

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

# Summarizing

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

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

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**Directions:** Answer the questions below to help you write an objective summary of “Island of Sorrow.”

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

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**2.** What significant event does the article describe?

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**3.** How does this event affect the main person(s) in the article?

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**4.** What does the main person(s) do after this event?

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**5.** Are there any other important details you haven’t mentioned? Write them here.

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## Summary of "Island of Sorrow"

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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 "Island of Sorrow."

2. What kinds of destruction did the storm cause?

4. What problems did Salvador want to address?

6. How many people did Salvador help?

On September 20, 2017, 15-year-old Salvador Gómez-Colón and his family were living in San Juan, Puerto Rico, when \_\_\_\_\_

The storm's powerful winds and devastating floods \_\_\_\_\_

The damage caused by Hurricane Maria was particularly devastating for Puerto Rico because \_\_\_\_\_

Salvador, who made it through the hurricane with his home intact and family safe, was determined to help. He decided to focus on two major problems people on the island were facing: \_\_\_\_\_

\_\_\_\_\_ He set up \_\_\_\_\_

\_\_\_\_\_. Salvador ended up \_\_\_\_\_

\_\_\_\_\_. Though Puerto Rico still faces many challenges, Salvador remains hopeful and focused on the future.

1. What happened in Puerto Rico?

3. What challenges was Puerto Rico facing before the storm?

5. How did Salvador raise money, and what did he do with it?

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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.

In this activity, you will analyze Kristin Lewis's tone in "Island of Sorrow."

**1.**

**Consider this passage from the beginning of the article on page 4:**

Everywhere 15-year-old Salvador Gómez-Colón looked, he saw only destruction and hopelessness.

It was strange for Salvador to think about how just a few days earlier he had been living a happy life in San Juan, the capital of Puerto Rico, an island in the Caribbean Sea. He went to school and swim practice and loved wandering through the cobblestone streets of Old San Juan, taking photographs of the beautiful churches and bright turquoise and pink houses that had stood for centuries. He spent hot afternoons in the refreshing shade at the park by his apartment, where kids rode bikes and tossed balls beneath the thick canopy of trees.

But now, that life was gone.

**In the passage above, Lewis's tone could be described as empathetic and serious. Here's why:**

Lewis uses the strong, serious words *destruction* and *hopelessness* in her opening sentence. As she describes the joys of Salvador's life before the hurricane and the shocking change to his life as a result of the storm, you get the sense that she is seeing the world through his eyes and understands his sense of devastation and loss.

To be **empathetic** is to imagine yourself in someone else's place and understand that person's feelings or experiences as if they were your own.

**Find another short passage in which Lewis uses a serious and empathetic tone. Write it in the box below. Be sure to give the page number.**

**2. Reread the sidebar "After a Disaster: The Government's Response," on page 9.**

**Circle the word that best describes Lewis's attitude toward the response of the Federal Emergency Management Agency (FEMA) to Hurricane Maria. (We defined the choices for you.)**

appreciative	defensive	critical	optimistic
↓	↓	↓	↓
feeling or showing gratitude or pleasure	anxious to avoid or challenge criticism	expressing disapproval or being judgmental	hopeful and confident about the future

**Explain your choice:**

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**3. Consider the following passage from page 9:**

In the following weeks and months, many people continued to live without electricity. And Salvador continued to help them. He raised more than \$140,000. He delivered 4,100 solar lamps and 1,100 washing machines to 15 towns around the island. These items were life changing for communities that were receiving little government aid and were beginning to lose hope.

**Use one or two words to complete the sentence below:**

Lewis's tone as she describes Salvador is \_\_\_\_\_.

**Write a statement to support your answer.**

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**Find another sentence or short passage in which Lewis uses the same tone when talking about Salvador. Write it in the box. Be sure to give the page number.**

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But now, that life was gone.

**In the passage above, Lewis's tone could be described as empathetic. Here's why:**

As Lewis describes the joys of Salvador's life before the hurricane and the shocking change to his life as a result of the storm, you get the sense that she is seeing the world through his eyes and understands his sense of devastation and loss.

To be **empathetic** is to imagine yourself in someone else's place and understand that person's feelings or experiences as if they were your own.

**2.** Reread the sidebar "After a Disaster: The Government's Response" at the top of page 9.

Circle the word that best describes Lewis's attitude toward the response of the Federal Emergency Management Agency (FEMA) to Hurricane Maria. In other words, circle the word that best describes Lewis's attitude toward FEMA. (We defined the choices for you.)

appreciative	defensive	critical
↓	↓	↓
feeling or showing gratitude or pleasure	anxious to avoid or challenge criticism	expressing disapproval or being judgmental

Complete the sentence below to explain why the word you circled describes the tone of the sidebar. Use what we wrote in question 1 as a model.

Lewis gives information that makes her sound like she thinks FEMA \_\_\_\_\_

For example, she \_\_\_\_\_

**3.** Consider the following passage from page 9:

In the following weeks and months, many people continued to live without electricity. And Salvador continued to help them. He raised more than \$140,000. He delivered 4,100 solar lamps and 1,100 washing machines to 15 towns around the island. These items were life changing for communities that were receiving little government aid and were beginning to lose hope.

Circle the word that best describes Lewis's tone as she describes Salvador. In other words, circle the word that best describes Lewis's attitude toward Salvador.

admiring      disappointed      fearful

Write a statement to support your answer.

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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 "Island of Sorrow."

**1. Reread the section "A Unique Place." Which quote below BEST expresses the central idea of this section?**

- Ⓐ "Puerto Rico . . . has long been famous for its beauty and vibrancy." (p. 6)
- Ⓑ "You'll hear Spanish spoken in every part of the island—it's the primary language." (p. 6)
- Ⓒ "It's a place where you can eat mouthwatering *tostones* and *empanadas* . . ." (p. 6)
- Ⓓ "The Caribbean Sea is prone to turbulent weather." (p. 6)

**2. Read the central idea of the section "The Hurricane's Wrath," 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:**  
**Hurricane Maria was extremely powerful and destructive.**

- Ⓐ "Large chunks of mud careened down from the mountains, burying cars and smashing homes." (p. 7)
- Ⓑ "They stocked up on water, food, and gas for their car." (p. 6)
- Ⓒ "Tree trunks were launched through the air like missiles." (p. 7)
- Ⓓ "The deluge swelled rivers and canals, sending water gushing into neighborhoods and bursting a dam." (p. 7)

I chose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Read the details from the section "State of Crisis" listed below. In the box, write a central idea that these details support.

**Central Idea:**

**Detail 1:** "At the time of the hurricane, Puerto Rico was bankrupt, its economy failing." (p. 7)

**Detail 2:** "Much of the island's infrastructure was ancient and in disrepair." (p. 7)

**Detail 3:** "The power grid—that is, the network of power plants that produce electricity and all the power lines that carry that electricity to people—hadn't been upgraded in decades." (p. 7)

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:**

**Salvador Gómez-Colón is determined and compassionate.**

**Supporting detail 1:**

"Even when his school reopened a few weeks after the hurricane, he kept working—sending texts and making calls, dealing with constant interruptions in power and cell service." (pp. 8-9)

**Supporting detail 2:**

**Supporting detail 3:**

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# Central Ideas and Details

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(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 "Island of Sorrow."

**1. Read the central idea of the section "The Hurricane's Wrath" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.**

**Central Idea:**

**Hurricane Maria was extremely powerful and destructive.**

- ☐ "The Caribbean Sea is prone to turbulent weather." (p. 6)
- ☐ "The winds blasted across the island at more than 150 miles per hour, snapping trees and telephone poles." (p. 6)
- ☐ "The deluge swelled rivers and canals, sending water gushing into neighborhoods and bursting a dam." (p. 7)
- ☐ "They stocked up on water, food, and gas for their car." (p. 6)
- ☐ "Large chunks of mud careened down from the mountains, burying cars and smashing homes." (p. 7)

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

**Central Idea:**

**Salvador Gómez-Colón is \_\_\_\_\_.**

**Detail 1:** "Even when his school reopened a few weeks after the hurricane, he kept working—sending texts and making calls, dealing with constant interruptions in power and cell service." (pp. 8-9)

**Detail 2:** "Salvador would not surrender to despair. He would do something." (p. 8)

**Detail 3:** "But the logistics of buying and shipping lamps and washing machines proved to be a huge challenge . . . Yet Salvador refused to give up." (p. 8)

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# Finding and Using Text Evidence

**Directions:** Read "Island of Sorrow." Then complete the activity below.

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**1. Imagine that you are writing a paragraph explaining why Puerto Rico was so devastated by Hurricane Maria.**

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

- Ⓐ Puerto Rico was so devastated by Hurricane Maria because the island is in the Caribbean Sea, which is prone to turbulent weather.
- Ⓑ Hurricane Maria stretched for nearly 60 miles and moved slowly.
- Ⓒ Puerto Rico was so devastated by Hurricane Maria because the island had already been facing many challenges before the storm hit.

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

- Ⓐ Puerto Rico's power grid hadn't been updated in decades. (p. 7)
- Ⓑ Hurricane Maria's winds blew at 150 miles per hour. (p. 6)
- Ⓒ Puerto Rico is about 1,000 miles southeast of Florida in the Caribbean Sea. (p. 6)

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

- Ⓐ It describes Hurricane Maria's power.
- Ⓑ It provides an example of one of the challenges Puerto Rico was already facing before the storm hit.
- Ⓒ It explains where Puerto Rico is located.

**2. Choose the piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.**

**Puerto Rico is a popular tourist destination.**

- Ⓐ "The island is part of the U.S. but is not a state." (p. 6)
- Ⓑ "... millions of visitors flock to Puerto Rico every year to enjoy the sandy beaches, sweeping mountains, and lush rainforests." (p. 6)
- Ⓒ "He went to school and swim practice and loved wandering through the cobblestone streets of Old San Juan, taking photographs of the beautiful churches and bright turquoise and pink houses that had stood for centuries." (pp. 4-5)

I chose \_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

**3. A. Choose the THREE pieces of text evidence that BEST support the statement below.**

**Hurricane Maria caused extensive damage in Puerto Rico.**

- Ⓐ "To Salvador, it looked like an atomic bomb had been dropped. The streets were a tangle of fallen power lines, wrecked cars, and collapsed buildings." (p. 5)
- Ⓑ "He listened anxiously to news reports about the storm as it heaved across the Atlantic Ocean." (p. 6)
- Ⓒ "According to one survivor, houses looked like islands in a muddy lake." (p. 7)
- Ⓓ "The Caribbean Sea is prone to turbulent weather." (p. 6)
- Ⓔ "He heard stories of destroyed villages and of families losing all their belongings." (p. 8)

**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 "Island of Sorrow" in the form of a direct quotation.**

- Ⓐ Hurricane Maria continued to affect Puerto Rico long after the storm was over. In her article "Island of Sorrow," Lewis writes, "Three months after the hurricane, half the island was still without power" (9). In other words, the storm caused lasting damage that affected people's lives on the island for months after the storm.
- Ⓑ Hurricane Maria continued to affect Puerto Rico long after the storm was over. Three months after the hurricane, half the island was still without power. In other words, the storm caused lasting damage that affected people's lives on the island for months after the storm.
- Ⓒ Hurricane Maria continued to affect Puerto Rico long after the storm was over. In her article "Island of Sorrow," Lewis explains that half of Puerto Rico was still without power three months after the storm (9). In other words, the storm caused lasting damage that affected people's lives on the island for months after the storm.

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

**5. Choose the paragraph that correctly uses text evidence from "Island of Sorrow" in the form of a paraphrase.**

- Ⓐ Salvador had to overcome many obstacles to achieve his goal. In her article "Island of Sorrow," Lewis writes, "Puerto Rico's ports were backed up with ships. Roads to devastated communities were littered with debris" (9). Despite these challenges, Salvador managed to deliver thousands of lamps and washing machines to people all over the island.
- Ⓑ Salvador had to overcome many obstacles to achieve his goal. In Puerto Rico, blocked roads and crowded shipping ports made it difficult to ship and deliver the lamps and washing machines, but Salvador persevered and managed to deliver thousands of each item to people all over the island. In other words, Salvador did not give up when challenges arose.
- Ⓒ Salvador had to overcome many obstacles to achieve his goal. In her article "Island of Sorrow," Lewis explains that blocked roads and crowded shipping ports made it difficult to ship and deliver the lamps and washing machines, but Salvador ended up delivering thousands of each item to people all over the island (8-9). In other words, Salvador persevered when challenges arose.

