



# ***Fly Girl***

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

	Agree	Disagree
1. “Only those who will risk going too far can possibly find out how far one can go.” —T.S. Eliot		
2. To be your best self requires taking risks.		
3. War affects more people than just those on the battlefield.		
4. It doesn’t matter what other people think you can or can’t do.		
5. Determination is what makes the impossible possible.		
6. Parents should always try to stop their children from taking big risks.		
7. Long-held ideas take a long time to change.		

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Vocabulary:

## *Fly Girl*

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

**1. altitude (AL-tih-tood)** *noun*; Altitude is how high something is above a particular point. Altitude is usually measured from the level of the sea. An airplane flying at an altitude of 35,000 feet is 35,000 feet above sea level.

**2. barrack (BEHR-uhk)** *noun*; A barrack is a building or a group of buildings where people in the military live. Barracks are very basic—usually just large rooms filled with rows of beds. (Note: The plural form of *barrack* is more common than the singular form.)

**3. expendable (ik-SPEND-duh-buhl)** *adjective*; To expend (ik-SPEND) is to use up. You might expend a lot of energy raking leaves from your yard in the fall.

Something that is expendable is not necessary, or it is easily replaced and not worth saving. Paper and pencils are expendable classroom supplies. If an NBA basketball coach says that a player is expendable, he means that the player can easily be replaced—the coach isn't worried about that player leaving for another team.

**4. ferry (FEHR-ee)** *noun or verb*; A ferry is a boat that transports people back and forth across a body of water on a regular schedule. To visit the Statue of Liberty, you need to take a ferry across New York Harbor to Liberty Island.

As a verb, *ferry* means “to carry or move someone or something on a vehicle between two places.” After a softball game, your mom might ferry your team to a pizza place in her car.

**5. grievous (GREE-vuhs)** *adjective*; Something that is grievous causes grief, suffering, or pain, or is very serious. A grievous injury is a very bad injury. Grievous news causes intense sadness or shock.

**6. malfunction (mal-FUHNGK-shuhn)** *noun or verb*; When a piece of equipment or machinery functions, it works. The prefix *mal* means “bad,” so to malfunction is to fail to function or work properly. Your computer might malfunction if it gets a virus.

As a noun, *malfunction* means “a failure to function properly.” You might have to take the stairs if the elevators are closed because of a malfunction.

**7. proficient (pruh-FISH-uhnt)** *adjective*; If you are proficient in something, you can do it well.

A proficient swimmer is a skilled swimmer. It can take a couple of years to become a proficient driver.

**8. rip cord (rip kawrd)** *noun*; A rip cord is the cord on a parachute that is pulled to open the parachute.

**9. vital (VAHYT-uhl)** *adjective*; *Vital* can mean “necessary for life to continue,” as in “The heart is a vital organ.” *Vital* can also mean “full of life and energy,” as in “At 86, Janet is still an active and vital woman.” Or *vital* can mean “extremely important or necessary,” as in “Mark is a vital part of the team” or “The detective discovered a vital clue to solving the mystery.”

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**Directions:** Below and 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

## *Fly Girl*

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

vital   proficient   barracks   grievous   altitude

1. After a long day of physical training, the soldiers were ready to get back to their living quarters to rest.

\_\_\_\_\_

2. To protect your privacy, it is very important that you keep your computer passwords secret.

\_\_\_\_\_

3. There is only one way to become a skilled piano player—practice!

\_\_\_\_\_

4. Matt's face turned pale when he heard the horrible news.

\_\_\_\_\_

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

5. We drove our car onto a **ferry/barrack** that took us from the mainland to a nearby island.

6. The skydiver pulled the **rip cord/malfunction** and gently floated down the ground.

7. Our toaster was clearly **ferrying/malfunctioning**; it kept spitting out black, smoking toast no matter which setting we used.

8. We stared out the window as the airplane climbed to its cruising **altitude/ferry**.

9. NASA uses **expendable/vital** rockets to launch its spacecraft into space: The rockets are used once and then thrown away.

10. It is **vital/proficient** to wear a helmet while skateboarding.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# ***Fly Girl***

## **Character Thinking Tool**

The questions in this activity are about the characters of

**Margie and Nell**

1. Based on the photos and captions and on the information in the play, how did World War II affect the daily lives of young people?

2. In Scene 2, Margie is excited to learn about the WASP program and wants to sign up. Why do you think being a WASP appealed to her?

3. What does Scene 3 reveal about Nell—about what kind of person she is? Explain.

**4. A.** In Scene 4, Margie's flight instructor says to her, "Sure you can handle it, little lady?" How does this question make Margie feel? How do you know?

