

Name: _____ Date: _____

Central Ideas and Details

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

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

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Race Against Death."

1. Reread the introduction to "The Race Against Death." Which quote below BEST expresses the central idea of this section?

- Ⓐ "The diphtheria vaccine had been around for only a few years, and most Americans had not yet received it." (p. 6)
- Ⓑ "The *Alameda* had brought Dr. Welch his winter supplies: cotton balls, ether, tongue depressors, thermometers, and various medicines." (p. 6)
- Ⓒ "Diphtheria is a bacterial infection of the nose and throat . . ." (p. 6)
- Ⓓ "... without the diphtheria-fighting antitoxin, Nome's population would be helpless in an outbreak." (p. 6)

2. Read the central idea of the section "A Deadly Outbreak," 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:
Diphtheria is a dangerous and life-threatening disease.

- Ⓐ "At that time, nearly 200,000 people were sickened by diphtheria each year, and it was a major cause of death among children, who are especially vulnerable." (p. 6)
- Ⓑ "Dr. Welch guessed the child was suffering from a mild infection. But by morning, the child was dead." (p. 6)
- Ⓒ "To treat the townspeople, Dr. Welch needed 1 million units of fresh antitoxin." (p. 7)
- Ⓓ "Now the boy had developed a thick, gray membrane in his throat. . . . In a matter of days, the membrane could block Billy's windpipe and kill him." (p. 6)

I chose _____ because _____

- 3. Read the details from the sections "A Single Push" and "The Final Musher" listed below. In the box, write a central idea that these details support.**

Central Idea:

Detail 1: "As a rule, dogsled drivers avoided traveling in temperatures lower than 40 degrees below zero. That night, it was 50 below." (p. 9)

Detail 2: "But the monster blizzard had closed in, bringing powerful winds, blinding snow, and a windchill of 70 degrees below zero." (p. 9)

Detail 3: "For the next 20 miles, wind beat mercilessly at Kaasen and his dogs. The sled kept careening off the trail, dragging the dogs along with it. The musher was losing strength." (p. 10)

- 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:

The mushers who participated in the race to Nome displayed incredible strength, courage, and resilience.

Supporting detail 1:

"In spite of the risks, Shannon pushed on, pausing for only a few hours near the end to rest his dogs and warm his frozen body." (p. 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 "The Race Against Death."

1. Read the central idea of the introduction and the section "A Deadly Outbreak" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:
Diphtheria is a dangerous and life-threatening disease.

- ☐ "Dr. Welch guessed the child was suffering from a mild infection. But by morning, the child was dead." (p. 6)
- ☐ "To treat the townspeople, Dr. Welch needed 1 million units of fresh antitoxin." (p. 7)
- ☐ "But as Dr. Welch well knew, the disease strikes suddenly and is highly contagious . . ." (p. 6)
- ☐ "At the time, nearly 200,000 people were sickened by diphtheria each year, and it was a major cause of death among children, who are especially vulnerable." (p. 6)
- ☐ "The diphtheria vaccine had been around for only a few years, and most Americans had not yet received it." (p. 6)

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

Central Idea:
The mushers who participated in the race to Nome _____

Detail 1: "As a rule, dogsled drivers avoided traveling in temperatures lower than 40 degrees below zero. That night, it was 50 below." (p. 9)

Detail 2: "In spite of the risks, Shannon pushed on, pausing for only a few hours near the end to rest his dogs and warm his frozen body." (p. 9)

Detail 3: "He would have to travel one of Alaska's most hazardous trails and take a shortcut across the frozen Norton Sound." (p. 8)

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of “The Race Against Death.”

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

2. What significant event does the article describe?

3. What problem does the main person(s) in the article face?

4. How was this problem solved?

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

Directions: Your turn! Write an objective summary of “The Race Against Death.” You can use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “The Race Against Death”

[illegible]

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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 "The Race Against Death."

In the winter of 1925, disaster struck the town of Nome, Alaska. There was an outbreak of a deadly infection called diphtheria. Diphtheria _____
_____, but the town of Nome did not have a fresh supply. The closest supply was hundreds of miles away in a city called Anchorage, and it would be nearly impossible to transport the medicine from Anchorage to Nome because _____
_____. So Nome's officials came up with a plan: _____
_____.
The mushers and their dogs _____
_____. Nevertheless, the teams persevered and delivered the medicine to Nome in _____.
The diphtheria outbreak was stopped and hundreds of lives were saved.

2. Why was getting the antitoxin to Nome a problem?

1. How was diphtheria treated at the time?

3. How was the medicine to be delivered to Nome?

4. What kind of conditions did the teams travel in?

5. How long did the trip take?

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Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in "The Race Against Death."

1. How do the maps on page 6 contribute to the article?

2. What does the photo of the hospital on page 7 tell you about what Nome was like in the winter?

3. What does the caption "What Makes a Great Sled Dog?" on page 8 help you understand about how the dogs were able to survive their treacherous journey?

4. What does the photo of Gunnar Kaasen and Balto on page 10 suggest about their relationship? Explain your answer.

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Finding and Using Text Evidence

Directions: Read “Are Phones Making Us Zombies?” Then complete the activity below.

1. Imagine that you are writing a paragraph explaining why teens are more at risk of developing a phone addiction than adults are.

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

- Ⓐ Teens are more at risk of developing a phone addiction because they don’t get enough sleep.
- Ⓑ Teens are more at risk of developing a phone addiction because their brains are still developing.
- Ⓒ Nearly half of teens report being online “almost constantly,” according to a Pew Research Center study.

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

- Ⓐ “According to a 2016 Common Sense Media survey, 50 percent of kids and teens feel addicted to their mobile devices.” (p. 21)
- Ⓑ “Teens need about nine hours of sleep each night to stay healthy . . . 43 percent of teens are getting fewer than seven hours.” (p. 22)
- Ⓒ “The parts of your brain that control pleasure and emotion are more developed than the parts that control logic and reasoning. This affects your decision-making . . .” (p. 22)

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

- Ⓐ It shows that many teenagers are getting less sleep than they need.
- Ⓑ It shows how many teens feel addicted to their phones.
- Ⓒ It shows how teen brains are still developing and how this difference in development affects teens.

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

Spending too much time on your phone can be harmful.

- Ⓐ “You actually *feel* your phone vibrating in your pocket, even though it isn’t there.” (p. 21)
- Ⓑ “So constantly checking your phone means not only that you may never reach the level of deep thought you’re capable of, but also that it will take you longer to get things done.” (p. 22)
- Ⓒ “Over time, the association your brain makes between your smartphone and good feelings can become so strong that those buzzes and dings become impossible to resist.” (p. 21)

I chose ____ because _____

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

The brain plays a role in smartphone addiction.

- Ⓐ “In fact, app makers *want* you to get hooked on their products.” (p. 23)
- Ⓑ “But because your brain is hyper-focused on seeking out pleasurable experiences, the lure of your device can overpower everything else.” (p. 22)
- Ⓒ “All those anxious thoughts about everything you’re missing out on—the posts, the likes, the snaps—can be just as distracting as your phone itself.” (p. 22)
- Ⓓ “Your brain likes this rush of dopamine and wants to re-create it again and again, so you check your phone again and again.” (p. 21)
- Ⓔ “But now, even leaders in the tech industry admit that their products can be harmful when used excessively.” (p. 23)

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

Evidence ____ does not support the statement because _____

4. Choose the paragraph that correctly uses text evidence from the article in the form of a direct quotation.

- Ⓐ Smartphones can make it impossible to concentrate. It takes your brain about 23 minutes to achieve the state of concentration you need to write an essay or read a novel (22). But every time you check your phone, writes Carro, your brain is pulled out of its state of concentration. In other words, constantly looking at your phone prevents your brain from fully focusing on a task.
- Ⓑ Smartphones can make it impossible to concentrate. In the article “Are Phones Making Us Zombies?” author Mackenzie Carro writes, “It takes your brain about 23 minutes to achieve the state of concentration you need to write an essay or read a novel” (22). But every time you check your phone, writes Carro, “your brain is pulled out of its state of concentration” (22). In other words, constantly looking at your phone prevents your brain from fully focusing on a task.
- Ⓒ Smartphones can make it impossible to concentrate. In the article “Are Phones Making Us Zombies?,” author Mackenzie Carro explains that it takes about 23 minutes for our brains to achieve the state of concentration that’s needed to do something like write an essay, but every time we check our phones, our brains get pulled out of this state (22).

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

5. Choose the paragraph that correctly uses text evidence from the article in the form of a paraphrase.

- Ⓐ There are ways to combat smartphone addiction. In Mackenzie Carro’s article “Are Phones Making Us Zombies?,” psychologist Larry Rosen suggests taking technology breaks from your phone. As time goes on, he says, you will be able to take longer and longer breaks without feeling anxious (23). In other words, taking periodic breaks from your phone can help you start to feel less addicted to it.
- Ⓑ There are ways to combat smartphone addiction. In the article “Are Phones Making Us Zombies?,” author Mackenzie Carro writes, “Rosen also recommends taking technology breaks. . . . As time goes on, you’ll find that you can take longer breaks without fear of missing out” (23).
- Ⓒ There are ways to combat smartphone addiction. Psychologist Larry Rosen suggests taking technology breaks from your phone. As time goes on, he says, you will be able to take longer and longer breaks without feeling anxious (23).

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

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

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Finding Text Evidence

Directions: Read “Are Phones Making Us Zombies?” Then complete the activity below.

1. Choose the TWO pieces of text evidence from the article that best support the statement below.

STATEMENT:

The brain plays a role in smartphone addiction.