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**
- **a sentence that states how that evidence supports your central idea**

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# Finding Text Evidence

**Directions:** Read “Island of Sorrow.” Then complete the activity below.

**1. Choose the TWO pieces of text evidence from “Island of Sorrow” that best support the statement below.**

**STATEMENT:**

**Salvador is determined and resilient.**

- Ⓐ “Even when his school reopened a few weeks after the hurricane, he kept working—sending texts and making calls, dealing with constant interruptions in power and cell service.” (pp. 8-9)
- Ⓑ “‘We were in a state of crisis,’ Salvador remembers.” (p. 8)
- Ⓒ “[Salvador] would not surrender to despair. He would do something.” (p. 8)
- Ⓓ “‘To me, that sun setting was hope leaving,’ Salvador says.” (p. 6)

**2. Choose the ONE piece of text evidence that best supports the statement below. Then complete the sentence to explain your choice.**

**STATEMENT:**

**Puerto Rico is a popular tourist destination.**

- Ⓐ “The island is part of the U.S. but is not a state.” (p. 6)
- Ⓑ “. . . millions of visitors flock to Puerto Rico every year to enjoy the sandy beaches, sweeping mountains, and lush rainforests.” (p. 6)
- Ⓒ “He went to school and swim practice and loved wandering through the cobblestone streets of Old San Juan, taking photographs of the beautiful churches and bright turquoise and pink houses that had stood for centuries.” (pp. 4-5)

I chose \_\_\_\_ because \_\_\_\_\_

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

STATEMENT:

**Hurricane Maria caused extensive damage in Puerto Rico.**

- Ⓐ "To Salvador, it looked like an atomic bomb had been dropped. The streets were a tangle of fallen power lines, wrecked cars, and collapsed buildings." (p. 5)
- Ⓑ "According to one survivor, houses looked like islands in a muddy lake." (p. 7)

Ⓒ \_\_\_\_\_

\_\_\_\_\_

.....

4. Read the lines below from the article. Then write a statement that they all support.

STATEMENT:

- Ⓐ "At the time of the hurricane, Puerto Rico was bankrupt, its economy failing." (p. 7)
- Ⓑ "Much of the island's infrastructure was ancient and in disrepair." (p. 7)
- Ⓒ "The power grid—that is, the network of power plants that produce electricity and all the power lines that carry that electricity to people—hadn't been upgraded in decades." (p. 7)

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# Exploring Text Features

Authors use text features to get readers to focus on 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 "Island of Sorrow."

1. Describe the large image on pages 4-5. How does this image contribute to your understanding of the article?

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2. What does the photo on the bottom of page 7 tell you about how the storm affected people in Puerto Rico?

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3. Read the sidebar on page 9. Why might the author have chosen to include this information?

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

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# Making a Difference

The writing prompt on page 9 says:

**How does this story show that one person can make a difference, even in the face of overwhelming obstacles? Answer this question in a well-organized essay. Use text evidence.**

Follow the directions below to help you organize the ideas and details you will use in your response.

## How did Hurricane Maria affect the island of Puerto Rico?

1. List details from "Island of Sorrow" that show the destruction that Hurricane Maria caused in Puerto Rico. We provided one detail for you.

- The storm's violent winds tore off roofs, shattered windows, and collapsed entire buildings (5-7).

## What special challenges does Puerto Rico face in its recovery?

2. List details from the article that show the obstacles Puerto Rico faces as it attempts to rebuild and to recover from Hurricane Maria. We provided one detail for you.

- Puerto Rico has high levels of unemployment and poverty (7), making the expensive process of repairing and replacing what was damaged and destroyed particularly difficult.

### **How did Salvador respond to the obstacles facing Puerto Rico?**

3. List details from the article that show how the obstacles Puerto Rico faced made Salvador feel and how he responded.

### **What happened as a result of Salvador's actions?**

4. List details from the article that show how Salvador's actions made a difference in the lives of Puerto Ricans.

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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Island of Sorrow.” 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, Mood, Inference

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

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2. Why do you think the author included the photographs on the top of pages 6-7?

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3. What does the photo on the bottom of page 7 tell you about how the storm affected people in Puerto Rico?

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

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**During Reading**  
**Mood, Text Structure, Inference, Tone**

5. What is the **mood** of the introduction? How does the author create this mood?

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6. **A.** Check ( ✓ ) the statement that BEST describes the **text structure** (the way the author organizes information) in the first two paragraphs of the section “A Unique Place.”

The author explains  
Puerto Rico’s history  
chronologically.

The author compares and  
contrasts Puerto Rico with  
the mainland.

The author describes Puerto  
Rico and what kind of a  
place it is.

**B.** Explain how you know.

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7. Reread the section “It’s the Hope.” What is the author’s **tone** as she writes about Salvador? Explain your answer.

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### 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.

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

Central Idea		
<b>Detail #1</b> “But the logistics of buying and shipping lamps and washing machines proved to be a huge challenge. . . . Yet Salvador refused to give up.”(p. 8)	<b>Detail #2</b> “Even when his school reopened a few weeks after the hurricane, he kept working . . .” (p. 8)	<b>Detail #3</b> “He would not surrender to despair. He would do something.” (p. 8)

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

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3. What does the photo on the bottom of page 7 tell you about how the storm affected people in Puerto Rico?

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

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## During Reading

### Mood, Text Structure, Inference, Tone

5. In the second paragraph of “Island of Sorrow,” the author describes Salvador’s happy life in San Juan. The author then writes, “But now, that life was gone.”

**Mood** is the feeling the reader gets from a piece of writing. The sentence “But now, that life was gone” changes the mood of the section from

- Ⓐ joyful to sad.
- Ⓑ thankful to angry.
- Ⓒ hopeful to confused.

6. **Text structure** is the term for how an author organizes information. In the section “A Bold Idea,” the author uses a problem and solution text structure.

A. What is the main problem the author describes in “A Bold Idea”?

- Ⓐ *Puerto Rico’s infrastructure is old and in disrepair.*
- Ⓑ *After the hurricane, many people did not have lights or a way to wash their clothes.*
- Ⓒ *Salvador created a crowdfunding webpage to help people affected by the hurricane.*

B. What solution to the problem you chose in part A does the author describe?

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

sorrowful

peaceful

admiring

B. Briefly explain how you know:

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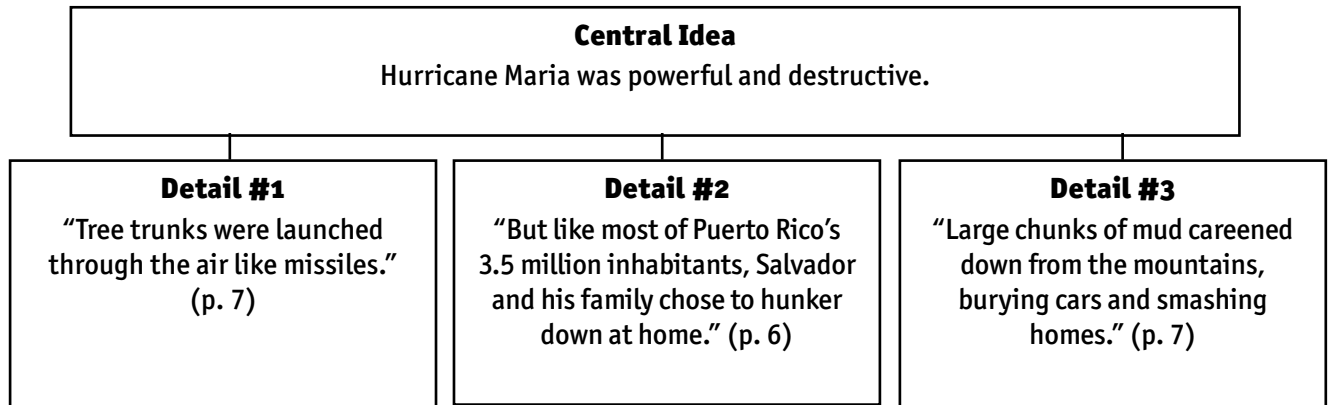
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## After Reading

### Central Idea/Details and Objective Summary

**8. A.** Below is a **central idea** of the section “The Hurricane’s Wrath” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



**B.** Briefly explain why the detail that you crossed out does NOT support the central idea above.

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**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 “Island of Sorrow.”

- a. Puerto Rico is an island in the Caribbean.
- b. Hurricane Maria was powerful and destructive.
- c. San Juan has delicious food.
- d. Salvador’s favorite park was destroyed by Hurricane Maria.
- e. Salvador raised money to buy solar lamps and hand-powered washing machines for Puerto Ricans in need.
- f. I really admire what Salvador did for the people of Puerto Rico.

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

## “Island of Sorrow” Quiz

**Directions:** Read “Island of Sorrow,” then answer the questions below.

- Consider the description of Salvador’s life in Puerto Rico before Hurricane Maria. What does this description contribute to the first section of the article? Choose the TWO best answers.
  - It emphasizes the contrast between what Puerto Rico was like before and after the hurricane.
  - It helps readers understand how shocked and devastated Salvador felt after the hurricane.
  - It helps readers understand how dangerous contaminated water can be.
  - It foreshadows the arrival of the hurricane.
- On page 6, Kristin Lewis writes, “As weather predictions grew increasingly dire, thousands rushed to the airport . . .” From context clues, you can conclude that *dire* most closely means
  - exciting.
  - infrequent; rare.
  - difficult to trust.
  - warning of disaster.
- On page 8, the first full paragraph includes a series of questions. These questions
  - reveal that Salvador wished his family had left Puerto Rico before the hurricane.
  - suggest that at first, Salvador didn’t understand how serious the damage from Maria was.
  - develop the idea that Salvador overcame his feelings of hopelessness by taking action.
  - help the reader understand Salvador’s fear and uncertainty after the hurricane.
- Which sentence does NOT support the idea that Salvador has faced great challenges while working to help people devastated by the hurricane?
  - “Puerto Rico’s ports were backed up with ships.”
  - “Roads to devastated communities were littered with debris.”
  - “ . . . he kept working—sending texts and making calls, dealing with constant interruptions in power and cell service.”
  - “He raised more than \$140,000.”
- What is the central idea of the sidebar “After a Disaster: The Government’s Response” on page 9?
  - A hurricane hit Houston, Texas, a week before Hurricane Maria hit Puerto Rico.
  - Some people believe that FEMA’s response to Hurricane Maria was inadequate.
  - Tarps can protect homes with damaged roofs.
  - FEMA should have delivered solar lamps.
- Which TWO sentences support the idea that Puerto Rico’s recovery has been “painfully slow”?
  - “The storm stretched nearly 60 miles across . . .”
  - “Roofs were torn away.”
  - “Three months after the hurricane, half the island was still without power.”
  - “ . . . thousands of Puerto Ricans are still homeless or living in houses that don’t have roofs—only tarps.”

### Constructed-Response Questions

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

- Why did Salvador decide to distribute solar lamps and hand-operated washing machines to people in areas devastated by the hurricane? Support your answers with details from the article.
- Explain what ideas about hope author Kristin Lewis develops over the course of “Island of Sorrow” and how she develops those ideas. Use text evidence.

