

Name: _____ Date: _____

Who's vs. Whose

The words **who's** and **whose** are often confused and misused. Here's what you need to know to use them correctly:

Who's is a contraction of *who is* or *who has*.

Examples:

"Who's coming to the party?" asked Ned.

Shayna, who's going to space camp this summer, decorated her bedroom to look like a spaceship.

Who's seen the new season of Stranger Things?

Whose is the possessive form of *who*. It shows ownership.

Examples:

"Whose glass is on the table?" asked Ana.

I asked Grandpa, whose pies are beloved in my family, to make two cherry pies for the bake sale.

We're going to miss Jorge, whose talent on the basketball court helped us win the championship.

Directions: Underline the correct boldface word in each sentence.

1. Billie Eilish, **who's/whose** had several hit songs recently, is one of my favorite singers.
2. Danielle, **who's/whose** lived in Australia for the past two years, just moved back to the United States.
3. Jackson does not know **who's/whose** number that is.
4. My cousin Michael, **who's/whose** one of the funniest people I know, is coming to visit next week.
5. I don't know **who's/whose** recipe it is, but this lasagna is delicious!
6. Mom asked, "**Who's/Whose** dirty shoes are on the kitchen floor?"
7. Regina, **who's/whose** finally recovered from her cold, invited Ariadne to sleep over on Friday.

Directions: For each sentence below, fill in the blank with either **who's** or **whose**.

8. Ryan, _____ plan was to spend the day at the beach, groaned when it began to rain.
9. _____ been eating these cookies? They were supposed to be for the party!
10. The mail carrier, _____ name is Jared, always has a smile on his face.
11. Lucas, _____ sick with the flu, has stayed home from school three days in a row.
12. " _____ that?" asked Kim, pointing at the photo.

Name: _____ Date: _____

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

Vocabulary:

"Frozen Dreams"

- 1. ambition (am-BISH-uhn)** *adjective*; *Ambition* means a goal or aim. Ashley's ambition is to become an astronaut.

Ambition can also refer to a desire for success, power, or fame in general. If Jackson has ambition, he wants to achieve a lot in life, and he's willing to work hard to make that happen.

- 2. arduous (AHR-joo-uhs)** *adjective*; Something arduous is very difficult to achieve and requires a lot of effort. Shoveling snow, like the man in the video is doing, is an arduous task.

- 3. forbidding (fuhr-BID-ing)** *adjective*; Something forbidding looks unfriendly, threatening, or discouraging. Large dark clouds could be described as forbidding. Often, *forbidding* is used to mean "making it difficult or impossible to approach or pass through," as in "Allison looked out across the forbidding desert landscape."

- 4. illustrious (il-LUHS-tree-uhs)** *adjective*; Someone or something that is illustrious is admired, respected, and famous for greatness or achievement. This is a photo of the musician Stevie Wonder. A singer, songwriter, musician, and record producer, he is one of the best-selling music artists of all time. He's won 25 Grammy Awards and was inducted into the Rock and Roll Hall of Fame in 1989. Wonder has had an illustrious career.

- 5. mandate (MAN-dayt)** *verb or noun*; A mandate is an official order to do something. During a drought, a governor might issue a mandate requiring homes and businesses to use less water.

As a verb, *mandate* means "to officially demand or require something." The state of California has mandated that middle schools cannot start before 8 a.m.

- 6. resonate (REZ-uh-nayt)** *verb*; To resonate is to make a loud, clear, deep sound. A gong being struck (as in the video) resonates; a pencil breaking does not.

Resonate can also mean "to have a particular meaning or importance to someone, affecting him or her in a personal or in an emotional way." Let's say you hear a speech that makes a lot of sense to you or that brings up a lot of emotion. You might say, "That speech really resonated with me."

7. venture (VEN-shuhr) *verb or noun*; To venture is to do something that involves risk. *Venture* can mean "to go somewhere that is dangerous," as in "We ventured through the empty desert wilderness." It can also mean "to do or say something at the risk of being criticized," as in "Heather ventured a guess."

As a noun, *venture* refers to an activity or task that involves risk or danger.

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. Then write a definition for the word and one example sentence.

PAGE 1 OF 2

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Name: _____ Date: _____

Critical-Thinking Questions

"Frozen Dreams"

1. Why is it important to learn about figures from the past who have been left out of history books?
2. Why do humans have a desire to explore the world, and in particular, dangerous places like the Arctic?

Name: _____ Date: _____

Making Your Brochure: The Matthew Henson Exhibit

The writing prompt on page 9 says:

Imagine that a museum exhibit has been created to honor Matthew Henson. Create a brochure for the exhibit. It should include an introduction explaining who Henson was and a guide to the exhibit.

Follow the directions below to help you plan your exhibit and brochure.

Step 1: Before you can create the brochure, you need to have a clear idea of what the exhibit will include. Here are some ideas for the types of objects that might be part of the exhibit:

- photos
- historical artifacts (objects from the time of Peary and Henson's expedition)
- documents (letters, newspaper articles, records, other papers)
- models
- maps
- sound recordings
- video

Use the boxes below to brainstorm objects that could be in the exhibit. In the last box, list any ideas you have that don't fit into any of the categories we gave you.

the history of Arctic exploration

Henson's early life

Henson and Peary's expedition(s)

Henson's legacy

other

Step 2: Now it's time to plan the introduction for your brochure, which should explain who Henson was. Start by brainstorming a list of questions that you think the introduction should answer. List the questions here:

Step 3: Think about how the exhibit will be set up. First, go back to the objects you brainstormed in Step 1. Do you want to use all of them in your display? If not, circle the ones you want to include. Then in the space below, make notes and sketches about how the objects should be displayed.

Step 4: Use your own paper to create a first draft of the brochure. Which objects from the exhibit will be important to mention—and perhaps show—in your brochure? How will you organize the brochure? Will you include a map? It's up to you! When you're done with your first draft, make sure you have answered the questions you wrote in Step 2. Revise as needed.

Name: _____ Date: _____

“Frozen Dreams” Quiz

Directions: Read “Frozen Dreams.” Then answer the questions below.

1. Which word **BEST** describes the mood of the introduction?

- (A) optimistic
- (B) tranquil
- (C) suspenseful
- (D) gloomy

2. On page 5, the subtitle states of Henson: “It would take decades for the world to discover him.” Which sections help readers understand why?

- (A) the introduction and “Kingdom of Ice”
- (B) “Growing Dreams” and “Out of the Shadows”
- (C) the sidebar “If You Went With Matthew Henson to the North Pole . . .” and “Frozen Toes”
- (D) “Frozen Toes” and “Blubber and Blood”

3. Which statement **BEST** describes the role the Inuit played in Henson and Peary’s expeditions?

- (A) The Inuit picked up Henson and Peary after their expedition was over.
- (B) The Inuit entertained Henson and Peary with legends about the North Pole.
- (C) The Inuit invited Henson to their celebrations.
- (D) The Inuit taught Henson and Peary survival skills that were critical to their success.

4. Which lines support your answer to question 3?

Choose TWO answers.

- (A) “The indigenous people of Greenland, called the Inuit, did not venture near the North Pole.” (p. 5)
- (B) “The Inuit believed the area was cursed by a demon called Kokoyah . . .” (p. 5)
- (C) “His new friends taught him to hunt and icefish.” (p. 8)
- (D) “The Inuit also taught Henson to drive a dogsled pulled by a team of eight arctic dogs.” (p. 8)

5. On page 7, author Lauren Tarshis writes that “Peary was a man of fierce ambitions.” Based on context clues, which is the definition of *ambition*?

- (A) a desire for success, honor, or power
- (B) the total of a person’s experience and education
- (C) the quality of being kind and unselfish
- (D) a line of ancestors

6. Which of the following statements **CANNOT** be supported by information in the article?

- (A) What is recorded as historical fact may not always be reliable.
- (B) The United States eventually recognized Henson for his achievements in the Arctic.
- (C) Henson was as important as Peary to the success of their Arctic expeditions.
- (D) Peary later regretted not giving Henson proper recognition for his contributions.

Constructed-Response Questions

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

7. How does Tarshis help readers understand what it would have been like to be in the Arctic with Henson and Peary? Use text evidence to support your answer.

8. How does Tarshis develop the idea that during his life, Matthew Henson did not get the credit he deserved? Use details from the article to support your answer.

Name: _____ Date: _____

“Frozen Dreams” Quiz

Directions: Read “Frozen Dreams.” Then answer the questions below.

- Which BEST describes the mood of the introduction?**
 - optimistic: showing hope for the future
 - tranquil: quiet and peaceful
 - suspenseful: causing nervousness or excitement about what might happen next
 - gloomy: sad and hopeless
- On page 7, author Lauren Tarshis writes, “Peary, unlike Henson, had many opportunities to make his dreams come true.” Which section explains why Henson’s opportunities were limited?**
 - the introduction
 - “Growing Dreams”
 - “Frozen Toes”
 - “Blubber and Blood”
- In what way did the Inuit contribute to Henson and Peary’s success in the Arctic?**
 - by giving them maps
 - by finishing the journey for them
 - by helping them raise money
 - by teaching them survival skills
- Which lines support your answer to question 3? Choose TWO answers.**
 - “The indigenous people of Greenland, called the Inuit, did not venture near the North Pole.” (p. 5)
 - “The Inuit believed the area was cursed by a demon called Kokoyah. . . .” (p. 5)
 - “His new friends taught him to hunt and icefish.” (p. 8)
 - “The Inuit also taught Henson to drive a dogsled pulled by a team of eight arctic dogs.” (p. 8)
- On page 7, Tarshis writes that “Peary was a man of fierce ambitions.” She means that Peary**
 - had an intense desire to succeed.
 - was unkind.
 - was a wealthy man.
 - was a skilled explorer.
- Which detail helps develop the idea that Henson was eventually recognized for his achievements?**
 - Henson planted an American flag in the snow at the North Pole.
 - Henson lived a quiet life in New York City.
 - Henson’s niece told classmates her uncle was a famous explorer.
 - Henson’s body was moved to Arlington National Cemetery.

Constructed-Response Questions

Directions: Write your answers in well-organized responses.

- What does the sidebar “If You Went With Matthew Henson to the North Pole . . .” help readers understand? Use details from the sidebar to support your answer.
- How does author Lauren Tarshis develop the idea that during his life, Matthew Henson did not get the credit he deserved? Use details from the article to support your answer.

