what creates this mood.

Psst!
Discouraged
 means “having
 lost confidence
 or enthusiasm;
 depressed.”

The Setting

The details that the Scene Directors provide about the setting help create a frustrated and discouraged mood.

1. We've listed four details about the setting that help create a frustrated and discouraged mood. List two more on the lines below.

- The classroom is cramped
- The classroom is dimly lit.
- The desks are wobbly.
- The yard outside is bare.
- _____
- _____

2. Check the sentence that explains how the details that the Scene Directors provide about the setting help create a frustrated and discouraged mood.

- ☐ The details show that Hoover School is a typical school where students learn, play on the playground, and eat lunch.
- ☐ The details reveal that Hoover School is run-down and lacking in resources and space, and is an unpleasant place for students to be.
- ☐ The details suggest that Hoover's schoolyard has a nice view of the surrounding pastures.

The Dialogue

The dialogue, or conversation between characters, also helps create a frustrated and discouraged mood.

3. We've listed two lines of dialogue that help create a frustrated and discouraged mood. On the blank line, list one more.

"The smell of those cows is really getting to me."

"Miss Wilson, are we ever going to read books or learn math?"

4. Complete the sentence below to explain how the dialogue helps create a frustrated and discouraged mood.

The dialogue shows that the characters are feeling frustrated and discouraged about _____

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

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: _____

Making Inferences

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

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

Clues	Inference
<p>1. In Scene 2, Sylvia's father storms into the Mendez family kitchen:</p> <p>Papa: The principal and the superintendent said that Sylvia and Jerome have to go to Hoover.</p> <p>Mama: Why?</p> <p>Papa: They just kept saying, "That's the way it's done here."</p> <p>Aunt Sally: But Hoover is farther away. Plus, it's very run-down and right next to a smelly cow pasture.</p> <p>Papa: This is not acceptable.</p> <p>Mama: What can we do about it?</p> <p>Papa: I'm not sure. But a good education for our children is worth fighting for.</p>	<p><i>What do these lines reveal about Sylvia's father?</i></p> <p>Sylvia's father is a strong and principled man who believes in fighting for justice. He also cares deeply about his children and their education.</p>
<p>2. In Scene 4, Sylvia and other students are sitting in a cramped, dimly lit classroom at Hoover School:</p> <p>Miss Wilson: Today the girls are going to learn how to sew, and the boys will build crates.</p> <p>SD2: Miss Wilson passes out scraps of fabric to the girls and pieces of wood to the boys.</p> <p>SD1: Sylvia raises her hand.</p> <p>Sylvia: Miss Wilson, are we ever going to read books or learn math?</p> <p>Miss Wilson: You don't need to. I am teaching you something more useful.</p> <p>SD2: Sylvia's brow furrows as the lights fade.</p>	<p><i>From this exchange, what can you infer about how Sylvia is feeling at this moment?</i></p>

Clues	Inference
<p>3. Find two moments in the play that support the inference on the right.</p>	<p>Hoover School is not as nice a school as Westminster.</p>
<p>4. In Scene 7, Mr. Marcus questions Mr. Harris, the superintendent, in court:</p> <p>Mr. Marcus: How many Mexican students are attending Westminster now?</p> <p>Mr. Harris: None.</p> <p>Mr. Marcus: Out of the hundreds of children at Hoover, not one is qualified to go to Westminster?</p> <p>Mr. Harris: Well, they can't keep up. They're not as smart.</p> <p>SD2: Horrified gasps spread across the courtroom.</p> <p>Judge: Order! Order in the court!</p> <p>SD1: Mr. Marcus wears a triumphant expression.</p>	<p><i>Why is Mr. Marcus feeling "triumphant" at this moment?</i></p>

Name: _____ Date: _____

Theme: Anyone Can Change the World

Directions: Read *The Fight for What's Right* and "How to Be a Changemaker." Then complete the activity below, which will prepare you to answer the writing prompt on page 23.

<i>The Fight for What's Right</i>	
<p>1. What problem does the Mendez family face?</p>	<p>2. How does the Mendez family respond to the problem?</p>
<p>3. What happens as a result of the Mendez family's actions?</p>	<p>4. How does the story of the Mendez family relate to the idea that each of us has the power to make a change in the world?</p>

"How to Be a Changemaker"

- 5.** How does Mackenzie Carro's informational text "How to Be a Changemaker" relate to the idea that each of us has the power to make a change in the world? Support your answer with two pieces of evidence from the article.

Name: _____ Date: _____

Close-Reading Questions

The Fight for What's Right

1. In Scene 1, the secretary at Westminster School says that Sylvia's cousins may enroll, but that Sylvia and Jerome may not. Aunt Sally says, "Either all of them will go to school here, or none of them will." What does this statement reveal about Aunt Sally's character? (character)

2. In Scene 4, when Sylvia asks about reading and learning math, Miss Wilson says, "You don't need to. I am teaching you something more useful." What does this statement tell you about the quality of education at Hoover? (inference)

3. In Scene 7, why does Mr. Marcus look triumphant when he finishes questioning Mr. Harris? (inference)

4. In Scene 7, Mrs. Hughes states that keeping Mexican children separate "tells them they are not wanted." Where in the play can you find evidence to support this statement? (text evidence, text structure)

5. In Scene 8, why do Sylvia's parents have tears in their eyes? (character, inference)

Name: _____ **Date:** _____

Critical-Thinking Questions

The Fight for What's Right

1. In the epilogue, you learn that many people continued to oppose school integration after the *Mendez v. Westminster* trial ended. Based on details in the play, what reasons might such people have had?
2. Today, Sylvia travels around the country telling her family's story. Why is it important for people to learn about the Mendez family's struggle?

Name: _____ Date: _____

Critical-Thinking Questions

The Fight for What's Right and "How to Be a Changemaker"

1. Based on the examples in the text, what does it mean to be a "changemaker"?

2. What personality traits would be useful for a changemaker?



The Fight for What's Right

How do we change society?

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

	Agree	Disagree
1. One person has the power to make a difference.		
2. The United States is a place of freedom and opportunity for everyone who lives here.		
3. When you know people are being treated unfairly, it is your responsibility to take action.		
4. People who are not part of the solution are part of the problem.		
5. Ordinary people have little power to change society.		
6. People don't usually think about injustice unless it affects them personally.		
7. “The opposite of love is not hate, it's indifference.” —Elie Wiesel		
8. People should not obey laws that they think are unfair.		

Name: _____ Date: _____

The Fight for What's Right **Character Thinking Tool**

The questions on this page are about the character of
Mr. Mendez

Major characters play an important role in what happens and usually face an obstacle.

Minor characters do not play an important role in what happens and usually do not face an obstacle.

1. Is Mr. Mendez a major character or a minor character? Explain your reasoning.

2. What does Mr. Mendez value? How do you know?

3. Is Mr. Mendez a good father? Explain.

4. What are two words or phrases that describe Mr. Mendez's personality? Explain why you chose each word or phrase.

[illegible]

Name: _____ Date: _____

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

Vocabulary:

The Fight for What's Right

- 1. appalled (uh-PAWLD)** *adjective*; The verb *appall* means “to overcome with shock or horror.”
 To be appalled is to feel shocked or disgusted because something is so unpleasant. You might be appalled by your friend’s willingness to crunch on chocolate-covered grasshoppers.
- 2. aptitude (AP-ti-tood)** *noun*; Aptitude is a natural ability to do or learn something. If you have an aptitude for math, you are good at math and you learn it fairly easily. If you have an aptitude for gymnastics, it’s as if you were born to do the sport.
- 3. discrimination (dis-krim-ih-NAY-shuhn)** *noun*; Discrimination is the unfair treatment of a group of people because of their race, gender, religion, age, or other characteristic.
- 4. gallery (GAL-uh-ree)** *noun*; One type of gallery is a room or building that displays or sells works of art. A balcony like you might see in a theater or a church is another kind of gallery. A porch along the outside of a building can also be called a gallery. In a courtroom, the gallery is the section at the back with benches and chairs for members of the public to sit and watch a trial.
- 5. integration (in-tih-GRAY-shun)** *noun*; The verb *integrate* (IN-tih-grayt) means “to combine two or more things into a whole, or to make one person or thing part of another group or thing.”
 For a research project, your teacher might ask you to integrate photos into your presentation.
Integration is the act of bringing separate things together. Often, *integration* is used with the particular meaning of the act of combining different groups of people—of stopping segregation (see *segregation* below).
- 6. petition (puh-TISH-uhn)** *noun*; A petition is a written document that many people sign asking a person or an organization for something they want changed or done. If Parkway Middle School doesn’t have basketball courts on its playground, a group of students might start a petition requesting that some be built. The students will try to get as many signatures on the petition as possible to show the principal that a lot of people want the basketball courts.
- 7. segregation (seg-rih-GAY-shuhn)** *noun*; Segregation is the act of keeping different groups (such as people of different races or religions) apart from one another.

