

Name: _____ Date: _____

Its vs. It's

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

ITS is a possessive that indicates ownership.

Examples:

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

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

Examples:

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

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

Directions: Choose the correct sentence in each group below.

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

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

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

6. The parrot rearranged _____ feathers using _____ beak.

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

8. _____

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Vocabulary:

"Deadly Hits"

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

- 1. coma (KOH-muh)** *noun*; A coma is a state of unconsciousness caused by damage to the brain from an injury or sickness. When people are in a coma, their bodies are in a sleeplike state that they cannot wake from; they do not respond to sounds or touch. A coma can last for hours, days, weeks, or even longer, and some people never wake up from a coma.
- 2. feverishly (FEE-vuhr-ish-lee)** *adverb*; The adjective *feverish* can mean "having or showing the symptoms of a fever" or "involving intense emotion or activity." You might feel feverish if you're sick. A crowd might be full of feverish excitement.

If you do something feverishly, you do it quickly and intensely, with great excitement or energy. You might work feverishly to finish an assignment before the bell rings.
- 3. frantic (FRAN-tik)** *adjective*; *Frantic* means "wild with fear, worry, or extreme emotion" or "done in a hurried, nervous, and wild way." A frantic bird might fly around your house in a state of panic after flying in through your kitchen window.
- 4. glamorize (GLAM-uh-rahyz)** *verb*; To glamorize something is to make it appear glamorous and more exciting or attractive than it really is. For example, cigarette advertisements glamorize smoking—they make it look like something that young, cool, healthy people do, when in reality, smoking is terrible for your health.
- 5. implement (IM-pluh-ment)** *verb*; To implement something is to put it into effect or practice. A school principal might announce that on Monday, the cafeteria will implement a new system for sorting trash and recycling.
- 6. initial (ih-NISH-uhl)** *adjective*; *Initial* means "occurring first or at the beginning," as in, "Once the initial shock wore off, I grew to really like my new haircut," or "The initial drafts of my essay were much longer than the final version."

7. scrutiny (SKR00T-n-ee) *noun*; Scrutiny is the act of carefully examining or inspecting something for faults or mistakes. You might check over your answers to a math test with scrutiny, making sure you haven't made any careless errors before handing in the test. If an actor is under scrutiny by the media, his actions are being constantly watched, judged, and reported. (*Scrutiny* is often preceded by the preposition *under*.)

8. sustain (suh-STAYN) *verb*; To sustain something is to support it or keep it going. If you've just started to learn French, you would probably find it hard to sustain a conversation in French for half an hour. If you're hungry, eating a snack might sustain you until lunch. A broken chair might not be able to sustain much weight. *Sustain* can also mean "to suffer, experience, or endure," as in, "Chris sustained two broken toes in the accident."

9. traumatic (truh-MAT-ik) *adjective*; Something that is traumatic is so upsetting and shocking that it may lead to serious mental and emotional problems. Witnessing a disaster might be a traumatic experience.

In medical terms, *traumatic* means "relating to or caused by a serious injury to the body."

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

Vocabulary Practice

"Deadly Hits"

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

1. **initial**

- Ⓐ original
- Ⓑ final

2. **sustain**

- Ⓐ experience
- Ⓑ avoid

3. **frantic**

- Ⓐ upset
- Ⓑ calm

4. **traumatic**

- Ⓐ disturbing
- Ⓑ pleasant

Directions: Fill in the circle next to the best answer choice.

5. Which news article is about Facebook facing scrutiny?

- Ⓐ "Six new smiley emojis added to Facebook!"
- Ⓑ "Facebook under investigation for how it shares its users' data"

6. Which sentence uses feverishly correctly?

- Ⓐ The team worked feverishly to complete the obstacle course for the million-dollar prize.
- Ⓑ I talked to the puppy feverishly to make it feel more at ease.

7. Someone who helps people in comas might work in a _____.

- Ⓐ hospital
- Ⓑ high school

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

8. Christina made a **frantic/traumatic** dash for the departing school bus.
9. After making it halfway up the hill, Darren could no longer **sustain/glamorize** his speed.
10. After being in a **coma/scrutiny** for three days, Mr. Goldberg woke up and made a full recovery.
11. The show **glamorized/sustained** the celebrity's life, leaving out the challenges of being so famous.
12. My parents plan to **implement/glamorize** my new curfew at the beginning of summer break.

Name: _____ Date: _____

Close-Reading Questions

"Deadly Hits"

1. In the introduction, how does author Lauren Tarshis help you understand that a concussion is a serious injury? (author's craft, imagery)
2. On page 6, Tarshis describes Zack's brain as a "ticking time bomb." What kind of figurative language is she using? What purpose does it serve? (figurative language)
3. Why did Zack's coach allow Zack to re-enter the game after he hit his head the first time? (key ideas)

4. In the section "What If?," Tarshis asks a series of questions. What purpose do these questions serve? (author's craft, text structure)
5. On page 7, while explaining how a new version of the video game *Madden NFL* was created, Tarshis writes, "No longer are injured players glamorized." What does she mean? (interpreting text)
6. What is Tarshis's attitude toward Zack, his coach, and his parents? Do you think she blames any of them for Zack's injury? Explain. (tone)

Name: _____ Date: _____

Critical-Thinking Questions

“Deadly Hits”

1. Drawing on information from the article and your own ideas, explain why young athletes today might choose to play football despite the fact that the game can be dangerous.
2. On page 6, Tarshis writes, “Sportscasters ran highlight reels that celebrated the most brutal hits of the week in college and professional football.” Why do you think sportscasters stopped doing this?

Name: _____ Date: _____

Preparing to Write: My PSA

Directions: Read "Deadly Hits," including the infographic on page 8. Then use this activity to help you plan your public service announcement (PSA) about concussions.

PART 1: The Basics

Read this information to be sure you understand your goal.

First things first: What is a PSA?

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

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

Here's what it says on page 8 of Scope:
Create a public service announcement about concussions, drawing on information in the article and infographic. Your PSA may be in the form of a poster or video (no longer than 2 minutes).

PART 2: The Information

Use this section to gather the information you will include in your PSA. Jot down details from the article and the infographic. Use the back of this sheet if you need more room.

What a concussion is and why it's dangerous

How young athletes can stay safe

PART 3: The Plan

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

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

The audience for my PSA is

_____.

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

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

☐ short video. ☐ poster.

Now think about the title of your PSA. Write your title here:

PART 4: The Concept

It's time to brainstorm ideas for your concept. Jot down your ideas in the box for the format you will be using.

VIDEO

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

POSTER

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

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

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

Before Reading Text Features, Mood

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

2. Read the sidebar on page 7. What does this information help you understand about professional football?

3. Read the infographic on page 8. What does this information reveal about concussions?

4. Read the section titles throughout the article. Based on your preview of the article, write one sentence predicting what the article is mainly about.

During Reading
Text Structure, Inference, Tone

5. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “What If?”

- ☐ The author compares Zack’s brain injury with other types of brain injuries.
- ☐ The author gives a chronological account of Zack’s brain injury and early recovery.
- ☐ The author presents the problems that led to Zack’s traumatic brain injury, then presents solutions to those problems.

B. Explain your answer.

6. Consider this quote from page 6:

“So when Zack said he felt fine, his coach did what many coaches did when a star player said he felt well enough to play: He sent Zack back to the field.”

Based on information from the article, why is a similar scenario less likely to happen today?

7. What is the author’s **tone** as she writes about Zack and his family in the section “The Road to Recovery”? Explain your answer.

After Reading

Central Idea/Details and Objective Summary

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

Central Idea

Central Idea

Detail #1

“A concussion—also known as a mild traumatic brain injury, or mild TBI—is an invisible injury. It leaves no outward marks.” (p. 6)

Detail #2

“Some symptoms of a concussion may not show up right away.” (p. 8)

Detail #3

“As happens to many players, Zack didn’t realize he’d suffered a serious brain injury.” (p. 6)

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

Before Reading Text Features, Mood

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

2. Read the sidebar on page 7. What does this information help you understand about professional football?

3. Read the infographic on page 8. What does this information reveal about concussions?

4. Read the section titles throughout the article. Based on your preview of the article, write one sentence predicting what the article is mainly about.

During Reading

Text Structure, Inference, Tone

5. Text structure is the term for how an author organizes information. In the section “What If?” the author uses a problem-and-solution structure.

First, she presents the problems that led to Zack’s traumatic brain injury: coaches and athletes being uninformed about concussions, and the fact that there were no procedures in place to evaluate players after a hit.

What are some solutions to those problems?

6. Consider this quote from page 6:

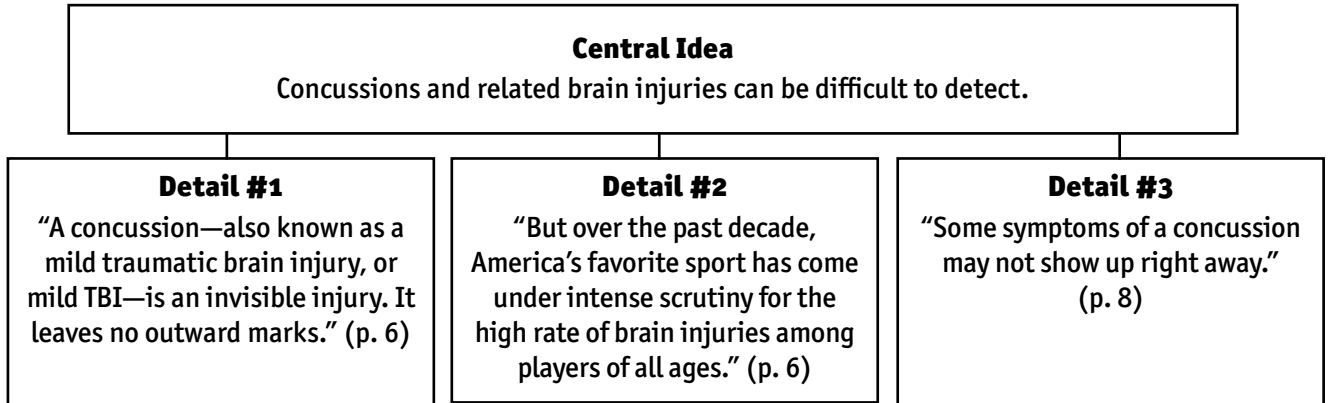
“So when Zack said he felt fine, his coach did what many coaches did when a star player said he felt well enough to play: He sent Zack back to the field.”

Based on information from the article, why is a similar situation less likely to happen today?