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

## “Island of Sorrow” Quiz

**Directions:** Read “Island of Sorrow,” then answer the questions below.

- By describing what Salvador’s life was like a few days before Hurricane Maria, Kristin Lewis is able to \_\_\_\_\_. Choose the TWO best answers.
  - show the contrast between Puerto Rico before and after the hurricane.
  - help readers understand how upset Salvador felt after the hurricane.
  - help readers understand how dangerous contaminated water can be.
  - compare life in San Juan with life in other parts of Puerto Rico.
- On page 6, Lewis writes, “As weather predictions grew increasingly dire, thousands rushed to the airport . . .” From context clues, you can conclude that *dire* most closely means
  - exciting.
  - rare.
  - hard to trust.
  - warning of disaster.
- The first full paragraph on page 8 includes a list of questions. These questions
  - reveal that Salvador wished his family had left Puerto Rico before the hurricane.
  - suggest that Salvador didn’t understand how serious the damage from Maria was.
  - show that Salvador found hope.
  - help the reader understand the fear and uncertainty Salvador felt after the hurricane.
- Which sentence helps you understand that it was challenging for Salvador to get the lamps and washing machines to people who needed them?
  - “He would not surrender to despair.”
  - “He raised more than \$140,000.”
  - “Salvador knew that with no way to wash clothes, disease would begin to take hold.”
  - “Roads to devastated communities were littered with debris.”
- What is the central idea of the sidebar “After a Disaster: The Government’s Response” on page 9?
  - A hurricane hit Houston, Texas, a week before Hurricane Maria hit Puerto Rico.
  - Some people believe that FEMA’s response to Hurricane Maria was not good enough.
  - Tarps can protect homes with damaged roofs.
  - FEMA should have delivered solar lamps.
- Which TWO sentences support the idea that Puerto Rico’s recovery has been “painfully slow”?
  - “The storm stretched nearly 60 miles across . . .”
  - “Roofs were torn away.”
  - “Three months after the hurricane, half the island was still without power.”
  - “ . . . thousands of Puerto Ricans are still homeless or living in houses that don’t have roofs—only tarps.”

### Constructed-Response Questions

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

- Explain why the lamps and washing machines that Salvador gave out were helpful to people in areas devastated by Hurricane Maria. Support your answers with details from the article.
- How does author Kristin Lewis develop the idea that since Hurricane Maria, Salvador has gone from feeling hopeless to hopeful? Use text evidence.

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

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

# Vocabulary:

## "Island of Sorrow"

**1. careen (kuh-REEN)** *verb*; To careen is to move quickly in an out-of-control way, leaning or tipping dangerously from side to side. A go-kart might careen around a turn on a racetrack, skidding wildly on two wheels.

**2. daunting (DAWNT-ing)** *adjective*; The verb *daunt* (dawnt) means "to discourage or frighten." Remember the Dauntless from the Divergent book series? Its members could not be daunted—they were fearless and determined.

The adjective *daunting* is used to describe an activity or task that seems difficult or frightening to do. Anything that makes you feel intimidated, discouraged, or overwhelmed when you even *think* about doing it—skydiving, going to a new school, or writing an entire research paper in one night—could be described as daunting.

**3. deluge (DEL-yooj)** *noun or verb*; A deluge is an overwhelming number or amount of something. *Deluge* is often used to refer to an enormous amount of water, such as a drenching rain. For example, a deluge might flood a soccer field. But *deluge* can be used to describe a very large number or amount of anything. If your phone is turned off for a week, you might find a deluge of text messages when you turn it back on.

As a verb, *deluge* means "to flood with water" or "to overwhelm." You could say that the soccer field was deluged with rain or that you were deluged with text messages.

**4. infrastructure (IN-fruh-struhk-cher)** *noun*; An infrastructure is the foundation or basic framework of something. A building's infrastructure is what keeps it standing—the walls, the foundation beneath the floors, and all the beams overhead. The infrastructure of a country is the collection of equipment and structures that allow it to function—the roads, the bridges, the public water system, and the power lines, for example.

**5. intermittent (in-ter-MIT-nt)** *adjective*; Something that is intermittent starts, stops, and starts again—it doesn't occur in a constant or steady way. If today's weather forecast calls for intermittent rain, rain showers will come and go throughout the day.

**6. logistics (luh-JIS-tiks)** *noun*; Note: This word is always plural and often preceded by *the*. The logistics of something is the planning, coordinating, and execution of all the little details that make an event, project, or undertaking happen successfully.

For example, the logistics of providing pizza for the sixth-grade dance might include figuring out how many pies you will need, where you will order the pizza from, how and when the pizza will be transported to the school, and who will provide plates and napkins.

**7. meteorologist (mee-tee-uh-ROL-uh-jist)** *noun*; Meteorology (mee-tee-uh-ROL-uh-jee) is the branch of science that deals with the Earth's atmosphere, weather, and weather forecasting. A meteorologist is an expert of meteorology.

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**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 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

## "Island of Sorrow"

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

1. Which of the following books would you expect a meteorologist to write?  
☐ Ⓐ *Tornadoes: Nature's Ultimate Windstorms*  
☐ Ⓑ *The Essentials of Classic Italian Cooking*
2. Which of the following might be part of a mayor's plan to repair a city's infrastructure?  
☐ Ⓐ repaving a highway that is full of potholes  
☐ Ⓑ building a new amusement park
3. Which of the following might be part of the logistics of a field trip to the zoo?  
☐ Ⓐ buying a T-shirt from the zoo's souvenir shop  
☐ Ⓑ finding out the zoo's hours of operation and reserving a bus and a bus driver
4. Which radio station's signal is intermittent?  
☐ Ⓐ G105, whose signal is strong, allowing listeners to hear every song loud and clear  
☐ Ⓑ MIX101.5, whose signal cuts in and out, allowing listeners to hear only parts of each song

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

logistics    career    daunting    deluge
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5. Speaking in front of a large group of people can be a frightening experience.

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6. During the final episode of *America's Got Talent*, the TV network was overwhelmed with phone calls from viewers voting for their favorite acts.

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7. Our cat, Mr. Pickles, was running wildy around the house, playing with a ball of aluminum foil.

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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.

## Puerto Rico Contest

How does this story show that one person can make a difference, even in the face of overwhelming obstacles? Answer this question in a well-organized essay. Use text evidence. Five winners will get

*Eye of the Storm* by Amy Cherrix.

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

**ENTRIES MUST BE RECEIVED BY October 15, 2018!**

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.

In this activity, you will consider the mood of Scene 7  
of *Hunting a Snake-Headed Monster*.

**SD3:** On one side of the stage is the opening of a cave.

**SD1:** The cave entrance is littered with dozens of statues—humans and animals that have been turned to stone.

**SD2:** With his winged sandals, Perseus lands softly on the stage.

**SD3:** Perseus’s eyes widen at the sight of the statues. He shivers at their frozen expressions of horror.

**Perseus (to himself):** How can I cut off Medusa’s head if I can’t even look at her?

**SD1:** Perseus catches his reflection in the shield.

**Perseus:** That’s it!

**SD2:** Perseus starts walking backward into the cave, using Athena’s shield as a mirror to see behind him.

**SD3:** Medusa and her sisters are sleeping.

**All Gorgons (snoring):** Sssnuughh . . .

Sssnuughh . . .

**SD1:** As Perseus gets closer, the snakes on Medusa’s head begin to writhe and hiss.

**Snakes:** Hissssssssssssss.

**SD2:** Medusa opens her eyes. Her hideous face contorts with rage.

**Medusa:** Aaaaaaaaaaaaaaaahhhhh!

**SD3:** Still looking at the reflection in the shield, Perseus raises the sickle and swings it behind him.

**SD1:** Medusa’s head rolls away from her body.

**SD2:** Without looking at the head, Perseus grabs it and shoves it into the sack.

**SD3:** Medusa’s sisters awaken as Perseus rushes out of the cave.

**Gorgon 1:** Medusa! What has happened to you?

**Gorgon 2:** Who has done this dreadful deed?

**Gorgon 1 (pointing at Perseus):** There he is!

**Gorgon 2:** You will not escape!

**Gorgon 1:** We will avenge the death of our sister!

**SD1:** As the gorgons chase Perseus, he throws the Helmet of Darkness on his head and disappears.

**SD2:** The gorgons shriek in anger and frustration.

**Gorgons 1 & 2:** Aaaaaaaaaaaaaaaahhhhh!

1. In the box below, write one or two words that describe the mood of Scene 7:

Now let’s look at what creates this mood.

## 2. Plot

Briefly explain how what is happening helps create the mood you identified.

## 3. Setting

Think about where the action takes place. How does this contribute to the mood?

## 4. Dialogue

What the characters say and how they say it helps create the mood.

**UNDERLINE at least three lines of dialogue in the scene that help create the mood you identified.**

## 5. Word Choice

Look at all the vivid verbs the playwrights use! These verbs help create the mood.

**CIRCLE at least five verbs in the scene that help create the mood you identified.**

## 6. Imagery

The imagery the playwrights use also helps create the mood. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—also known as sensory details.)

**PLACE A STAR NEXT TO at least three sensory details in the passage that help create the mood you identified.**

## 7. Mood Music

Imagine that you are going to make a movie based on *Hunting a Snake-Headed Monster*. What kind of music would you choose to play in the background of Scene 7? You can name a particular song or just describe the type of music you would choose.

**Music:**

**Why I chose this music:**

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.

You'll find out what the marks are for when you read the next page.

In this activity, you will consider the mood of Scene 7 of *Hunting a Snake-Headed Monster*.

**SD3:** On one side of the stage is the opening of a cave.

**SD1:** The cave entrance is littered with dozens of statues—humans and animals that have been turned to stone.\*

**SD2:** With his winged sandals, Perseus lands softly on the stage.

**SD3:** Perseus's eyes widen at the sight of the statues. He (shivers) at their frozen expressions of horror.

**Perseus (to himself):** How can I cut off Medusa's head if I can't even look at her?

**SD1:** Perseus catches his reflection in the shield.

**Perseus:** That's it!

**SD2:** Perseus starts walking backward into the cave, using Athena's shield as a mirror to see behind him.

**SD3:** Medusa and her sisters are sleeping.

**All Gorgons (snoring):** Ssssnoughh . . . Ssssnoughh . . .

**SD1:** As Perseus gets closer, the snakes on Medusa's head begin to writhe and hiss.

**Snakes:** Hissssssssssssss.

**SD2:** Medusa opens her eyes. Her hideous face contorts with rage.

**Medusa:** Aaaaaaaaaaaaaaaahhhhh!

**SD3:** Still looking at the reflection in the shield, Perseus raises the sickle and swings it behind him.

**SD1:** Medusa's head rolls away from her body.

**SD2:** Without looking at the head, Perseus grabs it and shoves it into the sack.

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**Gorgon 1:** Medusa! What has happened to you?

**Gorgon 2:** Who has done this dreadful deed?

**Gorgon 1 (pointing at Perseus):** There he is!

**Gorgon 2:** You will not escape!

**Gorgon 1:** We will avenge the death of our sister!

**SD1:** As the gorgons chase Perseus, he throws the Helmet of Darkness on his head and disappears.

**SD2:** The gorgons shriek in anger and frustration.

**Gorgons 1 & 2:** Aaaaaaaaaaaaaaaahhhhh!

Here are two words that could be used to describe the mood of the passage:

frightening, suspenseful

*Suspenseful* means “causing a feeling of nervousness or excitement about what might happen.”

Now let's look at what creates this mood.

### 1. Plot

Complete the sentences below to explain how what is happening in the scene helps create the frightening and suspenseful mood.

In this scene, Perseus is about to \_\_\_\_\_.  
\_\_\_\_\_. This is a \_\_\_\_\_ situation.

### 2. Setting

Complete the sentences below to explain where the action is happening and how this helps create the mood.

This action takes place in a \_\_\_\_\_.  
\_\_\_\_\_. This setting adds to the frightening and suspenseful mood because \_\_\_\_\_.

### 3. Dialogue

What the characters say and how they say it helps create the mood.

We underlined one line of dialogue that helps create the frightening and suspenseful mood. **UNDERLINE two more lines of dialogue that do this.**

### 4. Word Choice

Look at all of the vivid verbs the playwrights use! These verbs help create the mood.

We circled one verb that helps create a frightening and suspenseful mood. **CIRCLE at least three more vivid verbs.**

### 5. Imagery

The imagery the playwrights use also helps create the mood. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—also known as sensory details.)

We placed a star by one sensory detail that helps create the frightening and suspenseful mood. **Place a STAR by at least two more sensory details.**

### 6. Mood Music

Imagine that you are going to make a movie based on *Hunting a Snake-Headed Monster*. What kind of music would you choose to play in the background of Scene 7? You can name a particular song or just describe the type of music you would choose.