8. triumphant (trahy-UHM-fuhnt) *adjective*; To triumph (TRAHY-uhmf) is to win or be successful. The adjective *triumphant* is a synonym for “successful” or “victorious.” Fans at a football game hope that their team will be triumphant.

Triumphant also means “being proud or joyful because of a success.” Lucia might give a triumphant shout after beating Jason in a video game.

9. unconstitutional (uhn-kon-stih-T00-shuh-nuhl) *adjective*; The Constitution is a written document that is the highest form of law in the United States. It lists our rights and explains how our government works. All other laws are based on the rules and principles in the Constitution.

If a law or practice is constitutional, it is allowed by the Constitution. A law or practice that is *unconstitutional* goes against the Constitution and is therefore illegal. Only the Supreme Court—a court with nine judges that has authority over all other courts in the nation—can declare a law unconstitutional.

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 Fight for What's Right

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

1. Which is an example of **discrimination**?

- Ⓐ Karen was not allowed to join a kickball team at recess because she is a girl.
- Ⓑ Eli didn't receive his allowance this week because he didn't complete his chores.

2. Jared is sitting in the **gallery** during a trial. You can guess that Jared might be _____.

- Ⓐ the judge
- Ⓑ a friend of someone involved in the trial

3. Which football team's quarterback could be described as **triumphant**?

- Ⓐ the Cougars' quarterback, who is high-fiving his teammates after a game-winning touchdown
- Ⓑ the Mustangs' quarterback, who is seated on the bench with his head hung low

4. Which sentence uses **integrated** correctly?

- Ⓐ Jason integrated his books into his locker.
- Ⓑ Mr. Butler integrated all of the students' ideas into the story.

5. If a law is found to be **unconstitutional**, that means it is _____.

- Ⓐ legal
- Ⓑ illegal

Directions: Rewrite each sentence below using one of the following words.

petition	appalled	segregation	integration	aptitude
----------	----------	-------------	-------------	----------

6. Olivia was stunned and horrified by Laura's rude behavior.

7. The students delivered a document with many signatures on it to the teacher requesting an extra week to finish their projects.

8. The separation of boys and girls at school is common in some parts of the world.

9. Don had a special ability with learning languages. He spoke English, German, Spanish, and Japanese.

Name: _____ Date: _____

The Fight for What’s Right Quiz

Directions: Read *The Fight for What’s Right* and “How to Be a Changemaker.” Then answer the questions below.

1. In Scene 1, Aunt Sally says, “Either all of them will go here, or none of them will.” This line shows that Aunt Sally
 - (A) would prefer to send the children to Hoover School.
 - (B) believes that Sylvia and Jerome’s parents should speak to the secretary.
 - (C) is angry and disagrees with Westminster School’s policy.
 - (D) is confused by what the secretary said.
2. The main purpose of Scenes 3 and 4 is to help readers understand that
 - (A) Mexican-American students have to walk part of the way to school.
 - (B) Mexican-American students are treated poorly and unfairly by the school system.
 - (C) Westminster School is for white students only.
 - (D) Hoover School is dangerously close to an electrified fence.
3. In Scene 4, SD2 provides the detail that “Sylvia’s brow furrows.” This detail suggests that Sylvia
 - (A) is working hard on her sewing project.
 - (B) is upset about not being taught reading and math at school.
 - (C) is not listening to her teacher.
 - (D) is excited about learning to sew.
4. In Scene 7, Mrs. Hughes says that Mr. Harris’s claims are “attempts to justify the racist practice of segregation.” She means that Mr. Harris
 - (A) is trying to show why segregation is illegal.
 - (B) has the same view as many Californians.
 - (C) is trying to deny that schools are segregated.
 - (D) is trying to defend school segregation as reasonable, which it is not.
5. Which detail should NOT be included in a summary of the play?
 - (A) Jerome and Sylvia are turned away from Westminster School because of their ethnicity.
 - (B) The Mendez family files a discrimination lawsuit against the school system.
 - (C) The judge rules that school segregation is unconstitutional.
 - (D) Jerome asks if disliking asparagus is prejudice.
6. What is the main purpose of “How to Be a Changemaker”?
 - (A) to explain how the Mendez family won their court case
 - (B) to warn readers not to take on problems that are too big
 - (C) to give readers advice about how to make a difference in the world
 - (D) to encourage readers to volunteer at a funeral home

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 are two ways in which the education of Mexican-American students and white students was unequal in 1944? How did this inequality affect Mexican-American students? Support your answer with text evidence.
8. Choose two of the strategies in “How to Be a Changemaker” and explain how the Mendez family used those strategies to help end segregation in a school. Support your answer with text evidence.

Name: _____ Date: _____

The Fight for What's Right Quiz

Directions: Read *The Fight for What's Right* and "How to Be a Changemaker." Then answer the questions below.

1. In Scene 1, Aunt Sally says, "Either all of them will go here, or none of them will." This line shows that Aunt Sally
 - (A) would rather send the children to Hoover than to Westminster.
 - (B) wants to speak to the principal.
 - (C) is angry and disagrees with Westminster School's policy.
 - (D) is confused by what the secretary said.
2. In Scene 2, SD1 says, "Papa walks in, fuming." This line shows that Papa feels
 - (A) sad.
 - (B) angry.
 - (C) confused.
 - (D) sick.
3. The main purpose of Scene 4 is to help readers understand that Hoover School
 - (A) teaches girls how to sew.
 - (B) does not provide its students with a quality education.
 - (C) does not have a playground.
 - (D) is a school for Mexican-Americans.
4. In Scene 7, Mrs. Hughes says that Mr. Harris is attempting to "justify" segregation. *Justify* most closely means
 - (A) lie about.
 - (B) attack.
 - (C) hide.
 - (D) make excuses for.
5. Which detail should definitely be included in a summary of the play?
 - (A) Aunt Sally makes soup in the Mendez family's kitchen.
 - (B) Sylvia and Jerome wear their finest clothes to the courthouse.
 - (C) Jerome asks if disliking asparagus is prejudice.
 - (D) The Mendez family files a lawsuit claiming the school system is treating Mexican-American children unfairly.
6. What is the main purpose of "How to Be a Changemaker"?
 - (A) to explain how the Mendez family won their court case
 - (B) to advise readers to start small when working toward a change
 - (C) to give readers advice on how to change the world
 - (D) to encourage readers to volunteer at funeral homes

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 two ways the education of Mexican-American students and white students in Westminster, California, was unequal in 1944. Support your answer with text evidence.
8. In "How to Be a Changemaker," Mackenzie Carro gives the advice to "use your voice" to make the world a better place. How did members of the Mendez family use their voices to fight segregation? Use text evidence to support your answer.

Name: _____ Date: _____

Video Discussion Questions

"Beyond the Story: Into the World of Sylvia Mendez"

After Reading *The Fight for What's Right*

1. What is the mood of the first half of the video, about life in Southern California in the 1940s (0:42-1:57)? Consider the narration, music, and visuals.
2. How does the mood change for the segment about segregation in Southern California (starting at 2:05)? Consider the narration, music, and visuals.
3. How does the section about the surge of immigration from Mexico to the United States in the early 1900s (2:52-3:55) add to your understanding of the play?
4. Consider this line from the video: "But Sylvia's victory would echo long after her family won their case" (4:35). What does this mean? How does information in the video and the play support this idea?

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

Sylvia Mendez Contest

Consider this statement: Each of us has the power to make a change in the world. How does this statement relate to the play and the informational text? Answer this question in an essay. Use text evidence.

Five winners will each get *Echo* by Pam Muñoz Ryan.

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

ENTRIES MUST BE RECEIVED BY February 15, 2018!

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read “Could You Become a Mean Meme?” and “Are You Being Watched?” Then complete the activity below.

