

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

# ***To, Too, and Two***

The words **to**, **too**, and **two** are often confused and misused. Here's what you need to know.

<b>to</b>
<p><i>To</i> is a preposition. It has many uses, including to indicate a direction or destination; before the infinitive (basic) form of a verb; and to show a range of time.</p> <p><b>Examples:</b></p> <p><i>Mom asked me <b>to</b> take the extra cookies <b>to</b> school.</i></p> <p><i>Lisa is going <b>to</b> Hawaii next week.</i></p> <p><i>This will take 10 <b>to</b> 15 more minutes.</i></p>

<b>too</b>
<p><i>Too</i> means "also" or "excessively."</p> <p><b>Examples:</b></p> <p><i>"Invite Jack to the party <b>too</b>," Lilly said as I was writing out the invitations.</i></p> <p><i>My sister and I made way <b>too</b> many cupcakes.</i></p>

<b>two</b>
<p><i>Two</i> is a number.</p> <p><b>Examples:</b></p> <p><i>The recipe calls for <b>two</b> eggs and three sticks of butter.</i></p> <p><i>My grandma said I could pick out <b>two</b> new shirts at the store.</i></p>

**Directions:** Choose the correct sentence in each group below.

- Ⓐ "I want to adopt this kitten," Kayla said. "It's two cute!"

Ⓑ "I want too adopt this kitten," Kayla said. "It's to cute!"

Ⓒ "I want too adopt this kitten," Kayla said. "It's too cute!"

Ⓓ "I want to adopt this kitten," Kayla said. "It's too cute!"
- Ⓐ Mark rides his bike to school every day. Janey does to.

Ⓑ Mark rides his bike too school every day. Janey does too.

Ⓒ Mark rides his bike to school every day. Janey does too.

Ⓓ Mark rides his bike too school every day. Janey does two.
- Ⓐ After a rainy to weeks, Liam was excited to wake up to sun shining through his window.

Ⓑ After a rainy two weeks, Liam was excited to wake up to sun shining through his window.

Ⓒ After a rainy too weeks, Liam was excited to wake up to sun shining through his window.

Ⓓ After a rainy two weeks, Liam was excited too wake up too sun shining through his window.
- Ⓐ I've made two kinds of dip for the party, and I am thinking of making brownies too.

Ⓑ I've made two kinds of dip for the party, and I am thinking of making brownies to.

Ⓒ I've made to kinds of dip for the party, and I am thinking of making brownies two.

Ⓓ I've made too kinds of dip for the party, and I am thinking of making brownies too.

**Directions:** Write your own sentence using **to**, **too**, or **two**—or all three!

5. \_\_\_\_\_

\_\_\_\_\_

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

# Choice Board

## "The Bear Attacks That Changed America"

Design a poster for Glacier National Park to be sold in its gift shop. In addition to the park's name, be sure to include original artwork that reflects the park's mission.	Write a poem about the relationship between grizzlies and humans from the point of view of a grizzly bear. Choose from one of the following titles, or come up with your own: "Misunderstood," "Wildness," "Leave No Trace."	Imagine that a documentary is being made about grizzly bears in Glacier National Park and it's your job to help promote it. Create a social media post that includes the documentary's title and tagline as well as some sort of artwork. (Don't forget hashtags.)
Based on the information in the article, create a timeline of grizzly bears in America. Be sure to include years, photos or drawings, and descriptions.	Read the article "Saving America's Wolves" from the Scope archives. In a podcast, discuss the experiences of the gray wolf and the grizzly bear in North America, and what you think our responsibility to wild animals is.	You are a ranger at Glacier National Park, tasked with designing signs that will be posted in various locations around the park. The signs should contain guidelines for keeping bears and humans safe. Think about where you will post each one—the park's entrance, a camping area, a trash and recycling area, or at a trailhead, for example.
Make a list of three to five songs that you would use as a soundtrack to a read-aloud of the article. For each song, write a sentence explaining why you chose it.	Create a crossword puzzle using the eight boldfaced vocabulary words in the article, plus three additional words of your choice. Create your puzzle by hand or using an online tool such as Discovery Education's "Puzzlemaker." Then give your puzzle to someone in your family to solve.	Using information in the article, as well as your own research, create an illustrated children's book that teaches young readers basic information about grizzly bears.

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

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

# Vocabulary:

## "The Bear Attacks That Changed America"

- 1. fearsome (FEER-suhm)** *adjective*; Something that is fearsome causes fear. The *T. rex* was one of the most fearsome dinosaurs, with a bite force three times that of a great white shark.
- 2. formidable (FAWR-mih-duh-buhl)** *adjective*; Someone or something that is formidable inspires fear or respect because of its size, strength, or difficulty to handle. A formidable tennis player is hard to beat. Climbing Mt. Everest, the highest mountain in the world, is a formidable challenge. If your room is *realllllly* messy, cleaning it might seem like a formidable task.
- 3. mettle (MET-l)** *noun*; *Mettle* means "courage" or "strength of spirit." In other words, it's the ability to continue despite difficulties. Anyone who wants to be hired as a firefighter will have to show his or her mettle.
- 4. prohibit (pro-HIB-it)** *adjective*; *Prohibit* means "to forbid something by authority." Some schools prohibit students from bringing phones into the classroom. Many parks prohibit visitors after dark.
- 5. rustic (RUHS-tik)** *adjective*; *Rustic* means "having to do with the countryside or rural areas," as in "The artist is known for his paintings of farms and other rustic scenes." Objects that are rustic are simple and rough in appearance. A handmade bench made from two tree stumps and a piece of wood is rustic; a polka-dotted beanbag chair from Target is not rustic.
- 6. salvage (SAL-vij)** *verb or noun*; To salvage something is to save it from further damage, destruction, or complete loss. Divers might salvage old coins from a shipwreck, rescuing them from being lost at the bottom of the sea forever. If a house floods, the owners will probably salvage whatever they can, meaning they will save whatever is still usable. A losing team might salvage a game by suddenly scoring a lot of points.

As a noun, *salvage* can refer to the act of saving something that is in danger of being completely destroyed, as in "Rachel was part of the salvage crew." Or it can refer to objects that have been saved, as in "The salvage from the shipwreck was worth millions of dollars."