7. Tone is the author’s attitude toward the subject he or she is writing about. What is the author’s tone as she writes about Zack and his family in the section “The Road to Recovery”? Explain your answer.

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 “Deadly Hits.”

- a. I think the story had a lot of important information in it.
- b. When Zackery Lystedt was 13 years old, he suffered a traumatic brain injury (TBI) while playing football.
- c. Zack and his parents are Seattle Seahawks fans.
- d. In the years since Zack’s injury, sports leagues have adopted stricter concussion protocols.
- e. Today, Zack and his parents are advocates for safety in youth sports.
- f. *Madden NFL* is a popular video game.

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Nonfiction Quiz

Directions: Read “Deadly Hits.” Then answer the questions below.

- On page 6, Lauren Tarshis writes that Zack’s brain “was a ticking time bomb.” This metaphor helps readers understand that playing a sport when you have a concussion is
 - painful.
 - common.
 - dangerous.
 - brave.
- Which statement expresses a central idea of the section “Playing Through Pain”?
 - Playing football builds character.
 - Until recently, people didn’t realize how dangerous it can be to continue to playing after being hit on the head.
 - Madden NFL* is a popular video game.
 - Football began in the late 1800s.
- The infographic “What to Know About Concussions” helps readers understand
 - how common concussions are and how to stay safe.
 - how the sport of football has evolved over time.
 - how Zack’s brain injury could have been prevented.
 - which sports are most popular among teens.
- On page 8, Tarshis writes that in therapy, Zack works “with the same gritty strength that made him a star on the field.” Based on context clues, *gritty* most closely means
 - determined.
 - healthy.
 - dirty.
 - quiet.
- On page 7, Tarshis writes of *Madden NFL*, “No longer are injured players glamorized.” Which line provides an example of football injuries being glamorized?
 - “Late in the game’s first half, Zack tackled a runner rushing toward the end zone.” (p. 5)
 - “When his head hit the ground, his brain shook violently against the inside of his skull.” (p. 5)
 - “Sportscasters ran highlight reels that celebrated the most brutal hits of the week in college and professional football.” (p. 6)
 - “Zack and his family remain advocates for safety in youth sports.” (p. 8)
- Tarshis most likely wrote “Deadly Hits” to
 - teach readers about the dangers of concussions.
 - share the latest brain science research.
 - compare and contrast football and soccer.
 - show how school sports instill discipline.

Constructed-Response Questions

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

- What is one way that the author supports the idea that head injuries can be more serious than they seem? Support your answer with text evidence.
- In what ways has the sport of football become safer in recent years? Support your answer with details from the article.

Name: _____ Date: _____

Nonfiction Quiz

Directions: Read “Deadly Hits.” Then answer the questions below.

- On page 6, Lauren Tarshis writes that Zack’s brain “was a ticking time bomb.” This line contains
 - a simile that shows how severe Zack’s pain was.
 - a metaphor that emphasizes how slowly the second half of the game passed.
 - a metaphor that expresses how dangerous it is to continue playing a sport with a concussion.
 - hyperbole that shows how explosive Tahoma’s tackles were.
- Which is a central idea of the article?
 - Concussion rates in the NFL are decreasing.
 - There are ways to reduce athletes’ risk of serious head injury.
 - The NFL contributes millions of dollars to brain injury research.
 - Madden NFL* is a popular video game.
- How does the infographic “What to Know About Concussions” contribute to the article?
 - It helps readers understand how common concussions are and how to stay safe.
 - It summarizes how the sport of football has evolved over time.
 - It explains how Zack’s brain injury could have been prevented.
 - It describes the most popular sports among kids and teens today.
- On page 8, Tarshis writes that in therapy, Zack works “with the same gritty strength that made him a star on the field.” Based on context clues, what is the definition of *gritty*?
 - showing courage and determination
 - containing bits of sand
 - feeling or showing pride
 - soft and delicate
- On page 7, Tarshis writes of *Madden NFL*, “No longer are injured players glamorized.” Which line provides an example of football injuries being glamorized?
 - “Late in the game’s first half, Zack tackled a runner rushing toward the end zone.” (p. 5)
 - “When his head hit the ground, his brain shook violently against the inside of his skull.” (p. 5)
 - “Sportscasters ran highlight reels that celebrated the most brutal hits of the week in college and professional football.” (p. 6)
 - “Zack and his family remain advocates for safety in youth sports.” (p. 8)
- Tarshis most likely wrote “Deadly Hits” to
 - help inform readers about the dangers of concussions.
 - share the latest brain science research.
 - compare and contrast football and soccer.
 - show how school sports instill discipline.

Constructed-Response Questions

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

- How does the author develop the idea that head injuries can be serious even if they seem to be minor? Support your answer with details from the article.
- According to the article, in what ways has the sport of football changed in recent years? Support your answer with details from the article.

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 "Deadly Hits."

Zackery Lystedt suffered a devastating brain injury while playing football. On October 12, 2006, 13-year-old Zack hit his head during a game and suffered a concussion. Zack _____

_____. At the time, Zack's coach did not _____

_____. Ultimately, after several more jolts to his head, Zack collapsed on the field. His brain was swelling and bleeding. Doctors had to operate to save his life. Afterward, he would remain in a coma for three months. When he woke up, Zack _____

_____.

After helping their son recover, Zack's parents worked hard to prevent the same thing from happening to other young athletes. They _____

_____.

_____.

Zack has worked hard to recover from his injury. He can now eat, talk, and walk with a cane. Today, Zack _____

_____.

2. What did Zack's coach, as well as others, not understand about concussions?

1. What did Zack do after he first hit his head?

3. What challenges did Zack face as a result of his injury?

4. What did Zack's parents accomplish?

5. How does Zack help young athletes today?

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 "Deadly Hits."

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

2. What significant event does the article describe?

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

4. What else happened as a result of this event?

5. How is the main person(s) in the article doing today?

6. Write any other important details you haven't mentioned.

Directions: Your turn! Write an objective summary of "Deadly Hits." You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of "Deadly Hits"

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 "Deadly Hits."

1. Reread the section "Playing Through Pain." Which statement below BEST expresses a central idea of this section?

- Ⓐ *Madden NFL* is a popular video game.
- Ⓑ Playing through a sports injury has become ingrained in our culture over time.
- Ⓒ Zack returned to the game less than 15 minutes after his injury.
- Ⓓ Football has been around for a long time.

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:
Concussions and related brain injuries can be difficult to detect.

- Ⓐ "As happens to many players, Zack didn't realize he'd suffered a serious brain injury." (p. 6)
- Ⓑ "A concussion—also known as a mild traumatic brain injury, or mild TBI—is an invisible injury. It leaves no outward marks." (p. 6)
- Ⓒ "Some symptoms of a concussion may not show up right away." (p. 8)
- Ⓓ "About 10 percent of middle school boys who play football sustain concussions during games, according to *The American Journal of Sports Medicine*." (p. 7)

I chose _____ because _____

- 3. Read the details from the sections "What If?" and "The Road to Recovery" listed below. In the box, write a central idea that these details support.**

Central idea:

Detail 1: "Zack also travels around the country spreading the word about the dangers of concussions." (p. 8)

Detail 2: "Working with lawmakers and the doctors who treated Zack's injury, [the Lystedts] helped develop the Lystedt Law. This law prohibits young athletes who are suspected of having a concussion from returning to play without approval from a medical professional." (p. 7)

- 4. Consider a 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:

Over the years, football leagues have made changes to better protect players.

Supporting detail 1:

"In 2012, Pop Warner, the nation's largest youth football league, implemented special training programs and new safety rules. It now limits tackling drills during practices." (p. 7)

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 "Deadly Hits."

1. Read a central idea of the sections "Playing Through Pain" and "Ticking Time Bomb" stated in the box below. Then check the boxes next to the TWO details that best support the central idea.

Central Idea:
Concussions and related brain injuries can be difficult to detect.

- ☐ A. "As happens to many players, Zack didn't realize he'd suffered a serious brain injury." (p. 6)
- ☐ B. "A concussion—also known as a mild traumatic brain injury, or mild TBI—is an invisible injury. It leaves no outward marks." (p. 6)
- ☐ C. "From the dawn of football in the late 1800s until very recently, knocks to the head were considered just another part of the game." (p. 6)
- ☐ D. "It was a game-winning play for Zack's team." (p. 6)
- ☐ E. "Popular video games like *Madden NFL* showed players staggering along the field with serious head injuries." (p. 6)

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

Central Idea:
The Lystedts are _____

Detail 1: "Zack also travels around the country spreading the word about the dangers of concussions." (p. 8)

Detail 2: "Working with lawmakers and the doctors who treated Zack's injury, [the Lystedts] helped develop the Lystedt Law. This law prohibits young athletes who are suspected of having a concussion from returning to play without approval from a medical professional." (p. 7)

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Exploring Text Features

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

Directions: Answer the questions below to help you explore the text features in "Deadly Hits."

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

2. Read the infographic on page 8. Why might the author have chosen to include this feature?

3. Read the sidebar on page 7. What does this information help you understand about head impacts?

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

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 "Deadly Hits."

1. The introduction uses a **sequence-of-events** structure. What events is the author writing about?

2. A. Underline the text structure the author uses in the section "Second Impact Injuries."

cause and effect

compare and contrast

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

Description or List

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

Cause and Effect

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

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

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

Sequence of Events

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

3. A. Which text structure does the author use in the section "What If?"

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. If you are e-mailing a video entry, please either attach the file or use a file-sharing platform such as Dropbox.

PSA Contest

Create a public service announcement about concussions, drawing on information in the article and infographic. Your PSA may be in the form of a poster or video (no longer than 2 minutes). Five winners will get *Strike Zone* by Mike Lupica.

Entries will be judged on:

- ⇒ use of information from both texts
- ⇒ clarity and organization
- ⇒ creativity
- ⇒ 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: PSA Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY April 20, 2020!

Name: _____ Date: _____

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

Vocabulary:

The Night of Terror

- 1. ally (uh-LAHY)** *verb* or **(AL-ahy)** *noun*; The verb *ally* means “to join yourself with another person or group in order to get or give support.” In a game of *Fortnite*, you might ally with other players and work together as a group.

As a noun, *ally* refers to a person, group, or nation that cooperates with or gives help to another person, group, or nation in a particular activity. Two countries that are allies agree to support each other, especially during a time of war. Several different organizations might be allies in a fight for a certain cause that they all care about. In short, an ally is someone who is on your side—the opposite of an enemy.