Name: _____ Date: _____

Video Discussion Questions

"Beyond the Story: History's Forgotten Heroes"

Before Reading "Frozen Dreams"

1. According to the first section of the video (0:09-1:33), what was Matthew Henson's historic accomplishment? Why wasn't he remembered for it until years later?
2. Author Lauren Tarshis explains that many important people from history have been overlooked "because of prejudice or discrimination." In your own words, define these two terms. Then give at least two examples of prejudice and discrimination that the people in the video faced.
3. Think about the endings of the five different stories in the video. What do they have in common with one another?

After Reading "Frozen Dreams"

4. Consider Matthew Henson's story as well as the stories of the five other people featured in this video. Which person are you most interested in learning more about? Why?

Name: _____ Date: _____

Summarizing

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

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

Directions: Answer the questions below to help you write an objective summary of “Frozen Dreams.”

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

2. What significant event does the article describe?

3. What obstacles does the main person(s) face leading up to this event?

4. What happened as a result of this event?

5. Write any other important details you haven’t mentioned.

Summary of "Frozen Dreams"

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 "Frozen Dreams."

On April 6, 1909, American explorers Matthew Henson and Robert Peary became two of the first people to reach the North Pole. Previously, Henson had worked for Peary as a cabin boy on Peary's expedition to Central America. After exploring Central America, the men took a series of trips to _____.

1. Where did the two men explore next?

2. What was Peary's goal?

Peary wanted to _____.

_____. While in the Arctic, the men sought the help of the local Inuit people to help them survive the region's harsh conditions. The Inuit _____.

3. How did the Inuit help them?

_____. In 1909, on their sixth trip to the Arctic, disaster struck. The men were just days away from reaching the North Pole

4. What happened to Henson during this trip?

when Henson _____.

_____. Luckily, Henson was saved by one of the Inuit members of the crew, Ootah. Three days later, Henson, Peary, and the rest of the crew reached the North Pole.

5. What happened to Peary? Did Henson have the same experience?

When Henson and Peary returned to America, _____.

6. How did things change for Henson in 1988?

_____. Finally, in 1988, _____.

_____.
_____.

Name: _____ Date: _____

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 "Frozen Dreams."

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

2. Read the sidebar on pages 8-9. Why might the author have chosen to include this feature?

3. Study the map on page 8. How does the information on this map contribute to the article?

4. Read the subheadings in the article. Describe how the tone of the subheadings changes over the course of the article.

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 "Frozen Dreams."

1. Reread the section "Growing Dreams." Which statement BEST expresses a central idea of this section?

- Ⓐ Henson worked in a hat store.
- Ⓑ Henson became a cabin boy on a ship.
- Ⓒ Henson was orphaned at age 11.
- Ⓓ No matter the obstacles in his path, Henson was determined to see the world.

2. Read a central idea of the article in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:
The Arctic is a brutal environment.

- Ⓐ "These routes were never found, though more than 100 men died trying." (p. 5)
- Ⓑ "Sailors who managed to escape their broken ships quickly perished in temperatures that plunged to 60 degrees below zero." (p. 6)
- Ⓒ "Unlike Peary, Henson learned the language of the Inuit and joined their celebrations." (p. 8)
- Ⓓ "They got lost in blizzards and at times nearly starved." (p. 8)
- Ⓔ "On one trip, Peary's feet became so frostbitten that eight toes snapped off." (p. 8)

I chose _____ because _____

- 3. Read the details from the sections "Blubber and Blood" and "Frozen Toes" listed below. In the box, write a central idea that these details support.**

Central Idea:

Detail 1: "The Inuit also taught Henson to drive a dogsled pulled by a team of eight arctic dogs." (p. 8)

Detail 2: "Peary hired Inuit women who lived near the camp to sew fur clothing and sealskin moccasins, which didn't freeze and split open in the cold as leather boots did." (p. 7)

Detail 3: "His new friends taught him how to hunt and fish." (p. 8)

- 4. Consider the central idea of the whole article, which 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:

In Henson's time, the United States was a place of racism and discrimination.

Supporting detail 1:

"But most white business owners refused to hire African Americans." (p. 6)

Supporting detail 2:

Supporting detail 3:

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 "Frozen Dreams."

1. Read a central idea of the sections "Growing Dreams" and "Out of the Shadows" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:

In Henson's time, racism and discrimination were widespread in the United States.

- ☐ A. "After his triumph in the Arctic, Henson lived a quiet life in New York City with his wife, Lucy, working as a messenger." (p. 9)
- ☐ B. "It's doubtful Henson heard much about the Arctic when he was growing up, in southern Maryland." (p. 6)
- ☐ C. "The laws were designed to make it difficult for African Americans to participate in society—to own property, make money, vote, get a good education—to exercise the rights that were supposed to be everyone's under the Constitution." (p. 6)
- ☐ D. "But most white business owners refused to hire African Americans." (p. 6)
- ☐ E. "But history books mostly ignored his achievements—along with the achievements of most African Americans and indigenous people." (p. 9)

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

Central Idea:

The Inuit _____.

Detail 1: "The Inuit also taught Henson to drive a dogsled pulled by a team of eight arctic dogs." (p. 8)

Detail 2: "Peary hired Inuit women who lived near the camp to sew fur clothing and sealskin moccasins, which didn't freeze and split open in the cold as leather boots did." (p. 7)

Detail 3: "His new friends taught him how to hunt and fish." (p. 8)

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “Frozen Dreams.” See *Scope*’s “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading

Text Features, Mood, Tone

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

2. Read the sidebar on pages 8-9. Why might the author have chosen to include this feature?

3. Study the map on page 8. How does the information on this map contribute to the article?

4. Read the subheadings in the article. Describe how the tone of the subheadings changes over the course of the article.

During Reading
Mood, Text Structure, Inference

5. Describe the **mood** of the introduction. Explain how the author creates this mood.

6. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Growing Dreams.”

The author compares
southern Maryland with
Washington, D.C.

The author gives a
chronological account of
Henson’s life before joining
Peary’s crew.

The author provides a list of
experiences that prepared
Henson to be an explorer.

B. Explain your answer.

7. Consider this quote from page 9:

“His niece, Olive Henson Fulton, once proudly told classmates that her uncle Matthew was a famous explorer. Her teacher punished her for lying.”

Why did Olive’s teacher think she lied in saying her uncle was a famous explorer?

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.

```
graph TD; A[Central Idea: The Arctic Expedition] --- B[Detail #1: Peary hired Inuit women who lived near the camp to sew fur clothing and sealskin moccasins, which didn't freeze and split open in the cold . . ." (p. 7)]; A --- C[Detail #2: The Inuit also taught Henson to drive a dogsled pulled by a team of eight arctic dogs." (p. 8)]; A --- D[Detail #3: Ootah had grabbed Henson and hauled him up, saving his life. Three days later, Henson, Peary, and the other men reached the North Pole." (p. 9)];
```

Central Idea:

Detail #1

"Peary hired Inuit women who lived near the camp to sew fur clothing and sealskin moccasins, which didn't freeze and split open in the cold . . ." (p. 7)

Detail #2

"The Inuit also taught Henson to drive a dogsled pulled by a team of eight arctic dogs." (p. 8)

Detail #3

"Ootah had grabbed Henson and hauled him up, saving his life. Three days later, Henson, Peary, and the other men reached the North Pole." (p. 9)

9. Write an **objective summary** of “Frozen Dreams.” (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 with “Frozen Dreams.” See *Scope’s* “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Mood, Tone

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

2. Read the sidebar on pages 8-9. Why might the author have chosen to include this feature?

3. Study the map on page 8. How does the information on this map contribute to the article?

4. Read the subheadings in the article. Describe how the tone of the subheadings changes over the course of the article.

During Reading
Mood, Text Structure, Inference

5. **Mood** is the feeling the reader gets from a piece of writing. Which of the following describes the mood of the introduction?

- Ⓐ dramatic and sad
- Ⓑ terrifying and suspenseful
- Ⓒ hopeful and triumphant

B. Explain how the author creates this mood.

6. **Text structure** is the term for how an author organizes information. In the section “Growing Dreams,” the author uses a sequence-of-events structure.

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

- Ⓐ *Washington, D.C.; Southern United States; Civil War; Anti-slavery; “Jim Crow” laws*
- Ⓑ *Around age 11; When he was 13; For the next few years; at age 19; Eventually*
- Ⓒ *resonated deeply; Designed to make it difficult; Pursue education and fight racism*

7. Consider this quote from page 9:

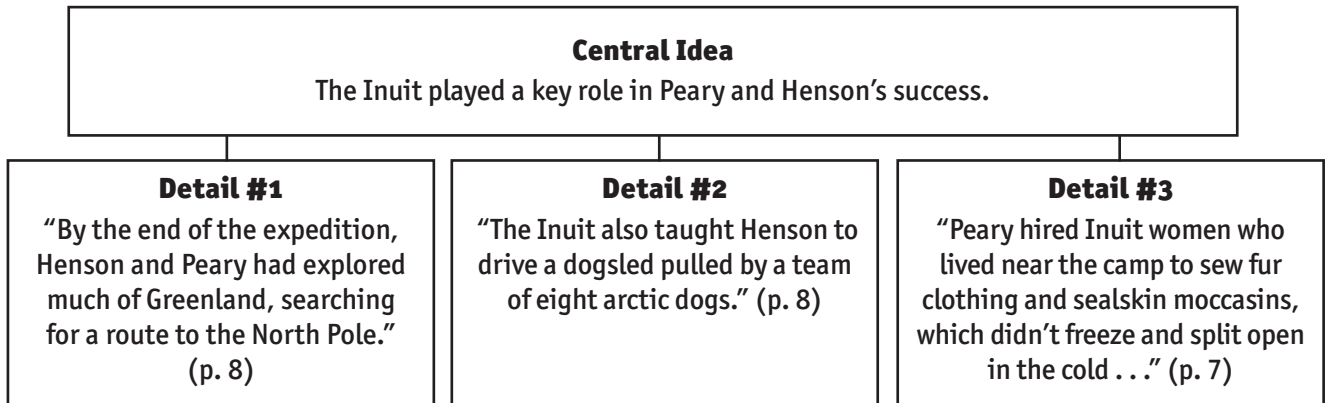
“His niece, Olive Henson Fulton, once proudly told classmates that her uncle Matthew was a famous explorer. Her teacher punished her for lying.”

Why did Olive’s teacher think she lied in saying her uncle was a famous explorer?

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 “Frozen Dreams.”

- a. Naval engineers have cool jobs.
- b. In April 1909, Peary and Henson became part of the first group of people to reach the North Pole.
- c. In Henson’s time, the U.S. was a place of bitter racism and discrimination.
- d. Henson would not be recognized for his accomplishments until many years after his death.
- e. I didn’t know who Matthew Henson was before I read this article.
- f. Peary once dined with President Theodore Roosevelt.