**7. stark (STAHRK)** *adjective*; *Stark* has a variety of meanings, all of which relate to something being severe:

- a. very plain, bare, or grim in appearance: *A single tree stood alone in the stark desert landscape.*
- b. harsh or unpleasant to accept or experience: *Weather forecasters have issued a stark warning about the hurricane. They said the storm was going to cause major damage.*
- c. very obvious; plainly and easily seen: *The difference between the brothers' musical tastes is stark. Jeremy loves hip-hop; Mark loves country.*
- d. extreme or complete: *Sawyer ran out of the haunted house in stark terror.*

**8. transformation (trans-fer-MEY-shuhn)** *noun*; The verb *transform* (trans-FAWRM) means "to change completely."

*Transformation* means "a complete or major change in someone or something." A caterpillar that has turned into a butterfly has undergone a transformation. If you decide to dye your brown hair bright green, your appearance will undergo a transformation. (When a transformation occurs, we often use the phrase "undergo a transformation.")

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**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: \_\_\_\_\_

# Vocabulary Practice

## "The Bear Attacks That Changed America"

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

**1. Why might a soccer team be seen as formidable?**

- Ⓐ They've never lost a game.
- Ⓑ They've never won a game.

**2. Which home is rustic?**

- Ⓐ a fancy apartment in a big city
- Ⓑ a simple cabin deep in the woods

**3. Which is an example of a stark room?**

- Ⓐ a room with white walls and no furniture or curtains
- Ⓑ a room with comfy, plush chairs, a colorful rug, pictures on the walls, and a lot of games lying around

**4. Which might test your mettle?**

- Ⓐ competing in your first triathlon
- Ⓑ walking to the bus stop

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

**5.** I burned the chocolate chip cookies but was able to **salvage/prohibit** a few of them.

**6.** The **mettle/transformation** of the gym into a winter wonderland for the school dance surprised many students.

**7.** The ash and fire rising out of the volcano were a **fearsome/rustic** sight.

**8.** The museum **prohibits/salvages** flash photography, but taking pictures with your flash off is allowed.

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

# Close-Reading Questions

## "The Bear Attacks That Changed America"

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1. How does author Lauren Tarshis use the introduction to pull readers into the article? (author's craft)
  
  
  
  
  
  
  
  
  
  
2. What is the main purpose of the sections "Powerful and Sacred" and "Truly Safe"? (text and structure)
  
  
  
  
  
  
  
  
  
  
3. What effect did garbage have on grizzly bears in Glacier National Park? (cause and effect)
  
  
  
  
  
  
  
  
  
  
4. Tarshis refers to the Granite Park bear feedings as a "circus-like spectacle." What attitude is she expressing? (tone)
  
  
  
  
  
  
  
  
  
  
5. On page 9, Tarshis writes, "Neither grizzly had been surprised or threatened; the bears attacked the women as they slept in their tents." Why is this sentence important? (text structure)

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

# Critical-Thinking Questions

*"The Bear Attacks That Changed America"*

1. Why should people care about grizzlies?
2. After reading the article, has your view of grizzlies changed at all? Why or why not?
3. How do the changes Glacier National Park made after the bear attacks, such as closing a trail if a grizzly is nearby, bringing in bear-proof garbage cans, and renovating campgrounds, demonstrate a shift in the park's point of view about grizzly bears?

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

# Video Discussion Questions

## "Author Visit with Lauren Tarshis"

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### Before Reading "The Bear Attacks That Changed America"

1. In the section of the video about what was most challenging for Tarshis (4:13-4:59), what point is she making about the revision stage of writing?

### After Reading "The Bear Attacks That Changed America"

2. At 2:05, Tarshis says that she wanted to use all of her research to create a story that was dramatic, vivid, and realistic. Did she succeed? Explain.
3. At 5:08, Tarshis says that she hopes that you will come away from the article with a greater respect for America's wilderness areas. Did reading this article change how you feel about the wilderness areas here in America? Explain.



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

# Preparing to Write: Changing Attitudes

**Directions:** Fill in the chart below with information from "The Bear Attacks That Changed America" to explore how the relationship between grizzly bears and humans has changed over time and why.

Question	Answer
1. How did the earliest inhabitants of North America view and treat grizzly bears?	
2. How did explorers Lewis and Clark portray grizzly bears in their writings? How did this affect the relationship between humans and grizzly bears?	
3. What did scientists learn about grizzlies in the mid-20th century? How did this affect the way Americans viewed and treated grizzly bears?	
4. From the early 1900s up until the "night of the grizzlies" in 1967, what was the relationship between grizzlies and humans like in Glacier National Park?	
5. How did the relationship between humans and grizzlies change after the "night of the grizzlies," and why?	

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity with “The Bear Attacks That Changed America.” See *Scope’s* “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

### Before Reading

#### Text Features, Mood

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

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2. What does the infographic on page 8 help you understand about grizzly bears?

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3. Study the photographs and read the caption on page 10. What do these features reveal about how our national parks have changed over time?

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

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## During Reading

### Text Structure, Mood, Tone

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

- ☐ The author gives a chronological account of how grizzly bears have been viewed and treated over the years.
- ☐ The author explains the cause of grizzly bear attacks and then explains the effects these attacks can have.
- ☐ The author describes Lewis and Clark’s expedition.

**B.** Explain your answer.

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6. In the introduction, the author creates drama through a sudden shift in **mood**. Describe how the mood changes in this section.

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7. Consider this line from page 10:

*“Glacier’s leaders had failed to uphold the founding mission of the National Park Service: to protect wild places and the creatures that live there.”*

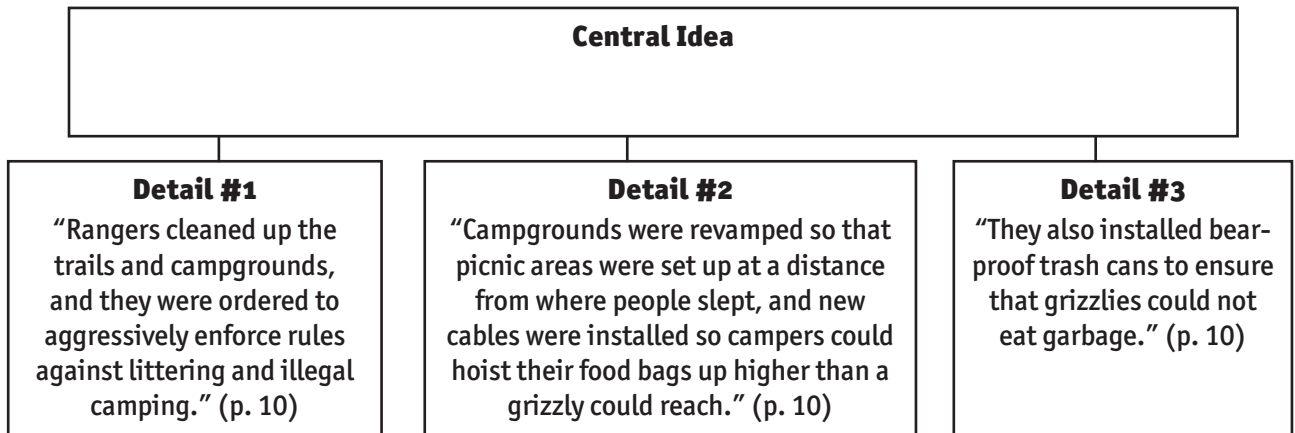
What **tone** is the author using here? Explain.