**Music:**

**Why I chose this music:**

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

# Analyzing Perseus

**Directions:** List three admirable traits that Perseus displays in the play *Hunting a Snake-Headed Monster*. (*Admirable* means “deserving to be admired, respected, or approved of.”) Below each trait, tell what happens in the play that shows that Perseus has this trait. Use details from the play to support your ideas.

<b>Admirable Trait 1:</b> bravery	<b>Admirable Trait 2:</b>	<b>Admirable Trait 3:</b>
What happens that shows Perseus has this trait:	What happens that shows Perseus has this trait:	What happens that shows Perseus has this trait:

You can use what you have written above to help you to respond to the writing prompt on page 17 in *Scope*.

# Close-Reading Questions

## *Hunting a Snake-Headed Monster*

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4. In Scene 4, Hermes tells Athena that Perseus is “full of pride.” How do Perseus’s words and actions in this scene support Hermes’s statement? (text evidence, character)
5. In Scene 5, what do Perseus’s actions reveal about his character? (character)
6. In Scene 8, Danae tells Perseus, “You have killed a monster with a monster.” What does she mean? (interpreting text)

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

# Critical-Thinking Questions

## *Hunting a Snake-Headed Monster*

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1. Do you think Perseus was right to accept the king's quest? Why or why not?
  
  
  
  
  
  
  
  
  
  
2. In Scene 4, why do Athena and Hermes help Perseus? Do you think Perseus could have succeeded without their help?
  
  
  
  
  
  
  
  
  
  
3. Did King Polydectes deserve what happened to him at the end of the play? Why or why not?
  
  
  
  
  
  
  
  
  
  
4. At the end of the play, Danae tells Perseus that his name will be remembered forever. Do you think having your name remembered forever is a good goal? Explain.



# ***Hunting a Snake-Headed Monster***

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

	Agree	Disagree
1. Leadership and authority are the same thing.		
2. Citizens should stand up to leaders who abuse their power.		
3. Pride can be good, but it can also be bad.		
4. Perseverance is the most important quality when it comes to getting things done.		
5. Our fate is in our own hands.		
6. People usually get what they deserve: The good are rewarded and the bad are punished.		
7. It's important to admit when you need help.		
8. There are no such things as monsters.		

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

## ***Hunting a Snake-Headed Monster Quiz***

**Directions:** Read *Hunting a Snake-Headed Monster*, then answer the questions below.

**1. Choose the best summary of the play.**

- (A) A young man uses winged sandals to fly to a faraway cave. His name is Perseus.
- (B) A kingdom suffers after a storm destroys many of its crops.
- (C) An evil king tricks a young man into hunting a monster; with the help of the gods, the young man defeats the monster and the king.
- (D) A snake-headed monster turns anyone who looks at her to stone.

**2. In Scene 1, SD 3 says, “Danae clenches her jaw.”**

**This detail helps readers understand Danae is**

- (A) happy that the king has come to visit her.
- (B) working hard in her garden.
- (C) displeased by the king’s presence.
- (D) eating the vegetables she is harvesting.

**3. The king wants to marry Danae because**

- (A) the kingdom admires her; marrying her would help him gain support and admiration.
- (B) she is wealthy; marrying her would allow him to grow his own wealth and power.
- (C) she is the mother of Perseus, whom the king wants to keep under close watch.
- (D) he has always loved her.

**4. In Scene 3, Perseus agrees to the king’s request for Medusa’s head because**

- (A) he wants to give the king the gift he desires.
- (B) he knows the secret to defeating a gorgon.
- (C) he fears punishment from the king.
- (D) the king appeals to Perseus’s pride.

**5. Which TWO lines best support your answer to question 4?**

- (A) “Congratulations on your upcoming marriage.”
- (B) “I am not lazy!”
- (C) “Yes. We do not want to anger the king.”
- (D) “Then killing this creature means I will become immortal, for my name will be remembered forever.”

**6. On page 17, Gorgon 1 says, “We will avenge the death of our sister!” Based on context clues, which of the following is the definition of *avenge*?**

- (A) to honor with a ceremony
- (B) to feel or express grief or sorrow
- (C) to harm or punish someone who has harmed you or someone that you care about
- (D) to feel disappointed over a missed opportunity

### **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.** In Scene 1, King Polydectes asks Perseus, “Are the gods on your side too?” What is the answer to the king’s question—*are* the gods on Perseus’s side? Use text evidence to support your answer.

**8.** Athena says that Perseus is “full of pride.” Explain what she means and give two examples of Perseus’s behavior that support Athena’s statement.

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

## ***Hunting a Snake-Headed Monster Quiz***

**Directions:** Read *Hunting A Snake-Headed Monster*. Then answer the questions below.

1. Which of the following details should definitely be included in a summary of the play?
  - (A) The Gray Sisters have gray, shriveled skin.
  - (B) A bad storm destroyed the kingdom's crops.
  - (C) To get rid of Perseus, the king tricks Perseus into hunting a monster.
  - (D) Perseus runs out of water during his quest.
2. In Scene 1, SD 3 says, "Danae clenches her jaw." This detail shows that Danae is
  - (A) happy that the king has come to visit her.
  - (B) working hard in her garden.
  - (C) not happy to see the king.
  - (D) eating the vegetables she is picking.
3. In Scene 2, the king says, "Marrying her would win me favor." He means that marrying Danae would help him
  - (A) gain his people's support and admiration.
  - (B) receive many gifts at their wedding celebration.
  - (C) get his way.
  - (D) watch over Perseus.
4. In Scene 3, the king asks Perseus to bring him Medusa's head because he wants to
  - (A) help Perseus become a hero.
  - (B) discover the secret to defeating a gorgon.
  - (C) punish Perseus for not bringing him a gift.
  - (D) get rid of Perseus so that he, the king, can marry Danae.
5. Which lines from Scene 3 help you understand why the king asks Perseus to get Medusa's head? Choose the TWO best answers.
  - (A) "The king sits on an ornate throne in a large room."
  - (B) "Only because that fool Perseus has poisoned her against me. How can I get rid of him?"
  - (C) "Your majesty, many crops were destroyed in the last storm. People are starving."
  - (D) "Yes! Send him on a quest he cannot possibly resist—or survive."
6. On page 17, Gorgon 1 says, "We will avenge the death of our sister!" Context clues reveal that *avenge* most closely means
  - (A) celebrate.
  - (B) mourn.
  - (C) take revenge for.
  - (D) regret.

### **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. In Scene 4, what happens that shows that the gods are on Perseus's side? Support your answer with text evidence.
8. Athena says that Perseus is "full of pride." Explain what she means and give one example of Perseus's behavior that supports Athena's statement.

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

# ***Hunting a Snake-Headed Monster***

## **Character Thinking Tool**

The questions in this activity are about the characters of  
**Perseus and King Polydectes**

- 1.** Consider Scene 1. Perseus has only one short speaking line in this scene, but it reveals several things about him. What does it reveal?

- 2. A.** In Scene 2, Adviser 1 urges the king to appeal to Perseus's pride. What does it mean to appeal to a person's pride?

- B.** In Scene 3, how exactly does the king appeal to Perseus's pride?

**3.** What kind of person is King Polydectes? Support your answer with details from the play.

**4.** Do you think Perseus was foolish to accept King Polydectes's challenge, or do you think he did the right thing? Explain.

**5.** Do you think Perseus is a hero? Explain why or why not.

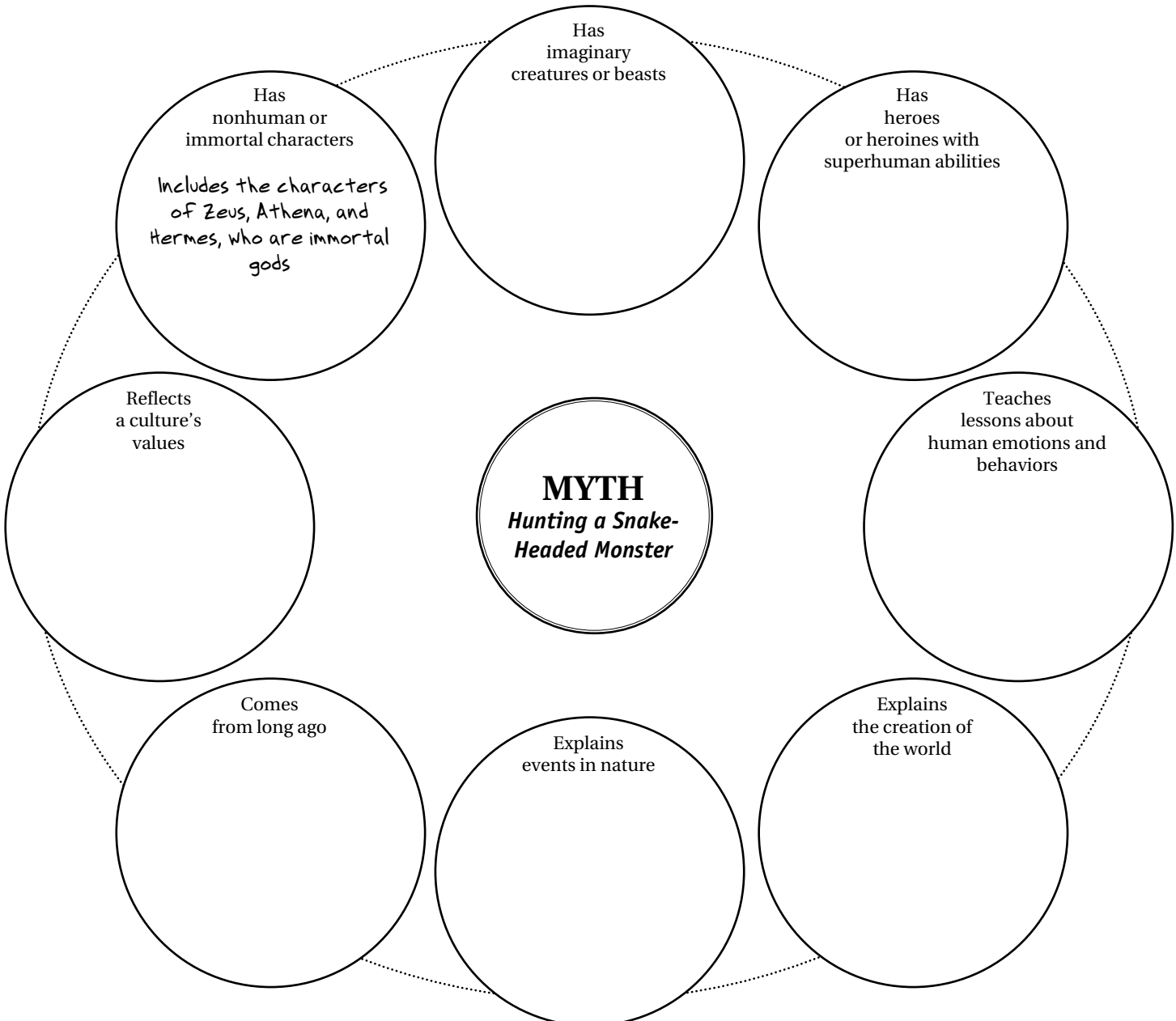
Name: \_\_\_\_\_ Date: \_\_\_\_\_

A  
**genre** is  
 a category of  
 literature or art.  
 Mystery, science fiction,  
 historical fiction,  
 and biography are  
 all genres of  
 literature.

# Genre Exploration: *Hunting a Snake-Headed Monster*

This story belongs to two genres: drama and myth. In this activity, you will focus on what makes it a myth.

**Directions:** The graphic organizer below gives some common characteristics of myths. *Hunting a Snake-Headed Monster* does not have all these characteristics, but it has many of them. We've explained how the play shows one of these characteristics. **Choose FOUR more characteristics and briefly explain how the play shows those characteristics.**



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**Directions:** Answer the questions below.