**B.** What other experiences do Margie and Nell have that are similar to this one? How do they respond to these experiences?

**5.** In Scene 9, Margie is eager to get back to flying even though she's recovering after a serious accident. What does this say about her? Do you think most people would feel this way?

**6.** What character traits does Margie possess that make her a good WASP? A good role model? Explain.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Promo Planner

**Directions:** Imagine that the play *Fly Girl* is being made into a movie, and you've been hired to help promote it. Make a movie poster, 30-second movie trailer, or social media advertisement for the movie. Use the graphic organizer below to help you think about *Fly Girl* the movie and plan its promo. (The word *promo* is short for *promotional*. *Promo* is often used to refer to an advertisement that promotes something, such as a new movie or television show.)

**Super short summary**

In one or two sentences, explain what the movie *Fly Girl* is about. (Think of the tiny blurbs that you see when you click on a Netflix movie.)

**Setting**

What should the audience know about when and where the movie takes place? How will you show this to the audience in your poster, trailer, or ad?

**Characters**

Which characters should appear in your promo? List them, and explain how they will be portrayed.

**Quotes and images  
that stuck with you**

Is there any dialogue or imagery from *Fly Girl* the play that you want to include in *Fly Girl* the movie and its promo?

What are the big ideas, or themes, of the story that you want to let people know about through the promo?

**Big ideas**

List any other details that you think would entice people to go see *Fly Girl* the movie.

**Other  
important details**



**The Concept**

It's time to brainstorm ideas for your promo. Sketch your poster, storyboard your trailer, or mock up your social media ad in the box below.

**POSTER**

What image(s) will you include?  
What colors and fonts will you use? Will your poster ask a question? Make a statement that draws people in?

**TRAILER**

What mood will your trailer have?  
Will it have action? Drama? Both?  
What scenes will you focus on?  
Will you do a voice-over? What music and props do you need?

**SOCIAL MEDIA AD**

Will you use a photo? A film clip?  
A GIF? What will your caption be?  
(Keep your platform's character limit in mind.) What hashtags will you use?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## *Fly Girl*

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1. How does the mood change from the beginning to the end of Scene 1? (mood)
2. What does Edward R. Murrow's news report in Scene 2 contribute to the story? Why do you think the playwright included it? (author's craft)
3. In Scene 2, why doesn't Margie's dad want her to become a pilot? (inference)
4. In Scene 3, Jackie Cochran tells the trainees, "Many of you will wash out." What does she mean? (interpreting text)

5. In Scene 4, how does Margie feel about being called “little lady”? How can you tell?  
(inference, text evidence)
6. What change takes place in Margie’s dad over the course of Scene 6? What causes this change? (character, cause and effect)
7. At the end of the play, Margie is eager to get back to flying even though she’s still recovering from a serious accident. Why does she feel this way? (inference)
8. What kind of discrimination do the WASPs encounter? How do they overcome it? (key ideas)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Critical-Thinking Questions

*Fly Girl*

1. In Scene 4, Nell reveals that she stood on her tiptoes to meet the WASP program's height requirement. That's cheating! Does the end justify the means? In other words, does Nell's service to her country make it OK that she wasn't honest about her height?
2. Margie Canfield is a fictional character. Why do you think the author chose to create a fictional main character for the play rather than telling the story of a real WASP?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***Fly Girl Quiz***