- 2. amendment (uh-MEND-muhnt)** *noun*; An amendment is a change or an addition made to the original version of something, usually some sort of document or statement. Your class might make an amendment to the class rules, for example. Often, *amendment* is used when people talk about changes to the U.S. Constitution. So far, 27 amendments have been made to the Constitution. In other words, 27 things have been changed or added to the Constitution since it was signed in 1787.

- 3. picket (PIK-it)** *verb*; To picket is to stand or march in front of a public place to protest something. Picketers—people who are picketing—often hold signs and chant as a way to bring public attention to an issue they care about.

For example, a group of people fighting for animal rights might picket in front of a store that sells fur coats. This might discourage members of the public from shopping at the store or at least provide them with information that they did not have. A group of workers might picket in front of the place where they work to persuade others to join them and put pressure on the company to increase workers’ pay.

- 4. suffragist (SUHF-ruh-jist)** *noun*; *Suffrage* (SUHF-rij) means “the right to vote in political elections.” A suffragist is a person who works to extend suffrage—that is, voting rights—to people who do not have them. The word *suffragist* is especially used to describe a person who worked to help women get the vote.

- 5. treason (TREE-zuhn)** *noun*; Treason is the crime of betraying one’s country. Someone who helps their country’s enemies during war might be convicted of treason.

“How Racism Divided the Suffrage Movement”

- 1. alienate (EY-lee-uh-neyt)** *verb*; *Alienate* means “to cause someone to stop liking you—to stop being friendly or helpful to you” or “to cause someone to feel like they don’t belong.” If you have a bad temper, you might alienate your friends. If Elizabeth’s friends stop talking to her and stop including her in their activities, her friends are alienating her.
- 2. prominent (PROM-uh-nuhnt)** *adjective*; Someone or something that is prominent is important and very well-known. Martin Luther King Jr. was one of the most prominent leaders in the civil rights movement.

Directions: Below, list any other words from the play or informational text 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

The Night of Terror

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

alienate ally amendment picket suffragist treason

1. Supporters of women's right to vote are still working hard around the globe.

2. "Listen!" said Owen. "You and I are on the same side in this fight. We want the same things!"

3. In 1971, the United States made a change to the Constitution that lowered the voting age from 21 to 18.

4. A group of people plan to protest a new law outside the governor's office this Saturday.

Directions: Choose the best answer to each question.

5. Who is a prominent figure you admire or respect? Why?

6. What is something you believe would be worth picketing about?

7. What is something you could do to make sure a new student doesn't feel alienated at school?

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

8. **amendment**

- Ⓐ change Ⓑ damage

9. **prominent**

- Ⓐ hidden Ⓑ famous

10. **treason**

- Ⓐ disloyalty Ⓑ honesty

11. **ally**

- Ⓐ partner Ⓑ opponent

12. **alienate**

- Ⓐ turn away Ⓑ unite

Name: _____ Date: _____

Close-Reading Questions

The Night of Terror

1. At the start of the play, how does Franny feel about the suffrage movement? What events cause her feelings to change? (character)
2. In Scene 3, Aunt Kate says, "We stand there because as long as women's voices are silenced, we are not really citizens." What does she mean? (interpreting text)
3. In Scene 4, Hazel says to the judge, "There are 30 of us in your courtroom today. Tomorrow, there will be 60!" What message is she sending to the judge in this moment? (inference)

4. What is the significance of the sashes Franny makes for herself and Aunt Kate at the end of Scene 7? (symbolism)

5. What do the text features tell you about the women's suffrage movement? (key ideas)

6. What tactics did suffragists use in their crusade? (key ideas)



The Night of Terror

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

	Agree	Disagree
1. Ordinary people have little power to change society.		
2. The United States has always been a place of freedom and equality for everyone who lives here.		
3. When you know people are being treated unfairly, it is your responsibility to take action.		
4. People should not obey laws they think are unfair.		
5. People are not born with prejudice, they are taught it.		
6. Long-held ideas take a long time to change.		
7. Voting is Americans’ most important right.		
8. Peaceful acts have the power to change a system.		
9. Sometimes you have to put the greater good ahead of the individual.		
10. All U.S. citizens who are eligible to vote should be required to vote.		

Name: _____ Date: _____

The Night of Terror

Character Thinking Tool

The questions in this activity are about the character of
Franny

1. Consider Scene 2.

A. In Scene 2, how does Franny feel about President Woodrow Wilson? Explain.

B. How do the suffragists feel about Wilson? Explain.

C. In Scene 2, how does Franny view the suffragists and their fight for the vote? Explain.

2. At the end of Scene 4, Franny says “This is wrong!” What does she think is wrong?

3. What is the significance of the sashes Franny makes for herself and Aunt Kate at the end of Scene 7? What does this moment reveal about how Franny's view of the suffrage movement has changed since the beginning of the play?

4. What events contribute to Franny's change of opinion about the suffrage movement?

5. Imagine you are Franny, sitting by the fire at the Ewings' house in the evening after the suffragists are released from the workhouse.

On the back of this page or on your own paper, write a letter to your father about what your time in Washington, D.C., has been like so far. What have you learned? What has surprised you? What do you think the future holds, and what will your role in it be?

Name: _____ Date: _____

Preparing to Write: The Fight to Win the Vote

The writing prompt on page 16 says:

In an essay, explain the challenges that suffragists had to overcome in their fight for the right to vote. Draw on the play, captions, and informational text to support your ideas.

Follow the directions below to help you plan your essay.

Step 1

Text Marking

Go through the play, the photo captions, and the informational text and mark lines that describe or reveal challenges that suffragists faced. (Alternatively, you can write the lines on another sheet of paper or in a document on a computer. Be sure to note whether each line comes from the play, a caption, or the informational text, and note the page and scene numbers.)

Step 2

Labeling

Think about *what type of challenge* each line or group of lines you marked shows. Write your ideas next to the lines you marked.

Here are three ideas for what you might write next to some lines from Scene 2 in the play.

- hostility from the public
- lack of public support

Bystander 1: Stop harassing President Wilson!

Bystander 2: This is unpatriotic! This is treason!

- opinion that women's suffrage was a distraction from the war effort

Your goal is to end up with some “challenge categories” into which you can organize the lines you marked in the text.

Step 3

Organizing Evidence

Fill in the chart on the next page.

Type of challenge		
Evidence	<div data-bbox="61 1150 302 1386">In each box in the top row, write one type of challenge the suffragists faced.</div> <div data-bbox="358 1108 683 1434">Under each challenge, quote or paraphrase lines from the play, captions, and/or informational text that describe or reveal that challenge. (Use the lines you marked in Step 1.)</div>	

Now you're ready to write the first draft of your essay. Be sure to make it clear how your text evidence supports your thesis, or central idea.

Name: _____ Date: _____

Preparing to Write: The Fight to Win the Vote

The writing prompt on page 16 says:

In an essay, explain the challenges that suffragists had to overcome in their fight for the right to vote. Draw on the play, captions, and informational text to support your ideas.

Follow the directions below to help you plan your essay.

Step 1

Text Marking

Go through the play, the photo captions, and the informational text and mark lines that describe or reveal challenges that suffragists faced. (Alternatively, you can write the lines on another sheet of paper or in a document on a computer. Be sure to note whether each line comes from the play, a caption, or the informational text, and note the page and scene numbers.)

Step 2

Labeling

Think about *what type of challenge* each line or group of lines you marked shows. Write your ideas next to the lines you marked.

Here are three ideas for what you might write next to some lines from Scene 2 in the play.

- hostility from the public
- lack of public support

Bystander 1: Stop harassing President Wilson!

Bystander 2: This is unpatriotic! This is treason!

- opinion that women's suffrage was a distraction from the war effort

Your goal is to end up with some “challenge categories” into which you can organize the lines you marked in the text.

Step 3

Organizing Evidence

Fill in the chart on the next page.

Write one more type of challenge the suffragists faced.

Type of challenge	lack of public support	punishment/intimidation by authority	
Evidence	<ul style="list-style-type: none"> • “Suffragists were harshly criticized for continuing to work for the vote during wartime.” (caption, p. 13) • Watching suffragists protest in front of the White House, Franny says, “Doesn’t the President have enough to deal with? Our country is at war.” After some of the protesters are arrested, Franny says, “They should be ashamed. Why aren’t they helping with the war effort?” (play, Scene 2, pp. 11-12) 	<ul style="list-style-type: none"> • “In 1917, 33 women from the National Woman’s Party were arrested while picketing outside the White House. They were imprisoned at the Occoquan Workhouse, a jail where inmates were forced to work without pay. On November 14, the women were beaten and tortured. That date became known as the Night of Terror.” (caption, p. 15) 	

Now you’re ready to write the first draft of your essay. Be sure to make it clear how your text evidence supports your thesis, or central idea.

Name: _____ Date: _____

The Night of Terror Quiz

Directions: Read *The Night of Terror*. Then answer the questions below.

1. In Scene 2, Franny says the protesters should be ashamed. Then there is an awkward silence. You can infer, or conclude, that Maud and Roy

- Ⓐ think Franny is right.
- Ⓑ disagree with what Franny just said.
- Ⓒ don't support the war.
- Ⓓ have decided to stop speaking to Franny.

2. Why are the suffragists sent to the workhouse?

- Ⓐ They broke the law by blocking traffic.
- Ⓑ They broke the law by protesting.
- Ⓒ The judge was confused.
- Ⓓ They were unjustly imprisoned to discourage them from protesting.

3. By the end of the play, Franny supports the women's suffrage movement. Which details help develop this idea? Choose TWO answers.

- Ⓐ Franny sees Aunt Kate get arrested. (p. 12)
- Ⓑ Franny tells Aunt Kate that standing outside the White House seems “so crazy.” (p. 13)
- Ⓒ Franny helps spread the story of what happened to the suffragists in the workhouse. (p. 15)
- Ⓓ Franny makes purple-white-and-gold sashes for herself and for Aunt Kate. (p. 16)

4. The Night of Terror

- Ⓐ led to decreased support for women's suffrage.
- Ⓑ led to increased support for women's suffrage.
- Ⓒ convinced the suffragists to stop protesting until after World War I had ended.
- Ⓓ had no effect on the suffrage movement.

5. In Scene 5, why do the women in the workhouse speak directly to the audience?

- Ⓐ They are saying what is written on the note that they drop down.
- Ⓑ They are giving background information about their lives.
- Ⓒ They are revealing what Franny, Maud, and Roy are thinking.
- Ⓓ They are predicting what will happen when people read their stories.

