

Name: _____ Date: _____

Exploring Mood

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

Imagine that you are the director of a movie version of *The Choice*. Your job is to visualize the script and then direct your crew and actors in fulfilling your vision. Using the prompts and circles below, brainstorm your vision for a scene of your choosing.

Start here!



Choose your favorite scene:

Scene _____

What mood do you want to create for this scene? Will the mood be just like in the play? Or will you amp it up or go in a different direction?

Describe the mood or moods of the scene.

Lighting:

What lighting choices can help create the mood that you want?

Music and sound:

What kind of music will help create the mood you want? How about sound effects?

Cameras:

Which expressions should the cameras be sure to capture? Should there be any special camera movements?

Actors:

What direction will you give each actor on the emotions he or she should be communicating?

Other ideas:

What other elements will help create the mood of your scene? Jot down any notes on props, hair and makeup, costumes, etc.

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Making Inferences

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

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

Clues	Inference
<p>1. On page 23, Simone describes the process of waiting in the office with Ma Tante:</p> <p>"My great-aunt is positioning her metal cane below her seat as she settles into her chair, getting acquainted with its contours in preparation for the long wait. The doctor's office is filling up quickly. Over the past few years, as Ma Tante's painfully curved back has pulled her closer to the earth, the matching-scrubs sisters have started jumping her nearer to the top of the waiting list."</p>	<p><i>What do these lines suggest about Ma Tante's health?</i></p> <p>You can infer from the fact that Ma Tante uses a cane that she has trouble getting around. You can also infer that Ma Tante has back problems and that they are getting worse from the fact that Simone says that Ma Tante's back is "painfully curved" and that it "has pulled her closer to the earth" over the years.</p>
<p>2. On page 25, Simone runs into a classmate, Louis, at the doctor's office:</p> <p>"You're a volunteer here too?" Louis asks.</p> <p>"Um, no," I mutter, suddenly self-conscious. Why did Anne have to dump me here today?</p> <p>"Oh," he says, and I can see he understands. <i>You're from the East Ward.</i> Before I can busy myself with a fake text, he continues. "Nice running into you, though."</p>	<p><i>What can you infer about how Simone is feeling at this moment?</i></p>
<p>3. Find two lines in the story that support the inference on the right.</p>	<p>Simone doesn't enjoy being around Waverly.</p>

Clues	Inference
<p>4. On page 24, Ma Tante and Simone are talking about what the "look-alikes" at the doctor's office said:</p> <p>We tumble into a silent giggle. Me shaking my head no and Ma Tante gesturing <i>oui</i>. But as messed up as it sounds, Ma Tante's right. Most people don't recognize the gems in front of them. And to me, Ma Tante is the most precious kind.</p> <p>"That's not true," I say, and rub her forearm, enjoying the easy movement of her loose chocolate skin. "You're a beautiful queen."</p> <p>"Aaah, Simone." Ma Tante sings out my name in a delight that shows she knew what I was thinking.</p>	<p><i>What can you infer about the relationship between Ma Tante and Simone from this passage?</i></p>

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Central Ideas and Details

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

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

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "Escape to Freedom."

1. Reread the section "A Bleak Time." Which statement below BEST expresses the central idea of this section?

- Ⓐ The U.S. and the Soviet Union were the two most powerful countries in the world in the 1940s.
- Ⓑ Many people in Germany were starving after World War II.
- Ⓒ Germany was defeated in World War II.
- Ⓓ Germany faced many difficulties after World War II.

2. Read the central idea of the section "No Freedom" 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:
Life in East Germany was challenging.

- Ⓐ "You couldn't simply get in the car and go where you wanted; you needed permission to travel." (p. 7)
- Ⓑ "And getting news of the outside world was extremely difficult." (p. 7)
- Ⓒ "Life in East and West Germany could not have been more different." (p. 6)
- Ⓓ "If you were caught breaking a rule, the penalties could be harsh." (p. 7)

I chose _____ because _____

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

Central Idea:

Detail 1: "Each time Hartmut saw someone crossing a bridge over the canal or peering down into the water, he had to stop and hide, crouching among the reeds." (p. 8)

Detail 2: "Hartmut waited in the shadows for the searchlight to pass, then sprang into action, carefully separating the sharp wire with his bare hands." (pp. 8-9)

Detail 3: "Minutes turned to hours. He became dangerously cold in the chilly water." (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:

Hartmut Richter is a brave and determined person.

Supporting detail 1:

"And so he decided to go back--this time with a new mission: to help others escape." (p. 10)

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 "Escape to Freedom."

1. Read the central idea of the section "No Freedom" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:
Life in East Germany was challenging.

- ☐ "Hartmut lived in a part of Germany that the Soviets took over after World War II." (p. 6)
- ☐ "You couldn't simply get in the car and go where you wanted; you needed permission to travel." (p. 7)
- ☐ "And getting news of the outside world was extremely difficult." (p. 7)
- ☐ "Germany had been split in two." (p. 6)
- ☐ "If you were caught breaking a rule, the penalties could be harsh." (p. 7)

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

Central Idea:
Hartmut's escape was _____.

Detail 1: "Each time Hartmut saw someone crossing a bridge over the canal or peering down into the water, he had to stop and hide, crouching among the reeds." (p. 8)

Detail 2: "Hartmut waited in the shadows for the searchlight to pass, then sprang into action, carefully separating the sharp wire with his bare hands." (pp. 8-9)

Detail 3: "Minutes turned to hours. He became dangerously cold in the chilly water." (p. 8)

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of "Escape to Freedom."

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

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

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

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

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Date: _____

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 "Escape to Freedom."

1. Read the **headline** and subheading and study the image on pages 4-5. What **mood** do these features create?

2. What does the map on page 6 help you understand about the Soviet Union?

3. Study the photographs on pages 6-7. From these photos, what can you infer about what life was like in Germany after World War II?

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

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Finding and Using Text Evidence

Directions: Read "The Problem of Plastic" and "Can We Save Our Planet From Plastic?" Then complete the activity below.

1. Imagine that you are writing a paragraph explaining how plastic trash affects ocean ecosystems.

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

- Ⓐ Plastic trash damages ocean ecosystems by harming marine animals.
- Ⓑ More than 9 million tons of plastic trash end up in the ocean each year.
- Ⓒ There is so much plastic trash in the ocean because most plastic is not recycled.

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

- Ⓐ "Instead, it piles up in landfills, where it can leak harmful chemicals into the ground." (p. 13)
- Ⓑ "The amount of plastic we throw away has hit an all-time high." (p. 13)
- Ⓒ "Many creatures accidentally eat plastic thinking it is food. With stomachs full of plastic and no room for real food, these animals can starve." (p. 13)

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

- Ⓐ It explains why there is so much plastic waste in the ocean.
- Ⓑ It explains how plastic trash harms marine animals.
- Ⓒ It shows what happens to plastic trash after we throw it away.

2. Choose the piece of text evidence from "The Problem of Plastic" that BEST supports the statement below. Then complete the sentence to explain your choice.

People have started to use more plastic over time.

- Ⓐ "During World War II (1939-1945), factories turned to plastic to make wartime supplies." (p. 13)
- Ⓑ "And today, it's the plastic stuff we use once—wrappers, bags, bottles—that is causing massive environmental damage." (p. 13)
- Ⓒ "In 1960, the average American used about 30 pounds of plastic each year. Today, it's more than 300 pounds." (p. 13)

I chose ____ because _____

3. A. Choose the THREE pieces of text evidence from "The Problem of Plastic" that BEST support the statement below.

Plastic pollution in the ocean is a serious problem.

- Ⓐ "Scientists estimate that more than 700 marine species have been harmed by plastic." (p. 13)
- Ⓑ "Can this terrible problem be solved? Yes." (p. 13)
- Ⓒ "Other animals get dangerously tangled in plastic six-pack drink holders or suffocate inside plastic bags." (p. 13)
- Ⓓ "Now, more than 9 million tons of plastic trash end up in the ocean each year." (p. 13)
- Ⓔ "Instead, it piles up in landfills, where it can leak harmful chemicals into the ground." (p. 13)

B. Select one piece of INCORRECT evidence from above and explain why it does NOT support the statement.

Evidence ____ does not support the statement because _____

4. Choose the paragraph that correctly uses text evidence from “The Problem of Plastic” in the form of a direct quotation.

- Ⓐ Plastic is an important material in the modern world. Plastic is in our phones and toothbrushes and eyeglasses, in our cars and refrigerators (13). In other words, plastic is used for many of the items we depend on each day.
- Ⓑ Plastic is an important material in the modern world. In her article “The Problem of Plastic,” author Mackenzie Carro writes, “Plastic is in our phones and toothbrushes and eyeglasses, in our cars and refrigerators” (13).
- Ⓒ Plastic is an important material in the modern world. In her article “The Problem of Plastic,” author Mackenzie Carro writes, “Plastic is in our phones and toothbrushes and eyeglasses, in our cars and refrigerators” (13). In other words, plastic is used for many of the items we depend on each day.

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

5. Choose the paragraph that correctly uses text evidence from “Can We Save Our Planet From Plastic?” in the form of a paraphrase.

- Ⓐ Businesses have joined the fight against plastic pollution. For example, in her article “Can We Save Our Planet From Plastic?,” author Mackenzie Carro explains that some companies are working with a service called Loop, which will package and deliver products in plastic-free, reusable containers (15). In other words, businesses are starting to try to reduce the amount of plastic they use.
- Ⓑ Businesses have joined the fight against plastic pollution. Some companies are working with a service called Loop, which will package and deliver products in plastic-free, reusable containers.
- Ⓒ Businesses have joined the fight against plastic pollution. For example, in her article “Can We Save Our Planet From Plastic?,” author Mackenzie Carro explains that some companies are working with a service called Loop, which “will package and deliver items in reusable containers made of glass or metal instead of plastic” (15). In other words, businesses are starting to try to reduce the amount of plastic they use.

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

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Finding Text Evidence

Directions: Read “The Problem of Plastic” and “Can We Save Our Planet From Plastic?,” then complete the activity below.

1. Choose the TWO pieces of text evidence from “The Problem of Plastic” that best support the statement below.

STATEMENT:

Plastic is an important material in the modern world.

