

Name: _____ Date: _____

Imply vs. Infer

The words **imply** and **infer** are often confused and misused. However, their meanings are very different. Here's what you need to know to use them correctly.

Imply means to express indirectly, to hint, to indicate.

Examples:

"What is that supposed to mean?" asked Logan.
"Are you **implying** that I cheated?"

The puzzled look on Lisa's face **implied** that she wasn't expecting me.

Infer means to come to a conclusion based on the evidence presented, to guess, to surmise.

Examples:

"I **infer** from that remark that you think I cheated," said Logan.

I **inferred** from the puzzled look on Lisa's face that she wasn't expecting me.

Directions: Underline the correct boldfaced word in each sentence.

- Christina winked, **implying/infering** that she was in on the joke.
- Joshua looked out the window and saw that most people were wearing short sleeves; he **implied/inferred** that it was warm outside.
- It's often possible to **imply/infer** the meaning of an unfamiliar word from other information in the sentence.
- Implying/Inferring** that I should help him pack the car, my dad said, "We'd probably get on the road faster if I didn't have to load all of these bags by myself."
- The cliff-hanger at the end of the movie **implies/infers** that Andy's adventures are not over.
- I **implied/inferred** from Nora's message—"Call me the *second* you get this!"—that Nora had big news.

Directions: For each sentence below, fill in the blank with a form of **imply** or **infer**. Then write your own sentence using a form of **imply** or **infer**.

7. Based on the sports clothes that Kyle was wearing, I _____ that he was about to go to soccer practice.

8. Jorge _____ from Elise's bored expression that she was not enjoying the movie.

9. _____

Name: _____ Date: _____

Vocabulary:

"Courage in a Time of Terror"

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

1. **defy (dih-FAHY)** *verb*; *Defy* means "to refuse to obey" or "to openly and boldly resist someone or something."
2. **dehumanize (dee-HY00-muh-nahyz)** *verb*; To dehumanize someone is to treat them as if they are not a human being—to take away their dignity by treating them as though they do not deserve even the slightest kindness, sympathy, or respect.
3. **deplete (dih-PLEET)** *verb*; To deplete something is to use it up until it is gone or almost gone. Buying a new jacket might deplete the money you had saved up. If you run a long race, your energy will likely be depleted by the end.
4. **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. The crowd at a concert 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.
5. **gaunt (gawnt)** *adjective*; Someone who is gaunt is very thin and bony as a result of hunger, illness, or old age.
6. **genocide (JEN-uh-sahyd)** *noun*; Genocide is an internationally recognized crime: any act committed with the intent to destroy a national, ethnic, racial, or religious group. The word *genocide* did not exist until 1944, when a Polish-Jewish lawyer created a name for the crimes committed by the Nazis during the Holocaust. He combined *genos-*, from the Greek word for "race," with *-cide*, from the Latin word for "killing."
7. **harbor (HAHR-ber)** *noun or verb*; A harbor is a protected area of water on the coast, usually enclosed by land or walls. Harbors provide a safe place for ships to anchor near the shore in calm waters, shielded from winds, waves, and currents.

As a verb, *harbor* means "to give a home or shelter to." During a hurricane, a community center might harbor people who live in the hurricane's path.

8. prying (PRAHY-eeng) *adjective*; The verb *pry* means "to use force to open something or to separate something from something else," as in, "Elizabeth used a screwdriver to pry the lid off the paint can." *Pry* can also mean "to be nosy about something." If you try to hear your sister's phone conversation through the door without her knowing, you are prying.

The adjective *prying* means "rudely nosy," as in "I ignored David's prying questions" or "My younger brother peeked through the window with prying eyes."

9. rampantly (RAM-puhnt-lee) *adverb*; The adjective *rampant* means "existing or spreading in a way that is hard to control," as in "be sure to wear shoes—poison ivy is rampant in my backyard" or "wildfires have been rampant in the U.S. recently."

Rampantly means "happening quickly and in a way that is hard to control." A rumor that Billie Eilish will be performing at the eighth-grade dance might spread rampantly through your school. Weeds might grow rampantly in a garden.

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 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

"Courage in a Time of Terror"

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

1. deplete

- Ⓐ empty
- Ⓑ fill

3. rampantly

- Ⓐ wildly
- Ⓑ gently

5. defy

- Ⓐ challenge
- Ⓑ respect

2. prying

- Ⓐ respectful
- Ⓑ nosy

4. gaunt

- Ⓐ happy
- Ⓑ thin

6. harbor

- Ⓐ protect
- Ⓑ endanger

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

7. Kara later apologized for her **prying/gaunt** questions about why I was grounded, saying that it was none of her business if I didn't want to tell her.
8. It was so hot today that my soccer team's water supply was **depleted/harbored** by halftime. Luckily, our team manager was able to quickly refill the cooler.
9. In *The Hunger Games* series, Katniss **defies/harbors** the evil Capitol by refusing to play by its rules.
10. In the creepy science-fiction novel, doctors have been replaced with robots, which was very **dehumanizing/defying** for patients. The robots did not treat the sick with warmth or care.

Name: _____ Date: _____

Video Discussion Questions

"Beyond the Story: Courage in a Time of Terror"

Before Reading "Courage in a Time of Terror"

1. According to information in the video, what was the connection between Germany's defeat in World War I and Adolf Hitler's rise to power in the 1930s?
2. At 2:56, author Kristin Lewis says that Hitler and the Nazis "fanned the flames" of old prejudices against Jewish people. What does she mean?
3. What does the animated map that is shown at 3:36 help you understand about Nazi Germany?

After Reading "Courage in a Time of Terror"

4. At 4:42, Lewis says, "As you read, look for examples of [Stefania's] courage." Where in the story does Stefania show courage? Find at least two examples.

Name: _____ Date: _____

Close-Reading Questions

"Courage in a Time of Terror"

1. What is the mood of the introduction? How does author Kristin Lewis create this mood? (mood)
2. On page 6, Lewis writes, “For centuries, antisemitism—prejudice against Jewish people—had smoldered in Poland and across Europe. Soon it would explode into an inferno of violence and death that nobody could have imagined.” What type of figurative language is Lewis using? What purpose does it serve? (figurative language)
3. What was life like for Stefania in Przemyśl in 1938? How did her life change when the Nazis took control? (key ideas, compare and contrast)

4. How does the section “Hitler’s Vicious Lies” contribute to the article? (text structure)
5. In your own words, summarize what the character based on Stefania says in the excerpt from the *The Light in Hidden Places* on page 7. (interpreting text)

Name: _____ Date: _____

Critical-Thinking Questions

"Courage in a Time of Terror"

1. What do you think motivated Stefania to take the enormous risks of sneaking food to the Diamants in the ghetto and hiding 13 people in her attic?
2. Hitler and his followers blamed Germany's problems on Jewish people. In general, why might people place blame for a problem on a person or group that is not responsible?
3. The article describes a dark time in history. Much of it does not shed a positive light on human behavior. What in the article *can* give us hope?

Name: _____ Date: _____

Preparing to Write:

Remembering Stefania Podgórska

The writing prompt on page 10 says:

The cottage on Tatarska Street is being turned into a museum to honor Stefania and Helena.

Write a speech to be given on the day the museum opens.

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

The Basics

1. Near the beginning of your speech, be sure to provide basic information about the cottage. Jot down brief answers to the following questions:

Where was the cottage located:

When did they live there:

Who lived there:

Why did they live there:

Background Information

2. List details from "Courage in a Time of Terror" that provide information about what was happening in Poland and across Europe during the time period when Stefania lived in the cottage on Tatarska Street. These details should help your audience understand why the people who hid in the attic needed to hide.

Details: Life in Hiding

3. List a few details from "Courage in a Time of Terror" that will help your audience understand what life was like for the people who hid in the attic on Tatarska Street.

How Stefania and Helena Showed Courage

4. In your own words, explain what it means to be courageous.

5. List examples from the article of how Stefania and Helena showed courage.

Why We Should Remember Stefania and Helena

6. Why is it important to remember Stefania and Helena? To support your answer, you can include details from the article as well as your own ideas.

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

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

Before Reading

Text Features, Mood, Tone

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

2. What does the map on page 6 help you understand about Europe during World War II?

3. Read the sidebar on page 9. Why do you think the author chose to include this information?

4. Read the subheadings throughout the article. Describe how the tone of the subheadings changes throughout the article.

During Reading

Mood, Text Structure, Tone

5. How would you describe the **mood** of the first eight paragraphs of the introduction? Explain how the author creates this mood.

6. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Hitler’s Vicious Lies.”

- ☐ The author presents the problem of Poland being under Germany’s control and then presents the solution.
- ☐ The author compares and contrasts life in Poland and life in Germany in the 1930s.
- ☐ The author gives a chronological account of Hitler’s rise to power and how Poland came to be under Germany’s control.