**1. What other stories, plays, or movies have you read or seen that belong to the myth genre?**

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**2. Greek myths often celebrate character traits that were considered important or admirable in ancient Greece.**

**A. What character traits does *Hunting a Snake-Headed Monster* celebrate through Perseus and his quest? Explain.**

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**B. What character traits does the myth suggest are NOT admirable? Explain.**

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

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

# Vocabulary:

## *Hunting a Snake-Headed Monster*

1. **banish (BAN-ish)** *verb*; As it is used in the play, *banish* means “to send someone away from a country or place and order the person not to return.”
2. **demise (dih-MAHYZ)** *noun*; *Demise* means “death.” In the sixth book of the Harry Potter series, Hogwarts students grieve Professor Dumbledore’s demise. *Demise* can also refer to the end of something if that end is like a death. Some say e-readers like Kindles will lead to the demise of bookstores.
3. **immortal (ih-MAWR-tl)** *adjective or noun*; Something that is immortal lives forever; it never dies. *Immortal* is used as a noun to refer to a being that lives forever. The gods and goddesses of Greek mythology were immortals.
4. **intervene (in-ter-VEEN)** *verb*; If you intervene in a situation, you get involved in it to change or stop what is happening. If you see your little brothers shoving one another, you might intervene and help them settle their argument in a more peaceful way.
5. **lavish (LAV-ish)** *adjective*; As it is used in the play, *lavish* means “generous or excessive; in other words, giving or involving a very large amount of something.” A house with seven bedrooms, four bathrooms, and an indoor pool could be described as lavish.
6. **menacing (MEN-uhs-eeng)** *adjective*; The verb *menace* (MEHN-uhs) means “to threaten.” If a cat is swiping at every dog that walks by, the cat is menacing the dogs in the neighborhood. The adjective *menacing* describes something that is threatening or suggests the presence of danger. The Joker speaks to Batman in a menacing voice. Dark storm clouds make the sky look menacing.
7. **ruse (rooz)** *noun*; A ruse is an action or a plan that is meant to mislead or fool someone. If you are throwing a surprise birthday party for your mom, you’ll need to come up with a clever ruse to keep her out of the house while you set up.
8. **writhe (rahyth)** *verb*; To writhe is to twist, squirm, or bend the body out of shape, often because of pain or discomfort. In the second Hunger Games book, a poisonous fog causes the tributes to writhe in pain on the forest floor.

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

## *Hunting a Snake-Headed Monster*

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

1. Which seems more menacing: a hungry lion or a sleeping kitten?

**Answer:**

**Why:**

3. Which of the following is an immortal: a vampire or a butterfly?

**Answer:**

**Why:**

2. If two hockey players are fighting, who intervenes: a referee or a fan watching on TV?

**Answer:**

**Why:**

4. Which is a lavish display of flowers: a room overflowing with hundreds and hundreds of flowers, or a single daisy in a vase?

**Answer:**

**Why:**

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

5. After our dog ate a hamburger off the dinner table, my parents **writhed/banished** him to the backyard for the evening.

6. When the Big Bad Wolf suggests that Red Riding Hood pick flowers for her grandma, it's just a **ruse/demise** to buy him time so he can arrive at Grandma's cottage first.

7. The soccer player **writhed/banished** in pain after twisting his ankle.

8. My older brother got a job on Saturday mornings, which led to the **demise/ruse** of our weekly waffle-eating competitions.



# ***Hunting a Snake-Headed Monster***

## **Pronunciation Guide to Names**

---

**Go to Scope  
Online to listen  
to these names  
pronounced  
aloud!**

**Athena** [ah-THEE-nah]

**Danae** [DAN-uh-ee]

**Gorgon** [GAWR-guhn]

**Hermes** [HUR-meez]

**Medusa** [mih-DUE-sah]

**Nymph** [NIMF]

**Polydectes** [pah-lee-DEHK-teez]

**Perseus** [PUR-see-uhs]

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

## Medusa Contest

The Greek myths celebrated character traits that the ancient Greeks admired. What traits does the story of Perseus celebrate? Answer in the form of a slideshow or essay. Five winners will get *The Trials of Apollo: The Burning Maze* by Rick Riordan.

### Entries will be judged on:

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

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature: \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 15, 2018!**

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

# Exploring Text Structures

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

**Directions:** Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "How Pizza Conquered America" and "Sushi Takes Over."

## How Pizza Conquered America:

1. What does the author **compare and contrast** in the first paragraph of the section "Pizza Problems"?

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---

2. A. Underline the text structure used in the section "An All-American Food."

cause and effect

sequence of events

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

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### Description or List

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

### Cause and Effect

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

### Problem and Solution

Presents a problem and explains how it is solved

### Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

### Sequence of Events

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

3. In the section "The Pizza King," the author uses a **problem-and-solution** structure. Fill in the empty boxes below to identify two problem-and-solution relationships the author presents in the section.

<b>PROBLEM 1</b>	→	<b>SOLUTION 1</b>  Mastro created an oven that was powered by gas, baked pizzas quickly, and could be operated by anyone.
<b>PROBLEM 2</b>  Restaurant owners doubted pizza baked in Mastro's pizza oven would be as delicious as pizza made the traditional way.	→	<b>SOLUTION 2</b>

### **Sushi Takes Over:**

4. **A.** Which text structure does the author use in the sections "Growing Fascination" and "Taste of Home"?

---

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

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

# Synthesis

**Directions:** Using details from "How Pizza Conquered America" and "Sushi Takes Over," fill in the boxes below to explore how the rise of pizza in America compares with the rise of sushi in America. We filled in one box for you.

	Pizza	Sushi
Immigration	<ul style="list-style-type: none"> <li>Pizza was originally an Italian dish.</li> <li>The man who made pizza popular in America, Frank Mastro, immigrated to America from Italy (p. 29).</li> </ul>	
Challenges		
Economy		
Technology		
Other ideas		

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

# Synthesis

**Directions:** Using details from "How Pizza Conquered America" and "Sushi Takes Over," fill in the boxes below to explore how the rise of pizza in America compares with the rise of sushi in America. We filled in some information for you.

	Pizza	Sushi
Immigration	<ul style="list-style-type: none"> <li>Pizza was originally an Italian dish.</li> <li>The man who made pizza popular in America, Frank Mastro, immigrated to America from Italy (p. 29).</li> </ul>	
Challenges		
Economy		<ul style="list-style-type: none"> <li>One of the reasons Kanai thought the 1960s were the right time to bring sushi to America was that the economy was doing well and people had more money to spend on going out to eat (p. 31).</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Mastro's invention of a more efficient gas pizza oven helped the pizza industry grow (pp. 29-30).</li> </ul>	
Other ideas		

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

# Close-Reading Questions

## "How Pizza Conquered America"

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1. According to the article, what was life like in America during the Great Depression?  
(inference, key ideas and details)
2. Why did Frank Mastro invent the gas pizza oven? (key ideas, summarizing)
3. How did Mastro's gas pizza oven affect the pizza industry in America? Use text evidence to support your answer. (cause and effect, text evidence)
4. How does the information in the timeline contribute to the article? (text features)

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

# Close-Reading Questions

## "Sushi Takes Over"

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1. What role did technology play in sushi's growing popularity in America in the 1960s?  
(key ideas and details)

2. On page 31, Kristin Lewis writes, "Kanai thought the time was right to put Japanese food on the American dinner plate." What similar idea does Starecheski express about Frank Mastro in "How Pizza Conquered America"? (key ideas and details)

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

# Critical-Thinking Questions

## "How Pizza Conquered America" and "Sushi Takes Over"

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1. On page 31, Lewis writes that sushi came to be seen as a "status symbol" after movie stars started eating it. Why would celebrities eating sushi lead to sushi becoming a status symbol?
2. According to the timeline and "Sushi Takes Over," different places have put their own spins on sushi and pizza. What are some possible drawbacks to altering a traditional food? What are some benefits?
3. What factors can help a dish become popular in a new place?

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

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

# Vocabulary:

## "How Pizza Conquered America" and "Sushi Takes Over"

**1. flourishing (FLUHR-ih-shing)** *adjective*; Something that is flourishing is growing or doing well. If a plant is flourishing, it is healthy and growing, like the bush in the photo. If a business is flourishing, it is enjoying great success—it has plenty of customers and is making money.

**2. import (im-POHRT, IM-pohrt)** *verb or noun*; *Import* (im-POHRT) is used as a verb in "Sushi Takes Over," and it means "to bring in something from a foreign country in order to sell it." When products are imported, they are often brought into the country on large ships like the one in the photo.

As a noun, *import* (IM-pohrt) means "a product or service that is brought in from another country." If a car dealership sells imports, the car dealership sells cars made in other countries.

**3. legacy (LEG-uh-see)** *noun*; A legacy is what someone leaves behind or passes on to the next generation. *Legacy* can refer to something physical like money or to something like memories, knowledge, or an effect on the world.

**4. ritzy (RIT-see)** *adjective*; Something ritzy is fancy and expensive in a showy way.

**5. scoff (skawf)** *verb*; To scoff at something is to laugh at it in a way that shows you have no respect for it or that you disapprove of it—in other words, to laugh at it because you think it's stupid or pointless.

**6. sentiment (SEN-tuh-muhnt)** *noun*; A sentiment is an attitude or opinion that is based on feelings or emotions. Say Julia loves big dogs and thinks that they make the best pets. If Katie strongly prefers small dogs, she might tell Julia, "I don't share your sentiment about big dogs." *Sentiment* can also refer to tender feelings such as love and sympathy.

**7. skeptical (SKEP-tih-kuhl)** *adjective*; If you are skeptical about something, you have doubts about it. If Mike says, "John says he'll be here in time for dinner, but I'm skeptical," Mike means that he doubts that John will actually arrive in time for dinner.

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**Directions:** In the space 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 meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

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

## Paired Texts Quiz

**Directions:** Read “How Pizza Conquered America” and “Sushi Takes Over.” Then answer the questions below.

- According to “How Pizza Conquered America,” why did Frank Mastro want to bring pizza to America?
  - He wanted his restaurant supply company to make more money.
  - There was a high demand for pizza in New York.
  - He thought it could save his community during the Great Depression.
  - Pizza was the only food Mastro liked to eat.
- On page 30, Anna Starecheski writes, “After a few months of tinkering, he had designed a pizza oven that was simple, sleek, and efficient.” Which of the following is the definition of *tinker*?
  - to make small changes to something to improve or repair it
  - to have a lot of difficulty with an activity
  - to postpone doing something
  - to achieve tremendous success
- Which ideas are supported by the timeline across the bottom of pages 29-30? Choose TWO answers.
  - Pizza has been around for only a few decades.
  - New York City played an important role in the history of pizza in America.
  - Frank Mastro’s gas pizza oven made it possible for many new pizzerias to open.
  - Pizza was first made in Italy and gradually became popular all over the world.
- Which detail would be LEAST important to include in a summary of “Sushi Takes Over”?
  - Noritoshi Kanai convinced an L.A. restaurant owner to add a sushi bar to his establishment.
  - A California roll uses avocado instead of tuna.
  - In the 1960s, most Americans had never heard of sushi and thought eating raw fish was gross.
  - Today, sushi is popular across the U.S.
- On page 31, Kristin Lewis writes that Japanese businessmen “were flocking to the new sushi bar.” The word *flocking* helps readers understand
  - how few Japanese businessmen there were in L.A.
  - that crowds of Japanese businessmen went to the sushi bar.
  - how recently the sushi bar had opened.
  - that sushi was originally a Japanese dish.
- Both “How Pizza Conquered America” and “Sushi Takes Over” support all of the following ideas EXCEPT which?
  - The Great Depression was a time of crisis in America.
  - Different places put their own spins on traditional foods.
  - Changing technology affects the way we eat.
  - Immigrants help shape American culture.

## Constructed-Response Questions

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

- How did Frank Mastro’s invention affect his community? Support your answer using text evidence from “How Pizza Conquered America.”
- How did Frank Mastro and Noritoshi Kanai demonstrate determination? Support your answer using text evidence from both articles.