- Ⓐ “Other pieces will be eaten by fish, sea turtles, and birds.” (p. 12)
- Ⓑ “The books we order online come packed in plastic. Our shampoo comes in plastic bottles and our toothpaste in plastic tubes. We even put our apples into plastic bags before we buy them.” (p. 13)
- Ⓒ “But 100 years ago, plastic was not part of our lives.” (p. 13)
- Ⓓ “Plastic is in our phones and toothbrushes and eyeglasses, in our cars and refrigerators.” (p. 13)

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

STATEMENT:

People have started to use more plastic over time.

- Ⓐ “During World War II (1939-1945), factories turned to plastic to make wartime supplies.” (p. 13)
- Ⓑ “And today, it’s the plastic stuff we use once—wrappers, bags, bottles—that is causing massive environmental damage.” (p. 13)
- Ⓒ “In 1960, the average American used about 30 pounds of plastic each year. Today, it’s more than 300 pounds.” (p. 13)

I chose ____ because _____

3. Below are a statement and two pieces of supporting evidence from “Can We Save Our Planet From Plastic?” Find one more piece of supporting evidence from the article and write it on the lines below.

STATEMENT:

There are many things we can do to help solve the planet’s plastic crisis.

Ⓐ “. . . many cities, states, and even entire countries are now passing laws banning certain plastic products.” (p. 15)

Ⓑ “Last year, 12-year-old Chloe Mei Espinosa convinced leaders of her school district in California to stop providing plastic straws in 33 school cafeterias.” (p. 15)

Ⓒ _____

.....

4. Read the lines below from “The Problem of Plastic” and “Can We Save Our Planet From Plastic?” Then write a statement that they all support.

STATEMENT:

Ⓐ “Scientists estimate that more than 700 marine species have been harmed by plastic.” (p. 13)

Ⓑ “This is what makes microplastics so dangerous for marine animals, many of which get sick or die after eating them.” (p. 15)

Ⓒ “Other animals get dangerously tangled in plastic six-pack drink holders or suffocate inside plastic bags.” (p. 13)

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Exploring Text Structures

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

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "The Problem of Plastic" and "Can We Save Our Planet From Plastic?"

1. The introduction of the article uses **description**. What is the author describing?

Description or List

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

Cause and Effect

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

2. **A.** Underline the text structure the author uses in the last five paragraphs of the section "Miracle Material" in the article "The Problem of Plastic."

cause and effect

sequence of events

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

- C.** The author also uses a **compare-and-contrast** structure in the first two paragraphs of "Miracle Material." What is she comparing?

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

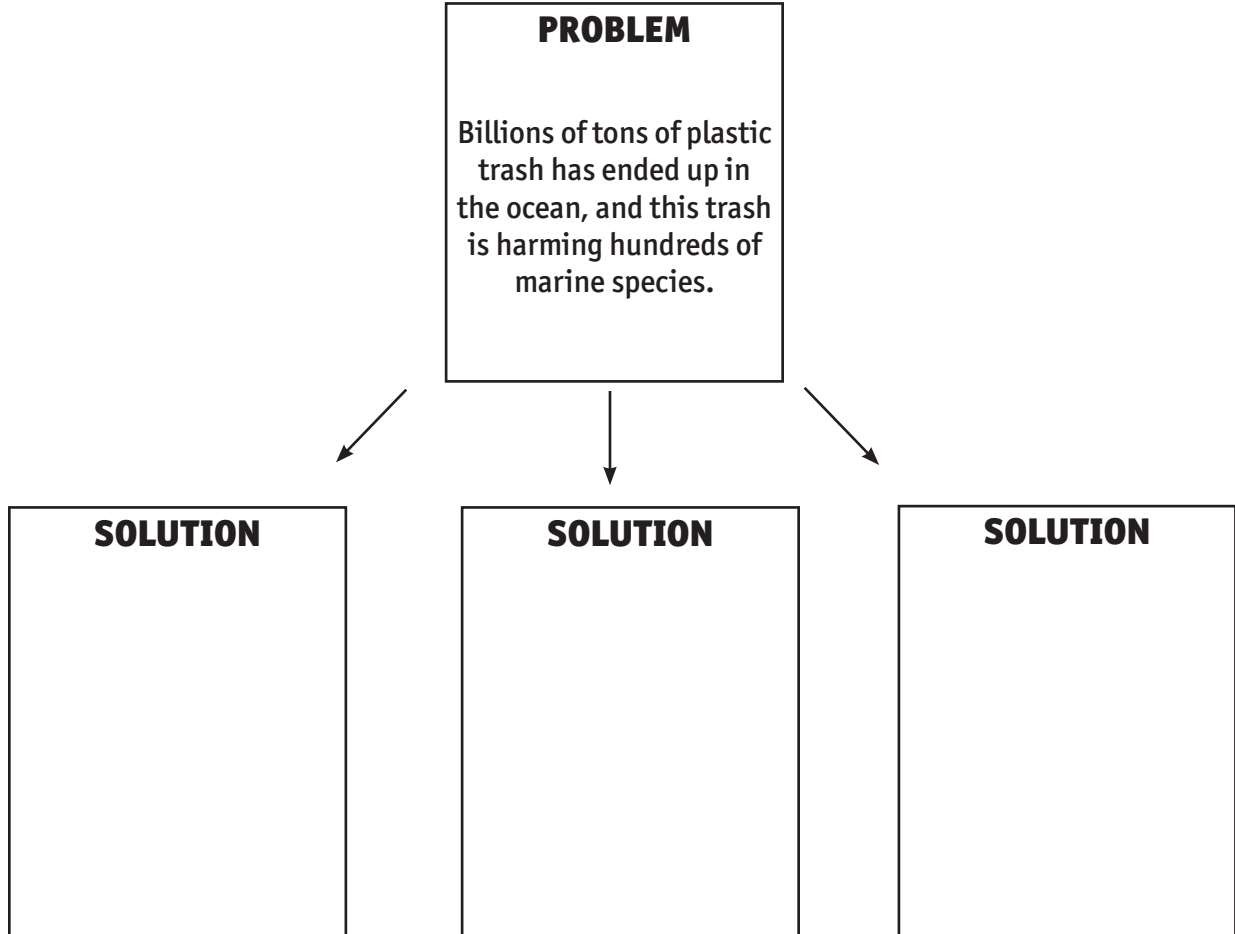
Sequence of Events

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

3. A. In the article "The Problem of Plastic, Which text structure does the author use in the section "Throwaway Culture"?

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

4. In "Can We Save Our Planet From Plastic?" the author uses a **problem-and-solution** structure to explain how the problem of plastic can be addressed. Fill in the empty boxes below to identify three solutions to the plastic problem that the author presents in the article. (You may quote lines from the article or paraphrase.)



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What's the Tone?

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

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

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

The questions below are about author Mackenzie Carro's tone in "Drowning in Plastic."

1. What attitude does author Mackenzie Carro express in the section "Miracle Material"?

- (A) She is judgmental of those who use disposable plastic products.
- (B) She is angry at the businesses that have produced so many plastic items.
- (C) She is thankful for how plastic has improved people's lives since World War II.
- (D) She understands what makes plastic so appealing, despite the problems plastic causes.

2. On page 13, after explaining that the amount of plastic we throw away is at an all-time high, Carro writes, "But wait. What about recycling?" This rhetorical question

- (A) adds a sense of urgency to the section.
- (B) raises a question readers are likely asking themselves.
- (C) shows that Carro is confused about how Americans produce so much plastic trash.
- (D) adds humor to the section.

3. Consider these sentences from page 13:

- "Instead, it piles up in landfills, where it can leak harmful chemicals into the ground."
- "Scientists estimate that more than 700 marine species have been harmed."
- "This is especially an issue in certain developing nations that do not have reliable trash collection or properly maintained landfills."

These sentences contribute to a(n) _____ tone.

- (A) optimistic
- (B) curious
- (C) concerned
- (D) apologetic

4. Which best describes Carro's tone in "What We Can Do," the last section of "How Can We Save Our Planet From Plastic?"

- (A) encouraging
- (B) frustrated
- (C) doubtful
- (D) regretful

5. Briefly explain your answer to question 4 in the box below.

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "Escape to Freedom."

1. What
happened to
Germany in
the 1949?

3. Why was
life in East
Germany
challenging?

5. How did
Hartmut
cross into
West Berlin?

2. Which
parts of
Germany
did these
countries
control?

4. What did
the Soviet
Union begin
building
in Berlin?

6. What does
Hartmut
do today?

Eighteen-year-old Hartmut Richter was one of thousands of Germans who
escaped East Germany over the Berlin Wall. When Hartmut was growing up in

Germany, the country was _____

The U.S., Great Britain, and France controlled _____

and the Soviet Union controlled _____, where

Hartmut lived. Life in East Germany was challenging because _____

Because of this, many East Germans began fleeing to West Germany through

Berlin. In response, in 1961, the Soviet Union began _____

When Hartmut was 18, he decided to try to escape to West Germany. On an

August night in 1966, Hartmut _____

_____. After his escape, Hartmut spent some time working and

traveling, but eventually he returned to Germany to help others escape. After

helping 33 others find freedom, he was caught and imprisoned for five years.

Today, he _____

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Would You Stay in a Space Hotel?" Complete the scavenger hunt on page 29.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Would you stay in a space hotel?

Consider what you read in the two essays, as well as your own viewpoint.
Check the box next to the point of view you will argue in your essay,
or write your own opinion in the space provided.

☐

Yes! It would be the trip of a lifetime.

☐

No! It's not worth the money or the risk.

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the letters support your opinion? What other information supports your opinion?
List at least three supporting details on the lines below.

Here's an example: If you would NOT stay in a space hotel, one of your supporting details might be that the hotel is only about 35 feet long and 12 feet wide and could get cramped.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you **WOULD** stay in a space hotel, summarize the strongest arguments against staying in the hotel that Henry presents in his letter. If you **WOULD NOT** stay in a space hotel, summarize the strongest arguments in favor of the trip that Liza presents in her letter.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe your feelings about space. Have you always been fascinated by it? Or does the idea of going to space terrify you?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view about staying in a space hotel. Here's one way you could structure your question: "Is it really worth \$9.5 million 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: _____

STEP 6: SUMMARIZE THE ISSUE

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

Liza thinks that staying in a hotel in outer space would be an amazing trip and well worth the \$9.5 million price tag. Henry disagrees and believes that _____

STEP 7: START WRITING

On the next page, you'll find guidelines for how to organize your essay.