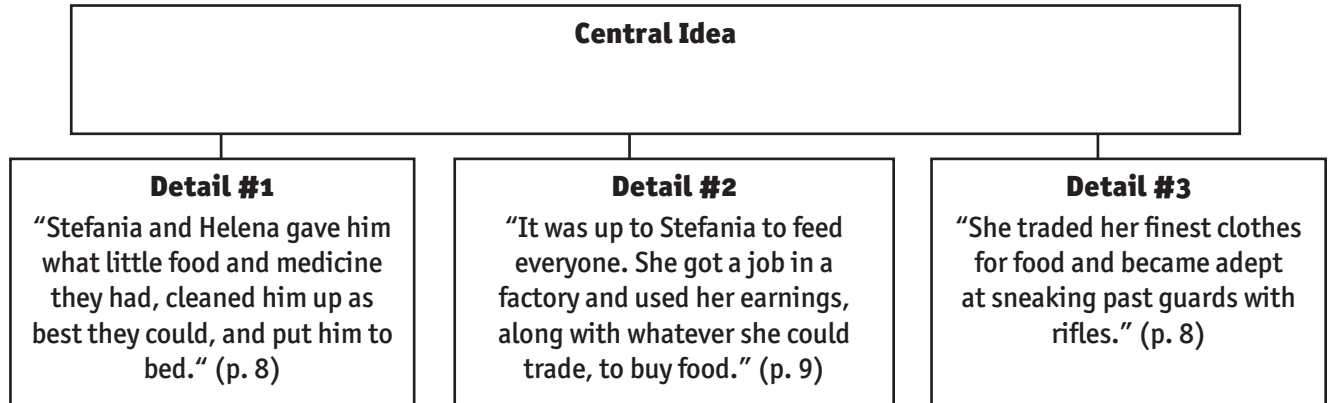
- B.** Explain your answer.

7. What is the author’s **tone** as she writes about Stefania? Explain.

After Reading

Central Ideas & Details, Summarizing

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.



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

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

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

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

Before Reading

Text Features, Mood, Tone

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3. Read the sidebar on page 9. Why do you think the author chose to include this information?

4. Read the subheadings throughout the article. Describe how the tone of the subheadings changes throughout the article.

During Reading

Mood, Text Structure, Tone

5. **A. Mood** is the feeling the reader gets from a piece of writing. The mood of the first eight paragraphs of the introduction is

- Ⓐ calm and relaxed Ⓑ upbeat and cheerful Ⓒ suspenseful and terrifying

B. Explain how the author creates this mood.

6. **Text structure** is the term for how an author organizes information. In the section “Hitler’s Vicious Lies,” the author uses a sequence of events text structure. Which of the following words and phrases in the section help you identify this text structure?

- Ⓐ “humiliating defeat in World War I,” “stirred up old prejudices,” “In hateful speeches”
Ⓑ “In 1933,” “By 1938,” “In 1939,” “By the time”
Ⓒ “Nazi laws,” “violent attacks,” “pets,” “a virus”

7. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the tone the author is using in the following line:

“Of course she knew the risks; the penalty for helping a Jewish person was death. She did it anyway.” (p. 8)

uncertain

comforting

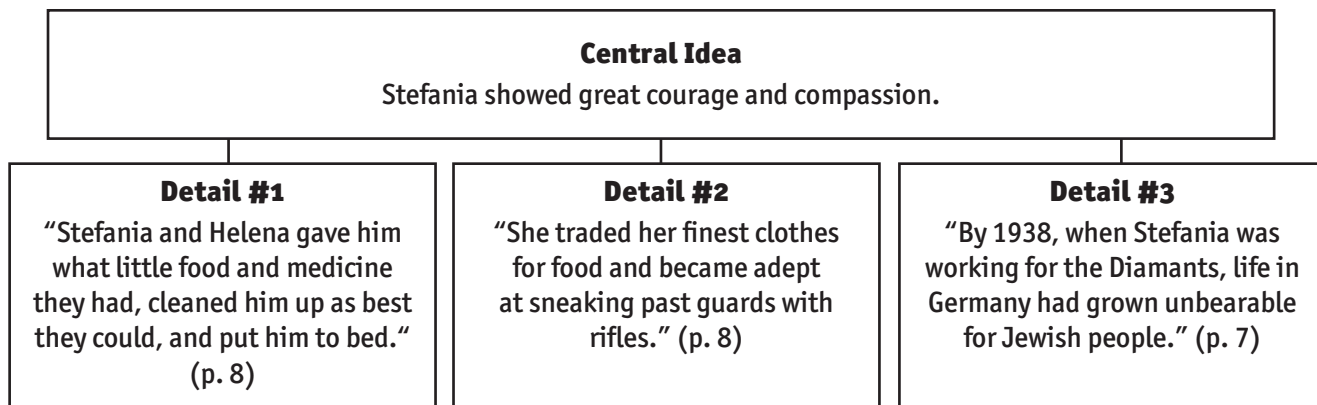
admiring

B. Briefly explain your answer.

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of “Courage in a Time of Terror” 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 “Courage in a Time of Terror.”

- a. Stefania worked for the Diamants in their grocery store.
- b. The train ride must have been terrifying for Max.
- c. Stefania and Helena agreed to help Max and 12 other Jewish people hide from the Nazis.
- d. Stefania learned Yiddish words when she lived with the Diamants.
- e. I learned about the Holocaust in history class.
- f. All of the 13 Jewish people Stefania hid survived.

Name: _____ Date: _____

“Courage in a Time of Terror” Quiz

Directions: Read “Courage in a Time of Terror.” Then answer the questions below.

1. On page 6, author Kristin Lewis writes that Stefania likely learned the meanings of *chutzpah*, *kvell*, and *bissel* from the Diamants. Lewis includes this statement to support the idea that
 - (A) Stefania was good at learning new languages.
 - (B) Stefania and the Diamants had a close relationship.
 - (C) Stefania and the Diamants struggled to communicate with each other.
 - (D) Stefania was very courageous.
2. According to the article, Adolf Hitler
 - (A) introduced antisemitism to Europe.
 - (B) encouraged the antisemitism that already existed in Europe to strengthen and grow.
 - (C) discouraged antisemitism in Europe.
 - (D) had no effect on antisemitism in Europe.
3. What does Max’s drawing on page 10 help you understand?
 - (A) Max wanted to be an artist before he decided to become a dentist.
 - (B) Stefania and Helena had a strong religious faith.
 - (C) Max felt enormous gratitude toward Stefania and Helena for protecting him and the others in the attic.
 - (D) Life in the attic was frightening, unpleasant, and tedious.
4. On page 10, Lewis writes that while the German nurses were living in the Tatarska cottage, “Max would stay awake at night, gently waking anyone who snored.” This detail supports the idea that
 - (A) Max had trouble sleeping.
 - (B) Stefania was exhausted all the time.
 - (C) the nurses suspected people were in the attic.
 - (D) Stefania, Helena, and those in the attic were in an extremely perilous position.
5. On page 10, Lewis writes, “Tragically, even after the Holocaust, antisemitism continued to fester in Poland and other countries.” Lewis uses *fester*
 - (A) to emphasize the rotten and disgusting nature of antisemitism.
 - (B) to indicate that antisemitism was slowly fading.
 - (C) to convey that people tried to hide their antisemitism after the Holocaust.
 - (D) to stress that antisemitism was uncommon.
6. Which TWO best describe the author’s purpose for writing this article?
 - (A) to provide a detailed account of the experiences of 13 people who spent two years in hiding
 - (B) to give general information about the Holocaust
 - (C) to show how the Allied forces won World War II
 - (D) to share the story of a young woman who saved 13 people during the Holocaust

Constructed-Response Questions

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

7. What does the sidebar “Meet the 13” on page 9 contribute to the article? Why might the sidebar have been included? Explain.
8. The article is called “Courage in a Time of Terror.” Write a paragraph explaining how Stefania and Max showed courage. Use text evidence to support your answer.

Name: _____ Date: _____

“Courage in a Time of Terror” Quiz

Directions: Read “Courage in a Time of Terror.” Then answer the questions below.

- On page 6, author Kristin Lewis writes that Stefania likely learned the meanings of several Yiddish words from the Diamants. Lewis writes this to support the idea that
 - Stefania was good at learning new languages.
 - Stefania and the Diamants had a close relationship.
 - Stefania and the Diamants struggled to communicate with each other.
 - Stefania was courageous.
- In the sections “Fear in the Air” and “Hitler’s Vicious Lies,” Lewis explains that Adolf Hitler
 - introduced antisemitism to Europe.
 - encouraged antisemitism in Europe to grow.
 - made antisemitism in Europe illegal.
 - had no effect on antisemitism in Europe.
- What does Max’s drawing on page 10 help you understand?
 - Max wanted to be an artist.
 - Stefania and Helena had a strong religious faith.
 - Max was very grateful to Stefania and Helena for hiding him and the others in the attic.
 - Life in the attic was frightening and unpleasant.
- On page 10, Lewis writes, “Max would stay awake at night, gently waking anyone who snored.” Why did Max do this?
 - He could not sleep if others were snoring.
 - He didn’t want to disturb Stefania.
 - He believed snoring was unhealthy.
 - He was afraid the German nurses downstairs would hear the snoring.
- When a cut *fester*s, it becomes infected and starts to smell bad and ooze pus. On page 10, Lewis writes that after the Holocaust, “antisemitism continued to fester.” Lewis is using *fester* to
 - stress that antisemitism is harmful and disgusting.
 - show that antisemitism was slowly fading.
 - reveal that people tried to hide their antisemitism after the Holocaust.
 - stress that antisemitism was uncommon.
- What is likely the author’s purpose for writing this article? Choose two.
 - to provide a detailed account of the experiences of 13 people who spent two years in hiding
 - to give general information about the Holocaust
 - to show how the Allied forces won World War II
 - to share the story of a young woman who saved 13 people during the Holocaust

Constructed-Response Questions



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

- What kind of information is presented in the sidebar “Meet the 13” on page 9? Why might the sidebar have been included? Explain.
- The article is called “Courage in a Time of Terror.” Write a paragraph explaining how Stefania showed courage. Use text evidence to support your answer.