6. Which sentence expresses the central idea of the informational text on page 14?

- Ⓐ There was a women's parade on March 3, 1913.
- Ⓑ Ida B. Wells was from Chicago.
- Ⓒ Black women faced racism and discrimination within the women's suffrage movement.
- Ⓓ Ida B. Wells helped form the National Association of Colored Women's Clubs.

Constructed-Response Questions



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

7. How do the play and captions support the idea that suffragists faced disapproving and disrespectful treatment by the public? Use text evidence to support your answer.

8. In Scene 5, Aunt Kate suggests that more people would support the suffragists if they knew what happened to the women in the workhouse. Does Aunt Kate turn out to be right? Use text evidence.

Name: _____ Date: _____

The Night of Terror Quiz

Directions: Read *The Night of Terror*. Then answer the questions below.

1. In Scene 2, Franny says the protesters should be ashamed and asks why they aren't helping with the war effort. There is an awkward silence. You can infer that Maud and Roy
 - Ⓐ think Franny is right.
 - Ⓑ don't want to offend their cousin but disagree with what she just said.
 - Ⓒ don't support the war.
 - Ⓓ have decided to stop speaking to Franny.
2. Why are the suffragists sent to the workhouse?
 - Ⓐ They broke the law by obstructing traffic.
 - Ⓑ They broke the law by picketing.
 - Ⓒ They were found guilty of treason.
 - Ⓓ They were unjustly imprisoned to discourage them from protesting.
3. By the end of the play, Franny supports the women's suffrage movement. Which details help develop this idea? Choose TWO answers.
 - Ⓐ Franny sees Aunt Kate get arrested. (p. 12)
 - Ⓑ Franny tells Aunt Kate that standing outside the White House seems "so crazy." (p. 13)
 - Ⓒ Franny helps spread the story of what happened to the suffragists in the workhouse. (p. 15)
 - Ⓓ Franny makes purple-white-and-gold sashes for herself and for Aunt Kate. (p. 16)
4. The Night of Terror
 - Ⓐ shocked the public and led to decreased support for women's suffrage.
 - Ⓑ shocked the public and led to increased support for women's suffrage.
 - Ⓒ convinced the leaders of the movement to stop protesting until after World War I had ended.
 - Ⓓ had no effect on the suffrage movement.
5. In Scene 5, the women in the workhouse speak directly to the audience. What is the most likely reason the playwright chose this approach?
 - Ⓐ to add drama, having the women say aloud what is written on the paper they drop down
 - Ⓑ to indicate that the women did not write down what was actually happening to them
 - Ⓒ to show that Franny, Maud, and Roy are shocked by the women's treatment
 - Ⓓ to foreshadow what will happen to the women
6. Which sentence best expresses a central idea of the informational text on page 14?
 - Ⓐ There was a women's parade on March 3, 1913.
 - Ⓑ Ida B. Wells was a civil rights leader.
 - Ⓒ Black women faced racism and discrimination within the women's suffrage movement.
 - Ⓓ Ida B. Wells helped form the National Association of Colored Women's Clubs.

Constructed-Response Questions



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

7. What are some challenges that suffragists faced in their fight for women's voting rights? Support your answer with details from the play, the captions, and "How Racism Divided the Suffrage Movement."
8. In Scene 5, Aunt Kate says of the public, "Only when they understand will they become our allies." What does she mean? Does she turn out to be right? Support your answer with details from the play.

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. <i>Find lines in the story that support the inference on the right.</i></p> <p>Franny: Doesn't the President have enough to deal with? Our country is at war. (p. 11)</p> <p>Franny: They should be ashamed. Why aren't they helping with the war effort? (p. 12)</p> <p>Franny: I don't know . . . it's just . . . I miss my dad. (p. 13)</p> <p>Aunt Kate: I am sure your father will come home safe from the war.</p> <p>Franny: But what if he doesn't? (p. 13)</p> <p>Franny: But what about the war? (p. 13)</p>	<p>Franny is worried about her father, who is away at war.</p>
<p>2. In Scene 2, bystanders and suffragists begin to clash at the protest:</p> <p>SD2: Bystanders start tearing the banners out of the suffragists' hands.</p> <p>SD3: One bystander grabs Aunt Kate's sash and rips it. She stumbles to the ground.</p> <p>SD1: Maud and Roy rush to help. Franny hangs back.</p>	<p><i>Why does Franny hang back?</i></p>
<p>3. Later in Scene 2, Aunt Kate is arrested:</p> <p>Franny: Your mother was just . . . arrested!</p> <p>Roy (<i>shrugging</i>): She gets arrested all the time.</p> <p>Franny: What?!</p> <p>Maud: She'll be sent home later with the others. Then they'll have to go before the judge. He usually sentences them to a couple days in jail.</p>	<p><i>How does their mother's arrest affect Roy and Maud?</i></p>

Clues	Inference
<p>4. In Scene 3, Aunt Kate returns home from jail late at night:</p> <p>SD2: Aunt Kate enters to find Franny wrapped in a blanket, sitting in front of a crackling fire. Aunt Kate: Couldn't sleep? SD3: Franny shakes her head.</p>	<p><i>Why can't Franny sleep?</i></p>
<p>5. In Scene 4, a judge charges the women with obstructing traffic. Then Hazel says this:</p> <p>Hazel: There are 30 of us in your courtroom today. Tomorrow, there will be 60!</p>	<p><i>What message is Hazel sending the judge in this moment?</i></p>
<p>6. Find lines in the story that support the inference on the right.</p>	<p>Franny comes to support the women's suffrage movement.</p>

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

Suffragist Contest

In an essay, explain the challenges that suffragists had to overcome in their fight for the right to vote. Draw on the play, captions, and informational text to support your ideas. Five winners will each get *The Making of Mollie* by Anna Carey.

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

ENTRIES MUST BE RECEIVED BY April 20, 2020!

Name: _____ Date: _____

Vocabulary:

"Mountain of Doom"

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

- 1. calamity (kuh-LAM-ih-tee)** *noun*; A calamity is an event that causes great damage or distress, often suddenly. A plane crash in which many people die is a calamity. A hurricane that causes terrible destruction is also a calamity.
- 2. consolation (kon-suh-LEY-shuhn)** *noun*; The verb *console* (kuhn-SOHL) means "to comfort in a time of grief or distress." A consolation is something that consoles—that makes you feel less sad or disappointed. If you're upset because your best friend is moving away, it might be a consolation to know that you'll get to see each other at summer camp. Anytime you're sad, a hug from someone you love can be a consolation.
- 3. dormant (DAWR-muhnt)** *adjective*; Something that is dormant is not currently active but is able to become active. A dormant volcano is a volcano that is not erupting right now but is expected to erupt at some point in the future. Many trees and plants become dormant during the winter: They stop growing and may lose their leaves, but they are not dead; they will start to grow again in the spring.
- 4. excavate (EKS-kuh-veyt)** *verb*; Excavating has to do with digging. *Excavate* can mean "to uncover something by digging and removing the earth that covers it." In the video, workers are excavating ancient ruins in Egypt.

Excavate can also mean "to hollow something out or make a large hole in something." Before building a house, the construction crew might excavate the ground for the building's foundation. Or, *excavate* can mean "to make something by digging or hollowing out." Workers might excavate a tunnel through a mountain.
- 5. imminent (IM-uh-nuhnt)** *adjective*; Something that is imminent is about to happen—that is, it will be happening very soon. If you see clouds like the ones in the photo, you can be sure that a storm is imminent.
- 6. lumber (LUHM-ber)** *noun or verb*; As a noun, lumber refers to wooden boards or logs that have been cut for use. As a verb, *lumber* means "to move in a slow, heavy, awkward way." Think of the way a bear walks—that's lumbering.

7. mosaic (moh-ZEY-ik) *noun*; A mosaic is a kind of decoration made by arranging small pieces of colored glass, stone, or tile into a pattern or picture. You set the small pieces into a soft material that then hardens to hold them in place.

8. pungent (PUHN-juhnt) *verb*; Something that is pungent has a strong, sharp taste or smell. Garlic, ginger, and onions are pungent. If your sneakers have a pungent odor, it's time to wash them!

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

Name: _____ Date: _____

Close-Reading Questions

"Mountain of Doom"

1. Why do you think author Lauren Tarshis decided to address the reader directly? (author's craft, point of view)

2. Identify sensory details that Tarshis uses in the first paragraph. (author's craft)

3. What information does Tarshis include to help readers better understand the time and place in which her story takes place? (setting)

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Name: _____ Date: _____

Critical-Thinking Questions

"Mountain of Doom" and "My Journey to Pompeii"

1. What interested or surprised you about Tarshis's writing process?
2. In the final section of "Mountain of Doom," Tarshis writes that Pompeii was "lost to time." How does her article present a different idea?
3. Consider what Tarshis says in the interview about why it's important to learn about the distant past. What are some other reasons?
4. Think about how Tarshis brings the story of Pompeii to life. What are some techniques she uses that you want to try in your own writing? Answers will vary.

Name: _____ Date: _____

Preparing to Write

Bringing the Story to Life

Follow the directions in the boxes below to help you organize the ideas and details you will use in your response to the writing prompt on page 21.

Descriptive Language

One way author Lauren Tarshis helps the reader understand what it was like to be in Pompeii the day Mount Vesuvius erupted is by using descriptive language: vivid words and sensory details that help the reader imagine what people saw, heard, smelled, tasted, or felt.

1. List sentences or paragraphs from the article that contain vivid language and sensory details. Explain what each sentence or paragraph helps the reader imagine or understand. We provided one example for you. Find at least three more. Be sure to include page numbers to show where each example comes from.

- Tarshis writes, "The main street teems with people—women swishing by in long robes, men in tunics, children with leather sandals that slap against the hot stone streets. Vendors shout for your attention, offering slices of juicy melon and sizzling hunks of roasted meat. A parrot calls out from the shoulder of a shopkeeper. 'Salve!' he squawks—'hello' in Latin, the language of the Roman Empire" (18). This description helps the reader imagine the ancient city of Pompeii—its warmth, what people wore and ate, the smells and sounds of the bustling streets. These details also help the reader understand the contrast between what life was like before and after the eruption that no one knew was about to happen.

Point of View

Another way Tarshis helps readers understand what it was like to be in Pompeii the day Vesuvius erupted is by using second-person point of view and addressing readers as though they were in Pompeii during the eruption.

2. List examples of Tarshis's use of second person. How does each example help readers understand what experiencing the eruption was like? (Think about how the article would be different if Tarshis had not addressed readers directly.)