Argument Essay Outline

Directions: Use the outline below to write your essay. You will use what you wrote on the first three pages of this activity.

1	INTRODUCTION
<p>Open with your hook from Step 5.</p> <p>↓</p> <p>Write a transition sentence that relates your hook to the question of whether to stay in a space hotel.</p> <p>↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p>↓</p> <p>Write your summary of the issue from Step 6.</p> <p>↓</p> <p>Finish with your thesis from Step 4.</p>	
2	BODY PARAGRAPH(S)
<p>Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p>You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.</p> <div data-bbox="1182 909 1531 1213" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <p><i>Hint! Order your supporting points from weakest to strongest. Readers will remember details that are presented last.</i></p> </div>	
3	ACKNOWLEDGE THE OTHER SIDE
<p>Now it's time to recognize the other side of the argument.</p> <p>Use what you wrote in Step 3.</p> <p>Then explain why you think the opposing point of view is wrong.</p>	
4	CONCLUSION
<p>Write 2-3 sentences to remind your readers of your main points.</p> <p>Finish with a strong final sentence.</p> <div data-bbox="1206 1560 1531 1770" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <p><i>Need an idea? Refer to your hook, find a quote, or give a call to action.</i></p> </div>	
5	READ AND REVISE
<p>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>	

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Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Would You Stay in a Space Hotel?" develop their arguments. We filled in some information for you.

	Liza	Henry
line(s) that expresses the central idea, or central claim		"... paying millions of dollars to stay in a space hotel is a terrible idea."
two pieces of evidence that support the central idea, or central claim		
line(s) that expresses the counterargument	"Of course, there is a reason that astronauts go through so much training: Space travel is dangerous."	
line(s) that contains the rebuttal to the counterargument		

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Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Would You Stay in a Space Hotel?" develop their arguments. We filled in some information for you.

	Liza	Henry
line(s) that expresses the central idea, or central claim		"... paying millions of dollars to stay in a space hotel is a terrible idea."
two pieces of evidence that support the central idea, or central claim		

Name: _____ Date: _____

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

Vocabulary:

"Would You Stay in a Space Hotel?"

- 1. envision (en-VIZH-uhn)** *verb*; To envision is to picture something in your mind, especially something you believe might happen or exist in the future. You might envision a weekend full of fun and adventure. Or you might envision your friend's delighted expression when he opens the birthday gift you got him.
- 2. exclusive (iks-KL00-siv)** *adjective*; The verb *exclude* means "leave out." Something that is exclusive excludes certain people or groups. In other words, something that is exclusive is open or available only to one person or a limited number of people. Restaurants, shops, neighborhoods, and other places that are very expensive are often described as exclusive because they are available only to people with a lot of money—everyone else is excluded.
- 3. expanse (ik-SPANS)** *noun*; An expanse is a wide area or stretch. *Expanse* is usually used to describe a huge area of land, water, or space that stretches out as far as you can see. From a boat, you might look out over the expanse of ocean before you.
- 4. frivolous (FRIV-uh-luhs)** *adjective*; If something is frivolous, it is lighthearted, silly, or unimportant; it has no serious purpose or value.
- 5. rigorous (RIG-er-uhs)** *adjective*; Something that is rigorous is very strict, demanding, or difficult. Military training is rigorous. Planes undergo rigorous safety checks before each flight.
- 6. safeguard (SEYF-gahrd)** *noun or verb*; A safeguard is a precaution, protection, or defense. Washing your hands is a safeguard against sickness. A jewelry store might install a security system as a safeguard against theft.

As a verb, *safeguard* means "to guard, protect, or secure." You might safeguard your privacy by hiding your diary.

Directions: On the back of this page, list any other words from the debate 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

"Would You Stay in a Space Hotel?"

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

1. Which is a more rigorous activity?

- Ⓐ relaxing with a book by the pool
- Ⓑ running sprints at track practice

2. Which is a way to safeguard your laptop?

- Ⓐ carry it in a case
- Ⓑ cover it with stickers

3. Which is a more frivolous purchase?

- Ⓐ cold medicine
- Ⓑ a hot dog costume for your dog

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

4. exclusive

- Ⓐ restricted
- Ⓑ unlimited

5. envision

- Ⓐ ignore
- Ⓑ imagine

6. expanse

- Ⓐ area
- Ⓑ barrier

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

7. I feel like doing something completely **frivolous** on Saturday, like _____.

8. Gregory looked out at the **expanse** of _____.

Directions: Write a sentence that includes a word or words from the list of vocabulary words on page 1 of this activity (including any words you added).

9. _____



“Voilà!”

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

	Agree	Disagree
1. Kids are often self-conscious about how their families, homes, or lives appear to others.		
2. It feels bad when people make assumptions about you.		
3. Wonderful, surprising, special things happen all around us every day.		
4. A language is more than just words.		
5. It is easy to take the good things in life for granted.		

Name: _____ Date: _____

Close-Reading Questions

"Voilà!"

1. What do you think Ma Tante means by this? (figurative language, page 23)
2. Where else in the story do people make incorrect assumptions about each other? (text structure, page 23)
3. What is Simone's attitude toward Ma Tante's doctor? Explain. (tone, page 25)
4. Why do you think the author includes Creole and French words? (author's craft, page 25)

5. How is this statement related to the ideas in the opening section of the story? (theme, page 25)

6. What does Simone mean? What does Waverly do that supports Simone's description?
(character, page 25)

7. How do these last lines connect to the opening section of the story? (text structure, page 26)

Name: _____ Date: _____

Critical-Thinking Questions

"Voilà!" and "The Story Behind Voilà!"

1. How did Debbie Rigaud draw on her own experiences to write "Voilà!"?
2. Rigaud says that after the 2010 earthquake in Haiti, many people suddenly thought they knew something about those of Haitian descent. This is what happens with Simone and the "look-alikes"—and Simone is not very happy about it. Why might it be irritating to have people think they understand you based on an event that they heard about in the news?
3. Describe one thing you have experienced or observed in the past week that could be considered an "everyday miracle." Explain why you think so.

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

Voilà! Contest

On page 23, Simone refers to “everyday miracles” and the magic that is all around us. What do you think she means? What everyday miracles is Simone able to find in the doctor’s waiting room?

Answer both questions in an essay. Use text evidence.

Five winners will each get *Serafina’s Promise* by Ann E. Burg.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent’s or legal guardian’s signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Voilà! Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 15, 2019!

Name: _____ Date: _____

“Voilà!”

Character Thinking Tool

The questions in this activity are about the character of
Simone

1. On page 23, Simone says that Ma Tante is “ever vigilant” of her feelings. What does she mean?

2. On page 23, while talking to Tina and Tara, Simone says, “I nod, squeezing the last bit of polite from my reserves.” How is Simone feeling in this moment? Why?

3. On page 24, Simone says, “Ma Tante’s obviously glad for my company—which makes me feel bad for sulking.” What does it mean to sulk? What has Simone been sulking about?

4. When Simone talks to Louis, she feels "suddenly self-conscious." What does she feel self-conscious about? How do you know?

5. Compare how Simone views Louis with how she views Waverly.

6. How does Simone come to see Waverly in a different light at the end of the story?

Name: _____ Date: _____

“Voilà!” Quiz

Directions: Read “Voilà!” and “The Story Behind ‘Voilà!’” Then answer the questions below.

1. How does the opening section contribute to the story? Choose TWO answers.

- (A) It introduces the idea of an everyday miracle.
- (B) It helps readers understand why Simone disapproves of Ma Tante’s doctor.
- (C) It provides background information about Ma Tante’s life in Haiti.
- (D) It establishes that Simone and Ma Tante have a close relationship.

2. How does Simone feel when Louis and Waverly arrive at the doctor’s office?

- (A) self-conscious about where she lives
- (B) excited to see her friends
- (C) worried that Ma Tante will tease her about having a crush on Louis
- (D) angry that they didn’t ask her to participate in CARE-A-VAN

3. Which lines from the story support your answer to question 2? Choose TWO answers.

- (A) “The first thing that catches my eye is his T-shirt.”
- (B) “‘What’re you doing here, Simone?’”
- (C) “I suddenly feel exposed, as if Waverly had walked in on me getting my hair braided.”
- (D) “My embarrassment at being seen in the ghetto doctor’s office outweighs my guilt.”

4. On page 24, Simone says that Ma Tante “dresses to the nines” for her doctor’s appointments. The idiom “dress to the nines” means to

- (A) wear comfortable clothing.
- (B) wear peach-colored clothing.
- (C) dress up in a costume.
- (D) dress up in fancy clothes.

5. Why does Ma Tante say “Voilà!” at the end of the story?

- (A) to let Simone know that she wants to go home
- (B) to signal to Simone that some sort of everyday magic is happening
- (C) to tell Madame Bertrand that the doctor is ready for her
- (D) to indicate that she has just seen a sunbeam filled with particles

6. Which of the following does the interview with Debbie Rigaud on page 27 NOT support?

- (A) Rigaud wanted “Voilà!” to bring attention to the unfair treatment that seniors and the less affluent sometimes experience.
- (B) Rigaud drew on her own experiences as a Haitian American to write “Voilà!”
- (C) Like Ma Tante and Simone, Rigaud looks for everyday miracles.
- (D) The characters of Louis and Waverly are based on real people Rigaud knew as a teenager.

Constructed-Response Questions

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

7. Describe the relationship between Ma Tante and Simone. Support your analysis with text evidence.

8. Debbie Rigaud says that “Voilà!” is her way of acknowledging the “quietly suffering people” she witnessed as a child. Explain what Rigaud means and how she does this through “Voilà!”

Name: _____ Date: _____

“Voilà!” Quiz

Directions: Read “Voilà!” and “The Story Behind ‘Voilà!’” Then answer the questions below.