- Ⓐ “All those anxious thoughts about everything you’re missing out on—the posts, the likes, the snaps—can be just as distracting as your phone itself.” (p. 22)
- Ⓑ “Your brain likes this rush of dopamine and wants to re-create it again and again, so you check your phone again and again.” (p. 21)
- Ⓒ “But now, even leaders in the tech industry admit that their products can be harmful when used excessively.” (p. 23)
- Ⓓ “But because your brain is hyper-focused on seeking out pleasurable experiences, the lure of your device can overpower everything else.” (p. 22)

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

STATEMENT:

Teens are at greater risk than adults of developing smartphone addiction.

- Ⓐ “In fact, app makers *want* you to get hooked on their products.” (p. 23)
- Ⓑ “Teens need about nine hours of sleep each night to stay healthy. According to a study conducted by psychologist Jean Twenge, 43 percent of teens are getting fewer than seven hours.” (p. 22)
- Ⓒ “For you, the risk of developing this kind of obsessive relationship with your phone is higher than it is for an adult because your brain is still developing.” (p. 22)

I chose ____ because _____

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

STATEMENT:

- Ⓐ “. . . experts do believe [smartphone addiction] is a serious problem that wreaks havoc on our bodies and minds—making us distracted, tired, anxious, and unhappy.” (p. 21)
 - Ⓑ “Many experts, including Twenge herself, are certain that smartphones are a big factor in this sleep deprivation.” (p. 22)
 - Ⓒ “So constantly checking your phone means not only that you may never reach the level of deep thought you’re capable of, but also that it will take you longer to get things done.” (p. 22)
-

4. 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:

There are ways to develop a healthier relationship with your phone.

- Ⓐ “First, says Rosen, stop using your phone at least an hour before you go to bed at night.” (p. 23)
- Ⓑ “Rosen also recommends taking technology breaks.” (p. 23)
- Ⓒ _____

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Exploring Text Structures

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

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Are Phones Making Us Zombies?"

1. The first section of "Are Phones Making Us Zombies?" uses description. What is the author describing?

2. A. Underline the text structure used in the first paragraph of the section "Warning Signs."

sequence of events

compare and contrast

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

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 "So Sleepy," the author uses a cause-and-effect structure to explain how phones can affect your sleep. Read the following cause. Explain its effect on the lines provided.

Cause: Phones emit a certain type of light that makes it hard for you to fall asleep.

Effect: _____

4. A. Which text structure does the author use in the sections "Setting Limits" and "Phone-Free Time"?

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

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Making Inferences

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

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

Clues	Inference
<p>1. In Scene 1, Victor Frankenstein's creation stirs to life:</p> <p>SD2: Victor jumps back, a look of disgust on his face. Victor: Watery yellow eyes, sallow skin, misshapen arms and legs . . . You . . . you were supposed to be beautiful . . . but . . . SD3: Another clap of thunder! Victor: You are hideous! SD1: Victor runs out of the room and the lights fade.</p>	<p><i>What do these lines reveal about how Victor feels about the creature?</i></p> <p>These lines reveal that Victor is sickened and appalled by the creature he created. When he first sees the creature, he jumps back with a "look of disgust." These lines also reveal Victor's disappointment in his creation. He calls the creature "hideous" and says that it was "supposed to be beautiful."</p>
<p>2. <i>Find two lines that support the inference on the right.</i></p>	<p>The creature wants to be loved and accepted by Victor.</p>
<p>3. In Scene 5, the creature is secretly watching the De Lacey family:</p> <p>Shelley: Day after day, the creature watches the family. He learns to speak by listening to them. He grows fond of them and secretly does them favors.</p>	<p><i>What do these lines reveal about the creature?</i></p>

Clues	Inference
5. Find two moments in the play that support the inference on the right.	The creature committed evil acts because people rejected him and treated him cruelly.

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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 1 of *Frankenstein*.

SD1: From the darkness comes a deafening crash of thunder and a flash of lightning.

SD2: The curtain rises, and a spotlight reveals Mary Shelley, our storyteller, standing in a corner.

Mary Shelley: Long ago, in the German town of Ingolstadt [ING-guhl-shtaht], a young scientist had a dream.

SD3: The stage lights slowly come up on Victor Frankenstein standing in his cluttered laboratory. Candles struggle to illuminate the gloom.

SD1: Victor is surrounded by body parts—legs, arms, heads, eyeballs.

SD2: On the table before him is the body of an enormous man. He is 8 feet tall.

SD3: Shelley slowly walks across the stage. Victor does not see her.

Shelley: For two years, Victor Frankenstein has been collecting bones and organs, stitching together muscles and arteries. He has been constructing this creature from a collection of corpses.

SD1: Rain lashes against the roof.

Shelley: And now, in the dead of night, his quest to create a living human being is nearly complete.

Victor (*whispering*): Will nature reveal to me the secrets of life?

SD2: The candles flicker.

Victor (*louder*): If my experiment is a success . . .

SD3: Wind rattles the window.

Victor (*very loud*): . . . I will be able to bring back the dead!

SD1: Thunder rumbles through the room.

Victor (*shouting*): And a new species will bless ME as its creator. ME!

SD2: Lightning cracks violently, shaking the table.

SD3: Just then, the creature opens his eyes and parts his lips.

Creature (*gasping for breath*): Guuuuh!

SD1: The creature’s limbs twitch.

SD2: Victor jumps back, a look of disgust on his face.

Victor: Watery yellow eyes, sallow skin, misshapen arms and legs . . . You . . . you were supposed to be beautiful . . . but . . .

SD3: Another clap of thunder!

Victor: You are hideous!

SD1: Victor runs out of the room and the lights fade.

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

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 playwright uses! 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 playwright uses 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. Set the Mood

Imagine that you are the set designer for a theater that plans to put on this play. Write an email explaining your vision to the rest of your crew—the makeup artists, lighting team, music and sound team, props master, etc.—so that they understand the atmosphere you want to create in Scene 1.

Name: _____ Date: _____

Exploring Mood

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

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SD3: The stage lights slowly come up on Victor Frankenstein standing in his cluttered laboratory. Candles struggle to illuminate the gloom.

SD1: Victor is surrounded by body parts—legs, arms, heads, eyeballs.

SD2: On the table before him is the body of an enormous man. He is 8 feet tall.

SD3: Shelley slowly walks across the stage. Victor does not see her.

Shelley: For two years, Victor Frankenstein has been collecting bones and organs, stitching together muscles and arteries. He has been constructing this creature from a collection of corpses.

SD1: Rain lashes against the roof.

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SD3: Just then, the creature opens his eyes and parts his lips.

Creature (*gasping for breath*): Guuuh!

SD1: The creature's limbs twitch.

SD2: Victor jumps back, a look of disgust on his face.

Victor: Watery yellow eyes, sallow skin, misshapen arms and legs . . . You . . . you were supposed to be beautiful . . . but . . .

SD3: Another clap of thunder!

Victor: You are hideous!

SD1: Victor runs out of the room and the lights fade.

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

suspenseful, spine-chilling

Something *spine-chilling* makes you feel terrified excitement. It sends shivers up your back.

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 suspenseful and spine-chilling mood.

In this scene, Dr. Victor Frankenstein is trying 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 suspenseful and spine-chilling 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 suspenseful and spine-chilling mood. **UNDERLINE** two more lines of dialogue that do this.

4. Word Choice

Look at all of the vivid verbs the playwright uses! These verbs help create the mood.

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

5. Imagery

The imagery the playwright uses 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 suspenseful and spine-chilling mood. **PLACE A STAR** by at least two more sensory details.

6. Set the Mood

Imagine that you are the set designer for a theater that plans to put on this play. Write an email explaining your vision to the rest of your crew—the makeup artists, lighting team, music and sound team, props master, etc.—so that they understand the atmosphere you want to create in Scene 1.

Name: _____ Date: _____

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 Maggie Pierce's tone in "Is It OK to Lie?"

1.

Consider this passage from the introduction on page 26:

Your best friend shows up at school with a new haircut. It is *not* a good haircut. In fact, it looks like he lost a wrestling match with a lawn mower.

In this passage, Pierce's tone could be described as lighthearted. Let's look at why.

Lighthearted
means
"amusing and
entertaining."

A. First let's look at a small detail. The author put the word *not* in italics in the sentence "It is *not* a good haircut."
How does the author's choice to put *not* in italics help create a lighthearted tone?

B. Now let's look at the simile the author uses to describe the friend's haircut. The author writes, "... it looks like he lost a wrestling match with a lawn mower."
How does this simile help create a lighthearted tone?

2. Now consider this passage from page 27:

Perhaps the key is to think about why you're lying. There's a difference between lying to spare yourself—like faking illness to miss a big test—and lying to spare someone else. Of course, even lying out of kindness can be complicated. It would be cruel to tell your sister she's an awful cook. But if she plans to audition for *Chopped Junior*, being honest and telling her she needs to hone her skills first could save her from colossal disappointment.

A. Choose the word that best describes the tone of this passage.

- Ⓐ nervous
- Ⓑ disapproving
- Ⓒ thoughtful

B. Explain your choice in part A.

3. If you think about this article as a whole, what is the author's tone as she writes about lying? Choose the best answer.

- Ⓐ She has a shocked and scolding tone. She sounds like she is horrified that Americans lie as often as they do and strongly disapproves of anyone who lies for any reason.
- Ⓑ She uses a calm, reasonable, and thoughtful tone as she respectfully presents different points of view about lying. Sometimes she uses humor to keep her article lighthearted.
- Ⓒ She sounds indifferent about the question of whether it's ever OK to lie, like she doesn't understand why anyone would make a big deal out of it. She sounds like she doesn't think it's worth worrying about it.

Name: _____ Date: _____

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In this passage, Pierce's tone could be described as lighthearted. Let's look at why.

Lighthearted
means
"amusing and
entertaining."

A. First let's look at a small detail. The author put the word *not* in italics in the sentence "It is *not* a good haircut."

