

Name: _____ Date: _____

Affect vs. Effect

The words **affect** and **effect** are easy to mix up. Here are some simple rules to help keep these words straight.

AFFECT

►► Use **affect** as a verb meaning "to influence or cause a change."

*How will this quiz **affect** my grade?*

*The referee's call **affected** the outcome of the game.*

EFFECT

►► Use **effect** as a noun meaning "a result or impact."

*Exercising regularly has positive **effects** on people's health.*

*The movie's soundtrack had a powerful **effect** on my emotions.*

Directions: Circle the correct boldface word in each sentence below to correctly complete each sentence.

1. The amount of sleep you get at night **affects/effects** your energy level throughout the day.
2. The **affect/effect** of the wildfires that devastated forests across the state will be felt for years to come.
3. The rainy weather will probably **affect/effect** attendance at the baseball game.
4. The company hoped its new commercials would **affect/effect** its product's popularity in the coming months.
5. It is always a good idea to read the warning label on any medicine you take so that you understand its possible side **affects/effects**.
6. It will be interesting to see what **affect/effect** the new public transportation system has on traffic.
7. Scientists are studying how space travel **affects/effects** the human body.

Directions: Write one sentence using *affect* and one sentence using *effect*.

8. _____

9. _____

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should You Go Trash-Free at Lunch?" Complete the essay kit on page 12.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should you go trash-free at lunch?

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

☐ **Yes!** Trash-free lunches are important. ☐ **No!** Trash-free lunches aren't worth the trouble.

☐ _____

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "Yes" and "No" columns on page 12. Which points support your opinion?
What other information supports your opinion? List at least three supporting details on the lines below.

Here's an example: If you think trash-free lunches are a good idea, one of your supporting details might be: "Americans throw away about 15 million tons of plastic containers and packaging each year . . ."

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think you **SHOULD** go trash-free at lunch, summarize the strongest arguments of those who disagree. If you think you **SHOULD NOT** go trash-free at lunch, summarize the main reasons some think that students should go trash-free.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe your average lunch at school. How much trash do you create? Do you use reusable containers?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question:
"Is it really that inconvenient to _____?"
- 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: _____

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Finish the summary of the debate over going trash-free at lunch that appears below.

Others think that

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

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether to go trash-free at lunch.



(See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

**Now write your supporting points from Step 2.
For each one, write 1-3 sentences that
provide additional details.**

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.

Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.

3

ACKNOWLEDGE THE OTHER SIDE

Now it's time to recognize the other side of the argument.

Use what you wrote in Step 3.

Then explain why you think the opposing point of view is wrong.

4

CONCLUSION

**Write 2-3 sentences to remind your readers
of your main points.**

Finish with a strong final sentence.

*Need an idea?
Refer to your hook,
find a quote, or give
a call to action.*

5

READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written.

Name: _____ Date: _____

“Should You Go Trash-Free at Lunch?” Quiz

Directions: Read “Should You Go Trash-Free at Lunch?” Then answer the questions below.

1. The anecdote about Devon's lunch contributes to the article by
 - (A) explaining what a trash-free lunch is.
 - (B) describing what students should eat for lunch.
 - (C) showing how much trash can be created by an average school lunch.
 - (D) supporting the idea that students should always pack their lunch.
2. Author Mackenzie Carro writes that Devon's lunch has a “dark side.” According to Carro, the dark side of Devon's lunch is that
 - (A) it is unhealthy.
 - (B) it leaves behind a lot of trash.
 - (C) it is expensive.
 - (D) it is boring.
3. Carro writes that the large amount of garbage people produce is a problem for our planet. What are TWO ways that she supports this claim?
 - (A) She explains that garbage can harm marine plants and animals.
 - (B) She explains that going trash-free at lunch can save money.
 - (C) She explains that most trash ends up in landfills, where it sits for centuries.
 - (D) She explains why disposable products are so popular.
4. According to Carro, disposable products are very popular because they
 - (A) are convenient.
 - (B) create a lot of trash.
 - (C) were introduced in the 1950s.
 - (D) are inexpensive.
5. Consider this quote from page 12: “It takes the same amount of time to put a sandwich in a plastic bag as a reusable container.” This quote
 - (A) supports the claim that packing a trash-free lunch is time-consuming.
 - (B) shows that trash-free lunches are inconvenient.
 - (C) refutes the claim that trash-free lunches can help the environment.
 - (D) refutes the claim that packing a trash-free lunch is time-consuming.
6. Carro wrote this article mainly to
 - (A) highlight one environmental problem and discuss a possible solution for it.
 - (B) argue that school lunches are the main contributor to America's trash problem.
 - (C) show that most environmental problems are fixable.
 - (D) encourage readers to recycle.

Constructed-Response Questions



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

7. What idea about trash-free lunches does the cartoon on page 10 express? Explain your answer.
8. Consider the statistic on page 11 about how many tons of trash end up in the ocean each year. Choose one side of the debate and explain how this information could be used to support it.

Name: _____ Date: _____

“Should You Go Trash-Free at Lunch?” Quiz

Directions: Read “Should You Go Trash-Free at Lunch?” Then answer the questions below.

1. **The author likely included the story about Devon’s lunch to**
 - (A) describe what a trash-free lunch is.
 - (B) explain what students should eat for lunch.
 - (C) show how much trash can be created from an average school lunch.
 - (D) convince readers to pack their own lunches.
2. **According to author Mackenzie Carro, the problem with Devon’s lunch is that**
 - (A) it is unhealthy.
 - (B) it leaves behind a lot of trash.
 - (C) it is expensive.
 - (D) it is boring.
3. **Which TWO lines from the article support the claim that the large amount of trash we produce is a problem?**
 - (A) “Most of our trash ends up in landfills, where it will sit for centuries, giving off toxins as it slowly degrades.”
 - (B) “In fact, Americans throw away about 15 million tons of plastic containers and packaging each year . . .”
 - (C) “Some trash ends up in lakes and rivers, on beaches, and even out in the ocean, where it can harm marine plants and animals.”
 - (D) “But what is the cost of this convenience?”
4. **According to Carro, disposable products are very popular because they**
 - (A) are convenient.
 - (B) create a lot of trash.
 - (C) were introduced in the 1950s.
 - (D) are cheap.
5. **Which line is meant to refute (prove wrong) the claim that packing a trash free-lunch takes a long time?**
 - (A) “Reusable containers do have some drawbacks though.”
 - (B) “It’s often quicker to put together a meal when most of the food is already packaged . . .”
 - (C) “Americans loved the convenience.”
 - (D) “‘It takes the same amount of time to put a sandwich in a plastic bag as a reusable container,’ says Karli, 17, from Illinois.”
6. **Carro wrote this article mainly to**
 - (A) highlight one environmental problem and discuss a possible solution for it.
 - (B) argue that school lunches are the main reason for America’s trash problem.
 - (C) show that most environmental problems are fixable.
 - (D) encourage readers to recycle.

Constructed-Response Questions



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

7. How does the cartoon on page 10 express the idea that going trash-free at lunch helps the environment?
8. Consider the statistic on page 11 about how many tons of trash end up in the ocean each year. Choose one side of the debate and explain how this information could be used to support it.

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Close-Reading Questions

"The Pigeon Hero of World War I"

1. What is the main purpose of the sections "Incredible Powers" and "Brutal Battles"?
(text structure)

2. In the section "Fear and Rats," Tarshis explains how difficult conditions were for soldiers in the trenches. Why is this information important to the story of Cher Ami? (text structure)

3. What made carrier pigeons an important method of communication in battle? What were some drawbacks to using pigeons? (key ideas)

4. On page 9, Tarshis writes, "The sky was a storm of bullets." What figurative language is she using here? What does it help you understand? (figurative language)

5. What does the sidebar "Animals in Wartime" add to the article? (text feature)
6. In the section "Under Attack," the author writes, "The only way for the men to get a sip of water was to risk crawling through the mud to a stream." Why would crawling to a stream be a risk? (inference)
7. Consider how Tarshis describes Cher Ami's flight from the forest. How does she draw the reader in and create drama?(author's craft)

Name: _____ Date: _____

Critical-Thinking Questions

"The Pigeon Hero of World War I"

1. Why is it important to remember stories from the past like this one?

2. Do you think it's OK to use animals for military efforts?

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

Pigeon Contest

Create a museum exhibit about Cher Ami and her heroic last flight. List the types of objects you would include in the display. Then write the information that will appear next to the display.

Five winners will each get *Truce* by Jim Murphy.

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 entry and send both to: scopemag@scholastic.com
or mail them to: Pigeon Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY April 15, 2019!

Name: _____ Date: _____

Plan Your Exhibit

The writing prompt on page 9 says:

Create a museum exhibit about Cher Ami and her heroic last flight. List the types of objects you would include in the display. Then write the information that will appear next to the display.

Follow the directions below to help you plan your exhibit.