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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 “The Bear Attacks that Changed America.” (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 “The Bear Attacks That Changed America.” See *Scope*’s “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

### Before Reading

#### Text Features, Mood

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

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2. What does the infographic on page 8 help you understand about grizzly bears?

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3. Study the photographs and read the caption on page 10. What do these features reveal about how our national parks have changed over time?

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

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## During Reading

### Mood, Text Structure, Tone

5. **Text structure** is the term for how an author organizes information. In the section “Truly Safe,” the author uses a sequence-of-events structure. Which of the following words and phrases in the section help you identify this text structure?

- Ⓐ “7 feet high,” “tens of thousands of grizzlies,” “fewer than 1,000 grizzlies”
- Ⓑ “most tremendous-looking animal,” “armor-like muscle,” “extremely hard to kill”
- Ⓒ “As they crossed,” “When Lewis and Clark returned,” “In the coming decades,” “By the time”

6. In the introduction, the author first describes the beauty at Glacier National Park. She also explains that there had never been a fatal grizzly attack there. The author then writes, “That was about to change. Unimaginable terror was just ahead.”

**Mood** is the feeling the reader gets from a piece of writing. The line above changes the mood of the section from

- Ⓐ anxious to peaceful
- Ⓑ calm to suspenseful
- Ⓒ happy to somber

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:

*“Glacier’s leaders had failed to uphold the founding mission of the National Park Service: to protect wild places and the creatures that live there.” (p. 10)*

uncertain

comforting

disappointed

**B.** Briefly explain your answer.

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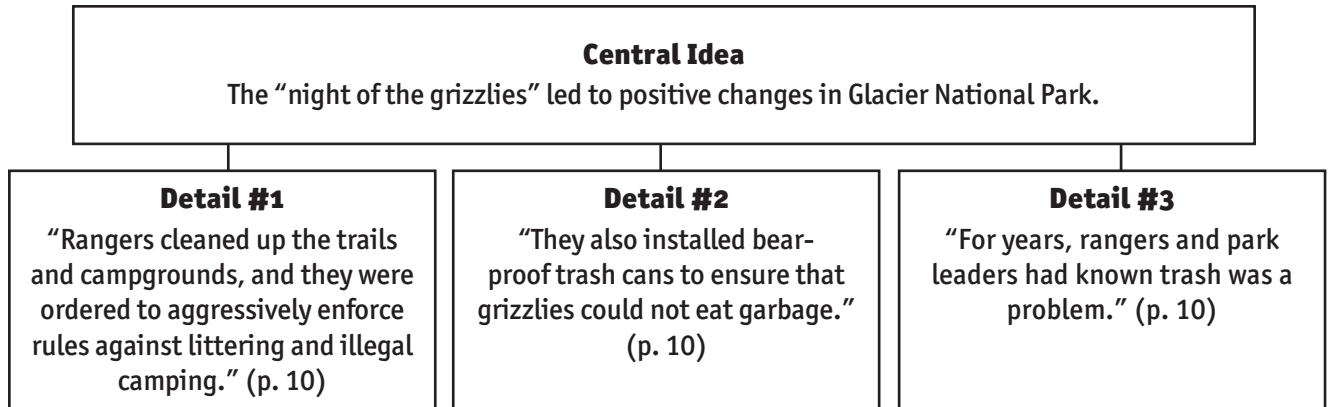
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## After Reading

### Central Idea/Details and Objective Summary

- 8. A.** Below is a **central idea** of “The Bear Attacks That Changed America” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



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

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

- a. Two women were fatally attacked by grizzly bears in Glacier National Park in 1967.
- b. I would be scared if I encountered a grizzly bear.
- c. Some grizzly bears in Glacier National Park became dependent on human garbage for food.
- d. Steve and John lived 40 miles from Glacier National Park.
- e. Grizzly bears are naturally shy creatures that will avoid humans if possible.
- f. Grizzly bears can stand 7 feet tall when standing on their hind legs.

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

## "The Bear Attacks That Changed America" Quiz

**Directions:** Read "The Bear Attacks That Changed America." Then answer the questions below.

- On page 6, Lauren Tarshis writes, "[Steve and John] knew that grizzlies avoided humans. Indeed, in Glacier's 57-year history, there had never been a single fatal grizzly attack." These details help readers understand \_\_\_\_\_. (Choose TWO answers.)  
 (A) that the boys did not know much about grizzlies  
 (B) why the boys were not scared of the grizzly bears they saw drinking from Trout Lake  
 (C) how unusual the behavior of the bears that attacked the two women was  
 (D) that the grizzly is North America's largest animal
- On page 6, Tarshis writes, "Grizzlies have been lumbering across North America for some 50,000 years." Tarshis likely chose the word *lumbering*  
 (A) to emphasize that grizzly bears are capable of running faster than a galloping horse.  
 (B) to signal that grizzlies have sharp claws.  
 (C) to reflect how long grizzlies have been here.  
 (D) to evoke the slow, heavy way that grizzlies walk.
- The writings of Lewis and Clark \_\_\_\_\_. (Choose TWO answers.)  
 (A) increased respect and concern for grizzly bears  
 (B) described grizzlies as sacred beings  
 (C) helped make killing grizzlies acceptable  
 (D) described grizzlies as bloodthirsty monsters
- The purpose of the map on page 7 is to show  
 (A) how grizzlies' territory has shrunk over time.  
 (B) the locations of national parks across the U.S.  
 (C) the path of Lewis and Clark's expedition.  
 (D) the location of the national park where the events described in the article occurred.
- On page 9, Tarshis writes, "Two weeks later, they would realize that they'd been lucky to escape with their lives." Tarshis means the boys realized  
 (A) their camp stove had been damaged and was in danger of bursting into flames.  
 (B) the bear they saw at their campsite had followed them to the ranger station.  
 (C) they could have gotten lost in the woods while hiking to the ranger station.  
 (D) the bear they saw at their campsite was the same bear that killed one of the young women.
- In the section "A Transformation," Tarshis describes changes that were made in Glacier National Park. What was the purpose of these changes? (Choose TWO answers.)  
 (A) to make the park safer for humans  
 (B) to make the park safer for grizzly bears  
 (C) to encourage more people to visit Glacier  
 (D) to reduce the number of visitors to Glacier