1. How does the opening section contribute to the story? Choose TWO answers.

- (A) It introduces the idea of an everyday miracle.
- (B) It helps readers understand why Simone disapproves of Ma Tante’s doctor.
- (C) It provides information about Ma Tante’s life in Haiti.
- (D) It shows that Simone and Ma Tante have a close relationship.

2. How does Simone feel when Louis and Waverly arrive at the doctor’s office?

- (A) embarrassed about where she lives
- (B) excited to see her friends
- (C) worried that Ma Tante will tease her
- (D) angry that they didn’t ask her to volunteer with CARE-A-VAN

3. Which lines from the story support your answer to question 2? Choose TWO answers.

- (A) “The first thing that catches my eye is his T-shirt.”
- (B) “‘What’re you doing here, Simone?’”
- (C) “I suddenly feel exposed, as if Waverly had walked in on me getting my hair braided.”
- (D) “My embarrassment at being seen in the ghetto doctor’s office outweighs my guilt.”

4. On page 24, Simone says that Ma Tante “dresses to the nines.” To “dress to the nines” is to

- (A) wear comfortable clothing.
- (B) wear peach-colored clothing.
- (C) dress up in a costume.
- (D) dress up in fancy clothes.

5. Why does Ma Tante say “Voilà!” at the end of the story?

- (A) to let Simone know that she wants to go home
- (B) to signal to Simone that some sort of everyday magic is happening
- (C) to tell Madame Bertrand that the doctor is ready for her
- (D) to hint that she has just seen a sunbeam

6. Which statement is supported by the interview with Debbie Rigaud on page 27?

- (A) The characters of Louis and Waverly are based on real people Rigaud knew as a teenager.
- (B) Rigaud hopes “Voilà!” will inspire kids to volunteer.
- (C) The main reason Rigaud wrote “Voilà!” was to teach readers about the earthquake in Haiti in 2010.
- (D) Rigaud drew on her own experiences as a Haitian American to write “Voilà!”

Constructed-Response Questions

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

7. Give at least three details in the story that show that Simone and Ma Tante have a close, loving relationship. Explain how each detail shows this.

8. In the interview, Debbie Rigaud’s says that one reason she wrote “Voilà!” was to acknowledge the “quietly suffering people” she saw as a child. Who is treated unfairly in “Voilà!” and in what way? Use text evidence to support your answer.

Name: _____ Date: _____

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

Vocabulary:

"The Story Behind 'Voilà!'"

1. **affluent (A-floo-uhnt)** *adjective*; *Affluent* means "wealthy." An affluent person has plenty of money. An affluent neighborhood might be full of big houses and nice cars.
2. **convey (kuhn-VAY)** *verb*; To *convey* something is to communicate it or make it known. You might convey a message from your mom to your sister. A painting's dark colors might convey a feeling of sadness.
3. **fissure (FISH-er)** *noun*; A *fissure* is a long, narrow opening or crack in something. An earthquake might cause a fissure in the ground.
4. **informal (in-FAWR-muhl)** *adjective*; The word *formal* means "following an established form, custom, or rule." At a formal dinner, people get dressed up, sit at a tablecloth-covered table, and follow all the rules of "proper" behavior. A formal meeting is one that is planned ahead of time and at which things must be done in a particular way.

The prefix *in-* means "not," so the word *informal* means "not formal." Something that is informal is relaxed, casual, or unofficial. You might have an informal meeting with your student council buddies over lunch—a laid-back gathering that happens without being planned or organized. On a Friday night your family might have an informal dinner of eating pizza on the couch while you watch a movie.
5. **purgatory (PER-guh-tawr-ee)** *noun*; According to the Roman Catholic religion, *purgatory* is a place of suffering where the souls of the dead are sent to be punished and cleansed of their sins before going to heaven.

People also use *purgatory* figuratively to refer to any place or state of suffering or misery, as in, "The final three miles of the marathon were purgatory."

Directions: On the back of this page, list any other words from the interview 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 Story Behind 'Voilà!'"

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

1. The writer hoped her story would **convey** _____

2. I noticed a **fissure** in the frozen pond. The ice _____

3. As I was revising my essay, I realized the language was too **informal**. It sounded _____

4. Being in my mom's minivan this afternoon was like **purgatory**. The _____

5. The Gleesons were an **affluent** family, so they _____

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

6. fissure

- Ⓐ closure
- Ⓑ gap

7. convey

- Ⓐ receive
- Ⓑ express

8. affluent

- Ⓐ rich
- Ⓑ absent

Directions: Write a sentence that includes a word or words from the list of vocabulary words on page 1 of this activity (including any words you added).

9. _____

Name: _____ Date: _____

Everyday Miracles

Read "Voilà!" Then answer the questions below to help you prepare to answer the writing prompt on page 27, which says: On page 23, Simone refers to "everyday miracles" and the magic that is all around us. What do you think she means? What everyday miracles is Simone able to find in the doctor's waiting room? Answer both questions in an essay. Use text evidence.

1. Explain what you think Simone means when she refers to "everyday miracles" and the magic that is all around us. Give at least three examples of the kinds of things that you think might be considered everyday miracles or magic.

2. What signal does Ma Tante give Simone that an everyday miracle is happening? Explain how you know, using text evidence.

3. What tells you that Simone notices the magic that Ma Tante is alerting her to in the doctor's waiting room?

4. What are the everyday miracles that Simone notices in the waiting room? Why does what happens fit the definition of an everyday miracle and the magic that is all around us?

When you write your response to the writing prompt on page 27, use the ideas you wrote in response to the questions in this activity. Be sure to transition smoothly between ideas.

Name: _____ Date: _____

Video Discussion Questions

Behind the Scenes: "Escape to Freedom"

Before Reading "Escape to Freedom"

1. Based on information in the video, summarize what the Cold War was and why it happened.
2. Study the image of Germany that appears at 3:22. What does this image tell you about what life was like in Germany after World War II?

After Reading "Escape to Freedom"

3. How does the segment about the security measures at the Berlin Wall (starting at 5:20) add to your understanding of the article?
4. At 6:18, the narrator Kristin Lewis says, "Perhaps the most important thing I learned while working on this article was that in the face of oppression, human beings have the power to not only endure, but overcome." How does this idea apply to Hartmut Richter? Explain.

Name: _____ Date: _____

Key Ideas: Preparing to Write

Directions: You are a journalist covering the 30th anniversary of the fall of the Berlin Wall. Your assignment is to write an article explaining what the Berlin Wall was and why it's important to remember it. Use this graphic organizer to take notes for your article. Use details from the article "Escape to Freedom" and the Behind the Scenes video.

Dates

What are the important dates to report? List them and briefly note why each is important.

Physical Description of the Wall

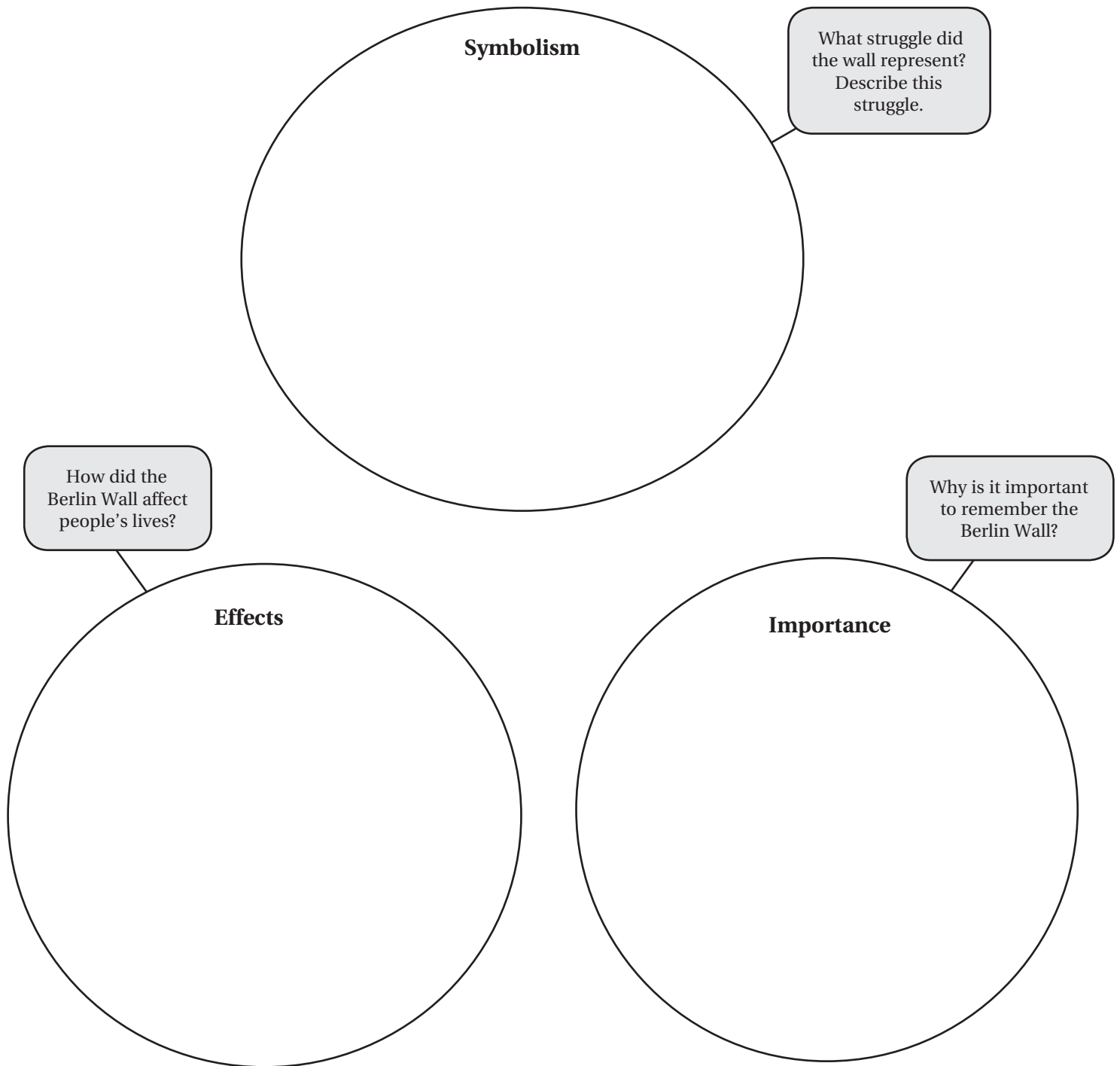
Note some physical details about the Berlin Wall, like where it was located, its size, and what it looked like.