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

## Paired Texts Quiz

**Directions:** Read “How Pizza Conquered America” and “Sushi Takes Over.” Then answer the questions below.

- Why did Frank Mastro want to bring pizza to America?**
  - He wanted to make money.
  - There was a high demand for pizza in New York.
  - He thought pizzerias could save his community.
  - Pizza was the only food Mastro liked to eat.
- On page 30, Anna Starecheski writes, “After a few months of tinkering, he had designed a pizza oven that was simple, sleek, and efficient.” *Tinkering* most closely means**
  - making small changes.
  - breaking apart.
  - ignoring.
  - delaying.
- Which ideas are supported by the timeline across the bottom of pages 29–30? Choose TWO answers.**
  - Pizza has been around for only a few decades.
  - New York City played an important role in the history of pizza in America.
  - Frank Mastro’s gas pizza oven made it possible for many new pizzerias to open.
  - Pizza was first made in Italy and gradually became popular all over the world.
- Which detail would be MOST important to include in a summary of “Sushi Takes Over”?**
  - A California roll uses avocado instead of tuna.
  - Noritoshi Kanai convinced an L.A. restaurant owner to add a sushi bar to his establishment.
  - Kanai recently died at age 94.
  - Nigiri is served over rice.
- On page 31, Kristin Lewis writes that Japanese businessmen “were flocking to the new sushi bar.” The word *flocking* helps readers understand**
  - how few Japanese businessmen there were in L.A.
  - that crowds of Japanese businessmen went to the sushi bar.
  - how recently the sushi bar had opened.
  - that sushi was originally a Japanese dish.
- Both “How Pizza Conquered America” and “Sushi Takes Over” support the idea that**
  - immigrants help shape American culture.
  - after World War II, prejudice against Japanese Americans was strong.
  - new refrigeration technology of the 1960s changed the way Americans ate.
  - the Great Depression was a dark time in America.

## Constructed-Response Questions

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

- Describe one way Frank Mastro’s gas pizza oven benefitted his community. Support your answer with text evidence from “How Pizza Conquered America.”
- How did Frank Mastro and Noritoshi Kanai demonstrate determination? Support your answer using text evidence from both articles.

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

## Food Contest

Compare the rise of pizza in America with the rise of sushi.  
Use text evidence from both articles. Five winners will get  
*Slider* by Pete Hautman.

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

**ENTRIES MUST BE RECEIVED BY October 15, 2018!**

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

# Making Inferences

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

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

Clues	Inference
<p>1. On page 20, when Philip is naming the people in the conference room, he says:</p> <p>"There's Lauren, the director. Tessa, the psychologist. And Cheung, the engineer who oversaw some of my tests, including the one where I had to build an engine underwater."</p>	<p><i>From the detail Philip provides, what can you infer about the testing process for the mission to Mars?</i></p> <p>You can infer that the testing process for the mission to Mars was likely very difficult. Philip says that he had to build an engine underwater. This would not be an easy task for anyone—even a skilled engineer.</p>
<p>2. <i>Find two lines in the story that support the inference on the right.</i></p>	<p>Philip is insecure and fearful in social situations.</p>
<p>3. On page 22, Philip recalls his parents' reaction to the news that he had made it to the final round of evaluations:</p> <p>"I've never seen my parents cry, but when I told them I'd made it to the final round, there was a look in their eyes I never want to see again."</p>	<p><i>How do Philip's parents feel about the possibility of Philip going to Mars?</i></p>

Clues	Inference
<p><b>4.</b> On page 22, Philip and Blythe are in the isolation cell when a loud fire alarm goes off:</p> <p>“ . . . Blythe keeps banging on the door and pressing the call button. ‘Let us out. Let us out!’</p> <p>‘Blythe,’ I say. ‘It’s all right. There’s no smoke. The door isn’t hot. It’s probably just a drill.’</p> <p>Now I do smell smoke. I walk around the tiny room, sniffing.</p> <p>‘Do you smell it?’ she asks.</p> <p>‘Yeah. But this is a new building. It’ll have state-of-the-art sprinklers and fire doors.’</p> <p>‘We’re going to die in here,’ she says, her voice breaking.”</p>	<p><i>What can you infer about Blythe from this exchange?</i></p>
<p><b>5.</b> Find two lines in the story that support the inference on the right.</p>	<p>Philip admires Blythe.</p>

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

# Would Philip Be a Successful Mars Colonist?

**Directions:** Read "The Mission." Then complete the activity below, which will prepare you to respond to the writing prompt on page 25.

Name three traits that a Mars colonist should have according to "The Mission." For each trait, provide text evidence and commentary. In other words, briefly explain how the evidence shows that the trait is considered important. Then explain whether or not Philip has that trait. We started one idea for you.

1. Trait: *scientific talent*

Text evidence with commentary:  
Lauren, the director of the Mars mission selection committee, tells Philip, "... we're not just interested in your scientific aptitude" (20). Her comment reveals that one quality the committee is looking for in prospective Mars colonists is scientific aptitude (along with other qualities).

Does Philip have this quality?  
Explain, using text evidence to support your conclusion.

2. Trait:

Text evidence with commentary:

Does Philip have this quality?  
Explain, using text evidence to support your conclusion.

3. Trait:

Text evidence with commentary:

Does Philip have this quality?  
Explain, using text evidence to support your conclusion.

Now choose three of the traits that are listed in "Could You Be a Mars Colonist?" and explain whether Philip has those traits. Provide text evidence and commentary.

4. Trait:

Does Philip have this trait?  
Explain, using text evidence to support your conclusion.

5. Trait:

Does Philip have this trait?  
Explain, using text evidence to support your conclusion.

6. Trait:

Does Philip have this trait?  
Explain, using text evidence to support your conclusion.

7. Is there anything else about Philip that you think would or would not make him a successful Mars colonist? Explain.

Use the evaluation of Philip you have just completed to help you answer the writing prompt on page 25 of *Scope*: Based on "Could You Be a Mars Colonist?" and your own opinion, would Philip have been a successful Mars colonist? Support your answer with text evidence.

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

# Close-Reading Questions

## "The Mission"

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1. What questions do the first two paragraphs raise in your mind? (author's craft, page 19)
2. What does this line help you understand about the narrator? (character, page 19)
3. When does this story take place? How do you know? (setting, page 19)
4. In what way is this line a hint about what Philip later reveals to Blythe? (text structure, page 21)
5. How do the ways Blythe and Philip sit help you understand their characters? (character, page 21)

6. Explain what Blythe means. (inference, page 21)
  
  
  
  
  
  
  
  
  
  
7. What does the scene with the fire alarm reveal about Philip? (text structure, page 23)
  
  
  
  
  
  
  
  
  
  
8. What is VidHub? (inference, page 23)
  
  
  
  
  
  
  
  
  
  
9. How does the idea of not living in fear apply to both Philip and Blythe? (theme, page 23)
  
  
  
  
  
  
  
  
  
  
10. What are Philip's reasons for wanting to join the mission to Mars? (character, page 23)
  
  
  
  
  
  
  
  
  
  
11. How has Philip changed over the course of the story? What caused this change?  
(character, page 24)

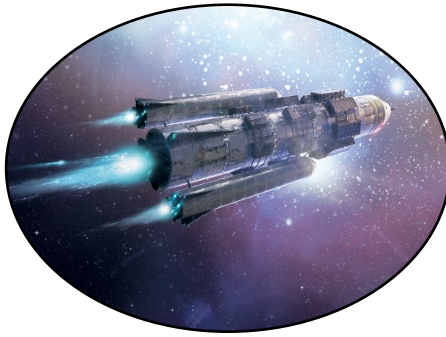
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Critical-Thinking Questions

## "The Mission" and "Could You Be a Mars Colonist?"

---

1. Did Lauren and the other committee members treat Philip fairly?
2. What effects do you think the decision to speak to viewers on VidHub will have—on others and on Philip himself? Why?
3. Do you think Philip has good reasons for wanting to go to Mars? What about Blythe? Explain.
4. Choose one of the traits on page 25. Explain how author Kass Morgan shows in "The Mission" that this trait is important.
5. Based on what you read in the informational text and the story, would you apply for a mission to Mars? Explain.



# "The Mission"

Respond to each statement by checking "agree" or "disagree." Be prepared to justify your responses.

	Agree	Disagree
1. The most rewarding experiences come from doing things you're at least a little afraid to try.		
2. Confidence is contagious.		
3. Social media can be bad for your emotional well-being.		
4. Having someone else believe in you can help you believe in yourself.		
5. The best way to gain self-confidence is to do what you are afraid to do.		
6. Growing up is full of awkward and uncomfortable moments.		
7. It's better to try and fail than to not try at all.		
8. Avoiding your problems is easier than confronting them.		
9. We can learn a lot from people who have very different personalities from us.		
10. "Why not go out on a limb? That's where the fruit is." —Mark Twain		

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

## “The Mission” Quiz

**Directions:** Read “The Mission” and “Could You Be a Mars Colonist?” Then answer the questions below.

1. Which pair of words best describe how the author characterizes Philip at the start of the story?
  - (A) confident and bright
  - (B) self-conscious and insecure
  - (C) rude and outgoing
  - (D) quiet and sad
2. Which line best supports your answer to question 1?
  - (A) “She puts her hand on my arm, melting something inside me.” (p. 22)
  - (B) “I’ve never been to a concert, and if I’m chosen for the mission, I probably never will.” (p. 22)
  - (C) “‘You can do this,’ I tell myself.” (p. 19)
  - (D) “Just the *thought* of dancing in front of another person makes my heart race . . .” (p. 21)
3. On page 20, Philip describes James’s shirt as “the kind of immaculately pressed shirt I am sure you only get from having a team of house elves dress you every morning.” What can you infer from this comment?
  - (A) Philip thinks wrinkled shirts look fine.
  - (B) Philip believes in elves.
  - (C) Philip’s shirts never look as nicely ironed as James’s shirt.
  - (D) James is a wizard.
4. On page 24, Philip says, “My heart cramps as I imagine all the things we’ll never do together.” This line tells you that
  - (A) Philip likes Blythe and feels sad that he will never see her again.
  - (B) Philip is angry that Blythe was chosen instead of him.
  - (C) Philip is worried about Blythe going to Mars.
  - (D) Philip has a medical problem with his heart.
5. Which detail would be LEAST important to include in a summary of the story?
  - (A) The name of the girl Philip asked to prom is Ava.
  - (B) Blythe is chosen to go to Mars.
  - (C) A video of Philip’s embarrassing prom proposal went viral.
  - (D) Philip is applying for a one-way trip to Mars.
6. Which ideas are supported by both the story and the informational text? Choose TWO answers.
  - (A) It’s better to face your problems than to run from them.
  - (B) Mars colonists must be able to get along with one another.
  - (C) The first people sent to Mars will be teenagers.
  - (D) One challenge of becoming a Mars colonist is that you must say goodbye to people you love on Earth.

### Constructed-Response Questions

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

7. What is Philip’s attitude toward social interactions and situations? Use details from the story to support your answer.
8. According to “Could You Be a Mars Colonist?” a Mars colonist must have tolerance. In “The Mission,” how does author Kass Morgan show that a Mars colonist should have tolerance?

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

## “The Mission” Quiz

**Directions:** Read “The Mission” and “Could You Be a Mars Colonist?” Then answer the questions below.

1. Which word best describes how the author portrays Philip at the start of the story?
  - (A) confident
  - (B) self-conscious
  - (C) rude
  - (D) sad
2. Which line best supports your answer to question 1?
  - (A) “She puts her hand on my arm, melting something inside me.” (p. 22)
  - (B) “I’ve never been to a concert, and if I’m chosen for the mission, I probably never will.” (p. 22)
  - (C) “‘You can do this,’ I tell myself.” (p. 19)
  - (D) “Just the *thought* of dancing in front of another person makes my heart race . . .” (p. 21)
3. On page 20, the author describes James’s shirt as “the kind of immaculately pressed shirt I am sure you only get from having a team of house elves dress you every morning.” What does *immaculately* mean?
  - (A) magically
  - (B) sloppily
  - (C) perfectly
  - (D) slowly
4. On page 24, Philip says, “My heart cramps as I imagine all the things we’ll never do together.” How does Philip feel in this moment?
  - (A) sad
  - (B) angry
  - (C) worried
  - (D) hopeful
5. Which detail would be MOST important to include in a summary of the story?
  - (A) Philip is applying for a one-way trip to Mars.
  - (B) Blythe likes ’80s music.
  - (C) Philip had to build an engine underwater.
  - (D) The name of the girl Philip asked to prom is Ava.
6. Which ideas are supported by both the story and the informational text? Choose TWO answers.
  - (A) It’s better to face your problems than to run from them.
  - (B) Mars colonists must be able to get along with one another.
  - (C) The first people sent to Mars will be teenagers.
  - (D) One challenge of becoming a Mars colonist is that you must say goodbye to people you love on Earth.