1. Imagine that you are writing a paragraph explaining the advantages of social media use.

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

- Ⓐ People spend a lot of time on social media platforms like Facebook, Snapchat, and Instagram.
- Ⓑ The information people post on social media can be collected and used by advertisers.
- Ⓒ Social media helps people stay connected.

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

- Ⓐ “You can send your best friend a good-luck snap before his basketball game, watch your baby cousin grow up on Instagram, and share YouTube videos of your new kitten.” (p. 12)
- Ⓑ “A typical teen sends more than 200 texts a week and spends 45 hours a week in front of a screen. Much of this time is spent on social media platforms like Facebook, Instagram, and Snapchat.” (p. 12)
- Ⓒ “With each post, tag, and comment, you provide a piece of information about yourself.” (p. 13)

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

- Ⓐ It shows that teens enjoy spending lots of time on social media platforms.
- Ⓑ It explains how information on social media is collected by advertisers.
- Ⓒ It gives examples of the ways that people can stay connected with their friends and families on social media.

2. Choose the piece of text evidence from “Could You Become a Mean Meme?” that BEST supports the statement below. Then complete the sentence to explain your choice.

Information that you post in private places online can still be shared.

- Ⓐ ““Kids can stay in constant contact, which means they can share more of their feelings with each other,” says Davis.” (p. 13)
- Ⓑ “Most websites and apps have privacy settings that allow you to control who sees your posts and location.” (p. 13)
- Ⓒ “Anyone can take a screenshot—even of something you post in a private group, chat, text, or app—and post it on another site where you have no control over it.” (p. 13)

I chose ____ because _____

3. A. Choose THREE pieces of text evidence from “Could You Become a Mean Meme?” that BEST support the statement below.

Many aspects of our lives take place digitally.

- Ⓐ “A typical teen sends more than 200 texts a week and spends 45 hours a week in front of a screen.” (p. 12)
- Ⓑ “An inappropriate photo or video could cost you a job, whether it’s the babysitting gig you’re hoping to land next week or the internship you will apply for many years from now.” (p. 14)
- Ⓒ “You can send your best friend a good-luck snap before his basketball game, watch your baby cousin grow up on Instagram, and share YouTube videos of your new kitten.” (p. 12)
- Ⓓ “Now we use our devices to shop, research, play, and communicate.” (p. 12)
- Ⓔ “Things meant for trusted friends and family can quickly go public.” (p. 13)

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 “Could You Become a Mean Meme?” in the form of a direct quotation.

- Ⓐ Privacy settings do not always protect your information from being shared. Anyone can take a screenshot of something that you post and post it to another site (13).
- Ⓑ Privacy settings do not always protect your information from being shared. For example, in her article “Could You Become a Mean Meme?” author Kristin Lewis explains that anyone can take a screenshot of something that you post and post it to another site (13). This shows that privacy settings are not foolproof, and there are ways for people to get around them.
- Ⓒ Privacy settings do not always protect your information from being shared. For example, in her article “Could You Become a Mean Meme?” author Kristin Lewis writes, “Anyone can take a screenshot—even of something you post in a private group, chat, text, or app—and post it on another site . . .” (15). This shows that privacy settings are not foolproof, and there are ways for people to get around them.

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

5. Choose the paragraph that correctly uses text evidence from “Are You Being Watched?” in the form of a paraphrase.

- Ⓐ Much of our online activity is tracked. In “Are You Being Watched?” Kristin Lewis refers to a University of Washington study that found that 75 percent of the 500 most popular websites use tracking tools (15). The fact that many popular websites use tracking tools shows that our online activity is tracked fairly often.
- Ⓑ Much of our online activity is tracked. In “Are You Being Watched?” Kristin Lewis writes, “75 percent of the 500 most popular websites use tracking tools” (15). The fact that so many websites use tracking tools shows that our online activity is tracked fairly often.
- Ⓒ Much of our online activity is tracked. A University of Washington study that found that 75 percent of the 500 most popular websites use tracking tools. The fact that so many websites use tracking tools shows that our online activity is tracked fairly often.

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

6. Now it's your turn. Write a paragraph explaining what you should do before you post something online. Your paragraph should include:

- **a topic sentence that expresses your central idea**
- **at least one piece of text evidence in the form of a paraphrase or a direct quotation**
- **a sentence that states how that evidence supports your central idea**

This image shows a 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: _____

Finding Text Evidence

Directions: Read “Could You Become a Mean Meme?” then complete the activity below.

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

STATEMENT:

Social media can help people stay connected.

- Ⓐ “Ashley had become a meme—a photo with a caption that takes the image out of context, turning it into a joke that spreads like wildfire across the internet.” (p. 12)
- Ⓑ “You can send your best friend a good-luck snap before his basketball game, watch your baby cousin grow up on Instagram, and share YouTube videos of your new kitten.” (p. 12)
- Ⓒ “What is challenging about growing up in the age of social media is that there isn’t much room for mistakes.” (p. 13)
- Ⓓ “‘Kids can stay in constant contact, which means they can share more of their feelings with each other,’ says Davis.” (p. 13)

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

STATEMENT:

Information that you post in private places online can still be shared.

- Ⓐ “A typical teen sends more than 200 texts a week and spends 45 hours a week in front of a screen.” (p. 12)
- Ⓑ “You can, in fact, stay up-to-date on hundreds of people all at once.” (p. 12)
- Ⓒ “Anyone can take a screenshot—even of something you post in a private group, chat, text, or app—and post it on another site where you have no control over it.” (p. 13)

I chose ____ because _____

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

STATEMENT:

What you post online can have long-term consequences.

- Ⓐ “An embarrassing photo or a careless or hurtful comment on a friend’s Instagram can last forever.” (p. 14)
- Ⓑ “An inappropriate photo or video could cost you a job, whether it’s the babysitting gig you’re hoping to land next week or the internship you will apply for many years from now.” (p. 14)
- Ⓒ _____

.....

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

STATEMENT:

- Ⓐ “Now we use our devices to shop, research, play, and communicate.” (p. 12)
- Ⓑ “A typical teen sends more than 200 texts a week and spends 45 hours a week in front of a screen.” (p. 12)
- Ⓒ “You can send your best friend a good-luck snap before his basketball game, watch your baby cousin grow up on Instagram, and share YouTube videos of your new kitten.” (p. 12)

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*
- *(the author) suggests*
- *(the author) states*
- *(the author) writes*
- *(the author) reports*
- *(the author) describes*
- *(the author) implies*
- *(the author) explains*
- *(the author) argues*
- *(the author) declares*
- *(the author) observes*
- *(the author) notes*
- *(the author) reveals*
- *(the author) 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*
- *this demonstrates*
- *this describes*
- *this explains*
- *this illustrates*
- *this implies*
- *this 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: _____

Using Text Evidence: Quoting and Paraphrasing

When you write about something you have read, you need to use supporting evidence, or “text evidence,” to back up whatever point you are making. Most of your evidence will be details from the text you are writing about, which you can quote or paraphrase.

Direct quotation: A quotation is an exact copy of the words the author or speaker uses. Surround a direct quotation with quotation marks.

Paraphrase: To paraphrase is to put something written or spoken by someone else into your own words. A paraphrase is *not* surrounded by quotation marks.

Reminder! With quotations and paraphrases, always tell your readers where your information comes from.

EXAMPLE

Ever wonder what it takes to be a competitive eater? Just ask Joey Chestnut, eight-time winner of Nathan’s Famous Hot Dog Eating Contest. Joey, who once ate 69 hot dogs in 10 minutes, told *Eat It Magazine* that being a competitive eater is all about finding your rhythm and getting your hands, mouth, throat, and stomach all working together. Having been a competitive eater for almost 10 years now, Joey knows what works. “Jump up and down a little bit,” Joey advises. “It helps the food settle to the bottom of your stomach.” Oh, and don’t forget the Pepto Bismol.

▲..... paraphrase

▲..... direct quote

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.

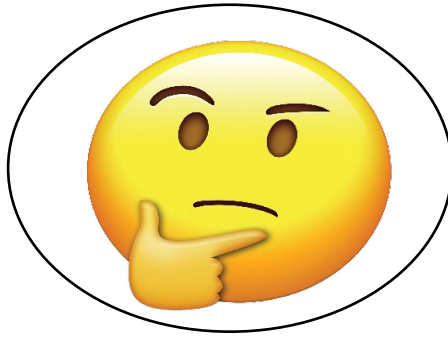
Directions: Answer the questions below to help you explore the text features in "Could You Become a Mean Meme?"

