

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 "Out of the Flames."

1. Reread the section "Death Trap." Which statement below BEST expresses the central idea of this section?

- Ⓐ A button-down blouse called a shirtwaist was worn by many women in 1911.
- Ⓑ The owners of the Triangle factory became very rich.
- Ⓒ Workers at the Triangle factory, and other garment factories at the time, faced difficult and unsafe working conditions.
- Ⓓ The Triangle factory was a death trap for Katie.

2. Read the central idea of the sections "Death Trap" and "Fire Hazards" 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:
Conditions at the Triangle factory were difficult and unsafe.

- Ⓐ "These button-down women's blouses were so popular that the owners of Triangle—Max Blanck and Isaac Harris—had become very rich." (p. 7)
- Ⓑ "Doors were locked to keep workers from taking breaks." (p. 7)
- Ⓒ "In fact, there had already been several small fires at Triangle. Fortunately, these had occurred at night, when few people were in the building." (p. 7)
- Ⓓ "Workers were jammed elbow to elbow amid heavy machinery, making a quick escape nearly impossible." (p. 7)

I chose _____ because _____

- 3. Read the details from the sections "Precious Seconds" and "Trapped in the Blaze" listed below. In the box, write a central idea that these details support.**

Central Idea:

Detail 1: "Behind her, a throng of panicked workers surged toward the window, gulping for air." (p. 8)

Detail 2: "Many trapped in the blaze chose to jump from the windows rather than die in the fire." (p. 8)

Detail 3: "But when she got to the door and turned the knob, the door wouldn't budge. It was locked. Precious seconds ticked by. The inferno roared and crackled." (p. 8)

- 4. Consider the central idea of the whole article that is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.**

Central Idea:

The Triangle fire played an important role in the movement to protect workers' safety and rights in America.

Supporting detail 1:

"Because of that fire, laws were passed requiring factories and offices to be safe." (p. 7)

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 "Out of the Flames."

1. Read the central idea of the sections "Death Trap" and "Fire Hazards" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:
Workers at the Triangle factory faced difficult and unsafe working conditions.

- ☐ "Katie spent upward of 10 hours a day, six days a week, painstakingly making trendy shirtwaists." (p. 7)
- ☐ "These button-down women's blouses were so popular that the owners of Triangle—Max Blanck and Isaac Harris—had become very rich." (p. 7)
- ☐ "Blanck and Harris were even nicknamed the Shirtwaist Kings." (p. 7)
- ☐ "Workers were jammed elbow to elbow amid heavy machinery, making a quick escape nearly impossible." (p. 7)
- ☐ "If she pricked her finger and dripped blood on the fabric, the cost of the ruined material could be deducted from her already meager wages." (p. 7)

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

Central Idea:
The Triangle fire led to important changes in _____

Detail 1: "Because of that fire, laws were passed requiring factories and offices to be safe." (p. 7)

Detail 2: "Many were inspired to join the crusade for workers' rights, which would fight in the coming decades for all workers to be treated with dignity and fairness." (p. 10)

Detail 3: "Many of the fire safety codes we have in the U.S. today can be traced to the aftermath of the Triangle fire. So too can many of the legal protections workers have in the U.S." (p. 10)

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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 "Out of the Flames."

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. Who or what caused this event?

4. How did this event affect the main person(s) in the article?

5. What happened afterward?

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

Name: _____ Date: _____

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 "Out of the Flames."

2. What challenges did Katie face at the factory?

4. What happened when the workers tried to escape?

6. What changes did the tragedy lead to?

On March 25, 1911, 17-year-old Katie Weiner lived through a devastating fire that would change American history. Katie was a garment worker in _____

_____. Working

conditions at the factory were difficult. Katie _____

_____. The factory was also unsafe. The floors

were overcrowded with workers and _____

_____.

On March 25, 1911, a large fire broke out in the factory. Workers scrambled to escape, but many could not because _____

_____.

Katie escaped by diving into an elevator, but _____

_____.

After the fire, the factory's owners were charged with manslaughter but were not convicted. Still, the public was outraged and the fire led to _____

_____.

_____.

1. Where did Katie work?

3. How many exits stairways were there at the factory?

5. How many people died in the blaze?

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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 "Out of the Flames."

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

2. What does the large image at the top of page 7 tell you about the conditions at many garment factories in the early 1900s? Explain your answer.

3. Reread the caption on page 8 about the garment factory workers' strike in 1909. Based on information about the Triangle factory in the article, does it seem that Blanck and Harris did enough to meet the needs of their workers after the strike?

4. Study the image and read the caption on page 10. Why might the author have chosen to include these features?

Name: _____ Date: _____

Exploring Text Structures

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

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Out of the Flames."

1. In the first section of "Out of the Flames," the author uses description several times. What is the author describing?

Description or List

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

Cause and Effect

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

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)

2. A. Underline the text structure the author uses in the sections "Frantic Workers" and "Precious Seconds."

cause and effect

sequence of events

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

- 3.** In the sections “The Trial” and “The Legacy,” the author explains how the Triangle factory fire changed America. List three effects of the fire on the lines below.

Effect 1: _____

Effect 2: _____

Effect 3: _____



“Out of the Flames”

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

	Agree	Disagree
1. It is important to learn about disasters from the past.		
2. There is a cost to greed.		
3. Company owners are responsible for the safety and well-being of their workers.		
4. “Tragedy can be used as a tool for the living to gain wisdom . . .” —Robert F. Kennedy		
5. It is the government’s job to protect the vulnerable.		
6. It is our duty to protest injustice.		
7. The clothes we wear today are made responsibly.		

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Close-Reading Questions

"Out of the Flames"

1. In the first paragraph, what figurative language does author Kristin Lewis use? What effect does it create? (figurative language, author's craft)
2. How does Lewis support her idea on page 6 that life wasn't easy for newcomers? (supporting details)
3. What is the purpose of the section "Fire Hazards"? (text structures)

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Critical-Thinking Questions

"Out of the Flames"

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Remembering a Tragedy

The writing prompt on page 10 says:

An exhibit about the Triangle fire is opening in your town, and you've been asked to give a speech. Your speech should summarize what happened and explain why it's important to remember this tragedy.

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

What happened at the Triangle Waist Company?

1. Write an objective summary (a short statement or paragraph that tells what happened) about what happened at the Triangle Waist Company on March 25, 1911.

Why did this tragedy occur?

2. List details from the article that help explain why this tragedy occurred. Then explain what could have been done differently. We've written one idea for you.

- Triangle lacked basic fire safety features such as well-designed exits for workers (7). Many more workers could have escaped from the building if there had been functioning fire escapes and more than two narrow staircases leading to the street.

-
-

How did the Triangle fire change America?

3. List details from the article that show how this tragedy changed America.

What can be learned from the Triangle fire?

4. Consider your responses to Questions 1-3. Why is it important to remember this tragedy? To support your answer, include important details from the article as well your own opinions.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Out of the Flames.” 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?

2. What does the photo on page 6 tell you about living conditions on the Lower East Side in 1915?

3. Describe the image on page 9. What does it help you understand about the Triangle fire?

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. Reread the section “Death Trap.” What is the author’s **tone** as she writes about the bosses in garment factories at the time? Explain your answer.

6. What is the mood of the section “Precious Seconds”? How does the author create this mood?

7. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the first paragraph of the sections “Frantic Workers” and “Precious Seconds.”

The author explains why the fire was so devastating and how the problem was solved.

The author gives a chronological account of how the fire spread and how the workers tried to escape.

The author compares and contrasts the different ways the workers dealt with the fire.

- 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 “ . . . Katie had to make a terrible choice: Stay and die—or dive into a moving elevator and hope to survive. She dove.” (p. 5)	Detail #2 “Fearing that she would be pushed out, Katie fought her way back through the crowd.” (p. 8)	Detail #3 “But Katie would not be intimidated. In court, she delivered scathing testimony about the locked door on the ninth floor . . .” (p. 10)

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

[illegible]

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Out of the Flames.” 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, and Inference

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

2. What does the photo on page 6 tell you about what it was like to live on the Lower East Side in 1915?

3. Describe the image on page 9. What does it help you understand about the Triangle fire?

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. 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 in the section “Death Trap” when talking about the bosses in garment factories.

disapproving

understanding

unconcerned

B. Briefly explain how you know:

6. In the first four paragraphs of the article, the author describes a young girl trapped in a terrifying fire. The author then writes, “Early that morning, Katie had made her way through the streets of the Lower East Side, the neighborhood in New York where she lived with her mother, brother, and sister.”

Mood is the feeling the reader gets from a piece of writing. The sentence above changes the mood of the introduction from

- Ⓐ terrifying to pleasant.
- Ⓑ suspenseful to sad.
- Ⓒ frightening to hopeful.

7. Text structure is the term for how an author organizes information. Information in the section “Frantic Workers” is structured as a sequence of events.

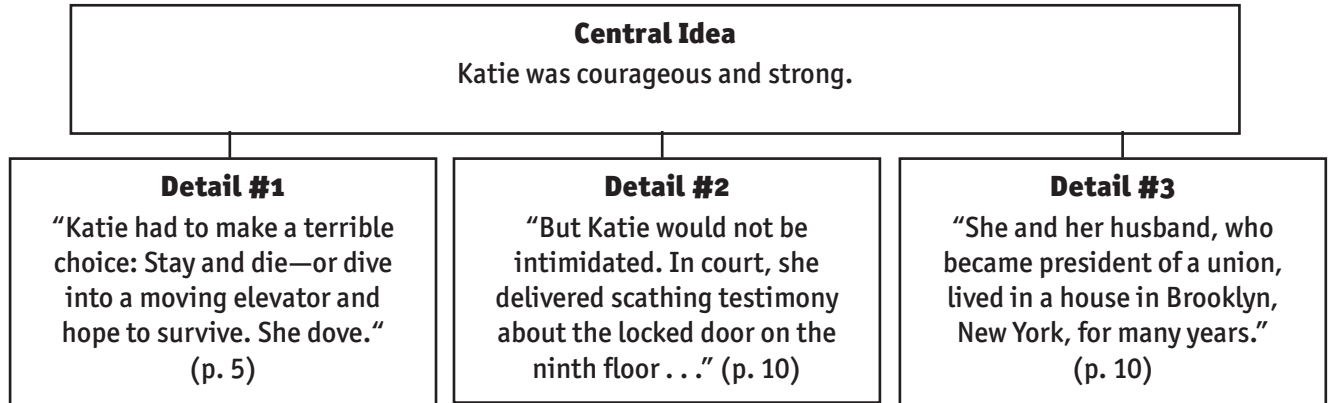
Which words and phrases in the section help you identify this text structure?

