

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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Video Discussion Questions

## "Behind the Scenes: Out of the Flames"

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### Before Reading "Out of the Flames"

1. The narrator says that the time of the Triangle fire was a "fascinating time of change in America" (2:21). Give two pieces of evidence from the video that support this statement.
  
  
  
  
  
  
  
  
  
  
2. How does the mood (or feeling) of the video shift starting at 3:00? Consider the narration, visuals, and music.

### After Reading "Out of the Flames"

3. Lewis says that in her article, she wanted to help you imagine what it would have been like to live at the time of the Triangle fire (2:10). Did she succeed? Explain.
  
  
  
  
  
  
  
  
  
  
4. In the video, Lewis says that Triangle is a story of greed and cruelty, as well as courage (1:06-1:14). How is this statement supported by information in the article? Explain your answer.

- 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

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. 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.

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**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.)

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

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**3.** Who or what caused this event?

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

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**5.** What happened afterward?

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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?

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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.

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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?

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

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# Exploring Text Structures

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

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

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## **Description or List**

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

## **Cause and Effect**

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

## **Problem and Solution**

Presents a problem and explains how it is solved

## **Compare and Contrast**

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

## **Sequence of Events**

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

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.

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- 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"

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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.

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-

### 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.



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

# 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?

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

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

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

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**During Reading**  
**Mood, Text Structure, 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.

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

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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.

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## After Reading

### Central Idea/Details and Objective Summary

- 8.** Below are three **supporting details** for a central idea of the article. In the space provided, write a **central idea** that these details support.

Central Idea		
<b>Detail #1</b> “ . . . Katie had to make a terrible choice: Stay and die—or dive into a moving elevator and hope to survive. She dove.” (p. 5)	<b>Detail #2</b> “Fearing that she would be pushed out, Katie fought her way back through the crowd.” (p. 8)	<b>Detail #3</b> “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?”)

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

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “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?

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---

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

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

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

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## During Reading

### Mood, Text Structure, 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:

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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.

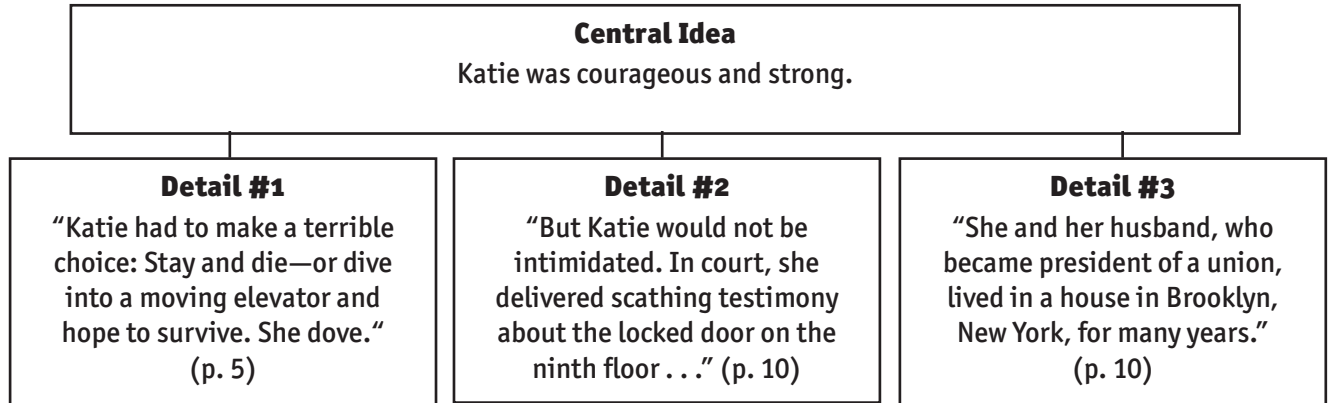
Which words and phrases in the section help you identify this text structure?

- Ⓐ *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.

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

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## “Out of the Flames” Quiz

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

- Which of the following details should NOT be included in a summary of the article?
  - The tragedy outraged the public.
  - Katie’s family came to America from Russia.
  - The stairway door on the ninth floor was locked.
  - The Asch building lacked basic fire-safety features.
- 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
  - from an earlier time.
  - not often found, seen, or experienced.
  - extremely popular.
  - involving a high cost or sacrifice.
- What is the main purpose of the section “Death Trap”?
  - to provide details about the factory’s owners
  - to explain that the factory had many fire hazards
  - to help readers understand how difficult working conditions were
  - to describe life on the Lower East Side
- On page 10, Lewis writes that the factory owners’ lawyer “did everything he could to discredit the survivors.” What does *discredit* mean?
  - to give support or aid to
  - to conduct an interview with
  - to treat with admiration and respect
  - to make something or someone seem false and untrustworthy
- Why might Lewis have included the photos and captions at the top of 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 modern-day workplace abuses
- The article supports the following ideas EXCEPT
  - workers should be treated with dignity.
  - there is a human cost to greed.
  - nothing good can come from tragedy.
  - standing up to injustice is important.

## Constructed-Response Questions

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

- What caused the Triangle factory fire to be so devastating? How could the tragedy have been prevented? Support your answer with text evidence.
- 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?

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

## “Out of the Flames” Quiz

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

1. Which detail would be most important to include in a summary of the article?
  - (A) Katie’s family came to America from Russia.
  - (B) The factory lacked basic fire-safety features.
  - (C) Elevators have not always been automatic.
  - (D) Many immigrants lived on the Lower East Side.
2. On page 6, Lewis writes that shirtwaists were “all the rage.” She means that shirtwaists were
  - (A) expensive.
  - (B) old-fashioned.
  - (C) extremely popular.
  - (D) unusual.
3. The main purpose of the section “Death Trap” is to help readers understand that
  - (A) Katie was lucky to have a job.
  - (B) the Triangle’s owners were rich.
  - (C) working conditions in factories were miserable.
  - (D) the Lower East Side was a crowded, bustling place.
4. 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
  - (A) support.
  - (B) interview.
  - (C) respect.
  - (D) cast doubt upon.
5. What is the main purpose of the photos and captions on 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 workplace abuses
6. Information in the article supports all of the following ideas except which?
  - (A) Since 1911, working conditions in the U.S. have improved.
  - (B) The tragedy at Triangle was preventable.
  - (C) Life was easy for most immigrants in the 1900s.
  - (D) 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.

7. 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.
8. Why do you think the Triangle fire helped to galvanize the public? (*Galvanize* means to shock someone into taking action.)



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

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.

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**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

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

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](mailto: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!**