### Constructed-Response Questions

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

- Explain how allowing grizzly bears to eat human food led to the two fatal bear attacks in Glacier National Park in August 1967. Support your answer with details from the article.
- Explain how the changes that were made in Glacier after "the night of the grizzlies" support the National Park Service's founding mission: to protect wild places and the creatures that live there.



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

## "The Bear Attacks That Changed America" Quiz

**Directions:** Read "The Bear Attacks That Changed America." Then answer the questions below.

- Steve and John did not feel afraid when they spotted grizzly bears drinking from Trout Lake. Which sentences from page 6 help explain why not? (Choose TWO answers.)  
 (A) "Glacier had been packed with visitors all summer."  
 (B) "Indeed, in Glacier's 57-year history, there had never been a single fatal grizzly bear attack."  
 (C) "They knew that grizzlies avoided humans."  
 (D) "But few creatures inspired awe like the grizzly, North America's biggest and most powerful animal."
- On page 6, Tarshis writes, "Grizzlies have been lumbering across North America for some 50,000 years." The word *lumbering* describes  
 (A) how fast grizzlies can run.  
 (B) how sharp a grizzly's claws are.  
 (C) how long grizzlies have been in North America.  
 (D) the slow, heavy way that grizzlies walk.
- The writings of Lewis and Clark \_\_\_\_\_. (Choose TWO answers.)  
 (A) increased respect and concern for grizzly bears  
 (B) described grizzlies as sacred beings  
 (C) helped make killing grizzlies acceptable  
 (D) described grizzlies as monsters
- The purpose of the map on page 7 is to show  
 (A) how grizzlies' territory has shrunk over time.  
 (B) the locations of national parks across the U.S.  
 (C) the path of Lewis and Clark's expedition.  
 (D) the location of Glacier National Park.
- On page 9, Tarshis writes, "Two weeks later, they would realize that they'd been lucky to escape with their lives." What did the boys realize two weeks later?  
 (A) Their camp stove had been damaged.  
 (B) The bear they saw at their campsite had followed them to the ranger station.  
 (C) They had startled the bear at their campsite.  
 (D) The bear they saw at their campsite was the same bear that killed one of the young women.
- In the section "A Transformation," Tarshis describes changes that were made in Glacier National Park. What was the purpose of these changes? (Choose TWO answers.)  
 (A) to make the park safer for humans  
 (B) to make the park safer for grizzly bears  
 (C) to encourage more people to visit Glacier  
 (D) to reduce the number of visitors to Glacier

### Constructed-Response Questions

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

- What were the effects of allowing grizzly bears in Glacier National Park to eat human food? Support your answer with details from the article.
- Choose two changes that were made in Glacier after "the night of the grizzlies." Explain how they support the National Park Service's mission to protect wild places and the creatures that live there.

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.

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**Directions:** Answer the questions below to help you write an objective summary of “The Bear Attacks That Changed America.”

**1.** Who or what is the article mainly about?

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**2.** What problem does the article describe?

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**3.** Who or what caused the problem?

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**4.** What was done to solve the problem?

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**5.** Are there any other important details you haven't mentioned? Write them here.

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**Directions:** Your turn! Write an objective summary of “The Bear Attacks That Changed America.” 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 “The Bear Attacks That Changed America”

[illegible]

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 “The Bear Attacks That Changed America.”

In the summer of 1967, 14-year-olds Steve Ashlock and John Cook were enjoying the outdoors while on a camping trip in \_\_\_\_\_.

One night, the boys spotted a grizzly bear roaming around their campsite. Although people knew that grizzly bears could be dangerous, attacks were rare, and people like Steve and John generally weren't afraid of them. But the bear Steve and John saw was acting strangely. It \_\_\_\_\_.

\_\_\_\_\_. It was not the bear's fault that it was acting strangely though. The bear was acting this way because of humans. At the time, Glacier was overrun with litter left behind by park visitors. Some of Glacier's grizzlies had begun to rely on that garbage for survival. The bears' reliance on human garbage caused the bears to \_\_\_\_\_.

\_\_\_\_\_. This led to two deadly grizzly bear attacks at Glacier National Park in August 1967.

As a result of these attacks, sweeping changes were made in Glacier and the rest of America's national parks. \_\_\_\_\_.

\_\_\_\_\_. Since then, Glacier has become \_\_\_\_\_.

2. What was abnormal about the bear and its behavior?

1. Where were Steve and John camping?

3. What happened to the bears when they began to rely on humans for food?

4. What changes were made in national parks as a result of the attacks?

5. What effect did these changes have on Glacier?

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 Bear Attacks That Changed America."

**1. Reread the section "Powerful and Sacred." Which statement below BEST expresses the central idea of this section?**

- Ⓐ Grizzly bears are unique to the American West.
- Ⓑ Bears were respected and revered by America's first people.
- Ⓒ Lewis and Clark were not scared of grizzly bears.
- Ⓓ Grizzly bears are dangerous.

**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:**  
**Grizzly bears are strong and powerful creatures.**

- Ⓐ "Their jaws can chomp through metal and bone." (p. 7)
- Ⓑ "The men watched in shock as their bullets seemed to slide off a grizzly's thick pelt of fur and layers of armor-like muscle." (p. 7)
- Ⓒ "They will eat nearly anything but tend to favor roots and berries." (p. 7)
- Ⓓ "Their knife-sharp, finger-long claws can tear apart tree stumps." (p. 7)

I chose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Read the details from the section "Grizzly Show" listed below. In the box, write a central idea that these details support.**

**Central idea:**

**Detail 1:** "Some people in the park were even using garbage to deliberately lure grizzlies into contact with humans." (p. 9)

**Detail 2:** "Dozens of guests would then crowd onto a balcony, clapping and hooting as they watched grizzlies fight over leftover hot dogs and chili." (p. 9)

**Detail 3:** "More specifically, it was the garbage that people were leaving all over the park—leftover food at campsites, wrappers and broken bottles on trails. Glacier was overrun with litter." (pp. 8-9)

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

**Central idea:**

**The "night of the grizzlies" led to positive changes in Glacier National Park.**

**Supporting detail 1:**

"Rangers cleaned up the trails and campgrounds, and they were ordered to aggressively enforce rules against littering and illegal camping." (p. 10)

**Supporting detail 2:**

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**Supporting detail 3:**

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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 Bear Attacks That Changed America."