- Ⓐ *erupted; quench; frantic*
- Ⓑ *4:45; at that very moment; within minutes*
- Ⓒ *the dressing room; one floor below; the ninth floor*

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the article and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



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

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

- a. Women’s shirtwaists cost \$1 in 1911.
- b. Blanck and Harris were nicknamed the Shirtwaist Kings.
- c. The Triangle factory had only two exit stairways, and its fire escape was in disrepair.
- d. Hundreds of people were killed in the Triangle fire.
- e. I would have been terrified if I were one of the workers in the Triangle factory fire.
- f. After the Triangle fire, laws were passed that required workplaces to be safe.

Name: _____ Date: _____

“Out of the Flames” Quiz

Directions: Read “Out of the Flames,” then answer the questions below.

1. Which of the following details should NOT be included in a summary of the article?
 - (A) The tragedy outraged the public.
 - (B) Katie’s family came to America from Russia.
 - (C) The stairway door on the ninth floor was locked.
 - (D) The Asch building lacked basic fire-safety features.
2. On page 6, Kristin Lewis writes that shirtwaists were “all the rage” at the time. Based on context clues, the phrase “all the rage” means
 - (A) from an earlier time.
 - (B) not often found, seen, or experienced.
 - (C) extremely popular.
 - (D) involving a high cost or sacrifice.
3. What is the main purpose of the section “Death Trap”?
 - (A) to provide details about the factory’s owners
 - (B) to explain that the factory had many fire hazards
 - (C) to help readers understand how difficult working conditions were
 - (D) to describe life on the Lower East Side
4. On page 10, Lewis writes that the factory owners’ lawyer “did everything he could to discredit the survivors.” What does *discredit* mean?
 - (A) to give support or aid to
 - (B) to conduct an interview with
 - (C) to treat with admiration and respect
 - (D) to make something or someone seem false and untrustworthy
5. Why might Lewis have included the photos and captions at the top of page 10? (Choose TWO answers.)
 - (A) to show how the Triangle fire is relevant to our lives today
 - (B) to explain why most clothes are made overseas
 - (C) to stress the importance of following fire codes
 - (D) to raise awareness about modern-day workplace abuses
6. The article supports the following ideas EXCEPT
 - (A) workers should be treated with dignity.
 - (B) there is a human cost to greed.
 - (C) nothing good can come from tragedy.
 - (D) standing up to injustice is important.

Constructed-Response Questions

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

7. What caused the Triangle factory fire to be so devastating? How could the tragedy have been prevented? Support your answer with text evidence.
8. Benjamin Franklin said that “justice will not be served until those who are unaffected are as outraged as those who are.” What did he mean? How does his statement apply to the story of the Triangle fire?

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“Out of the Flames” Quiz

Directions: Read “Out of the Flames,” then answer the questions below.

- Which detail would be most important to include in a summary of the article?
 - Katie’s family came to America from Russia.
 - The factory lacked basic fire-safety features.
 - Elevators have not always been automatic.
 - Many immigrants lived on the Lower East Side.
- On page 6, Lewis writes that shirtwaists were “all the rage.” She means that shirtwaists were
 - expensive.
 - old-fashioned.
 - extremely popular.
 - unusual.
- The main purpose of the section “Death Trap” is to help readers understand that
 - Katie was lucky to have a job.
 - the Triangle’s owners were rich.
 - working conditions in factories were miserable.
 - the Lower East Side was a crowded, bustling place.
- On page 10, Lewis writes that the factory owners’ lawyer “did everything he could to discredit the survivors.” Context clues reveal that *discredit* most closely means to
 - support.
 - interview.
 - respect.
 - cast doubt upon.
- What is the main purpose of the photos and captions on page 10? (Choose TWO answers.)
 - to show how the Triangle fire is relevant to our lives today
 - to explain why most clothes are made overseas
 - to stress the importance of following fire codes
 - to raise awareness about workplace abuses
- Information in the article supports all of the following ideas except which?
 - Since 1911, working conditions in the U.S. have improved.
 - The tragedy at Triangle was preventable.
 - Life was easy for most immigrants in the 1900s.
 - The Triangle factory fire changed America forever.

Constructed-Response Questions

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

- Explain one reason the Triangle fire was so devastating and one way the Triangle fire could have been prevented. Support your answer with text evidence.
- Why do you think the Triangle fire helped to galvanize the public? (*Galvanize* means to shock someone into taking action.)

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

Vocabulary:

"Out of the Flames"

1. commemorate (kuh-MEM-uh-reyt) *verb*; To commemorate is to recognize, remember, or honor an important person or event by means of a special action, such as a ceremony, a moment of silence, or the creation of a statue, a plaque, or a memorial. The idea is to do something to keep a person or event alive in people's memories. For example, celebrating Martin Luther King Jr. Day on the third Monday of January each year is one of the ways we commemorate Dr. King in the United States.

2. galvanize (GAL-vuh-nahyz) *verb*; In 1780, scientist Luigi Galvani discovered that the muscles of dead frogs' legs twitched when struck by an electrical spark. After that, to galvanize meant to shock and excite muscles with electricity.

Today, *galvanize* means "to shock or excite a person into taking action." In other words, to make people so excited or concerned about an issue that they feel they *have* to do something about it. Seeing photographs of a park covered in trash might galvanize a group of students to organize a park cleanup day.

3. garment (GAHR-muhnt) *noun*; A garment is a piece of clothing.

4. hawk (hok) *verb*; As it is used in the article, *hawk* means "to offer something for sale by calling aloud in public." If you go to a baseball game, you'll probably hear vendors walking up and down the aisles yelling "Peanuts, get your peanuts!" These people are hawking peanuts.

5. persecution (pur-si-KY00-shuhn) *noun*; The verb *persecute* (PUR-si-kyoot) means "to treat someone cruelly and unfairly, especially because of their ideas, race, religion, or political beliefs." Persecution is the act of persecuting or the condition of being persecuted.

6. pummel (PUHM-uhl) *verb*; To pummel is to strike or beat something repeatedly with fists. Boxers pummel their opponents. *Pummel* can also be used figuratively whenever anything takes some sort of beating as in, "The rain pummeled the windshield" or "I felt pummeled by homework this week."

7. scathing (SKATH-ing) *adjective*; The verb *scathe* (skayth) means "to harm or injure." If you fall off your skateboard but you are wearing a helmet and pads, you won't be scathed as much as if you weren't wearing protective gear.

The adjective *scathing* means "very harsh, critical, or severe." If a newspaper writes a scathing review of a restaurant, it is criticizing the restaurant in a harsh or harmful way.

8. tenement (TEN-uh-muhnt) *noun*; A tenement is a large building that has many apartments or rooms for rent. In the United States, *tenement* specifically refers to "tenement houses" like those in New York City in the 1800s and early 1900s. These buildings were the first homes for tens of thousands of immigrants in America.

Directions: Below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Last, write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Out of the Flames"

Directions: Below are titles and summaries for imaginary books. Choose the best title for each book. Briefly explain your choices. (There are two titles you will not use.)

BOOK TITLES

- | | |
|---------------------------------|-------------------------------|
| A. <i>Garment Greats</i> | D. <i>Commemorate!</i> |
| B. <i>Pummeled</i> | E. <i>Galvanize</i> |
| C. <i>So Scathing</i> | |

1. In the distant future, a once-beautiful planet is slowly dying. Blue and Kaya must inspire their people to take action before it's too late.

Title (A-E): _____ Why I chose this title: _____

2. This is the true story of "The Great Blizzard" of 1888 that pounded the East Coast with more than 50 inches of snow, buried houses and trains, and sank 200 ships with fierce winds and waves.

Title (A-E): _____ Why I chose this title: _____

3. These beautiful photographs of every war monument in our nation's capital will serve as your tour guide to celebrating great heroes past and present.

Title (A-E): _____ Why I chose this title: _____

Directions: Briefly answer each question below.

4. Describe the way that many people commemorate America's independence from Great Britain.

5. Name one thing that might be made in a garment factory.

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

6. **scathing**

Ⓐ gentle Ⓑ harsh

7. **hawk**

Ⓐ buy Ⓑ sell

8. **persecution**

Ⓐ mistreatment Ⓑ help

9. **tenement**

Ⓐ apartment building Ⓑ palace

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

Triangle Contest

An exhibit about the Triangle fire is opening in your town, and you've been asked to give a speech. Your speech should summarize what happened and explain why it's important to remember this tragedy.

Five winners will get *Uprising* by Margaret Peterson Haddix.

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

ENTRIES MUST BE RECEIVED BY December 15, 2018!

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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 2 of *Sherlock Holmes and the Midnight Killer*.

Flashback to the Roylott Estate, England, 1881

SD3: The lights come up on a large stone house.

SD1: The house is grand but shows signs of neglect: The windows are dirty, the stones are crumbling, and weeds crowd the front garden.

SD2: The wind howls. Rain beats against the windows.

SD3: The front of the house lifts away, revealing three bedrooms connected by a hallway.

SD1: The room on the far right—Dr. Roylott’s—is dark.

SD2: The middle room—Julia’s—is bright but empty.

SD3: The room on the far left—Helen’s—is also bright. In it, Julia and Helen talk quietly.

Julia: The past few nights, I’ve heard the strangest whistle around midnight.

Helen: Some sort of animal?

Julia: Perhaps . . . In any case, I’m sure it’s nothing to worry about. It’s late; I should let you get to sleep.

SD1: Julia returns to her room. She and Helen go to bed.

SD2: The stage lights dim. After a long silence, the village clock can be heard striking midnight.

Julia: AAAAAHHHHHHHHHHH!

SD3: Helen leaps out of bed and runs into the hallway. She hears a low whistle and then a clanging sound.

SD1: Julia opens her door, her face contorted in horror.

Julia: It was the band! The speckled band!

SD2: Julia falls to the floor.

Helen: Help! Help!

Roylott (coming to Julia’s side): She is dead.

1. In the box below, write one or two words that describe the mood of Scene 2:

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 help create the mood.

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

5. Word Choice

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

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

6. Imagery

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

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

7. Heightened Senses

Consider the sensory details you starred in number 6. Explain how these details help create the mood.

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Exploring Mood

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

In this activity, you will consider the mood of Scene 2 of *Sherlock Holmes and the Midnight Killer*.

Flashback to the Roylott Estate, England, 1881

SD3: The lights come up on a large stone house.

SD1: The house is grand but shows signs of neglect: The windows are dirty, the stones are crumbling, and weeds crowd the front garden.