Finish the sentence to explain how the author's choice to put *not* in italics helps create a lighthearted tone:

The author's choice to put "not" in italics emphasizes that the friend's haircut is _____. The idea of this haircut is kind of funny.

B. Now let's look at the simile the author uses to describe the friend's haircut. The author writes, "... it looks like he lost a wrestling match with a lawn mower."

Finish the sentence to explain how this simile helps create a lighthearted tone:

The simile is a(n) _____ way of describing the friend's hair. It creates a(n) _____ image in the reader's mind.

2. Now consider this passage from page 27:

Perhaps the key is to think about why you're lying. There's a difference between lying to spare yourself—like faking illness to miss a big test—and lying to spare someone else. Of course, even lying out of kindness can be complicated. It would be cruel to tell your sister she's an awful cook. But if she plans to audition for *Chopped Junior*, being honest and telling her she needs to hone her skills first could save her from colossal disappointment.

A. Choose the word that best describes the tone of this passage.

- Ⓐ nervous
- Ⓑ disapproving
- Ⓒ thoughtful

B. Explain what creates the tone you chose in part A.

3. If you think about this article as a whole, what is the author's tone as she writes about lying? Choose the best answer.

- Ⓐ She has a shocked and scolding tone. She sounds like she strongly disapproves of lying for any reason.
- Ⓑ She uses a calm, reasonable, and thoughtful tone as she respectfully presents different points of view about lying. Sometimes she uses humor to add lighthearted moments.
- Ⓒ She sounds unconcerned about the question of whether it's ever OK to lie, like she doesn't understand why anyone would spend time worrying about it.

Name: _____ Date: _____

Its vs. It's

Its and *it's* are often confused and misused. Here's what you need to know to use them correctly.

ITS is a possessive that indicates ownership.

Examples:

The cat looked sadly at **its** empty bowl.
That website sure takes **its** time loading.

IT'S is a contraction for "it is" or "it has."

Examples:

It's a beautiful painting.
It's been a long time since I talked to Jacob.

Here's a trick: Replace the *it's* or *its* in your sentence with *it is* or *it has*.
If the sentence makes sense, *it's* is correct. If it does not, *its* is correct.

Directions: Choose the correct sentence(s) in each group below.

1. Ⓐ Its difficult to work when its such a nice day outside.
Ⓑ It's difficult to work when it's such a nice day outside.
Ⓒ It's difficult to work when its such a nice day outside.
Ⓓ Its difficult to work when it's such a nice day outside.
2. Ⓐ "That dog is hurt!" exclaimed Jenny. "Look, its cut its paw."
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Ⓓ "That dog is hurt!" exclaimed Jenny. "Look, its cut it's paw."
3. Ⓐ I love the new soccer field. Its so green, and its right next to the park.
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Ⓓ I love the new soccer field. Its so green, and it's right next to the park.
4. Ⓐ Its hard to believe that plant has already outgrown its pot.
Ⓑ It's hard to believe that plant has already outgrown it's pot.
Ⓒ It's hard to believe that plant has already outgrown its pot.
Ⓓ Its hard to believe that plant has already outgrown it's pot.

Directions: Fill in each blank with *its* or *it's*. Then write your own sentence using *its* or *it's*—or both!

5. "_____ never been this warm on my birthday before," remarked Sharon.

6. The parrot rearranged _____ feathers using _____ beak.

7. The cruise ship was on _____ way to the Bahamas.

8. _____

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Is It OK to Lie?" Complete the essay kit on page 27.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Is sit ever OK to lie?

Consider what you read in the article, as well as your own viewpoints.
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!** Kindness matters most.

☐ **No!** Lying is wrong. Period.

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "Yes" and "No" columns on page 27. Which points 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 it's never OK to lie, one of your supporting details might be:
"... if we can't assume that others are telling the truth, how can we trust anything we hear or read?"

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that it is OK to lie sometimes, summarize the strongest arguments of those who disagree. If you think that it is never OK to lie, summarize the main reasons some people think it *is* sometimes OK.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe your experience with lying. Have you ever told a lie that spun out of control? Have you ever told a white lie that made a friend feel better?
- 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. Here's one way you could structure your question:
"Is lying really that harmful if _____?"
- 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: _____

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. Finish the summary of the debate over lying that appears below.

Sometimes people don't tell the truth to spare someone's feelings or to be polite. Some people think that lying in this way is OK. Others think that _____

[illegible]

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

Argument Essay Outline

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

1	<p style="text-align: center;">INTRODUCTION</p> <p style="text-align: center;">Open with your hook from Step 5.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Write a transition sentence that relates your hook to the question of whether it is ever OK to lie.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Write your summary of the issue from Step 6.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Finish with your thesis from Step 4.</p>
2	<p style="text-align: center;">BODY PARAGRAPH(S)</p> <p style="text-align: center;">Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p style="text-align: center;">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 style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; width: 200px;"> <p><i>Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</i></p> </div>
3	<p style="text-align: center;">ACKNOWLEDGE THE OTHER SIDE</p> <p style="text-align: center;">Now it's time to recognize the other side of the argument.</p> <p style="text-align: center;">Use what you wrote in Step 3.</p> <p style="text-align: center;">Then explain why you think the opposing point of view is wrong.</p>
4	<p style="text-align: center;">CONCLUSION</p> <p style="text-align: center;">Write 2-3 sentences to remind your readers of your main points.</p> <p style="text-align: center;">Finish with a strong final sentence.</p> <div style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; width: 200px;"> <p><i>Need an idea? Refer to your hook, find a quote, or give a call to action.</i></p> </div>
5	<p style="text-align: center;">READ AND REVISE</p> <p style="text-align: center;">Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>

Name: _____ Date: _____

“Is It OK to Lie?” Quiz

Directions: Read “Is It OK to Lie?” Then answer the questions below.

- The author writes, “Plus, if we can’t assume that others are telling the truth, how can we trust anything we hear or read?” (p. 26)
What literary device is she using?
 (A) metaphor
 (B) hyperbole
 (C) rhetorical question
 (D) symbolism
- Why does the author use the literary device you chose in Question 1? Select TWO answers.
 (A) to show how lying can be harmful
 (B) to encourage readers to think about how lying can affect their lives
 (C) to help readers understand what a lie is
 (D) to support the argument that lying is OK
- The author most likely includes the statement from psychologist Jane Frank on page 27 to
 (A) convince people to be kind.
 (B) support the argument that lying is OK in certain situations.
 (C) refute the argument that lies are harmless.
 (D) show that even psychologists lie sometimes.
- Which claim could be supported by information in the article?
 (A) Most people lie because they don’t feel lying is wrong.
 (B) Americans don’t lie very much.
 (C) It’s OK to lie if you are trying to protect someone’s feelings.
 (D) It’s OK to lie if you’re doing it to help yourself.

Constructed-Response Questions

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

- What idea about lying does the cartoon on page 26 express? In the article, how does author Maggie Pierce express a similar idea? Explain, using text evidence to support your answer.
- On page 26, author Maggie Pierce writes, “. . . deceiving those we care about can damage our relationships.” How well does she support this statement? How could Pierce have strengthened her argument? Explain your answer.

Name: _____ Date: _____

“Is It OK to Lie?” Quiz

Directions: Read “Is It OK to Lie?” Then answer the questions below.

1. The author writes, “Plus, if we can’t assume that others are telling the truth, how can we trust anything we hear or read?” (p. 26)

What literary device is she using?

- (A) metaphor
- (B) hyperbole
- (C) rhetorical question
- (D) symbolism

2. Why does the author use the literary device you chose in Question 1? Select TWO answers.

- (A) to show how lying can be harmful
- (B) to encourage readers to think about how lying can affect their lives
- (C) to help readers understand what a lie is
- (D) to support the argument that lying is OK

3. Which line BEST supports the argument that lying is OK in certain situations?

- (A) “Most Americans lie about twice a day.” (p. 26)
- (B) “‘Most of the time, being kind to someone is more important than telling the absolute truth,’” says Jane Frank, a psychologist in New York City.” (p. 27)
- (C) “Telling tiny lies, experts say, makes us more likely to tell bigger, more harmful lies in the future.” (p. 26)
- (D) “We depend on each other to be honest, and deceiving those we care about can damage our relationships.” (p. 26)

4. Which claim could NOT be supported by information in the article?

- (A) It’s OK to lie if you are trying to protect someone’s feelings.
- (B) Americans lie often.
- (C) Many people tell lies without knowing it.
- (D) Telling one lie can lead to more lies.

Constructed-Response Questions

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

- 5. What idea about lying does the cartoon on page 26 express? Explain your answer.
- 6. On page 26, author Maggie Pierce writes, “Wrong or not, the fact is we all lie—a lot.” How well does she support this statement? Do you agree with her? Support your answer with text evidence.

Name: _____ Date: _____

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

Vocabulary:

"Is It OK to Lie?"

- 1. accumulate (uh-KY00-myuh-layt)** *verb*; *Accumulate* means "to collect, gather, or let pile up over a period of time." A stamp collector accumulates stamps. *Accumulate* can also mean "to gradually increase in number or amount over time." Mail might accumulate on the counter.
- 2. administer (ad-MIN-uh-ster)** *verb*; As it is used in the article, *administer* means "to give" or "to direct the taking of." Nurses administer drugs to their patients. Your teacher might administer an exam to your class.
- 3. charade (shuh-RAYD)** *noun*; A charade is something done just for show—something done to make it seem like something is true when really it is not. If you think Doug's apology is a charade, you might not accept it. It might be hard for your family to keep up the charade that they aren't throwing your sister a surprise party.
- 4. colossal (kuh-LAHS-uhl)** *adjective*; Something that is colossal is extremely large. Blue whales are colossal animals. If you haven't logged in to your email account for a month, you might have a colossal number of messages awaiting you when you log in.
- 5. deceive (dih-SEEV)** *verb*; To deceive people is to mislead them or make them believe something that is not true, usually to gain some personal advantage.
- 6. fib (fib)** *noun or verb*; A fib is a small lie or a lie about something unimportant. *To fib* is to tell a fib.
- 7. hone (hohn)** *noun or verb*; A hone is a special stone used for sharpening blades. As a verb, *hone* means to sharpen something using a hone. A chef might hone her knife before cutting tomatoes.