Background

Complete the following sentence:
Germany was divided because . . .

Purpose

Complete the following sentence:
The Berlin Wall was built because . . .



Turn to the next page for some tips on putting it all together.

Feature Story Outline

Now that you've gathered your information, it's time to start crafting your article. Here's an idea of how you might organize your article.

1

HEADLINE/TITLE

This should tell your readers in just a few words what your article is about.

2

BYLINE

This is the name of the journalist or journalists reporting the story.
In this case, that's you!

3

LEAD

Your first paragraph should give a preview of the whole story. In other words, it should be a brief summary of everything you are going to write about in this article. From just this paragraph, a reader should know all of the most important information: What happened, why it happened, when it happened, where it happened, and who was involved.

4

BODY PARAGRAPHS

Here's where you go into detail. Give some background information (What was life like in Germany after World War II? What was the Cold War? How did the Berlin Wall affect people's lives?) and more information on what you said in your lead.

5

CONCLUSION

Find a way to sum it all up. One idea is to express why it is important to learn about the past.

6

TEXT FEATURES

Consider including text features such as photos, maps, or timelines to help your readers understand the fall of the Berlin Wall.

Name: _____ Date: _____

Imply vs. Infer

The words **imply** and **infer** are often confused and misused. However, their meanings are nearly opposite. Here's what you need to know to use them correctly.

Imply means to express indirectly, to hint, to indicate.

Examples:

"What is that supposed to mean?" asked Logan.
"Are you **implying** that I cheated?"

The puzzled look on Lisa's face **implied** that she wasn't expecting me.

Infer means to come to a conclusion based on the evidence presented, to guess, to surmise.

Examples:

"I **infer** from that remark that you think I cheated," said Logan.

I **inferred** from the puzzled look on Lisa's face that she wasn't expecting me.

Directions: Underline the correct boldfaced word in each sentence.

1. Christina winked, **implying/infering** that she was in on the joke.
2. Joshua looked out the window and saw that most people were wearing short sleeves; he **implied/inferred** that it was warm outside.
3. It's often possible to **imply/infer** the meaning of an unfamiliar word from other information in the sentence.
4. **Implying/Inferring** that I should help him pack the car, my dad said, "We'd probably get on the road faster if I didn't have to pack all of this myself."
5. The cliff-hanger at the end of the movie **implies/infers** that Andy's adventures are not over.
6. I **implied/inferred** from Nora's message—"Call me the *second* you get this!"—that Nora had big news.

Directions: For each sentence below, fill in the blank with a form of **imply** or **infer**. Then write your own sentence using a form of **imply** or **infer**.

7. Based on the sports clothes that Kyle was wearing, I _____ that he was about to go to soccer practice.

8. Jorge _____ from Elise's bored expression that she was not enjoying the movie.

9. _____

Name: _____ Date: _____

Close-Reading Questions

"Escape to Freedom"

1. Why do you think author Kristin Lewis chose to not reveal that Hartmut was trying to escape his country until the last line of the introduction? (literary devices, author's craft)
2. What is the main purpose of the section "No Freedom"? (text structure)
3. How was the Cold War different from other wars you've learned about, such as World War II? (key ideas)
4. In the section "A Dangerous Swim," many paragraphs are short—some are only one sentence. What effect does this have on the reading experience? (author's craft)
5. Consider the sidebar "What to Know About The Cold War" on page 9. What do the photo and information in the sidebar help you understand about what life was like during the Cold War? (text features)

Critical-Thinking Questions

"Escape to Freedom"

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

Berlin Wall Contest

You are a journalist covering the 30th anniversary of the fall of the Berlin Wall. Write an article explaining what the Berlin Wall was and why it's important to remember it. Five winners will each get

A Night Divided by Jennifer A. Nielsen.

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

ENTRIES MUST BE RECEIVED BY May 15, 2019!

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Escape to Freedom.” 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 image on pages 4-5. What **mood** do these features create?

2. What do the map and its caption on page 6 help you understand about the Soviet Union?

3. Study the photo of the protest on pages 8-9. What can you infer from this photo about how people in Germany felt about the Berlin Wall?

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

During Reading
Text Structure, Tone, Mood

5. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “No Freedom.”

The author compares life in West Germany with life in East Germany.

The author gives a chronological account of Hartmut’s life in East Germany.

The author describes life in East Germany.

- B.** Explain how you know.

6. Reread the section “The Berlin Wall.” What is the author’s **tone** in the fourth and fifth paragraphs as she writes about what happened after the Berlin Wall went up? Explain your answer.

7. How would you describe the **mood** of the section “A Dangerous Swim”? Explain how the author creates this mood.

After Reading

Central Idea/Details and Objective Summary

- 8.** Below are three **supporting details** for a central idea of the article. In the space provided, write a **central idea** that these details support.

```
graph TD; A[Central Idea] --> B[Detail #1]; A --> C[Detail #2]; A --> D[Detail #3];
```

Central Idea		
Detail #1 “You couldn’t simply get in the car and go where you wanted; you needed permission to travel.” (p. 7)	Detail #2 “If you were caught breaking a rule, the penalties could be harsh.” (p. 7)	Detail #3 “And getting news of the outside world was extremely difficult.” (p. 7)

9. Write an **objective summary** of “Escape to Freedom.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Escape to Freedom.” 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 image on pages 4-5. What mood do these features create?

2. What do the map and its caption on page 6 help you understand about the Soviet Union?

3. Study the photographs on pages 6-7. From these photos, what can you infer about what life was like in Germany after World War II?

4. Read the subheadings throughout 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. **Text structure** is the term for how an author organizes information. In the section “No Freedom,” the author uses a **compare-and-contrast structure** to explain what life was like in East Germany.

Which statement in this section best helps you identify this text structure?

- Ⓐ “And this is the country he was determined to leave.” (p. 7)
- Ⓑ “Life in East and West Germany could not have been more different.” (p. 6)
- Ⓒ “They listened to phone calls and read personal mail.” (p. 7)

6. **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 writing about how the Berlin Wall affected German citizens in the fourth and fifth paragraphs of the section “The Berlin Wall.”

sympathetic

proud

annoyed

B. Briefly explain how you know:

7 **A. Mood** is the feeling the reader gets from a piece of writing. Which of the following BEST describes the mood of the section “A Dangerous Swim”?

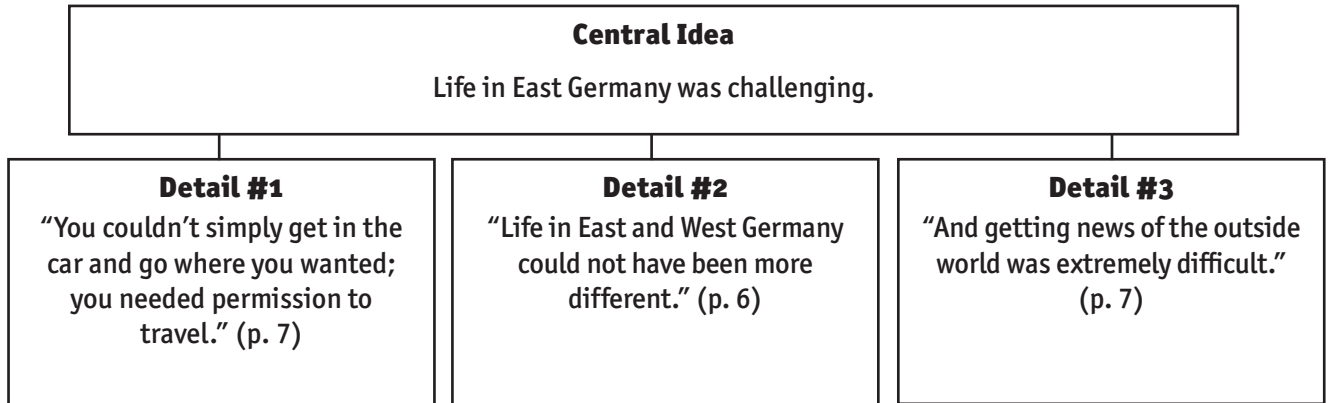
- Ⓐ celebratory
- Ⓑ sad and serious
- Ⓒ suspenseful

B. Briefly explain how the author creates this mood:

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the section “No Freedom” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



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 “Escape to Freedom.”

- a. The Berlin Wall was a physical barrier that separated East Berlin from West Berlin.
- b. Hartmut Richter successfully escaped from East Germany in the 1960s.
- c. Listening to the Beatles in East Germany was forbidden.
- d. Hartmut had one sister.
- e. The U.S., Great Britain, and France controlled West Germany, and the Soviet Union controlled East Germany.
- f. You have to be very brave to be able to pull off what Hartmut did.

Name: _____ Date: _____

“Escape to Freedom” Quiz

Directions: Read “Escape to Freedom,” then answer the questions below.

1. Which statements best describes Germany in the years following World War II? Choose TWO answers.

- (A) The country was admired around the globe.
- (B) Many citizens struggled to survive.
- (C) The country was rebuilding after suffering much damage during the war.
- (D) The country was no longer in any conflicts with other countries.

2. On page 6, author Kristin Lewis writes, “Around the world, fear simmered that these hostilities would erupt into all-out war.” This line

- (A) emphasizes how dangerous the weapons of this era were.
- (B) helps readers understand the experience of living in wartime.
- (C) shows how intense the anxiety was at the time.
- (D) shows the Cold War was a worldwide conflict.