1. Read the headline and subheading and look at the image on page 11. What do these features help you understand about social media?

2. Read the tips in the blue circles on pages 12-14. Why do you think the author chose to include these tips?

3. What would be another appropriate subhead for the section "So What Do You Do?" on page 14? Explain your answer.

4. Into which section(s) of the article would the information in the informational text "Are You Being Watched?" (p. 15) fit best? Explain your answer.



“Could This Happen to You?”

How much privacy do we have—and need—online?

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

	Agree	Disagree
1. Social media affects kids in both positive and negative ways.		
2. If you post something in a private group, chat, text, or app, the public cannot see what you post.		
3. Before sharing a photo of someone on social media, you should ask that person if it’s OK.		
4. Companies should not have the right to keep track of what people search for, read, and post online.		
5. We have control over what information is available about us on the internet.		
6. Memes and other online jokes are harmless entertainment.		
7. Something that you post on social media when you’re 12 could affect your chances of getting into college.		
8. There is nothing wrong with businesses and governments tracking our online behavior.		

Name: _____ Date: _____

Synthesis

Directions: Fill in the chart below using details from the articles "Could You Become a Mean Meme?" and "Are You Being Watched?" When you are finished, you can use your answers to help you respond to the writing prompt on page 15.

	"Could You Become a Mean Meme?"	"Are You Being Watched?"
Advantages of social media	<ul style="list-style-type: none"> Social media makes communication faster and easier, allowing kids to "share more of their feelings with each other" (13). 	
Disadvantages of social media		
Ways to be smart when using social media		

Name: _____ Date: _____

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

Paired Texts Vocabulary

"Could You Become a Mean Meme?"

- 1. aspect (AS-pekt)** *noun*; An aspect is a particular part or feature of something. For example, eating nutritious foods is one aspect of a healthy lifestyle; other aspects include exercising, getting plenty of sleep, and participating in activities that make you happy.

- 2. context (KON-tekst)** *noun*; The context of something is what is happening around it. If your teacher asks you to use context clues to figure out the meaning of an unfamiliar word, he wants you to look at what comes before and after that word for hints about what it means. An article about a past event usually provides some historical context: information about what life was like at the time the event occurred.

You may hear about someone's words being taken *out of context*. This means that what someone says—or part of what someone says—is repeated without explaining the situation in which the words were spoken and making it sound like the person meant something different from what he or she meant. For example, imagine Vince says, "As you can see, I hate puppies" in a joking tone while petting a bunch of puppies. Then Alan tells Stacy that Vince said he hates puppies without explaining that Vince was joking. Vince's words have been taken out of context.

- 3. foolproof (FOOL-proof)** *adjective*; Something that is foolproof is done, made, or planned so well that nothing can go wrong—even a fool couldn't mess it up. If someone on your dodgeball team says he has a foolproof plan for winning, he means that his plan is absolutely sure to work.

- 4. nefarious (nih-FAIR-ee-uhs)** *adjective*; *Nefarious* means "extremely wicked or criminal."

- 5. misstep (MIHS-stehp)** *noun*; A misstep is a poorly judged or clumsy step. For a tightrope walker, one misstep can mean plunging into the net below.

A misstep can also be a slip or error in judgment—an action or decision that is a mistake. Sarah might realize that handing out birthday invitations at recess was a misstep; some kids who weren't invited were upset.

- 6. potential (puh-TEN-shuhl)** *adjective or noun*; As an adjective, *potential* means "possible, or capable of becoming real." If someone is a potential candidate for student body president, he or she *might* become a candidate for student body president but is not a candidate yet. The potential side effects of a medicine—like making you dizzy or tired—are side effects that the medicine *could* cause.

As a noun, *potential* can mean "an ability that can lead to success or excellence." If you have potential as a piano player, you have skills and/or natural talent that can carry you to greatness (if you keep practicing). *Potential* can also mean "the chance or possibility that something will develop and become real." Icy sidewalks increase the potential for slipping and falling on your walk to school.

7. alias (AY-lee-uhs) *noun*; An alias is a false or temporary name. There are lots of reasons someone might use an alias. A screen name that you create for yourself to use on social media is an alias. If John Crane is a criminal, he might use the name Bob North while traveling from place to place to avoid being found by the police.

"Are You Being Watched?"

1. anonymity (an-uh-NIM-ih-tee) *noun*; The adjective *anonymous* (uh-NON-uh-muhs) means "unknown" or "not named or identified." If Michelle receives anonymous flowers on Valentine's Day, the person who sent the flowers did not include a card saying who they are from.

Anonymity is the quality or state of being anonymous—that is, unknown—to most people. A famous athlete might wear a big hat and sunglasses to protect her anonymity while walking down the street.

2. privacy (PRAHY-vuh-see) *noun*; Privacy is the state of being alone or away from other people's view or observation. Privacy gives you freedom from unwanted attention or interference with your personal life. If a friend Facetimes you while you're hanging out with your family, you might go upstairs and take the call from your room so you can have some privacy.

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.

misstep	aspect	nefarious	alias	anonymity
---------	--------	-----------	-------	-----------

1. Rumor has it that Beyoncé makes hotel reservations under the false name "Ingrid Jackson."

2. *The Avengers* is my favorite kind of movie: classic superheroes standing in the way of evil schemes.

3. The actress enjoyed being able to walk around without anyone recognizing her.

4. One part of middle school life that Liz is still getting used to is remembering to bring her gym clothes to school.

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

5. I found a **foolproof/nefarious**, step-by-step slime recipe online—it even has a how-to video.

6. Adam was shy about dancing in public, but in the **privacy/misstep** of his own room, he was a dancing machine!

7. Today I brainstormed a list of **nefarious/potential** topics for my science fair project.

8. My teacher recommended a book about World War I. She said it helps readers understand the **context/alias** of World War II.

9. Sharing my friend Mike's secret when I had promised not to was a **context/misstep** that nearly ended our friendship.

Name: _____ Date: _____

Close-Reading Questions

"Could You Become a Mean Meme?"

1. Author Kristin Lewis writes that things posted online can “affect us in unexpected ways.” How does she support this statement? (supporting details)
2. What purpose does the story of Ashley’s “meme nightmare” serve in the article? (text structure)
3. How did Ashley cope with what happened to her? What does this reveal about the kind of person she is? (key idea, inference)

Name: _____ Date: _____

Close-Reading Questions

"Could You Become a Mean Meme?"

4. Think about the fact that Ashley’s video got more than 1.7 million views on YouTube. What does this suggest? (inference)
5. What do the tips in the blue circles contribute to the article? (text structure)
6. Consider the author’s tone—that is, the attitude the author expresses toward the subject matter. What does her attitude toward social media seem to be? (tone)

Name: _____ Date: _____

Close-Reading Questions

"Are You Being Watched?"

1. According to the article, what is one benefit and one drawback of tracking technology?
(supporting details)

2. Explain what Nicholas Carr means by "Our sense of anonymity is largely an illusion."
(interpreting text)

Name: _____ Date: _____

Critical-Thinking Questions

"Could You Become a Mean Meme?" and "Are You Being Watched?"

1. In your opinion, should sites and apps be allowed to use tracking technology?

2. Is it possible for anything shared online to be truly private?

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read the articles “Could You Become a Mean Meme?” and “Are You Being Watched?” Then answer the questions below.

- A central idea of “Could You Become a Mean Meme?” is expressed by which of the following?**
 - We all spend too much time in front of screens.
 - What is shared on social media can have unintended consequences.
 - Creating an alias is a good way to protect your privacy online.
 - It’s OK to make mistakes while growing up.
- Which line best supports the central idea you chose in Question 1?**
 - “Today, many aspects of our lives take place digitally.” (p. 12)
 - “You can, in fact, stay up-to-date on hundreds of people all at once.” (p. 12)
 - “Things meant for trusted friends and family can quickly go public.” (p. 13)
 - “(Note that many social media sites have minimum age requirements.)” (p. 12)
- On page 14, Kristin Lewis writes, “Today, your less-than-stellar moments can be captured and preserved online.” *Less-than-stellar* means**
 - not excellent or admirable.
 - fewer than usual.
 - exceptionally good.
 - resembling outer space.
- On page 12, the line “a joke that spreads like wildfire across the internet” contains**
 - a metaphor that indicates a joke is not funny.
 - hyperbole that emphasizes how many people use the internet.
 - a simile that explains memes circulate quickly.
 - a simile that reveals how overheated computers can become.
- A central idea of the article “Are You Being Watched?” is expressed by which of the following?**
 - Location services help parents make sure their kids are safe.
 - Facebook has advertisements on its site.
 - Companies gather information about people online to target them with advertisements.
 - You can buy pimple cream online.
- Which statement CANNOT be supported by information in both articles?**
 - You should never assume that what you do and share online is private.
 - There are steps you can take to protect yourself online.
 - Most social media sites have age requirements.
 - Tracking and targeted advertising are legal in the United States.