Step 1: Here are some ideas for the types of objects you might choose for your display:

- photos
- historical artifacts (objects from the time of Cher Ami's flight)
- documents (letters, newspaper articles, records, other papers)
- models
- maps
- sound recordings
- video clips

Using each box below, brainstorm objects you could have in your display related to the category of the box. In the last box, list any ideas you have that don't fit into any of the categories we gave you.

general information about World War I

role of carrier pigeons in World War I

Cher Ami and her heroic flight

the attack on the 77th Infantry Division

other

Step 2: Now it's time to plan the information that will appear with your display. Start by brainstorming a list of questions that you think the information should answer:

Step 3: Think about how the information will be displayed. Will it be together on a large sign on the wall? Or will it be broken up and put on smaller signs throughout the display? It's up to you! In the space below, make notes about how the information will be displayed.

Step 4: Use your own paper to write the first draft of the display information—either as one long display of information or a few shorter ones, whatever you decided in Step 3. When you're done with your first draft, make sure you have answered the questions you wrote in Step 2. Revise as needed.

Step 5: Go back to the objects you brainstormed in Step 1. Do you want to use all of them in your display? If not, circle the ones you want to include.

Name: _____ Date: _____

“The Pigeon Hero of World War I” Quiz

Directions: Read “The Pigeon Hero of World War I,” then answer the questions below.

- On page 6, Lauren Tarshis writes, “But like the tiny chip in an iPhone, that pigeon brain is packed with power.” This line contains
 - a simile that illustrates how small carrier pigeons are.
 - a metaphor that shows how carrier pigeons communicate with one another.
 - hyperbole that emphasizes carrier pigeons’ strength.
 - a simile that helps readers understand that carrier pigeons are highly intelligent.
- Also on page 6, Tarshis writes, “These humble gray birds can travel over seas and mountains, across hundreds of twisting and turning miles, and they almost never get lost.” She includes the word *humble* to
 - teach readers about carrier pigeons’ feathers.
 - show that carrier pigeons are kind creatures.
 - stress the contrast between how unimpressive carrier pigeons might appear and how extraordinary they truly are.
 - illustrate the great distances pigeons can fly.
- The mood of the section “Under Attack” is
 - terrifying.
 - sad.
 - playful.
 - calm.
- Which of the following are ways Tarshis creates the mood you identified in Question 3? Choose TWO answers.
 - She includes the date of the attack.
 - She uses the verbs *pummeled*, *blasting*, and *scrawled*.
 - She uses the verbs *carrying* and *cheered*.
 - She includes the final line of the general’s message, written in all capital letters.
- What is the central idea of the sidebar “Animals in Wartime”?
 - Having a pet around can raise a person’s spirits.
 - Horses have been used in military efforts since medieval times.
 - Rats can pose a threat to human health.
 - Animals have always played an important role in human warfare.
- Which best describes Tarshis’s main purpose for writing “The Pigeon Hero of World War I”?
 - to teach readers how communication has changed over the past century
 - to analyze the causes of World War I
 - to fascinate readers with the story of an animal’s extraordinary feat
 - to help readers understand trench warfare

Constructed-Response Questions

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

- According to the article, what made World War I “a war more brutal than any before in history”? Use text evidence to support your answer.
- What attitude towards Cher Ami does Tarshis express? Use text evidence to support your answer.

Name: _____ Date: _____

“The Pigeon Hero of World War I” Quiz

Directions: Read “The Pigeon Hero of World War I,” then answer the questions below.

- On page 6, Lauren Tarshis writes, “But like the tiny chip in an iPhone, that pigeon brain is packed with power.” This line contains a simile that helps readers understand
 - carrier pigeons’ strength.
 - how carrier pigeons communicate.
 - how small carrier pigeons are.
 - carrier pigeons’ high intelligence.
- Also on page 6, Tarshis writes, “These humble gray birds can travel over seas and mountains, across hundreds of twisting and turning miles, and they almost never get lost.” By *humble*, Tarshis means
 - brave and bold.
 - kind and gentle.
 - simple and ordinary.
 - loud and flashy.
- Which word best describes the mood (the feeling the reader gets from a piece of writing) of the section “Under Attack”?
 - terrifying
 - sad
 - playful
 - calm
- Which verbs does Tarshis use to help create the mood you identified in Question 3? Choose TWO answers.
 - cheered
 - scrawled
 - carrying
 - pummeled
- What is the central idea of the sidebar “Animals in Wartime”?
 - Having a pet around can raise a person’s spirits.
 - Horses have been used in military efforts since medieval times.
 - Rats can pose a threat to human health.
 - Animals have always played an important role in human warfare.
- Which best describes Tarshis’s main purpose for writing “The Pigeon Hero of World War I”?
 - to teach readers how communication has changed over the past century
 - to analyze the causes of World War I
 - to fascinate readers with the story of an animal’s extraordinary feat
 - to help readers understand trench warfare

Constructed-Response Questions

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

- According to the article, what made World War I “a war more brutal than any before in history”? Use text evidence to support your answer.
- Support the following claim using text evidence: Tarshis’s tone as she discusses Cher Ami is admiring and impressed.

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

Vocabulary:

"The Pigeon Hero of World War I"

1. bioluminescent (bahy-oh-loo-muh-NES-uhnt) *adjective*; Something that is luminescent glows with light. TV screens, light bulbs, and stars are luminescent.

Some living things are *bioluminescent* (the prefix *bio* means "life"), meaning they can give off light. This ability to glow in the dark is caused by a special chemical reaction inside certain animals, plants, fungi, and bacteria. Fireflies are bioluminescent insects. Many jellyfish in the deep sea are bioluminescent.

2. battalion (buh-TAL-yuhn) *noun*; A battalion is one of the smaller units of the military, typically consisting of 100 to 1,000 people.

3. colossal (kuh-LAHS-uhl) *adjective*; Something that is colossal is extremely large. Blue whales are colossal animals. If you haven't checked your phone for three days, you might have a colossal number of texts waiting for you.

4. embattled (em-BAT-uhld) *adjective*; When used in a military context, *embattled* means "engaged in battle and completely surrounded by enemies" as in, "The embattled army finally surrendered." But *embattled* can describe anyone or anything surrounded by difficulties, conflict, or attacks.

5. emerge (ih-MURJ) *verb*; *Emerge* means "to come out or into view" or "to become known." Caterpillars emerge from cocoons as butterflies. You might emerge slowly from your hiding place during a game of hide-and-seek. New information might emerge that helps a detective finally crack a case.

6. innate (ih-NEYT) *adjective*; An innate behavior, ability, or quality is one that a person or an animal is born with—not something that is learned. Pulling your hand away from something hot is an innate behavior. Spiders have an innate ability to spin webs.

7. navigational (nav-ih-GEY-shuhn-uhl) *adjective*; To navigate is to find the way to get to a place when you are traveling. If your friend's mom asks you to navigate while she drives you home, she wants you to tell her what roads to take to get to your house.

Navigation is the act or process of navigating.

Navigational means "relating to navigation." Many cars now come with a GPS system built in as a navigational aid to drivers.

8. rampant (RAM-puhnt) *adjective*; *Rampant* means "wild and out of control." Imagine that a pair of goats get into your house and are running around like crazy, jumping on the furniture and knocking things over. Those goats are running rampant.

Rampant can also be used to describe something that is very common or spreading or growing quickly in a way that is difficult to control. A flu virus might be rampant in your school. Poison ivy might be rampant in your backyard. (*Rampant* is usually used to describe something unpleasant.)

9. telegraph (TEL-ih-graf) *noun or verb*; The telegraph was a system people used to send and receive messages over long distances starting in the 1830s. To send a message—called a telegram—you would write down what you wanted to say and give it to a telegraph operator. The operator would use a special machine to send your message in code—a series of short and long pulses—along wires to another telegraph machine. An operator at the other machine would translate the code back into words and have it delivered to the person the telegram was for.

As a verb, *telegraph* means "to send a message by telegraph," as in, "William's parents telegraphed him to return home at once."

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 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

"The Pigeon Hero of World War I"

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

1. rampant

- Ⓐ gentle Ⓑ out of hand

2. colossal

- Ⓐ enormous Ⓑ miniature

3. emerge

- Ⓐ fade Ⓑ appear

4. innate

- Ⓐ uncommon Ⓑ natural

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

5. People would find the **telegraph** to be an efficient way to communicate today.

- Ⓐ true Ⓑ false

Reason: _____

6. When everything is going your way, you might say you are **embattled**.

- Ⓐ true Ⓑ false

Reason: _____

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

emerge navigational battalion bioluminescent
--

7. The group of soldiers returned to their headquarters.

8. Some snails have the ability to light up. They illuminate their shells, flashing on and off as a way to distract predators.

9. The park's visitor center provides helpful tools for hikers such as compasses and maps.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Pigeon Hero of World War I.” 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, Central Ideas, Inference

1. Read the **headline** and subheading and study the images on pages 4-5. Why might the author have chosen to begin the article with these features?