3. What are the main purposes of the section “No Freedom”? Choose TWO answers.

- (A) to help readers understand how different life in East Germany was from life in West Germany
- (B) to reveal Hartmut Richter’s age
- (C) to show why people like Harmut were willing to risk their lives to leave East Germany
- (D) to describe the music and movies that were popular among teens in the 1950s

4. Which line best explains the reason the Berlin Wall was built?

- (A) “During the war, Germany had invaded nearly every other country in Europe.” (p. 6)
- (B) “East German leaders were alarmed by the flood of people leaving the country.” (p. 7)
- (C) “The U.S. and the Soviet Union sent spies to each other’s countries to steal secrets.” (p. 6)
- (D) “Many guards and their dogs were out that night.” (p. 8)

5. On page 10, Lewis writes, “A year after the Berlin Wall fell, Germany was officially reunified.” Based on context clues, which of the following is the definition of *reunify*?

- (A) to punish someone for a crime or bad behavior
- (B) to stop being joined or connected
- (C) to damage beyond repair
- (D) to make something that was divided whole again

6. Which best describes the Cold War?

- (A) a struggle for power between East Germany and West Germany
- (B) a struggle for power between the Soviet Union and Germany
- (C) a struggle for power between the Soviet Union and the United States
- (D) a war fought in Germany during the winter of 1961

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 author Kristin Lewis create a frightening and suspenseful mood in the article? Use text evidence to support your answer.

8. What did the Berlin Wall symbolize for the people of Germany? Use details from the text to support your answer.

Name: _____ Date: _____

“Escape to Freedom” Quiz

Directions: Read “Escape to Freedom,” then answer the questions below.

- Which words BEST describe Germany in the years immediately following World War II? Choose TWO answers.
 (A) thriving
 (B) struggling
 (C) rebuilding
 (D) proud
- On page 6, author Kristin Lewis writes, “Around the world, fear simmered that these hostilities would erupt into all-out war.” This line shows
 (A) how dangerous nuclear weapons are.
 (B) what war is like.
 (C) how anxious the world felt.
 (D) that the Cold War was a global conflict.
- The main purposes of the section “No Freedom” is to help readers understand _____. Choose TWO answers.
 (A) how different life was in East and West Germany
 (B) Hartmut Richter’s age
 (C) why people risked their lives to leave East Germany
 (D) what music was popular in the 1950s
- Why was the Berlin Wall built?
 (A) to prevent people from leaving West Berlin
 (B) to prevent people from leaving East Berlin
 (C) to help rebuild Germany after World War II
 (D) to mark Berlin’s four zones
- On page 10, Lewis writes, “A year after the Berlin Wall fell, Germany was officially reunified.” Context clues reveal that *reunified* means
 (A) separated.
 (B) punished.
 (C) ruined.
 (D) joined together again.
- Which best describes the Cold War?
 (A) a struggle for power between East Germany and West Germany
 (B) a struggle for power between the Soviet Union and Germany
 (C) a struggle for power between the Soviet Union and the United States
 (D) a war fought in Germany during the winter of 1961

Constructed-Response Questions

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

- What is one way author Kristin Lewis creates a suspenseful and frightening mood in her article? Use text evidence to support your answer.
- Explain how the Berlin Wall became a symbol of division and oppression. Use details from the text to support your answer.

Name: _____ Date: _____

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

Vocabulary:

"Escape to Freedom"

1. bleak (BLEEK) *adjective*; Something that is *bleak* lacks warmth, life, and cheer. Bleak weather is cold, damp, and unpleasant. A bleak room is empty and colorless. If a situation is bleak, it is bad and seems unlikely to improve.

2. notorious (noh-TORE-ee-uss) *adjective*; To be *notorious* is to be famous for something bad. A movie star is famous; a well-known criminal is notorious. Tourists might avoid a city that is notorious for crime. A restaurant might be notorious for slow service.

3. regime (ruh-ZHEEM) *noun*; A *regime* is a government, especially one that is not democratic, abuses its authority, and takes away people's personal freedoms.

4. ruthless (ROOTH-liss) *adjective*; Someone who is *ruthless* is cruel, heartless, and shows no mercy or compassion for others.

5. undetected (uhn-dih-TEK-tid) *adjective*; To *detect* (dih-TEKT) is to discover or notice the presence of something that is hidden or hard to see, hear, or smell. A smoke detector goes off when it detects smoke.

Undetected means "not detected or discovered." If you slip into a crowd undetected, you slip in without anyone noticing you.

6. vie (vahy) *verb*; To *vie* for something is to compete for it. In a race, runners vie for first place. Kids might vie for their parents' attention. Dogs might vie for a ball.

7. vilify (VIL-ih-fahy) *verb*; The adjective *vile* (VAHYL) means "unpleasant, morally bad, or wicked."

To *vilify* someone is to say or write harsh or unfair things about that person so that he or she seems vile—to spread nasty stories about the person, whether they are true or not.

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

"Escape to Freedom"

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

1. Which of the following cities is notorious for its air quality?

- Ⓐ a city known for its clean air
- Ⓑ a city known for its polluted air

2. Which landscape is bleak?

- Ⓐ gray, rocky cliffs covered in fog
- Ⓑ a sunny meadow full of swaying grasses and wildflowers

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

3. vilify

- Ⓐ approve of
- Ⓑ criticize harshly

5. bleak

- Ⓐ dreary
- Ⓑ bright

4. regime

- Ⓐ authorities
- Ⓑ citizens

6. notorious

- Ⓐ respectable
- Ⓑ dishonorable

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

undetected ruthless vie detect

7. Finalists on the TV show *The Voice* compete for the grand prize of a record deal.

8. In the wizarding world of Harry Potter, the cloak of invisibility allows the wearer to move about completely unseen.

9. Crocodiles are brutal predators, aggressive toward anything that crosses their path.

Name: _____ Date: _____

Close-Reading Questions

"The Problem of Plastic"

1. The author provides examples of items that contain plastic, such as cars, phones, potato chip bags, and toothbrushes. Why do you think she does this? (author's craft)
2. What effects does plastic trash have on the environment? (cause and effect)
3. What is the difference between the plastic used in a smartphone and the plastic used in a bag to carry apples? (key ideas)
4. What is the main purpose of the section "Throwaway Culture"? (text structure)

Name: _____ Date: _____

Close-Reading Questions

"Can We Save Our Planet From Plastic?"

1. In the section “Ditch Plastic,” Mackenzie Carro explains that some businesses are partnering with a service called Loop to start packaging and delivering products in reusable containers. What does this suggest about America’s “throwaway culture”? (synthesizing)
2. Describe the author’s tone in the section “What We Can Do.” What words and phrases help create this tone? (tone)

Name: _____ Date: _____

Critical-Thinking Questions

"The Problem of Plastic" and "Can We Save Our Planet From Plastic?"

1. Do you think that humans should stop using plastic entirely?
2. How does reading both articles give you a better understanding of the world's plastic crisis?
3. In what ways, if any, might you change your habits after reading these articles?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file. If you are e-mailing a video or audio entry, please either attach the file or use a file-sharing platform such as Dropbox.

Plastic Trash Contest

Why is plastic trash a problem? How can this problem be solved? Answer both questions in the form of an essay, slideshow, podcast, or video. Three winners will each get *The Wild Beyond* by Piers Torday.

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

ENTRIES MUST BE RECEIVED BY May 15, 2019!

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Problem of Plastic” and “Can We Save Our Planet From Plastic?” Then answer the questions below.

- On page 12, author Mackenzie Carro writes, “Experts are sounding the alarm about the problem of plastic trash.” Context clues reveal that the expression *sound the alarm* means
 - make a formal request.
 - explain a complex idea.
 - hide or disguise.
 - warn people of danger.
- The statistic “40 percent of plastic items are used once and thrown away” supports Carro’s claim that
 - plastic is synthetic.
 - we have come to see throwaway culture as normal.
 - disposable items are harming marine animals.
 - microplastics are difficult to get rid of.
- According to Carro, over the past 100 years, the amount of plastic waste has
 - decreased thanks to recycling efforts.
 - increased enormously.
 - increased slightly.
 - stayed exactly the same.
- Which lines support your answer to Question 3?
 - “Plastic was so cheap there seemed no reason not to toss it out . . .” and “It’s easy to see why.”
 - “It was used in everything from airplane parts to parachutes” and “Or it gets blown into the ocean.”
 - “50 percent of all plastic ever made was produced in the past 15 years” and “The amount of plastic we throw away has hit an all-time high.”
 - “But wait. What about recycling?” and “What happens to you now?”
- The main purpose of “The Problem of Plastic” is to _____, whereas the main purpose of “Can We Save Our Planet From Plastic?” is to _____.
 - teach readers about the Philippines; teach readers about a problem on South Boston’s beaches
 - describe factories during World War II; describe infrared technology
 - inform readers about the problem of plastic trash; share ideas for solving the plastic trash problem
 - explain how plastic is made; spotlight a school district’s ban on plastic straws
- Which ideas are supported by information in both articles? Choose TWO answers.
 - Plastic slowly breaks down into tiny pieces.
 - Many places are banning the use of plastic straws.
 - Plastic trash is dangerous for marine animals.
 - There are many advantages to using plastic.

Constructed-Response Questions

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

- On page 15, Carro writes that “the key to progress will be persistence.” What does she mean and why will persistence be necessary? Use details from both articles to support your answer.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Problem of Plastic” and “Can We Save Our Planet From Plastic?” Then answer the questions below.

- On page 12, author Mackenzie Carro writes, “Experts are sounding the alarm about the problem of plastic trash.” Context clues reveal that *sound the alarm* means
 (A) request.
 (B) inform.
 (C) disguise.
 (D) warn.
- Which statistic BEST supports the claim that throwaway culture has become “normal—expected even”?
 (A) “Scientists estimate that more than 700 marine species have been harmed by plastic.”
 (B) “40 percent of plastic items are used once and thrown away.”
 (C) “In the year 2500, some of these pieces may *still* exist.”
 (D) “Put it this way: An elephant weighs just 6 tons.”
- According to Carro, over the past 100 years, the amount of plastic use we throw away has
 (A) decreased.
 (B) increased.
 (C) stayed exactly the same.
 (D) stayed about the same.
- Which of the following lines BEST supports your answer to Question 3?
 (A) “Plastic was so cheap there seemed no reason not to toss it out after using it.”
 (B) “It was used in everything from airplane parts to parachutes.”
 (C) “The amount of plastic we throw away has hit an all-time high.”
 (D) “But wait. What about recycling?”
- The main purpose of “Can We Save Our Planet From Plastic?” is to
 (A) teach readers about South Boston’s beaches.
 (B) describe infrared technology.
 (C) share exciting ways people are working to solve the world’s plastic trash problem.
 (D) spotlight a school district’s ban on plastic straws.
- Which of the following ideas are supported by both articles? (Choose TWO answers.)
 (A) Plastic slowly breaks down into tiny pieces.
 (B) Many places are passing laws banning the use of certain plastic products.
 (C) Plastic trash can be deadly for marine animals.
 (D) There are many advantages to using plastic.