Constructed-Response Questions

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

- On page 12, Lewis writes that “things posted online can escape our control and affect us in unexpected ways.” How well does Lewis support this claim? Use text evidence to support your answer.
- Why is it important to review your online settings? Use details from both texts to support your answer.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read the articles “Could You Become a Mean Meme?” and “Are You Being Watched?” Then answer the questions below.

1. A central idea of “Could You Become a Mean Meme?” is expressed by which of the following?
 - (A) We all spend too much time in front of screens.
 - (B) What is shared on social media can have unintended consequences.
 - (C) Creating an alias is a good way to protect your privacy online.
 - (D) It’s OK to make mistakes while growing up.
2. Which line best supports the central idea you chose in Question 1?
 - (A) “Today, many aspects of our lives take place digitally.” (p. 12)
 - (B) “You can, in fact, stay up-to-date on hundreds of people all at once.” (p. 12)
 - (C) “Things meant for trusted friends and family can quickly go public.” (p. 13)
 - (D) “(Note that many social media sites have minimum age requirements.)” (p. 12)
3. On page 12, Kristin Lewis writes that “Ashley’s case is extreme.” *Extreme* most closely means
 - (A) not ordinary or average.
 - (B) last or final.
 - (C) common or frequent.
 - (D) faraway or distant.
4. On page 12, the line “a joke that spreads like wildfire across the internet” contains a simile that
 - (A) tells you that a joke is not funny.
 - (B) emphasizes how many people use the internet.
 - (C) indicates that memes circulate quickly.
 - (D) refers to computers becoming too hot.
5. Which of the following is a central idea of the article “Are You Being Watched?”
 - (A) Location services help parents make sure their kids are safe.
 - (B) Facebook has advertisements on its site.
 - (C) Companies gather information about people online to target them with advertisements.
 - (D) You can buy pimple cream online.
6. Both articles support the idea that
 - (A) tracking technology is legal.
 - (B) sites beginning with “https” are secure.
 - (C) creating an alias can protect your privacy.
 - (D) what you do or share online is not really private.

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 12, Lewis writes that “things posted online can escape our control and affect us in unexpected ways.” Describe one way Lewis supports this claim. Use text evidence in your answer.
8. According to the article “Could You Become a Mean Meme?,” why is reviewing your privacy settings an important thing to do? Use text evidence in your answer.

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

Social Media Contest

What are the advantages and disadvantages of using social media? What are some ways kids can be smart when using social media? Answer both questions in an essay. Five winners will get *Goodbye Stranger* by Rebecca Stead.

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

ENTRIES MUST BE RECEIVED BY February 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 the tone in the "Finders Keepers?" debate.

1. Reread the following paragraph from Jack's letter:

I know you're hesitant to keep the money, but it wouldn't be wrong if we did. Keeping money that you find on the street isn't stealing. It's not like we're snatching \$100 out of someone's wallet. We have no idea who dropped this money. We don't know if that person is even looking for it, or if he or she even realizes it's gone.

In this paragraph, Jack's tone is reassuring. (*Reassuring* means "saying or doing something that calms or helps remove someone's doubts or fears.") Here's why:

By telling Leah that he understands her doubts about keeping the money and then telling her that it isn't stealing, Jack is trying to put Leah's mind at ease about the fact that she might think it's wrong.

Write one more reason Jack sounds reassuring:

2. Reread the following paragraph from Leah's letter on page 27:

I don't feel lucky that we found \$100. All I feel is bad for the person who was unlucky enough to lose it. You say this person might not be searching for the money or even know it's lost, but I find that unlikely. If it were me, I'd be going crazy trying to find it. Think how you would feel. One hundred dollars is a lot! You could buy lunch for a whole month.

Circle the word that best describes Leah's tone. (We defined the choices for you.)

threatening	playful	sympathetic	appreciative
⋮ ↓	⋮ ↓	⋮ ↓	⋮ ↓
showing an intention to cause harm	fun and not serious	full of concern for someone else's struggles	feeling positive out of gratitude or respect

Write a statement to support your choice:

3. Reread the following passage from Leah's letter on page 27:

Even if keeping the money wasn't illegal, I still wouldn't feel right about it. The survey that you point out is interesting, but the fact that so many people would keep the money doesn't make it right. If people in some survey said it was OK to steal candy from a store, would you think stealing was OK too?
I don't think so.

Write one or two words to complete the sentence below:

Leah's tone as she describes her feelings about keeping the money is _____.

Write a statement to support your answer:

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.

1. Reread the following lines from Jack's letter on page 26:

I know you're hesitant to keep the money, but it wouldn't be wrong if we did.
Keeping money that you find on the street isn't stealing.

In these lines, Jack's tone is **reassuring**. (*Reassuring* means "saying or doing something that calms someone's doubts or fears.") Here's why:

By telling Leah that he understands her doubts about keeping the money and then telling her that it isn't stealing, Jack is trying to put Leah's mind at ease about the fact that she might be doing something that feels wrong.

2. Reread the following paragraph from Leah's letter on page 27:

I don't feel lucky that we found \$100. All I feel is bad for the person who was unlucky enough to lose it. You say this person might not be searching for the money or even know it's lost, but I find that unlikely. If it were me, I'd be going crazy trying to find it. Think how you would feel. One hundred dollars is a lot! You could buy lunch for a whole month.

Circle the word that best describes Leah's tone. (We defined the choices for you.)

threatening	playful	sympathetic	appreciative
↓	↓	↓	↓
showing an intention to cause harm	fun and not serious	full of concern for someone else's struggles	feeling positive out of gratitude or respect

Complete the sentence below to explain why the word you circled describes the tone of the paragraph from page 27. (Use what we wrote in question 1 as a model.)

Leah sounds like she _____

3. Reread the following passage from Leah's letter on page 27:

Even if keeping the money wasn't illegal, I still wouldn't feel right about it. The survey that you point out is interesting, but the fact that so many people would keep the money doesn't make it right. If people in some survey said it was OK to steal candy from a store, would you think stealing was OK too?

I don't think so.

Write one or two words to complete the sentence below:

Leah's tone as she describes her feelings about keeping the money is _____.

Support your answer by completing the sentence below:

Leah _____

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: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Finders Keepers?" develop their arguments. We filled in some information for you.

	Jack	Leah
line that expresses the central idea, or central claim		"Keeping the money would be stealing." (p. 27)
two pieces of evidence that support the central idea, or central claim		
line that expresses the counterargument	"Still, I understand that the money doesn't technically belong to us." (p. 26)	
line that contains the rebuttal to the counterargument		

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Finders Keepers?" develop their arguments. We filled in some information for you.

	Jack	Leah
line that expresses the central idea, or central claim		"Keeping the money would be stealing." (p. 27)
two pieces of evidence that support the central idea, or central claim		

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Finders Keepers?" Complete the scavenger hunt on page 27.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should Jack and Leah keep money that they found on the street?

Consider what you read in the two letters, as well as your own viewpoint.

Check the box next to the point of view you will argue in your essay,
or write your own opinion in the space provided.

☐

Yes! Finders keepers!

☐

No! Keeping the money would be stealing.

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the letters support your opinion? What other information supports your opinion?

List at least three supporting details on the lines below.

Here's an example: If you think Leah and Jack should not keep the money, one of your supporting details might be that if you find money on the street, you are legally obligated to try to return it to its rightful owner.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think Leah and Jack **SHOULD** keep the money, summarize the strongest arguments that Leah presents in her letter. If you think Leah and Jack **SHOULD NOT** keep the money, summarize the strongest arguments that Jack presents in his letter.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell readers what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

Your thesis: _____

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe a time when you found money on the street. Did you try to return it? Or, if you've never found money, maybe you can describe a time when you dropped or lost money. How did you feel?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view about keeping money that's found on the street. Here's one way you could structure your question: "*If you find money on the street, are you _____?*"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook on the lines provided.