### Constructed-Response Questions

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

7. What does Philip say that shows he has a negative attitude toward social interactions and situations?
8. According to “Could You Be a Mars Colonist?” a Mars colonist must have tolerance. In “The Mission,” how does author Kass Morgan show that a Mars colonist should have tolerance?

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

# "The Mission"

## Character Thinking Tool

The questions in this activity are about

**Philip and Blythe**

**1. A.** After you read the waiting room scene on page 19, what was your impression of Philip? List a few words or phrases to describe him.

**B.** What led you to form this impression of Philip? List things about his appearance or behavior that made you see him the way you did.

**2.** How does your initial impression of Philip compare with your initial impression of Blythe? Explain.

**3.** Philip says, "It's not the most fun thing in the world, being analyzed like this, but it's got nothing on those 534,656 views on VidHub." How can social media make a person feel "analyzed?"

4. Do you think most people would have the same attitude as Philip about going into an isolation chamber? Why or why not? How would you feel about going into an isolation chamber for 24 hours with no phone, tablet, or TV?

5. A. After Blythe tells Philip he can tell her what happened to him, he says, "And to my surprise, I do." What does he mean?

B. Why do you think Philip opens up to Blythe?

C. What does Blythe's response to Philip's story reveal about the type of person she is?

6. Is Philip a static character or a dynamic character? Give your reasoning.

A **static character** does not change in any important way over the course of a story.

A **dynamic character** undergoes an important internal change over the course of a story.

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

## Mars Contest

Based on "Could You Be a Mars Colonist?" and your own opinion, would Philip have been a successful Mars colonist? Support your answer with text evidence. Five winners will get *Last Day on Mars* by Kevin Emerson.

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

**ENTRIES MUST BE RECEIVED BY October 15, 2018!**

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

# Constructing a Response

**Directions:** Read "Are Your Fave Instagram Stars Trying to Trick You?" and complete the activity on page 11. Then follow the steps below to write a response to the question on page 11.

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

Question from page 11:

What makes sponsored celebrity posts a successful form of advertising?

## Step 1: Write your claim.

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

Sponsored celebrity posts are a successful form of advertising because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Step 2: Provide text evidence with commentary.

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

**Detail 1:** \_\_\_\_\_  
\_\_\_\_\_

**Sentence explaining how this detail supports my claim:** \_\_\_\_\_  
\_\_\_\_\_

**Detail 2:** \_\_\_\_\_  
\_\_\_\_\_

**Sentence explaining how this detail supports my claim:** \_\_\_\_\_  
\_\_\_\_\_

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**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!

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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: \_\_\_\_\_

## Short Read Quiz

**Directions:** Read “Are Your Fave Instagram Stars Trying to Trick You?” Then answer the questions below.

1. Which of the following statements expresses a central idea of the article?
  - (A) People like to watch advertisement-free TV.
  - (B) Kylie Jenner is obsessed with Fashion Nova jeans.
  - (C) Reese’s Pieces became a popular candy after appearing in a movie in the 1980s.
  - (D) Companies are paying stars to subtly promote products in their social media posts.
2. In the article’s title and subtitle, writer Tod Olson’s tone could best be described as
  - (A) admiring.
  - (B) cautionary.
  - (C) joking.
  - (D) confused.
3. On page 11, Olson writes that “celebrities may bury the hashtag at the end of a plethora of other hashtags.” Olson’s use of the word *bury* helps readers understand that many celebrities
  - (A) try to hide the fact that their post is an ad.
  - (B) like to use a large number of hashtags.
  - (C) advertise multiple products at once.
  - (D) forget to label their sponsored posts.
4. On page 11, Olson writes, “Today, traditional commercials aren’t as effective as they once were . . .” Context clues reveal that *traditional most closely means*
  - (A) based on a way of doing something that has been used for a long time.
  - (B) producing a desired effect.
  - (C) unlike anyone or anything else.
  - (D) dull and uninteresting.
5. A graph showing how often soda companies placed their products in movies 30 years ago would BEST fit into which section of the article?
  - (A) “Get Smart”
  - (B) “Art of Disguise”
  - (C) “Sneaky Ads”
  - (D) “Placing Products”
6. Based on “Are Your Fave Instagram Stars Trying to Trick You?,” with which of the following statements would Olson likely agree? (You may choose more than one statement.)
  - (A) Social media users deserve to know which posts are personal and which posts are ads.
  - (B) Because the way people watch TV is changing, advertising is also changing.
  - (C) Celebrities don’t benefit from sponsored ads.
  - (D) A celebrity’s social media posts have the power to influence his or her followers.

## Constructed-Response Question

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

7. For companies of today, paying celebrities to place products in social media posts is a powerful and effective form of advertising. Explain two reasons why this is so. Use text evidence from “Are Your Fave Instagram Stars Trying to Trick You?” to support your answer.

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

## Short Read Quiz

**Directions:** Read “Are Your Fave Instagram Stars Trying to Trick You?” Then answer the questions below.

1. Which of the following statements expresses a central idea of the section “Sneaky Ads”?
  - (A) TV shows used to have brand names in their titles.
  - (B) Many stars don’t label sponsored posts correctly.
  - (C) Reese’s Pieces was a popular candy in the 1980s.
  - (D) Product placement has been around for many years.
2. In the article’s title and subtitle, Tod Olson’s tone, or attitude toward the subject he is writing about, could BEST be described as
  - (A) admiring (approving or thinking highly of).
  - (B) cautionary (warning about a problem).
  - (C) joking (done to cause laughter).
  - (D) confused (unable to understand or think clearly).
3. Olson writes that “celebrities may bury the hashtag” that identifies a post as being sponsored. Olson means that celebrities
  - (A) try to cover up the fact that their post is an ad.
  - (B) like to use a large number of hashtags.
  - (C) advertise multiple products at once.
  - (D) don’t use enough hashtags.
4. On page 11, Olson writes that “traditional commercials aren’t as effective as they once were.” Context clues reveal that *traditional* most closely means
  - (A) regular.
  - (B) modern.
  - (C) unique.
  - (D) boring.
5. A graph showing how often soda companies placed their products in movies 30 years ago would BEST fit into which section of the article?
  - (A) “Get Smart”
  - (B) “Art of Disguise”
  - (C) “Sneaky Ads”
  - (D) “Placing Products”
6. With which of the following statements would Olson likely disagree?
  - (A) Celebrities have the power to influence their fans.
  - (B) There are rules for how to post sponsored ads on social media.
  - (C) Celebrities don’t benefit from sponsored ads.
  - (D) People like watching ad-free TV.

### Constructed-Response Question

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

7. For companies of today, paying celebrities to place products in social media posts is a powerful and effective form of advertising. Explain one reason why this is so. Use text evidence from “Are Your Fave Instagram Stars Trying to Trick You?” to support your answer.

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

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

# Vocabulary:

## "Are Your Fave Instagram Stars Trying to Trick You?"

1. **ambiguous (am-BIG-yoo-uhs)** *adjective*; If something is ambiguous, it can be interpreted or understood in multiple ways. *Ambiguous* also describes something that is unclear or hard to define. If you ask your friend to go to the movies with you and she says she loves going to the movies, her answer could be described as ambiguous—it's hard to tell if she means yes or no.
2. **consumer (kuhn-SOO-mer)** *noun*; Consumers are people who buy, eat, drink, or use something. In business, a consumer is someone who buys goods or services.
3. **enforce (en-FOHRS)** *verb*; To enforce is to make sure a law or rule is followed. When a police officer pulls a driver over on the highway for speeding, the police officer is enforcing the speed limit.
4. **plethora (PLETH-er-uh)** *noun*; A plethora is a large or excessive amount or supply of something. An ice cream store that has 100 kinds of ice cream has a plethora of flavors.
5. **subtle (suht-l)** *adjective*; *Subtle* means faint, hard to detect, or not strong. If you bake cupcakes that have only a slight taste of apple, the cupcakes have a subtle apple flavor.

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**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.

# Vocabulary Practice

## "Are Your Fave Instagram Stars Trying to Trick You?"

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

**1. enforce**

- Ⓐ let go                      Ⓑ carry out

**2. ambiguous**

- Ⓐ vague                      Ⓑ certain

**3. subtle**

- Ⓐ bold                      Ⓑ slight

**4. plethora**

- Ⓐ shortage                      Ⓑ wealth

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

**5.** Jumping up and down, shouting, and waving your hands in the air is a **subtle** way to get someone's attention.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_  
\_\_\_\_\_

**6.** A sign on a lawn that reads "Keep off the grass" is **ambiguous**.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_  
\_\_\_\_\_

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

ambiguous    consumer    plethora    enforce

**7.** The CEO of Jeans Inc. wants to figure out how to be make the brand more appealing to young shoppers.

\_\_\_\_\_  
\_\_\_\_\_

**8.** Principal Mackey is selecting a group of students to help teachers make sure that the school's safety rules are followed at recess.

\_\_\_\_\_  
\_\_\_\_\_

**9.** I couldn't believe the number of options at the fabric store—there were hundreds of different prints to choose from.

\_\_\_\_\_  
\_\_\_\_\_

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the authors of the letters in "Should Alicia Give Up *Fortnite*?" develop their arguments. We filled in some information for you.

	Jeremy	Alicia
line(s) that expresses the central idea, or central claim		"Besides, the benefits of <i>Fortnite</i> far outweigh the drawbacks."
two pieces of evidence that support the central idea, or central claim		
line(s) that expresses the counterargument	"I know the violence in <i>Fortnite</i> isn't graphic—that there's no blood or guts . . ."	
line(s) that contains the rebuttal to the counterargument		

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the authors of the letters in "Should Alicia Give Up *Fortnite*?" develop their arguments. We filled in some information for you.

	Jeremy	Alicia
line(s) that expresses the central idea, or central claim		"Besides, the benefits of <i>Fortnite</i> far outweigh the drawbacks."
two pieces of evidence that support the central idea, or central claim		

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

# Write an Argument Essay

**Directions:** Read "Should Alicia Give Up *Fortnite*?" Complete the scavenger hunt on page 27.  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should Alicia give up *Fortnite*?

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!** *Fortnite* is harmful.

☐ **No!** There's nothing wrong with *Fortnite*.

☐

\_\_\_\_\_  
\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

**Here's an example:** If you think Alicia should give up *Fortnite*, one of your supporting details  
might be that she's been neglecting her friendships because of the game.

**1.** \_\_\_\_\_  
\_\_\_\_\_

**2.** \_\_\_\_\_  
\_\_\_\_\_

**3.** \_\_\_\_\_  
\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think Alicia **SHOULD** give up *Fortnite*, summarize the strongest arguments in favor of the game that Alicia presents in her letter. If you think Alicia **SHOULD NOT** give up *Fortnite*, summarize the strongest arguments against the game that Jeremy presents.

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### 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:** \_\_\_\_\_

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### 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 a personal experience that you've had with *Fortnite*. Do you play the game? Has it ever impacted your sleep or social life? Has it impacted a friend's?
- 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 *Fortnite*. Here's one way you could structure your question: "*Is Fortnite really \_\_\_\_\_?*"
- 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:** \_\_\_\_\_

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### 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.

**Jeremy thinks that his friend Alicia should stop playing *Fortnite* because it's negatively affecting her. Alicia disagrees and believes that** \_\_\_\_\_

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### 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.