Constructed-Response Question



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

- What is throwaway culture? How can we fight it? Use text evidence from both articles to support your answer.

Name: _____ Date: _____

Synthesis

Directions: Answer the questions below using details from "The Problem of Plastic" and "Can We Save Our Planet From Plastic?" When you are finished, you can use your answers to help you respond to the writing prompt on page 15.

1. Jot down some reasons why plastic trash is a problem. For each reason, indicate which article the information came from.

2. Fill in the chart below with possible solutions to the plastic trash problem. For each solution, check a box in the second column to show whether it came from the article "Can We Save Our Planet From Plastic?" or is your own idea.

Solution	Source
	<input type="checkbox"/> "Can We Save Our Planet From Plastic?" <input type="checkbox"/> My own idea
	<input type="checkbox"/> "Can We Save Our Planet From Plastic?" <input type="checkbox"/> My own idea
	<input type="checkbox"/> "Can We Save Our Planet From Plastic?" <input type="checkbox"/> My own idea
	<input type="checkbox"/> "Can We Save Our Planet From Plastic?" <input type="checkbox"/> My own idea
	<input type="checkbox"/> "Can We Save Our Planet From Plastic?" <input type="checkbox"/> My own idea

Name: _____ Date: _____

Paired Texts Vocabulary

"The Problem of Plastic"

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

1. **accumulate** (uh-KY00-myuh-leyt) *verb*; To accumulate is to collect, gather, or let pile up. A stamp collector accumulates stamps.
2. **developing nation** (dih-VEL-up-ing NEY-shuhn) *noun*; A developing nation is one in which most citizens are poor and that has little industrial development. Poor sanitation, hunger, and a lack of access to education are among the challenges people in developing nations often face.
3. **drudgery** (DRUH-juh-ree) *noun*; Drudgery is boring, unpleasant, or difficult work. Completing a long list of household chores, shoveling snow off the driveway, and standing in a line for an hour are tasks that people might consider drudgery.
4. **savvy** (SA-vee) *adjective*; Someone who is savvy is knowledgeable and experienced, and has a good understanding of how to do something. Ken's parents might ask him to help them install some new software on their computer because he is savvy with computers.

"Can We Save Our Planet From Plastic?"

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

As a verb, *advocate* means "to support, recommend, or argue for something or someone—to act as an advocate." The student council might advocate for a change to the dress code by talking to the principal about what changes students would like to see and why.

6. **infrared** (in-fruh-RED) *adjective*; Everything in the world gives off a certain amount of heat, even ice. This heat creates infrared light, which is a type of light that the human eye cannot see. The warmer something is, the more infrared light it gives off. An infrared camera can see infrared light and turns what it detects into images that humans are able to see. In this way, infrared cameras allow us to "see" in the dark.

7. renowned (re-NOWNED) *adjective*; Someone or something that is renowned is famous, highly respected, or admired. A scientist who is known for making an important discovery is a renowned scientist. A renowned restaurant has a great reputation. LeBron James is a renowned basketball player.

Directions: Below, list any other words from either text whose definition you are unsure 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: Fill in the circle next to the best answer to each question.

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

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

2. Which of the following would most people consider drudgery?

- Ⓐ addressing and putting stamps on 100 letters
- Ⓑ going to an amusement park

3. Which would you be more likely to find in a developing nation?

- Ⓐ shiny new skyscrapers
- Ⓑ older, less modern buildings and homes

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

4. **savvy**

- Ⓐ intelligent
- Ⓑ foolish

6. **renowned**

- Ⓐ ordinary
- Ⓑ celebrated

5. **advocate**

- Ⓐ support
- Ⓑ disapprove

7. **accumulate**

- Ⓐ divide
- Ⓑ pile up

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

8. Three inches of snow have already **accumulated/advocated** since the snowplow cleared our street this morning.

9. The **renowned/savvy** singer's concert sold out in minutes.

10. The team of scientists used **infrared/savvy** technology to help them study the animals living in the cave.



The Choice

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

	Agree	Disagree
1. Love is the most powerful human emotion.		
2. Jealousy is a sign of love.		
3. The threat of punishment prevents crime.		
4. “We’ve all got both light and dark inside us. What matters is the part we choose to act on.”—Sirius Black		
5. A person should be considered innocent until proven guilty.		
6. Law and justice are the same thing.		
7. A rule isn’t unfair if it applies to everyone.		
8. Some dilemmas have no solutions.		
9. Stories have the power to make us question what we believe.		
10. Good stories always have a clear ending.		

Name: _____ Date: _____

Close-Reading Questions

The Choice

1. Based on Princess Margaret's words and actions in Scene 1, how does she feel about her father's justice system? (inference, character)
2. In Scene 3, Princess Margaret says that Thomas loves her. King John replies, "Of course he does. You're a princess. He has everything to gain. . . ." What does he mean? (interpreting text)
3. In Scene 4, why is Princess Margaret hiding a piece of meat under her cloak? (inference)
4. In Scene 5, Lady Anne and Lady Helen take turns listing Isabella's virtues. What might be the author's reason for presenting information in this way? (author's purpose)
5. At the end of the play, Thomas opens the door that the princess indicates. Based on this act, what can you infer about Thomas? (inference, character)

Close-Reading Questions

"So What Happened?!"

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Name: _____ Date: _____

Critical-Thinking Questions

The Choice and “So What Happened?!”

1. In Scene 1, King John says, “Chance is an impartial judge.” If chance is impartial (unbiased) and a judge should be impartial, does that mean chance is a good judge? Why or why not?
2. Stockton said that he was unable to decide which fate Princess Margaret would choose for Thomas. Why might this have been difficult for Stockton?
3. Consider the caption on page 20. How is the play *The Choice* different from a fairy tale?

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

Lady or Tiger Contest

What do you think was behind the door on the right—the lady or the tiger? Answer this question in a well-organized essay. Support your claim with text evidence. Five winners will each get

Wolf Hollow by Lauren Wolk.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Lady or Tiger Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 15, 2019!

Name: _____ Date: _____

Evidence Chart

This activity will help you prepare for the writing prompt on page 21:

What do you think was behind the door on the right—the lady or the tiger?
Answer this question in a well-organized essay. Support your claim with text evidence.

Directions: After reading the play, fill in the chart below. For each claim, provide a brief commentary to explain how the text evidence you provided supports that claim.

Claim	Text Evidence that Supports the Claim	Commentary
The lady was behind the door on the right.		
The tiger was behind the door on the right.		

Name: _____ Date: _____

The Choice

Character Thinking Tool

The questions in this activity are about the characters of
Princess Margaret and Thomas

1. Based on Scene 1, how do you think the princess feels about her father's system of justice? How do you know?

2. What does Scene 2 reveal about Princess Margaret as a person?

3. A. In Scene 3, Princess Margaret says that her mother's "disposition was like that of a bee—she could sting and she could be sweet as honey." What does she mean?

B. How does Spencer Kayden develop the idea that Princess Margaret might be like her mother?

4. A. How does Princess Margaret's interaction with the guard in Scene 4 further develop the idea that Princess Margaret might have a similar disposition to her mother's?

B. What conflicting emotions are influencing Princess Margaret's behavior? Which of these emotions do you think is more powerful, in general?

5. In Scene 5, Princess Margaret says, "Thomas knows I would never rest until I found out the secret of those two doors. He will look to me for an answer." Which fate do you think Thomas expects Princess Margaret will choose for him? Explain.

6. In Scene 5, Lady Anne and Lady Helen talk to Princess Margaret about her dilemma. What advice would *you* give Princess Margaret?

Name: _____ Date: _____

The Choice Quiz

Directions: Read *The Choice*. Then answer the questions below.

1. Which best describes the king's system of justice?

- (A) The accused are presumed innocent until proven guilty.
- (B) The public decides the fate of the accused.
- (C) The innocence or guilt of the accused is determined by chance.
- (D) The king makes the final judgment on a person's innocence or guilt.

2. In Scene 3, Thomas says to Princess Margaret, "Sweet and prickly, just like you." He means that she

- (A) has a strong sense of justice.
- (B) is generous to her subjects.
- (C) smells like Rosa Mundi.
- (D) has both a gentle side and a bad-tempered side.

3. Which pair of lines contribute to the characterization of the princess as "prickly"?

- (A) "What did he steal?" and "Father, is it fair to conclude that he—"
- (B) "Of course. We are undeniably perfect for each other" and "Father, I love Thomas."
- (C) "Do you think for a moment that I care what happens to you? Let me see her!" and "The princess's face goes dark."
- (D) "I beg you, just for a moment" and "He is audacious. It's one of the reasons I love him."

4. Choose the best summary of the play.

- (A) A peasant accused of royal theft is put on trial.
- (B) A princess gives a servant one of her most prized possessions.
- (C) A princess tormented by jealousy holds her true love's fate in her hands.
- (D) Hired mourners pretend to grieve for an accused criminal eaten by a tiger.

5. Scene 5 reveals that Princess Margaret

- (A) will rely on Lady Anne and Lady Helen to make the decision about Thomas's fate.
- (B) has mixed feelings and contradictory ideas about what she should signal to Thomas.
- (C) will send Thomas to the chamber that holds Lady Isabella.
- (D) will send Thomas to the chamber that holds the tiger.

6. This play explores ideas about _____.

Choose TWO answers.

- (A) jealousy
- (B) bravery
- (C) making choices
- (D) friendship

Constructed-Response Question

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

7. How does the public feel about the king's cruel system of justice? Support your answer with text evidence.

8. In the movie *Harry Potter and the Order of the Phoenix*, Sirius Black says, "We've all got both light and dark inside us. What matters is the part we choose to act on." What does he mean? How does this idea apply to Princess Margaret?