SD2: The wind howls. Rain beats against the windows.

SD3: The front of the house lifts away, revealing three bedrooms connected by a hallway.

SD1: The room on the far right—Dr. Roylott’s—is dark.

SD2: The middle room—Julia’s—is bright but empty.

SD3: The room on the far left—Helen’s—is also bright. In it, Julia and Helen talk quietly.

Julia: The past few nights, I've heard the strangest whistle around midnight.

Helen: Some sort of animal?

Julia: Perhaps . . . In any case, I'm sure it's nothing to worry about. It's late; I should let you get to sleep.

SD1: Julia returns to her room. She and Helen go to bed.

SD2: The stage lights dim. After a long silence, the village clock can be heard striking midnight.

Julia: AAAAAAHHHHHHHHHHH!

SD3: Helen leaps out of bed and runs into the hallway. She hears a low whistle and then a clanging sound.

SD1: Julia opens her door, her face contorted in horror.

Julia: It was the band! The speckled band!

SD2: Julia falls to the floor.

Helen: Help! Help!

Roylott (coming to Julia's side): She is dead.

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

spooky, suspenseful

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

Now let's look at what creates this mood.

1. Plot

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

This scene is a flashback 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 spooky and suspenseful mood
because _____.

3. Dialogue

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

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

4. Word Choice

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

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

5. Imagery

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

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

6. Heightened Senses

Consider the sensory details you starred in number 5. Choose one and explain how it contributes to the spooky, suspenseful mood.

Name: _____ Date: _____

Close-Reading Questions

The Midnight Killer

1. Based on Scene 1, what can you tell about Holmes's personality? (character)

2. What is the mood of Scene 2? What details help create the mood?(mood)

3. In Scene 3, Holmes says that the circumstances of Julia's death are "very deep waters."
What does he mean? (figurative language)

4. In Scene 3, when Dr. Roylott bursts into the room, why does Holmes start talking about the weather? (character's motivation)

5. At the end of Scene 3, why does Dr. Roylott bend the fireplace poker? (character's motivation)

6. In Scene 5, as Holmes and Watson wait in Helen's room, "there is a sound like a soft rushing of air." What is it? (inference)

Critical-Thinking Questions

The Midnight Killer

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Name: _____ Date: _____

Close-Reading Questions

"How To Think Like Sherlock"

1. According to the article, why is it important to be skeptical? (interpreting text)

2. The article implies that Watson has value to Holmes as a listener. Is that Watson's only role in their relationship? (synthesizing, character)

Name: _____ Date: _____

Critical-Thinking Question

"How To Think Like Sherlock"

1. How might thinking like Sherlock Holmes benefit you?

Name: _____ Date: _____

Integrating Ideas: Sherlock Holmes

Directions: Read the play *Sherlock Holmes and the Midnight Killer* and the informational text “How to Think Like Sherlock.” Then fill in the information below to prepare you to answer the writing prompt on page 17.

1. Choose one of the five skills listed in “How to Think Like Sherlock” that Sherlock uses to help solve the case in the play. Circle your choice:

Be observant.

Keep an open
mind.

Be skeptical.

Take breaks.

Talk it out.

2. In your own words, write one or two sentences explaining what this skill is.

3. Describe moments in the play when Holmes uses this skill. Be sure to note in which scene the moments you are describing take place.

4. How do the moments you just described help Holmes solve the case of Julia’s mysterious death and prevent Dr. Roylott from murdering Helen?

Name: _____ Date: _____

Sherlock Holmes and the Midnight Killer

Character Thinking Tool

The questions in this activity are about the character of
Sherlock Holmes

1. Based on Scene 1, what can you tell about Holmes's personality?

2. Consider the dialogue between Holmes and Dr. Roylott in Scene 3. What does this interaction reveal about Holmes's personality?

3. What can you infer from Scene 4 about Holmes and Watson's relationship?

4. What makes Holmes a good detective?

5. Consider the final lines of the play, spoken by Holmes:

"There is a valuable lesson to be had here. Violence always recoils upon the violent, and the schemer falls into the pit that he digs for another."

What does he mean? What does it reveal about how Holmes sees the world?

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

6. Is Holmes a static character or a dynamic character? Explain.

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

Name: _____ Date: _____

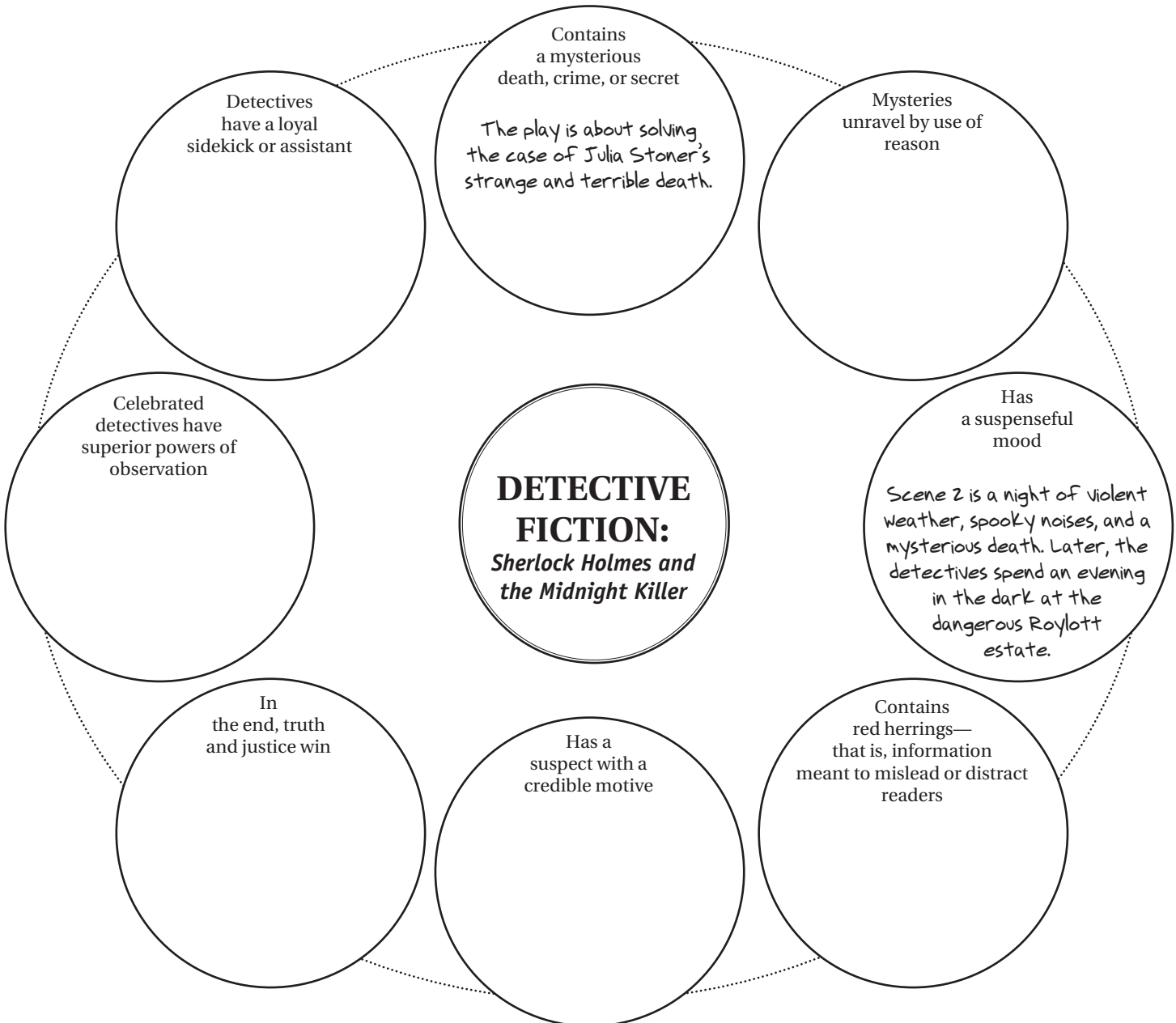
A **genre** is a category of literature or art. Mystery, science fiction, historical fiction, and biography are all genres of literature.

Genre Exploration

Sherlock Holmes and the Midnight Killer

Sherlock Holmes and the Midnight Killer belongs to two genres: drama and detective fiction. In this activity, you will focus on what makes it detective fiction.

Directions: This graphic organizer gives common characteristics of detective fiction. We've explained how the play shows two of these characteristics. Choose **FOUR** more and explain how the play shows those characteristics.



Directions: Answer the questions below.

1. A. What other stories, TV shows, or movies have you read or seen that belong to the detective fiction genre?

B. What do these stories have in common with the play you just read?

2. Stories in the detective fiction genre often suggest that justice will prevail. In other words, those who do wrong will be punished.

A. How does what happens to Dr. Roylott support this idea?

B. Does Holmes believe in the idea that justice will prevail? How can you tell?

Name: _____ Date: _____

The Midnight Killer Quiz

Directions: Read *The Midnight Killer* and “How to Think Like Sherlock.” Then answer the questions below.

1. Based on details in Scene 1, what can you tell about the relationship between Mrs. Hudson and Sherlock Holmes?
 - (A) Holmes finds Mrs. Hudson annoying.
 - (B) Mrs. Hudson does not like that Holmes lives in her building.
 - (C) Mrs. Hudson and Holmes are fond of each other and have a friendly relationship.
 - (D) Mrs. Hudson and Holmes are related.
2. In Scene 1, Holmes says, “It’s looking to be a perfectly boring day. I’ve no cases to solve.” From this line, you can infer that
 - (A) Holmes looks forward to his days off.
 - (B) Holmes doesn’t work very often.
 - (C) Holmes gets bored easily.
 - (D) Holmes enjoys his job as a detective.
3. Which pair of words best describes the mood in Scene 2?
 - (A) spooky and suspenseful
 - (B) calm and somber
 - (C) energetic and joyful
 - (D) dull and quiet
4. Which TWO lines best support your answer to question 3?
 - (A) SD2: The wind howls. Rain beats against the windows.
 - (B) SD2: The middle room—Julia’s—is bright but empty.
 - (C) SD1: Julia returns to her room. She and Helen go to bed.
 - (D) SD2: The stage lights dim. After a long silence, the village clock can be heard striking midnight.
5. In Scene 3, Watson says, “Don’t worry, Miss Stoner. This is just the sort of thing that Sherlock excels at figuring out.” Which of the following is the definition of *excel*?
 - (A) to look forward to doing something
 - (B) to do something very quickly
 - (C) to be exceptionally good at something
 - (D) to love doing something
6. Which statement is supported by both the play and “How to Think Like Sherlock”?
 - (A) Watson admires Holmes.
 - (B) Sherlock Holmes is observant.
 - (C) Holmes is skeptical of Dr. Roylott when he comes to 221B Baker Street.
 - (D) It’s important to take breaks when you are trying to solve a difficult problem.