Hone is also used to describe sharpening a skill, an idea, or a product. In other words, to hone something means to improve it, make it more effective, or perfect it. You might hone your juggling skills by practicing every day.

Directions: Below or on the back of this page (if necessary), 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

"Is It OK to Lie?"

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

1. **colossal**

- Ⓐ enormous Ⓑ miniature

2. **fib**

- Ⓐ nonfiction Ⓑ fiction

3. **deceive**

- Ⓐ protect Ⓑ trick

4. **hone**

- Ⓐ improve Ⓑ worsen

Directions: Fill in the circle to show whether you think each statement is true or false. Briefly explain your choice.

5. Skyscrapers are colossal buildings.

- Ⓐ true Ⓑ false

Reason: _____

6. Friends who deceive you are good friends to have.

- Ⓐ true Ⓑ false

Reason: _____

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

7. Sara **fibbed/accumulated** and said she'd heard the new Ariana Grande record, though actually she hadn't.

8. Two inches of snow had **accumulated/deceived** on our porch in just an hour.

9. My sister said the man who **fibbed/administered** her driving test was not very friendly.

10. In *The Hunger Games: Catching Fire*, Katniss feels **deceived/colossal** by those who had a secret plan to rescue her from the arena.

Name: _____ Date: _____

Its vs. It's

Its and *it's* are often confused and misused. Here's what you need to know to use them correctly.

ITS is a possessive that indicates ownership.

Examples:

The cat looked sadly at **its** empty bowl.
That website sure takes **its** time loading.

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Directions: Choose the correct sentence(s) in each group below.

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Ⓒ It's difficult to work when its such a nice day outside.
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Ⓒ "That dog is hurt!" exclaimed Jenny. "Look, it's cut its paw."
Ⓓ "That dog is hurt!" exclaimed Jenny. "Look, its cut it's paw."
3. Ⓐ I love the new soccer field. Its so green, and its right next to the park.
Ⓑ I love the new soccer field. It's so green, and it's right next to the park.
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Ⓑ It's hard to believe that plant has already outgrown it's pot.
Ⓒ It's hard to believe that plant has already outgrown its pot.
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Directions: Fill in each blank with *its* or *it's*. Then write your own sentence using *its* or *it's*—or both!

5. "_____ never been this warm on my birthday before," remarked Sharon.

6. The parrot rearranged _____ feathers using _____ beak.

7. The cruise ship was on _____ way to the Bahamas.

8. _____

Name: _____ Date: _____

Close-Reading Questions

"The Race Against Death"

1. Consider the last line of the introduction: "Unfortunately, the people of Nome would not be that lucky." What literary device is the author using? What purpose does it serve? (literary devices, author's craft)
2. A place that is remote is far away and hard to get to. In the section "A Deadly Outbreak," how does the author support the idea that Nome, Alaska, was a remote place? (key ideas and supporting details)
3. Why was the trip to Nome so dangerous for the mushers? (key ideas and details, inference)
4. On page 9, the author writes, "In spite of the risks, Shannon pushed on, pausing for only a few hours near the end to rest his dogs and warm his frozen body." What does this detail tell you about Shannon? (inference)
5. Personification is the assignment of human qualities or emotions to nonhuman animals, objects, or ideas. What is the author personifying in the following line on page 10: "The minutes crawled by as Balto sniffed through several feet of snow . . ." What effect does this personification create? (figurative language, mood)

Name: _____ Date: _____

Critical-Thinking Questions

"The Race Against Death"

1. Why is it unlikely that the people of Nome would face the same crisis today that they faced in 1925?

2. Why do you think the story of Nome captured national attention?

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

Balto Contest

Imagine that Gunnar Kaasen has just arrived in Nome, and you are a journalist covering the crisis there. Write a news article, create a three-minute news video, or record a three-minute news podcast about what happened. Five winners will get *Ice Dogs* by Terry Lynn Johnson.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY November 15, 2018!

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Race Against Death.” 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? Explain your answer.

2. What does the photo of the hospital on page 7 tell you about what Nome was like in the winter?

3. Study the image of the national vaccine campaign poster at the bottom of page 9. What does it tell you about how Americans viewed diphtheria in the early 1900s?

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.

During Reading
Mood, Text Structure, Tone

5. There is a shift in mood in the section “A Deadly Outbreak.” Describe how the mood changes from the beginning to the end of this section.

6. Reread the section “Super Mushers.” What is the author’s **tone** as he writes about Leonhard Seppala? Explain your answer.

7. **A.** Check (☒) the statement that BEST describes the **text structure** (the way the author organizes information) in the sections “A Single Push” and “The Final Musher.”

The author compares the skills of mushers Leonhard Seppala, Charlie Olson, and Gunnar Kaasen.

The author gives a chronological account of the mushers’ race across Alaska.

The author explains the problems that the mushers encountered on their journey and how these problems were solved.

- B.** Explain how you know.

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.

Central Idea		
Detail #1 “As a rule, dogsled drivers avoided traveling in temperatures lower than 40 degrees below zero. That night, it was 50 below.” (p. 9)	Detail #2 “In spite of the risks, Shannon pushed on, pausing for only a few hours near the end to rest his dogs and warm his frozen body.” (p. 9)	Detail #3 “For the next 20 miles, wind beat mercilessly at Kaasen and his dogs. The sled kept careening off the trail, dragging the dogs along with it.” (p. 10)

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

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

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Race Against Death.” 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? Explain your answer.

2. What does the photo of the hospital on page 7 tell you about what Nome was like in the winter?

3. Study the image of the national vaccine campaign poster at the bottom of page 9. What does it tell you about how Americans thought about diphtheria in the early 1900s?

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.

During Reading

Mood, Text Structure, Tone

5. **A.** In the opening of the section “A Deadly Outbreak,” the author describes the first days of the diphtheria outbreak in Nome. Then, toward the end of the section, the author explains that a supply of antitoxin had been found and town officials had a plan to get it.

Mood is the feeling the reader gets from a piece of writing. In the section “A Deadly Outbreak,” the mood changes from

- Ⓐ excited to hopeless.
- Ⓑ frightened to hopeful.
- Ⓒ angry to thankful.

B. Briefly explain how you know:

6. **Text structure** is the term for how an author organizes information. In the sections “Super Mushers” and “A Single Push” the author uses a sequence-of-events structure to give a chronological account of the mushers’ race across Alaska. Which words and phrases in the sections help you identify this text structure?

- Ⓐ *on January 27; As Seppala raced east; When he arrived in Tolovana; By now*
- Ⓑ *sharp fragments of ice; frigid temperatures; frozen terrain; 50 below*
- Ⓒ *bravest and most experienced; the fastest musher; in just six days*

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 writing about Leonhard Seppala in the section “Super Mushers.”

joyful

doubtful

impressed

B. Briefly explain how you know:

After Reading
Central Idea/Details and Objective Summary

- 8. A.** Below is a **central idea** of the sections “A Single Push” and “The Final Musher” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.

Central Idea The mushers and dogs persevered through dangerous conditions.		
Detail #1 “In spite of the risks, Shannon pushed on, pausing for only a few hours near the end to rest his dogs and warm his frozen body.” (p. 9)	Detail #2 “The crate of medicine weighed 20 pounds.” (p. 8)	Detail #3 “For the next 20 miles, wind beat mercilessly at Kaasen and his dogs. The sled kept careening off the trail, dragging the dogs along with it.” (p. 10)

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

- 9.** An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “The Race Against Death.”

- a. Nome, Alaska, is located on a peninsula that can be difficult to travel to in the winter.
- b. It’s hard to believe that the mushers made it to Nome in only six days.
- c. The mushers who were bringing the medicine to Nome endured dangerous weather conditions.
- d. The article was very interesting to read.
- e. Balto was mostly black with some white on his chest and legs.
- f. Diphtheria is a dangerous disease that is highly contagious.

Name: _____ Date: _____

“The Race Against Death” Quiz

Directions: Read “The Race Against Death,” then answer the questions below.

1. Which statement best describes the section “A Deadly Outbreak”?

- (A) The author lists several causes of the diphtheria outbreak in Nome.
- (B) The author compares and contrasts Nome, Alaska to other parts of Alaska.
- (C) The author describes the diphtheria outbreak in Nome and then explains how the problem could be solved.
- (D) The author gives a chronological account of the dogsled race to Nome.

2. The authors develop the idea that diphtheria is dangerous in each of the following ways EXCEPT

- (A) by explaining that there was a vaccine for diphtheria.
- (B) by explaining how diphtheria spreads from person to person.
- (C) by listing the possible complications that diphtheria can cause.
- (D) by including a statistic about how many people were killed by diphtheria each year.

3. How do the authors characterize the mushers?

- (A) easygoing and friendly
- (B) determined and resilient
- (C) helpless and lonely
- (D) hopeful and stubborn

4. Choose TWO details that best support your answer to question 3.

- (A) “In spite of the risks, Shannon pushed on, pausing for only a few hours near the end to rest his dogs and warm his frozen body.” (p. 9)
- (B) “The musher was losing his strength.” (p. 10)
- (C) “Severe frostbite can cause flesh to die.” (p. 9)
- (D) “The mushers had made the trip in just six days.” (p. 10)

5. On page 9, the authors write, “In Nome, the crisis was becoming graver by the hour.” Context clues reveal that in this sentence, *grave* most closely means

- (A) serious.
- (B) lively.
- (C) unlucky.
- (D) encouraging.