2. What does the map on page 6 help you understand about World War I?

3. What is the central idea of the sidebar “Animals in Wartime” (pp. 6-8)?

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, Tone

5. In the introduction, the author creates drama through a shift in **mood**. Describe how the mood changes.

6. A. Check (☒) the statement that BEST describes the **text structure** (the way the author organizes information) in the first paragraph of the section “Under Attack.”

The author lists the advantages the German army has, including their weapons.

The author gives a chronological account of the German attack on the 77th Infantry Division in the forest.

The author explains the effects of trench warfare on the Americans.

B. Explain how you know.

7. Reread the section “A Feathered Missile.” What is the author’s **tone** as she writes about Cher Ami? Explain your answer.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Pigeon Hero of World War I.” 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, Central Ideas, and Inference

1. Read the **headline** and subheading and study the images on pages 4–5. Why might the author have chosen to begin the article with these features?

2. What does the map on page 6 help you understand about World War I?

3. What is the central idea of the sidebar “Animals in Wartime” (pp. 6–8)?

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, Tone

5. In the introduction of the article, the author explains that a group of American soldiers were surrounded by a troop of German soldiers and were “in a fight for their lives.” The author then writes, “Luckily, there was one brave warrior who had been trained for a moment exactly like this.”

Mood is the feeling the reader gets from a piece of writing. The sentence above changes the mood of the section from

- Ⓐ dramatic to desperate.
- Ⓑ tense to hopeful.
- Ⓒ violent to joyful.

6. **Text structure** is the term for how an author organizes information. In the section “Incredible Powers,” the author uses description to explain the amazing abilities of carrier pigeons.

Which phrases in this section help you identify this text structure?

- Ⓐ *For example; During war; For one thing*
- Ⓑ *humble gray birds; like the tiny chip in an iPhone; hundreds of twisting and turning miles*
- Ⓒ *had an important job; They are also smart; You’d release the pigeon*

7. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the tone the author uses when talking about Cher Ami in the section “A Feathered Missile.”

envious

admiring

sympathetic

B. Briefly explain how you know:

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the section “Fear and Rats” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.

Central Idea Soldiers faced difficult conditions while fighting in the trenches.		
Detail #1 “They coped with knee-deep mud, with the sickening stench of garbage and human waste, with rampant disease, with constant fear.” (p. 8)	Detail #2 “The noise of machine guns and bomb blasts made sleep almost impossible.” (p. 8)	Detail #3 “The forests and fields of France had been transformed into blood-soaked battlefields . . .” (p. 8)

- B. Briefly explain why the detail 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 “The Pigeon Hero of World War I.”

- a. Communication between troops on the battlefield was difficult during World War I.
- b. The brain of a pigeon is about the size of a wad of bubble gum.
- c. The American military used carrier pigeons to deliver messages during World War I.
- d. The telephone and the telegraph were invented in the 1800s.
- e. I find the abilities of carrier pigeons to be truly amazing.
- f. The carrier pigeon Cher Ami carried a message that saved the lives of hundreds of American soldiers.

Name: _____ Date: _____

Central Ideas and Details

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

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

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Pigeon Hero of World War I."

1. Reread the section "Incredible Powers." Which statement below BEST expresses the central idea of this section?

- Ⓐ Thousands of pigeons served alongside soldiers during World War I.
- Ⓑ Carrier pigeons are also known as homing pigeons.
- Ⓒ The amazing abilities of carrier pigeons make them ideal for carrying messages.
- Ⓓ Although their brains are small, carrier pigeons are smart.

2. Read the central idea of the section "Brutal Battles," 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:
World War I was an extremely violent and destructive war.

- Ⓐ "New weapons unleashed terror and death on a massive scale." (p. 7)
- Ⓑ "Poison gas caused blistering burns and scorched lungs." (p. 7)
- Ⓒ "Tanks plowed across lines of defense, and airplanes dropped bombs that triggered colossal explosions." (p. 7)
- Ⓓ "But in wartime, getting information across long distances was still difficult, especially during battles." (p. 7)

I chose _____ because _____

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

Central Idea:

Detail 1: "The only way for the men to get a sip of water was to risk crawling through the mud to a stream." (p. 8)

Detail 2: "They coped with knee-deep mud, with the sickening stench of garbage and human waste, with rampant disease, with constant fear." (p. 8)

Detail 3: "The noise of machine guns and bomb blasts made sleep almost impossible." (p. 8)

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

Central Idea:

Cher Ami and other carrier pigeons were valuable assets during World War I.

Supporting detail 1:

"[Cher Ami] was awarded a medal and sent to America, where she was greeted as a hero who had saved the lives of nearly 200 men." (p. 9)

Supporting detail 2:

Supporting detail 3:

Name: _____ Date: _____

Central Ideas and Details

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

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

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Pigeon Hero of World War I."

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

Central Idea:

Carrier pigeons make great message carriers.

- ☐ "For one thing, these pigeons are fast—some can fly up to 90 miles per hour." (p. 6)
- ☐ "A pigeon's brain is no bigger than a wad of bubble gum." (p. 6)
- ☐ "During war, to use a pigeon as a messenger, you would establish a home nest for the bird." (p. 6)
- ☐ "These humble gray birds can travel over seas and mountains, across hundreds of twisting and turning miles, and they almost never get lost." (p. 6)
- ☐ "Nobody needs to show [carrier pigeons] how to get home. They just *know*." (p. 6)

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

Central Idea:

World War I _____.

Detail 1: "... [World War I] would leave 17 million people dead and pull more than 135 countries, including the United States, into battles around the globe." (p. 6)

Detail 2: "The Germans pummeled the American troops with artillery—blasting them with powerful explosives and grenades and rapid-fire machine guns. With each passing hour, more men were killed or wounded." (p. 8)

Detail 3: "Tanks plowed across lines of defense, and airplanes dropped bombs that triggered colossal explosions." (p. 7)

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of “The Pigeon Hero of World War I.”

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

2. What significant event(s) does the article describe?

3. What problem does the main person(s) face?

4. How does the main person(s) solve the problem?

5. What happens to the main person(s) afterward?

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

Directions: Your turn! Write an objective summary of “The Pigeon Hero of World War I.” You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find are unnecessary.

Summary of “The Pigeon Hero of World War I”

[illegible]

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "The Pigeon Hero of World War I."

In October 1918, an unlikely hero—a pigeon—saved the lives of hundreds of American soldiers during World War I. On October 3, a battalion of American soldiers were in a forest in France when _____

1. What happened to the American soldiers in the forest?

Outnumbered, low on ammunition, and exhausted, the Americans were being badly defeated. The leader of the battalion, Major Charles Whittlesey, began _____

2. How did Whittlesey try to get help?

_____, but _____
_____. Then, the next day, the troops saw

3. Why couldn't Whittlesey get help?

American planes overhead. However, instead of rescuing the men, _____

4. What mistake was made?

In response, Whittlesey tried to send his two last carrier pigeons to headquarters. One got scared and flew away, but the other, Cher Ami, was able to deliver the message despite _____

5. What did Cher Ami have to endure to deliver her message?

_____. Once Cher Ami's message was delivered, _____
_____ and Cher Ami was

6. What happened after the message was delivered?

celebrated as a hero.

Name: _____ Date: _____

Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in "The Pigeon Hero of World War I."

1. Read the **headline** and subheading and study the images on pages 4-5. Why might the author have chosen to begin the article with these features?

2. How does the information in the sidebar "Animals in Wartime" (pp. 6-8) contribute to the article?

3. What does the photo at the top of page 9 help you understand about the lives of soldiers on the battlefield during World War I?

4. Read the subheadings throughout the article. Describe how the tone of the subheadings changes throughout the article.

Name: _____ Date: _____

Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "The Pigeon Hero of World War I".

1. In the introduction of the article, the author uses a **problem-and-solution** structure. What problem and solution is she describing?

2. A. Underline the text structure the author uses in the section "Incredible Powers."

sequence of events

description

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

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)

3. A. Which text structure does the author use in the section "Under Attack"?

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

Name: _____ Date: _____

Tone Quiz

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.

Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.

Authors create tone through word choice, the information they include, and how they organize the text.

In this activity, you will analyze author Lauren Tarshis's tone in "The Pigeon Hero of World War I."

1. In the introduction, Tarshis writes:

"The American soldiers were doomed. It was October 1918, not long before the end of World War I. This was a war more brutal than any before in history; it would leave 17 million people dead and pull more than 135 countries, including the United States, into battles around the globe."

Which best describes Tarshis's attitude as she talks about World War I?

- (A) angry
- (B) optimistic
- (C) grave
- (D) indifferent

2. On page 6, Tarshis writes, "Nobody needs to show them how to get home. They just *know*." Tarshis's use of italics _____.

- (A) emphasizes how impressed she is by pigeons' abilities
- (B) suggests that she doesn't find pigeons' abilities particularly remarkable
- (C) reveals that she is confused by pigeons' abilities
- (D) adds humor to the passage

3. Consider these sentences from page 8:

- "After all, many hadn't had much sleep for weeks."
- "They coped with knee-deep mud, with the sickening stench of garbage and human waste, with rampant disease, with constant fear."
- "The only way for the men to get a sip of water was to risk crawling through the mud to a stream."