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 “Courage in a Time of Terror.”

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

2. What is happening in the world at the time this story takes place?

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

4. How does this person(s) deal with this problem?

5. What happens to this person(s) afterward?

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

Summary of "Courage in a Time of Terror"

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

Name: _____ Date: _____

Summarizing

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

Directions: Follow the prompts in the margins to complete the summary of "Courage in a Time of Terror."

In the 1930s, a teen named Stefania Podgórska _____

_____. In Germany,

_____. In 1939,

Hitler and his armies began invading the countries of Europe. After the Nazis invaded Poland in 1939, they _____

_____. Life in the ghetto was _____

_____. At the risk of losing her life, Stefania smuggled food and supplies into the ghetto for the Diamants.

In 1942, Max Diamant was forced onto a train that would take him to a death camp. But Max _____

_____.

Stefania and her sister agreed to hide Max in their apartment. Eventually, they moved to a cottage with an attic so that _____

_____.

Stefania and Helena successfully hid Max and the 12 other people in their attic for two years until the war was over. After the war, _____

_____.

_____.

2. Who rose to power in Germany at this time?

4. Describe what life was like in the ghetto.

6. Why did they move to Tatarska Street?

1. Where did she live and whom did she work for?

3. Where did the Nazis force the Diamants and all other Jewish people to live?

5. What did Max do?

7. What happened to Stefania, Max, and Helena after the war?

Name: _____ Date: _____

Exploring Text Features

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

Directions: Answer the questions below to help you explore the text features in "Courage in a Time of Terror."

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

2. How does the map on page 6 contribute to the article?

3. Read the sidebar on page 9. Why do you think the author chose to include this information?

4. Read the section titles throughout the article. Describe how the tone of the section titles changes throughout the article.

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 "Courage in a Time of Terror."

1. In the first eight paragraphs of the article, the author uses **description**. What event is the author describing?

2. A. Underline the text structure the author uses in the section "Hitler's Vicious Lies."

compare and contrast

sequence of events

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

Description or List

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

Cause and Effect

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

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

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

Sequence of Events

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

3. A. Which text structure does the author use in the section "A Daring Plan"?

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

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

Courage Contest

The cottage on Tatarska Street is being turned into a museum to honor Stefania and Helena. Write a speech to be given on the day the museum opens. Five winners will each get a signed copy of *The Light in Hidden Places* by Sharon Cameron.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ clarity and organization
- ⇒ 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: Courage Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY MAY 20, 2020!

Name: _____ Date: _____

Vocabulary:

Far From Home

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

1. Coast Guard (kohst gahrd) *noun*; The U.S. Coast Guard is a branch of the military. The Coast Guard's purpose is to protect people, the environment, business, and the security of the U.S. on seas, lakes, and rivers. Members of the Coast Guard perform many duties, from rescuing people and patrolling harbors to working with environmental groups to protect ocean animals.

2. document (DOK-yuh-ment) *noun or verb*; A document is a piece of paper that gives information about or proof of something. *Document* can also refer to a computer file containing text or other data.

As a verb, *document* means "to record the details of." You can document an event in different ways—through writing, photography, or video, for example. If a truck backs into your mom's car, she might document what happened by taking photos at the scene of the accident.

3. fiber (FAHY-ber) *noun*; A fiber is a thread or something like a thread. Cloth is made out of fibers that have been woven together.

Fiber can also refer to parts of plants that cannot be digested but move easily through your digestive tract and help you digest other foods. Foods that are high in fiber include legumes like lentils and black beans; whole grains; and many fruits and vegetables.

4. ingest (in-JEST) *verb*; To ingest something is take it into your body, either by swallowing it or absorbing it. You need to ingest enough calories to have energy for your daily activities. If you accidentally ingest something harmful, call a doctor right away.

5. maneuver (muh-N00-ver) *noun or verb*; A maneuver is an action performed with skill and care, as in "Jake performed a series of impressive maneuvers on his skateboard." A maneuver can also be a movement of military troops or ships.

As a verb, *maneuver* means "to guide someone or something in a careful, skillful way."

6. solemnly (SOL-uhm-lee) *adverb*; The adjective *solemn* means “very serious or formal.”

Something that is done solemnly is done in a very serious, thoughtful, formal way. When people give evidence in court, they are asked to “solemnly swear” to tell the truth—in other words, to promise in a very serious and sincere way to tell the truth.

7. sulk (suhlk) *verb or noun*; To sulk is to be angry, upset, or gloomy about something and refuse to talk about it. To say that someone is sulking is to imply that they are behaving childishly. You wouldn't say that a girl who is sad that her best friend is moving away is sulking, but a little girl who is pouting because her parents won't let her wear her pajamas to school? *She* is sulking.

As a noun, *sulk* refers to a sulky mood, as in, “Noah is in a sulk.”

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 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.

Name: _____ Date: _____

Close-Reading Questions

Far From Home

1. Why might the author have included the GPS directions in Scene 1? (setting, author's craft)

2. In Scene 1, how does Marco feel about moving to Florida? How do you know? (character)

3. What do the characters of Dr. Hayes and Megan contribute to the play? (text structure)

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Name: _____ **Date:** _____

Critical-Thinking Questions

Far From Home

1. Why should people care about sea turtles?
2. What skills and traits do you think would be important for someone who works in a place like the Turtle Hospital?
3. Consider the sidebar “How to Help Sea Turtles.” Why might the author have chosen to include this information?

Name: _____ Date: _____

Preparing to Write: The Amazing Turtle Rescue

Read the play *Far From Home*. Then follow the directions in the boxes below to help you gather the details you will use in your response to the writing prompt on page 16:

Imagine that you are a journalist. Write a news article or create a podcast about Elmar's rescue and release. Incorporate quotes from characters in the play.

One-sentence summary

Write a sentence about what happened with Elmar and BRIEFLY explain why it is important.

People

Who were the people involved in the event? List their names and brief descriptions of their roles.

Places

What places play an important part in this story? List them along with short notes about their roles.

Dates

What are the key dates to report? List them and briefly note why each is important. (The play does not give specific dates, so you will need to make them up—just be sure they make sense with the timeline of events in the play.)

Quotes

OK, you can't interview fictional characters. But you can imagine interviewing the characters and invent quotes for them.

Other important details

What other key facts or numbers might you want to include in your news story or podcast?

Turn to the next page for some tips on putting it all together.

News Story Outline

Now that you've gathered your information, it's time to start crafting your article or podcast. Here's an idea of how you might organize your article.

1

HEADLINE/TITLE

This should tell your readers or listeners in just a few words what your article is about.

2

BYLINE

This is the name of the journalist or journalists reporting the story.
In this case, that's you. Be sure to give your name!

3

LEAD

Your first paragraph should give a preview of the whole story. In other words, it should be a brief summary of everything you are going to write/talk about in this article or podcast. From just this paragraph, a reader/listener should know all of the most important information: What happened, why it happened, when it happened, where it happened, and who was involved.

4

BODY PARAGRAPHS

Here's where you go into detail. Give some background information (what happened in the Keys before Elmar was released) and more information on what you said in your lead. Be descriptive and clear so that your audience understands and can picture the events you are describing.

5

CONCLUSION

Find a way to sum it all up. One idea is to use a quote. Another idea is to tell what might happen next.

Name: _____ Date: _____

Far From Home

Character Thinking Tool

The questions in this activity are about the character of
Marco

1. A. Consider Scene 1. How does Marco feel about moving to Florida? How do you know?

B. Have you ever moved to a new place or new school, or have you ever been homesick? How did the experience affect you? What advice would you now give to someone else in the same situation?

2. How does Marco's relationship with Mel change over the course of the play? Why does it change?

3. Consider Scene 6. Why is Marco so upset? Do you ever feel this way? Explain.

4. Name one of Marco's character traits. Use details from the play to support your answer.

5. Imagine you are Marco sitting at home on the night of Elmar's release. A friend from your hockey team in Detroit texts, "What's up Marco? How is Florida?"

On the back of this page or on your own paper, write out the text conversation that occurs between you and your friend.

Name: _____ Date: _____

Far From Home Quiz

Directions: Read *Far From Home*. Then answer the questions below.

1. Why is Marco in Florida?

- (A) His mom got a new job in the Florida Keys.
- (B) His mom wants to be closer to family.
- (C) He and his mom are taking a vacation from Detroit's cold weather.
- (D) Marco is volunteering at a sea turtle hospital for the summer.

2. In Scene 5, SD3 says of Elmar, "The turtle is still emaciated but swimming slowly." Which lines illustrate the meaning of *emaciated*?

- (A) "Its legs and neck are shriveled, its eyes sunken" and "Poor guy looks close to starving."
- (B) "Wait. What happened to that one?" and "That's Mojo. She was hit by a boat."
- (C) "We should name him Marco. You saw him first" and "What if we combine our names?"
- (D) "Go on. Look inside" and "Marco looks into one tank and sees turtles the size of baseballs swimming around."