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

**Central Idea:**

**Grizzly bears are strong and powerful creatures.**

- ☐ A. "Their jaws can chomp through metal and bone." (p. 7)
- ☐ B. "They are shy and will almost always avoid a human if possible." (p. 7)
- ☐ C. "They will eat nearly anything but tend to favor roots and berries." (p. 7)
- ☐ D. "And they can run faster than a galloping horse, swim for hours, and climb high into trees when they want to (which is not often)." (p. 7)
- ☐ E. "Their knife-sharp, finger-long claws can tear apart tree stumps." (p. 7)

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

**Central Idea:**

The "night of the grizzlies" led to \_\_\_\_\_.

**Detail 1:** "Rangers cleaned up the trails and campgrounds, and they were ordered to aggressively enforce rules against littering and illegal camping." (p. 10)

**Detail 2:** "Campgrounds were revamped so that picnic areas were set up at a distance from where people slept, and new cables were installed so campers could hoist their food bags up higher than a grizzly could reach." (p. 10)

**Detail 3:** "Garbage pits like those at Granite Park were closed." (p. 10)

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 "The Bear Attacks That Changed America."

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

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2. What does the map on page 7 help readers understand?

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3. How does the infographic on page 8 contribute to the article?

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4. Study the photographs on page 10. Why do you think the editors chose to include these photographs?

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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 "The Bear Attacks That Changed America."

1. The first five paragraphs of the introduction of the article use **description**. What is the author describing?

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## **Description or List**

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

## **Cause and Effect**

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

2. A. Underline the text structure the author uses in the section "Grizzly Show."

**problem and solution      cause and effect**

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

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## **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 Transformation"?

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

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

# What's the Tone?

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

Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.

Authors create tone through word choice, the information they include, and how they organize the text.

The questions below are about author Lauren Tarshis's tone in "The Bear Attacks That Changed America."

1. "But few creatures inspired awe like the grizzly, North America's biggest and most powerful animal." (p. 6)
- "By the mid-20th century, scientists had come to understand that grizzlies were not the mindless monsters that the old stories had portrayed them as." (p. 7)
- "In fact, the boys felt lucky—privileged—to see one of Earth's most rare and magnificent creatures in the wild." (p. 8)

**The lines in the box above reveal that the author**

- (A) fears and hates grizzly bears.
  - (B) views grizzly bears as annoying pests.
  - (C) finds grizzly bears cute and entertaining.
  - (D) admires and values grizzly bears.
2. **In which line does the author express an attitude similar to the one expressed in the lines in question 1?**
- (A) "Two horrific grizzly attacks would soon shatter the peaceful beauty of Glacier National Park." (p. 6)
  - (B) "It was what happened the next evening that filled them with terror." (p. 8)
  - (C) "Cans of spaghetti and chili were torn apart." (p. 9)
  - (D) "A few even caught glimpses of grizzly bears. And hopefully, they felt lucky." (p. 10)
3. **How does the phrase "cruel, circus-like spectacle" contribute to the tone of the section "Grizzly Show"?**
- (A) It emphasizes the author's fear of grizzly bears.
  - (B) It reveals the author's admiration for park rangers.
  - (C) It emphasizes the author's disapproval of grizzly bears having been lured close to humans.
  - (D) It reveals the author's belief that it would be entertaining to watch grizzly bears fight over food.

4. **What helps reveal that the author holds humans ultimately responsible for the tragic events of "the night of the grizzlies" in August 1967?**

- (A) She explains that by allowing grizzlies to eat human food, humans caused the bears to lose their natural fear of humans and associate humans with food.
- (B) She explains that grizzlies have lived in North America for far longer than humans have lived here.
- (C) She describes grizzly bears as intelligent, with keen memories.
- (D) She states that rangers were ordered to track down and kill the bears that attacked the campers.

5. **Which words best describe Tarshis's tone in the section "A Transformation" as she describes the changes that were made in Glacier National Park?**

- (A) approving and optimistic
- (B) disapproving and disgusted
- (C) skeptical and critical
- (D) cheerful and humorous

6. **Support your answer to question 5.**

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

# Exploring Mood

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

In this activity, you will consider the mood in two sections of author Lauren Tarshis's narrative nonfiction article "The Bear Attacks That Changed America."

## Mood Words

dramatic, peaceful, serious, awe-inspiring, suspenseful, frightening, depressing

### The Opener

1. Study the text features on pages 4-5: the image, headline, and subheading. What mood do these features create? Choose two or three words from the box above or come up with your own two or three words. Then explain your choices.

**Words:**

**Why I chose these words:**

## The Introduction

2. Consider these paragraphs from the introduction:

At the end of July in 1967, two 14-year-old boys—Steve Ashlock and John Cook—were enjoying a fishing trip in the stunning wilderness of Montana’s Glacier National Park. They’d arrived the day before from their hometown some 40 miles away, excited for three days of cooking over a campfire and sleeping under the stars.

Glacier had been packed with visitors all summer. But Steve and John quickly escaped the honking cars, hordes of hikers, and trash-strewn trails. They trekked several miles up to Trout Lake, one of several glittering lakes set among Glacier’s 1 million acres of majestic forests and rugged peaks.

The boys’ first day was perfect. They set up their campsite and feasted on the cutthroat trout they caught in the lake. Best of all: They spotted a group of bears that came to the lake for an early-evening drink. Some were the smaller and more common black bears. But at least two were grizzlies, which the boys recognized by their lighter-colored fur and the telltale hump between their shoulders.

What luck!

Glacier teemed with marvelous creatures—from hawks peering down from trees to bighorn sheep perched on craggy cliffs to mountain lions slinking around trees. But few creatures inspired awe like the grizzly, North America’s biggest and most powerful animal.