Constructed-Response Questions



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

7. When you make a deduction, you draw a conclusion based on evidence. How does Sherlock Holmes use deduction to solve the case in the play?
8. In “How to Think Like Sherlock,” author Mackenzie Carro writes, “Holmes could walk into a room and see things that others did not.” How is this idea supported in the play? Use text evidence.

Name: _____ Date: _____

The Midnight Killer Quiz

Directions: Read *The Midnight Killer* and “How to Think Like Sherlock.” Then answer the questions below.

1. Based on their conversation in Scene 1, you can tell that Mrs. Hudson and Holmes are
 - (A) annoyed by each other.
 - (B) not friends.
 - (C) fond of each other.
 - (D) related.
2. Which of the following lines from Scene 1 helps you understand that Sherlock very much enjoys his job as a detective?
 - (A) **Holmes:** Hello, madam! Please come in. I will get you a cup of hot coffee; I see you are shivering.
 - (B) **SD1:** The curtain rises on a cluttered sitting room. Books and papers litter every surface . . .
 - (C) **Holmes:** Oh, just some dead rats. Part of an experiment.
 - (D) **Holmes:** It's looking to be a perfectly boring day. I've no cases to solve.
3. Which pair of words best describes the mood in Scene 2?
 - (A) spooky and suspenseful
 - (B) calm and sad
 - (C) energetic and joyful
 - (D) dull and quiet
4. Which TWO lines best support your answer to question 3?
 - (A) **SD2:** The wind howls. Rain beats against the windows.
 - (B) **SD2:** The middle room—Julia's—is bright but empty.
 - (C) **SD1:** Julia returns to her room. She and Helen go to bed.
 - (D) **SD2:** The stage lights dim. After a long silence, the village clock can be heard striking midnight.
5. In Scene 3, Watson says, “Don't worry, Miss Stoner. This is just the sort of thing that Sherlock excels at figuring out.” Context clues reveal that to *excel* means to
 - (A) fail.
 - (B) enjoy.
 - (C) do very well.
 - (D) look forward to.
6. Both the play and “How to Think Like Sherlock” support the statement that Sherlock Holmes is
 - (A) rude.
 - (B) observant.
 - (C) kind.
 - (D) talkative.

Constructed-Response Questions



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

7. When you make a deduction, you draw a conclusion based on evidence. Find one example in the play that shows how Sherlock Holmes uses deduction to solve the case of the speckled band.
8. In “How to Think Like Sherlock,” author Mackenzie Carro writes, “Holmes could walk into a room and see things that others did not.” How is this idea supported in the play? Use text evidence.

Name: _____ Date: _____

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

Vocabulary:

Sherlock Holmes and the Midnight Killer

- 1. autopsy (AW-top-see)** *noun*; When someone dies and it's not clear why, a medical examiner might perform an autopsy: a surgical examination of the person's body to discover the cause of death.
- 2. contorted (kuhn-TAWRT-id)** *adjective*; To contort is to twist, bend out of shape, or strain in an unnatural way. A contorted tree has curves and kinks in its limbs. A bad storm might make the image on your TV screen contorted. If a basketball player gets injured during a game, he might fall to the floor, his face contorted in pain.
- 3. coroner (KAWR-uh-ner)** *noun*; A coroner is a public official who investigates sudden, suspicious, or violent deaths. He or she is responsible for identifying the body and issuing the death certificate. If a coroner is also a medical examiner, he or she might perform an autopsy.
- 4. distraught (dih-STRAWT)** *adjective*; Someone who is distraught is so deeply upset or worried that he or she can't think clearly or behave normally.
- 5. illuminating (ih-LOO-muh-ney-ting)** *adjective*; The verb *illuminate* (ih-LOO-muh-neyt) means "to brighten with light" or "to make something clear or easier to understand."

If you say that something is illuminating, you mean that it is highly informative or has made you aware of something you weren't aware of before. An illuminating TV show about sharks might teach you all kinds of new information and make you see sharks in a new light, so to speak.
- 6. schemer (SKEEM-er)** *noun*; To scheme (skeem) is to make a plan to do or get something, especially in a secret or dishonest way. Schemers are people who scheme; they form sneaky plans.

- 7. ventilator (VEN-til-ey-ter)** *noun*; The verb *ventilate* (VEN-til-eyt) means “to allow fresh air to enter and move through.” A ventilator is a device that lets fresh air from outside into a room or building and lets the old air out.

“How to Think Like Sherlock”

- 8. assume (uh-SOOM)** *verb*; As it is used in the article, *assume* means “to think that something is true or probably true without any verification or proof.” If you’ve always assumed that guacamole is disgusting because of the way it looks, you should give it a try. You might find it yummy, but you won’t know until you taste it.

- 9. bias (BAHY-us)** *noun*; If you have a bias, you support or oppose one person or thing over another person or thing. Biases can sometimes cause you to be close-minded or treat people unfairly.

If your neighbor has lived in your town for 60 years and doesn’t like how much the town has grown, she might have a bias *against* change. If you have a bias *toward* vampire novels, you prefer to read vampire stories over other kinds of books.

- 10. instinct (IN-stinkt)** *noun*; An instinct is a natural response—a way of behaving that is not learned but just happens without having to thinking about it. Cats are born with hunting instincts (you don’t have to teach a cat how to catch a mouse) just like you are born with the instinct to be cautious around a fire.

Directions: On the back of this page, list any other words from the play or article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Vocabulary Practice

Sherlock Holmes and the Midnight Killer

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

instinct ventilator assume coroner bias

1. My big sister says that I shouldn't accept everything I read on Facebook as true.

2. A feeling in the park ranger's gut told her to back away from the snake slowly.

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

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

4. During the **coroner/autopsy**, scientists determined that the whale died of natural causes.

5. Jeremy's body looked **contorted/distraught** as he squeezed through the narrow opening in the gate.

6. The police called the **coroner/ventilator** when they realized there had been a death at the scene.

7. After the hurricane, volunteers helped the **distraught/illuminating** homeowners make repairs.

8. "What an **illuminating/contorted** read that was!" Sara said, closing her book.

9. When my family plays Chinese checkers, my dad is a **schemer/coroner**, always plotting to block my moves.

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

Sherlock Holmes Contest

Choose one skill mentioned above. Explain how Holmes uses that skill to solve the case in the play you just read. Support your answer with text evidence. Five winners will each get a copy of *The Murderer's Ape* by Jakob Wegelius.

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

ENTRIES MUST BE RECEIVED BY December 15, 2018!

Name: _____ Date: _____

Making Inferences

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

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

Clues	Inference
<p>1. On page 25, Ashley explains the difference between a budgie and a parakeet:</p> <p>"Sweet Pea is a budgie," Ashley was explaining. "People think that's the same as a parakeet, but it's not. Budgies are slightly larger and much more exotic."</p>	<p><i>Why does Ashley insist that budgies and parakeets are different?</i></p> <p>Ashley believes that budgies are more "exotic" than parakeets, and this appeals to her. In her mind, it seems to be more exciting and adventurous to have an exotic bird than a regular old parakeet.</p>
<p>2. <i>Find two lines in the story that support the inference on the right.</i></p>	<p>The narrator feels uncomfortable in Ashley's home.</p>
<p>3. On page 23, the narrator and Ashley are walking to Ashley's house and talking:</p> <p>"What do you like to imagine?"</p> <p>I was a little winded from the steps, so I just shrugged.</p> <p>'Like, I am constantly imagining I can fly,' said Ashley, spreading her arms wide. 'Do you ever imagine you're flying?'</p> <p>I stopped for breath. 'I sometimes imagine I'm in a bakery.'"</p>	<p><i>What can you infer about Ashley's and the narrator's personalities from these lines? How are they different?</i></p>

Clues	Inference
<p>4. On page 25, the narrator and Ashley’s mom are talking in the kitchen:</p> <p>“Well,’ said the mom, pouring herself more water. ‘I wish I could chat, but I really have to study. Call me if you two need anything.’</p> <p>And then she left.”</p>	<p><i>What can you infer about Ashley’s mother from these lines?</i></p>

Name: _____ Date: _____

Close-Reading Questions

"Thirteen and a Half"

1. What does the narrator mean? (interpreting text, page 23)
2. Look for other places where the narrator shrugs. What do these shrugs reveal about her? (character, page 23)
3. What is the narrator's attitude about Ashley's house? What is her attitude about her own house? (tone, page 25)
4. Why is Ashley so into the idea that Sweet Pea is a budgie? (Budgies and parakeets are actually the same thing.) (inference, page 25)

5. Compare the feelings about growing up that Ashley expresses here with those she expresses earlier in the story. (theme, page 25)

6. What emotions are the two girls feeling in this moment? Explain. (inference, page 26)

7. Has Ashley changed over the course of her half-birthday? Explain. (theme, page 26)

Name: _____ Date: _____

Critical-Thinking Questions

"Thirteen and a Half"

1. Describe the personalities of the two main characters—the narrator and Ashley. Support your ideas with details from the text.

2. Describe the point of view from which the story is told—that is, who is telling the story? Do you think the portrayal of Ashley can be trusted?

3. Do you think Ashley's mom was right to hide the parakeets' deaths from Ashley? Explain.

4. Do you think the narrator and Ashley will become friends?

Name: _____ Date: _____

Theme: On Growing Up

The story "Thirteen and a Half" and the poem "On Turning 10" both include ideas about growing up. This activity will help you organize information about the ideas both texts have about growing up. You can use what you write here to help you answer the writing prompt on page 27. Note: In this activity, you can choose whether to write in complete sentences or not.

"Thirteen and a Half"

1. How does Ashley feel about growing up?

2. Text evidence and commentary to support your claim:

Commentary is your explanation of WHY or HOW the text evidence supports your claim.

"On Turning 10"

To help you
analyze the
poem, complete
the activity
Poetry Analysis:
"On Turning 10."

3. How does the speaker of "On Turning 10" feel about growing up?

4. Text evidence and commentary to support your claim:

"Thirteen and a Half" and "On Turning 10"

5. Do Ashley and the speaker of the poem have similar or different feelings about growing up? Explain.

Name: _____ Date: _____

"Thirteen"

Character Thinking Tool

The questions in this activity are about

Ashley

1. At the beginning of the story, how does Ashley feel about growing up? How do you know?

2. Something that is done "to the hilt" is done to the fullest, without limits. How does Ashley "live to the hilt"?

3. Why did Ashley's mom hide the birds' deaths from Ashley? Was it the right thing to do?

4. Is there a difference between getting older and growing up? Explain.

5. At the beginning of the story, Ashley says that at 13 and a half, "Things shift, subtly. You'll see." How do things shift for Ashley on her half birthday?