Research

The research Tarshis conducted played an important role in helping her bring the story to life.

3. How did Tarshis's research help her? What kind of information did she include to help readers better understand the time and place in which her story takes place? Use details from "My Journey to Pompeii" and "Mountain of Doom" to support your answer.

Name: _____ Date: _____

Video Discussion Questions

"Behind the Scenes: Mountain of Doom"

Before Reading "Mountain of Doom"

1. In the first section of the video (0:10-0:48), what details help you understand why the eruption of Mount Vesuvius was such a terrible disaster? Consider the narration, sounds, and visuals.
2. Author Lauren Tarshis says that her favorite way to research is to travel to the place that she is writing about (1:11). Why might traveling to the place you are writing about be helpful to an author doing research for an article?
3. According to the video, what did archaeologists find when they dug up the city of Pompeii? Why were these discoveries important?

After Reading "Mountain of Doom"

4. Consider the questions Tarshis asks at 5:30 in the video. What point of view is the story written from? Why might Tarshis have written it this way?

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “Mountain of Doom” and “My Journey to Pompeii.” Then answer the questions below.

- The main purpose of “Mountain of Doom” is to**
 - teach readers about one of the worst disasters of the ancient world.
 - explain why volcanoes erupt.
 - teach readers about an author’s writing process.
 - give a detailed history of the Roman Empire.
- In the introduction, author Lauren Tarshis writes that the main street in Pompeii “teems with people.” Based on context clues, *teem* most closely means**
 - to lack.
 - to overflow.
 - to fail.
 - to surprise.
- The map on page 18 supports the idea that in 79 A.D., Rome was**
 - beautiful.
 - full of farms.
 - powerful.
 - dangerous.
- How does Tarshis support the idea that Pompeii was modern? Choose TWO answers.**
 - by including photos of casts
 - by describing Rome’s water system
 - by providing examples of institutions that existed then, such as libraries and theaters
 - by explaining that the people of Pompeii thought Jupiter was angry with them
- On page 18, Tarshis writes, “There is not even a word for volcano in Latin.” This line emphasizes the fact that the people of Pompeii**
 - feared volcanic eruptions.
 - had a lot of knowledge about volcanoes.
 - knew and thought very little about volcanoes.
 - spoke Latin.
- In the interview “My Journey to Pompeii,” Tarshis describes Vesuvius as a “mountain raining down death and destruction.” Which section from “Mountain of Doom” develops this idea?**
 - the introduction
 - “A Boiling Avalanche”
 - “A Vanished World”
 - the sidebar “Unlocking the Secrets of Pompeii”

Constructed-Response Questions

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

- In the interview, Tarshis says, “I also knew that my article would be designed to give a lot of sensory detail.” Give examples of sensory details she uses and explain what they help readers understand.
- Consider the sidebar “Unlocking the Secrets of Pompeii.” What does it add to the reader’s understanding of how life in ancient Rome compares with life today?

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “Mountain of Doom” and “My Journey to Pompeii.” Then answer the questions below.

- The main purpose of “Mountain of Doom” is to _____, whereas the main purpose of “My Journey to Pompeii” is to _____.
 (A) teach readers about one of the worst disasters of the ancient world; share an author’s writing process
 (B) detail the history of the Roman Empire; explain why volcanoes erupt
 (C) introduce readers to the field of archaeology; describe ancient Pompeii
 (D) describe pyroclastic flow; detail the eruption of Mount Vesuvius
- In the first paragraph of “Mountain of Doom,” author Lauren Tarshis writes that the main street in Pompeii “teems with people.” Based on context clues, what is the definition of *teem*?
 (A) to be without or not have enough
 (B) to be full of or swarming with
 (C) to produce a lot of noise
 (D) to feel surprise or shock
- Tarshis characterizes the Roman Empire at the time of Mount Vesuvius’s eruption in 79 A.D. as
 (A) small and peaceful.
 (B) poor and struggling.
 (C) powerful and advanced.
 (D) dangerous and unstable.
- Which provide the BEST support for your answer to question 3? Choose TWO answers.
 (A) photos of casts made by archaeologists
 (B) the description of Roman water systems
 (C) the map of the Roman Empire
 (D) Pliny the Younger’s eyewitness account
- On page 18, Tarshis writes, “There is not even a word for volcano in Latin.” What purpose does this detail serve?
 (A) It provides background information about the language spoken in Pompeii.
 (B) It compares and contrasts English and Latin.
 (C) It shows how little the people of Pompeii knew about volcanoes.
 (D) It helps the reader understand why the eruption of Vesuvius was not surprising.
- In “My Journey to Pompeii,” Tarshis describes Vesuvius as a “mountain raining down death and destruction.” Which section from “Mountain of Doom” develops this idea?
 (A) the introduction
 (B) “A Boiling Avalanche”
 (C) the map of the Roman Empire
 (D) the sidebar “Unlocking the Secrets of Pompeii”

Constructed-Response Questions

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

- How does Tarshis help readers feel as if they are in Pompeii during the eruption of Mount Vesuvius? Identify at least two techniques she uses. Support your answer with text evidence.
- How does the sidebar “Unlocking the Secrets of Pompeii” contribute to the article?

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read "Mountain of Doom" and "My Journey to Pompeii." Then complete the activity below.

1. Imagine that you are writing a paragraph explaining how a lack of knowledge about volcanoes led to the people of Pompeii's downfall.

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

- Ⓐ The eruption of Mount Vesuvius destroyed the city of Pompeii.
- Ⓑ There were many warning signs that Mount Vesuvius might soon erupt.
- Ⓒ Due to their lack of understanding of volcanoes, the people of Pompeii did not recognize the many warning signs signaling that Mount Vesuvius might soon erupt.

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

- Ⓐ "Nobody understands that the terrible smell is sulfurous gas, part of the explosive brew simmering inside Vesuvius." (p. 18)
- Ⓑ "Over the next few hours, millions of tons of ash and rock fall on the city." (p. 20)
- Ⓒ "For months, magma has been rising through the center of the volcano. Pressure is building. A catastrophic eruption is coming." (p. 18)

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

- Ⓐ It shows how Pompeii was destroyed.
- Ⓑ It provides an example of a warning sign that the people of Pompeii were unaware of because they did not know about volcanoes and how they work.
- Ⓒ It explains what happens before a volcano erupts.

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.

Pompeii was surprisingly modern in many ways.

- Ⓐ "People hide in their homes, believing that this strange storm of ash and rock will soon end."
(p. 20)
- Ⓑ "Vendors shout for your attention, offering slices of juicy melon and sizzling hunks of roasted meat." (p. 18)
- Ⓒ "Nowhere else in the world has such a sophisticated system of aqueducts—underground tunnels that deliver fresh water to fountains, bathhouses, and homes." (p. 18)

I chose ____ because _____

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

The eruption of Mount Vesuvius was violent and destructive.

- Ⓐ "As the volcano loses energy, the molten rock and ash mix together to create boiling waves that rush down the mountain at 180 miles per hour." (p. 20)
- Ⓑ "It's just a big mountain, silent and still, its gentle slopes covered with trees and vineyards." (p. 18)
- Ⓒ "In the weeks that follow, people search Pompeii for survivors. There are none." (p. 20)
- Ⓓ "Over the next few hours, millions of tons of ash and rock fall on the city." (p. 20)
- Ⓔ "Vesuvius sits atop a crack in Earth's crust—the hard, rocky layer that covers the surface of our planet like the shell of an egg." (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 “Mountain of Doom” in the form of a quotation.

- Ⓐ Studying the ruins of Pompeii has helped us learn about ancient Roman life. In her article “Mountain of Doom,” author Lauren Tarshis writes, “[Archaeologists] even found the remains of a basket of eggs and a bowl of chicken soup” (20). In other words, archaeologists discovered what ancient Romans ate by studying the ruins of Pompeii.
- Ⓑ Studying the ruins of Pompeii has helped us learn about ancient Roman life. In her article “Mountain of Doom,” author Lauren Tarshis writes, “[Archaeologists] even found the remains of a basket of eggs and a bowl of chicken soup” (20).
- Ⓒ Studying the ruins of Pompeii has helped us learn about ancient Roman life. “[Archaeologists] even found the remains of a basket of eggs and a bowl of chicken soup” (20). In other words, archaeologists discovered what ancient Romans ate by studying the ruins of Pompeii.

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

5. Choose the paragraph that correctly uses text evidence from the interview “My Journey to Pompeii” in the form of a paraphrase.

- Ⓐ Writing an article about a historical topic requires extensive research. Author Lauren Tarshis read books, watched videos, interviewed experts, and went to museums to help her write an article about the eruption of Mount Vesuvius.
- Ⓑ Writing an article about a historical topic requires extensive research. In the interview “My Journey to Pompeii,” author Lauren Tarshis explains that not only did she read books, watch videos, interview experts, and go to museums, she also traveled to Pompeii to help her write an article about the eruption of Mount Vesuvius (21). In other words, she had to draw on many different sources to gather enough information for her story.
- Ⓒ Writing an article about a historical topic requires extensive research. In the interview, “My Journey to Pompeii” author Lauren Tarshis says, “As a researcher, you can learn a ton by watching videos, reading books, interviewing experts, and going to museums” (21). In other words, she had to draw on many different sources to gather enough information for her story.

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 "Mountain of Doom." Then complete the activity below.

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

STATEMENT:

The eruption of Mount Vesuvius was violent and destructive.

- Ⓐ "As the volcano loses energy, the molten rock and ash mix together to create boiling waves that rush down the mountain at 180 miles per hour." (p. 20)
- Ⓑ "It's just a big mountain, silent and still, its gentle slopes covered with trees and vineyards." (p. 18)
- Ⓒ "Vesuvius sits atop a crack in Earth's crust—the hard, rocky layer that covers the surface of our planet like the shell of an egg." (p. 18)
- Ⓓ "In the weeks that follow, people search Pompeii for survivors. There are none." (p. 20)

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:

Pompeii was surprisingly modern in many ways.

- Ⓐ "People hide in their homes, believing that this strange storm of ash and rock will soon end." (p. 20)
- Ⓑ "Nowhere else in the world has such a sophisticated system of aqueducts—underground tunnels that deliver fresh water to fountains, bathhouses, and homes." (p. 18)
- Ⓒ "Vendors shout for your attention, offering slices of juicy melon and sizzling hunks of roasted meat." (p. 18)

I chose ____ because _____

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

- Ⓐ “Goats and sheep are dropping dead on the mountainside, their lungs seared by poisonous gases.” (p. 18)
- Ⓑ “Nobody understands that the terrible smell is sulfurous gas, part of the explosive brew simmering inside Vesuvius.” (p. 18)
- Ⓒ “Small earthquakes rumble through the city, an indication of growing strain on the land.” (pp. 18–19)

STATEMENT:

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 the sections "The Volcano" and "A Boiling Avalanche" in author Lauren Tarshis's narrative nonfiction article "Mountain of Doom."