3. Why is Lita's character important to the play?

- (A) She shares her wisdom with Marco.
- (B) She helps release Elmar back into the sea.
- (C) She helps Marco become a volunteer at the Turtle Hospital.
- (D) She introduces Marco and Mel.

4. Later in Scene 5, Megan tells Marco that "turtles are resilient creatures." Marco is also resilient—how? (Choose TWO answers.)

- (A) He is upset about leaving his friends in Detroit.
- (B) He feels overwhelmed by Elmar's sickness.
- (C) He copes with his sadness about sea animals and decides that he can make a difference.
- (D) He makes a new friend and adjusts to his new home in Florida.

5. Choose the best summary of the play.

- (A) A teen leaves his home in Detroit for a new life in the Florida Keys.
- (B) A group of veterinarians and conservationists work tirelessly to treat endangered sea turtles.
- (C) A teen's outlook on his new home changes after he and a new friend save a dying sea turtle.
- (D) A teen goes out for a boat ride with his new neighbors and finds a sick sea turtle.

6. Which idea is NOT developed in the play?

- (A) We can accomplish a lot by working together.
- (B) It's always best to tell the truth.
- (C) Small steps can make a big difference.
- (D) Sometimes a situation can turn out better than you expected.

Constructed-Response Questions



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

7. How and why do Marco's feelings about Florida change over the course of the play? Use text evidence to support your answer.

8. In Scene 6, Lita says to Marco, "Each of us is only a drop of water. But put them all together, and you get a mighty sea." What does she mean? How is this idea developed in the play and text features?

Name: _____ Date: _____

Far From Home Quiz

Directions: Read *Far From Home*. Then answer the questions below.

1. Scene 1 reveals that Marco and his mom are moving to Florida
 - (A) for his mom's new job.
 - (B) to be closer to family.
 - (C) to escape Detroit's cold winters.
 - (D) to volunteer at a sea turtle hospital.
2. In Scene 5, SD3 says of Elmar, "The turtle is still emaciated but swimming slowly." Which line illustrates the meaning of *emaciated*?
 - (A) "Poor guy looks close to starving." (p. 13)
 - (B) "They set him down and he immediately glides into the water." (p. 16)
 - (C) "What if we combine our names?" (p. 13)
 - (D) "Marco looks into one tank and sees turtles the size of baseballs swimming around." (p. 14)
3. Which phrase BEST describes Lita's character?
 - (A) wise and caring
 - (B) strict but fair
 - (C) anxious and troubled
 - (D) humorous and fun-loving
4. Scene 9 is important to the play because it reveals _____. (Choose TWO answers.)
 - (A) why Marco and Teresa moved to Florida
 - (B) why sea turtles are in crisis
 - (C) that Elmar is going to be OK
 - (D) Marco's new attitude about Florida
5. Which detail would be LEAST important to include in a summary of the play?
 - (A) Marco and Mel find a sick sea turtle.
 - (B) Marco is sad about moving to Florida.
 - (C) Mel enjoys taking Polaroid photographs.
 - (D) Elmar makes a full recovery.
6. Which is NOT an idea developed in the play?
 - (A) We can accomplish a lot by working together.
 - (B) It's always best to tell the truth.
 - (C) Small steps can make a big difference.
 - (D) Sometimes a situation can turn out better than you expected.

Constructed-Response Questions



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

7. How does rescuing Elmar change Marco's outlook on his new home in Florida? Use text evidence to support your answer.
8. In Scene 6, Lita says to Marco, "Each of us is only a drop of water. But put them all together, and you get a mighty sea." What does she mean? Why does she say something similar in the play's final line?

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. Consider these exchanges between Marco and his mom in Scene 1:</p> <p>Marco: Uuuugh. We've been driving for a week. Teresa: It's been two days. And we're almost there. SD2: Marco pulls his baseball cap low over his face.</p> <p>Teresa: Isn't it breathtaking? Marco: I guess.</p> <p>Teresa: Lita's neighbor Freddy has a daughter about your age. They want to take you out on their boat tomorrow. Marco: Yay. I can't wait to sail in shark-infested waters.</p>	<p><i>How does Marco feel about moving to Florida? Explain.</i></p> <p>Marco is upset about moving to Florida. You can tell by the short, unenthusiastic, and sarcastic responses he gives to his mom. These responses, as well as his body language, show that he cannot see the positive aspects of his new home—and he wants his mom to know it.</p>
<p>2. <i>Find lines in the play that support the inference on the right.</i></p>	<p>Marco is annoyed by Mel at first.</p>
<p>3. In Scene 5, Megan talks to Marco at the Turtle Hospital:</p> <p>Megan: Well, he's eating on his own. Turns out he loves cucumbers. But the impaction hasn't moved. SD2: Marco bites his lip.</p>	<p><i>How do you think Marco is feeling about Elmar?</i></p>

Clues	Inference
<p>4. Find lines in the play that support the inference on the right.</p>	<p>Marco's feelings about Mel have changed since the start of the story; he sees her as a friend now.</p>
<p>5. Consider what Marco says to Mel in Scene 9:</p> <p>Marco: Well, if I hadn't moved here, then we wouldn't have been out on the boat, you wouldn't have taken my picture, I wouldn't have lost my hat, we wouldn't have turned back to look for it, and—</p>	<p><i>How does Marco feel about his move to Florida?</i></p>

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 or audio entry, please either attach the file or use a file-sharing platform such as Dropbox.

Sea Turtle Contest

Imagine that you are a journalist. Write a news article or create a podcast about Elmar's rescue and release.

Incorporate quotes from characters in the play.

Five winners will each get *Song for a Whale* by Lynne Kelly.

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

ENTRIES MUST BE RECEIVED BY MAY 20, 2020!

Name: _____ Date: _____

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

Paired Texts Vocabulary

"The Great Stink"

1. **epidemic (ep-ih-DEM-ik)** *noun*; An epidemic is a rapid outbreak of disease, when the disease spreads quickly and affects many people at the same time. If a few people in your town get the flu, that is not an epidemic. But if hundreds of people in your town get the flu in the same week, that is an epidemic.
2. **fertilizer (FUR-tl-ahy-zer)** *noun*; The adjective *fertile* (FUR-tl) is used to describe land that is able to support the growth of many plants or crops. Fertilizer is a substance that is added to soil, such as manure or a chemical mixture, to make the soil more fertile—to give it any nutrients it needs to help plants grow better.
3. **intricate (IN-trih-kit)** *adjective*; Something that is intricate is very complicated or detailed. A car engine has an intricate design, with many parts that are connected in complex ways. A mystery novel with an intricate plot might be difficult to follow at first.
4. **putrid (PYOO-trid)** *adjective*; *Putrid* means "rotting and giving off an awful smell." It can also mean "extremely horrible or evil."
5. **treatment plant (TREET-muhnt plant)** *noun*; A treatment plant is a facility where wastewater (water that has been used, such as in a sink, shower, or toilet) is cleaned so that it is not harmful to the environment or people's health.

Here's how it works: Water from sinks, showers, toilets, etc., flows underground through a system of pipes to the treatment plant. At the treatment plant, the water goes through many stages of cleaning—screens and filters might remove solid waste, while a chemical like chlorine might be used to kill bacteria. By the end of the treatment, water is clean enough to be reused or safely discharged into a stream or river.

"Toilets of the Future"

1. conventional (kuhn-VEN-shuh-nl) *adjective*; Something that is conventional is common, ordinary, and follows the usual or widely accepted way of doing things. A conventional wedding might take place in a church or temple with everyone wearing fancy clothes. An unconventional wedding might take place underwater with everyone wearing scuba gear.

2. developing country (dih-VEL-uh-ping KUHN-tree) *noun*; A developing country is one in which most citizens are poor and work as farmers, and where there are not a lot of factories and other businesses to produce or provide products and services. Poor sanitation, hunger, and a lack of access to education are among the challenges people in developing countries often face.

3. organic (awr-GAN-ik) *adjective*; As it is used in the article, *organic* means "relating to or coming from living things." Decaying leaves, cow manure, and rotting vegetables are all examples of organic matter.

Organic can also mean "grown or made without the use of artificial chemicals." At the grocery store, for example, you might see that some apples are labeled as organic. This means that no pesticides or chemical fertilizers were used to grow them.

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

Paired Texts Vocabulary Practice

Directions: Choose the best answer to each question below.

1. Which of these books is about an epidemic?

- Ⓐ *Yellow Fever: The story of how a disease spread by mosquitoes sickened an entire city in 1793*
- Ⓑ *Food Safety in the Kitchen: Understanding bacteria and how to prevent food poisoning*

2. Which person is more likely to use fertilizer in their line of work?

- Ⓐ a farmer
- Ⓑ a car mechanic

3. Which item is organic?

- Ⓐ a banana peel
- Ⓑ a plastic bag

4. Which would most people agree has a putrid smell?

- Ⓐ roses in bloom
- Ⓑ rotting fish

5. Which puzzle is intricate?

- Ⓐ one with 15 pieces that teaches toddlers basic shapes
- Ⓑ one with 1,000 pieces that creates a dazzling, complex, and colorful pattern

Directions: Briefly respond to each prompt.