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

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

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

7. Do you think Ashley and the narrator will become friends? Would you like to be friends with Ashley?

Name: _____ Date: _____

Analyzing Poetry

Below is "On Turning 10" by Billy Collins. Read the poem a few times. Then answer the questions on the next two pages. This activity is meant to be completed in pairs, in groups, or as a class.

On Turning 10 by Billy Collins

Go to
Scope Online
to hear this
poem read
aloud.

- 1 The whole idea of it makes me feel
like I'm coming down with something,
something worse than any stomach ache
or the headaches I get from reading in bad light—
- 5 a kind of measles of the spirit,
a mumps of the psyche,
a disfiguring chicken pox of the soul.

- You tell me it is too early to be looking back,
but that is because you have forgotten
- 10 the perfect simplicity of being one
and the beautiful complexity introduced by two.
But I can lie on my bed and remember every digit.
At four I was an Arabian wizard.
I could make myself invisible
 - 15 by drinking a glass of milk a certain way.
At seven I was a soldier, at nine a prince.

- But now I am mostly at the window
watching the late afternoon light.
Back then it never fell so solemnly
- 20 against the side of my tree house,
and my bicycle never leaned against the garage
as it does today,
all the dark blue speed drained out of it.

- This is the beginning of sadness, I say to myself,
- 25 as I walk through the universe in my sneakers.
It is time to say good-bye to my imaginary friends,
time to turn the first big number.

- It seems only yesterday I used to believe
there was nothing under my skin but light.
- 30 If you cut me I could shine.
But now when I fall upon the sidewalks of life,
I skin my knees. I bleed.

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

1 In the first stanza, the speaker says that the idea of turning 10 makes him feel like he is getting sick. But it's not a regular kind of sickness; it's "a kind of measles of the spirit,/a mumps of the psyche,/a disfiguring chicken pox of the soul." Of course, *literally* your spirit cannot get measles, your psyche cannot get mumps, your soul cannot get the chicken pox. So what do you think the speaker means?

2 Look at the first two lines of the second stanza. Who do you think the "you" is? What makes you think so?

3 What does the speaker mean by "You tell me it is too early to be looking back" in line 8?

4 To describe being one, the speaker uses the phrase "perfect simplicity." In line 11, what phrase does the speaker use to describe being two?

5 What do you notice about these two phrases?

6 Think about what the speaker says in lines 13-16. Clearly, he was never literally a wizard with the ability to turn invisible; he was never literally a soldier or a prince. So what does he mean?

7 In lines 17-18, the speaker says that now he is "... mostly at the window/watching the late afternoon light." Why might the poet have chosen to mention late afternoon light rather than the light at some other part of the day?

8 In lines 19-20, the speaker says that when he was younger, the late afternoon light "... never fell so solemnly/against the side of my tree house" as it does now. The sun doesn't change, though—so what has changed?

9 Consider the figurative language in lines 21-23. What do you think the speaker means when he says that the dark blue speed is drained out of his bicycle?

10 In lines 24-27, the speaker talks about saying goodbye to his imaginary friends. How does he feel about saying goodbye to them? How do you know?

11 What idea or ideas is the speaker expressing in the last stanza of the poem? Explain.

Big Ideas

12 How would the speaker complete the following sentences? Explain your answer.

Childhood means . . .

Adulthood means . . .

13 What does the speaker suggest about the role that imagination and creativity play in our lives when we are young compared with the role they play as we get older? Do you agree with him?

Name: _____ Date: _____

“Thirteen and a Half” Quiz

Directions: Read “Thirteen and a Half.” Then answer the questions below.

1. On page 23, Ashley says that she likes to live life “to the hilt.” What does the expression “to the hilt” mean?
 - (A) in a quiet and peaceful way
 - (B) dangerously
 - (C) fully; to the maximum
 - (D) thoughtfully and carefully
2. Which line from page 24 suggests that Ashley’s mom is eager to get back to her studies?
 - (A) “Anyway, the woman gathered Ashley into her arms and sat down on the rug, hugging her.”
 - (B) “Her mom was stroking her hair, whispering ‘OK’ and occasionally checking her watch.”
 - (C) “‘Oh, sweetheart,’ said the mom.”
 - (D) “‘Ashley,’ said the mom. ‘There’s something I have to tell you.’”
3. On page 26, the narrator explains that she knelt in the dirt to bury Sweet Pea. She then says, “Usually at a friend’s house we play Ping-Pong or something.” Why does the narrator say this?
 - (A) to reveal that Ashley has never played Ping-Pong
 - (B) to emphasize the strangeness of her visit with Ashley
 - (C) to show that holding a funeral for a parakeet is not as fun as playing Ping-Pong
 - (D) to hint that she doesn’t like to play Ping-Pong
4. Which sentence best expresses a theme of the story?
 - (A) Growing up can be both exciting and challenging.
 - (B) Nothing is more important than family.
 - (C) Parakeets make excellent pets.
 - (D) Sometimes it’s kinder to lie than to tell the truth.
5. Which TWO sentences help develop the theme you identified in question 4?
 - (A) “‘But when you get older, and you can do anything,’ she whispered . . .” (p. 23)
 - (B) “‘It feels, it just feels like, like the death of my childhood.’” (p. 24)
 - (C) “‘Sweet Pea was sort of a series of birds.’” (p. 25)
 - (D) “‘Is this the worst playdate of your life?’” (p. 26)
6. How does the setting—Ashley’s large house—contribute to the story? Choose TWO answers.
 - (A) It helps establish that Ashley and the narrator are very different from each other.
 - (B) It helps establish that the narrator and Ashley have a lot in common.
 - (C) It helps establish that the narrator feels comfortable with Ashley.
 - (D) It helps establish that the narrator feels a bit uncomfortable with Ashley.

Constructed-Response Questions

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

7. The tagline of the story is “Why does everything have to change?” Explain how this tagline connects to the story. Support your answer with details from the story.
8. At the end of the story, the narrator’s mom asks her if she had a good time with Ashley. The narrator just shrugs. What might she say if she answered? Support your ideas with details from the story.

Name: _____ Date: _____

“Thirteen and a Half” Quiz

Directions: Read “Thirteen and a Half.” Then answer the questions below.

1. On page 23, Ashley says that she likes to live life “to the hilt.” What does “to the hilt” mean?
 - (A) in a quiet and peaceful way
 - (B) dangerously
 - (C) fully; to the maximum
 - (D) carefully
2. Which line from page 24 suggests that Ashley’s mom wants to get back to her studies?
 - (A) “Anyway, the woman gathered Ashley into her arms and sat down on the rug, hugging her.”
 - (B) “Her mom was stroking her hair, whispering ‘OK’ and occasionally checking her watch.”
 - (C) “‘Oh, sweetheart,’ said the mom.”
 - (D) “‘Ashley,’ said the mom. ‘There’s something I have to tell you.’”
3. On page 26, the narrator says, “Usually at a friend’s house we play Ping-Pong or something.” Why does the narrator say this?
 - (A) to reveal that Ashley has never played Ping-Pong
 - (B) to emphasize the strangeness of her visit with Ashley
 - (C) to show that holding a funeral for a parakeet is not as fun as playing Ping-Pong
 - (D) to hint that she doesn’t like to play Ping-Pong
4. Which sentence best expresses a theme of the story?
 - (A) Growing up can be both exciting and challenging.
 - (B) Nothing is more important than family.
 - (C) Parakeets make excellent pets.
 - (D) Sometimes it’s kinder to lie than to tell the truth.
5. Which TWO sentences help develop the theme you identified in question 4?
 - (A) “‘But when you get older, and you can do anything,’ she whispered . . .” (p. 23)
 - (B) “‘It feels, it just feels like, like the death of my childhood.’” (p. 24)
 - (C) “‘Sweet Pea was sort of a series of birds.’” (p. 25)
 - (D) “‘Is this the worst playdate of your life?’” (p. 26)
6. Choose TWO statements that describe how the narrator reacts to Ashley’s house.
 - (A) It seems unusually large to the narrator.
 - (B) It reminds the narrator a lot of her own house.
 - (C) Being in it makes her very relaxed and comfortable.
 - (D) Being in it makes her a bit uncomfortable and worried she might get lost.

Constructed-Response Questions

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

7. The tagline of the story is “Why does everything have to change?” Describe the changes that happen in Ashley’s life in the story. Support your answer with details from the story.
8. At the end of the story, the narrator’s mom asks her if she had a good time with Ashley. The narrator just shrugs. What might she say if she answered? Support your ideas with details from the story.

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

Birthday Contest

Both the poem and the story are about growing up. Compare Ashley's attitude about being thirteen and a half with the attitude about turning ten expressed in the poem. Use text evidence. Five winners will get *Falling Over Sideways* by Jordan Sonnenblick.

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

ENTRIES MUST BE RECEIVED BY December 15, 2018!

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read "The Boy Who Found His Smile." Then complete the activity below.

1. Imagine that you are writing a paragraph explaining how a cleft lip can affect a child's life.

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

- Ⓐ Each year, one out of every 700 babies is born with a cleft.
- Ⓑ In some places, children with cleft lips are bullied.
- Ⓒ Cleft lip can affect a child's life in both physical and emotional ways.

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

- Ⓐ "Osawa's parents, whose one-room house is made of mud bricks and topped by a grass roof, did not have the means to pay for surgery for Osawa." (p. 19)
- Ⓑ "He had a condition called a cleft lip, meaning that some of the tissues in his mouth had not formed properly while he was in his mother's womb." (pp. 18-19)
- Ⓒ "Osawa struggled to chew, to swallow, to pronounce certain sounds. He endured the comments of neighbors who claimed that his cleft was a punishment from the heavens, a curse on his parents." (p. 19)

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

- Ⓐ It provides an example of how one child's life has been affected by cleft lip both physically and emotionally.
- Ⓑ It shows how hard it is to get treatment for cleft lip in areas of poverty.
- Ⓒ It describes what leads to cleft lip.

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

Osawa’s parents are supportive and kind.