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 "Frozen Dreams."

1. The first four paragraphs of the introduction use **description**. 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 section "Growing Dreams."

cause and effect

sequence of events

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

- 3. A.** Which text structure does the author use in the last four paragraphs of the section "Frozen Toes"?

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

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

Henson Contest

Imagine that a museum exhibit has been created to honor Matthew Henson. Create a brochure for the exhibit. It should include an introduction explaining who Henson was and a guide to the exhibit. Five winners will each get *First Man* by Simon Schwartz.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY March 20, 2020!



Go to Scope Online
to listen to these
names and places
pronounced
aloud!

Into the Burning Sun

Pronunciation Guide to Names and Places

Athena [ah-THEE-nah]

Crete [kreet]

Daedalus [DED-l-uhs]

Icarus [ICK-er-uhs]

Minos [MEE-nuhs]

Minotaur [MIN-uh-tawr]

Pasiphae [puh-SIF-uh-ee]



Into the Burning Sun

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

	Agree	Disagree
1. We should not attempt more than we can achieve.		
2. Pride can be a positive trait, but it can also be a negative one.		
3. Risk is an essential part of progress.		
4. Just because you can do something doesn't mean you should.		
5. “Only those who will risk going too far can possibly find out how far one can go.” —T.S. Eliot		
6. You should always heed advice from elders, particularly your parents.		

Name: _____ Date: _____

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

Vocabulary:

Into the Burning Sun

- 1. discreet (dih-SKREET)** *adjective*; To be discreet is to be careful about what you say and do, making sure not to attract attention or let out any private information.

For example, Joe doesn't want everyone to know he is auditioning for his first school play; it adds too much pressure. He tells only his friend Sara. Sara is careful not to mention the audition when other people are around and sends Joe private text messages of encouragement throughout the week. Sara is being discreet.

- 2. gaunt (gawnt)** *adjective*; Someone who is gaunt is very thin and bony as a result of hunger, illness, or old age.

- 3. hubris (HYOO-bris)** *noun*; Hubris is excessive pride and ambition. In other words, being *too* confident. Hubris might cause a top athlete to feel like they don't have to practice as much as other players on the team. In Greek mythology, hubris is seen as a foolish and dangerous quality that often leads to a character's ruin.

- 4. hulking (HUHL-king)** *adjective*; *Hulking* means "very large or heavy."

- 5. incur (in-KUR)** *verb*; *Incur* means "to experience or receive as a result of one's own behavior or actions" or "to bring down upon oneself." In other words, incur means to have something unpleasant or unwelcome happen to you because of something you did. If you don't turn in your library books on time, you might incur late fees. A hockey player might incur a one-minute penalty for a foul.

- 6. intricate (IN-trih-kit)** *adjective*; Something that is intricate is very complicated or detailed. A car engine has an intricate design, with many parts that are connected in complex ways. A mystery novel with an intricate plot might be difficult to follow at first.

7. opulent (OP-yuh-luhnt) *adjective*; *Opulent* means “rich and luxurious.” Opulent things or places look grand and expensive. A throne made of gold and decorated with diamonds is opulent. A simple wooden stool is not opulent.

8. wield (weeld) *verb*; *Wield* means “to hold and be ready to use,” as in “The knight wielded his sword, ready to fight.” It can also mean “to control and use an item with competence,” as in, “Luke Skywalker wields a lightsaber with great skill.”

Wield can also mean “to have and to use one’s power or influence,” as in “Despite Tara’s best efforts, her babysitter wielded his authority and made her go to bed.”

Directions: Below or on the back of this page, list any other words from the play or poem 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

Into the Burning Sun

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

1. The **hulking**/**intricate** puzzle has more than 1,000 pieces.
2. Ava turned down her music so that she wouldn't **incur**/**wield** her neighbor's anger.
3. Cam reminded Haley to be **opulent**/**discreet** when handing out invitations to the surprise party.
4. The **intricate**/**opulent** theater has red velvet seats, crystal light fixtures, gold-plated walls, and angels in the sky painted on the ceiling.
5. The movie we watched last night was full of **gaunt**/**hulking** zombies. They were so thin, they looked like skeletons.

Directions: Choose the best answer to each question.

6. Which place is opulent?

- Ⓐ a camping tent
- Ⓑ a palace

7. Which sentence uses *incur* correctly?

- Ⓐ "I didn't realize you could incur so many charges with the new app; I deleted it after getting a bill for \$100."
- Ⓑ "I incur my allowance every Saturday."

8. In which situation might a person try to be discreet?

- Ⓐ when opening a birthday present
- Ⓑ when telling a friend he has food in his teeth

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

9. wield

- Ⓐ forget
- Ⓑ possess

10. intricate

- Ⓐ elaborate
- Ⓑ simple

11. hulking

- Ⓐ massive
- Ⓑ miniature

12. hubris

- Ⓐ pride
- Ⓑ respect

Name: _____ Date: _____

Close-Reading Questions

Into the Burning Sun

1. In the chronology of the story, when do the events of Scene 1 take place? Why might the playwright have chosen to start the play this way? (text structure)
2. In Scene 4, Icarus has a mechanical toy bird. What is the significance of this toy? (structure)
3. To be reckless is to do something without thinking or caring about the possible negative consequences of your action. In what way is Icarus reckless? (character)
4. How are the gods portrayed in the story? (characterization)

Name: _____ Date: _____

Critical-Thinking Questions

Into the Burning Sun

1. Based on what happens to Icarus, what big idea or message do you think the myth conveys?
2. Answer the question in the caption on page 14: Do you think Daedalus and Icarus deserved their fate?
3. A tyrant is a ruler who has complete power and who uses that power in a way that is cruel and unfair. On page 13, Daedalus calls Minos a tyrant. Is this a fair description?

Name: _____ Date: _____

Analyzing Poetry

Below is Jennifer Dignan's poem "Reconsidering Icarus." Read the poem a few times. (We explain a few words in the poem.) Then answer the questions on the next few pages. This activity is meant to be completed by partners, in groups, or as a class.

Reconsidering Icarus by Jennifer Dignan

- 1 Imagine staring at the rough stone walls
and the cold dirt floor
- 3 listening to the laughs and screams
of hyenas just outside.
- 5 Did it not require
a measure of hubris to think
- 7 "I will find another way"?

*Outsize means
"unusually large."*

Absent outsize ambition

- 9 outsize courage
outsize confidence
- 11 would we ever have left our caves?

And everything that followed—

- 13 pyramids and ocean crossings
the Mona Lisa
- 15 Shakespeare's plays
horseless carriages and electric lights
- 17 heart surgery, airplanes, iPhones
rockets blasting into space—

*Horseless carriages
is an early name for
cars.*

- 19 would any of it have come about
had no one ever dipped
- 21 into the spray of breaking waves
or soared to where the sun could melt
- 23 the wax on their beautiful wings?

Go to
Scope Online
to hear this poem
read aloud.

Directions: Work with your partner or group to answer the following questions.

1 Who is the poet talking about in the first stanza of the poem? Who is staring at stone walls and a dirt floor, listening to hyenas just outside? Explain how you know.

2 In the second stanza, the poet writes, "Absent outsize ambition/outsize courage/outsize confidence." Explain how the poet is using the word *absent*. What other word could she have used here to mean the same thing?

3 In your own words, explain the questions the poet is asking in the first two stanzas.

4 Consider the things listed in the third stanza. What category do they all belong in, or how are they all related? Explain.

5 What do you notice about the order in which the things in the third stanza are listed?

6 The last stanza of the poem is an allusion: It refers to someone else or something else without directly naming it. What is the poet alluding to? Explain.

7 In your own words, state the big question that the poet is asking in this poem and how you think she would answer it.

8 Analyze the poem's title, "Reconsidering Icarus." Answer the following questions:

- In what way does the poet "reconsider" Icarus in this poem?
- What does the title help you understand about the poem?

Name: _____ Date: _____

Preparing to Write: The Myth of Icarus

The writing prompt on page 15 says:

In Scene 4, Athena says: “It is a wise man who knows his limits—and does not attempt to reach beyond them.” How is this idea developed throughout the play? How does the poem offer a different point of view? Answer both questions in an essay. Use text evidence.

Follow the directions below to help you write your essay.

Let’s start with the first question, which asks how the idea that humans should know their limits and not attempt to reach beyond them is developed in the play.

1. Find lines in the play that show that Daedalus and Icarus do not know their limits or attempt to reach beyond them. In other words, lines that reveal the characters showing great pride or doing things that the gods might see as too ambitious. In the space below, summarize these lines or quote them directly. Be sure to note the scenes and page numbers. We’ve provided two ideas for you.

Scene 2:

- Daedalus is celebrated at a party thrown by King Minos of Crete. Pasiphae, the queen of Crete, thanks Daedalus for the “glorious new palace” he built and notes that the statues he built are “so lifelike we had to tie them down to keep them from wandering off” (11).
- A sea captain praises the sails that Daedalus created (11).

2. In addition to the quote from Athena in the writing prompt, what else does Athena say or what else happens that develops the idea that humans should know their limits? Summarize or quote lines that answer this question below.

Now work on the second part of the question: How does the poem offer a different point of view?

3. Jot down your ideas about how the poem “Reconsidering Icarus” offers a different point of view to Athena’s statement that a wise man knows his limits and does not try to go beyond them. Be sure to include details from the poem to support your ideas.

Now you’re ready to write the first draft of your essay. Be sure to make it clear how your text evidence supports your ideas.