Mood Words

gloomy, hopeful, peaceful, playful, relaxed, suspenseful, terrifying, urgent, violent

The Mood

1. Reread the sections "The Volcano" and "A Boiling Avalanche." Choose three words that best describe their mood from the box above, or come up with your own three words. Write the words here:

Information

2. How does the information Tarshis includes about Mount Vesuvius in the section "The Volcano" help create the mood you identified?

Point of View

3. How does the point of view Tarshis uses help create the mood? (Think about the way Tarshis addresses the reader. How does this help create the mood you identified?)

Sensory Details

4. How does Tarshis use sensory details to create an atmosphere that makes the reader feel a certain way? (Think about the descriptive details Tarshis uses to appeal to the reader's sense of sight, hearing, taste, smell, or touch.)

Mood Music

5. Imagine that you are going to make a movie based on Tarshis's telling of the eruption of Mount Vesuvius in "Mountain of Doom." What kind of music would you choose to play during the opening credits? You can name a particular song or just describe the type of music you would choose.

Music:

Why I chose this music:

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

Vesuvius Contest

Explain how author Lauren Tarshis helps readers understand what it was like to be in Pompeii the day Vesuvius erupted. How did her research help her? Draw on the article, the interview, and the video to support your ideas.

Five winners will get *Eruption!* by Elizabeth Rusch.

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

ENTRIES MUST BE RECEIVED BY April 20, 2020!

Name: _____ Date: _____

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

Vocabulary:

"The Roach"

1. **dinky (DING-kee)** *adjective*; Something dinky is very small and not appealing. A dinky hotel room is unpleasantly small and not very nice. A dinky town has just a few buildings and probably doesn't get many tourists.
2. **exoskeleton (ek-soh-SKEL-uh-tuhn)** *noun*; An exoskeleton is the hard outer covering of an animal, such as a beetle or a crab, that supports and protects the creature's body. *Exoskeleton* means "outside skeleton."
3. **frenzy (FREHN-zee)** *noun*; A frenzy is a feeling of great excitement or a lack of control. A family might be in a frenzy when packing for a move or a big trip. Fans of a movie series might be in a frenzy when the latest installment comes out.
4. **inevitable (in-EV-ih-tuh-buhl)** *adjective*; Something inevitable is sure to happen and can't be avoided. For example, it is inevitable that people get older as time passes. Feeling tired is inevitable if you stay up really late but still get up at your usual time.
5. **infest (in-FEST)** *verb*; To infest is to invade or spread over something in large numbers and in a way that causes harm. One ant cannot infest a kitchen cupboard, but dozens of ants could. One rat cannot infest a city, but hundreds of rats could.
6. **protrude (proh-TROOD)** *verb*; Something that protrudes sticks out. Spines protrude from a porcupine's back. When you pout, your lower lip protrudes.
7. **skitter (SKIT-uhr)** *verb*; To skitter is to move in a way that is light and quick. Beetles might skitter around on the floor. Dead leaves might skitter across the street, blown by the wind.
8. **stowaway (STOH-uh-way)** *noun*; A stowaway is someone or something that hides in an effort to take a trip without others knowing. Stowaways are often unwelcome. They travel in secret to avoid paying or getting into trouble.

Directions: Below, list any other words from the story 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 peers. Then write a definition for the word and one example sentence.

Vocabulary Practice

"The Roach"

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

infest	skitter	inevitable	dinky	stowaway	protrude
--------	---------	------------	-------	----------	----------

1. "I need more than this one tiny piece of pizza for lunch!" said Tina.

2. Mason had a bad fall off his bike that left him with a bone sticking out of his arm.

3. Lydia's little brother tried to sneak into her luggage as a hitchhiker before she left for her trip.

4. It seemed certain that Sydney and Alexa would become friends—they had so much in common!

Directions: Choose the best answer to each question.

5. Which would more likely skitter?

- Ⓐ a mouse
- Ⓑ a bear

6. Which would more likely create a frenzy?

- Ⓐ a celebrity sighted walking through a store
- Ⓑ a discount on bananas at the grocery store

7. Which has an exoskeleton?

- Ⓐ a rhinoceros
- Ⓑ a ladybug

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

8. **inevitable**

- Ⓐ unavoidable
- Ⓑ unlikely

9. **infest**

- Ⓐ escape
- Ⓑ overrun

10. **frenzy**

- Ⓐ peace
- Ⓑ craziness

Name: _____ Date: _____

Figurative Language

Authors use figurative language to bring their writing to life. This activity focuses on three types of figurative language: onomatopoeia, metaphor, and simile. **Directions:** Read "The Roach." Then fill in the charts below.

An **ONOMATOPOEIA** is a word that when spoken aloud imitates the sound it is describing.

Example:

Aaron dropped the pot with a clang.

The onomatopoeia *clang* imitates the sound of a metal pot hitting the floor.

A **METAPHOR** is a comparison of two unlike things to illuminate a particular quality or aspect of one of those things.

Example:

Karen is a ray of sunshine.

This metaphor compares Karen to a ray of sunshine. It suggests that Karen is cheerful, happy, warm, hopeful—qualities we associate with the sun.

Metaphors state that one thing *is* something else; they do not use the words *like* or *as*.

A **SIMILE** is a comparison of two unlike things to illuminate a particular quality or aspect of one of those things; similes use *like* or *as*.

Example:

Randy's singing voice is like melted chocolate.

This simile compares Randy's voice to melted chocolate. It suggests that Randy's voice is rich, smooth, sweet, warm—qualities we associate with melted chocolate.

Onomatopoeia

1A. Find three lines in "The Roach" that contain onomatopoeia. Write them down and circle the onomatopoeia in each.

- 1.
- 2.
- 3.

B. How does the use of onomatopoeia add to the story?

2. Write a sentence of your own that contains onomatopoeia.

Metaphor	
<p>3A. Find a metaphor in "The Roach" and write it here.</p>	<p>B. What two things does the metaphor you found compare? What quality or aspect of one of the things does the comparison illuminate?</p>
<p>4A. Complete the sentence below to write your own metaphor.</p> <p>The snow _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>B. What two things does your metaphor compare? What quality or aspect of snow does the comparison illuminate?</p>

Simile	
<p>5A. Find a simile in "The Roach" and write it here.</p>	<p>B. What two things does the simile you found compare? What quality or aspect of one of the things does the comparison illuminate?</p>
<p>6A. Complete the sentence below to write your own simile.</p> <p>Lee moved across the room</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>B. What two things does your simile compare? What quality or aspect of how Lee moved does the comparison illuminate?</p>

Name: _____ Date: _____

Scene Planner

Fill in the boxes below to help you plan a scene that takes place after the events of the story "The Roach."

Characters

Who appears in your scene? Will you introduce any new characters?

Setting

Describe the time and place in which your scene takes place.

Plot

Make an outline of the events that will occur your scene.

On your own sheet of paper or on a computer, write the first draft of your scene, using the ideas you have written in the boxes above. Your scene must include at least one example of each of the following types of figurative language:

- onomatopoeia
- simile
- metaphor

Tip: If it's easier, you can add the figurative language after you've written your first draft. Look for places where you could add a sound effect, make a comparison, add emphasis, or say something in a fresh and creative way.

Story Planner

Title: _____ **Author:** _____
Genre: _____ **Point of View:** _____

Setting: Describe the time, place, and social conditions in which your characters exist.

Characters: Who is your main character? Secondary characters? What are their traits?

Conflict: What challenge or problem does your main character face?

Plot: Jot down ideas about what happens to create an outline or mini-summary of the events in your story.

Beginning:

Middle:

End:

Theme: What broader topic is your story about (e.g., trust, courage, nature)? What will your story say about that topic?

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

Roach Contest

Write a scene that takes place after the events of this story, in 650 words or less. Use each type of figurative language in the spotlight box on page 24 at least once. Five winners will get *Eventown* by Corey Ann Haydu.

Entries will be judged on:

- | | |
|------------------------------|--------------------------------------|
| ⇒ creativity | ⇒ clarity |
| ⇒ use of figurative language | ⇒ 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: Roach Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY April 20, 2020!

Name: _____ Date: _____

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

Vocabulary

"The Truth About Binge-Watching"

- 1. chronically (KRON-ih-kah-lee)** *adverb*; The adjective *chronic* (KRON-ik) means "constant" or "occurring again and again for a long time." A chronic illness or condition is one that lasts for a long time or for a lifetime, like asthma. A chronic nailbiter is someone who constantly bites his or her nails and has done so for years.

Something that is done chronically is done in a way that continues or has continued for a long time. Someone who is chronically absent from class is absent very often. Someone who is chronically tired is tired all the time. (Usually, *chronically* is used to talk about something negative.)

- 2. disable (dis-AY-buhl)** *verb*; To disable something is to make it unable to function. If your mom loses her smartphone, she might disable it so that no one else can use it. Before breaking into a museum, thieves might disable the museum's alarm system.

Disable can also mean "to seriously harm someone in a way that affects his or her ability to do certain things." If Jon is in a car accident that leaves him unable to walk, you could say that the accident disabled Jon.

- 3. enlist (en-LIST)** *verb*; If you enlist someone's help, you get that person to help you do something. If you're planning a surprise birthday party for your friend, you might enlist your other friends to help.

Enlist can also mean "to join the armed services," as in, "My grandfather enlisted in the Navy when he was 20 years old."

- 4. ingrained (in-GRAYND)** *adjective*; Something that is ingrained (such as a habit, an idea, or a belief) has existed for a long time, is firmly in place, and is difficult to change or remove. Parents remind their children over and over to say "please" and "thank you." Why? They want good manners to eventually become ingrained in their children.

- 5. sedentary (SED-n-ter-ee)** *adjective*; *Sedentary* means "involving a lot of sitting; inactive." A sedentary job is a job that requires you to sit down most of the time. Someone who leads a sedentary lifestyle doesn't get much exercise.

Directions: Below, 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 Truth About Binge-Watching"

Directions: Below are descriptions of three imaginary characters. Read each description. Then write one sentence about the character that uses one of the words from the box.