- Ⓐ “Osawa’s parents, whose one-room house is made of mud bricks and topped by a grass roof, did not have the means to pay for surgery for Osawa.” (p. 19)
- Ⓑ “Osawa’s parents did not abandon him. Quite the opposite: They showered him with love and tried to protect him.” (p. 19)
- Ⓒ “He endured the comments of neighbors who claimed that his cleft was a punishment from the heavens, a curse on his parents.” (p. 19)

I chose ____ because _____

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

Children with untreated cleft lip can face many challenges.

- Ⓐ “Each year, one out of every 700 babies is born with a cleft.” (p. 19)
- Ⓑ “In these places, children with clefts are bullied and teased; some families are so ashamed that they abandon children with clefts.” (p. 19)
- Ⓒ “Osawa struggled to chew, to swallow, to pronounce certain sounds.” (p. 19)
- Ⓓ “In some parts of the world, children with clefts die young or end up begging on the streets.” (p. 20)
- Ⓔ “In the United States, most babies born with clefts have surgery before they are 1 year old.” (p. 19)

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.

- Ⓐ Cleft lip can cause many physical challenges. In her article “The Boy Who Found His Smile,” author Lauren Tarshis writes, “Depending on how serious a cleft is, it can interfere with eating, speaking, and breathing, and can lead to ear and dental problems as well” (19).
- Ⓑ Cleft lip can cause many physical challenges. In her article “The Boy Who Found His Smile,” author Lauren Tarshis writes, “Depending on how serious a cleft is, it can interfere with eating, speaking, and breathing, and can lead to ear and dental problems as well” (19). In other words, cleft lip can interfere with several basic bodily functions.
- Ⓒ Cleft lip can cause many physical challenges. In her article “The Boy Who Found His Smile,” author Lauren Tarshis explains that cleft lip can interfere with eating, speaking, and breathing (19). In other words, cleft lip can hinder several basic several basic bodily functions.

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.

- Ⓐ Cleft lip is not as big of a problem for children in the United States as it is for children in developing countries. In her article “The Boy Who Found His Smile,” author Lauren Tarshis explains that most people born with cleft lip in the United States get corrective surgery when they are infants (19). In other words, because babies in America are able to get surgery early, most children born with cleft lip do not have to grow up with the condition.
- Ⓑ Cleft lip is not as big of a problem for children in the United States as it is for children in developing countries. Most people born with a cleft in the United States get the surgery when they are infants.
- Ⓒ Cleft lip is not as large of a problem for children in the United States as it is for children in developing countries. In her article “The Boy Who Found His Smile,” author Lauren Tarshis explains that most people born with a cleft in the United States get the surgery when they are infants (19).

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

6. Now it's your turn. Write a paragraph explaining why millions of children in developing countries are unable to receive surgery to correct cleft lip and palate.

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

[illegible]

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “The Boy Who Found His Smile” and “Changing Lives, One Surgery at a Time,” then complete the activity below.

1. Choose the TWO pieces of text evidence from “The Boy Who Found His Smile” that best support the statement below.

STATEMENT:

A cleft lip or palate can affect a child’s health.

- Ⓐ “Each year, one out of every 700 babies is born with a cleft.” (p. 19)
- Ⓑ “Depending on how serious a cleft is, it can interfere with eating, speaking, and breathing, and can lead to ear and dental problems as well.” (p. 19)
- Ⓒ “Many of his family’s neighbors viewed him with suspicion and even fear. Some said he was cursed.” (p. 18)
- Ⓓ “In some parts of the world, children with clefts die young . . .” (p. 20)

.....

2. Choose the ONE piece of text evidence from “The Boy Who Found His Smile” that best supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

Osawa’s parents are supportive and kind.

- Ⓐ “Osawa’s parents, whose one-room house is made of mud bricks and topped by a grass roof, did not have the means to pay for surgery for Osawa.” (p. 19)
- Ⓑ “Osawa’s parents did not abandon him. Quite the opposite: They showered him with love and tried to protect him.” (p. 19)
- Ⓒ “He endured the comments of neighbors who claimed that his cleft was a punishment from the heavens, a curse on his parents.” (p. 19)

I chose ____ because _____

3. Below are a statement and two pieces of supporting evidence from “The Boy Who Found His Smile.” Find one more piece of supporting evidence from the article and write it on the lines below.

STATEMENT:

Children with untreated cleft lip can face many challenges.

Ⓐ “In these places, children with clefts are bullied and teased; some families are so ashamed that they abandon children with clefts.” (p. 19)

Ⓑ “Osawa struggled to chew, to swallow, to pronounce certain sounds.” (p. 19)

Ⓒ _____

.....

4. Read the lines below from “Changing Lives, One Surgery at a Time.” Then write a statement that they support.

STATEMENT:

Ⓐ “It’s heartbreaking because the only reason they are living with untreated clefts is that their families can’t afford surgery.” (p. 21)

Ⓑ “Transportation to hospitals to get the surgery is another challenge. The majority of our patients live in rural areas, and families may not be able to afford the bus ticket or to take time off from their jobs.” (p. 21)

Name: _____ Date: _____

Close-Reading Questions

"The Boy Who Found His Smile"

1. What do you learn about Osawa in the first section of "The Boy Who Found His Smile"?
(summarizing)
2. Reread the fourth and fifth paragraphs. Why might author Lauren Tarshis have posed this question and then answered it? (author's craft)
3. How does the author support the idea that living with an untreated cleft can be devastating? (key ideas)
4. When Osawa first saw his mouth after the operation, he said, "I look like my friends!" Why might this have been important to him? (inference)

Name: _____ Date: _____

Close-Reading Questions

"Changing Lives, One Surgery at a Time"

1. Reread the subheadline on page 21. What does it tell the reader about Allison Friedman’s attitude toward Smile Train? (tone)
2. Reread Adina Lescher’s answer to the second question, about life for kids with clefts. What does she mean when she says it’s “heartbreaking” that kids live with untreated clefts because their families can’t afford surgery? (interpreting text)
3. Consider Lescher’s answer to the third question, about some of the challenges Smile Train addresses. What sections of “The Boy Who Found His Smile” contain similar information? (text structures)

Name: _____ Date: _____

Critical-Thinking Questions

“The Boy Who Found His Smile” and “Changing Lives, One Surgery at a Time”

1. What does reading the interview add to your understanding of Osawa’s story?

2. Why is it important to read stories like “The Boy Who Found His Smile”?

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

Smile Contest

How can receiving cleft surgery change a child's life? Answer this question in a short essay. Use text evidence from both the article and the interview. Five winners will each get *Ugly* by Daniel Hoge.

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

ENTRIES MUST BE RECEIVED BY December 15, 2018!

Name: _____ Date: _____

How Cleft Surgery Can Change a Life

Directions: Fill in the chart below to record information from "The Boy Who Found His Smile" and "Changing Lives, One Surgery at a Time," which show how cleft surgery can change a child's life. Be sure to include the page numbers for where you found the information.

Question	"The Boy Who Found His Smile"	"Changing Lives, One Surgery at a Time"
1. What physical challenges do children with a cleft face?		
2. What emotional challenges do children with a cleft face?		
3. How is life different after cleft surgery?		

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read the article and the interview. Then answer the questions below.

- Which of the following expresses a central idea of the article “The Boy Who Found His Smile”?
 (A) Osawa had difficulty chewing and swallowing.
 (B) In the U.S., most babies born with clefts have surgery before they are 1 year old.
 (C) Children with untreated clefts face many physical and emotional challenges.
 (D) Smile Train covered the cost of Osawa’s surgery.
- On page 19, Lauren Tarshis writes that “there is no consensus on what causes clefts.” Which of the following is the best definition of *consensus*?
 (A) the act of accepting that something is true
 (B) the recognition of the good qualities of something
 (C) general agreement about something
 (D) a lack of approval
- On page 20, Tarshis writes that Dr. Wayi “carefully pulled together skin and muscles, reshaping Osawa’s mouth like an artist creating a masterpiece.” This line contains
 (A) a simile that shows how quickly Dr. Wayi worked.
 (B) a metaphor that emphasizes how risky cleft surgery can be.
 (C) hyperbole that explains how long Dr. Wayi has been a surgeon.
 (D) a simile that emphasizes the skill and beauty of Dr. Wayi’s work.
- The main purpose of “The Boy Who Found His Smile” is to _____, whereas the main purpose of “Changing Lives, One Smile at a Time” is to _____.
 (A) describe the effects of malnutrition; persuade readers to become surgeons
 (B) show how cleft surgery changed a child’s life; raise awareness of a charity’s work
 (C) inform readers about places of great poverty; describe transportation challenges in rural areas
 (D) teach readers about the country of Tanzania; describe the physical challenges clefts can cause
- Both Tarshis and Allison Friedman have a(n) _____ tone as they write about Smile Train.
 (A) sympathetic and concerned
 (B) admiring and impressed
 (C) worried and confused
 (D) critical and skeptical
- Both the article and the interview support all of the following ideas EXCEPT which?
 (A) Doctors aren’t exactly sure what causes clefts.
 (B) People with clefts are often rejected by society.
 (C) People with clefts can have trouble eating and speaking.
 (D) Cleft lip and palate are very rare conditions.

Constructed-Response Questions

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

- How can living with a cleft be emotionally devastating? Use text evidence from the article and the interview to support your answer.
- What obstacles do children with clefts face in getting treatment? How does Smile Train help them overcome those obstacles? Use text evidence from the article and the interview to support your answer.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read the article and the interview. Then answer the questions below.

1. Which of the following expresses a central idea of the section “High Costs” on page 19?

- Ⓐ Osawa’s family grows corn and raises cattle.
- Ⓑ One in 700 babies is born with a cleft.
- Ⓒ Clefts often go untreated in countries with great poverty.
- Ⓓ Osawa’s house is made of mud bricks.

2. On page 19, Lauren Tarshis writes that “there is no consensus on what causes clefts.” Context clues reveal that *consensus* most closely means

- Ⓐ separation.
- Ⓑ permission.
- Ⓒ agreement.
- Ⓓ difference.

3. On page 20, Tarshis writes that Dr. Wayi “carefully pulled together skin and muscles, reshaping Osawa’s mouth like an artist creating a masterpiece.” This line contains a simile that

- Ⓐ stresses how quickly Dr. Wayi worked.
- Ⓑ emphasizes how risky cleft surgery is.
- Ⓒ reveals how long Dr. Wayi has been a surgeon.
- Ⓓ shows the skill and beauty of Dr. Wayi’s work.

4. Allison Friedman most likely wrote the interview “Changing Lives, One Smile at a Time” to

- Ⓐ persuade readers to become surgeons.
- Ⓑ raise awareness of a charity and the problem it is trying to solve.
- Ⓒ inform readers about transportation challenges in rural areas.
- Ⓓ teach readers what a developing country is.