Steve and John understood that grizzlies could be dangerous, and the boys kept their distance. But they weren’t frightened. They knew that grizzlies avoided humans. Indeed, in Glacier’s 57-year history, there had never been a single fatal grizzly bear attack.

**A.** Choose two or three words from the box on page 1 or come up with your own two or three words to describe the mood of the paragraphs above.

**Words:**

**B.** How does the plot—in other words, the events that are described—help create the mood?

### The Introduction (continued)

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

**D.** Now consider the remainder of the introduction:

That was about to change.

Unimaginable terror was just ahead. Two horrific grizzly attacks would soon shatter the peaceful beauty of Glacier National Park. And ideas about grizzlies—and humans—would never be the same.

How do these lines affect the mood? Explain.

### Create the Soundtrack

- 3.** You are part of a team that is producing a documentary film about grizzly bears. Tarshis's article will serve as the narration for the opening scenes, and it's your job to choose the music and sound clips. What kind of music and sound effects will you use to match the mood created by Tarshis's writing? You can name particular songs or just describe the type of music and sound clips you would choose.

**Music and sounds:**

**Why I chose this music and these sounds:**

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

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

# Vocabulary:

## *The Sword in the Stone*

1. **conjure (KON-jer)** *verb*; *Conjure* means “to make something happen or appear unexpectedly, by magic or as if by magic.” A magician might conjure a rabbit from a hat. Your mom might conjure up a delicious meal for you and your friends, even if there’s almost nothing in the fridge. (*Conjure* is often followed by *up*.)
  
2. **destiny (DES-tuh-nee)** *noun*; Your destiny is what will happen in your future. Often, people think of destiny as what is *meant* to happen to you, not just what will happen. Your best friend might believe that it is her destiny to become president of the United States one day—that being president is what she was born to do.  
  
*Destiny* can also mean “the hidden powers that decide a person’s future,” as in “The dog I adopted from the shelter was so perfect for me that I was certain destiny had brought us together.”
  
3. **fanfare (FAN-fehr)** *noun*; A fanfare is a short, showy piece of music played by a trumpet to announce something, usually a special event or the arrival of an important person such as a king, queen, or president.
  
4. **hearth (hahrth)** *noun*; A hearth is the floor inside and in front of a fireplace.
  
5. **heir (AIR)** *noun*; As it is used in the play, *heir* refers to a person who will become king or queen after the current king or queen has died. Usually, the heir to the throne (as such a person is called) is the son or daughter of the current king or queen.  
  
*Heir* can also refer to a person who has the legal right to receive the money or property of someone who dies. If Kim is the heir to her family’s goat farm, the goat farm will one day belong to her.
  
6. **hilt (hilt)** *noun*; A hilt is the handle of a sword, knife, or tool, as in “The pirate wrapped his fingers around the hilt of his sword and pulled it from its scabbard.” (*Scabbard* is a fancy word for “sword holder.”)
  
7. **melee (MAY-lay)** *noun*; A melee is a chaotic hand-to-hand fight or struggle involving many people. In medieval times, the melee was an event at tournaments in which two teams of armed men on horseback battled with each other.

**8. petty (PEH-tee)** *adjective*; Something that is petty is of little or no importance. Siblings may have a petty argument over whose turn it is to take out the garbage. A cranky customer at a restaurant might make a petty complaint about the way a napkin is folded.

**9. quaver (KWEY-ver)** *verb or noun*; If your voice quavers, it sounds shaky and unsteady because of fear, sadness, or some other strong emotion. If public speaking makes you nervous, your voice might quaver during a class presentation. Your voice might also quaver when you are talking about something you feel passionate about.

As a noun, *quaver* means “a shake or tremble in a person’s voice,” as in “There was a quaver in Alex’s voice as he said goodbye to his friends from camp.”

**10. vie (vahy)** *verb*; To vie for something is to compete for it. At a gymnastics competition, the gymnasts vie for the gold medal. If during class, two kids raise their hands and wildly wave them around, the kids are vying for the teacher’s attention.

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



# Vocabulary Practice

## *The Sword in the Stone*

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

1. The two dogs **vied/quavered** for the ball, running as fast as they could to be the first to reach it.
  2. As the queen entered the castle, a lively **fanfare/destiny** sounded through the great hall.
  3. The magician-in-training tried to **conjure/vie** a flower out of thin air, but the trick didn't work.
  4. The fire in the **hearth/melee** quickly warmed up the room.
  5. David believed it was his **destiny/hilt** to become an actor.
  6. Everyone is wondering who the mysterious, old millionaire has named as the **heir/fanfare** to her fortune. Some say she has left everything to her cats!
  7. When a food fight broke out in the camp cafeteria, Jennifer moved away from the **melee/hearth** as quickly as possible.
- 

**Directions:** Choose the best response to each question or prompt below.

**8. Who is upset about something petty?**

- Ⓐ Mark, who is upset that someone else is wearing the same shirt he is
- Ⓑ Matt, who is upset that he broke his leg

**9. Which sentence uses *quaver* correctly?**

- Ⓐ Tara's voice began to quaver, and I thought she was going to cry.
- Ⓑ I decided to quaver inside, in case it started to rain.

**10. What does one do with a hilt?**

- Ⓐ grip it
- Ⓑ wear it

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

# Choice Board

## *The Sword in the Stone*

Create a set of character trading cards for at least three characters from the play.

Gather your family or meet with friends in an online hangout. Assign roles and record yourselves performing the play together. Don't forget props and costumes!

Imagine *The Sword in the Stone* is being made into a movie. Create a "Coming Soon" poster for it. Be sure to include a title, a tagline, a release date, and captivating images or your own original artwork. You may also want to include the names of actors that will star in the movie, quotes, etc.

Create a knight's shield with a coat of arms for King Arthur. Its symbols should represent Arthur's achievements, actions, and personality traits from the play.

You are Arthur. Write the speech you will give on your coronation day and present it in a video. Be sure to talk about what kind of leader you intend to be, Britain's future, and why you believe you will do a good job.

Create a Venn diagram that compares Arthur to Harry Potter. In the outer circles, write details that do not apply to both characters. Where the circles overlap, write details that do apply to both characters and show how they are alike.

Create a board game based on the *The Sword in the Stone*. Include question cards that draw on the play and its captions. Be sure that the purpose of the game, its pieces, and the board itself stay true to the story. Don't forget to display your game's rules clearly on the board or on a separate piece of paper.