These sentences reveal that the author views the soldiers as _____.

- (A) unable to perform their jobs
- (B) having suffered a great deal
- (C) powerful and frightening
- (D) difficult to relate to

4. Which word best describes Tarshis's tone in the last section, "A Feathered Missile"?

- (A) frightened
- (B) hopeless
- (C) amazed
- (D) furious

5. Briefly explain your answer to question 5 in the box below.

Name: _____ Date: _____

Video Discussion Questions

"Scope Author Visit with Lauren Tarshis"

Answer after watching the video and reading "The Pigeon Hero of World War I."

1. In the video, author Lauren Tarshis says that carrier pigeons have superpowers (1:00). Find at least two details in the article that support this idea.
2. At 2:28, Tarshis says she didn't want to "bog you down" with too many details about World War I. What does she mean?
3. Consider what Tarshis says about wanting to "open doors of curiosity" with her story (2:58). After reading the article, what other topic or topics would you be most interested in learning more about and why?

Name: _____ Date: _____

Synthesis

Directions: Read "Hunting a Monster" and "Monster of the Deep." Then follow the directions below to prepare for the writing prompt on page 25.

Part 1: The writer J.R.R. Tolkein said, "I believe that legends and myths are largely made of 'truth.'" What did Tolkein mean?

Part 2: Fill in the boxes below with information that supports the idea that there is "truth" behind the fantastical creatures mentioned in "Hunting a Monster" and "Monster of the Deep." Be sure to cite your sources. We filled in one box for you.

Bigfoot

The Kraken

The Dragon

- Stories of dragons may have been inspired by fossils of real prehistoric creatures such as dinosaurs. Also, ancient peoples may have seen crocodiles and thought they were the dragons about which they had heard stories ("Hunting a Monster," 22).

The Mermaid

The Loch Ness Monster

Close-Reading Questions

"Hunting a Monster"

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Name: _____ Date: _____

Close-Reading Question

"Monster of the Deep"

1. Why are giant squid so difficult to find and study? (key ideas and details)

Name: _____ **Date:** _____

Critical-Thinking Questions

"Hunting a Monster" and "Monster of the Deep"

1. Carro suggests that fascination with Bigfoot continues—even though there is no evidence that Bigfoot is real—because people simply want to believe in fantastical creatures. Do you agree with her? Explain.
2. Consider the illustrations that appear in both articles. What do the illustrations and captions suggest about the origin of fantastical creatures?

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “Hunting a Monster” and “Monster of the Deep.” Then answer the questions.

1. A graph about the number of new animal species discovered over the past decade would BEST fit into which section of “Hunting a Monster”?
 - (A) “No Evidence”
 - (B) “Bigfoot Mania”
 - (C) “Magic and Mystery”
 - (D) the introduction
2. Pages 21 and 22 contain a section titled “Bigfoot Mania.” Based on the information in the section, what is the definition of *mania*?
 - (A) a risky or unexpected undertaking
 - (B) excessive interest or enthusiasm; an obsession
 - (C) the act of investigating something
 - (D) a lack of care or concern
3. On page 22, author Mackenzie Carro writes, “Google ‘Bigfoot,’ and you will get more than 50 million hits.” She likely includes this line to
 - (A) show that interest in Bigfoot is declining.
 - (B) encourage readers to research Bigfoot online.
 - (C) suggest that Bigfoot might really exist.
 - (D) emphasize that people today are fascinated by Bigfoot.
4. Which line helps readers understand what makes giant squid elusive?
 - (A) “They can weigh up to 1,000 pounds and grow up to 60 feet long.”
 - (B) “It had eight flapping arms and two long, sinewy tentacles.”
 - (C) “And thanks to their highly developed nerves, they can react in an instant, darting away from a net or camera.”
 - (D) “His plan was to raise them in captivity.”
5. The main purpose of “Hunting a Monster” is to _____, whereas the main purpose of “Monster of the Deep” is to _____.
 - (A) introduce readers to Robert Hatfield; teach about the fastest sailing voyage around the world
 - (B) spotlight the TV show *Finding Bigfoot*; describe new technology for deep-sea exploration
 - (C) explain what inspired dragon legends; compare ancient Babylonians and ancient Syrians
 - (D) explain the fact and fiction about Bigfoot; share scientists’ discovery about the giant squid
6. Which ideas are supported by information in both articles? Choose TWO.
 - (A) There is no scientific evidence that Bigfoot exists.
 - (B) Much of the world’s oceans are unexplored.
 - (C) Mythical creatures are often based on real animals.
 - (D) Giant squid have large eyes.

Constructed-Response Questions

Directions: Write your answer to each question in a well-organized response.

7. In the introduction to “Monster of the Deep,” how does author David Grann draw readers in? Use text evidence to support your answer.
8. How do both articles support the idea that humans are fascinated by the unknown? Use details from both texts to support your answer.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “Hunting a Monster” and “Monster of the Deep.” Then answer the questions.

- A graph about the number of new animal species discovered over the past decade would BEST fit into which section of “Hunting a Monster”?**
 - “No Evidence”
 - “Bigfoot Mania”
 - “Magic and Mystery”
 - the introduction
- On page 21, author Mackenzie Carro writes, “In 1967, at the height of Bigfoot mania, someone released footage of Bigfoot strolling through the woods.” Context clues reveal that *mania* most closely means**
 - confusion.
 - obsession.
 - boredom.
 - worry.
- On page 22, Carro writes, “Google ‘Bigfoot,’ and you will get more than 50 million hits.” She includes this line to**
 - show that people’s interest in Bigfoot is declining.
 - encourage readers to research Bigfoot online.
 - suggest that Bigfoot might really exist.
 - emphasize that many people today are still fascinated by Bigfoot.
- On page 25, David Grann writes, “And thanks to their highly developed nerves, they can react in an instant, darting away from a net or camera.” This line supports the idea that giant squid are _____ creatures.**
 - violent
 - mythical
 - elusive
 - sinewy
- The main purpose of “Monster of the Deep” is to**
 - teach readers about Olivier de Kersauson’s sailing voyage.
 - describe new technology for deep-sea exploration.
 - explain what inspired mermaid stories around the world.
 - share scientists’ discovery about the giant squid.
- Which idea is supported by information in both articles? Choose TWO.**
 - There is no scientific evidence that Bigfoot exists.
 - Much of the world’s oceans are unexplored.
 - Mythical creatures are often based on real animals.
 - Giant squid have larger eyes than any other animal.

Constructed-Response Questions

Directions: Write your answer to each question in a well-organized response.

- Consider the introduction to David Grann’s article “Monster of the Deep.” How does Grann use descriptive language to draw in readers?
- According to the photo captions in both articles, what is one way stories about fantastical creatures can be explained? Use details from both texts to support your answer.

Name: _____ Date: _____

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

Paired Texts Vocabulary

"Hunting a Monster" and "Monster of the Deep"

1. **deduce (dih-DOOS)** *verb*; To deduce is to figure something out by thinking carefully about what you already know is true and then putting all the pieces together. Based on your brother's strange behavior and the small brown stain on his shirt, you might deduce that he is the one who ate your candy bar.

2. **elude (ih-LOOD)** *verb*; To elude is to escape or avoid something, usually by being quick, skillful, or tricky. A squirrel might manage to elude your cat by running up a tree. *Elude* can also mean "to fail to be understood or remembered by." If the name of an actor is eluding you, you can't think of that actor's name.

3. **enthusiast (en-THOO-zee-ist)** *noun*; Enthusiasm (en-THOO-zee-az-uhm) is a feeling of intense excitement, interest, or enjoyment. A friend's enthusiasm as he describes his favorite graphic novel might make you want to read it.

An enthusiast is a person who is brimming with enthusiasm for a particular activity or subject. A sports enthusiast is really passionate about sports. A dinosaur enthusiast has a strong interest in dinosaurs and spends a lot of time learning about them.

4. **fantastical (fan-TAS-tik-uhl)** *adjective*; Something that is fantastical is so odd and remarkable that it seems impossible, like something that could exist only in your imagination. Star Wars movies have fantastical characters and scenery.

5. **figment (FIG-muhnt)** *noun*; A figment is something imagined or made up. *Figment* is usually followed by *of the imagination* as in, "I could have sworn I heard someone say my name, but it must have been a figment of my imagination."

6. **lair (lair)** *noun*; A lair is the den or resting place of a wild animal.

7. **outlandish (out-LAN-dish)** *adjective*; Something that is outlandish is so out of the ordinary or strange that it's difficult to accept. Effie Trinket from *The Hunger Games* wears outlandish outfits. An outlandish story is very odd, and hard to believe.

8. scat (skat) *noun*; Scat is a name for the droppings (poop) of a wild animal.