6. Which detail would be LEAST important to include in a summary of the article?

- (A) The mushers made the trip to Nome in only six days.
- (B) Leonhard Seppala had to take a shortcut across the frozen Norton Sound.
- (C) Nome, Alaska, is difficult to reach in the winter because of its remote location.
- (D) Diphtheria is a highly contagious and dangerous disease.

Constructed-Response Questions

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

7. In the section “A Deadly Outbreak,” there is a shift in mood. How does the mood change? How do the authors create this shift in mood? Explain using text evidence.

8. Read the caption “What Makes a Great Sled Dog” on page 8. Why might the authors have included this caption? Explain your answer.

Name: _____ Date: _____

“The Race Against Death” Quiz

Directions: Read “The Race Against Death,” then answer the questions below.

1. The authors included the section “A Deadly Outbreak” mainly to

- (A) explain how diphtheria spreads.
- (B) show where Nome is located in Alaska.
- (C) describe the diphtheria outbreak in Nome and explain how it was being dealt with.
- (D) provide information about Alaska.

2. Which of the following lines best supports the idea that diphtheria is a dangerous disease?

- (A) “In a matter of days, the membrane could block Billy’s windpipe and kill him.” (p. 6)
- (B) “. . . Dr. Welch guessed the child was suffering from a mild infection.” (p. 6)
- (C) “The diphtheria vaccine had been around for only a few years, and most Americans had not received it.” (p. 6)
- (D) “The name *diphtheria* comes from the Greek word for ‘leather’. . .” (p. 6)

3. The authors portray “Wild Bill” Shannon as

- (A) easygoing and friendly.
- (B) strong and resilient.
- (C) helpless and in trouble.
- (D) hopeful and stubborn.

4. Choose TWO details that best support your answer to question 3.

- (A) “In spite of the risks, Shannon pushed on, pausing for only a few hours near the end to rest his dogs and warm his frozen body.” (p. 9)
- (B) “Three of his dogs were too exhausted to continue. . .” (p. 9)
- (C) “Severe frostbite can cause flesh to die.” (p. 9)
- (D) “He traveled the final four hours of the journey with only six dogs. When he arrived in Tolovana, his face was black with frostbite.” (p. 9)

5. On page 9, the authors write, “In Nome, the crisis was becoming graver by the hour.” Context clues reveal that *grave* most closely means

- (A) serious.
- (B) lively.
- (C) unlucky.
- (D) encouraging.

6. Information about how many children were saved by the delivery of the antitoxin to Nome would best fit into which section of the article?

- (A) “A Single Push”
- (B) “The Final Musher”
- (C) “A Deadly Outbreak”
- (D) “Super Mushers”

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. The mood of the section “A Deadly Outbreak” starts out frightening but becomes hopeful toward the end. How do the authors create this shift in mood? Explain using text evidence.

8. Read the caption “What Makes a Great Sled Dog” on page 8. What does it help you understand about the article?

Name: _____ **Date:** _____

Close-Reading Questions

"Are Phones Making Us Zombies?"

- 1.** In much of this article, author Mackenzie Carro uses the second-person point of view: the pronoun you. Why might Carro have chosen to do this? (author's craft)
- 2.** In your own words, explain what causes kids and teens to become addicted to their phones. (key ideas)
- 3.** According to the article, why is being addicted to your phone a problem? (key ideas)

Name: _____ Date: _____

Close-Reading Questions

"Should Your Parents Control Your Phone?"

1. Carro writes, “Parent-operated controls could lead to frustration and arguments, and at the end of the day, they might not make you any less addicted to your phone.” Explain what she means. (inference)
2. What attitude or opinion does Carro express about parents using Screen Time and similar tools to control their kids’ phone usage? How do you know? (tone)

Name: _____ Date: _____

Critical-Thinking Questions

"Are Phones Making Us Zombies?" and "Should Your Parents Control Your Phone?"

1. Based on the warning signs of phone addiction listed in the article, do you think YOU are addicted to your phone? Explain.
2. What is your reaction to the five ways to beat smartphone addiction sidebar on page 23? Do these strategies sound doable? Explain.
3. Is it ethical for phone and app developers to create products that are addictive? Why or why not?

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

Phone Contest

Make a public service announcement (PSA) about the dangers of smartphone addiction and how kids can have a healthy relationship with their devices. Your PSA can be a short video, a poster, or a slideshow. Five winners will get *You Go First* by Erin Entrada Kelly.

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
or mail them to: Phone Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY November 15, 2018!

Name: _____ Date: _____

PSA Prep

Directions: Read "Are Phones Making Us Zombies?" and "Should Your Parents Control Your Phone?" Then use this activity to help you plan your public service announcement (PSA).

The Basics

Read this information to be sure you understand your goal.

First things first: What is a PSA?

A PSA is like a commercial, but it is not created to sell a product. Instead, it's designed to inform and educate the public about an important issue. Like regular commercials, PSAs can take many forms—videos that appear on TV or online, magazine ads, or posters that are displayed in public places like train stations, for example.

OK, got it. So what is *my* PSA for?

Here's what it says on page 25 of *Scope*:
Make a public service announcement (PSA) about the dangers of smartphone addiction and how kids can have a healthy relationship with their devices. Your PSA can be a short video, a poster, or a slideshow.

The Information

Use this section to gather the information you will include in your PSA. Jot down details from the two articles. You do not need to write in complete sentences.

Dangers of smartphone addiction

How kids can have a healthy relationship with their phones:

The Plan

Now that you've noted the information you want to include, think about how you will present that information.

The first thing to decide is who your audience is—who your PSA is aimed at.

The audience for my PSA is _____.

Next check one of the boxes below to show the format you will use:

I am going to make my PSA in the form of a

☐ **short video** ☐ **poster** ☐ **slideshow**

Now think about the tone of your PSA. For example, it could be humorous, helpful, frightening, or serious. Think about what tone will be most successful with your audience. Write your ideas here:

The Concept

It's time to brainstorm ideas for your concept. In the box for the format you will be using, jot down your ideas.

VIDEO

Will there be people? Text and images? A story? What about music? How will you get across the information you want viewers to know?

POSTER

Will there be one main image, and if so, what will it be? What colors will you use? How much information can you include without your poster looking too crowded?

SLIDESHOW

How many slides will you use? What sort of art will you include? In what order will you present the information?

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “Are Our Phones Making Us Zombies?” and “Should Your Parents Control Your Cell Phone?” Then answer the questions below.

- Which of the following expresses a central idea of the article “Are Our Phones Making Us Zombies?”
 - Smartphones make our lives easier in many ways.
 - Many kids in America are not getting enough sleep.
 - Advertisers pay app makers to display their ads.
 - Our relationships with smartphones can have harmful effects on our bodies and minds.
- Reread the final paragraph on page 21. Which of the following is the best definition of *association* as it is used in that paragraph?
 - an organized group of people who have the same interest, job, etc.
 - a relationship between friends
 - a mental connection between ideas or things
 - the action of organizing something
- When discussing smartphone addiction on page 21, Mackenzie Carro writes that “kids like you are most at risk.” Which section helps readers understand why?
 - “So Sleepy”
 - “The Problem”
 - “Warning Signs”
 - “State of Connection”
- On page 25 in “Should Your Parents Control Your Cell Phone?,” Carro quotes a teen who says, “I think that relying on an app to limit the time I spend on my phone is counterintuitive.” He means that relying on an app to manage his phone time is
 - useless.
 - against common sense.
 - helpful.
 - reasonable.
- Carro likely wrote both articles to
 - persuade readers to use Screen Time.
 - raise awareness about a growing problem in America.
 - entertain readers with a funny story about forgetting your phone at home.
 - teach readers about brain development.
- Both articles support all of the following ideas EXCEPT which?
 - Parents and medical experts are concerned about the effects of smartphones on kids.
 - Managing our screen time can help us lead healthier, more productive lives.
 - App makers are doing all they can to help solve the problem of smartphone addiction.
 - Smartphones can affect our lives in positive ways.

Constructed-Response Questions

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

- On page 21, Carro writes that smartphone addiction “wreaks havoc on our bodies and minds.” Describe two ways smartphone addiction can wreak havoc on us. Use text evidence to support your answer.
- An old proverb says “Moderation in all things.” What does this proverb mean? How does it apply to Carro’s ideas about smartphone use? Support your answer with text evidence from both articles.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “Are Our Phones Making Us Zombies?” and “Should Your Parents Control Your Phone?” Then answer the questions below.

- Which of the following expresses a central idea of the section “The Problem” on page 21?
 - Gambling can be addictive.
 - The first iPhone was released in 2007.
 - Smartphones allow people to listen to music anywhere.
 - The release of a chemical in the brain can contribute to phone addiction.
- Reread the final paragraph on page 21. Context clues reveal that *association* most closely means
 - separation.
 - feeling.
 - link.
 - friendship.
- When discussing smartphone addiction on page 21, Mackenzie Carro writes that “kids like you are most at risk.” Which section helps readers understand why?
 - “So Sleepy”
 - “The Problem”
 - “Warning Signs”
 - “State of Connection”
- On page 25 in “Should Your Parents Control Your Phone?,” Carro quotes a teen who says, “I think that relying on an app to limit the time I spend on my phone is counterintuitive.” He means that relying on an app to manage his phone time is
 - useless.
 - against common sense.
 - helpful.
 - reasonable.
- Carro likely wrote the article “Should Your Parents Control Your Phone?” to
 - persuade readers to use the Screen Time tools.
 - get readers to consider whether digital tools are the best way to manage screen time.
 - entertain readers with stories about watching YouTube videos.
 - teach readers about the developing brain.
- Both articles support the idea that
 - smartphones affect performance at school.
 - app makers are doing all they can to solve the problem of phone addiction.
 - taking breaks from your phone can be a good thing.
 - smartphones affect us only in negative ways.