6. Describe a conventional way that you might greet someone.

7. Some waste bins are for organic material only. What is an example of something you could put in this type of bin?

8. Why are water treatment plants important?

9. If you find a putrid sandwich at the bottom of your locker, what should you do with it?

10. Is the United States a developing country? Explain.

Name: _____ Date: _____

Close-Reading Questions

"The Great Stink"

1. How does author Allison Friedman draw readers into her article? (author's craft)
2. What factors contributed to the 1858 sewage crisis in London? (key ideas and details)
3. How did a lack of scientific knowledge affect human health in 19th-century England? How did the construction of London's sewer system change people's understanding of how disease can spread? (cause and effect)
4. Describe Friedman's tone in the final section. What words or phrases help create this tone? (tone)

Name: _____ Date: _____

Close-Reading Questions

"Toilets of the Future"

1. In the introduction, author Mackenzie Carro poses a series of questions. What purpose do these questions serve? (author's craft)
2. Something innovative is new, advanced, and creative. What makes the toilets Carro presents innovative? (supporting details)
3. What is the relationship between water and disease? (key ideas)

Critical-Thinking Questions

"The Great Stink" and "Toilets of the Future"

1. Consider the innovations discussed in “The Great Stink”—the flush toilet and sewer systems. What do they teach us about how innovation influences our lives?
2. How can a crisis help lead to important change?
3. In what ways, if any, do you think differently about water and sanitation after reading these articles?

Name: _____ Date: _____

Preparing to Write: Applying a Quote

Directions: Answer the questions below using details from "The Great Stink" and "Toilets of the Future." When you are finished, you can use your answers to help you respond to the writing prompt on page 21.

1. Consider the expression "Necessity is the mother of invention." What does this mean? Rewrite this expression in your own words.
2. Fill in the chart below and on the next page with information from "The Great Stink" and "Toilets of the Future." Be sure to include the page numbers for where you found the information.

"The Great Stink"	
Sanitation Needs and Challenges	Responses to Sanitation Needs and Challenges

Chart
continues
on page 2

“Toilets of the Future”	
Sanitation Needs and Challenges	Responses to Sanitation Needs and Challenges

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Great Stink” and “Toilets of the Future.” Then answer the questions below.

1. Which was NOT a contributing factor to the 1858 sewage crisis in London?
 - (A) rapid population growth
 - (B) multiple outbreaks of cholera
 - (C) a decreased demand for night soil
 - (D) the introduction of flush toilets
2. The way people disposed of human waste in 19th-century London was dangerous because
 - (A) it filled the air with germs.
 - (B) it polluted drinking water with deadly bacteria.
 - (C) it put night soil men out of business.
 - (D) the strong odor made people nauseous.
3. Which line from “The Great Stink” supports the answer to question 2?
 - (A) “Londoners weren’t just disgusted by the stink—they were terrified.” (pp. 18-19)
 - (B) “These cesspools were usually 6 feet deep and four feet wide.” (p. 18)
 - (C) “Climate change is triggering heavier storms that overload pipes with rainwater.” (p. 20)
 - (D) “Poop is crawling with germs that can cause dozens of diseases, including cholera.” (p. 19)
4. On page 19, author Allison Friedman writes that flush toilets were “all the rage” and “status symbols.” She means that having a flush toilet
 - (A) was wildly popular, showed that you had money, and impressed others.
 - (B) lowered your risk of contracting cholera.
 - (C) required a large amount of water to flush.
 - (D) made night soil men’s jobs easier.
5. The main purpose of “The Great Stink” is to _____; whereas the main purpose of “Toilets of the Future” is to _____.
 - (A) explain how flush toilets work; educate readers about water-related diseases
 - (B) teach readers about cholera; introduce readers to the tiger worm
 - (C) detail a sewage crisis that changed history; spotlight possible solutions to today’s sanitation challenges
 - (D) caution readers about the possibility of a new sewage crisis; convince readers to compost
6. Which TWO ideas are supported by both “The Great Stink” and “Toilets of the Future”?
 - (A) Human understanding of disease has changed.
 - (B) Access to clean water is important.
 - (C) Some U.S. towns are running out of water.
 - (D) Aging sewer systems must be dealt with.

Constructed-Response Questions

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

7. Consider the following claim: *The 1858 sewage crisis in London changed the world.* Support this claim using details from “The Great Stink.”
8. Compare conventional sewer systems with the toilets described in “Toilets of the Future.” Explain how they are similar and how they are different. Support your answer with text evidence.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Great Stink” and “Toilets of the Future.” Then answer the questions below.

- In the 1800s, dealing with human waste became a much bigger problem for London. One reason is that**
 - factories were filling the air with soot.
 - London’s population more than doubled.
 - many people had died in cholera outbreaks.
 - heavier storms overloaded pipes.
- The way people disposed of human waste in 19th-century London was dangerous because**
 - it filled the air with germs.
 - it polluted drinking water with deadly bacteria.
 - it put night soil men out of business.
 - the strong odor made people nauseous.
- Which line from “The Great Stink” supports your answer to question 2?**
 - “Londoners weren’t just disgusted by the stink—they were terrified.” (pp. 18-19)
 - “These cesspools were usually 6 feet deep and 4 feet wide.” (p. 18)
 - “Climate change is triggering heavier storms that overload pipes with rainwater.” (p. 20)
 - “Poop is crawling with germs that can cause dozens of diseases, including cholera.” (p. 19)
- On page 19, author Allison Friedman writes that London’s leaders “passed a law mandating the construction of a new sewer system.” Based on context clues, what does the word *mandate* mean?**
 - to officially require something
 - to give consideration to
 - to prevent someone from doing something
 - to put forward a plan or intention
- The main purpose of “Toilets of the Future” is to**
 - teach readers about tiger worms.
 - warn readers about polluted water.
 - spotlight possible solutions to today’s sanitation challenges.
 - discuss the benefits of composting.
- The three toilets presented in “Toilets of the Future” all _____. (Choose TWO answers.)**
 - use heat to destroy bacteria
 - convert human waste into a resource
 - transform solid waste into plant fertilizer
 - require neither water nor sewers

Constructed-Response Questions

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

- How did the Great Stink change people’s understanding of disease? Use text evidence from “The Great Stink” to support your answer.
- What is one way that conventional sewer systems and the toilets described in “Toilets of the Future” are different? Support your answer with text evidence.

Name: _____ Date: _____

Central Ideas and Details

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

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

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Great Stink."

1. Reread the section "The Problem of Poop." Which statement below BEST expresses a central idea of this section?

- Ⓐ Human waste can be used as fertilizer.
- Ⓑ At the time of the Great Stink, London was home to 2 million people.
- Ⓒ Finding ways to dispose of human waste has been a challenge for a long time.
- Ⓓ Flush toilets caused the Great Stink.

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:
In the past, unsafe sanitation caused major health problems in London.

- Ⓐ "Over the past 50 years, tens of thousands of people have died from drinking the polluted water of the River Thames." (p. 17)
- Ⓑ "London had already suffered three major cholera epidemics. More than 30,000 people had died." (p. 19)
- Ⓒ "Government leaders, who worked in a building beside the Thames, were seen fleeing with tears streaming from their eyes." (p. 18)

I chose _____ because _____

3. Read the details from the section "A New Crisis" listed below. In the box, write a central idea that these details support.

Central idea:

Detail 1: "Under these pressures, the original sewers—once a dazzling modern wonder—have begun to leak, break, clog, and overflow." (p. 20)

Detail 2: "In some places, waste has been oozing into the drinking water supply." (p. 20)

Detail 3: "Over the years, however, these antique sewers have started to fall apart." (p. 20)

Name: _____ Date: _____

Central Ideas and Details

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

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

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Great Stink."

1. Read a central idea of the section "The Problem of Poop" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:

Figuring out how to dispose of human waste is not a new challenge.

- ☐ A. "An intricate web of stone sewers lay underneath the ancient city of Rome to take waste out of the city." (p. 18)
- ☐ B. "When [cesspools] were full, a 'night soil man' would shovel out the waste and sell it to farmers to use as fertilizer." (p. 18)
- ☐ C. "But in the 19th century, London—and all of England—was changing." (p. 18)
- ☐ D. "These cesspools were usually 6 feet deep and 4 feet wide." (p. 18)
- ☐ E. "In China some 1,000 years ago, sewage was pumped through dome-shaped tunnels." (p. 18)

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

Central Idea:

In the past, unsafe sanitation in London _____

Detail 1: "Over the past 50 years, tens of thousands of people have died from drinking the polluted water of the River Thames." (p. 17)

Detail 2: "London had already suffered three major cholera epidemics. More than 30,000 people had died." (p. 19)

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read “The Great Stink” and “Toilets of the Future.” Then complete the activity below.

1. Imagine that you are writing a paragraph explaining how a lack of scientific knowledge affected human health in England in the 1800s.

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

- Ⓐ People in England in the 1800s did not understand how diseases spread.
- Ⓑ Due to a lack of scientific knowledge about diseases and how they spread, people in England didn’t use safe sanitation practices, which exposed the population to illness.
- Ⓒ London suffered three major cholera epidemics in the 1800s.