9. sinewy (SIN-yoo-ee) *adjective*; Muscles are connected to bones with bands of strong tissue called tendons. *Sinew* (SIN-yoo) is another name for a tendon. Something that is sinewy is full of sinew, or looks like it is. A sinewy piece of steak is stringy and tough. A sinewy person or animal looks lean and strong.

10. specimen (SPES-uh-muhn) *noun*; As used in the article, *specimen* refers to an individual plant or animal that is collected and studied by scientists as an example of its species.

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

1. My grandfather's arms were **sinewy** from years of _____

2. The cougars returned to their **lair** to _____

3. _____
_____ was just a **figment** of Ann's imagination.

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

4. **outlandish**

- Ⓐ common Ⓑ unusual

6. **fantastical**

- Ⓐ ordinary Ⓑ imaginative

5. **elude**

- Ⓐ attract Ⓑ avoid

7. **specimen**

- Ⓐ sample Ⓑ group

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

8. From the small white hairs on my teacher's clothes, I **deduced/eluded** that she must have a cat or dog.
9. **Enthusiasts/specimens** lined up outside the bookstore, eager for the release of their favorite author's new book.
10. The scientist was studying bear **scat/figment** to learn more about bears' diets.

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read "Hunting a Monster" and "Monster of the Deep." Then complete the activity below.

1. Imagine that you are writing a paragraph explaining why some people might believe in Bigfoot despite the fact that there is no scientific evidence that the creature exists.

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

- Ⓐ People have been telling stories of a Bigfoot-like creature for thousands of years.
- Ⓑ Twenty percent of Americans still believe that Bigfoot exists.
- Ⓒ Some people still believe in Bigfoot despite a lack of scientific evidence because stories of some other fantastical creatures have turned out to be true.

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

- Ⓐ "The kraken—a monster with a sharp beak and powerful tentacles—was thought to be a figment of sailors' imaginations until the discovery of the giant squid." (p. 22)
- Ⓑ "*The Epic of Gilgamesh*, one of the first written texts in history, tells of a man who lived in the woods among animals and had 'hair that sprouted like grain.'" (p. 21)
- Ⓒ "By the 1960s, the number of Bigfoot sightings in California had skyrocketed." (p. 22)

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

- Ⓐ It shows how long people have been telling stories about creatures similar to Bigfoot.
- Ⓑ It shows that there is a large number of people who claim to have seen Bigfoot.
- Ⓒ It provides an example of another fantastical creature whose existence was doubted at first, but was eventually confirmed.

2. Choose the piece of text evidence from “Hunting a Monster” that BEST supports the statement below. Then complete the sentence to explain your choice.

The existence of a creature like Bigfoot isn’t scientifically possible.

- Ⓐ “Not surprisingly, none of these enthusiasts have ever found Bigfoot.” (p. 22)
- Ⓑ “The famous footprints in Bluff Creek were later revealed to have been planted by a man named Ray Wallace as part of a giant hoax.” (p. 22)
- Ⓒ “Plus, if Bigfoot creatures did exist but were so few in number that they were rarely seen, how would they breed?” (p. 22)

I chose ____ because _____

3. A. Choose the THREE pieces of text evidence from “Hunting a Monster” that BEST support the statement below.

People are still interested in the legend of Bigfoot today.

- Ⓐ “The legend of Bigfoot took off in America in the late 1950s . . .” (p. 21)
- Ⓑ “Google ‘Bigfoot,’ and you will get more than 50 million hits.” (p. 21)
- Ⓒ “By the 1960s, the number of Bigfoot sightings in California had skyrocketed.” (p. 21)
- Ⓓ “The show *Finding Bigfoot* ran for six years, until 2018, and was one of Animal Planet’s most successful programs.” (p. 22)
- Ⓔ “And people pay to go on so-called Bigfoot hunts.” (p. 22)

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 “Hunting a Monster” in the form of a direct quotation.

- Ⓐ Scientists say we can safely assume that Bigfoot isn’t real. In her article “Hunting a Monster,” author Mackenzie Carro writes, “Humans inhabit virtually every corner of the planet. It’s unlikely that such a massive creature could elude us for so long” (22).
- Ⓑ Scientists say we can safely assume that Bigfoot isn’t real. In her article “Hunting a Monster,” author Mackenzie Carro writes, “Humans inhabit virtually every corner of the planet. It’s unlikely that such a massive creature could elude us for so long” (22). In other words, if Bigfoot were real, we would have found him by now.
- Ⓒ Scientists say we can safely assume that Bigfoot isn’t real. “Humans inhabit virtually every corner of the planet. It’s unlikely that such a massive creature could elude us for so long.” In other words, if Bigfoot were real, we would have found him by now.

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

5. Choose the paragraph that correctly uses text evidence from “Monster of the Deep” in the form of a paraphrase.

- Ⓐ Giant squid are difficult to find and study. For example, in his article “Monster of the Deep,” author David Grann writes, “They have enormous eyes—larger than those of any other animal—which enable them to flee at the first sign of trouble.” In other words, giant squid have certain features that help them to avoid humans.
- Ⓑ Giant squid are difficult to find and study. The giant eyes and highly developed nerves of giant squid enable the creatures to easily spot threats and then retreat quickly (25).
- Ⓒ Giant squid are difficult to find and study. In his article “Monster of the Deep,” author David Grann explains that the giant eyes and highly developed nerves of giant squid enable the creatures to easily spot threats and then retreat quickly (25). In other words, giant squid have features that help them to avoid humans.

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

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “Hunting a Monster” and “Monster of the Deep,” then complete the activity below.

1. Choose the TWO pieces of text evidence from “Monster of the Deep” that best support the statement below.

STATEMENT:

Giant squid have unique physical features that make them difficult to find and study.

- Ⓐ “[Giant squid] have enormous eyes—larger than those of any other animal—which enable them to flee at the first sign of trouble.” (p. 25)
- Ⓑ “They can weigh up to 1,000 pounds and grow to be almost 60 feet long.” (p. 25)
- Ⓒ “. . . thanks to their highly developed nerves, [giant squid] can react in an instant, darting away from a net or camera.” (p. 25)
- Ⓓ “About 80 percent of the ocean remains unexplored today.” (p. 24)

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

STATEMENT:

The existence of a creature like Bigfoot isn’t scientifically possible.

- Ⓐ “Not surprisingly, none of these enthusiasts have ever found Bigfoot.” (p. 22)
- Ⓑ “Plus, if Bigfoot creatures did exist but were so few in number that they were rarely seen, how would they breed?” (p. 22)
- Ⓒ “The famous footprints in Bluff Creek were later revealed to have been planted by a man named Ray Wallace as part of a giant hoax.” (p. 22)

I chose ____ because _____

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

STATEMENT:

People are still fascinated with the legend of Bigfoot today.

Ⓐ “Google ‘Bigfoot,’ and you will get more than 50 million hits.” (p. 22)

Ⓑ “. . . people pay to go on so-called Bigfoot hunts.” (p. 22)

Ⓒ _____

.....

4. Read the lines below from “Hunting a Monster” and “Monster of the Deep.” Then write a statement that they all support.

STATEMENT:

Ⓐ “Scientists find thousands of new species each year and speculate that millions more are still out there.” (p. 22)

Ⓑ “In truth, we don’t know what dazzling creatures might exist beyond our reach.” (p. 22)

Ⓒ “About 80 percent of the ocean remains unexplored today.” (p. 24)

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

Monster Contest

The writer J.R.R. Tolkien said, "I believe that legends and myths are largely made of 'truth.'" What does Tolkien mean? What is the "truth" in the legends and myths surrounding creatures like giant squid and Bigfoot? Answer both questions in an essay. Use text evidence. Three winners will get *The Language of Spells* by Garret Weyr.

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 entry and send both to: scopemag@scholastic.com
or mail them to: Monster Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY April 15, 2019!



The Man Who Broke the World

Respond to each statement by checking “Agree” or “Disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. Waking up with magical powers would be wonderful.		
2. Humans should not try to control nature.		
3. “With great power comes great responsibility.”—Voltaire		
4. Those with great power usually use it wisely.		
5. People do good deeds out of a desire to help others.		
6. Power without control is dangerous.		
7. A great gift can also be a great curse.		

Name: _____ Date: _____

The Man Who Broke the World

Character Thinking Tool

The questions in this activity are about the characters of
George and Mr. Maydig

1. How does George view his powers in Scene 3?

2. At the end of Scene 4, George says, “My mind is a tornado of possibilities.” What does he mean?

3. Describe how Mr. Maydig reacts when George comes to him for advice about his powers.

Name: _____ Date: _____

George's Decision

At the end of the play *The Man Who Broke the World*, George wishes for his magical powers to disappear. In this activity, you will gather support for your answer to this question from page 19:

Do you think George did the right thing by giving up his magical powers?

Step 1: Make a claim.

Check one of the boxes to answer the question “Do you think George did the right thing by giving up his magical powers?”

☐

YES

George did the right thing.