Name: _____ Date: _____

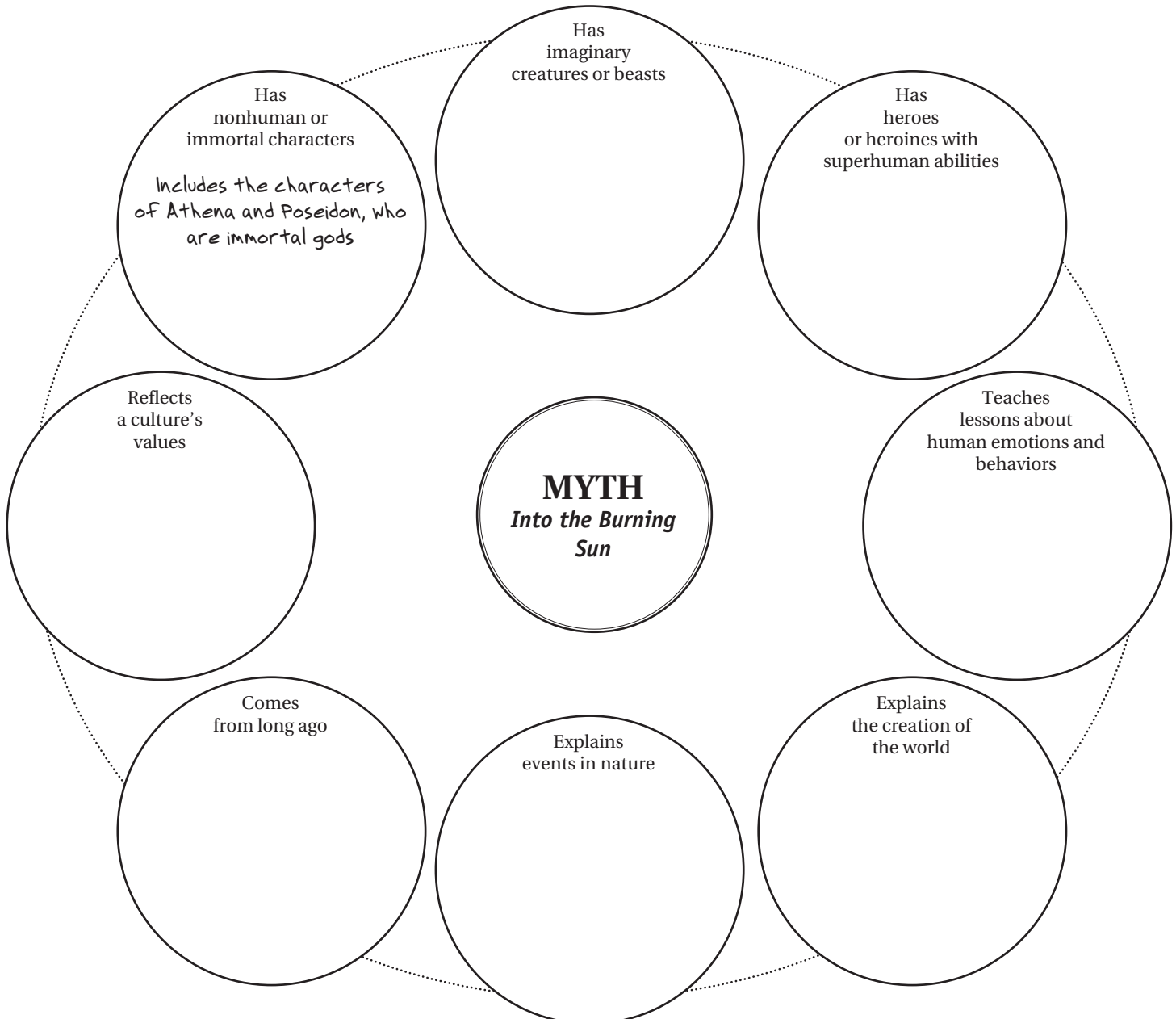
A
genre is
 a category of
 literature or art.
 Mystery, science fiction,
 historical fiction,
 and biography are
 all genres of
 literature.

Genre Exploration: *Into the Burning Sun*

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

Directions: The graphic organizer below gives some common characteristics of myths. *Into the Burning Sun* does not have all these characteristics, but it has many of them. We've filled in how the play shows one of these characteristics.

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



Directions: Answer the questions below.

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

2. Many Greek myths and dramas contain a tragic hero—a main character who makes an error in judgment that leads to his or her downfall.

Tragic heroes often:

- fall from greatness, honor, or a high position in society
- have a tragic flaw—a character trait that leads to their downfall
- choose one thing over another in what turns out to be a life-changing mistake
- don't listen to other characters' warnings
- receive a punishment that seems too harsh for their crimes, making the audience feel sad
- come to an understanding of what went wrong and accept the truth

Consider Daedalus. In what ways is he a tragic hero?

Name: _____ Date: _____

Into the Burning Sun Quiz

Directions: Read *Into the Burning Sun*. Then answer the questions below.

1. Which literary device is used in Scene 1?

- (A) flashback
- (B) symbol
- (C) flash-forward
- (D) alliteration

2. In Scene 2, SD3 says, “Minos plasters a smile on his face.” This detail helps readers understand that Minos is

- (A) grateful to have Daedalus as his Master Craftsman.
- (B) pleased with his new palace.
- (C) trying to conceal his worry.
- (D) a kind and generous ruler.

3. In Scene 3, King Minos talks to Daedalus about containing the Minotaur, saying, “But be discreet. No one can know about it.” Which line helps readers understand why Minos doesn’t want anyone to know about it?

- (A) **Athena:** Little mortals! Do you not know the path of hubris? It leads only to destruction!
- (B) **Daedalus:** The gods are watching us now.
- (C) **Minos:** You are certain the beast cannot escape?
- (D) **Minos:** Daedalus, you have built me more than a cage for a monster. You have built a prison for my enemies.

4. Which lines from Scene 4 foreshadow events to come? Choose TWO answers.

- (A) **Daedalus:** Well, I was going to say that the Minotaur would be trapped forever.
- (B) **Icarus:** Is it not possible that one day you could make us fly?
- (C) **Icarus:** How awful! What are you going to do?
- (D) **SD3:** Icarus takes a small mechanical bird from his pocket. He pulls the tail and the wings flap.

5. Which detail would be LEAST important to include in a summary of the play?

- (A) Pasiphae greatly admires Daedalus’s statues.
- (B) Minos locks Daedalus and Icarus in a tower so that they can’t reveal the Labyrinth’s secret.
- (C) The gods curse King Minos with a deadly beast called the Minotaur.
- (D) Daedalus builds wings so that he and Icarus can fly out the window of their prison cell.

6. Which is NOT a concept explored in the play?

- (A) pride
- (B) friendship
- (C) human limitations
- (D) obeying elders

Constructed-Response Questions



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

- 7.** Hubris is excessive pride and ambition. What message does the play send about hubris? Support your answer with text evidence.

Name: _____ Date: _____

Into the Burning Sun Quiz

Directions: Read *Into the Burning Sun*. Then answer the questions below.

1. Which literary device is used in Scene 1?

- (A) flashback: a scene that takes the story back in time
- (B) symbol: an object, setting, event, animal, or person that on one level is itself, but that also represents something else
- (C) flash-forward: a scene that temporarily takes the story forward in time
- (D) alliteration: when two or more words in a group of words begin with the same sound

2. In Scene 2, SD3 says, “Minos plasters a smile on his face.” This detail helps readers understand that Minos is

- (A) grateful to have Daedalus as his Master Craftsman.
- (B) pleased with his new palace.
- (C) trying to hide his worry.
- (D) a kind and generous ruler.

3. In Scene 3, King Minos tells Daedalus not to tell anyone about the Minotaur. Why does Minos want to keep the Minotaur a secret?

- (A) He will look weak if he can’t control the beast.
- (B) He doesn’t want to anger Poseidon even further.
- (C) He wants to protect the kingdom.
- (D) He plans to use the Minotaur for evil purposes—to punish his enemies.

4. Which lines from Scene 4 foreshadow (hint about) events to come? Choose TWO answers.

- (A) **Daedalus:** Well, I was going to say that the Minotaur would be trapped forever.
- (B) **Icarus:** Is it not possible that one day you could make us fly?
- (C) **Icarus:** How awful! What are you going to do?
- (D) **SD3:** Icarus takes a small mechanical bird from his pocket. He pulls the tail and the wings flap.

5. Which detail would be LEAST important to include in a summary of Scene 5?

- (A) The Labyrinth has high stone walls.
- (B) Minos reveals that the Labyrinth will be used as a prison for his enemies.
- (C) Daedalus builds a maze to contain the Minotaur.
- (D) King Minos locks Daedalus and Icarus in a tower to stop them from sharing the Labyrinth’s secret.

6. What message does the play send about pride?

- (A) Be proud of who you are.
- (B) Too much pride is a bad thing.
- (C) Take pride in your work.
- (D) Pride moves us toward our goals.

Constructed-Response Questions



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

- 7. Hubris is excessive pride and ambition. How does the play warn against having hubris? Support your answer with text evidence.**

Name: _____ Date: _____

Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood of Scene 1 of *Into the Burning Sun*.

Scene 1

The Tower, the Island of Crete

SD1: In a dark room with stone walls, Daedalus crouches over a table piled high with feathers. A few candles burn nearby, casting eerie shadows.

SD2: As Daedalus works, his teenage son, Icarus, lies half-awake on a thin mat. Both are gaunt and pale.

SD3: A feather floats down through a high window. Daedalus snatches it and returns to his work.

Daedalus (to himself): Just a few more feathers, and we will be free.

Icarus (groggily): What did you say, Father?

Daedalus: Nothing. Try to sleep, my son.

Icarus: When was the last time *you* slept?

Daedalus: There will be time for sleep later. If I don’t finish making these wings, we are both dead men.

SD4: Icarus watches a rat scurry across the floor.

Icarus: Are we not dead already? Surely, this cold, dark prison is our grave.

Daedalus: You will feel the warmth of the sun again.

Icarus: I hardly remember the sun. It’s been many years since King Minos locked us in this tower.

SD1: A pained expression flashes across Daedalus’s face.

SD2: He returns to his work, using melted candle wax to glue the feathers together. The lights fade.

Mood Words

hopeful, bleak, violent, peaceful, suspenseful, relaxed, despairing, playful

1. Describe the mood of Scene 1. Choose two or three words from the box above or come up with your own two or three words.

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

A. How does the plot help create the mood? In other words, how does what is going on in this scene help create the mood you identified?

B. How does the text structure contribute to the mood? Think about when the events of Scene 1 take place chronologically—that is, in relationship to the rest of the play. How does this help create the mood you identified?

C. How do the details about the setting help create the mood? Think about how the playwright describes this place to create an atmosphere that makes the reader feel a certain way.

3. On the back of this page, rewrite the scene, but change the mood, creating a totally different atmosphere that will cause your readers to feel a different way. You can choose one of the moods you did not pick from the Mood Words box on page 1, or come up with your own. You may change the setting, the plot, and/or the descriptive details in any way you choose.

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

Icarus Contest

In Scene 4, Athena says: "It is a wise man who knows his limits—and does not attempt to reach beyond them." How is this idea developed throughout the play? How does the poem offer a different point of view? Answer both questions in an essay.

Use text evidence. Five winners will each get

Greek Myths and Mazes by Jan Bajtlik.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY March 20, 2020!

Name: _____ Date: _____

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

Paired Texts Vocabulary

"The Rise of Fandoms"

- 1. advocacy (AD-vuh-kuh-see)** *noun*; The verb *advocate* (AD-vuh-kayt) means "to support, recommend, or argue for something or someone." The student council might advocate for a new dress code by meeting with the principal.