B. Which information from “The Great Stink” supports the sentence you chose in part A?

- Ⓐ “More than 30,000 people had died.” (p. 19)
- Ⓑ “To avoid a goopy mess, people began connecting their toilets directly to the sewers—and therefore to the river.” (p. 18)
- Ⓒ “Poop is crawling with germs that can cause dozens of diseases, including cholera.” (p. 19)

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

- Ⓐ It provides an example of people in England practicing unsafe sanitation because they were unaware that certain diseases spread through water.
- Ⓑ It shows how people in England were affected by disease.
- Ⓒ It explains why safe sanitation is so important.

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

The 19th century was a time of rapid change in London.

- Ⓐ "Kids stand on street corners, selling newspapers and cigars and fried fish." (p. 17)
- Ⓑ "When they were full, a 'night soil man' would shovel out the waste and sell it to farmers to use as fertilizer." (p. 18)
- Ⓒ "Between 1800 and 1850, London's population more than doubled." (p. 18)

I chose ____ because _____

3. A. Choose the THREE pieces of text evidence from the "The Great Stink" and "Toilets of the Future" that BEST support the statement below.

Dealing with human waste continues to be a challenge today.

- Ⓐ "Today, 4.5 billion people around the world do not have access to safe sanitation—that is, a way to dispose of human waste that won't harm people or the environment." (p. 20)
- Ⓑ "According to the World Health Organization, hundreds of thousands of people die every year from diseases related to unsafe sanitation." (p. 20)
- Ⓒ "Under these pressures, the original sewers—once a dazzling modern wonder—have begun to leak, break, clog, and overflow." (p. 20)
- Ⓓ "In 1866, one final cholera epidemic struck London, but it was limited to a neighborhood that had not yet been connected to the new sewer system." (p. 19)
- Ⓔ "Soon there was too much night soil to collect and not enough farmers to buy it." (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 Great Stink” in the form of a quotation.

- Ⓐ America may be approaching a new sewage crisis. In the article “The Great Stink,” author Allison Friedman explains “The original sewers—once a dazzling modern wonder—have begun to leak, break, clog, and overflow” (20). In other words, America’s sewers are beginning to fail.
- Ⓑ America may be approaching a new sewage crisis. In the article “The Great Stink,” author Allison Friedman explains “The original sewers—once a dazzling modern wonder—have begun to leak, break, clog, and overflow” (20).
- Ⓒ America may be approaching a new sewage crisis. “The original sewers—once a dazzling modern wonder—have begun to leak, break, clog, and overflow.” In other words, America’s sewers are beginning to fail.

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

5. Choose the paragraph that correctly uses text evidence from “Toilets of the Future” in the form of a paraphrase.

- Ⓐ Toilets in the future will not only help us dispose of waste safely, but they’ll also put our waste to work. There are several new toilets that use human waste to generate electricity and make fertilizer. In other words, new toilets will use our waste as to perform other important tasks.
- Ⓑ Toilets in the future will not only help us dispose of waste safely, but they’ll also put our waste to work. In the article “Toilets of the Future,” author Mackenzie Carro describes several new toilets that can use human waste to generate electricity and create fertilizer (21). In other words, new toilets will use our waste as a resource to perform other important tasks.
- Ⓒ Toilets in the future will not only help us dispose of waste safely, but they’ll also put our waste to work. In the article “Toilets of the Future,” author Mackenzie Carro writes that one new toilet that has been created “generates enough electricity to power the toilet, as well as other small devices—like your smartphone” (21). In other words, new toilets will use our waste to perform other important tasks.

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

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “The Great Stink” and “Toilets of the Future.” Then complete the activity below.

- 1. Choose the TWO pieces of text evidence from “The Great Stink” and “Toilets of the Future” that best support the statement below.**

STATEMENT:

Unsafe sanitation is a major health problem.

- Ⓐ “People miles away threw up after catching a whiff on the wind.” (p. 18)
- Ⓑ “London had already suffered three major cholera epidemics. More than 30,000 people had died.” (p. 19)
- Ⓒ “Overloaded with human waste, the Thames grew thick, brown, and foul.” (p. 18)
- Ⓓ “According to the World Health Organization, hundreds of thousands of people die every year from diseases related to unsafe sanitation.” (p. 20)

-
- 2. Choose the ONE piece of text evidence from “The Great Stink” that best supports the statement below. Then complete the sentence to explain your choice.**

STATEMENT:

The 19th century was a time of rapid change in London.

- Ⓐ “Kids stand on street corners, selling newspapers and cigars and fried fish.” (p. 17)
- Ⓑ “When they were full, a ‘night soil man’ would shovel out the waste and sell it to farmers to use as fertilizer.” (p. 18)
- Ⓒ “Between 1800 and 1850, London’s population more than doubled.” (p. 18)

I chose ____ because _____

3. Read the lines below from “The Great Stink” and “Toilets of the Future.” Then write a statement that they all support.

- Ⓐ “Today, 4.5 billion people around the world do not have access to safe sanitation—that is, a way to dispose of human waste that won’t harm people or the environment.” (p. 20)
- Ⓑ “According to the World Health Organization, hundreds of thousands of people die every year from diseases related to unsafe sanitation.” (p. 20)
- Ⓒ “Under these pressures, the original sewers—once a dazzling modern wonder—have begun to leak, break, clog, and overflow.” (p. 20)

STATEMENT:

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

The Great Stink Contest

Consider the expression "Necessity is the mother of invention."

What does that mean? How does it apply to sanitation challenges past and present? Answer both questions in a well-organized essay.

Support your ideas with evidence from both articles.

Five winners will get *How We Got to Now* by Steven Johnson.

Entries will be judged on:

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

ENTRIES MUST BE RECEIVED BY MAY 20, 2020!

Name: _____ Date: _____

Close-Reading Questions

"The Broom Dog"

1. What do you notice about the structure and style of the introduction? How is it like a poem?
(author's craft, page 27)
2. Choose any three things to which the writer compares a school bus. For each, explain what you think the author means. (metaphor, page 27)
3. What is the purpose of these sentences? (text structure, page 27)
4. What do these lines reveal about Canton in this moment? How do the whistle and the color yellow connect to what is happening? (simile, page 29)

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Name: _____ **Date:** _____

Critical-Thinking Questions

"The Broom Dog"

1. The story ends with these lines: "Canton smiled, knowing a school bus is many things. So is a walk home." What are some things Canton's walk home might be?
2. The broom dog helps Canton cope after his mother's accident. What are some other things that might help someone in Canton's situation?

Name: _____ Date: _____

Preparing to Write How Canton Overcomes His Fear

The writing prompt on page 31 says:

What is Canton afraid of? How does he overcome his fear? Answer both questions in a well-organized essay. Support your ideas with text evidence.

Follow the directions below to help you plan your essay.

Step 1

Text Marking

Follow the directions below to mark your copy of "The Broom Dog." Alternatively, you can write the lines on another sheet of paper or in a document on a computer. Be sure to note the page number for where each line or group of lines comes from.

- A.** Choose a colored pencil. Use it to mark lines in the story that reveal what Canton is afraid of.
- B.** Choose a different colored pencil. Use it to mark lines in the story that reveal how Canton overcomes his fear.

Step 2

Writing Your Key Points

Write a one- to two-sentence answer to each of the following questions:

- A.** What is Canton afraid of?

- B.** How does Canton overcome his fear?

Step 3

Writing Your First Draft

It's time to write the first draft of your essay. Here are some guidelines.

Introduction

Your first paragraph should state the name of the story you are writing about and its author. It should also provide short, clear answers to the two questions "What is Canton afraid of?" and "How does he overcome his fear?" You can use what you wrote in Step 2, editing your answers as needed to create a smoothly flowing paragraph.

Body Paragraphs

Write two or three paragraphs in which you give more details about your key points and support them with text evidence. (You already found your text evidence in Step 1. You probably won't need to include *all* of what you marked, though.) You can summarize events in the story, paraphrase lines, or quote lines directly. Be sure to make it clear HOW your text evidence supports your key points.

Conclusion

Write a paragraph summing it all up. Remind your reader of your key points. Finish with a strong final sentence.

Name: _____ Date: _____

“The Broom Dog” Quiz

Directions: Read “The Broom Dog.” Then answer the questions below.

1. After Canton’s mother’s accident, the broom dog
 - (A) embarrasses Canton.
 - (B) comforts Canton when he is anxious.
 - (C) reminds Canton of his mother.
 - (D) makes Canton want a real dog.

2. Which line BEST supports your answer to question 1?
 - (A) “Canton stood, the broom dog falling from his lap like he had forgotten it was there.” (p. 31)
 - (B) “It’s . . . a broom.” (p. 30)
 - (C) “Eventually, he named it Dusty.” (p. 30)
 - (D) “And whenever Ms. Post had to step into the street, blow her whistle . . . whenever Canton’s chest would inflate like a balloon, he would run his fingers through the broom dog’s hair.” (p. 30)

3. On page 27, author Jason Reynolds writes that to Canton, crossing guards’ vests “were capes, and their whistles blew some kind of magic tone . . .” This line _____. (Choose TWO answers.)
 - (A) explains why Ms. Post got hit by a bus
 - (B) helps readers imagine the sound of a whistle
 - (C) compares crossing guards to superheroes
 - (D) shows that before his mother’s accident, Canton did not think being a crossing guard was dangerous

4. Reynolds helps develop the idea that Canton is worried about his mother’s safety in all of the following ways EXCEPT which?
 - (A) by explaining that Canton has insisted on getting to the corner “before the first cross” each day since the accident
 - (B) by describing Canton petting the broom dog for comfort while he watches Ms. Post work
 - (C) by describing Canton tossing the broom dog in the air at the end of the story
 - (D) by describing Canton’s panic attack the day Ms. Post returns to work

5. On page 31, Reynolds writes, “Canton stood, the broom dog falling from his lap like he had forgotten it was there.” This detail tells you that
 - (A) Canton is beginning to overcome his fears about his mother’s safety.
 - (B) Canton is forgetful.
 - (C) Canton doesn’t think the broom dog is helpful.
 - (D) Canton doesn’t take care of the broom dog.