☐

NO

George did not do the right thing.

Step 2: Give reasons.

List two or three reasons you think George did or did not do the right thing in giving up his powers. Think about how you would complete this sentence: *I think George did/did not do the right thing because . . .*

Reason 1:

Step 3: Provide text evidence.

Next to each reason, list text evidence (details from the play) that supports it. For example, if you said “no” in step 1 and one of your reasons was “George could have made himself rich,” you would write what happens in the play that shows that George could have made himself rich.

Text evidence:

Reason 2:

Text evidence:

Reason 3 (optional):

Text evidence:

Name: _____ Date: _____

Close-Reading Questions

The Man Who Broke the World

1. In Scene 1, SD2 says that “the mangled roots of toppled trees reach up to the sky like skeleton fingers.” Why do you think the author chose this simile? How does it contribute to the mood? (figurative language, mood)
2. At the end of Scene 2, why is George’s family upset with him? (inference)
3. In Scene 3, George conjures a kitten, a bicycle, a dog, and more. Why? (inference)
4. At the end of Scene 4, both James and Cora suggest things that George could do with his power. Compare the suggestions that they make. (compare and contrast)
5. In Scene 6, George conjures a hospital, a library, and an orphanage. Aside from generosity, what is his reason for doing this? (character’s motivation)
6. Why does George give up his powers in Scene 7? (character’s motivation)

Name: _____ Date: _____

Critical-Thinking Questions

The Man Who Broke the World

1. George's intentions are generally good: He uses his powers to fix a coworker's watch, give another coworker a necklace, and help strangers. So why do things go so wrong?
2. By the last scene, has George learned a lesson? Explain.
3. George's magical powers seem to give him control over nature. But ultimately, which is more powerful—nature or George?

Name: _____ Date: _____

Close-Reading Question

"What If Earth Stopped Spinning?"

1. What is the most likely reason the authors wrote this article? (author's purpose)

Name: _____ Date: _____

Critical-Thinking Question

The Man Who Broke the World and “What If Earth Stopped Spinning?”

1. In Scene 6, George commands Earth to stop spinning. Is what happens after Earth stops spinning accurate based on what you read in the informational text?

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, George's family scolds him after he drops his niece's birthday cake:</p> <p>Edith: George, you brute! Albert: Why'd you do a thing like that? SD3: Flora begins to cry. Flora: Uncle George, my birthday cake! George: I didn't mean to. I have no idea how— Edith: That's enough out of you. SD1: Flustered, George grabs his coat and runs out.</p>	<p><i>Why is George's family so upset with him?</i></p> <p>They don't know that George has suddenly acquired magical powers, and they think he ruined Flora's birthday cake as a silly trick.</p>
<p>2. Find two lines in the play that support the inference on the right.</p>	<p>James is greedy and selfish.</p>
<p>3. In Scene 5, George visits Mr. Maydig and demonstrates his powers for him. He starts by turning a pen into a pot of violets:</p> <p>SD3: Maydig is dumbstruck. He stares at the flowers, then back at George. Maydig: How did you do that? George: I told it to—and it did. Is that a miracle? Or a dark art? Is there something wrong with me? . . . Maydig: I do not believe this is a dark art. It seems you can perform miracles, young man, plain and simple. George: It doesn't feel plain and simple to me.</p>	<p><i>How is George feeling about his powers at this moment?</i></p>

Clues	Inference
<p>4. Find two lines in the play that support the inference on the right.</p>	<p>George's new powers cause him to become prideful and arrogant.</p>
<p>5. In Scene 7, George decides to give up his powers:</p> <p>SD1: We are back in the first scene. George sits on the ground, crying softly.</p> <p>SD2: Suddenly, he looks up.</p> <p>George: I can work miracles. I can fix this.</p> <p>SD3: George squeezes his eyes shut and yells.</p> <p>George: Let everything be back as it was before that cursed cake turned upside down—including me! I want to lose my power. No more miracles. No more magic!</p> <p>SD1: There is a flash of light. The stage goes dark.</p>	<p><i>Why does George give up his powers?</i></p>

Name: _____ Date: _____

Mood Quiz

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.

Directions: Answer the questions below about the mood in the play *The Man Who Broke the World*.

1. Choose the words that best describe the mood of Scene 1.

- Ⓐ hopeless and despairing
- Ⓑ mysterious and spooky
- Ⓒ cheerful and relaxed
- Ⓓ celebratory and optimistic

2. Explain how the setting helps create the mood you identified in Question 1.

3. In Scene 1, SD2 says, “The mangled roots of toppled trees reach up to the sky like skeleton fingers.” How does this imagery help create the mood you identified in Question 1?

4. Choose the words that best describe the mood of Scene 3.

- Ⓐ frightening and dangerous
- Ⓑ confused and worried
- Ⓒ hopeless and despairing
- Ⓓ amazed and delighted

5. In Scene 3, SD3 says that George “giddily” conjures several objects. How does the playwright’s choice of the word *giddily* help create the mood you identified in Question 4?

6. Describe one more thing that contributes to the mood of Scene 3. It could be something George says or does, a detail about the setting or plot, or a certain word the playwright uses.

Name: _____ Date: _____

Mood Quiz

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.

Directions: Answer the questions below about the mood in the play *The Man Who Broke the World*.

1. Choose the words that best describe the mood of Scene 1.

- Ⓐ hopeless and despairing
- Ⓑ mysterious and spooky
- Ⓒ cheerful and relaxed
- Ⓓ fun and hopeful

2. How does the setting help create the mood you identified in Question 1? Finish the sentence in the box below to explain.

It is clear that something horrible has happened from the details that

3. In Scene 1, SD2 says, “The mangled roots of toppled trees reach up to the sky like skeleton fingers.” This imagery helps create the mood you identified in Question 1 because it

- Ⓐ makes you think of death.
- Ⓑ tells you that George is upset.
- Ⓒ hints that everything is going to be OK.
- Ⓓ creates a humorous image.

4. Choose the words that best describe the mood of Scene 3.

- Ⓐ frightening and dangerous
- Ⓑ confused and worried
- Ⓒ hopeless and despairing
- Ⓓ amazed and delighted

5. Consider the following line from Scene 3:

“George giddily conjures a kitten, a bicycle, a dog, two pigeons, and an elaborate turkey dinner.”

Which of the underlined words most helps create the mood you identified in Question 4?

- Ⓐ giddily
- Ⓑ conjures
- Ⓒ kitten
- Ⓓ dinner

6. Which of the following also helps create the mood you identified in Question 4?

- Ⓐ the detail that George’s room is small
- Ⓑ the playwright’s choice of the word *precise*
- Ⓒ George laughing hysterically as he experiments with his new powers
- Ⓓ George snoring when he falls asleep

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

Magic Contest

Do you think George did the right thing in giving up his magical powers? Answer this question in a well-organized essay.

Five winners will each get *The Apprentice Witch* by James Nicol.

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

ENTRIES MUST BE RECEIVED BY April 15, 2019!

4. How does George begin to change in Scene 6? What role do the other people in the scene play in the way George changes?

5. George ends up using his powers in a foolish and irresponsible way, to do something that almost destroys the world. Do you think it's common for people with a lot of power to use it foolishly or irresponsibly? Explain.

6. Imagine you are George at the end of Scene 6. Write Mr. Maydig a letter about the advice you *wish* he had given you when you first went to him.

Name: _____ Date: _____

The Man Who Broke the World Quiz

Directions: Read *The Man Who Broke the World* and “What If Earth Stopped Spinning?” Then answer the questions below.

1. In Scene 1, the playwright writes, “The mangled roots of toppled trees reach up to the sky like skeleton fingers.” This line contains . . . (Choose TWO answers.)
 - (A) a simile that helps readers picture a scene of destruction.
 - (B) personification that helps explain that the trees were old.
 - (C) a simile that helps create a gloomy mood.
 - (D) a metaphor that compares tree roots to bones.
2. In Scene 3, George says, “By Jove!” Context clues reveal that the phrase “by Jove” expresses
 - (A) astonishment.
 - (B) concern.
 - (C) calmness.
 - (D) suspicion.
3. In Scene 6, George says, “The name on everyone’s lips will be George Fernsby!” This line reveals that
 - (A) George wants to improve his town and the world.
 - (B) George wants fame and glory for the miracles he performs.
 - (C) George wants people to gossip about him.
 - (D) George is still nervous about using his powers.
4. Choose the best summary of the play.
 - (A) George uses magic to create a hospital, a library, an orphanage, and a school.
 - (B) George consults a clergyman about whether he should use his magical powers.
 - (C) George suddenly has magical powers and tries to use them to help the world, but he decides to give them up after things get out of control.
 - (D) George tests out his new magical powers in his bedroom.
5. Which of the following is a theme of the play?
 - (A) There is no force more powerful than love.
 - (B) People have the power to change society.
 - (C) Money can’t buy happiness.
 - (D) With great power comes great responsibility.
6. The authors likely wrote the informational text “What If Earth Stopped Spinning?” mainly to
 - (A) inform readers about Witold Fraczek’s recent discoveries.
 - (B) provide readers with scientific information that will help them better understand what happens in Scene 6 of the play.
 - (C) teach readers about the shape of the Earth.
 - (D) help readers understand why humans can’t feel the Earth spinning.