Your hook: _____

STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Use information from both essays to finish the summary below.

Jack and Leah found \$100 on the street outside their school. Jack believes they should keep the money. Leah believes that keeping the money would be _____

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 keeping lost money that you find.</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 909 1531 1213" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <p>Hint! Order your supporting points from weakest to strongest. Readers will 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="1206 1560 1531 1770" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <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:

"Finders Keepers?"

- 1. hesitant (HEZ-ih-tuhnt)** *adjective*; The verb *hesitate* (HEZ-ih-teyt) means "to pause before saying or doing something, especially because of uncertainty."

Hesitant means "feeling nervous, unsure, and unable to take quick or firm action." You might be hesitant to accept a babysitting job if you know the kids are not well-behaved.

- 2. imperative (im-PER-uh-tiv)** *adjective*; If something is imperative, it is absolutely necessary, important, and demands attention or action. If your local news channel issues a tornado warning, it is imperative to get to a safe location as quickly as possible.

- 3. obligated (OB-lih-gayt-id)** *adjective*; An obligation (ob-lih-GAY-shuhn) is a duty—something you must do because of an agreement, a rule, or a law, or simply because it is the right thing to do.

If you're obligated to do something, you must do it, either because it is required or because it is the right thing to do. If you lose your brother's favorite baseball, you might feel obligated to buy him a new one.

- 4. potentially (puh-TEN-shuh-lee)** *adverb*; The noun *potential* means "the chance or possibility that something will develop and become real." If a snowstorm is predicted for tonight, there is a potential for school to be cancelled tomorrow.

The adverb *potentially* means "having the possibility of happening or being true." If Tanya says she will potentially be late, she means that there's a chance she will be late. If George says he thinks a movie seems potentially boring, he means that he thinks the movie might be boring.

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

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

Vocabulary Practice

"Finders Keepers?"

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

1. potentially

- Ⓐ unlikely Ⓑ possibly

2. imperative

- Ⓐ important Ⓑ optional

3. hesitant

- Ⓐ uncertain Ⓑ confident

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

- 4.** A backpack that looks good but is uncomfortable and hard to pack and unpack could be described as practical.

- Ⓐ true Ⓑ false

Reason: _____

- 5.** When you rent a video game, you're obligated to return it.

- Ⓐ true Ⓑ false

Reason: _____

Directions: Briefly respond to each prompt below.

- 6.** Describe a situation in which you might be hesitant.

- 7.** Name one thing that you are obligated to do.

- 8.** Fill in the blanks to complete the following sentence:

Before you _____,
it is imperative that you _____

Name: _____ Date: _____

How to Answer a Constructed Response Question

Step 1: State your claim.

Your claim is your answer to the question. Your claim should . . .

- **echo the question. In other words, it should turn the question into a statement.**

Example A: Imagine you are answering the question, “According to the article, what is the best way to eat chocolate?” Your answer should start like this: “According to the article, the best way to eat chocolate is . . .”

Example B: Imagine you are answering the question, “Does the author think it’s ever okay to lie?” If your answer is yes, your answer could start like this: “The author thinks that sometimes it’s okay to lie . . .”

- **include reasoning or explanation. So if you are answering a yes-or-no question, you need to do more than say yes or no—you also need to provide some explanation or reason for your answer. If you are answering an open-ended question, you need to provide a brief summary or explanation of your ideas. Your reasoning or explanation should be one to three sentences.**

Example A: According to the article, the best way to eat chocolate is take your time and enjoy the chocolate with all five of your senses.

Example B: “The author thinks that sometimes it’s okay to lie, if you are lying to make someone feel good and no harm will come from your lie.”

Step 2: Provide text evidence with commentary.

Text evidence is details from the text that support your claim—in other words, details from the text that show why your claim is true.

Commentary is where you explain WHY the text evidence supports your claim. Your commentary should include key words from your claim. Text evidence . . .

- **can be in the form of a direct quotation or paraphrase.**
- **should be cited. In other words, you need to make it clear to the reader where the quote or paraphrase came from. Give the page number and, if it’s not obvious, the author’s name and/or the name of the article.**

Here are two examples of text evidence with commentary:

Example A (using a direct quote): “Before you bite the chocolate, take a moment to look at it,” the author writes on page 5. “Admire its glossy shine. Then lift it to your nose and take a deep inhale. What do you notice?” (p. 5) Here, the author is telling readers to take their time before biting into the chocolate, and to use their senses of sight and smell to enjoy the chocolate.

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

Example B (using a paraphrase): According to the author, it's okay to tell your friend you're sure no one at the party noticed the spinach stuck between her teeth, because there is nothing to be done about it now and maybe you can relieve some of your friend's embarrassment (p. 14). Here, the author is saying that it's OK to tell a small lie that makes someone feel better and doesn't do any harm.

Step 3: Write a conclusion.

A conclusion is 1-3 closing sentences that leave your reader with an insightful thought. A conclusion could . . .

- **state whether you agree or disagree with the author's point of view, and why.**
- **state whether you think the author's reasoning is sound or unsound, and why.**
- **tell how the topic you've been writing about connects to your life.**

Here are two examples of text evidence with commentary:

Example A: Perhaps eating chocolate in the slow, thoughtful way the author suggests could lead to a deeper enjoyment of it—but eating chocolate this way would also require an awful lot of patience and self-control!

Example B: Is the author right? I think so. Being completely honest about everything at all times is very likely to lead to some hurt feelings, and why hurt someone's feelings if it's not necessary?

Name: _____ Date: _____

How to Use Text Evidence

When you write about something you have read, you need to use **text evidence**—that is, details from the text—to support the points you are making. You can use text evidence in the form of a direct quotation (the author’s exact words) or a paraphrase (a restatement of what the author wrote). You also need to explain WHY that text evidence is relevant.

Here are some tips for using text evidence:

1. Quote or paraphrase.

When using a **direct quote**, copy down the exact words from a sentence. Surround a direct quotation with quotation marks.

To **paraphrase** is to put something written or spoken by someone else into your own words. You don’t change the meaning of what the other person wrote or said, just the wording. A paraphrase is not surrounded by quotation marks.

2. Make it clear where your evidence comes from.

Identify who wrote or said what you are quoting or paraphrasing. This is called “**citing your source**.” Include a page number.

Words to help you:

*according to (the author),
(the author) claims,
suggests, states, writes,
reports, describes, implies,
explains, argues, declares,
observes, notes, reveals,
remarks*

3. Explain why your text evidence is relevant.

Include a sentence that makes it clear how the text evidence supports your idea. Reread the information you quoted or paraphrased and ask yourself, “So what?”

Words to help you:

*(the author) says this
because, this proves that,
this exemplifies how, this
confirms, demonstrates,
describes, explains,
illustrates, implies,
suggests*

Now let's look at two sample paragraphs. The first uses text evidence correctly.
The second uses text evidence incorrectly.

SAMPLE 1

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to author Mario Martinez in his book Roller Coasters of the World, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle (18). "I have ridden hundreds of coasters," he writes. "But none of them were as terrifying as this one" (20). This suggests that Kingda Ka stands out among roller coasters as particularly intense.

This paragraph looks great! There are quotation marks around the direct quote, the writer tells us where the paraphrase and the quote came from, and the writer explains how her text evidence supports her statement that riding Kingda Ka is a unique experience. Hooray!

SAMPLE 2

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to Mario Martinez, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle. "I have ridden hundreds of coasters. But none of them were as terrifying as this one."

In this paragraph, neither the quote nor the paraphrase is cited correctly. Who is Mario Martinez? Which page in what book or article did the paraphrase and quote come from? The writer also fails to explain how her text evidence supports her statement that riding Kingda Ka is unique. She just plopped her text evidence into her paragraph.

Name: _____ Date: _____

Constructing a Response

Directions: Read "Could This Dragon Save Your Life?" and complete the activity on page 25. Then follow the steps below to write a response to the question on page 25.

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

Question from page 25:

How can studying animals lead to improvements in human health?

Step 1: Write your claim.