<b>1</b>	<b>INTRODUCTION</b>
<p><b>Open with your hook from Step 5.</b></p> <p>↓</p> <p>Write a transition sentence that relates your hook to the question of giving up <i>Fortnite</i>.</p> <p>↓</p> <p>(See <i>Scope</i>'s 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>	
<b>2</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p style="text-align: center;"><b>BODY PARAGRAPH(S)</b></p> <p><b>Now write your supporting points from Step 2.</b> <b>For each one, write 1-3 sentences that provide additional details.</b></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> <div style="width: 25%; border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i><b>Hint!</b> Order your supporting points from weakest to strongest. Readers will remember details that are presented last.</i></p> </div> </div>
<b>3</b>	<b>ACKNOWLEDGE THE OTHER SIDE</b>
<p><b>Now it's time to recognize the other side of the argument.</b></p> <p>Use what you wrote in Step 3.</p> <p>Then explain why you think the opposing point of view is wrong.</p>	
<b>4</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p style="text-align: center;"><b>CONCLUSION</b></p> <p><b>Write 2-3 sentences to remind your readers of your main points.</b></p> <p>Finish with a strong final sentence.</p> </div> <div style="width: 25%; border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i><b>Need an idea?</b> Refer to your hook, find a quote, or give a call to action.</i></p> </div> </div>
<b>5</b>	<b>READ AND REVISE</b>
<p><b>Use <i>Scope</i>'s "Argument-Essay Checklist" to evaluate and edit what you have written.</b></p>	

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

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

# Vocabulary:

## "Should Alicia Give Up *Fortnite*?"

- 1. addictive (uh-DIK-tiv)** *adjective*; To be addicted to something is to feel like you need to have it or do it all the time—to feel like you can't give it up even if you want to.

*Addictive* is used to describe something that people can easily become addicted to. For example, cigarettes are addictive. People also use *addictive* in a more casual way to describe something that is so enjoyable that you want more and more of it, as in, "I watched five episodes of *Stranger Things* last night. That show is addictive."

- 2. beneficial (ben-uh-FISH-uhl)** *adjective*; Something beneficial is useful or helpful—it benefits you in some way. Getting plenty of sleep is beneficial to your health. If you are always running late in the morning, you might find it beneficial to choose your clothes the night before.

- 3. compromise (KOM-pruh-mayhz)** *verb*; As it is used in the article, *compromise* means "to weaken, damage, or impair." You compromise your safety if you don't wear your seat belt.

*Compromise* can also mean "to come to an agreement by having everyone give up a little bit of what they want." Imagine twins Janet and Jared are having a joint birthday party. Janet wants to serve pizza and chocolate cake; Jared wants to serve burgers and lemon cupcakes. The twins might compromise by serving pizza and lemon cupcakes.

- 4. excessive (ek-SES-iv)** *adjective*; Something that is excessive goes beyond what is necessary, normal, or desirable. If you eat an excessive amount of candy, you might get a stomachache. A football player might get a penalty for unsportsmanlike conduct if his end-zone celebration is excessive.

- 5. graphic (GRAF-ik)** *adjective*; As it is used in the article, *graphic* means "overly clear, realistic, or detailed in a visual way." If a movie has graphic violence, the violence looks very real—to the point that it is horrifying or shocking.

- 6. groggy (GROG-ee)** *adjective*; If you feel groggy, you feel dazed, weak, or unsteady, usually because you haven't gotten enough sleep. Illness and certain medications can also make people feel groggy.

- 7. vibrant (VAHY-bruhnt)** *adjective*; Something that is vibrant is lively and energetic. Someone with a vibrant personality is full of enthusiasm. Vibrant colors are bright and striking.

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**Directions:** On 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

## "Should Alicia Give Up *Fortnite*?"

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

**1. beneficial**

- Ⓐ helpful                      Ⓑ harmful

**2. addictive**

- Ⓐ uninteresting              Ⓑ irresistible

**3. excessive**

- Ⓐ unnecessary              Ⓑ necessary

**4. graphic**

- Ⓐ unclear                      Ⓑ detailed

**Directions:** For each question below, fill in the circle next to the best answer. Briefly explain your choice.

**5. Which would be beneficial to the environment?**

- Ⓐ an increase in the number of cars on the road  
Ⓑ more people riding bikes or walking instead of driving

**Reason:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6. Which umbrella is more vibrant?**

- Ⓐ a red one covered in tropical orange flowers  
Ⓑ a black one covered in gray raindrops

**Reason:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions:** Briefly respond to each prompt below.

**7. What is something that might compromise Luke's trust in Max?**

\_\_\_\_\_  
\_\_\_\_\_

**8. If your soccer team is playing in the championship game tomorrow, will you play well if you wake up feeling groggy? Explain.**

\_\_\_\_\_  
\_\_\_\_\_

**9. Calvin says his puppy's energy level is excessive. Describe how Calvin's puppy behaves.**

\_\_\_\_\_  
\_\_\_\_\_

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

# There vs. Their

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

## THERE

- Use **there** to refer to a place or to the existence of something.

*Anna found her book over **there**—behind the oak tree.*

*Ted promised that **there** will be free ice cream at his swim party.*

## THEIR

- Use **their** to indicate that something belongs to certain people, animals, or things.

*The Smiths brought **their** new baby home today.*

*The dogs fought over **their** tennis balls during the entire car ride.*

**Directions:** Write the correct word—*there* or *their*—in each blank below.

1. Megan is already at the party. Evan is meeting her \_\_\_\_\_ after dinner.
2. Sam carried the twins' birthday cake, and I carried \_\_\_\_\_ presents.
3. The Walker boys explained that \_\_\_\_\_ parrot flew away when they opened the window.
4. My brothers told me that \_\_\_\_\_ room was off limits.
5. When the loud concert finally ended, I was more than ready to get out of \_\_\_\_\_.
6. We set up the board game on the dining-room table after removing Princess, our cat that likes to sleep \_\_\_\_\_.
7. The art students proudly hung \_\_\_\_\_ paintings in the hallway.

**Directions:** Write one sentence using *there* and one sentence using *their*.

8. \_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_

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

# Analyzing Poetry

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

## What My Name Means

by Jennifer Dignan

Go to  
Scope Online  
to hear this  
poem read  
aloud.

- 1 My sister thinks my name means  
"sharer of back seats and secrets."  
My mom thinks my name means  
"needs a lot of rides to gymnastics" and  
5 "loves comic books, like me."  
My dad thinks my name means  
"weirdly obsessed with that band Imagine Dragons" and  
"loves corny jokes, like me."  
My cat thinks my name means "always good for a snuggle."  
10 My best friend thinks my name means  
"tells me the truth no matter what; best giggle in the world."  
My art teacher thinks my name means "gifted."  
My music teacher thinks my name means  
"definitely tries hard."  
15 My neighbor thinks my name means  
"kid who cuts the grass."  
My dentist thinks my name means  
"kid who needs to floss."  
I think  
20 there's some stuff that they left out, like  
"dreams of life in a big city" and  
"lies awake at night sometimes,  
worrying about the whales" and  
"having doubts about gymnastics" and  
25 "loves nothing more than to close her eyes  
and listen to the rain."

**Directions:** Work with your partner or group to answer the following questions. There are no right or wrong answers!

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**1** Many first names have a meaning based on their origins. For example, Julia means "youthful," David means "beloved," and Margaret means "pearl." In this poem, the speaker says what different people in her life think her name "means." But the speaker doesn't mean that these people *literally* think her name means the things she says.

What does the speaker mean when she says that someone thinks her name means something?

**2** What do you notice about the people the speaker mentions in the poem? For example, are they all people who know her? How well do they know her? What do you notice about the order in which these people are listed?

**3** What do lines 1-2 reveal about the speaker and her sister? Explain.

**4** Reread lines 3-8. What do the lines about the speaker's mom have in common with the lines about the speaker's dad? Why do you think the speaker might have chosen to do this?

**5** Consider lines 6-7: "My dad thinks my name means/weirdly obsessed with that band Imagine Dragons." How do the lines tell you something about both the speaker and her dad?

**6** The speaker says that her mom thinks her name means "needs a lot of rides to gymnastics." Why do you think the speaker's mom thinks this? Would it make sense for the speaker's neighbor or dentist to think this? Explain.

**7** In your own words, explain what lines 12-14 reveal about the speaker.

**8** Now consider lines 19-26, in which the speaker reveals what she thinks her name means. How are these meanings of the speaker's name different from all the other meanings listed in the poem?

**9** Does the speaker seem to agree with the way other people see her? Explain

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

# What YOUR Name Means

**Directions:** After reading "What My Name Means" by Jennifer Dignan, complete the activity "Analyzing Poetry." Then follow the directions below to write your own "What My Name Means" poem—about yourself!

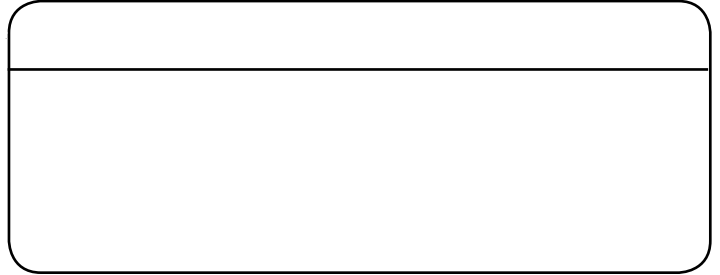
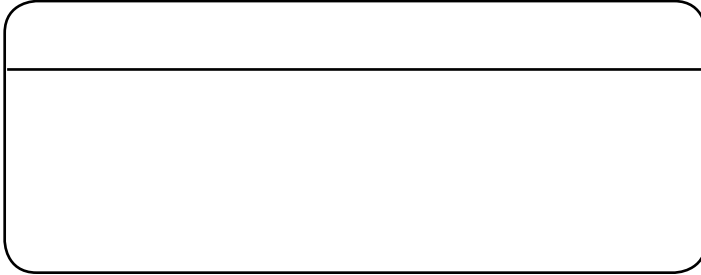
**1** At the top of each box, write a person you will mention in your poem. You can use people's actual names or identify them the way Dignan does: "my mom," "my neighbor," etc. Under each person's name, brainstorm ideas of how he or she might identify you—what that person might think your name "means."

family members


a close friend



teachers or coaches


people who know you, but not that well




**2** Now think about the things that other people don't know about you. Use the labels on the boxes to help you brainstorm ideas. There is also a box for you to write ideas that don't fit into any of the other boxes.


goals and dreams



things that you deeply care a lot about



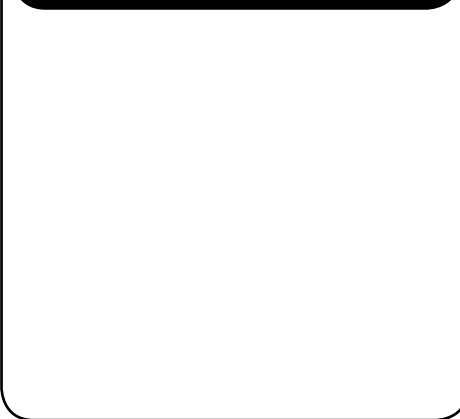
fears and worries about yourself or your life



things that make you happy



other ideas



**3** Look back at what you brainstormed on pages 1 and 2. In each box, highlight or circle the ideas that you like best. (If you think of anything to add to the boxes while you're doing this, go ahead and add it!)

**4** Now it's time to write the first draft of your poem. Use Jennifer Dignan's poem "What My Name Means" as a model to write your own "What My Name Means" poem—about what YOUR name means.

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

- say what eight different people, plus yourself, think your name means.
- start your idea for each of the eight people with "\_\_\_\_\_ thinks my name means." (Fill in the blank with the person's name.)
- include the lines "I think / there's some stuff that they left out, like" before you tell what you think your name means.

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

Most important of all, ask yourself, "Would someone reading this poem get an idea of who I am? Would he or she get an idea of what is special about me?" If not, what can you change to make your poem more personal?

**6** Once your poem is finished, decorate it with doodles the way Dignan's poem is decorated on page 32 of the September issue of *Scope*. Your doodles, like the ones in *Scope*, should reflect ideas and images in the poem.

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

# Scope Poetry Contest

Write and illustrate your own poem titled "What My Name Means" using Jennifer Dignan's poem as a model.

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

## Entries will be judged on:

⇒ creativity

⇒ clarity

⇒ strength of descriptive language

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name : \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature: \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 15, 2018!**