**Directions:** Read *Fly Girl*. Then answer the questions below.

1. If you were to rearrange the scenes so that the events were in chronological order, what change would you make?
  - (A) move Scene 1 so that it follows Scene 8
  - (B) move Scene 1 so that it follows Scene 7
  - (C) move Scene 8 so that it follows Scene 1
  - (D) move Scene 2 so that it follows Scene 6
2. At the beginning of the play, why doesn't Margie's dad want her to become a WASP?
  - (A) He doesn't think women should fly airplanes.
  - (B) He thinks she is too young and should wait a few years before becoming a pilot.
  - (C) He is worried that she will be killed in a plane crash, as his sister was.
  - (D) He doesn't want her to leave home.
3. Which lines help you understand that women pilots faced discrimination during World War II? Choose TWO answers.
  - (A) Jackie Cochran: This six-month training program is rigorous.
  - (B) Instructor: Sure you can handle it, little lady?
  - (C) Margie: Did you hear that rotten captain? He said women pilots are as expendable as the planes.
  - (D) General Arnold: The WASPs are doing vital jobs.
4. The photo caption on page 14 states that more than 25,000 women applied to the WASP training program, fewer than 2,000 were accepted, and only 1,074 made it through the training. Which line from the play illustrates a similar idea?
  - (A) Jackie Cochran: This six-month training program is rigorous. Many of you will wash out.
  - (B) Cochran: Now, there are men out there who think you can't do it.
  - (C) Margie: The Army never expected women to be flying their planes.
  - (D) Margie: That's not going to happen to us, is it?
5. In Scene 7, Margie and Nell discuss an accident at Camp Davis. The playwright likely included this dialogue to help develop the idea that
  - (A) Camp Davis was less safe than Love Field.
  - (B) Margie was having doubts about being a WASP.
  - (C) Nell had more experience than Margie.
  - (D) being a WASP involved risk.
6. How is the conflict between Margie and her dad resolved at the end of the play?
  - (A) Margie apologizes and agrees to quit the WASPs.
  - (B) They agree not to talk about the WASPs again.
  - (C) Margie convinces her dad that being a WASP is not as dangerous as he thinks.
  - (D) Margie's dad is proud of her and decides to support her choice to be a WASP.

### **Constructed-Response Questions**



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

7. What benefits would Margie say she has received through being a WASP? What would she say have been the challenging or negative aspects of being a WASP? Use details from the play to support your answer.
8. Aunt Margaret is not a character in the play, but she is an important part of the story. Explain why. Use text evidence to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***Fly Girl Quiz***

**Directions:** Read *Fly Girl*. Then answer the questions below.

1. In order of time, the events in Scene 1 come
  - (A) right before the events in Scene 8.
  - (B) right after the events in Scene 8
  - (C) right before the events in Scene 2.
  - (D) right after the events in Scene 9.
2. At the beginning of the play, why doesn't Margie's dad want her to become a WASP?
  - (A) He doesn't think women should fly airplanes.
  - (B) He thinks she is too young to be a pilot.
  - (C) He is worried that she will be killed in a plane crash, as his sister was.
  - (D) He doesn't want her to leave home.
3. Which lines help you understand that women pilots faced discrimination during World War II? Choose TWO answers.
  - (A) Jackie Cochran: This six-month training program is rigorous.
  - (B) Instructor: Sure you can handle it, little lady?
  - (C) Margie: Did you hear that rotten captain? He said women pilots are as expendable as the planes.
  - (D) General Arnold: The WASPs are doing vital jobs.
4. The photo caption on page 14 says that the WASP training was "grueling" and that many women were not able to complete it. Which line from the play illustrates a similar idea?
  - (A) Jackie Cochran: This six-month training program is rigorous. Many of you will wash out.
  - (B) Cochran: Now, there are men out there who think you can't do it.
  - (C) Margie: The Army never expected women to be flying their planes.
  - (D) Margie: That's not going to happen to us, is it?
5. In Scene 7, Margie and Nell talk about an accident at Camp Davis. The playwright likely included this discussion to help develop the idea that
  - (A) Camp Davis was less safe than Love Field.
  - (B) Margie was having doubts about being a WASP.
  - (C) Nell had more experience than Margie.
  - (D) being a WASP involved risk.
6. What happens in the last scene of the play?
  - (A) Margie apologizes to her dad and agrees to quit the WASPs.
  - (B) Margie and her dad agree not to talk about the WASPs again.
  - (C) Margie convinces her dad that being a WASP is not dangerous.
  - (D) Margie's dad supports her choice to be a WASP.

### **Constructed-Response Questions**



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

7. What evidence is there that Margie would say being a WASP has generally been a good experience? Support your answer with details from the play.
8. Aunt Margaret is not a character in the play, but she is an important part of the story. Explain why. Use text evidence to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Making Inferences