Advocacy is the act of advocating; it is active, public support of a cause or an idea. Someone participating in advocacy for homeless pets might organize a fundraiser for a local animal shelter.

- 2. canon (KAN-uhn)** *noun*; *Canon* can refer to the entire collection of books, artwork, music, or films of a particular author, artist, filmmaker, etc. The Jason Reynolds canon includes all of the books and poems that Reynolds has published. The Star Wars canon includes all of the Star Wars movies, TV shows, books, and graphic novels.

- 3. cater (KAY-ter)** *verb*; *Cater* can mean "to provide food and drinks for an event," as in "Suzy's Scoops will cater our class's end-of-year ice cream party."

Cater can also mean "to do something to suit a particular person's wants or needs." (When used in this way, *cater* is followed by *to*.) Your family might cater to you on your birthday, letting you choose where to eat dinner and what music to listen to in the car.

- 4. discord (DIS-kawrd)** *noun*; Discord is a lack of agreement or harmony. When you're talking about music, discord is an unpleasant combination of notes. When you're talking about people, discord is disagreement or conflict.

- 5. disgruntled (dis-GRUHN-tld)** *adjective*; If you are disgruntled, you are grumpy and annoyed because you are not satisfied with something. You might feel disgruntled if the pizza you ordered took forever to arrive, was cold, and didn't have the toppings you ordered.

- 6. haggard (HAG-erd)** *adjective*; Someone who is haggard looks completely exhausted and unwell—like they were lost in the woods for a few days or stranded on a desert island—because they are very tired, sick, or worried.

- 7. savvy (SAV-ee)** *adjective*; Someone who is savvy is knowledgeable and experienced and has a good understanding of how to do something. Your parents might ask you to help them learn how to use a new app if you are savvy with technology.

"Is Fandom Good for You?"

- 1. divisive (dih-VAHYS-iv)** *adjective*; Something that is divisive creates a lot of disagreement between people, causing them to separate into different groups. (You can almost see the word *divide* in *divisive*; a divisive issue divides people.) If two of your friends get into an argument every time they discuss which is better, Marvel or DC Comics, you could say that comics are a divisive topic for them.
- 2. moderation (mod-uh-REY-shuhn)** *noun*; If you do something in moderation, you do it in a reasonable way without being too extreme—without doing too much or too little. For example, if you eat cookies in moderation, you eat a few cookies now and then. Eating an entire bag of cookies in one night would *not* be an example of moderation.
- 3. primal (PRAHY-muhl)** *adjective*; Something that is primal is very basic, important, and powerful. Our primal needs, urges, or instincts are the most basic ones, like the need to eat and the urge to protect ourselves and our family.

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

Paired Texts Vocabulary Practice

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

advocacy	savvy	haggard
canon	disgruntled	cater

1. Tia has listened to every album Taylor Swift has made.

2. The group is well-known for its passionate support of the environment.

3. Tim looked pale and exhausted after having a stomach bug for three days.

4. Several grouchy, dissatisfied audience members asked for their money back.

5. Dale's grandpa is a very talented when it comes to business. His grocery store has been open for 35 years.

Directions: Choose the best answer to each question below.

6. Which person watches TV in moderation?

- Ⓐ Kristin, who watches shows on her phone for several hours each night
- Ⓑ Jen, who watches less than 2 hours of TV per week

7. Which pair of siblings might experience discord when ordering pizza?

- Ⓐ Tim and Todd: Tim loves anchovies, and Todd hates them.
- Ⓑ Kris and Kat: Both are obsessed with pepperoni and pineapple pizza.

8. Ken stops by to make an appointment with his school counselor, Mrs. Ruppert. Mrs. Ruppert tells Ken that she can cater to his schedule. What does she mean?

- Ⓐ Her schedule is completely booked; she won't be able to see Ken today.
- Ⓑ She will work around Ken's schedule; whatever time Ken is able to come in, she'll see him.

9. A character in a novel is known for making divisive comments. What sort of comments does the character make?

- Ⓐ comments that make people angry with one another
- Ⓑ comments that inspire people to work together

10. Which type of cat behavior is primal?

- Ⓐ hunting for prey
- Ⓑ wearing a collar

Name: _____ Date: _____

Close-Reading Questions

"The Rise of Fandoms"

1. How does author Kristin Lewis draw you into her article? (author's craft)
2. In the section "Fans Unite," the author includes a list of fandoms that exist today. Why might the author have included this list? (author's craft, text structure)
3. Why does the author include the section "Old Tactics" in the article? What purpose does that section serve? (text structure)
4. Lewis writes that superfans will defend the thing they love "with the ferocity of a mama bear protecting her cubs" (18). What does this comparison help you understand about superfans? (author's craft)
5. The author includes details about Charles Dickens's fans in her article as well as details about fandoms throughout time in a sidebar. How do these details contribute to the article? (central ideas and details)

Name: _____ Date: _____

Close-Reading Question

"Is Fandom Good For You?"

1. On page 19, Lewis writes, "fandoms can be a bright spot in a world that can sometimes seem divisive." What does she mean? (interpreting text)

Name: _____ Date: _____

Critical-Thinking Questions

"The Rise of Fandoms" and "Is Fandom Good For You?"

1. On page 18, Lewis writes, "Thanks to the internet and social media, [finding other superfans] is no longer a problem." What are some other ways social media has changed fandom?
2. Lewis writes that "fandom gives you a sense of community." Do you agree? Have you had an experience where being a fan made you feel accepted? Explain.
3. Lewis explains that Star Wars fans signed a petition to remove *Star Wars: The Last Jedi* from the Star Wars canon. Do you think this is acceptable fan behavior?
4. Consider the anecdote about Sonic the Hedgehog on page 18. How much should movie studios and artists take their fans' opinions into consideration when making work?
5. Do you think fandoms contribute to society in a positive way?

Name: _____ Date: _____

Preparing to Write Exploring Fandom

Directions: Explain how fan culture can be both positive and negative. Use details from "The Rise of Fandoms" and "Is Fandom Good for You?" to fill in the blank boxes below. We filled in some information for you.

	"The Rise of Fandoms"	"Is Fandom Good for You?"
How can fan culture be positive?	<ul style="list-style-type: none"> These groups are highly creative, making memes, videos, podcasts, artwork, and works of fan fiction related to the things and people they love. (pp. 16-17) 	
How can fan culture be negative?		

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Rise of Fandoms” and “Is Fandom Good for You?” Then answer the questions below.

- What purpose does the anecdote in the introduction serve?**
 - It describes Charles Dickens’s success as an author.
 - It illustrates the similarities between fans of the past and fans of the present.
 - It provides background information about the 19th century.
 - It helps readers imagine what New York City is like.
- According to author Kristin Lewis, what sets fandom of today apart from fandom of the past?**
 - Fans can now connect with one another more easily thanks to the internet and social media.
 - Today, fans are more obsessed with the people and things they love.
 - Fans today write fan fiction, unlike fans of the past.
 - Today’s fans follow celebrities everywhere they go.
- On page 18, Lewis writes “Superfans often feel a sense of ownership over the thing they love and will defend it with the ferocity of a mama bear protecting her cubs.” Lewis uses this comparison to**
 - show that fans are always angry.
 - emphasize how strong the sense of ownership fans feel over what they love can be.
 - suggest that fans are as playful as bear cubs.
 - explain how protective bears can be over their young.
- Which infographic would BEST support information in “The Rise of Fandoms”?**
 - one about early humans
 - one about the most expensive movies ever made
 - one about the most highly attended fan festivals
 - one about Hogwarts, the wizarding school in the Harry Potter series
- Which statement BEST expresses the central idea of the article “Is Fandom Good for You?”**
 - Sometimes the world can feel cruel and isolating.
 - Early humans worked together to hunt.
 - Fandoms can be good for people’s social and emotional well-being.
 - Belonging to a fandom is fun.
- On page 19, Lewis writes that “fandom helps us find out who we are and build our self-esteem.” Which sentence from “The Rise of Fandoms” supports a similar idea?**
 - “‘But fandoms made me feel like even if I didn’t fit in at school, I fit in with someone—that there was a whole group of people I could talk to, where I could just be myself and not worry what others think.’” (p. 17)
 - “Superfans have always gone to great lengths to feed their obsessions.” (p. 16)
 - “These groups are highly creative and increasingly powerful.” (p. 16)
 - “Chances are you are a fan of someone or something.” (p. 16)

Constructed-Response Questions

Directions: Write your answers to the questions below in a well-organized response.

- The subtitle of “The Rise of Fandoms” states that “superfans today have more power than ever.” According to the article, what powers do superfans have?
- How can belonging to a fandom be harmful or negative? How can fans protect themselves? Draw on both articles and your own ideas to support your answer.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Rise of Fandoms” and “Is Fandom Good for You?” Then answer the questions below.

1. The main purpose of the story about Charles Dickens in the introduction is to help readers understand
 - Ⓐ who Charles Dickens was.
 - Ⓑ that superfans are nothing new.
 - Ⓒ what people read in the 19th century.
 - Ⓓ what New York City is like.
2. On page 18, author Kristin Lewis writes that thanks to technology, today’s fandoms are “tight-knit tribes.” She means that fandoms are
 - Ⓐ connected and united.
 - Ⓑ fun.
 - Ⓒ obsessive.
 - Ⓓ inclusive.
3. Which is an example of toxic fandom?
 - Ⓐ participating in the Harry Potter Alliance’s “What Would Dumbledore Do?” campaign
 - Ⓑ writing hurtful comments about an actor on social media
 - Ⓒ creating artwork and writing fan fiction
 - Ⓓ attending fan festivals and conventions
4. Which infographic would BEST support information in “The Rise of Fandoms”?
 - Ⓐ one about early humans
 - Ⓑ one about the most expensive movies ever made
 - Ⓒ one about the most highly attended fan festivals
 - Ⓓ one about Hogwarts, the wizarding school in the Harry Potter series
5. Which statement expresses the central idea of the article “Is Fandom Good for You?”
 - Ⓐ Sometimes the world can feel cruel and isolating.
 - Ⓑ Early humans worked together to hunt.
 - Ⓒ Fandoms can be good for people’s social and emotional well-being.
 - Ⓓ Belonging to a fandom is fun.
6. Both articles support the idea that fandoms
 - Ⓐ bring people together.
 - Ⓑ are not a new trend.
 - Ⓒ can cause online bullying.
 - Ⓓ influence pop culture.