Constructed-Response Questions



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

- On page 21, Carro writes that smartphone addiction “wreaks havoc on our bodies and minds.” Describe one way smartphone addiction can wreak havoc on us. Use text evidence to support your answer.
- To do something in moderation is to do it within reasonable limits or without excess. How can using smartphones in moderation be good for us? Support your answer with text evidence from both articles.

Name: _____ Date: _____

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

Paired Texts Vocabulary

"Are Phones Making Us Zombies?"

- 1. compulsion (kuhm-PUHL-shuhn)** *noun*; The verb *compel* (kuhm-PEL) means "to force to do something." Hunger compels you to eat. Illness compels you to stay in bed.

A compulsion is something you feel compelled to do: a strong desire or constant urge to do something, even if it is unreasonable or you want to stop doing it. You might feel a compulsion to constantly check your hair in the mirror, to share a secret, or to order an ice cream sundae for dessert even though you're completely stuffed from dinner.

- 2. deprivation (dep-ruh-VEY-shuhn)** *noun*; The verb *deprive* means "to take something away from" or "to keep from having." If your smartphone breaks, you may be deprived of contact with your friends for a while.

Deprivation is the state of being deprived—of not having something that is needed. If you're suffering from sleep deprivation, you haven't slept in a long time or you're not getting enough sleep each night.

- 3. rummage (RUHM-ij)** *verb*; To rummage is to search for something you want in a disorderly or hurried way—you're moving things around, turning things over, or quickly looking through the contents of a place or container. You might have to rummage through a big pile of stuff at the bottom of your closet to find your other sneaker.

- 4. wreak havoc (reek HAV-uhk)** *expression*; To wreak is to cause something harmful or damaging. Havoc is destruction, confusion, or disorder. The expression *wreak havoc* is used when someone or something causes a lot of trouble or damage. A blizzard might wreak havoc on the highways by making the roads dangerously icy and snowy. A rabbit might wreak havoc in your vegetable garden by eating everything you're growing.

- 5. vulnerable (VUHL-ner-uh-buhl)** *adjective*; Something that is vulnerable can be easily harmed, either physically or emotionally. You might feel vulnerable in a new place. Baby birds are vulnerable without the protection of their mother.

"Should Your Parents Control Your Phone?"

6. innovator (IN-uh-vey-tur) *noun*; The verb *innovate* (IN-uh-veyt) means "to create new ideas or ways of doing things." An innovator is a person who innovates; he or she does things differently than they've been done before. Steve Jobs, a founder of Apple Inc., was an innovator in his field.

Directions: Below and on the back of this page, list any other words from the articles 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.

Paired Texts Vocabulary Practice

Directions: Answer each question below.

1. The musician Bruno Mars is a pop innovator. Describe how his music compares with that of other artists.

2. Kara's 3-year-old sister, Harper, wreaked havoc in Kara's bedroom. Describe what Harper did.

3. Your dad just got a new cell phone. What is one thing he can do to make it less vulnerable to damage?

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

4. **innovator**

- Ⓐ trailblazer Ⓑ imitator

6. **rummage**

- Ⓐ find Ⓑ search

5. **vulnerable**

- Ⓐ defenseless Ⓑ protected

7. **deprivation**

- Ⓐ lacking Ⓑ having plenty

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

8. The rainy weather **wreaked havoc on/rummaged** our school's field day plans.
9. Mia knew her package wouldn't arrive for another two weeks, but she felt the **compulsion/innovator** to check the mailbox for it every single day.
10. My sister **rummaged/wreaked havoc** through her bag to find a pen for me to borrow.
11. After our two-week vacation, the plant I gave my mom is now all shriveled up; I think it must be suffering from water **compulsion/deprivation**.



Frankenstein

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

	Agree	Disagree
1. New technologies and scientific discoveries are always good for society.		
2. Robots could someday become more powerful than the humans who created them.		
3. We should continue to develop smarter and smarter artificial intelligence.		
4. There should be no limits on what science can explore.		
5. Everyone needs and deserves love and acceptance.		
6. We are not born who we are. We are made who we are by our upbringing and experiences.		
7. Not considering the consequences of our actions can be dangerous.		
8. People make assumptions about others based on their appearance.		
9. Sometimes people fear those who are different from them.		

Name: _____ Date: _____

Close-Reading Questions

Frankenstein

1. In Scene 2, why does Victor hesitate before he opens the door of his building? (inference)

2. In Scene 4, Victor says, “I am the author of a terrible evil.” What does he mean?
(interpreting text)

3. In Scene 6, Mr. De Lacey says, “Most people are friendly—unless they are blinded by prejudice.” What kind of prejudice do people have against the creature?(key ideas)

Name: _____ Date: _____

Critical-Thinking Questions

Frankenstein

1. Is Victor right to refuse to make a companion for the creature?

2. The creature says that he's evil because he's unloved. In your opinion, is being treated poorly a valid excuse for the creature's crimes?

3. How might advances in science and technology have inspired Mary Shelley?

4. Should scientists conduct research that could lead to harm as well as to good?

5. What do Frankenstein's creature and the Hulk have in common?

6. Why do you think this story is still popular 200 years later?

Close-Reading Questions

"This Robot Wants to Help You"

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Name: _____ Date: _____

Critical-Thinking Question

"This Robot Wants to Help You"

1. Do you think humanity should continue to develop super-smart artificial intelligence? Why or why not?

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

Frankenstein Contest

The year is 2050, and a super-intelligent robot has just been created. Should the robot be switched on? Answer from either Frankenstein's or the creature's point of view. Your response may be in the form of a one-page written letter or a one-minute video.

Five winners will get *Scar Island* by Dan Gemeinhart.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY November 15, 2018!

Name: _____ Date: _____

Frankenstein and AI

Directions: Using details from *Frankenstein* and “This Robot Wants to Help You,” fill in the chart below to explore ideas about creating human-like beings. Then use what you wrote to help you respond to the writing prompt on page 19.

	<i>Frankenstein</i>	“This Robot Wants to Help You”
Reasons for Creation	Why does Dr. Frankenstein create the creature?	Why are scientists developing artificial intelligence?
Harm or Possible Harm Caused by Creation	What goes wrong with Dr. Frankenstein’s creation?	What ideas are given about what could go wrong with supersmart AI?

Name: _____ Date: _____

Frankenstein

Character Thinking Tool

The questions in this activity are about the character of

Dr. Victor Frankenstein

1. Consider Scene 1. How does Victor view himself? How do you view him?

2. In Scenes 1 and 2, what does Victor's response to his experiment reveal about him as a person?

3. Remorse is deep regret or guilt for past wrongs. In Scenes 2-4, does Victor feel any remorse? How do you know?

4. Consider Scenes 5 and 6. Did the creature's tale change your initial impression of Victor? Explain.

5. Do you think the story would have turned out differently if Victor had not abandoned the creature? Explain.

6. **A.** In Scene 7, the creature says, “I am evil because I am shunned by the entire world! Should I have no chance for joy?” How does Victor respond to the creature’s request? What does that response reveal about Victor?

B. What does Victor come to realize after what happens in Scenes 8 and 9?

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

7. Is Victor a static character or a dynamic character? Explain.

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

Name: _____ Date: _____

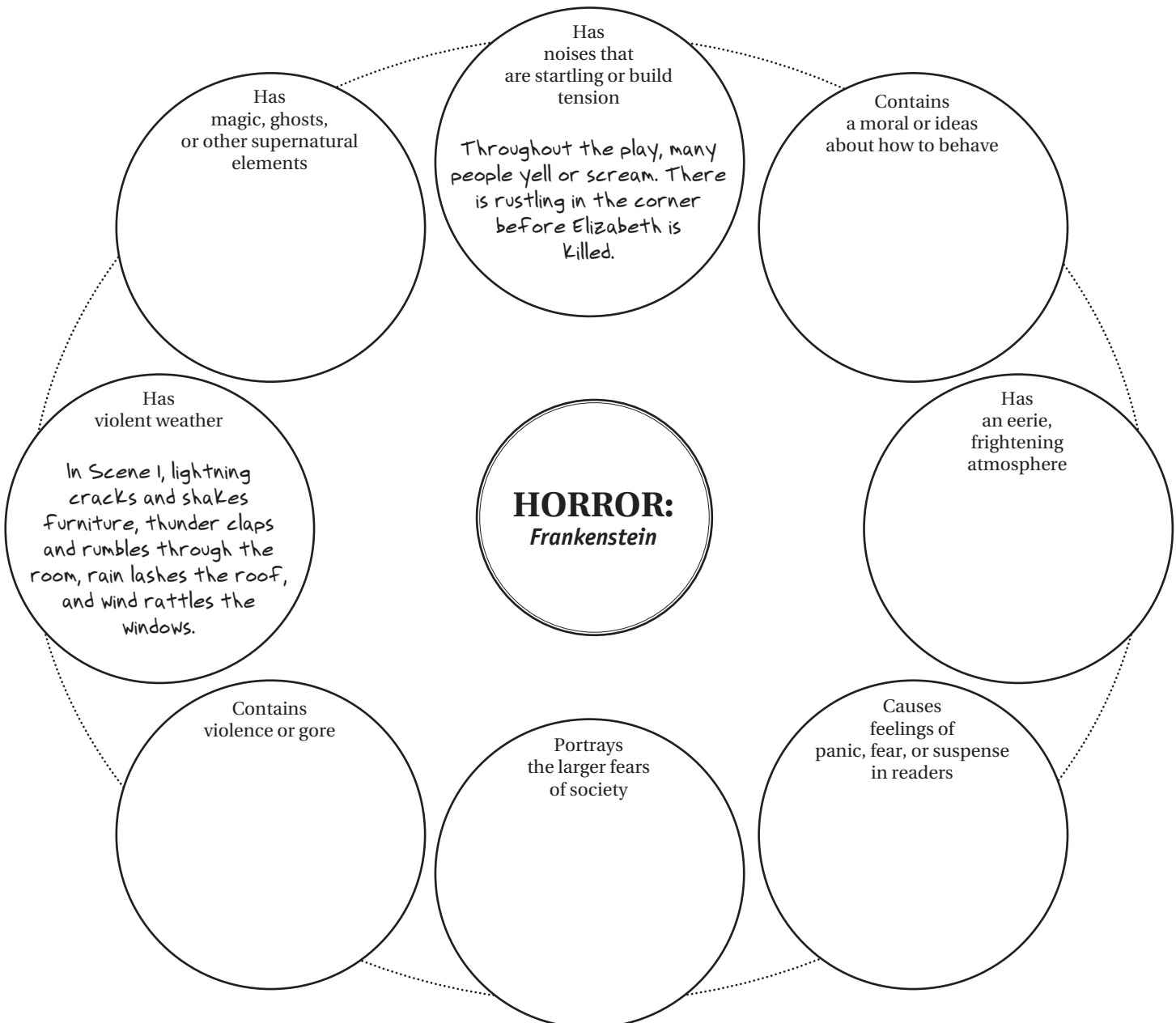
A **genre** is a category of literature or art. Mystery, science fiction, historical fiction, and biography are all genres of literature.

