

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><b>1.</b> In Scene 2, George's family scolds him after he drops his niece's birthday cake:</p> <p><b>Edith:</b> George, you brute!  <b>Albert:</b> Why'd you do a thing like that?  <b>SD3:</b> Flora begins to cry.  <b>Flora:</b> Uncle George, my birthday cake!  <b>George:</b> I didn't mean to. I have no idea how—  <b>Edith:</b> That's enough out of you.  <b>SD1:</b> 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><b>2.</b> <i>Find two lines in the play that support the inference on the right.</i></p>	<p>James is greedy and selfish.</p>
<p><b>3.</b> 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><b>SD3:</b> Maydig is dumbstruck. He stares at the flowers, then back at George.  <b>Maydig:</b> How did you do that?  <b>George:</b> I told it to—and it did. Is that a miracle? Or a dark art? Is there something wrong with me? . . .  <b>Maydig:</b> I do not believe this is a dark art. It seems you can perform miracles, young man, plain and simple.  <b>George:</b> 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><b>SD1:</b> We are back in the first scene. George sits on the ground, crying softly.</p> <p><b>SD2:</b> Suddenly, he looks up.</p> <p><b>George:</b> I can work miracles. I can fix this.</p> <p><b>SD3:</b> George squeezes his eyes shut and yells.</p> <p><b>George:</b> 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><b>SD1:</b> There is a flash of light. The stage goes dark.</p>	<p><i>Why does George give up his powers?</i></p>

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# 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.**

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# 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



# ***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.		

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# 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:**

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# ***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.



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.

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# Close-Reading Questions

## *The Man Who Broke the World*

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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)

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# Critical-Thinking Questions

## *The Man Who Broke the World*

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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?

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# Close-Reading Question

## "What If Earth Stopped Spinning?"

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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?”***

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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?

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## ***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.

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## ***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.

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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.

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**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.

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](mailto: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!**