Constructed-Response Questions

Directions: Write your answers to the questions below in a well-organized response.

7. The subtitle of “The Rise of Fandoms” states that “superfans today have more power than ever.” According to the article, what powers do superfans have?
8. What is one way that belonging to a fandom can be harmful or negative? How can fans protect themselves? Draw on either of the articles and your own ideas to support your answer.

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read "The Rise of Fandoms" and "Is Fandom Good for You?" Then complete the activity below.

1. Imagine that you are writing a paragraph explaining the kind of influence that fandoms can have on pop culture today.

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

- Ⓐ Fandoms are powerful.
- Ⓑ Fandoms can influence the decisions of movie studios.
- Ⓒ Fandoms can have a powerful influence on pop culture today.

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

- Ⓐ "You might dress up and act out stories, go to fan festivals, or make artwork portraying your favorite characters as you imagine them." (p. 17)
- Ⓑ "There are fandoms for everything from Pixar to the Marvel Universe to the Hunger Games." (p. 17)
- Ⓒ "A loyal, active fan base can persuade a movie studio to make a sequel, like *Camp Rock 2*, or help a new artist sell out a world tour, which just happened to 18-year-old singer Billie Eilish." (p. 18)

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

- Ⓐ It shows what people do when they are part of a fandom.
- Ⓑ It provides examples of ways fandoms have affected modern pop culture.
- Ⓒ It shows that there are many different kinds of fandoms.

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

Superfans have been around for a long time.

- Ⓐ "You might dress up and act out stories, go to fan festivals, or make artwork portraying your favorite characters as you imagine them." (p. 17)
- Ⓑ "Not so long ago, you couldn't just pull out your phone to see what your favorite star had for breakfast—much less instantly connect with other fans." (p. 17)
- Ⓒ "When Dickens visited America in 1842, hordes of admirers trailed him everywhere he went. They even tried to snip off pieces of his coat as souvenirs . . ." (p. 16)

I chose ____ because _____

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

Fandom can have a dark side.

- Ⓐ "For all of recorded history, there have been fans and the things they admire." (p. 16)
- Ⓑ "These groups are highly creative and increasingly powerful." (p. 16)
- Ⓒ "Some fans went after Kelly Marie Tran, who plays Rose Tico, posting racist comments on her Instagram, prompting her to delete all her posts." (p. 18)
- Ⓓ "Sometimes the bullying happens between fan groups or even individual members of the same group." (p. 18)
- Ⓔ "Regardless of the answer, savvy stars understand how important their fan bases are and work hard to celebrate them." (p. 18)

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 “Is Fandom Good for You?” in the form of a quotation.

- Ⓐ Being part of a fandom can be good for you. In her article “Is Fandom Good for You?” author Kristin Lewis writes, “According to psychotherapist and fandom expert Dr. Laurel Steinberg, fandom helps us find out who we are and build our self-esteem” (19). In other words, fandom can be beneficial for our mental and emotional health.
- Ⓑ Being part of a fandom can be good for you. In her article “Is Fandom Good for You?” the author writes, “According to psychotherapist and fandom expert Dr. Laurel Steinberg, fandom helps us find out who we are and build our self-esteem” (19).
- Ⓒ Being part of a fandom can be good for you. “According to psychotherapist and fandom expert Dr. Laurel Steinberg, fandom helps us find out who we are and build our self-esteem.” In other words, fandom can be beneficial for our mental and emotional health.

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

5. Choose the paragraph that correctly uses text evidence from the article “The Rise of Fandoms” in the form of a paraphrase.

- Ⓐ The idea of a fandom is not entirely new. When author Charles Dickens visited America in 1842, groups of fans obsessively followed him and even snipped off pieces of his coat (16).
- Ⓑ The idea of fandom is not entirely new. In her article “The Rise of Fandoms,” author Kristin Lewis explains that author Charles Dickens had a group of very dedicated admirers. In 1842, when Dickens visited America, large groups of fans obsessively followed the author around and even snipped off pieces of his coat (16). This shows that fandom has been around since the 1800s.
- Ⓒ The idea of fandom is not entirely new. In her article “The Rise of Fandoms,” author Kristin Lewis writes, “When Dickens visited America in 1842, hordes of admirers trailed him everywhere he went” (16). This shows that fandom has been around since the 1800s.

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

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

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: _____

Finding Text Evidence

Directions: Read “The Rise of Fandoms.” Then complete the activity below.

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

STATEMENT:

Fandoms can influence pop culture.

- Ⓐ “Fans of the games criticized the way Sonic was portrayed in the movie’s trailer—they thought he had strange-looking teeth. What did the movie studio do? It redesigned the character.” (p. 18)
- Ⓑ “Taylor Swift, for example, is known to invite Swifties to pizza parties, reblog their Tumblrs, and comment on their videos.” (p. 18)
- Ⓒ “A loyal, active fan base can persuade a movie studio to make a sequel, like *Camp Rock 2*, or help a new artist sell out a world tour, which just happened to 18-year-old singer Billie Eilish.” (p. 18)
- Ⓓ “If none of your friends loved what you loved, you were often on your own.” (p. 18)

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

STATEMENT:

Modern technology has changed fandom.

- Ⓐ “You might dress up and act out stories, go to fan festivals, or make artwork portraying your favorite characters as you imagine them.” (p. 17)
- Ⓑ “For all of recorded history, there have been fans and the things they admire.” (p. 16)
- Ⓒ “Not so long ago, you couldn’t just pull out your phone to see what your favorite star had for breakfast—much less instantly connect with other fans.” (p. 17)

I chose ____ because _____

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

- Ⓐ “Some fans went after Kelly Marie Tran, who plays Rose Tico, posting racist comments on her Instagram, prompting her to delete all her posts.” (p. 18)
- Ⓑ “Sometimes the bullying happens between fan groups or even individual members of the same group.” (p. 18)
- Ⓒ “Before the release of *Captain Marvel* last year, some disgruntled fans flooded the internet with fake bad reviews to discourage people from going to see it.” (p. 18)

STATEMENT:

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

Superfans Contest

Discuss how fan culture can be both positive and negative.
Support your answer with text evidence from both articles.

Five winners will each get *The Perfect Star* by Rob Buyea.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ clarity and good organization
- ⇒ use of information from both texts
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY March 20, 2020!



Story Talk

A Special Preview of “Aftershocks”

In this beautiful short story, Ann Tashi Slater will take you on an unforgettable journey. The story takes place in Tokyo, Japan, shortly after the earthquake and tsunami of 2011. You will meet Katie, the protagonist, who is trying to come to terms with what has happened. Thousands are dead. Entire towns have been destroyed. Dangerous radiation is leaking from power plants.

But the disaster hasn't only torn apart Katie's country; it's also torn apart her family. Her parents are behaving strangely, and she worries they will split up. Katie feels alone and isolated. She feels no joy in the things she once did, like hanging out with her friend Hana or running track. She wonders if life will ever be the same. But as she will soon discover, her family is much stronger than she realized.



Name: _____ Date: _____

Close-Reading Questions

"Aftershocks"

1. What do you think Katie means? (inference, page 21)
2. Why might Katie not feel like going for a run? (character, page 21)
3. Why is Kaite's mom cleaning so much? (inference, page 23)
4. What does this line help you understand? What emotions does it bring up, and why?
(imagery, page 23)
5. Explain the symbolism of the earthquake breaking the glass? (symbolism, page 23)

6. Why might Katie bring up continental drift theory at this moment? (inference, page 25)
7. Put this idea in your own words. Then explain how Katie's thoughts about life's challenges have changed. (character, page 25)
8. Why is Katie so excited that her mom's desk is messy? (character, page 25)

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Name: _____ Date: _____

Preparing to Write: "Aftershocks"

Directions: Answer the questions below to analyze the meaning of the title "Aftershocks." The information will help you respond to the writing prompt on page 25. We filled in some information for you.

The **literal** meaning of a word or phrase is its original, basic meaning.

The **figurative** meaning of a word or phrase is a more imaginative, metaphorical meaning for that word or phrase.

For example:

The literal meaning of "closing the door" is—well, closing the door. Used figuratively, "closing the door" can mean stopping or ending something, as in, "Frank is closing the door on the conversation. He doesn't want to talk anymore."

Literally, aftershocks are small earthquakes that follow a major earthquake in the same area. As time passes, aftershocks become less and less frequent, but they can go on for weeks, months, or even years, depending on the size of the original earthquake.

1. What are the literal aftershocks that Katie experiences in the story?

The literal aftershocks that Katie experiences in the story are the small earthquakes that occur after the large earthquake and tsunami that hit Japan on March 11.

2. Write down at least two quotes from the story that refer to literal aftershocks.

Figuratively, aftershocks are the results or consequences of a traumatic or distressing event.

3. What are the figurative aftershocks that Katie events in the story?

4. Write down at least two quotes from the story that refer to the figurative aftershocks that Katie experiences.

Name: _____ Date: _____

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Figuratively, aftershocks are the results or consequences of a traumatic or distressing event.

3. What are the figurative aftershocks that Katie events in the story?

4. Write down at least two quotes from the story that refer to the figurative aftershocks that Katie experiences.

- "Since the quake they fight all the time and never make up. They're two galaxies speeding away from each other in deep space." (p. 21)

Name: _____ Date: _____

"Aftershocks"

Character Thinking Tool

The questions in this activity are about the character of
Katie

1. In the introduction, Katie says, "... and yes, we were here for the big one on March 11. I think we survived it, though I can't say for sure." What does she mean?

2. A. After the earthquake, how does checking Facebook make Katie feel? Why do you think this is so?

B. Does using social media ever make you feel this way? Explain.

3. How does Katie's parents' arguing affect her? How do you know?

4. Analyze Katie's dream (page 23). What does it reveal about what's on Katie's mind?

5. When Katie talks to Ms. Belsky about tectonic plates, she says "But what I don't get is why the world has to be so sketchy. Couldn't we manage without fault lines?" What does she mean?

6. Consider how Katie describes the veranda, shoji screens, and sounds outside on pages 22-23. How do her descriptions reflect her emotions?

7. What do you think prompts Katie to finally go on a run? What changes do you begin to see in her as she runs?

Name: _____ Date: _____

Fiction Quiz

Directions: Read “Aftershocks.” Then answer the questions below.