Genre Exploration: *Frankenstein*

Frankenstein belongs to two genres: drama and horror. In this activity, you will focus on what makes it horror.

Directions: The graphic organizer below gives some common characteristics of horror. *Frankenstein* does not have all of these characteristics, but it has many of them. We've explained how the play shows two of these characteristics.

Choose FOUR more characteristics and briefly explain how the play shows those characteristics.



Directions: Answer the questions below.

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

2. Stories in the horror genre often imply that certain types of behavior are dangerous and should be avoided.

A. What kind of behavior does the play warn against?

B. Do you agree with what the play suggests about how we should behave? Explain.

Name: _____ Date: _____

Frankenstein Quiz

Directions: Read *Frankenstein* and “This Robot Wants to Help You.” Then answer the questions below.

1. Which detail(s) should definitely be included in a summary of the play? Choose all that apply.

- (A) Victor Frankenstein makes the creature and then abandons him.
- (B) The Hulk is similar to the creature.
- (C) The creature chops firewood for the DeLaceys.
- (D) The creature becomes a murderer.

2. In Scene 4, Victor says he is the “author of a terrible evil.” This line helps readers understand that Victor

- (A) has come to see himself as a monster who deserves everything that happens to him.
- (B) feels responsible for the creature’s crimes and views the creature as a villain.
- (C) realizes that by abandoning the creature, he turned the creature into a monster.
- (D) does not know the extent of the creature’s deeds.

3. In Scene 5, why does the creature tell Mr. De Lacey that he is on his way to visit friends?

- (A) He is talking about visiting the De Laceys, whom he thinks of as friends.
- (B) He is planning to visit Victor and Elizabeth after talking to Mr. De Lacey.
- (C) He needs help finding Victor.
- (D) He is evil and only knows how to lie.

4. At the start of Scene 9, Victor is about to tell Elizabeth that

- (A) he believes the creature must be punished.
- (B) they must run away to escape the creature.
- (C) he created a monster that became a killer.
- (D) he is a failure as a scientist.

5. In Scene 11, the creature seems sad about Victor’s death. Which detail BEST supports this statement?

- (A) The creature decides to spare the captain’s life, which is what Victor would have wanted.
- (B) The creature followed Victor all the way to the Arctic to ask forgiveness.
- (C) The creature talks about love and hate.
- (D) The creature touches Victor’s chest “gently.”

6. Which statement best describes the editorial “This Robot Wants to Help You”?

- (A) The author expresses her opinion that AI should be developed with caution, using *Frankenstein* and expert quotes to support her ideas.
- (B) The author argues that all AI research should be stopped because of what *Frankenstein* teaches.
- (C) The author tells humorous stories about fictional robots.
- (D) The author argues that Stephen Hawking was a better scientist than Victor Frankenstein.

Constructed-Response Questions

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

7. In Scene 4, Dr. Victor Frankenstein claims that his intentions in making the creature were “noble.” Do you agree? Support your answer with text evidence.

8. How well does the author of “This Robot Wants to Help You” support her opinion about AI? What other details from *Frankenstein* might she have included to strengthen her argument? Use text evidence.

Name: _____ Date: _____

Frankenstein Quiz

Directions: Read *Frankenstein* and “This Robot Wants to Help You.” Then answer the questions below.

1. Which details should definitely be included in a summary of the play? Choose TWO.

- (A) Victor Frankenstein makes the creature and then abandons him.
- (B) The Hulk is similar to the creature.
- (C) The creature chops firewood for the De Laceys.
- (D) The creature becomes a murderer.

2. In Scene 4, Victor says he is the “author of a terrible evil.” He means that

- (A) he should not have written down the formula for creating life because someone could use it for evil.
- (B) he feels responsible for the creature’s crimes.
- (C) he regrets abandoning the creature.
- (D) he hates the creature.

3. In Scene 5, the creature tells Mr. De Lacey that he is on his way to visit friends. By “friends,” he means

- (A) Mr. De Lacey, Agatha, and Felix.
- (B) no one; he is making up an excuse for why he is knocking on the door.
- (C) Dr. Frankenstein.
- (D) sailors on a faraway ship.

4. At the start of Scene 9, Victor is about to tell Elizabeth that

- (A) he believes the creature must be punished.
- (B) they must run away to escape the creature.
- (C) he created a monster that has become a killer.
- (D) he is a failure as a scientist.

5. In Scene 11, the creature touches Victor’s chest “gently.” This detail shows that

- (A) the creature feels only hatred for Victor.
- (B) the creature is afraid of the captain.
- (C) the creature is injured and tired.
- (D) the creature feels tenderness for Victor.

6. Which statement best describes the editorial “This Robot Wants to Help You”?

- (A) The author expresses her opinion that AI should be developed with caution, using *Frankenstein* and expert quotes to support her ideas.
- (B) The author argues that all AI research should be stopped because of what *Frankenstein* teaches.
- (C) The author tells humorous stories about robots.
- (D) The author argues that Stephen Hawking was a better scientist than Dr. Frankenstein.

Constructed-Response Questions

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

7. Noble means “worthy of admiration” or “showing excellent morals.” In Scene 4, Victor Frankenstein says that his intentions in making the creature were “noble.” Do you agree? Support your answer with text evidence.

8. How well does the author of “This Robot Wants to Help You” support her opinion about artificial intelligence? Use text evidence to support your ideas.

Name: _____ Date: _____

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

Vocabulary:

Frankenstein

- 1. abomination (uh-bom-uh-NEY-shuhn)** *noun*; An abomination is something that causes feelings of hatred and disgust—something completely unacceptable. To someone who loves the Earth, the sight of a factory pumping black smoke into the blue sky might be an abomination.
- 2. benevolent (buh-NEV-uh-luhnt)** *adjective*; Someone who is benevolent is kind and generous. He or she means well and wants to do good things for others.
- 3. entrepreneur (ahn-truh-puh-NOOR)** *noun*; An entrepreneur is a person who starts a business, manages it, and takes risks hoping to make money from the business. But calling someone an entrepreneur doesn't just mean he or she is a business owner; it also implies that he or she is innovative, passionate, and good at taking on difficult or complicated projects.
- 4. ghastly (GAST-lee)** *adjective*; Something that is ghastly is frightening, gruesome, or shocking. It would be hard to go back to sleep after waking from a ghastly nightmare in which you only have worms and cockroaches to eat.
- 5. muster (MUHS-ter)** *verb*; *Muster* once referred to gathering a group of soldiers together in one place to do something, such as have an inspection or prepare for battle. Today *muster* is used to describe gathering up anything, and as much of it as you can, in order to get something done. Your band teacher might ask you to muster all the students you can find to help him move chairs into the gym for a concert. After standing against the wall at school dance for an hour, you might muster the courage to get out on the dance floor and boogie.
- 6. rack (rak)** *verb*; As it used in the play, *rack* means “to strain” or “to cause to suffer physical or mental pain.” If your body is racked by fever, your temperature is extremely high, making you feel awful.

7. sallow (SAL-oh) *adjective*; If a person's skin is sallow, it is pale or yellowish and looks unhealthy. Someone with sallow skin looks as if he or she has lost blood or is tired or sick.

8. shun (shuhn) *verb*; To shun is to avoid, ignore, or reject someone or something. You might decide to shun candy and sugary drinks after having three painful cavities filled at the dentist.

Shun can also have a more specific meaning: to exclude or force someone out of a group, community, or society. This usually happens because someone does something that is not considered acceptable by others. A professional baseball player might be shunned by his fans if he breaks the rules of the sport.

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

Frankenstein

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

shun abomination rack benevolent entrepreneur

1. A generous company donated hundreds of books to our school's library.

2. In an effort to get more exercise, Tom decided to avoid elevators and take the stairs instead.

3. "The abuse of animals," said David, "is a horrible and disgusting act."

4. While Jan is excited about her family's first trip on an airplane, her brother is consumed with anxiety.

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

5. After staying up gaming all night, Taylor had to **muster/shun** all his energy to stay awake during his brother's piano recital.

6. In the first chapter of the new mystery novel I'm reading, a detective describes the **ghastly/sallow** details of the crime scene.

7. My friend Sarah is a young **abomination/entrepreneur**—she sells cool pencil cases that she makes using empty plastic bottles.

8. William said he felt fine, but his **sallow/benevolent** face told me he was not feeling well.

Name: _____ Date: _____

Short Read Quiz

Directions: Read “Searching for Wakanda.” Then answer the questions below.