WORD CHOICES

chronically	ingrained
enlist	sedentary

1. Alex has decided to start a campaign to ban the use of plastic bags in his neighborhood, but he needs help. At school, Alex passes out flyers about what he hopes to accomplish. On the flyers, he asks any other students who want to help him to reach out to him.

Sentence about Alex: _____

2. After a skiing accident, Julie finds herself in a cast. She is confined to her couch for three months. She is *not* happy.

Sentence about Julie: _____

3. Toby complains about everything. Whether it's the food in the cafeteria, his new haircut, or the movie he just saw, Toby can be counted on to say something negative.

Sentence about Toby: _____

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

4. After running a marathon, Bella was very sore. She needed to remain **ingrained/sedentary** for a week to recover.
5. The belief that hard work pays off is deeply **disabled/ingrained** in our culture. It's a value that is held by many people.
6. To ensure that the fundraiser was a success, Eric **enlisted/disabled** the help of everyone he knew.

Directions: Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear. We've done the first one for you.

7. Our family's golden retriever has become **sedentary** in his old age. He lays on the couch a lot and doesn't like to play as much.
- _____
- _____

8. Jayden **chronically** forgets his gym shorts. Last week, _____
- _____
- _____

Name: _____ Date: _____

Constructing a Response

Directions: Read "The Truth About Binge-Watching" and complete the activity on page 23. Then follow the steps below to write a response to the question on page 23.

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

Question from page 23:

What attitude toward binge-watching does the author express?

Step 1: Write your claim.

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

The author expresses a(n) _____

_____.

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: _____

“The Truth About Binge-Watching” Quiz

Directions: Read “The Truth About Binge-Watching.” Then answer the questions below.

1. What is the main purpose of the section “Bingeing All the Time”?
 (A) to provide suggestions of shows to binge-watch
 (B) to explain why people binge-watch
 (C) to persuade readers to never binge-watch
 (D) to help readers understand the effects of binge-watching on the mind and body
2. In the section “How to Beat the Binge,” author Mackenzie Carro’s tone could best be described as
 (A) reflective and uncertain.
 (B) frustrated and stern.
 (C) suspicious and worried.
 (D) lighthearted and encouraging.
3. Which lines best support the answer you chose in question 2? Choose two answers.
 (A) “The good news is that you can beat the binge—with a little practice.” (p. 23)
 (B) “We promise Baby Yoda will still be there tomorrow.” (p. 23)
 (C) “Dr. Danesh Alam from Northwestern Medicine Central DuPage Hospital recommends deciding at the start of the week how much time to dedicate to shows and videos.” (p. 23)
 (D) “Turn off the screen one hour before bed.” (p. 23)
4. The author writes, “But as binge-watching has become ingrained in our culture, experts are sounding the alarm.” From this line, you can infer that experts
 (A) are supportive of the binge-watching trend.
 (B) are uncertain about binge-watching.
 (C) are excited that so many people binge-watch.
 (D) are concerned about how popular binge-watching has become.
5. Consider this line: “And if you turn [binge-watching] into a special event—such as having friends over for a *Supergirl* marathon—it can be a fun way to socialize.” This line
 (A) emphasizes how popular binge-watching is.
 (B) offers a rebuttal to the argument that binge-watching is enjoyable.
 (C) supports the argument that binge-watching occasionally isn’t harmful.
 (D) supports the claim that *Supergirl* is a good show.
6. Based on the article, with which of the following statements can you conclude the author would likely agree? Choose two answers.
 (A) Binge-watching has benefits and drawbacks.
 (B) People should never binge-watch.
 (C) Binge-watching is OK when done infrequently.
 (D) Binge-watching makes shows more enjoyable.

Constructed-Response Question

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

7. Author Mackenzie Carro writes, “The problem arises when we binge all the time.” How well does Carro support this claim? What could she have included to strengthen her claim? Use text evidence to support your answer.

Name: _____ Date: _____

“The Truth About Binge-Watching” Quiz

Directions: Read “The Truth About Binge-Watching.” Then answer the questions below.

1. A study that shows that people who binge-watch often are lonelier than those who never binge-watch would BEST fit into the section
 - (A) “Your Bingeing Brain.”
 - (B) the introduction
 - (C) “How to Beat the Binge.”
 - (D) “Bingeing All the Time.”
2. In the section “How to Beat the Binge,” the author’s tone, or attitude toward the subject she is writing about, could be best described as
 - (A) reflective and uncertain.
 - (B) frustrated and serious.
 - (C) suspicious and worried.
 - (D) funny and encouraging.
3. Which lines best support the answer you chose in question 2? Choose two answers.
 - (A) “The good news is that you can beat the binge—with a little practice.” (p. 23)
 - (B) “We promise Baby Yoda will still be there tomorrow.” (p. 23)
 - (C) “Dr. Danesh Alam . . . recommends deciding at the start of the week how much time to dedicate to shows and videos.” (p. 23)
 - (D) “Turn off the screen one hour before bed.” (p. 23)
4. The author writes, “But as binge-watching has become ingrained in our culture, experts are sounding the alarm.” The expression “Sounding the alarm” means
 - (A) supporting something.
 - (B) being uncertain about something.
 - (C) being excited about something
 - (D) speaking out about something concerning.
5. Which line supports the idea that binge-watching occasionally is not harmful?
 - (A) “Our brains are not entirely to blame . . .” (p. 23)
 - (B) “They are also more sedentary.” (p. 23)
 - (C) “And if you turn it into a special event—such as having friends over for a *Supergirl* marathon—it can be a fun way to socialize.” (p. 23)
 - (D) “And how can we stop?” (p. 22)
6. Based on the article, which statement would the author likely agree with? Choose two answers.
 - (A) There are both benefits and drawbacks to binge-watching.
 - (B) People should never binge-watch.
 - (C) Binge-watching is not worrisome when done infrequently.
 - (D) Binge-watching makes shows more enjoyable.

Constructed-Response Question



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

7. Describe two ways author Mackenzie Carro supports the idea that binge-watching all the time is problematic. Use text evidence to support your answer.

Name: _____ Date: _____

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

Vocabulary:

"Should We Get Rid of Daylight Saving Time?"

1. **conserve (kuhn-SURV)** *verb*; To conserve something is to protect it from harm or destruction. You might work to conserve rainforests, protecting them from being cut down. Or you might work to conserve historic buildings, making sure they are kept in good condition and not torn down. *Conserve* can also mean "to prevent from being wasted." To conserve electricity, you might turn off any lights you don't need. If you have a big game on Saturday night, you might relax during the day to conserve your energy.
2. **groggy (GROG-ee)** *adjective*; If you feel groggy, you feel weak, unsteady, and dazed—you're slow to move and are struggling to think clearly. You might feel groggy when you first wake up in the morning, particularly if you stayed up late or if you're sick.
3. **horrid (HAWR-id)** *adjective*; Something that is horrid is very unpleasant, shocking, or horrible. Many people think cough syrup has a horrid taste. If someone loses a game and yells and screams and unfairly accuses their opponents of cheating, then that person is behaving in a horrid way.
4. **plummet (PLUHM-it)** *verb*; To plummet is to drop or fall quickly and by a great amount. Ratings for a hit TV show might plummet if the star of the show quits. If a cold front rushes in, temperatures can plummet by 30 degrees or more in just 24 hours.
5. **sleep-deprived (sleep dih-PRAHYVED)** *adjective*; The adjective *deprived* means "not having the things that are needed for a good or healthy life." If a plant is deprived of water, it will die. If a person is sleep-deprived, he or she is suffering from a lack of sleep. (And is likely feeling groggy!)

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

"Should We Get Rid of Daylight Saving Time?"

Directions: Choose the best answer to each question.

1. Amy's mom says she is sleep-deprived. In other words, Amy

- Ⓐ hasn't been getting enough sleep.
- Ⓑ loves sleeping in on Saturday mornings.

2. Which is a way a family might conserve gas?

- Ⓐ buying a third car
- Ⓑ driving less and walking more

3. Which might make you feel groggy?

- Ⓐ watching a funny movie
- Ⓑ getting the flu

4. Which sentence uses *horrid* correctly?

- Ⓐ What a horrid smell—there must be a skunk nearby!
- Ⓑ The magnificent waterfall scene Abe painted was his most horrid work yet.

5. If a mayor urges the citizens of her town to conserve water, she wants them to

- Ⓐ drink more water to improve their health.
- Ⓑ reduce unnecessary water usage.

Directions: Fill the blank with the word that best completes each sentence. You will use each word once.

WORD BANK

conserve	horrid
plummet	groggy
sleep-deprived	

6. I could tell that Noah had just gotten out of bed. His hair was messy and he was still _____.

7. To _____ the battery life of my phone, I turn down the screen brightness.

8. The crowd gasped as they watched the acrobat _____ to the net below.

9. Constantly yawning and feeling tired throughout the day are signs that you might be _____.

10. The movie was way too scary for me; it gave me _____ nightmares.

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should We Get Rid of Daylight Saving Time?" Complete the essay kit on page 27.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should we get rid of daylight saving time?

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!**

☐ **No!**

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "Yes" and "No" columns on page 27. Which points support your opinion?
What other information supports your opinion? List at least three supporting details on the lines below.

Here's an example: If you think we SHOULD get rid of daylight saving time, one of your supporting details might be that car accidents spike during the first week of DST.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think we **SHOULD** get rid of daylight saving time, summarize the strongest arguments of those who think DST is a good idea. If you think we **SHOULD NOT** get rid of daylight saving time, summarize the main reasons some think that DST is harmful.

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 an experience you had related to DST. Maybe you were super tired and fell asleep in the middle of something? Or maybe you did something wonderful during that extra hour of daylight at the end of the day.
- 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 getting rid of DST 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 daylight saving time that begins below.

Every March, we set our clocks forward one hour for daylight saving time (DST). Some people think this is a great idea and that DST has many valuable benefits. Others disagree and believe that _____

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.

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 to get rid of DST.</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 909 1529 1213" style="border: 1px dotted black; border-radius: 50%; padding: 10px; margin-top: 10px;"> <p><i>Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</i></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="1206 1560 1529 1770" style="border: 1px dotted black; border-radius: 50%; padding: 10px; margin-top: 10px;"> <p><i>Need an idea? Refer to your hook, find a quote, or give a call to action.</i></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: _____

Debate Quiz

Directions: Read “Should We Get Rid of Daylight Saving Time?” Then answer the questions below.