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

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

Clues	Inference
<p><b>1.</b> In Scene 2, Margie tells her dad that she wants to become a WASP.</p> <p><b>Margie:</b> Look at this, Dad. Women pilots are ferrying and testing planes so more men can fight overseas.</p> <p><b>SD1:</b> Dad turns pale.</p> <p><b>Margie:</b> It says here these women “fly with skill, precision, and zest.”</p> <p><b>SD2:</b> Margie looks up with bright, shining eyes.</p> <p><b>Margie:</b> I want to apply to the training program!</p> <p><b>Dad:</b> Absolutely not.</p> <p><b>SD3:</b> He walks out.</p> <p><b>Margie:</b> What was that about?</p>	<p><i>How does Margie’s dad feel about her ambition to become a pilot?</i></p> <p>Margie’s dad is terrified by the idea of Margie becoming a pilot. You can tell this from the fact that his face “turns pale” when Margie first mentions it. You can also tell how averse he is to the idea from the fact that he refuses to even talk about it. Instead, he dismisses the idea completely and leaves the room.</p>
<p><b>2.</b> Find two lines in the play that support the inference on the right.</p>	<p>Nell is friendly and good-humored.</p>
<p><b>3.</b> In Scene 4, Margie has her first flying lesson as a WASP.</p> <p><b>SD3:</b> An instructor comes over.</p> <p><b>Instructor:</b> Canfield! You’re with me today. We’re going up in the BT-13. This plane is big, heavy, and fast. Sure you can handle it, little lady?</p> <p><b>SD1:</b> Margie clenches her jaw and grabs her flight gear.</p> <p><b>Margie</b> (<i>under her breath</i>): Yes, this <i>little lady</i> can handle it.</p>	<p><i>How is Margie feeling in this moment?</i></p>

Clues	Inference
4. Find two lines in the play that support the inference on the right.	Margie’s dad is proud of Margie.



# What's the 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.

**Directions:** Open your magazine to Scene 1 of the play *Fly Girl*. Reread the scene, then answer the questions below using details from the scene to support your answers.

## Mood Words

cheerful, content, emotional, gloomy, tense, terrified, panicked, relaxed, silly

## Beginning of Scene 1

1. Choose one or two words to describe the mood at the beginning of Scene 1. You can choose from the list in the box above, or you can come up with your own word or words.

Mood at the beginning of Scene 1: \_\_\_\_\_

2. Explain what creates that mood by answering the questions below.

**A.** How does the plot help create the mood? In other words, what is going on, and how does that help create the mood you named?

**B.** How does the dialogue help create the mood? Think about not only what the characters say but also how they say it.

**Shift in Mood**

3. Partway through Scene 1, the mood suddenly changes. Briefly explain when this shift happens.

**Second part of Scene 1**

4. Choose one or two words to describe the mood in the second part of Scene 1. You can choose from the list on page 1 of this activity, or you can come up with your own word or words.

Mood of the second part of Scene 1: \_\_\_\_\_

5. Explain what creates that mood by answering the questions below.

**A.** How does the plot help create the mood? In other words, what is going on, and how does it help create the mood you named?

**B.** How does the dialogue help create the mood? Think about not only what the characters say but also how they say it.

**Reimagine the Scene**

6. Now choose either the first part of the scene or the second part of the scene. How could you change the mood of that part of the scene to something else? Would you change the events? The dialogue? Both of those things? Explain on the back of this page.

# What's the 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.

**Directions:** Open your magazine to Scene 1 of the play *Fly Girl*. Reread the scene, then answer the questions below using details from the scene to support your answers.

## Beginning of Scene 1

1. Choose the pair of words that best describe the mood at the *beginning* of Scene 1.

- Ⓐ tense and frightened
- Ⓑ excited and silly
- Ⓒ happy and relaxed

2. Think about what Margie and Nell say at the beginning of the scene. How does their dialogue (what they say) help you understand that they are not expecting anything to go wrong?

## Shift in Mood

3. Partway through Scene 1, the mood suddenly changes. When does this change happen?

- Ⓐ when Nell admires the wildflowers
- Ⓑ when Margie smells smoke
- Ⓒ when Nell says “I can’t leave you!”

**Second part of Scene 1**

4. Read the mood words in the box below.

**Mood Words**

cheerful, emotional, sad, tense, terrified, panicked, silly

Choose one or two words from the box that best describe the mood of the *second part* of Scene 1.

Mood of the second part of Scene 1: \_\_\_\_\_

5. Explain what creates that mood by answering the questions below.

**A.** How does the plot help create the mood? In other words, what is going on in the second part of the scene, and how does it help create the mood you named?

**B.** How does the dialogue help create the mood? Think about not only what the characters say but also how they say it.

**Change the Mood**

6. Now choose either the first part of the scene or the second part of the scene. How could you change the mood of that part of the scene? Would you change the events? The dialogue? Both of those things? Explain on the back of this page.

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 entry, please either attach the file or use a file-sharing platform such as Dropbox.

## WASP Contest

Imagine that this play is being made into a movie, and you've been hired to help promote it. Make a movie poster, 30-second movie trailer, or social media advertisement for the movie.

Five winners will get *Yankee Doodle Gals* by Amy Nathan.

### 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](mailto:scopemag@scholastic.com)  
or mail them to: WASP Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY June 15, 2019!**