5. Both Tarshis and Friedman have a(n) _____ tone (or attitude) as they write about Smile Train.

- Ⓐ concerned
- Ⓑ admiring
- Ⓒ worried
- Ⓓ uninterested

6. Both the article and the interview support all of the following ideas EXCEPT which?

- Ⓐ Doctors aren’t exactly sure what causes clefts.
- Ⓑ People with clefts are often rejected by society.
- Ⓒ People with clefts can have trouble eating and speaking.
- Ⓓ Cleft lip and palate are very rare conditions.

Constructed-Response Questions



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

7. What is one way that having a cleft can be emotionally challenging for a child? Use text evidence from the article and the interview to support your answer.

8. What is one obstacle children with clefts face in getting treatment? How does Smile Train help them overcome that obstacle? Use text evidence from the article and the interview to support your answer.

Name: _____ Date: _____

Paired Texts Vocabulary

"The Boy Who Found His Smile"

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

1. cacophony (kuh-KOF-uh-nee) *noun*; A cacophony is a jumble of loud, harsh, unpleasant sounds. Many drivers honking their car horns in a traffic jam would create a cacophony.

2. cleft (kleft) *noun or adjective*; The verb *cleave* (kleev) means "to split" or "to divide into separate parts." Paul Bunyan cleaves logs with his ax.

A cleft is a space or opening in something made by cleaving; a split. An eagle might make its nest in the cleft of a rock.

As an adjective, *cleft* means "partly split or divided in two." A cleft chin has a vertical indentation down the middle.

3. despondent (dih-SPON-duhnt) *adjective*; If someone is despondent, he or she is very sad, discouraged, and without hope.

4. environmental (en-vahy-ern-MEN-tl) *adjective*; As it is used in the article, *environmental* means "relating to or caused by a person's surroundings."

5. genetic (juh-NET-ik) *adjective*; Genes (jeenz) are the parts of cell that control the appearance and growth of living things. Our genes are passed down to us by our parents and carry the information that determines our traits. For example, if your mom is tall, you might be tall too, because you inherited the gene for being tall. *Genetic* means "related to genes." For example, you could say having green eyes is genetic, because green eyes are a trait passed down from parents.

6. palate (PAL-it) *noun*; The palate is the roof of the mouth. It's what separates the inside of your mouth from the inside of your nose. *Palate* can also refer to a person's sense of taste or appetite, as in "My baby sister has a picky palate—she refuses to eat anything but chicken nuggets."

"Changing Lives, One Surgery at a Time"

- 7. developing country (dih-VEL-up-ping KUHN-tree)** *noun*; A developing country is one in which most citizens are poor and where there is little industrial development. Poor sanitation, hunger, and a lack of access to education are among the challenges people in developing countries often face.
- 8. integral (IN-tih-gruhl)** *adjective*; If something is integral, it is very important and necessary; it is needed to make something complete. If you are an integral part of your band, the band would have a hard time playing without you.
- 9. malnutrition (mal-noo-TRISH-uhn)** *noun*; Nutrition (noo-TRISH-uhn) is the act or process of providing the body with the food it needs to grow and be healthy. The Latin root word *mal* means "bad." Malnutrition is an unhealthy condition that results from not eating enough food or from eating food without the proper nutrients. Someone who suffers from malnutrition is often weak and thin.
- 10. ostracize (AHS-truh-sahyz)** *noun*; To ostracize someone is to exclude him or her from a group—in other words, to not allow that person to be part of a group. If kids at school ostracize Megan, they shut her out; they don't let her join their conversations or participate in group activities.

Directions: Below and on the back of this page, list any other words from either text with a definition you are unsure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Paired Texts Vocabulary Practice

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

1. Which of the following is genetic?

- Ⓐ eye color
- Ⓑ ear piercings

2. Mike is despondent. Which of the following could explain why?

- Ⓐ He aced his spelling test.
- Ⓑ His dog ran away from home.

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

- Ⓐ shiny new skyscrapers
- Ⓑ small farms

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

4. **ostracize**

- Ⓐ invite
- Ⓑ shut out

6. **malnutrition**

- Ⓐ wealth
- Ⓑ starvation

5. **cleft**

- Ⓐ separated
- Ⓑ connected

7. **integral**

- Ⓐ unnecessary
- Ⓑ essential

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

8. **Environmental/Integral** factors such as climate and air quality affect a person's health.

9. Bitter to the **palate/malnutrition**, the lemonade was almost too sour to drink.

10. The first few minutes of marching band practice is always a **cleft/cacophony** of clashing symbols and blaring horns.

Name: _____ Date: _____

Tone Quiz

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 the tone of Lila's and Josh's letters in "Assigned Seating in the Cafeteria?"

1. Consider these sentences from Lila's letter:

- "Thank you for giving the students of Lakeside Middle School the chance to voice our opinions about the issue of assigned seating in the cafeteria."
- "It is nice to know that you care what we think."
- "Thank you for considering my opinion."

These sentences contribute to a(n) _____ tone.

- (A) offended (C) passionate
(B) polite (D) confident

2. Lila writes, "I think assigned seating in the cafeteria is a FANTASTIC idea." What does this sentence help you understand about Lila's attitude?

- (A) Lila is enthusiastic about the idea of assigned seating in the cafeteria and feels strongly that her school should adopt this practice.
(B) Lila has mixed feelings about assigned seating in the cafeteria. She is leaning toward supporting it but has some worries about it too.
(C) Lila does not feel strongly one way or the other about assigned seating.
(D) Lila thinks that the intentions behind assigned seating are good but fears that it will not work out as well as some people think.

3. Lila explains that kids usually sit with other kids in the same social group. Then she writes, "I don't think there is anything wrong with that, but sitting with the same group every day does prevent you from meeting new people." Which two words best describe the tone of this sentence?

- (A) judgmental, dismissive (C) respectful, reasonable
(B) disgusted, frustrated (D) amused, encouraging

4. Which best describes Josh's attitude about his school having assigned seating at lunch?

- (A) He is furious that his principal is even considering assigned seating.
(B) He would like more information about assigned seating before coming to a conclusion about it.
(C) He would prefer that his school not adopt assigned seating in the cafeteria, but it's not something he feels strongly about.
(D) He is very worried about the possibility of his school adopting assigned seating; he thinks it would make him and others very unhappy.

5. Which phrases from Josh's letter help establish the attitude you chose in question 4? You may choose more than one answer.

- (A) "I've been bummed . . ."
(B) "It would not be fair to take that privilege away."
(C) "... would it be worth making others (like me) miserable?"
(D) "... we are not excluding anyone."

6. Which line from Josh's letter conveys that he is sympathetic to kids who have trouble finding a place to sit at lunch?

- (A) "I don't think it's a good idea, and here's why."
(B) "It's true that finding a seat in the cafeteria can be stressful for some students, and I don't want anyone at Lakeside to dread lunchtime."
(C) "For one thing, forcing kids to sit next to each other doesn't mean they're going to end up being friends."
(D) "If our seat assignments changed all the time, friendships like ours would not have time to grow."

Name: _____ Date: _____

Tone Quiz

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

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These sentences contribute to a(n) _____ tone.

- | | |
|--------------|----------------|
| (A) offended | (C) passionate |
| (B) polite | (D) confident |

2. Lila writes, "I think assigned seating in the cafeteria is a FANTASTIC idea." What does this sentence help you understand about Lila's attitude?

- (A) Lila is enthusiastic about the idea of assigned seating in the cafeteria. She feels strongly that her school should have assigned seating at lunch.
- (B) Lila has mixed feelings about assigned seating in the cafeteria. She is leaning toward supporting it but has some worries about it too.
- (C) Lila does not feel strongly one way or the other about assigned seating.
- (D) Lila is worried that assigned seating will not work out the way the principal thinks.

3. Which best describes Josh's attitude about his school having assigned seating at lunch?

- (A) He is furious that his principal is even considering assigned seating.
- (B) He would like more information about assigned seating before coming to a conclusion about it.
- (C) He would prefer that his school had not assigned seating in the cafeteria. However, he does not feel strongly about assigned seating.
- (D) He is very worried about the possibility that his school will have assigned seating. He thinks it would make him and others very unhappy.

4. Which phrase from Josh's letter does NOT help establish the attitude you chose in question 3?

- (A) "I've been bummed . . ."
- (B) "It would not be fair to take that privilege away."
- (C) "... would it be worth making others (like me) miserable?"
- (D) "... we are not excluding anyone."

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Assigned Seating in the Cafeteria?" Complete the scavenger hunt on page 29.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should cafeterias have assigned seating?

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

☐ **Yes!** Cafeterias should have assigned seats. ☐ **No!** Cafeterias should not have assigned seats.

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think cafeterias should have assigned seats, one of your supporting details might be that having to find a seat at lunch creates a lot of anxiety for some students.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think cafeterias **SHOULD** have assigned seats, summarize the strongest arguments against assigned seating that Josh presents in his letter. If you think cafeterias **SHOULD NOT** have assigned seats, summarize the strongest arguments in favor of assigned seating that Lila presents in her letter.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe a personal experience that you've had in the cafeteria. Has finding a seat ever been stressful for you? Do you recall a particularly special day of sitting with your friends at lunch?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view about assigned seating in cafeterias. Here's one way you could structure your question: "Would assigned seats in the cafeteria really _____?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook on the lines provided.

Your hook: _____

STEP 6: SUMMARIZE THE ISSUE

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

Lila thinks that her school should have assigned seating in the cafeteria. Josh disagrees and believes that _____

STEP 7: START WRITING

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

Argument Essay Outline

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

1

INTRODUCTION

Open with your hook from Step 5.

↓

Write a transition sentence that relates your hook to the question of assigned seating in the cafeteria.

↓

(See *Scope's* handout "Great Transitions" for some ways to link your ideas.)

↓

Write your summary of the issue from Step 6.

↓

Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

Now write your supporting points from Step 2.
For each one, write 1-3 sentences that provide additional details.

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.

Hint! Order your supporting points from weakest to strongest. Readers will remember details that are presented last.

3

ACKNOWLEDGE THE OTHER SIDE

Now it's time to recognize the other side of the argument.

Use what you wrote in Step 3.

Then explain why you think the opposing point of view is wrong.

4

CONCLUSION

Write 2-3 sentences to remind your readers of your main points.

Finish with a strong final sentence.

Need an idea?
Refer to your hook, find a quote, or give a call to action.

5

READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written.

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Assigned Seating in the Cafeteria?" develop their arguments. We filled in some information for you.