- In the introduction, author Mackenzie Carro writes, “So why don’t we just get rid of [Daylight Saving Time]?” What literary device is she using?**
 - hyperbole
 - metaphor
 - rhetorical question
 - symbolism
- The purpose of the literary device you chose in question 1 is**
 - to provide an example of a benefit of DST.
 - to convince readers that DST is bad for teens who are sleep-deprived.
 - to emphasize that DST causes many problems.
 - to emphasize that people enjoy having an extra hour of sunlight in the evenings.
- Consider this quote from page 27: “So to enjoy that extra hour of sunlight, we often get in a car and drive somewhere, using gas we wouldn’t otherwise use.” This quote**
 - supports the claim that DST cuts down on energy usage.
 - shows that DST is good for your health.
 - refutes the claim that DST is good for the environment.
 - refutes the claim that DST causes a decline in car accidents.
- Which statement is not an argument that Carro presents for keeping DST?**
 - Longer daylight hours promote safety.
 - Spending time outdoors can positively affect your mental health.
 - Sunshine is good for your body.
 - An extra hour of sunlight can be good for the economy.

Constructed-Response Questions

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

- What idea about DST does the cartoon on page 26 express? Explain your answer.
- On page 27, Carro refers to a study about car accidents during DST. Choose one side of the debate and explain how information in this study could be used to support it.

Name: _____ Date: _____

Debate Quiz

Directions: Read “Should We Get Rid of Daylight Saving Time?” Then answer the questions below.

- In the introduction, author Mackenzie Carro writes, “So why don’t we just get rid of [Daylight Saving Time]?” What literary device is she using?**
 - hyperbole: exaggerated statements or claims not meant to be taken literally
 - simile: a comparison using *like* or *as*
 - rhetorical question: a question asked to make a point, not to get an answer
 - symbolism: the use of symbols to represent ideas or qualities
- The purpose of the literary device you chose in question 1 is**
 - to provide an example of one of the benefits of DST.
 - to convince readers that DST is bad for teens who are sleep-deprived.
 - to emphasize that DST causes a lot of problems.
 - to explain why some people like DST.
- Which line refutes the claim that DST is good for the environment? (To refute is to say or prove that something is wrong.)**
 - “Sunshine provides vitamin D, which brightens your mood and supports bone health.” (p. 27)
 - “The government thought it would conserve energy for the war effort.” (p. 27)
 - “So to enjoy that extra hour of sunlight, we often get in a car and drive somewhere, using gas we wouldn’t otherwise use.” (p. 27)
 - “That means from March to November, you get an extra hour of sunlight in the evenings.” (p. 26)
- Which statement below is *not* an argument that Carro presents for keeping DST?**
 - Longer daylight hours promote safety.
 - Spending time outdoors can positively affect your mental health.
 - Sunshine is good for your body.
 - An extra hour of sunlight can be good for the economy.

Constructed-Response Questions

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

- What idea does the cartoon on page 26 express about teens and DST? Explain your answer.
- On page 27, Carro refers to a study about car accidents during DST. Explain how this information could be used to support the “NO” side of the debate.

Name: _____ Date: _____

Vary Your Words

When you encounter the same word over and over again in a paragraph, you start to lose interest, right? Using a variety of words spices up your writing. Consider the following paragraph:

*I saw my brother Cal **running** down the street waving his arms. I **ran** after him, yelling, "Why are you **running** around like you're on fire?" He called back, "I'm **running** after the Wilsons' dog. She stole my hat and **ran** away!" It must have been a great hat. I've never seen Cal **run** so fast!*

A form of the word *run* appears six times. Yikes! Here are two things you can do to make the paragraph more interesting:

- 1 Look for places where you can be more specific.** For example, was Cal sprinting, speeding, or racing? Did the speaker rush or tear after him? Did the dog dart, bolt, or trot away?
- 2 Use a thesaurus to find words that have the same or a similar meaning as *run*, and replace the uses of *run* with those words.** Just remember that the thesaurus usually provides words that have *similar* meanings, not necessarily the *same* meanings—so be sure to look up the meanings of unfamiliar words.

Here's an example of how the paragraph above could be improved:

*I saw my brother Cal **sprinting** down the street waving his arms. I **tore** after him, yelling, "Why are you **racing** around like you're on fire?" He called back, "I'm running after the Wilsons' dog! She stole my hat and **bolted**!" It must have been a great hat. I've never seen Cal **move** so fast!*

Directions: Read the paragraph below. Then rewrite it, looking for places where you can be more specific or substitute other words for any form of *amazing*.

Erin just called with some **amazing** news. Her family is planning a vacation to the island of St. Croix, and I'm invited! Erin says that St. Croix is an **amazing** place to visit, with **amazing** beaches and a lot of opportunities for snorkeling. She promises we'll see some truly **amazing** fish. Erin is an **amazing** friend, and her family is **amazing** too. I can hardly wait for our **amazing** island vacation together!

Name: _____ Date: _____

Vary Your Sentences

When every sentence in a paragraph is the same length, the reader gets bored. When every sentence in a paragraph starts with the same words, the reader gets bored. When every sentence in a paragraph has the same rhythm, the reader gets bored. When every sentence . . . well, you get the point. To add some pizzazz to your writing, you need to mix things up!

Here are four ways to add variety to your sentences:

1. Add an adverb to the beginning of a sentence.

Eli picked his clothes off the floor and threw them in the closet.

Hurriedly, Eli picked his clothes off the floor and threw them in the closet.

2. Move a prepositional phrase to the beginning of a sentence.

Grace mixed the cake batter with a large wooden spoon.

With a large wooden spoon, Grace mixed the cake batter.

3. Link two sentences to form a compound sentence.

The water was freezing cold. Seth and Pete dove in anyway.

The water was freezing cold, but Seth and Pete dove in anyway.

4. Combine two or more sentences.

Siberian tigers are the world's largest cats. Siberian tigers are among the most-endangered species.

Siberian tigers, the world's largest cats, are among the most-endangered species.

Directions: Rewrite the paragraph below so that the sentences vary in length, structure, and rhythm. Use the tips in the box above to help you.

My brother Don and I made a pizza. We made the dough. We measured out the flour. We measured the salt. We measured the yeast. We measured the water. We measured the olive oil. We combined the ingredients. We made a ball of dough. Don kneaded the dough. I rolled out the dough. We put sauce on the pizza. We put toppings on the pizza. I put pepperoni on the pizza. Don put mushrooms on half of the pizza. I don't like mushrooms. We covered it all with cheese. We baked it in the oven. We ate the whole thing in 15 minutes.

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

Ghost Ship Contest

Read the passage on page 29 of your March 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: Ghost Ship Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY April 20, 2020!

Name: _____ Date: _____

Preparing to Write:

My Dream Is

Directions: Read the poem "Your Dream Is" by Jason Reynolds and complete the activity "Analyzing Poetry." Then follow the directions below to help you write your own poem called "My Dream Is," using Reynolds's poem as a model.

- 1** In the first stanza of "Your Dream Is," Reynolds lists three small physical characteristics that someone might have that make him or her unique: a mole behind the ear, a chipped front tooth, and freckles. In the box below, list some of your own unique physical characteristics.

my unique characteristics

- 2** In his poem, Reynolds does not reveal the dream of the person he's addressing. But reading a poem called "Your Dream Is" and writing one called "My Dream Is" might make you think about your dreams. In the space below, jot down what your dream is or what your dreams are. You might not put this information into your poem, but it will be helpful to think about as you prepare to write.

my dream(s)

3 Think about how the ideas in the last stanza of Reynolds's poem—the things he says make you great—apply to you in particular. Give at least one example of . . .

**a time you showed
"courage in trying"**

**a time you felt passion in living or
something you are passionate about**

**something beautiful that happens
around you that you appreciate**

4 Do you have any ideas different from what Reynolds writes in "Your Dream Is" about what makes you great? List them below.

things that make me great

5 Now it's time to write the first draft of your poem. Use the ideas that you brainstormed—but let your mind be free. You might come up with new ideas as you start to write, which is great.

Write your poem on your own piece of paper. Here are the guidelines:

- Give your poem the title "My Dream Is."
- Write your poem from the first-person point of view.
- Include details about yourself and what makes you great.

You'll find some ideas for how you could structure your poem on the next page.

first stanza

Use "Your Dream Is" as a model, but . . .

- Write in first person.
- Replace the three traits Reynolds lists with three traits that you have.

Here's an example:

My dream is the birthmark
on the back of my neck,
my long
second toes,
my greenish-blue eyes.

second stanza

One option is to copy the second stanza of Reynolds's poem but change the point of view from second person to first person. Or you could go in a different direction if you have another idea.

third stanza

One thing you could do here is to use three of the ideas you wrote on page 2 of this activity, giving an example of a time you showed courage in trying, a time you felt passion in living, and something beautiful that happens around you that you appreciate. Again, be sure to write in first person.

Here's an example:

The time I auditioned for the school play,
the passion I have for cooking,
and my acknowledgment
and appreciation of
the twisty old tree in my front yard
does that.

But here's the thing—this is *your* poem. You don't have to follow the structure of Jason Reynolds's poem so closely if you have other ideas. Just make sure you use the last stanza to express what you think makes you great.

Name: _____ Date: _____

Analyzing Poetry

Directions: Below is the poem "Your Dream Is" by Jason Reynolds. Read the poem a few times. Then answer the questions on the next page. This activity is meant to be completed by partners, in groups, or as a class.

Your Dream Is by Jason Reynolds

1 Your dream is the mole
behind your ear,
3 that chip in your
front tooth,
5 your freckles.

It's the thing that makes
7 you special,
but not the thing that makes
9 you great.

The courage in trying,
11 the passion in living,
and the acknowledgement
13 and appreciation of
the beauty happening around
15 you does that.

1 Consider the things Reynolds lists in the first stanza: a mole behind your ear, a chip in your front tooth, your freckles. What kind of things are these?

2 The poem is written in second person, addressing the reader as "you." Who do you think the poet is speaking to? Do you think he's addressing a particular person with a mole, a chipped tooth, and freckles? Explain.

3 The poet compares your dream to a mole, a chip in a tooth, and freckles. Why do you think the poet uses this comparison? What idea is he expressing through it?

4 In the last stanza, the poet lists three things that he says do make you great. In your own words, explain what you think the poet means by each of these three things.

5 Do you agree with what the poet says about dreams and what makes you great?

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

My Dream Contest

Write a poem called "My Dream Is." Include details about yourself and what makes you great.

Five winners will get *Ghost* by Jason Reynolds.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your contest entry and send both to: scopemag@scholastic.com

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

ENTRIES MUST BE RECEIVED BY April 20, 2020!