6. Which detail would be LEAST important to include in a summary of the story?
 - (A) Mr. Munch gives Canton the broom dog.
 - (B) Canton names the broom dog Dusty.
 - (C) Canton has anxiety after his mother’s accident.
 - (D) Ms. Post gets hit by a school bus.

Constructed-Response Question



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

7. Describe the relationship between Mr. Munch and Canton. Support your analysis with text evidence.

Name: _____ Date: _____

“The Broom Dog” Quiz

Directions: Read “The Broom Dog.” Then answer the questions below.

1. After Canton’s mother’s accident, the broom dog
 - (A) embarrasses Canton.
 - (B) comforts Canton when he is anxious.
 - (C) reminds Canton of his mother.
 - (D) makes Canton want a real dog.

2. Which line BEST supports your answer to question 1?
 - (A) “Canton stood, the broom dog falling from his lap like he had forgotten it was there.” (p. 31)
 - (B) “It’s . . . a broom.” (p. 30)
 - (C) “Eventually, he named it Dusty.” (p. 30)
 - (D) “And whenever Ms. Post had to step into the street, blow her whistle . . . whenever Canton’s chest would inflate like a balloon, he would run his fingers through the broom dog’s hair.” (p. 30)

3. On page 27, author Jason Reynolds writes, “To Canton, crossing guards, and especially his mother, seemed to have special powers.” This line helps you understand that Canton _____. (Choose TWO answers.)
 - (A) loved superhero movies
 - (B) had never seen his mom stop traffic
 - (C) saw his mom as powerful
 - (D) did not think being a crossing guard was dangerous

4. Why does Canton insist on getting to the corner “before the first cross” each day after his mother’s accident?
 - (A) He likes to watch his mother work.
 - (B) He wants to be the first one to cross the street after school.
 - (C) He is worried about his mother’s safety.
 - (D) He enjoys watching his classmates cross the street.

5. Which line from page 31 tells you that Canton is beginning to overcome his fears?
 - (A) “Canton stood, the broom dog falling from his lap like he had forgotten it was there.”
 - (B) “Sheesh. This thing has seen better days.”
 - (C) “Watched his mother perform a kind of ballet.”
 - (D) “They stood on the corner, looked both ways before they crossed the street.”

6. Which detail would be MOST important to include in a summary of the story?
 - (A) Canton names the broom dog Dusty.
 - (B) Canton suffers from anxiety after his mom gets hit by a school bus.
 - (C) Mr. Munch’s wife has an emotional support dog.
 - (D) Ms. Post has been a crossing guard for many years.

Constructed-Response Question



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

7. Give at least three details from the story that show that Mr. Munch and Canton have a close relationship. Explain how each detail shows this.

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

Broom Dog Contest

What is Canton afraid of? How does he overcome his fear? Answer both questions in a well-organized essay. Support your ideas with text evidence. Five winners will each get *Look Both Ways* by Jason Reynolds.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ clarity and organization
- ⇒ 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: Broom Dog Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY MAY 20, 2020!

Name: _____ Date: _____

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

Vocabulary:

"Attack From Outer Space"

- 1. catastrophe (kuh-TAS-truh-fee)** *noun*; A catastrophe is a terrible, often sudden disaster that causes great suffering and damage. A flood that destroys hundreds of homes and ruins thousands of acres of crops is a catastrophe.

Catastrophe can also refer to a less serious loss, failure, or misfortune. For example, if at your birthday party, the pizza never shows up, your best friends get into a big argument, and your birthday cake gets dropped on the floor, you might say the party was a catastrophe.

- 2. harbinger (HAHR-bin-jehr)** *noun*; A harbinger is something that foreshadows a future event—a sign of something to come. At the end of winter, the sound of birds singing is a harbinger of spring—their presence means spring is coming soon. (*Harbinger* is usually followed by *of*.)

- 3. hurtle (HUR-tuhl)** *verb*; To hurtle is to move with great speed and force. You might hurtle down the stairs if you're running late in the morning. Loose rocks might hurtle down a mountainside.

Hurtle can also mean "to throw or fling with great force," as in, "The tornado hurtled trees into the air" or "I hurtled water balloons at my brother."

- 4. vaporize (VEY-puh-rahyz)** *verb*; *Vapor* (VEY-puhr) is a substance that is in the form of a gas. When you boil water, the steam that rises from the pot is a vapor.

Vaporize means "to turn from a liquid or solid into vapor." The sun's heat vaporizes water in the ocean, meaning the heat causes water vapor to rise from the ocean: teeny-tiny droplets of water that rise and become suspended in the air. (You may have learned about this process in science class. It's called evaporation.)

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

Vocabulary Practice

"Attack From Outer Space"

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

WORD BANK

catastrophe

harbinger

hurtle

vaporize

1. Ann came _____ around the corner and we collided, sending papers flying everywhere.
2. In science class, we _____ several liquids and observed how they smelled as gases.
3. The coffee shop that opened up on Main Street last year was a _____ of all the new shops and restaurants to come.
4. The wildfire was a _____, burning millions of acres of land.

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

5. **hurtle**

- Ⓐ speed
- Ⓑ hesitate

6. **catastrophe**

- Ⓐ tragedy
- Ⓑ advantage

7. **harbinger**

- Ⓐ question
- Ⓑ signal

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

8. Joe saw winning his first race as a **harbinger/catastrophe** of a very successful season.
9. Luckily, I heard the shopping cart that was **hurtling/vaporizing** toward me, so I stopped it before it hit me.
10. When the tree trimmer cut a cable by mistake, it was a **catastrophe/harbinger** for the town. No one had internet access for a week.

Name: _____ Date: _____

Constructing a Response

Directions: Read "Attack from Outer Space" and complete the activity on page 25. Then follow the steps below to write a response to the question on page 25.

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

Question from page 25:

How has our understanding of space rocks changed over time?

Step 1: Write your claim.

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

Over time, our understanding of space rocks _____

_____.

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: _____

“Attack From Outer Space” Quiz

Directions: Read “Attack From Outer Space.” Then answer the questions below.

1. Which statement correctly explains the difference between a meteoroid, a meteor, and a meteorite?
 - (A) A meteor is a meteoroid that vaporizes in Earth’s atmosphere; meteorites are the rocks that make it to the ground on Earth.
 - (B) Meteoroids have left the asteroid belt, meteors and meteorites have not.
 - (C) Meteoroids are smaller in size than meteors and meteorites.
 - (D) Meteoroids and meteors are made up of gas, whereas meteorites are made of rock.
2. Which line is an example of imagery?
 - (A) “The Greeks and Romans believed that space rocks were sacred messages from the gods.”
 - (B) “Thunderous bangs echoed.”
 - (C) “Fortunately, no one in Chelyabinsk was killed and most injuries were minor.”
 - (D) “Because while they may not have been sent by the gods, they are as old as our planet.”
3. On page 24, O’Neill writes that asteroids are meteoroids’ “larger cousins.” This helps readers understand that the two types of rocks are
 - (A) dangerous.
 - (B) rare.
 - (C) similar.
 - (D) not well understood by scientists.
4. On page 24, O’Neill writes, “Occasionally, though, they knock into each other, bouncing around like bumper cars, and come zooming our way.” This line contains
 - (A) a simile that explains why space rocks leave the asteroid belt.
 - (B) a metaphor that helps readers understand the high speeds at which space rocks travel.
 - (C) hyperbole that emphasizes how hot space rocks become as they enter Earth’s atmosphere.
 - (D) a simile that explains how old space rocks are.
5. Which BEST describes O’Neill’s tone as he discusses space rocks in the final paragraph of the article?
 - (A) cautionary
 - (B) concerned
 - (C) frustrated
 - (D) awestruck
6. Which statement CANNOT be supported by information in the article?
 - (A) Over time, our understanding of space rocks has become more scientific.
 - (B) Space rocks can vary greatly in size.
 - (C) Meteorites can be worth a lot of money.
 - (D) NASA scientists are tracking space rocks to keep us and our planet safe.

Constructed-Response Question



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

7. How does the section “Planet Protectors” contribute to the article? Use text evidence to support your answer.

Name: _____ Date: _____

“Attack From Outer Space” Quiz

Directions: Read “Attack From Outer Space.” Then answer the questions below.