Constructed-Response Question



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

7. How do George’s feelings about his magical powers change over the course of the play? Support your answer with text evidence.

Name: _____ Date: _____

The Man Who Broke the World Quiz

Directions: Read *The Man Who Broke the World* and “What If Earth Stopped Spinning?” Then answer the questions below.

1. In Scene 1, the playwright writes, “The mangled roots of toppled trees reach up to the sky like skeleton fingers.” This line contains a simile that . . . (Choose TWO answers.)
 - (A) helps readers picture a scene of destruction.
 - (B) helps the reader understand that the trees were old.
 - (C) helps create a gloomy mood.
 - (D) helps the reader understand that the trees were tall.
2. In Scene 3, George says, “By Jove!” Context clues reveal that the phrase “by Jove” expresses
 - (A) surprise.
 - (B) concern.
 - (C) calmness.
 - (D) suspicion.
3. Which of George’s lines supports the idea that George wants glory for his miracles?
 - (A) “I just fed a stray dog.”
 - (B) “The name on everyone’s lips will be George Fernsby!”
 - (C) “There, make a new hospital.”
 - (D) “My mind is a tornado of possibilities.”
4. Which is the best summary of Scene 5?
 - (A) Mr. Maydig is shocked by George’s powers.
 - (B) George is worried that there might be something wrong with him.
 - (C) George visits Mr. Maydig for advice about his magic and demonstrates his new powers.
 - (D) George transforms a pot of violets into a bowl of fish.
5. Which of the following ideas is NOT supported by information in the play?
 - (A) Power can affect people in a negative way.
 - (B) With great power comes great responsibility.
 - (C) Nature is powerful.
 - (D) There is no force more powerful than love.
6. The authors likely wrote the informational text “What If Earth Stopped Spinning?” mainly to
 - (A) inform readers about Witold Fraczek’s recent discoveries.
 - (B) provide readers with scientific information that will help them better understand what happens in Scene 6 of the play.
 - (C) teach readers about the shape of the Earth.
 - (D) help readers understand why humans can’t feel the Earth spinning.

Constructed-Response Question



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

7. In Scene 3, George is excited about his powers. How do George’s feelings about his powers change by Scenes 6 and 7? Support your answer with text evidence.

Name: _____ Date: _____

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

Vocabulary:

The Man Who Broke the World

1. **conjure (KON-jeer)** *verb*; As it is used in the play, *conjure* means “to make something happen or appear unexpectedly, by magic or as if by magic.” A magician might conjure a rabbit from a hat. Your mom might conjure up a delicious meal for you and your friends, even if there’s almost nothing in the fridge. (*Conjure* is often followed by *up*.)
2. **cynical (SIN-ih-kuhl)** *adjective*; Someone who is cynical has a negative view of humankind. A cynical person believes that humans are generally selfish and dishonest.
3. **dumbstruck (DUHM-strujk)** *adjective*; If you are dumbstruck, you are so shocked, surprised, or amazed that you are unable to speak.
4. **eradicate (ih-RAD-ih-keyt)** *verb*; To eradicate something is to put an end to it or completely destroy it. Thanks to vaccines, many deadly diseases have been eradicated.
5. **ethical (ETH-ih-kuhl)** *adjective*; Ethics (ETH-iks, always plural) is the study of our moral principles—like honesty and fairness—and how they guide our choices and behavior. In other words, ethics deals with ideas about right and wrong, good and bad.

Ethical can mean “related to ethics.” Testing medicines and beauty products on animals raises ethical questions. *Ethical* can also mean “right and good.” An ethical person is honest and does what is fair, right, and good. Cheating on a test is not ethical behavior.
6. **inexplicable (in-ek-SPLIK-uh-buhl)** *adjective*; Something that is inexplicable cannot be explained or understood. For example, “The disappearance of our class goldfish, Mr. Scales, was inexplicable. Not a single clue was found.”
7. **profound (pruh-FOUND)** *adjective*; Something that is profound is deep in some way. A profound book requires deep thought and wisdom to understand. Profound sadness is intense and felt deeply.
8. **spherical (SFEER-ih-kuhl)** *adjective*; A sphere is an object shaped like a ball. *Spherical* means “shaped like a sphere.” Grapefruits, soccer balls, and bubbles are all spherical.

9. will (wil) *verb*; The word *will* has many meanings, but as it is used in the play, *will* has to do with wishing, choosing, or deciding for something to happen. You might have trouble willing yourself to get out of bed in the morning. You might have even *more* trouble willing your breakfast to appear on your plate—in other words, getting your breakfast to appear simply by wishing really hard that it would.

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

Vocabulary Practice

The Man Who Broke the World

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

1. Which would need to be eradicated from under your kitchen sink: cleaning supplies or a colony of ants?

Answer:

Why:

3. Which of the following is spherical: a can of soup or a marble?

Answer:

Why:

2. Which is inexplicable: the love you feel for your pet or the solution to an algebra problem?

Answer:

Why:

4. If your friend believes people don't volunteer to help others, but rather to make themselves look better, is your friend cynical?

Answer:

Why:

Directions: Underline the boldfaced word in each pair that best completes the sentence.

5. Our soccer team managed to **conjure/eradicate** up a goal in the final minute and tie the game.

6. Is it **spherical/ethical** to film people and post the videos online without their permission?

7. I was so amazed by the size of the dinosaur skeleton that I stood there **dumbstruck/inexplicable** for several minutes.

8. Kara's wonderful speech had a **profound/cynical** effect on everyone in the audience.

9. I **willed/eradicated** my eyes to stay open, but they just wouldn't.

Name: _____ Date: _____

“How Are Emojis Made?” Quiz

Directions: Read “How Are Emojis Made?” Then answer the questions below.

1. Which of the following expresses a central idea of the article?

- Ⓐ Ancient Egyptians used hieroglyphics to communicate.
- Ⓑ The Unicode Consortium will not accept emoji proposals containing company logos.
- Ⓒ Emojis help people express themselves digitally.
- Ⓓ Emojis originated in Japan.

2. Which line supports the idea that emojis are popular?

- Ⓐ “The first emojis were created in 1999 by a designer in Japan named Shigetaka Kurita.”
- Ⓑ “In 2015, 😂 was named the Word of the Year by Oxford Dictionaries.”
- Ⓒ “Anyone can submit an emoji proposal.”
- Ⓓ “Early humans told stories by painting images on the walls of caves.”

3. On page 27, author Mackenzie Carro writes, “These pictures can say it all.” She means that emojis

- Ⓐ make messaging more fun.
- Ⓑ save people time.
- Ⓒ can sum up an idea or feeling.
- Ⓓ leave things open to interpretation.

4. According to the article, which statement about emojis is true?

- Ⓐ Using pictures to communicate is a new phenomenon for humans.
- Ⓑ Emoji use is slowly declining around the world.
- Ⓒ Many emojis depict important historical figures.
- Ⓓ Emojis are a digital language that continues to grow and evolve.

Constructed-Response Question



Directions: Write your answer in a well-organized response.

5. An old proverb says, “A picture is worth a thousand words.” What does this mean? How does this proverb relate to emojis? Use text evidence to support your answer.

Name: _____ Date: _____

“How Are Emojis Made?” Quiz

Directions: Read “How Are Emojis Made?” Then answer the questions below.

1. Which of the following expresses a central idea of the section “What We’re Feeling”?
 - (A) The Unicode Consortium is a nonprofit organization.
 - (B) Apple, Google, and Spotify are leaders in the tech world.
 - (C) Emojis help people express their emotions.
 - (D) The Unicode Consortium develops software.
2. On page 27, author Mackenzie Carro writes, “In 2015, 🤔 was named the Word of the Year by Oxford Dictionaries.” This detail helps support the idea that emojis are
 - (A) inclusive.
 - (B) popular.
 - (C) ancient.
 - (D) frivolous.
3. On page 27, Carro writes, “These pictures can say it all.” She means that emojis
 - (A) make messaging more fun.
 - (B) save people time.
 - (C) can sum up an idea or feeling perfectly.
 - (D) leave things open to interpretation.
4. Which statements CANNOT be supported by information in the article?
 - (A) Emojis are used on social media platforms.
 - (B) Humans have long used pictures as a communication tool.
 - (C) Emojis are a digital language that continues to grow and evolve.
 - (D) Young people use emojis more than adults.

Constructed-Response Question



Directions: Write your answer in a well-organized response.

5. An old proverb says, “A picture is worth a thousand words.” What does this mean? How does this proverb relate to emojis? Use text evidence to support your answer.

Name: _____ Date: _____

Constructing a Response

Directions: Read "How Are Emojis Made?" and complete the activity on page 27. Then follow the steps below to write a response to the question on page 27.