Choose your favorite scene from the play and rewrite it in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

Make a meme in response to the play. It could be about a character, the conflict, an event or scene, etc. Use an image of your own or one from a popular meme using an online meme generator.



# ***The Sword in the Stone***

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

	Agree	Disagree
1. It takes special training to be a good leader.		
2. True leaders don't set out to be leaders.		
3. “When the power of love overcomes the love of power, the world will know peace.” —Jimi Hendrix		
4. Kids are too young to be leaders.		
5. It is never right to lie.		
6. Ambition is an admirable quality.		
7. Moral strength is more important than physical strength.		

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

# Preparing to Write: Creating Your Scene

**Directions:** Read *The Sword in the Stone*. Then use this activity to help you plan your reimagined scene.

## PART 1: Pick Your Scene

The scene I am reimagining is \_\_\_\_\_

## PART 2: The Information

Use this section to gather information about your scene.

**Characters:** Who is in the scene?

**Setting:** Where and when does the scene take place?

**Plot:** What happens in the scene?

**PART 3: The Plan**

Now that you've noted the information you'll need to include in your reimagined scene, think about how you will present that information.

Check one of the boxes below to show the format you will use.

**I am going to reimagine my scene as a**

☐ **graphic novel.**   ☐ **story.**   ☐ **video.**

**PART 4: The Concept**

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

**VIDEO**

Where will you film your video? Will you use music? Will you use props?

**STORY**

From whose point of view will your story be told? How will it start? How will it end?

**GRAPHIC NOVEL**

Over how many panels will your scene take place? What illustration style will you use?

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

# Close-Reading Questions

## *The Sword in the Stone*

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1. What is the main purpose of the dialogue among the nobles in Scene 1? (text structure)

2. What kind of person is Kay? Explain. (character)

3. In Scene 3, Edith says to Arthur, "It is a virtue to be tenderhearted, son." What does she mean?  
(interpreting text)

4. In Scene 3, Ector says that the nobles do nothing but wage war on each other, and that this has made Britain weak. Edith says, “And the Saxons know it.” Why would fighting among the nobles make Britain vulnerable to the invading Saxons? (key ideas)
5. At the end of the play, Arthur says, “Dear brother, I know your heart is good. Join me as one of my knights, and let us rebuild our country.” What does this tell you about Arthur? (character)

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

# Critical-Thinking Questions

## *The Sword in the Stone*

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1. “The Sword in the Stone” was first told many centuries ago, yet it is still widely enjoyed today. Why might the story appeal to modern readers?
2. Do you think Lady Igraine was wrong to keep Arthur’s identity a secret from him? Explain.
3. What do you think makes a good leader?
4. Do you think Arthur would do a good job as a leader of a country in today’s world? Why or why not?



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

# ***The Sword in the Stone***

## **Character Thinking Tool**

The questions in this activity are about the characters of  
**Arthur and Kay**

**1.** What kind of person is Kay? How do you know?

**2.** What kind of person is Arthur? How do you know?

**3.** Based on your own experience and observations, are siblings often very different from one another? Explain.

4. In Scene 8, Kay says, “Arthur gave it to me. But surely he must have taken it after someone else freed it. I mean, look at him. He is just a kid—a nothing!” Do you think adults often underestimate kids? Explain.

5. Consider the ending of the play, when Kay apologizes and Arthur forgives Kay and asks him to become one of his knights. Were you surprised that Kay apologized? Were you surprised that Arthur forgave him so easily?

6. Imagine you are Arthur. On the back of this page, write a speech that you will give on your coronation day. Be sure to talk about what kind of leader you intend to be and how you and the people of Britain can affect the country’s future. After writing your speech, record audio of yourself delivering it, or present the speech in a video. (Dressing up as King Arthur is optional!)

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

## ***The Sword in the Stone Quiz***

**Directions:** Read *The Sword in the Stone*. Then answer the questions below.

1. In Scene 2, Lady Igraine “paces in front of a window.” This detail tells you that Lady Igraine is
  - (A) tired.
  - (B) worried.
  - (C) angry.
  - (D) calm.
2. In Scene 2, Igraine asks Merlin, “Is our secret safe?” What secret is she talking about?
  - (A) that Merlin has magical powers
  - (B) that she is going to escape to France
  - (C) that Merlin is going to use magic to create a test to identify the next King of Britain
  - (D) that Arthur is King Uther’s son and heir to the throne
3. In Scene 3, Ector says, “Do not yearn for battle, Arthur. Yearn for peace.” Based on context clues, to yearn for something means to
  - (A) desire it.
  - (B) think about it.
  - (C) worry about it.
  - (D) forget about it.
4. Scene 6 is important to the play because it reveals
  - (A) that Kay has just become a knight.
  - (B) that Kay bosses Arthur around.
  - (C) that Arthur is supposed to be king.
  - (D) that Kay is good at jousting.
5. Which details reveal that Kay is shocked to learn that Arthur is meant to be king? Choose TWO.
  - (A) In Scene 7, Kay’s face turns pale when Arthur tells him he pulled the sword from the stone.
  - (B) In Scene 8, when Arthur pulls the sword from the stone for the second time, Kay and the rest of the crowd drop to their knees.
  - (C) In Scene 8, Kay asks Arthur for forgiveness.
  - (D) In Scene 8, Kay says, “But surely he must have taken it after someone else freed it. I mean, look at him. He’s just a kid—a nothing!”
6. Which detail would be LEAST important to include in a summary of the play?
  - (A) Arthur can play the lute.
  - (B) Growing up, Arthur did not know that he was the son of King Uther Pendragon.
  - (C) The nobles of Britain quarrel over who should rule.
  - (D) Arthur pulls the sword from the stone.

### **Constructed-Response Questions**



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

7. As what kind of person does the author portray Arthur in the play? Use text evidence to support your ideas.
8. In Scene 2, Merlin says that “dark years lie ahead” for Britain. Based on information in the play, does his statement turn out to be true? Use text evidence to support your ideas.