- A meteoroid is _____, whereas a meteor is _____.
 (A) drifting in space; burning up in Earth’s atmosphere
 (B) burning up in Earth’s atmosphere; drifting in space
 (C) on the ground on Earth; drifting in space
 (D) drifting in space; on the ground on Earth
- Which line uses imagery? (Imagery is language that portrays experiences of the five senses.)
 (A) “The Greeks and Romans believed that space rocks were sacred messages from the gods.”
 (B) “Thunderous bangs echoed.”
 (C) “Fortunately, no one in Chelyabinsk was killed and most injuries were minor.”
 (D) “Because while they may not have been sent by the gods, they are as old as our planet.”
- On page 24, O’Neill explains that asteroids are meteoroids’ “larger cousins.” This helps readers understand that the two types of rocks are
 (A) dangerous.
 (B) rare.
 (C) similar.
 (D) not well understood by scientists.
- On page 24, O’Neill writes of space rocks, “Occasionally, though, they knock into each other, bouncing around like bumper cars, and come zooming our way.” This line contains a simile that helps readers understand
 (A) why space rocks leave the asteroid belt.
 (B) the high speeds at which space rocks travel.
 (C) how hot space rocks become as they enter Earth’s atmosphere.
 (D) how old space rocks are.
- Consider the final paragraph of the article. Which word BEST describes O’Neill’s tone (the attitude he expresses)?
 (A) cautionary: giving warning
 (B) concerned: feeling worry
 (C) frustrated: upset and discouraged
 (D) awestruck: amazed and filled with wonder
- Who are the “planet protectors” referred to in the subheading of the article’s last section?
 (A) meteorites
 (B) ancient Greek and Roman gods
 (C) scientists who study space rocks
 (D) citizens of Chelyabinsk

Constructed-Response Question

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

- How does the section “Planet Protectors” contribute to the article? Use text evidence to support your answer.

Name: _____ Date: _____

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

Vocabulary:

"Does Chocolate Milk Belong in the Cafeteria?"

1. **added sugar (AD-ehd shuh-ger)** *noun*; There are two types of sugars in our diets: natural sugars and added sugars. Natural sugar occurs naturally in foods—like the sugar found in an apple or in plain milk, for example. Added sugar is any sweetener that is added to food when it is being produced or prepared. For example, sugar might be added to applesauce to make it sweeter. Doctors recommend that we all limit how much added sugar we eat.
2. **consume (kuhn-SOOM)** *verb*; As it is used in the article, *consume* means "to eat or drink." If you've consumed your lunch, you've eaten it.
3. **consumption (kuhn-SUHMP-shuhn)** *noun*; As it is used in the article, *consumption* means "the act of eating or drinking something." If you're outside on a hot day or doing something that makes you sweat a lot, you should increase your water consumption.
4. **extensive (ik-STEN-siv)** *adjective*; *Extensive* means "very full or complete" or "large in size or amount." If you have an extensive knowledge of wolves, you know a lot about them. If a museum has an extensive collection of rocks and minerals, it is a large collection that includes many different types of rocks and minerals. If your school has extensive playing fields, the fields cover a large area.
5. **nutrient (N00-tree-uhnt)** *noun*; A nutrient is a substance that plants, animals, and people need to live and grow. Plants get nutrients from the soil. People and animals get most of their nutrients from food. (Vitamins, minerals, water, protein, carbohydrates, fiber, and fats are all examples of nutrients that people need.)
6. **perspective (per-SPEK-tiv)** *noun*; As it is used in the article, *perspective* means "a particular way of thinking about a situation or topic; a point of view." In other words, your perspective is the way you see something. For example, your perspective on year-round school might be different from someone else's perspective on that topic; you might view having three months of summer vacation as the greatest tradition ever, while someone else might think it's better to have shorter breaks spread throughout the year.

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

Vocabulary Practice

"Does Chocolate Milk Belong in the Cafeteria?"

Directions: Answer each question below.

1. Which comment is an example of a perspective?

- Ⓐ "The sun is a star."
- Ⓑ "Thanksgiving is a wonderful holiday."
- Ⓒ "There are four seasons in a year."
- Ⓓ "There are seven days in a week."

2. If your teacher says the library has an extensive collection of books about Mexico, what does he mean?

- Ⓐ The books the library has about Mexico are old and tattered.
- Ⓑ The library has many books about Mexico, covering a wide range of topics.
- Ⓒ The library has very few books about Mexico.
- Ⓓ The library's collection of books about Mexico can be found online.

3. Which might a student consume at lunch?

- Ⓐ a plastic tray
- Ⓑ an apple
- Ⓒ a fork
- Ⓓ a broom

4. Which has no added sugar?

- Ⓐ a freshly picked orange
- Ⓑ chocolate ice cream
- Ⓒ grape soda
- Ⓓ frosted cookies

5. What do nutrients do?

- Ⓐ They keep food fresh longer.
- Ⓑ They make food taste good.
- Ⓒ They help you stay healthy.
- Ⓓ They give food color that makes it look more appealing.

6. Which sentence uses *consumption* correctly?

- Ⓐ "Tulips were blooming as far as the eye could see; the consumption was breathtaking."
- Ⓑ "It takes a lot of consumption to play the piano well."
- Ⓒ "More farmers are trying consumption when planting tomatoes."
- Ⓓ "Spinach consumption increased after a new report said how healthy it is."

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Does Chocolate Milk Belong in the Cafeteria?" Complete the scavenger hunt on page 23.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Does chocolate milk belong in school?

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

☐ **Yes!** Chocolate milk belongs in school. ☐ **No!** Chocolate milk doesn't belong in school.

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think chocolate milk does belong in school, one of your supporting details might be that it's filled with important nutrients for kids, including calcium and vitamin D.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think chocolate milk DOES belong in school, summarize the strongest arguments against allowing chocolate milk in school that Michael presents in his letter. If you think chocolate DOES NOT belong in school, summarize the strongest arguments in favor of keeping chocolate milk on the menu that Lizzy presents in her letter.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

The 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 sitting down for lunch at your school. Does your meal include chocolate milk?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question:
"Is chocolate milk 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 chocolate milk in school that begins below.

[illegible]

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

Argument Essay Outline

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

1	INTRODUCTION
	<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 chocolate milk belongs in school.</p> <p>↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p>↓</p> <p>Write your summary of the issue from Step 6.</p> <p>↓</p> <p>Finish with your thesis from Step 4.</p>
2	<p>BODY PARAGRAPH(S)</p> <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; text-align: center;"> <p><i>Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</i></p> </div>
3	<p>ACKNOWLEDGE THE OTHER SIDE</p> <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	<p>CONCLUSION</p> <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; text-align: center;"> <p><i>Need an idea? Refer to your hook, find a quote, or give a call to action.</i></p> </div>
5	<p>READ AND REVISE</p> <p>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the writers of the letters in "Does Chocolate Milk Belong in the Cafeteria?" develop their arguments. We filled in some information for you.

	Lizzy Brewer	Michael Wilson
line(s) that expresses the central idea, or central claim	"Chocolate milk clearly deserves a place in our cafeteria."	
two pieces of evidence that support the central idea, or central claim	1. 2.	1. 2.
line(s) that expresses the counterargument		"It's true that chocolate milk contains calcium and protein . . ."
line(s) that contains the rebuttal to the counterargument		

Name: _____ Date: _____

Scavenger Hunt

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	Lizzy Brewer	Michael Wilson
line(s) that expresses the central idea, or central claim	"Chocolate milk clearly deserves a place in our cafeteria."	
two pieces of evidence that support the central idea, or central claim	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>

Name: _____ Date: _____

You Write It

Designing a New \$3 Bill

Directions: Read the infographic on page 32. Then follow the steps below to design your new \$3 bill.

1 Look at the types of elements included on the \$1 bill. Now think about what types of elements you might want to include on your \$3 bill. Here are some categories of elements you could include. We've also provided space for you to list your own ideas.

Element Categories

- *Historical Figures*
- *Historical landmarks*
- *Animals*
- *Phrases*

2 Now choose the specific elements you will include in your proposal. For example, you might choose a particular landmark, like the Washington Monument, or a particular animal, like a whale. In each box below, write one element you want to include on the \$3 bill and give a brief explanation of why you want to include it.

Element 1:

Element 2:

Element 3:

Element 4:

Element 5:

3 Now it's time to draft your proposal for your new \$3 bill. Here are some guidelines for how you could structure your proposal:

TITLE

Give your proposal a simple, straightforward title.

YOUR NAME

TODAY'S DATE

PROPOSAL SUMMARY

In one to three sentences, explain what your proposal is for.

OBJECTIVE

Briefly explain your objective, or goal. This should be more than just "to design the new \$3 bill." It should say something about what you are hoping to achieve with your design. For example, maybe you want to honor a certain idea, group of people, or aspect of American life. Maybe you want to honor important people from the past and present. Maybe you want to make Americans excited about the new \$3 bill.

DESIGN ELEMENTS

List the five elements you chose in Step 2 and give a little information about each one, including why it would be a good choice to include on the new bill.

* You may wish to include a sketch of your new \$3 bill with your proposal. You can sketch the entire bill or just the five elements on their own.

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

New Bill Contest

Imagine that the U.S. is going to make a new \$3 bill. Write a proposal for three to five elements you think should be on it—and why. Three winners will each get a \$25 gift card.

Entries will be judged on:

⇒ creativity

⇒ grammar

⇒ clarity

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY MAY 20, 2020!