- On page 22, Katie’s dad says they shouldn’t leave Tokyo without her mom. Then Katie says that the ramen she is eating “is heavy and oily” in her stomach. You can infer that Katie feels
 - relieved to hear they aren’t leaving her mom.
 - very worried about her parents’ relationship.
 - happy to be having dinner with her dad.
 - too full.
- What is the significance of Paris in the story?
 - It is where Katie’s family always goes on vacation.
 - It’s a safe place Katie’s family can evacuate to if they must.
 - It is where Katie’s mom is from.
 - Katie felt her family was happy and safe there.
- How does the setting contribute to the mood? Choose **TWO** answers.
 - The threat of aftershocks and exposure to radiation create an ominous mood.
 - The cherry blossoms create a mood of peace and tranquility.
 - The cleanliness of Katie’s home creates a hopeful mood.
 - The empty streets and cold, rainy weather in Tokyo create a gloomy mood.
- Katie’s decision to go running signifies
 - a desire to escape her troubles.
 - her determination to win the track meet.
 - a change in Katie’s perspective on getting through difficult times.
 - that the threat of aftershocks is over.
- Which line suggests that Katie’s perspective has changed?
 - “Fat drops of rain splatter against the window then trickle down the glass in a hundred rivers.” (p. 22)
 - “The blooms on the jasmine vines along the veranda railing look blue and cold in the twilight.” (p. 22)
 - “The leaves and branches are all tangled up in a design so complicated it’s exhausting.” (p. 23)
 - “Maybe, just maybe, the universe isn’t designed so badly after all.” (p. 25)
- Which statement expresses a theme of the story?
 - Things aren’t always what they seem.
 - There is danger in blindly following tradition.
 - There are some things in life we can’t control.
 - Always stand up for what you believe in.

Constructed-Response Questions

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

- Compare and contrast how Katie, her mom, and her dad cope with the disaster. Use text evidence to support your ideas.
- How does Katie change over the course of the story? Support your answer with text evidence.

Name: _____ Date: _____

Fiction Quiz

Directions: Read “Aftershocks.” Then answer the questions below.

1. After the earthquake, checking Facebook makes Katie feel
 - (A) comforted.
 - (B) anxious.
 - (C) cheerful.
 - (D) bored.
2. Which of the following represents happiness for Katie?
 - (A) cherry blossoms
 - (B) fault lines
 - (C) lattes
 - (D) Paris
3. Which words BEST describe the mood throughout most of the story? Choose TWO answers.
 - (A) gloomy: causing feelings of sadness or distress
 - (B) serene: calm and untroubled
 - (C) lighthearted: amusing and entertaining
 - (D) ominous: giving the impression that something bad or unpleasant might happen
4. After which event does Katie begin to feel hopeful that she will get through this difficult time?
 - (A) returning to school
 - (B) having coffee with Hana at Starbucks
 - (C) going for a run
 - (D) talking to a therapist
5. Which line suggests that Katie is seeing the world in a more positive light?
 - (A) “Fat drops of rain splatter against the window then trickle down the glass in a hundred rivers.” (p. 22)
 - (B) “The blooms on the jasmine vines along the veranda railing look blue and cold in the twilight.” (p. 22)
 - (C) “The leaves and branches are all tangled up in a design so complicated it’s exhausting.” (p. 23)
 - (D) “Maybe, just maybe, the universe isn’t designed so badly after all.” (p. 25)
6. What do Katie and her parents learn to accept in the story?
 - (A) the loss of love
 - (B) the destruction of their home
 - (C) some things are out of their control
 - (D) division in their community

Constructed-Response Questions

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

7. Choose either Katie, Katie’s mom, or Katie’s dad and explain how that character copes with the disaster.
8. How does Katie change over the course of the story? Support your answer with text evidence.

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 24, Katie says to her mom:</p> <p>"The therapist told me that I shouldn't keep things inside. That I should tell people what's going on."</p>	<p><i>Why might Katie share this bit of the therapist's advice with her mom?</i></p> <p>Katie wants her mom to stop keeping their family troubles inside and tell her what is going on with her and her dad.</p>
<p>2. <i>Find two lines in the story that support the inference on the right.</i></p>	<p>Life in Tokyo is different after the earthquake.</p>
<p>3. On page 23, Katie says:</p> <p>"In the dream, I was watching the wave crest over me and I could feel the tug of the ocean, the salt spray on my face. I heard the ocean breathing, like when you hold a shell to your ear, and it sounded like the sighs of all those people in Tohoku as their bodies were washed out to sea and their spirits went right to heaven."</p>	<p><i>What can you infer about how Katie is feeling based on this dream?</i></p>

Clues	Inference
<p>4. On pages 23 and 24, Katie says:</p> <p>"Last night I dreamed of a big wave, like this sculpture I saw a couple of years ago at the Rodin Museum when we took a trip to Paris for my parents' 15th anniversary."</p> <p>"Back upstairs, I take out a photo of me and my parents in Paris. I stuck it under my mattress when the glass in the frame broke in the earthquake."</p> <p>". . . a row of sharpened pencils, a stapler, a ruler, a silver Eiffel Tower paperweight she bought from a souvenir shop in Paris."</p>	<p><i>Why does Katie mention Paris so often? What do you think it represents to her?</i></p>
<p>5. On page 25, Katie says:</p> <p>"And now I notice there are all these leaves on the veranda—my mom didn't sweep today—and I realize something was different about her study tonight. The desk was a mess. A wonderful mess! Especially with my dad's family evacuation plan sitting right in the middle of it all."</p>	<p><i>What is Katie excited about in this moment?</i></p>

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

Aftershocks Contest

In a short essay, analyze the title of the story, which has both a literal and a figurative meaning. Support your analysis with text evidence. Five winners will each get *Up From the Sea* by Leza Lowitz.

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 entry and send both to: scopemag@scholastic.com
or mail them to: Aftershocks Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 20, 2020!

Name: _____ Date: _____

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

Vocabulary

"The Day We Sent a Message to Aliens"

1. **aimlessly (AYM-lis-lee)** *adverb*; *Aimlessly* means "without purpose or direction." A person might stroll aimlessly through a park, wandering around with no particular destination in mind.

2. **compilation (kom-puh-LAY-shuhn)** *noun*; The verb *compile* (kuhm-PYLE) means "to gather and put together in an orderly form." You might compile all the research for a social studies project into a binder. A friend might compile photos of the two of you into a slideshow.

A compilation is a group of similar things that have been gathered together into a collection. You might listen to a compilation of hit songs from the 1990s on a Spotify playlist. A book might contain a compilation of poems about nature.

3. **depict (dih-PIKT)** *verb*; To depict something is to show what it is like—to represent it in some way. A science fiction novel might depict life in the year 2518. Many people feel that Harry Potter movies depict Hogwarts exactly as they imagined it while reading the books. Someone who paints a portrait of a queen might depict her as strong and confident.

4. **extraterrestrial (ek-strah-tuh-RES-tree-uhl)** *adjective or noun*; The adjective *terrestrial* means "relating to Earth." The prefix *extra-* means "outside" or "beyond." Something that is extraterrestrial is from outside Earth or its atmosphere. When scientists search for life in the universe, they are looking for extraterrestrial life.

When used as a noun, *extraterrestrial* refers to a being from a world other than Earth—in other words, an alien. Pao from *Rogue One: A Star Wars Story* is an extraterrestrial.

5. **invaluable (in-VAL-yuh-buhl)** *adjective*; *Valuable* means "having a lot of value, worth, or importance." Something that costs a lot of money, like a gold ring, is valuable. But things can be valuable for other reasons too. A letter from your grandfather might be very valuable to you.

The prefix *in-* means "no." But *invaluable* does *not* mean "having no value." In fact, something that is invaluable is so valuable—so useful, helpful, or important—that its worth cannot be measured. For example, if a library contains a collection of very old books that can't be found anywhere else in the world, you might say the collection is invaluable.

6. pore (pohr) *verb or noun*; As it used in the article, the verb *pore* means "to read or study something very carefully." When used this way, *pore* is usually used with *over*, as in, "To prepare for the final exam, I pored over my notes."

As a noun, *pore* means "a tiny hole that lets liquid or gas through." Sweat comes out of your body through the pores on the surface of your skin.

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 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

"The Day We Sent a Message to Aliens"

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

BOOK TITLES

A. *How to Tickle a Pig and Other Invaluable Lessons*

B. *How Would Your Dog Depict You?*

C. *Living Aimlessly, With Dog*

D. *The Extraterrestrials in My Backpack*

E. *Poring Over the Past*

1. You'll love this delightful collection of "interviews," in which dogs describe their people. Includes a questionnaire to do with your dog!

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

3. Jason's parents get the shock of their lives when he brings home a family of tiny creatures who claim to be from the planet "Eos."

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

2. Allie is *not* excited about spending a year in Ohio on her grandparents' farm. But what she will learn in that year will be more precious to her than all the riches in the world.

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

4. People are always telling Paul that he needs to find "direction" and in life. He needs a "purpose," they say. Honestly though? Paul is quite happy living without a plan, ready to discover whatever the universe has in store for him and his dog.

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

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

5. Jo's help was **invaluable/extraterrestrial**—we couldn't have finished the project without her.

6. At Sam's graduation party, his parents played a **compilation/pore** of funny home videos.

7. The pirate **pored/depicted** over the treasure map, studying it carefully for hours.

8. Scientists learned that the strange rocks were **extraterrestrial/invaluable**—bits of a small meteorite that landed on Earth last year.

Name: _____ Date: _____

Constructing a Response

Directions: Read "The Day We Sent a Message to Aliens" and complete the activity on page 27. Then follow the steps below to write a response to the question on page 27.

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

Question from page 27:
Why is the Voyager mission significant?

Step 1: Write your claim.

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

The Voyager mission is significant because _____

_____.

Step 2: Provide text evidence with commentary.

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

Detail 1: _____

Sentence explaining how this detail supports my claim: _____

Detail 2: _____

Sentence explaining how this detail supports my claim: _____

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: _____

Short Read Quiz

Directions: Read “The Day We Sent a Message to Aliens.” Then answer the questions below.