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

Studying animals can lead to improvements in human health by _____

_____.

Step 2: Provide text evidence with commentary.

Write two details from the article that support your claim. You can write them in the form of direct quotations or paraphrases. Include a citation for each detail. Explain how each detail supports your claim.

Detail 1: _____

Sentence explaining how this detail supports my claim: _____

Detail 2: _____

Sentence explaining how this detail supports my claim: _____

Step 3: Write a conclusion.

Wrap it all up. End your paragraph with a strong sentence that will give your readers something to think about. One option is to refer to your central claim. Or come up with an idea of your own!

Now it's time to put it all together. And guess what? You've already done the hardest part! All that's left is to take what you just wrote and put it together into one flowing paragraph. Write your final response on a separate sheet of paper.

Remember to:

- Use transitions between sentences.
- Read your paragraph to make sure your ideas are clear. Revise as needed.
- When you are satisfied with your paragraph, read it again to make sure there are no spelling or punctuation mistakes.

Name: _____ Date: _____

Vocabulary:

"Could This Dragon Save Your Life?"

- 1. antibiotic (an-ti-bahy-OT-ik)** *noun*; An antibiotic is a type of medicine used to kill or slow the growth of harmful bacteria—that is, bacteria that make us sick—and cure infections. Antibiotics work only for infections caused by bacteria; they do not fight infections caused by viruses, such as colds or the flu.
- 2. carcass (KAHR-kuhs)** *noun*; A carcass is the dead body of an animal.
- 3. immune system (ih-MY00N SIS-tuhm)** *noun*; Your immune system is a system of cells, tissues, and organs in your body that protects it from infection and disease and helps you stay healthy. If you do get sick, your immune system helps you get well again. (Sometimes, though, your immune system is not able to fight off an illness; that's when you might need antibiotics or some other type of medicine.)
- 4. paralyzed (PAIR-uh-lahyzd)** *adjective*; The verb *paralyze* means "to make something unable to move or function." Someone who is paralyzed is unable to move. An illness or injury might cause an entire body or part of a body to become paralyzed. People can also be paralyzed by an emotion. If Nate is paralyzed with fear, he is—at least at that moment—so scared that he can't move.
- 5. robust (roh-BUHST)** *adjective*; A person who is robust is strong and healthy. A thing that is robust is well-built and unlikely to fail or weaken.

A misstep can also be a slip or error in judgment—an action or decision that is a mistake. Sarah might realize that handing out birthday invitations at recess was a misstep; some kids who weren't invited were upset.
- 6. venom (VEN-uhm)** *noun*; Venom is a poisonous fluid produced by certain animals such as snakes, spiders, and jellyfish. Animals inject venom into their prey and their enemies, usually by biting or stinging. Strong feelings of anger and hatred are sometimes called venom too, as in "Jill's comments were full of venom."

Name: _____ Date: _____

“Could This Dragon Save Your Life?” Quiz

Directions: Read “Could This Dragon Save Your Life?” Then answer the questions below.

1. Which line best expresses a central idea of the article?

- (A) “Even a paper cut that became infected could be life-threatening.”
- (B) “Komodo dragons are among the most robust creatures on the planet.”
- (C) “Yet as dangerous as a close encounter with a Komodo dragon might be, scientists believe that these creatures could hold the key to saving human lives.”
- (D) “Nearly 700,000 people die every year from antibiotic-resistant infections . . .”

2. Author Maggie Pierce develops the idea that the Komodo dragon is a fierce predator in all the following ways EXCEPT by

- (A) describing the dragon’s sharp teeth.
- (B) describing the dragon’s strong immune system.
- (C) explaining that a dragon’s bite is venomous.
- (D) mentioning that humans have been attacked by dragons.

3. Pierce writes that the discovery of infection-fighting chemicals in a Komodo dragon’s blood “could not have come at a more critical time.” The word *critical* tells you that this discovery was

- (A) urgently needed.
- (B) not surprising.
- (C) inconvenient.
- (D) shocking.

4. Pierce writes, “Nearly 700,000 people die every year from antibiotic-resistant infections . . .” She probably included this statistic to

- (A) explain how antibiotics work.
- (B) support the idea that infections are no longer the problem that they used to be.
- (C) refute the idea that the Komodo dragon could play a valuable role in improving our health.
- (D) support the idea that superbugs are a serious threat to human health.

5. The section “Wonder Drugs”

- (A) explains that all dangerous creatures can help save human lives.
- (B) gives examples of other dangerous animals that, like the Komodo dragon, may play a role in future medical treatments for humans.
- (C) explains that the scorpion could be more valuable than the Komodo dragon.
- (D) tells you that scientists are no longer interested in the Komodo dragon.

6. Which idea is NOT supported by information in the article?

- (A) The Komodo dragon is a dangerous creature.
- (B) Antibiotics are important medications.
- (C) Infections are no longer a problem for humans.
- (D) Komodo dragons have strong immune systems.

Constructed-Response Questions

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

7. According to the article, what caused scientists to begin studying the Komodo dragon? Support your answer with text evidence.

8. Is it important for scientists to continue developing new medicines to treat infection? Why or why not? Support your answer with text evidence.

Name: _____ Date: _____

“Could This Dragon Save Your Life?” Quiz

Directions: Read “Could This Dragon Save Your Life?” Then answer the questions below.

1. Which line best expresses a central idea of the article?

- (A) “Komodo dragons rarely attack humans . . .”
- (B) “The Komodo dragon isn’t the only fierce creature that scientists are studying.”
- (C) “Yet as dangerous as a close encounter with a Komodo dragon might be, scientists believe that these creatures could hold the key to saving human lives.”
- (D) “Nearly 700,000 people die every year from antibiotic-resistant infections . . .”

2. Which detail supports the idea that the Komodo dragon is a fierce predator?

- (A) Komodo dragons’ wounds rarely get infected. (p. 24)
- (B) Komodo dragons are venomous. (p. 24)
- (C) Scientists at George Mason University began studying the Komodo dragon in 2012. (p. 25)
- (D) Komodo dragons have a lot of germs in their mouths. (p. 24)

3. The author writes that the discovery of infection-fighting chemicals in a Komodo dragon’s blood “could not have come at a more critical time.” In this sentence, what does *critical* mean?

- (A) important
- (B) frightening
- (C) interesting
- (D) difficult

4. Consider this statistic from the article: “Nearly 700,000 people die every year from antibiotic-resistant infections, so-called superbugs . . .” This statistic helps readers understand

- (A) why superbugs don’t affect Komodo dragons.
- (B) how antibiotics work.
- (C) why superbugs don’t respond to antibiotics.
- (D) that many people could benefit from the development of new types of medicines.

5. The section “Wonder Drugs”

- (A) explains that all dangerous creatures can help save human lives.
- (B) gives examples of other dangerous animals that may play a role in improving human health.
- (C) explains that the scorpion could be more valuable than the Komodo dragon.
- (D) tells you that scientists are no longer interested in the Komodo dragon.

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

- (A) Scientists don’t pay enough attention to dangerous creatures.
- (B) Bacterial infections are no longer a problem for humans.
- (C) Antibiotics are important medications.
- (D) Komodo dragons make good pets.

Constructed-Response Questions

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

7. According to the article, what caused scientists to begin studying the Komodo dragon? Support your answer with text evidence.

8. Why is it important for scientists to continue developing new medicines to treat infection? Support your answer with text evidence.

Name: _____ Date: _____

Possessives Scavenger Hunt

Directions: Review the rules for using apostrophes to form possessives. (The possessive form of a word shows ownership.) Then complete the scavenger hunt below. You'll be hunting through the December 2017/January 2018 issue of *Scope*.

Rules for Using Apostrophes to Form Possessives

1. To make a singular noun (like *dog*) possessive, add 's to the end.

Example: "Bright-orange lava boils at the volcano's peak . . ."

► Add 's even if the noun ends with s.

Example: ". . . the goddess's wrath is to blame."

2. To make a plural noun (like *kids*) possessive, add an apostrophe after the s that is already at the end of the word.

Example: "The idea that rock-snatchers' lives are being ruined . . ."

3. To make a collective noun (a noun that treats a group as one thing, like *audience*, *family*, or *team*) or a plural noun that does not end in s (like *children* or *mice*) possessive, add 's to the end of the word.

Example: "Yet in many people's minds . . ."