1. Which of the following statements expresses a central idea of the article?
 - (A) Many movies and TV shows are filmed in Hollywood, California.
 - (B) CGI allows filmmakers to use photos as backdrops for scenes.
 - (C) Being a location manager is a complicated and often adventurous job.
 - (D) Ilt Jones had a near-death experience.
2. Which of the following lines supports your answer to Question 1? (Choose TWO answers.)
 - (A) “Until the 1970s, filming on location wasn’t very common.”
 - (B) “Today, many directors prefer filming out in the world to make their movies look more realistic.”
 - (C) “He spent weeks exploring beaches, climbing mountains, and traipsing through nature parks.”
 - (D) “He encountered the rhino while scouting for *Black Panther*.”
3. On page 29, author Mackenzie Carro writes, “This is when the sharp eye of a location manager becomes key.” What does she mean by “sharp eye”?
 - (A) an instrument similar to a telescope
 - (B) a special ability to notice or recognize particular things or qualities
 - (C) the ability to see distant objects clearly
 - (D) a strong desire to learn something
4. Which statement BEST describes the structure of the section “Creepy Forests”?
 - (A) The author describes a location manager’s job, then lists famous filming locations.
 - (B) The author compares filming prior to the 1970s with filming today, then describes how a location manager finds a shooting location.
 - (C) The author describes how directors’ roles have changed, then explains why.
 - (D) The author gives a chronological account of the history of filmmaking in America.
5. On page 29, Carro writes of location management, “There are also many logistics to sort out.” Which of the following is the definition of *logistics*?
 - (A) items to be sent by mail
 - (B) things that must be done to plan and organize a complicated event
 - (C) mistakes that must be corrected
 - (D) bills that have not yet been paid
6. Carro likely wrote this article to
 - (A) inform readers about a fascinating profession.
 - (B) entertain readers with fun facts about popular movies.
 - (C) persuade readers to work in the film industry when they grow up.
 - (D) explain to readers how CGI works.

Constructed-Response Question

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

7. What challenges does a location manager face in his or her job? Use details from “Searching for Wakanda” to support your answer.

Name: _____ Date: _____

Short Read Quiz

Directions: Read “Searching for Wakanda.” Then answer the questions below.

1. Which is a central idea of the section “Not So Simple”?
 - (A) Location managers get to travel often.
 - (B) Trespassing on a military base is a crime.
 - (C) Being a location manager is a complicated job.
 - (D) *After Sunset* was filmed in the Bahamas.
2. Which of the following lines BEST support your answer to Question 1? (Choose TWO answers.)
 - (A) “For example, for the movie *Kong: Skull Island*, a scene was to be shot in a valley in Vietnam.”
 - (B) “Giant sets were built to look like faraway places—a street in Paris or a dusty saloon in the Wild West.”
 - (C) “This could mean working with a local government or persuading a family to let a film crew set up in their living room.”
 - (D) “Location managers are in charge of hiring security, setting up tents for food, and arranging for portable toilets.”
3. On page 28, Mackenzie Carro writes, “This is when the sharp eye of a location manager becomes key.” Someone with a “sharp eye” has
 - (A) a strong desire to learn something.
 - (B) a special ability to notice or recognize particular things or qualities.
 - (C) the ability to see distant objects clearly.
 - (D) an instrument similar to a telescope.
4. Complete the sentence below to describe the structure of the section “Creepy Forests”:
The author compares filming prior to the 1970s with filming today, then _____.
 - (A) lists questions about filming on location.
 - (B) describes how a location manager finds a shooting location.
 - (C) explains why most movies and TV shows were once filmed in Hollywood.
 - (D) gives a chronological account of the history of filmmaking in America.
5. On page 29, Carro writes of location management, “There are also many logistics to sort out.” Context clues reveal that *logistics* most closely means
 - (A) mistakes.
 - (B) details.
 - (C) payments.
 - (D) packages.
6. Carro likely wrote this article to
 - (A) inform readers about a fascinating profession.
 - (B) entertain readers with fun facts about popular movies.
 - (C) persuade readers to work in the film industry when they grow up.
 - (D) explain to readers how CGI works.

Constructed-Response Question

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

7. What challenges does a location manager face in his or her job? Use details from “Searching for Wakanda” to support your answer.

Name: _____ Date: _____

Constructing a Response

Directions: Read "Searching for Wakanda" and complete the activity on page 29. Then follow the steps below to write a response to the question on page 29.

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

Question from page 29:

What is one quality a location manager needs to have?

Step 1: Write your claim.

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

A location manager should be _____

_____.

Step 2: Provide text evidence with commentary.

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

Detail 1: _____

Sentence explaining how this detail supports my claim: _____

Detail 2: _____

Sentence explaining how this detail supports my claim: _____

Step 3: Write a conclusion.

Wrap it all up. End your paragraph with a strong sentence that will give your readers something to think about. One option is to refer to your central claim. Or come up with an idea of your own!

Now it's time to put it all together. And guess what? You've already done the hardest part! All that's left is to take what you just wrote and put it together into one flowing paragraph. Write your final response on a separate sheet of paper.

Remember to:

- Use transitions between sentences.
- Read your paragraph to make sure your ideas are clear. Revise as needed.
- When you are satisfied with your paragraph, read it again to make sure there are no spelling or punctuation mistakes.

Name: _____ Date: _____

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

Vocabulary:

"Searching for Wakanda"

1. **encounter (en-KOUN-tur)** *verb or noun*; As a verb, *encounter* means "to meet or come face-to-face with someone or something without expecting to." You might encounter one of your teachers in the grocery store on a Saturday. As a noun, *encounter* means "a chance or unexpected meeting." You might tell a friend about your encounter with your teacher.
2. **generate (JEN-uh-reyt)** *verb*; *Generate* means "to produce or create." Windmills generate electricity. Your class might generate ideas for the theme of the school dance. The possibility of a snow day might generate excitement in the school hallways.
3. **locale (loh-KAL)** *noun*; A locale is the place where an event or action takes place. Angela and Mark might choose Hawaii as the locale for their wedding.
4. **portable (POR-tuh-buhl)** *adjective*; If something is portable, it is easy to carry or move around. Laptops and tablets are portable computers.
5. **remote (rih-MOHT)** *adjective*; *Remote* means "far away and hard to get to." A fishing village located on a tiny island in the middle of the Caribbean Sea that can be accessed only by boat could be described as remote.
6. **traipse (trayps)** *verb*; To traipse is to walk around or travel, usually without a specific plan or purpose. When visiting a new city, you might traipse through the streets all day, just taking in the sights.

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

"Searching for Wakanda"

Directions: Answer each question below. Briefly explain your answer.

1. Which seems more portable: a flashlight or a desk lamp?

Answer:

Why:

3. Which is remote: an apartment in the center of a large city or a cabin in the middle of the woods?

Answer:

Why:

2. Who could be described as traipsing: a boy wandering around the mall or a girl rushing to catch the school bus?

Answer:

Why:

4. Which is a good locale for studying: a library or a basketball game?

Answer:

Why:

Directions: Briefly respond to each prompt below.

5. List two things that you might not want to encounter if you go camping in the woods.

6. If you are planning to have your birthday party in your backyard, why might it be a good idea to have a backup locale?

7. Your teacher has asked you to generate a list of essay topics. What has your teacher asked you to do?

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

You Write It Contest

Read our interview with Virgil Smith. Choose a central idea and write a three-paragraph article about Virgil in your own words. Be sure to use quotes from our interview.

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

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your typed short story and send both to: scopemag@scholastic.com

Or mail to: You Write It Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY November 15, 2018!

Name: _____ Date: _____

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Virgil Smith into an article.

1 The headline "This Texas Hero Saved 17 Lives" gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

2 Rewrite each question-and-answer pair on the lines below. Write from the third-person point of view (using *he*, *she*, or *they* to refer to people—never *I* or *we*). Paraphrase—that is, rewrite in your own words—what Virgil says. We did the first pair for you.

Q-and-A No. 1:

Virgil Smith was at home with his family in Dickinson, Texas, when Hurricane Harvey hit.

Q-and-A No. 2:

Q-and-A No. 3:

Q-and-A No. 4:

Q-and-A Nos. 5 and 6:

Q-and-A No. 7:

Q-and-A No. 8:

Q-and-A No. 9:

3 Choose two things that Virgil said in the interview to use as direct quotes in your article.

A direct quote is another person's exact words.

When you include direct quotes in your article, you must put them in quotation marks, and you must make clear who is saying them. Here are two examples of how to do that:

1. "We lost everything," explains Virgil. "We had to live in a hotel for six months."
2. Virgil says, "Hurricane Harvey showed me that I want to keep helping people."

Direct Quote 1: _____

Direct Quote 2: _____

4 Now it's time to put it all together. Write your three-paragraph article on a separate sheet of paper or type it up, following the guidelines below.

Opening Paragraph:

- Your first sentence should be a hook—that is, it should grab the reader's attention. One option is to state something that is surprising, interesting, or moving. What detail did you find most interesting from the interview?
- Let readers know what the article is going to be about. In other words, state the central idea of the article.

Body Paragraph:

- Explain to your readers how Virgil helped people during Hurricane Harvey, using information from the nine question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the interview. Each idea you include should support the central idea that you wrote in Step 1.
- Don't forget to include the direct quotes you chose in Step 3.

Conclusion:

- Wrap it all up. End your article with a strong sentence that will give your readers something to think about. One option is to end with a quote. Another is to refer to your hook from the opening paragraph.

WRITING TIPS!

- Use transition words and phrases so your ideas flow smoothly from one to the next.
- Vary the lengths and structures of your sentences to keep your writing lively.
- Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft. Proofread your second draft, checking for mistakes in spelling, punctuation, and grammar.