

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.		



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.		

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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?

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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.

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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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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?

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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?

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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.

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
- ⇒ use of supporting text evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY May 15, 2019!