Name: _____ Date: _____

The Choice Quiz

Directions: Read *The Choice*. Then answer the questions below.

1. In King John's system of justice, innocence and guilt are determined by
 - (A) facts and evidence.
 - (B) public opinion.
 - (C) chance.
 - (D) the king's opinion.
2. In Scene 3, Thomas says to Princess Margaret, "Sweet and prickly, just like you." In this context, *prickly* means
 - (A) amusing.
 - (B) serious.
 - (C) covered in prickles.
 - (D) easily angered.
3. Which of the following lines supports the idea that the princess is prickly?
 - (A) "Father, is it fair to conclude that he—"
 - (B) "Should we be denied our love because Thomas happened to be born a servant and I happened to be born a princess?"
 - (C) "Do you think for a moment that I care what happens to you? Let me see her!"
 - (D) "Father, I love Thomas."
4. Which is the best summary of Scene 4?
 - (A) The princess threatens to imprison the guard for life.
 - (B) The guard reveals that Lady Isabella is the maiden chosen for Thomas's trial.
 - (C) The princess sneaks into the dungeon and discovers which room holds the lady and which holds the tiger.
 - (D) Princess Margaret brings a piece of meat to the dungeon to feed the tiger.
5. Scene 5 reveals that Princess Margaret
 - (A) will rely on Lady Anne and Lady Helen to make the decision about Thomas's fate.
 - (B) has mixed feelings about which door she should send Thomas to.
 - (C) will likely send Thomas to the chamber that holds Lady Isabella.
 - (D) will likely send Thomas to the door that holds the tiger.
6. This play explores ideas about _____.
Choose TWO answers.
 - (A) jealousy
 - (B) bravery
 - (C) making choices
 - (D) friendship

Constructed-Response Question

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

7. How does the playwright show that the public is entertained and pleased by the king's cruel system of justice? Use text evidence in your answer.
8. In Scene 3, Princess Margaret says that her mother had the disposition of a bee: "She could sting and she could be sweet as honey." What does the princess mean? Is Princess Margaret like her mother? Support your answer using an example from the text.

Name: _____ Date: _____

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

Vocabulary:

The Choice

1. **audacious (aw-DAY-shuhs)** *adjective*; *Audacious* means “very bold or daring.” An audacious mountain climber takes shocking risks and goes places most people wouldn’t go. An audacious plan is highly original and inventive but also risky.
2. **brooch (brohch)** *noun*; A brooch is a fancy piece of jewelry that is fastened to a person’s clothing with a pin.
3. **contort (kuhn-TORT)** *verb*; To contort is to twist, bend out of shape, or strain in an unnatural way. Trees sometimes contort as they grow, getting curves and kinks in their limbs. If a basketball player gets injured during a game, his face might contort in pain.
4. **disposition (dis-puh-ZISH-uhn)** *noun*; A person’s usual mood or their general attitude about life is their disposition. Someone who is usually upbeat can be described as having a cheerful disposition. *Disposition* can also mean “inclination or tendency.” Perhaps you have a disposition to laugh when you are nervous, or perhaps you have a disposition to help others.
5. **doleful (DOHL-fuhl)** *adjective*; Something that is doleful is very sad. A song with a doleful melody might fill you with sorrow. You might have a doleful expression on your face after you realize you just shut down your computer without saving your work.
6. **gilded (GIL-duhd)** *adjective*; Something that is gilded is covered with a thin layer of gold.
7. **glint (glint)** *verb or noun*; As a verb, *glint* means “to give off a reflection in brilliant flashes,” as in “The sun glinted off the top of the waves.”

A glint is a tiny, bright flash or flicker of light. You might notice a glint of light from someone’s diamond ring.

8. impartial (im-PAHR-shuhl) *adjective*; *Partial* (PAHR-shuhl) means “favoring one person, group, side, etc. over another.”

The prefix *im* means “not” or “opposite of.” Something that is impartial is not partial. Rather, it is fair and treats or affects everyone involved equally.

Directions: Below or on the back of this page, list any other words from the play 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 Choice

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

impartial disposition audacious doleful gilded

1. The man downstairs seems to be an unpleasant person, always angry or yelling at people.

2. "What a daring and unusual idea," said Kaitlyn. "I think it might just work!"

3. The school newspaper made sure not to favor one student council president candidate over another.

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

4. My grandmother always wears a **disposition/brooch** on the collar of her coat.

5. Jeremy **contorted/gilded** his body as he squeezed through the narrow opening in the gate.

6. Our family was **doleful/impartial** about the loss of our pet.

7. The museum's portraits are in fancy **gilded/doleful** frames.

8. **Brooches/Glints** of sunlight broke through the cracks in the cave walls.

Name: _____ Date: _____

“The Most Electric Place on Earth” Quiz

Directions: Read “The Most Electric Place on Earth.” Then answer the questions below.

1. Which of the following expresses a central idea of the section “Tremendous Heat”?

- (A) The lightning over Lake Maracaibo is very predictable.
- (B) Lightning is extremely hot.
- (C) Humans’ understanding of lightning has changed over time.
- (D) Lightning is caused by electricity.

2. Which line supports the idea that the lightning over Lake Maracaibo is violent and intense?

- (A) “This is true even near Lake Maracaibo, where the lightning can seem as predictable as the rising and setting of the sun.”
- (B) “Have you ever walked across a carpet and felt a small shock when you touched a door handle?”
- (C) “In fact, Lake Maracaibo gets more lightning than any other place on Earth.”
- (D) “The sky seems like it’s about to explode.”

3. The authors write, “Rumbling skies and flashes of light that could set forests on fire, crumble buildings, and even kill animals and humans could hardly be taken as a sign that the gods were pleased.” This line . . . (CHOOSE TWO ANSWERS.)

- (A) explains what causes thunderstorms.
- (B) emphasizes the violence of thunderstorms.
- (C) helps readers understand why ancient civilizations saw thunderstorms as a sign that the gods were angry.
- (D) shows how much worse thunderstorms used to be in ancient times.

4. Which statement CANNOT be supported by information in the article?

- (A) Lightning never strikes the same place twice.
- (B) The lightning over Lake Maracaibo is a spectacular sight.
- (C) Lightning has fascinated humans for a long time.
- (D) It is important to study lightning.

Constructed-Response Question



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

5. On page 31, the authors write, “Before long, a spectacular lightning show fills the sky.” How do they show that the lightning over Lake Maracaibo is “spectacular”? Use text evidence to support your answer.

Name: _____ Date: _____

“The Most Electric Place on Earth” Quiz

Directions: Read “The Most Electric Place on Earth.” Then answer the questions below.

- Which of the following expresses a central idea of the section “Tremendous Heat”?
 - The lightning over Lake Maracaibo is very predictable.
 - Lightning is extremely hot.
 - Humans’ understanding of lightning has changed over time.
 - Lightning is caused by electricity.
- On page 30, the authors write, “The sky seems like it’s about to explode.” This description helps support the idea that the lightning over Lake Maracaibo is
 - mild and safe.
 - strange and rare.
 - soothing and quiet.
 - violent and intense.
- According to the article, ancient civilizations generally saw thunderstorms as a sign that the gods were angry because ... (CHOOSE TWO ANSWERS.)
 - thunderstorms were calm.
 - thunderstorms were violent and destructive.
 - thunderstorms could hurt people and animals.
 - thunderstorms were rare.
- Which statement CANNOT be supported by information in the article?
 - Lightning never strikes the same place twice.
 - The lightning over Lake Maracaibo is a spectacular sight.
 - Lightning has fascinated humans for a long time.
 - It is important to study lightning.

Constructed-Response Question

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

- On page 31, the authors write, “Before long, a spectacular lightning show fills the sky.” How do they show that the lightning over Lake Maracaibo is “spectacular”? Use text evidence to support your answer.

Name: _____ Date: _____

Constructing a Response

Directions: Read "The Most Electric Place on Earth" and complete the activity on page 31. Then follow the steps below to write a response to the question on page 31.

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

Question from page 31:

How has our understanding of lightning changed over time?

Step 1: Write your claim.

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

In the past, people believed that lightning _____
_____. Today, _____
_____.

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:

"The Most Electric Place on Earth"

- 1. collide (kuh-LAHYD)** *verb*; To collide is to crash into something. *Collide* can also be used to talk about people or ideas clashing or conflicting with each other. If Madison's and Ava's goals collide, their goals are very different and get in the way of each other.
- 2. instrument (IN-struh-muhnt)** *noun*; When you hear the word *instrument*, you might think of a piano or a violin. But there are other kinds of instruments too. A thermometer is an instrument used to measure temperature. A microscope is an instrument used to look at very small things. Bottom line: An instrument is a tool or device used for a particular purpose.
- 3. peak (peek)** *noun*; A peak is the pointy top of something. *Peak* can also refer to the best or most intense point of something. For example, the peak of an athlete's career is the period during which he or she is performing his or her absolute best. Peak hours at a restaurant are the times of day when the restaurant is busiest.
- 4. sacred (SAY-krid)** *adjective*; Often, *sacred* is used to mean holy: connected to a god or a religion, or worthy of religious worship. Churches, temples, and mosques are sacred places. *Sacred* can also mean deserving of great respect and honor. You might consider a friendship or a beautiful place in nature to be sacred, for example.
- 5. topography (tuh-POG-ruh-fee)** *noun*; *Topography* refers to the physical features of the Earth's surface in a particular place or region. An area's topography includes both natural features like mountains, hills, valleys, lakes, and streams, and artificial features such as roads, railroads, and airports.
- 6. safeguard (SEYF-gahrd)** *noun or verb*; A safeguard is a precaution, protection, or defense. Washing your hands is a safeguard against sickness. A jewelry store might install a security system

Directions: 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.

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

Then & Now Contest

Create your own "Then and Now" infographic, comparing any period from the past to today. Use our infographic as a model. Three winners will each get a \$25 Visa gift card.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your infographic and send both to: scopemag@scholastic.com

Or mail to: Then & Now Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 15, 2019!