	Lila	Josh
line(s) that expresses the central idea, or central claim	"I think assigned seating in the cafeteria is a FANTASTIC idea."	
two pieces of evidence that support the central idea, or central claim		
line(s) that expresses the counterargument		"It's true that finding a seat in the cafeteria can be stressful for some students, and I don't want anyone at Lakeside to dread lunchtime."
line(s) that contains the rebuttal to the counterargument		

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Assigned Seating in the Cafeteria?" develop their arguments. We filled in some information for you.

	Lila	Josh
line(s) that expresses the central idea, or central claim	"I think assigned seating in the cafeteria is a FANTASTIC idea."	
two pieces of evidence that support the central idea, or central claim		

Name: _____ Date: _____

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

Vocabulary:

"Assigned Seating in the Cafeteria?"

1. dread (dred) *verb or noun*; *Dread* means "to fear greatly" or "to be extremely reluctant." If you fear public speaking, you would dread getting up in front of your class and giving a presentation.

Dread can also be used as a noun to refer to great fear or unease. Before you give your presentation, you might be filled with dread.

2. exclude (ek-SKLOOD) *verb*; To exclude someone or something is to keep that person or thing from joining or taking part in something. If your friends are over and you are playing a board game, your mom might ask you not to exclude your little sister from the game.

3. privilege (PRIV-uh-lij or PRIV-lij) *noun*; A privilege is a special right or advantage given to a person or group of people. For example, at some high schools, older students are given the privilege of going out for lunch instead of having to eat on campus in the cafeteria.

4. socialize (SOH-shuh-lahyz) *verb*; To socialize means to associate or mingle with others. When you are hanging out with your friends, you are socializing. You are also socializing when you talk to a group of people you don't know at an event, such as a dance or party.

5. usher (UHSH-er) *noun or verb*; As a noun, *usher* refers to a person who leads people to their seats at an event such as a concert, play, or religious service.

As a verb, *usher* means "to lead someone or something to a place." When you are visiting someone at the hospital, a nurse might usher you into the patient's room. *Usher in* means "to celebrate the beginning of something." Many people have parties on December 31 to usher in the New Year.

Directions: On the back of this page, list any other words from the debate whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Assigned Seating in the Cafeteria?"

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

1. Which would more likely be considered a **privilege**?

- Ⓐ taking the garbage out on Saturday mornings
- Ⓑ getting to stay out late on Halloween

2. Which word is MOST similar in meaning to **exclude**?

- Ⓐ ban
- Ⓑ accept

3. Where would you be more likely to find **ushers**?

- Ⓐ a theater
- Ⓑ a library

4. Where would it likely be easier to socialize?

- Ⓐ in the middle of a graduation ceremony
- Ⓑ at your friend Emily's birthday party

5. Which would someone likely dread?

- Ⓐ having a cavity filled
- Ⓑ having a refreshing drink on a hot day

6. Which word is LEAST similar in meaning to **privilege**?

- Ⓐ disadvantage
- Ⓑ honor

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

7. _____

8. _____

9. _____

Name: _____ Date: _____

“Caves of Doom” Quiz

Directions: Read “Caves of Doom.” Then answer the questions below.

1. How does the anecdote about the boys in Thailand contribute to the article?

- (A) The anecdote shows that caves in Thailand are more dangerous than caves in America.
- (B) The anecdote supports the idea that cave exploration can be dangerous.
- (C) The anecdote shows that caves should not be explored.
- (D) The anecdote emphasizes how fun cave exploration can be.

2. On pages 30–31, the author writes, “Inside a cave, one can find strange and beautiful rock formations, some hanging from the ceiling like giant icicles...” This line contains

- (A) hyperbole that emphasizes the magnificence of the rock formations that can be found in caves.
- (B) a metaphor that compares rock to ice.
- (C) a simile to help the reader picture a kind of rock formation.
- (D) symbolism to show how fragile rock formations in caves can be.

3. Which statement best describes the structure of the section “Endless Perils”?

- (A) The author lists people who explore caves and why they do it.
- (B) The author compares a safe way to explore caves with risky ones, then lists the dangers associated with cave exploration.
- (C) The author describes what the inside of a cave looks like.
- (D) The author gives a chronological account of different caving trips.

4. Which claim could be supported by information in the article?

- (A) Cave exploration is easy.
- (B) People should never explore caves.
- (C) The excitement that cave exploration brings is not worth the risk.
- (D) Cave exploration can be both exciting and dangerous.

Constructed-Response Questions

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

5. On page 31, the author writes that people who explore caves are lured by the “otherworldly beauty and mystery” of caves. How does the author show that caves are beautiful and mysterious?

6. On page 30, the author says that cave exploration can be treacherous. How well does she support this statement? Explain your answer.

Name: _____ Date: _____

“Caves of Doom” Quiz

Directions: Read “Caves of Doom.” Then answer the questions below.

1. The author likely included the story about the boys in Thailand to

- (A) compare caves in Thailand to caves in America.
- (B) show that cave exploration can be dangerous.
- (C) explain that children should not explore caves.
- (D) show how fun cave exploration can be.

2. On pages 30–31, the author writes, “Inside a cave, one can find strange and beautiful rock formations, some hanging from the ceiling like giant icicles...” This line contains a simile that

- (A) emphasizes the magnificence of the rock formations that can be found in caves.
- (B) shows how cold it can be inside a cave.
- (C) helps the reader picture what the rock formations look like.
- (D) shows how fragile rock formations can be.

3. Complete the sentence below.

In the section “Endless Perils,” the author compares a safe way to explore caves with ways that are more risky. Then she _____.

- (A) poses questions about cave exploration
- (B) lists possible dangers of cave exploration
- (C) explains why people explore caves even though it’s dangerous
- (D) provides a chronological account of several caving trips

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

- (A) Cave exploration can be both exciting and dangerous.
- (B) Caves can be dazzling places to visit.
- (C) Cave exploration can be done safely.
- (D) People who explore caves often end up regretting it.

Constructed-Response Questions



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

5. On page 31, the author writes that people who explore caves are lured by caves’ “otherworldly beauty and mystery.” How does the author show that caves are beautiful and mysterious?

6. On page 30, the author says that cave exploration can be treacherous. Find at least two details from the article that support this idea.

Name: _____ Date: _____

Constructing a Response

Directions: Read "Caves of Doom" and complete the activity on page 31. Then follow the steps below to write a response to the question on page 31.

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

Question from page 31:

How does the author support her claim that caves should be explored carefully?

Step 1: Write your claim.

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

The author supports her claim that caves should be explored carefully by

_____.

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:

"Caves of Doom"

- 1. accessible (ak-SES-uh-buhl)** *adjective*; When something is accessible, it is possible to get to it or use it. A ramp can make a building accessible to people in wheelchairs. Information that is accessible to the public is available to the public.

Accessible can also describe something that is easy to understand, as in "Her poetry is accessible," or someone who is easy to approach and speak to, as in "Mrs. Jones is accessible to her students."

- 2. chasm (KAZ-uhm)** *noun*; A chasm is a deep hole or gap in the earth.

- 3. drafty (DRAF-tee)** *adjective*; A draft is cold air moving around in a closed space, such as a room. If you say a room is drafty, you mean that cold air is moving in it in a way that makes the room unpleasantly chilly.

- 4. lure (loor)** *noun or verb*; The noun *lure* refers to something that attracts an animal or a person to go somewhere or do something. The lure of social media can be hard to resist.

As a verb, *lure* means to cause or persuade a person or an animal to go somewhere or do something by offering them something they want. The smell of freshly baked cookies might lure you into the kitchen.

- 5. menacing (MEN-uh-sing)** *adjective*; Something that is menacing is threatening to harm you.

- 6. peril (PEHR-uhl)** *noun*; *Peril* can mean the state of being in danger. For example: The blizzard put the mountain climbers in peril. *Peril* can also mean something that can cause harm, pain, loss, or difficulty. For example: Sharks and strong currents are perils of swimming in the ocean.

- 7. precaution (pri-KAW-shuhn)** *noun*; A precaution is something done in advance to try to prevent something dangerous or unpleasant from happening. Wearing a seat belt is a precaution. If you want to make sure you don't oversleep, you might set more than one alarm clock as a precaution.

8. recess (REE-sess or ree-SESS) *noun or verb*; You probably know recess as a short break between work periods. Recess can also refer to a dark, hidden part of something, or to a hollowed-out or set-back section of a wall or other flat surface. Do you want to check out the recesses of this creepy old basement? Neither do we.

As a verb, *recess* can mean to temporarily stop something or to put something into a hollowed-out area.

9. treacherous (TRECH-er-uhs) *adjective*; *Treacherous* can mean "full of dangers." A steep, winding, narrow mountain road is treacherous. *Treacherous* can also mean "not able to be trusted." A friend who tells your secrets to someone else is treacherous.

Directions: On the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

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

60 Seconds Contest

Create your own "What Happens Every 60 Seconds" infographic in the form of a poster, a slideshow, or a video. Include different information from what is included in the infographic. Five winners will each get a \$25 Visa gift card.

Entries will be judged on:

⇒ creativity

⇒ grammar

⇒ clarity

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

ENTRIES MUST BE RECEIVED BY December 15, 2018!

Name: _____ Date: _____

You Write It

Creating Your Own Infographic

Directions: Read the infographic on page 32. Then follow the steps below to create your own "What Happens Every 60 Seconds" infographic in the form of a poster, a slideshow, or a video.

1 Look at the type of information included in each section of the infographic in *Scope*. Think about what kinds of information you want to include in your infographic. Below is a list of ideas for topics that you could cover. We've also provided space for you to list any other topics you'd like to explore.

TOPICS

- Animals
- Technology
- The human body
- Weather
- Space
- Food
-
-
-

2 It's important to make sure that the information you end up including in your infographic is accurate. Here are a few reliable sources that might come in handy when researching the topics in Step 1.

SOURCES WE LOVE

- **National Geographic:** <https://www.nationalgeographic.com/>
- **Kids Health:** <https://kidshealth.org/>
- **Wired:** <https://www.wired.com/>
- **Smithsonian:** <https://www.si.edu/>
- **Popular Science:** <https://www.popsci.com/>
- **NASA:** <https://www.nasa.gov/>
- **The New York Times:** <https://www.nytimes.com/>
- **CIA World Factbook:** <https://www.cia.gov/library/publications/the-world-factbook/>
- **Media specialists and librarians**

3 Now it's time to create your infographic. You can start by filling in the graphic organizer below with any information you've found and want to include. Then use the information you've collected to create your infographic in the form of a poster, slideshow, or video.