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

Question from page 27:

Why are emojis a popular form of communication?

Step 1: Write your claim.

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

Emojis are a popular form of communication because _____

_____.

Step 2: Provide text evidence with commentary.

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

Detail 1: _____

Sentence explaining how this detail supports my claim: _____

Detail 2: _____

Sentence explaining how this detail supports my claim: _____

Step 3: Write a conclusion.

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

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

Remember to:

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

Name: _____ Date: _____

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

Vocabulary:

"How Are Emojis Made?"

1. **aboriginal (ab-uh-RIJ-uh-nl)** *adjective*; The adjective *aboriginal* means "having been there since the beginning." An aboriginal forest is full of very old trees that have always grown there. Aboriginal peoples are indigenous (in-DIJ-uh-nuhs), meaning they were the earliest peoples to live in a particular place, before the arrival of colonizers. *Aboriginal* is most often used when referring to the earliest peoples of Australia and Canada.
2. **body language (BOD-ee LANG-gwij)** *noun*; Your body language is what you express through gestures, expressions, movements, and postures rather than through words. In other words, body language is using the body to communicate thoughts and feelings. If your sister's mouth drops open and her eyes open wide, her body language tells you that she is shocked or surprised.
3. **depict (dih-PIKT)** *verb*; To depict something is to show what it is like—to represent it or portray it in some way. A mural on a city wall might depict an important moment in the city's history. A sci-fi novel might depict life in the year 2518. Many people feel that the Harry Potter movies depict Hogwarts exactly as they imagined it while reading the books.
4. **frivolous (FRIV-uh-luhs)** *adjective*; If something is frivolous, it is silly and unimportant, without any serious purpose or value.
5. **lofty (LAWF-tee)** *adjective*; As it is used in the article, *lofty* means "very high and good; deserving to be admired." A lofty goal is a noble and important one.
6. **nuance (N00-ahns)** *noun*; A nuance is a slight difference or contrast between similar things—so slight that it might be hard to notice or describe. A chef might notice all the nuances of flavor in a dish. You might have to look closely to notice the nuances separating the many shades of off-white paint you can buy. You might understand the nuances of your best friend's smile, knowing when it means she's happy and when it means she is nervous.

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

Vocabulary Practice

"How Are Emojis Made?"

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

1. Which is an example of body language?

- Ⓐ running a mile every day
- Ⓑ rolling your eyes

2. Who is studying aboriginal cultures?

- Ⓐ Rhonda, who is learning about the French settlers who arrived in Montreal, Canada, in the 1800s
- Ⓑ Jesse, who is learning about the original inhabitants of Canada: the First Nations, Inuit, and Métis peoples

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

3. depict

- Ⓐ hide
- Ⓑ illustrate

4. lofty

- Ⓐ honorable
- Ⓑ shameful

5. nuance

- Ⓐ difference
- Ⓑ similarity

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

6. I could tell by Christopher's **body language** that he was feeling sad. He _____.

7. I don't usually spend my money on **frivolous** items, but I just couldn't stop myself from buying _____.

8. The organization has a lofty mission: to _____.

Name: _____ Date: _____

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Zoe San Miguel into an article.

1 The headline "Why I Shaved My Head" gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

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

Q-and-A No. 1:

Zoe San Miguel participated in a St. Baldrick's head-shaving event to raise money for cancer research. She was inspired to do this by her friend, Tori, who had been diagnosed with brain cancer several years earlier.

Q-and-A No. 2:

Q-and-A No. 3:

Q-and-A No. 4:

Q-and-A Nos. 5:

Q-and-A No. 6:

Q-and-A Nos. 7 and 8:

Q-and-A No. 9:

3 Choose two things that Zoe said in the interview to use as direct quotes in your article.

A direct quote is another person's exact words.

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

1. "All of us shaved our heads," explains Zoe. "But I raised the most money—\$2,700—so I got to shave my head in front of the whole school."
2. Zoe says, "This was a life-changing experience for me, especially because hair is such an important part of who you are."

Direct Quote 1: _____

Direct Quote 2: _____

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

Opening Paragraph:

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

Body Paragraph:

- Explain to your readers what Zoe did to help people with cancer, using information from the nine question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the interview. Each idea you include should support the central idea that you wrote in Step 1.
- Don't forget to include the direct quotes you chose in Step 3.

Conclusion:

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

WRITING TIPS!

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

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

You Write It Contest

Read our interview with Zoe San Miguel. Choose a central idea and write a three-paragraph article about Zoe in your own words. Be sure to use quotes from our interview.

Five winners will each get a \$25 Visa gift card.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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


ENTRIES MUST BE RECEIVED BY April 15, 2019!

Name: _____ Date: _____

Analyzing Poetry

Below is Jennifer Dignan's poem "Gratitude." Read the poem a few times. Then answer the questions on the next page. This activity is meant to be completed with a partner, in groups, or as a class.

Gratitude by Jennifer Dignan



Go to
Scope Online
to hear this
poem read
aloud.

- 1 For this brand-new pair of purple socks
so thick, so warm, so soft
and also that my family could afford these socks
and also that I have plenty of other socks
- 5 and also that my feet, inside these socks
carried me through my day
down the hallways of my school
across the cafeteria to my friends
up the stairs to my violin lesson
- 10 and also that my feet will carry me home
where it's warm and safe and dry
where there is plenty to eat
where my parents will hug me
and my dog will spin in circles of dizzy joy
- 15 where, when darkness falls and all goes quiet
I will climb into bed
after pulling off
these wonderful socks

Directions: Work with your partner or group to answer the following questions. Some ask you to use colored pencils to mark the poem on page 1 of this activity. There are no right or wrong answers to most of the questions!

1 Describe how the title of the poem relates to the rest of the poem.

2 How many lines are in the first stanza?

3 How many lines are in the second stanza?

4 Why do you think the poet chose to break the poem into two stanzas at the place where she did?

This poem includes repetition—words and phrases that appear a few times. For example, the phrase "and also that" appears several times (always at the beginning of a line).

5 Use a colored pencil to circle "and also that" each time it appears.

6 Find other words or phrases in the poem that repeat. For each word or phrase, choose a different color and then circle that word or phrase with that color each time it appears.

7 What is the effect of the repetition in the poem? In other words, how does it affect the sound or meaning of the poem?

8 Look at lines 7-9. What is special or particular about the way the poet chose to begin these lines?

9 In your own words, describe what the speaker is expressing gratitude for in lines 5-9.

10 In lines 1-2, the speaker says that she is grateful for a new pair of purple socks. How are these socks related to all of the other things that the speaker talks about in the poem? Explain.

11 In the last line of the poem, the speaker calls the socks "wonderful." What makes the socks so wonderful? Explain.

12 How would you describe the tone of this poem? Why?

Name: _____ Date: _____

YOUR Gratitude Poem

Directions: After reading Jennifer Dignan's poem "Gratitude," complete the activity "Analyzing Poetry." Then follow the directions below to write your own "Gratitude" poem about what *you* are grateful for.

- 1** Dignan begins her poem by naming something simple that she is grateful for: a pair of purple socks. In the box, write something simple that you are grateful for.

something simple that you are grateful for

- 2** Dignan includes some details about the socks in the first two lines of her poem, noting that they are brand-new, purple, thick, warm, and soft. Brainstorm some words and phrases you could use to describe the thing you chose in Step 1.

descriptive words and phrases

- 3** Now think about how the thing you chose is connected to other things in your life that you are grateful for. Jot down ideas in response to the questions below and on the next page. If a certain question doesn't make sense with what you chose in Step 1, skip that question.

What made it possible for you to have this thing?

When and where do you use this thing?

Who do you interact with when you use this thing?

Jot down any other things that you are grateful for that connect to this thing.

4 Look back at what you brainstormed in Step 3. Highlight or star the ideas you like best and want to include in your poem. (If you think of anything to add while you are doing this, go ahead and add it!)

5 Now it's time to write the first draft of your poem. Use Dignan's "Gratitude" as a model to write your own "Gratitude" poem about what YOU are grateful for.

Write your poem on your own piece of paper. Be sure to

- start with the thing you chose in Step 1. Include a few details about it.
- have everything you name clearly connect to the thing you chose in Step 1.
- include repetition of words or phrases somewhere in the poem, the way Dignan does.
- end your poem by coming back to the thing you chose in Step 1, the way Dignan ends her poem by coming back to the socks.

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

7 Optionally, decorate your finished poem with doodles like the ones that decorate Dignan's poem on page 32 of the March issue of *Scope*. (You could also use pictures cut out from magazines or printed from the internet.) Your doodles or pictures should reflect ideas and images from your poem.

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

Gratitude Contest

Write your own poem about gratitude, using Jennifer Dignan's poem as a model. Five winners will each get a \$25 Visa gift card.

Entries will be judged on:

⇒ creativity

⇒ clarity

⇒ strength of descriptive language

My name: _____

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