1. Go to page 26 in the debate "Finders Keepers?" Find a possessive and write it on the line below.

Possessive: _____

Which rule from the box above was followed to form this possessive?
(Check one.)

- ☐ Rule 1
☐ Rule 2
☐ Rule 3

2. Go to page 25 in the article "Could This Dragon Save Your Life?" Find TWO possessive forms of the SAME noun. Write them here:

Possessive 1: _____

Possessive 2: _____

Explain the difference in meaning between the two possessives you just wrote down.

3. Go to page 14 in "Could You Become a Mean Meme?" Read the very first sentence on the page.

Another way of expressing this idea is to say that _____ risk of public humiliation is greater now than it was in the past. (Fill in the blank with a possessive.)

4. Go to page 6 in "Escape From Alcatraz." Read the sentence in the middle column that begins "The men had developed . . ."

Another way to express the same idea is to say that the _____ plan was ingenious. (Fill in the blank with a possessive.)

It's and Its

Consider this line from page 19 in the play *The Fight For What's Right*:

"No, it's not fair at all."

Now consider this line from page 8 in the article "Escape From Alcatraz":

"But its history goes back even further."

Which line includes a possessive? The answer: the line from "Escape From Alcatraz." It may seem to go against the rules, but the possessive form of *it* does NOT include an apostrophe. (The word *it's* is the contraction of *it is* or *it has*.)

5. Read these sentences:

Scientists say it's possible that Morris and the Anglin brothers made it ashore.

Is the underlined word correct?

☐ yes ☐ no

Explain why or why not: _____

6. Write a sentence about any of the articles you read in this issue using *its*.

Name: _____ Date: _____

Then vs. Than

The words **then** and **than** are often confused and misused. Here's what you need to know to use them correctly.

Then is used to describe time. It can mean "next" or "at that time."

Examples:

First wash your hands, then set the table.

My life was a lot simpler back then.

Then is also used in if/then statements.

Example:

If you don't finish that burger, then I will!

Than is used to make a comparison.

Examples:

Simon is older than Sebastian.

Other than soccer practice, I have no plans for the weekend.

I would rather have pizza than pasta.

Directions: Underline the correct boldface word in each sentence.

1. Louis saw his first violin concert when he was 3 years old. Since **than/then**, he has been fascinated by stringed instruments.
2. Rachel would rather eat 20 pieces of broccoli **than/then** touch a single green bean.
3. Finish your homework, **than/then** we can go for a bike ride.
4. "Fluffy, no!" Mrs. Hall scolded, scooping up the cat. "You know better **than/then** to walk on the kitchen table."
5. Pete found that getting up an hour earlier was easier said **than/then** done.
6. "Don't forget," Sheena called, "we're meeting at the museum at five o'clock. I'll see you **than/then**!"
7. My little brother knows much more about Star Wars **than/then** I do.

Directions: For each line below, combine the sentences into a single sentence using the word **then** or **than**.

8. Sam ran fast. Ashley ran faster.

9. Put a half cup of flour in a bowl. Add two eggs and stir until smooth.

10. I like playing baseball. I would rather play soccer.

Name: _____ Date: _____

Analyzing Poetry

Below is Rebecca Kai Dotlich's poem "What I'm Made Of." Read the poem a few times. Then answer the questions on the next page. This activity is meant to be completed in groups or as a class.

What I'm Made Of

by Rebecca Kai Dotlich



Go to
Scope Online
to hear this
poem read
aloud.

- 1 Of open doors and closed ones
of rainstorms and race cars and dreams of
walking on the moon.
Of barn doors and basketball hoops
5 of maple donuts on autumn days
and bikes and guitars and dirt roads
by campsites, of visits to cities with
neon signs, I'm made of grit and brave,
hush and wind, of rockets and robots
10 and snowforts, of fishing poles
and beach lights and pines near
bridges and old Cedar Road.
I'm made of broken and craggy,
of riddle and map and Highway 10,
15 of fist bumps and scoreboards.
Of struggles with spelling
and genius with numbers,
of iron and snowfall and wonder.

Directions: Work with your group to answer the following questions. There are no right or wrong answers!

Note: To keep things simple, we refer to the speaker as "she" in this activity—but the speaker is not necessarily female.

People usually don't use phrases that start with the word *of* without giving a bit more information to let you know what they are talking about. For example, someone might say, "The hallway was full of open doors and closed ones," but they wouldn't walk up to you and just say, "Of open doors and closed ones." You wouldn't understand what they were talking about.

In this poem, the speaker does use phrases starting with *of*. You can figure out what the speaker means by looking at other parts of the poem.

1 What two words could the speaker add to the beginning of line 1 and to other places where an *of* phrase is used if she wanted to turn those phrases into complete sentences?

2 Explain how you figured out the answer to question 1.

Now let's look at the kinds of things that the speaker says she is made of.

3 Find at least two words or phrases in the poem that refer to **weather**. List them here:

4 Find at least three words or phrases in the poem that make you think of **places**. List them here:

5 Find at least one word or phrase in the poem that describes a **sound**. Write it here:

6 Find at least six words or phrases that give you a clue about **activities or hobbies** that the speaker enjoys. List them here:

7 Find the lines in the poem that tell you one of the speaker's **strengths** and one of her **weaknesses**. Write them here:

8 Find the place where the speaker reveals one of her **goals**. Write what she says here:

Now let's consider the meaning of certain lines in the poem.

9 In line 1, the speaker says that she is made "of open doors and closed ones." What might she mean? Are the doors a metaphor for something?

10 In line 14, the speaker says she is made "of riddle and map." What might she mean?

11 In line 18, the speaker says she is made "of iron." What might she mean?

12 Also in line 18, the speaker says she is made "of snowfall." What images, qualities, or emotions does *snowfall* make you think of? Are they similar to or different from the qualities or emotions you associate with iron?

13 Now think about the very last word in the poem: *wonder*. What kind of word is *wonder*? What do you think the speaker means when she says she is made of wonder?

One last question:

14 Why or how do you think the speaker chose the particular things that she names in this poem? For example, why might the speaker have listed guitars rather than some other objects in her life—socks or pencils or books? Why might the speaker have named Highway 10 rather than some other road?

Name: _____ Date: _____

What YOU Are Made Of

Directions: After reading "What I'm Made Of" by Rebecca Kai Dotlich, complete the activity "Analyzing Poetry." Then follow the directions below to write your own "What I'm Made Of" poem—about yourself!

1 Brainstorm things about you and your life for each category below. For example, for "weather," you might write "six feet of snow" if something important or meaningful happened to you during a blizzard. This is brainstorming, so just write whatever pops into your head.

<div>weather</div>	<div>sounds</div>	<div>places</div>
<div>goals and dreams</div>	<div>strengths</div> <div>weaknesses</div>	<div>activities and hobbies</div>

2 Now list five words or phrases that describe your personality:

- 1.
- 2.
- 3.
- 4.
- 5.

3 Look back at what you brainstormed on page 1. In each box, highlight or circle the things that are the MOST meaningful, special, or important to you—the things that really make you *you*. (If you think of anything to add to the boxes while you're doing this, go ahead and add it!)

4 Now it's time to write the first draft of your poem. Use Rebecca Kai Dotlich's poem "What I'm Made Of" as a model to write your own "What I'm Made Of" poem—about YOU. Replace all the things the speaker lists in Kai Dotlich's poem with the ideas you highlighted or circled from your brainstorming.

Write your poem on your own piece of paper. Be sure to include the following:

- at least two words or phrases that relate to weather
- at least three words or phrases that relate to places
- at least two words or phrases that relate to sound
- at least eight words or phrases that relate to activities or hobbies
- the line "Of struggles with _____ / and genius with _____."
(Fill in the blanks with your own weakness and strength.)

5 After you finish your first draft, read it through, paying attention to the way it sounds. Does it flow like a good song? If not, can you make the rhythm more pleasing? Sometimes a little change, like switching the places of a few words, can make a big difference.

Most important of all, ask yourself, "Would someone reading this poem get an idea of who I am? Would they get an idea of what is special to me and what is special about me?" If not, what can you change to make your poem more personal?

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

Write your own poem titled "What I'm Made Of," using Rebecca Kai Dotlich's poem as a model. Five winners will get \$25.

Entries will be judged on:

- ⇒ creativity
- ⇒ clarity
- ⇒ strength of descriptive language

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your typed 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 February 15, 2018!