- On page 26, Mackenzie Carro writes “the idea of scientists sending a message to aliens might sound like science fiction.” This comparison suggests that
 - searching for extraterrestrial life is expensive.
 - communicating with aliens seems far-fetched.
 - scientists did not want to attach messages to the Voyager spacecrafts.
 - scientists got the idea for the Golden Record from a novel.
- On page 26, Carro writes that Carl Sagan and his colleagues “pitched the idea to NASA.” Based on context clues, what is the definition of *pitch* as it is used here?
 - to contribute to a common task or goal
 - to set up and fix firmly in place
 - to throw an object toward a particular point
 - to propose a plan to a person or group of people to consider
- How does the section “Floating Forever” contribute to the article?
 - It explains where the Voyagers are today.
 - It explains NASA’s role in the U.S. government.
 - It provides background information about the outer planets.
 - It explains how Sagan got the idea to send a message to extraterrestrials.
- What was the intention behind the Golden Record’s message?
 - to celebrate the accomplishments of humanity
 - to request help collecting scientific data in deep space
 - to tell extraterrestrials about life on Earth
 - to warn extraterrestrials against invading Earth
- Which statement can be supported by information in the article?
 - Some people think it’s time to make a new Golden Record.
 - Voyagers 1 and 2 have been successful in completing their original mission.
 - Alien civilizations are more technologically advanced than human civilization.
 - Carl Sagan is one of the most influential scientists of our time.
- What is the main purpose of the article?
 - to convince readers to listen to the Golden Record
 - to inform readers about the history and future of a special NASA mission
 - to explain the pros and cons of space exploration
 - to entertain readers with a story about aliens

Constructed-Response Question

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

- Write a three- to five-paragraph story in which aliens find the Golden Record. Include information about the Golden Record from “The Day We Sent a Message to Aliens” in your story.

Name: _____ Date: _____

Short Read Quiz

Directions: Read “The Day We Sent a Message to Aliens.” Then answer the questions below.

- On page 26, Mackenzie Carro writes “the idea of scientists sending a message to aliens might sound like science fiction.” She means that sending a message to aliens might sound
 - expensive.
 - unlikely to happen.
 - risky.
 - pointless.
- On page 26, Carro writes that Carl Sagan and his colleagues “pitched the idea to NASA.” As used here, *pitched* most closely means
 - thrown.
 - set up.
 - contributed.
 - suggested.
- The section “Floating Forever” explains
 - where the Voyagers are today.
 - NASA’s role in the government.
 - how the Golden Record was made.
 - how Sagan got the idea to send a message to aliens.
- The Golden Record was created to
 - collect data about aliens.
 - protect humans from aliens.
 - tell aliens about life on Earth.
 - send a warning to aliens.
- Which statement can be supported by information in the article?
 - Some people think it’s time to make a new Golden Record.
 - Voyagers 1 and 2 collected useful information about outer planets in Earth’s solar system.
 - Aliens are smarter than humans.
 - Carl Sagan is one of the top scientists of all time.
- The main purpose of the article is to
 - convince readers to listen to the Golden Record.
 - inform readers about the history and future of a special NASA mission.
 - explain the pros and cons of space exploration.
 - entertain readers with a story about aliens.

Constructed-Response Question

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

- Write a three- to five-paragraph story in which aliens find the Golden Record. Include information about the Golden Record from “The Day We Sent a Message to Aliens” in your story.

Name: _____ Date: _____

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

Vocabulary:

"Does TikTok Belong in School?"

1. **associate (uh-SOH-shee-eyt)** *verb*; As it is used in the article, *associate* means "to connect one person or thing with something else in one's mind." For example, you might associate fries with hamburgers and expect them to come together at a restaurant. Many people associate memories with certain songs; when they hear a song, it reminds them of an experience from their past.
2. **excessive (ik-SES-iv)** *adjective*; Something excessive is over the top and more than what is necessary or reasonable. Most people would agree that \$50 is an excessive amount to charge for a pizza. If you eat an excessive amount of candy, you might get a stomachache.
3. **frivolous (FRIV-uh-luhs)** *adjective*; If something is frivolous, it is silly, unimportant, and unnecessary; it doesn't have any serious purpose or value. Some might consider a taco costume for a cat to be frivolous.
4. **prohibit (proh-HIB-it)** *verb*; To prohibit something is to forbid it or not allow it. Many states prohibit smoking in public places. Your parents might prohibit your older brother from staying out past a certain time at night.

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 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

"Does TikTok Belong in School?"

Directions: Choose the best answer to each question.

1. Which could be considered a frivolous purchase?

- Ⓐ a pair of socks to replace a pair that is worn-out and full of holes
- Ⓑ a life-sized toy unicorn that sprays glitter out of its horn

2. Which could be considered excessive?

- Ⓐ arriving 15 minutes early for a movie
- Ⓑ arriving 2 hours early for a movie

3. Which is more likely to be prohibited at school?

- Ⓐ leaving campus before the end of the day
- Ⓑ turning your homework in on time

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

4. After finding gum stuck under several desks, the principal decided to **prohibit/associate** the chewing of gum in class.

5. My grandma spends a(n) **frivolous/excessive** amount of money on outfits for her poodle Louis. The dog has more clothes than me!

6. I **prohibit/associate** lemonade with summertime, so it seemed strange to me to have lemonade on such a cold day.

Directions: Below are summaries for imaginary TV shows. Read each summary, then fill in the blank with the best word to complete the show's title. Briefly explain your choices.

WORDS TO COMPLETE TITLES

Prohibited

Associate

Frivolous

Excessive

7. Whether it's collecting frogs, organizing closets, or decorating for the holidays, the people on this show take things to the extreme.

Title: _____ *Pursuits*

Why I chose this word: _____

8. Throughout U.S. history, there have been laws against all *kinds* of surprising things. Learn about some of them in this entertaining series.

Title: *Sorry, but That's* _____

Why I chose this word: _____

9. A Hollywood insider reveals some of the totally useless but very expensive items that celebrities have spent their money on.

Title: *Lifestyles of the Rich and* _____

Why I chose this word: _____

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the editorials in "Does TikTok Belong in School?" develop their arguments. We filled in some information for you.

	Michael Johnson	Genevieve Walsh
line(s) that expresses the central idea, or central claim	"In fact, TikTok is a powerful learning tool. That's why it should have a place at Elmwood—just as it does at dozens of other schools around the country."	
two pieces of evidence that support the central idea, or central claim	1. 2.	1. 2.
line(s) that expresses the counterargument		"It's true that TikTok has a less judgmental vibe than other social media . . ."
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 editorials in "Does TikTok Belong in School?" develop their arguments. We filled in some information for you.

	Michael Johnson	Genevieve Walsh
line(s) that expresses the central idea, or central claim	"In fact, TikTok is a powerful learning tool. That's why it should have a place at Elmwood—just as it does at dozens of other schools around the country."	
two pieces of evidence that support the central idea, or central claim	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Does TikTok Belong in School?" Complete the scavenger hunt on page 29.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Does TikTok belong in school?

Consider what you read in the article, as well as your own viewpoints.
Check the box next to the point of view you will argue in your essay.
Or write your own opinion in the space provided.

☐ **Yes!** TikTok is a powerful learning tool. ☐ **No!** TikTok should stay at home.

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the letters 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 TikTok doesn't belong in school, one of your supporting details might be that the U.S. government is investigating how the app collects and stores personal data.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think TikTok DOES belong in school, summarize the strongest arguments against allowing TikTok in school that Genevieve presents in her letter. If you think TikTok DOES NOT belong in school, summarize the strongest arguments in favor of allowing TikTok in school that Michael presents in his 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 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 time when TikTok helped you with your schoolwork or, on the contrary, where TikTok interfered with your schoolwork.
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question:
"Would allowing TikTok in school 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: _____

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Finish the summary of the debate over TikTok in school that begins below.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

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	<h2>INTRODUCTION</h2> <p>Open with your hook from Step 5.</p> <p>↓</p> <p>Write a transition sentence that relates your hook to the question of whether TikTok belongs in school.</p> <p>↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p>↓</p> <p>Write your summary of the issue from Step 6.</p> <p>↓</p> <p>Finish with your thesis from Step 4.</p>
2	<h2>BODY PARAGRAPH(S)</h2> <p>Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p>You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.</p> <div data-bbox="1182 907 1529 1213" style="border: 1px dotted black; border-radius: 50%; padding: 10px; margin-top: 10px;"> <p>Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</p> </div>
3	<h2>ACKNOWLEDGE THE OTHER SIDE</h2> <p>Now it's time to recognize the other side of the argument.</p> <p>Use what you wrote in Step 3.</p> <p>Then explain why you think the opposing point of view is wrong.</p>
4	<h2>CONCLUSION</h2> <p>Write 2-3 sentences to remind your readers of your main points.</p> <p>Finish with a strong final sentence.</p> <div data-bbox="1205 1558 1529 1768" style="border: 1px dotted black; border-radius: 50%; padding: 10px; margin-top: 10px;"> <p>Need an idea? Refer to your hook, find a quote, or give a call to action.</p> </div>
5	<h2>READ AND REVISE</h2> <p>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>

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 destination infographic. Your destination can be real or a fictional place from a book, movie, or TV show.

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 as you research.

TOPICS

- Population
- Language
- Attractions
- Cuisine
- Weather
-
-
-

2 It's important to make sure that the information you include in your infographic is accurate. If you choose a real place, here are a few reliable sources that might come in handy when researching the topics in Step 1.

SOURCES WE LOVE

- **Lonely Planet:** www.lonelyplanet.com
- **Travel + Leisure:** www.travelandleisure.com/travel-guide
- **U.S. News & World Report (Travel):** travel.usnews.com
- **The New York Times:** www.nytimes.com
- **Condé Nast Traveler:** www.cntraveler.com
- **Eater:** www.eater.com
- **CIA World Factbook:** www.cia.gov/library/publications/the-world-factbook
- **Media specialists and librarians**

3 Now it's time to organize your information for your infographic. You can start by filling in the graphic organizer below with any information you've found and want to include. (We've provided two boxes for you to label with your own categories, if you want to.)

<p>The Numbers</p>	<p>The Language</p>
<p>What to Eat</p>	<p>What to Do</p>

4 On a separate sheet of paper, design your infographic. (It will likely be helpful to sketch it out before you make the final draft.) You can also use an online tool, such as Canva, Infogram, Easel.ly, or Google Drawings, to help you design your infographic. Consider what images, graphics, and colors you want to include. You can use *Scope's* "Your Ultimate Vacation: Tokyo" as a model, but feel free to get creative!

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

Ultimate Vacation Contest

Consider the purpose of this infographic. Now create your own destination infographic, using this one as a model. Your destination can be real or a fictional place from a book, movie, or TV show. Three winners will each get a \$25 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 contest entry and send both to: scopemag@scholastic.com
Or mail to: Ultimate Vacation Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 20, 2020!

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

Chance the Snapper Contest

Read the passage on page 30 of your February 2020 issue of *Scope*. Note the words and phrases in bold. Follow the prompts in the circles to revise and polish the writing. Three winners will each get a \$25 gift card and have their entries published online.

Entries will be judged on:

- ⇒ creativity
- ⇒ grammar
- ⇒ clarity
- ⇒ strength of descriptive language

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your entry and send both to: scopemag@scholastic.com
Or mail to: Chance the Snapper Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 20, 2020!