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

## ***The Sword in the Stone Quiz***

**Directions:** Read *The Sword in the Stone*. Then answer the questions below.

1. In Scene 2, which line helps you understand that Lady Igraine is worried?
  - (A) SD2: Igraine turns to leave. She looks back, but Merlin has already vanished.
  - (B) SD3: Lady Igraine paces in front of a window.
  - (C) Igraine: What do you mean?
  - (D) SD1: The wizard Merlin quietly enters.
2. In Scene 2, Igraine asks Merlin, “Is our secret safe?” What secret is she talking about?
  - (A) that Merlin has magical powers
  - (B) that she is going to escape to France
  - (C) that Merlin is going to use magic to create a test to identify the next King of Britain
  - (D) that Arthur is King Uther’s son and heir to the throne
3. In Scene 3, Ector says “Do not yearn for battle, Arthur. Yearn for peace.” Based on context clues, to yearn for something means to
  - (A) want it.
  - (B) think about it.
  - (C) worry about it.
  - (D) forget about it.
4. Scene 6 is important to the play because it reveals
  - (A) that Kay has just become a knight.
  - (B) that Kay bosses Arthur around.
  - (C) that Arthur is supposed to be king.
  - (D) that Kay is good at jousting.
5. Which details reveal that Kay is shocked to learn that Arthur is meant to be king? Choose TWO.
  - (A) In Scene 7, Kay’s face turns pale when Arthur tells him he pulled the sword from the stone.
  - (B) In Scene 7, Kay lies and tells his parents that *he* pulled the sword from the stone.
  - (C) In Scene 8, Kay asks Arthur for forgiveness.
  - (D) In Scene 8, Kay says, “But surely he must have taken it after someone else freed it. I mean, look at him. He’s just a kid—a nothing!”
6. Which detail would be LEAST important to include in a summary of Scene 8?
  - (A) Sir Rawlins calls Arthur “scrawny.”
  - (B) Growing up, Arthur did not know that he was the son of King Uther Pendragon.
  - (C) The nobles of Britain quarrel over who should rule.
  - (D) Arthur pulls the sword from the stone.

### **Constructed-Response Questions**



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

7. What kind of a person is Arthur? Use text evidence to support your answer.
8. In Scene 2, Merlin says that “dark years lie ahead” for Britain. Find at least two pieces of evidence from the play that show that Merlin’s statement turned out to be true.

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

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

# Paired Texts Vocabulary

## "Taming the Fear Monster"

- 1. dissipate (DIS-uh-peyt)** *verb*; If something dissipates, it breaks up and disappears or fades away. If you bump your funny bone, it hurts a lot, but the pain dissipates quickly.

You can also use *dissipate* to mean "to cause something to break up and disappear or fade away." If your dog passes gas in the car, you might open the windows to dissipate the smell.

- 2. irrational (ih-RASH-uh-nl)** *adjective*; Something that is rational is based on reason. It is logical and based on facts, not on emotions. Something that is irrational is exactly the opposite: It is *not* based on reason or facts. If Ben is absolutely terrified of spiders even though he knows in his mind that most spiders will not hurt him, he has an irrational fear of spiders.

- 3. trepidation (trep-ih-DAY-shuhn)** *noun*; Trepidation is a feeling of fear, nervousness, and uncertainty about something bad that you think is going to happen. You might feel trepidation as you walk down the stairs into a dark, creepy basement.

## "Conquering Fear"

- 4. cower (COW-er)** *verb*; To cower is to crouch down or curl up because you are very scared of something. If your dog is frightened by loud noises, she might cower under the bed during a thunderstorm.

- 5. elder (EL-der)** *adjective or noun*; As an adjective, *elder* means "older." If your sister is older than you, she is your elder sister.

As a noun, *elder* means "a person who is older than you are." All adults are your elders. *Elder* is also used to mean "a person who has authority because of their age and experience." If someone talks about "the village elders," they mean older people in the village who others turn to for leadership, wisdom, and advice.

**6. hover (HUHV-er)** *verb*; *Hover* can mean "to fly or float in the air without moving very far in any direction." You might see a helicopter hovering over the highway.

*Hover* can also mean "to stay very near to a person, place, or level." If the temperature is hovering around 70 degrees, it's staying right around 70 degrees. Your dog might hover around the table while you eat, hoping you'll drop something.

**7. orb (awrb)** *noun*; An orb is an object that is shaped like a ball. An orange, a basketball, and the Earth are orbs.

**8. sneer (EL-der)** *verb or noun*; To sneer is to smile or laugh in a fake, unkind way that shows dislike and disrespect. *Sneer* can also mean "to speak or write in a way that expresses dislike and disrespect."

As a noun, *sneer* can refer to the expression on a person's face when they are sneering, as in, "Jake had a sneer on his face." Or it can refer to a remark that shows dislike and a lack of respect, as in, "'You'll never be one of us,' Stacy sneered..

---

**Directions:** Below or on the back of this page, list any other words from the article or folktale 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.

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

## Preparing to Write: Conquering Fear

**Directions:** Complete the activity below after you read "Taming the Fear Monster" and "Conquering Fear." When you are finished, you can use what you wrote to help you respond to the prompt on page 21.

1. Nelson Mandela once said, "I learned that courage was not the absence of fear but the triumph over it." In your own words, explain what you think Mandela meant.

2. The following questions will help you think about how Mandela's quote applies to the article "Taming the Fear Monster." Answer the questions using details from the article, making sure to note the page numbers where your details come from.

A. What was Kyle Hargreaves afraid of?

B. In what way did Kyle "triumph over" his fear?

**3.** The next two questions will help you think about how Mandela's quote applies to the folktale "Conquering Fear." Answer the questions using details from the folktale.

**A.** What was Miobe afraid of?

**B.** In what way does Miobe "triumph over" his fear?

When you write the first draft of your essay, you can draw on your answers to the questions you just answered. Be sure to:

- answer both questions in the writing prompt.
- give the name of the article and its author, and the name of the folktale.
- use transitions to link your ideas together so that your essay flows smoothly from one idea to the next.



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

# Close-Reading Questions

## "Taming the Fear Monster"

---

1. Before his exposure therapy, how did fear affect Kyle Hargreaves? (key ideas and supporting details)

2. What is the difference between fear and a phobia? (key ideas and supporting details)

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

# Close-Reading Questions

## "Conquering Fear"

---

1. What does Miobe encounter on his quest that requires him to be brave? What boosts his confidence?(character)
2. In "Taming the Fear Monster," the author explains that not interacting with the thing that scares you can make your fear even more exaggerated (19). How is this same idea expressed in the folktale? (integrating ideas)
3. In the final line of the folktale, an elder says, "Miobe has brought us the monster. Its name is fear." What does he mean? (interpreting text)
5. When you get closer to something, it looks bigger. Why does the monster look smaller the closer Miobe gets to it? (symbolism)
6. What ideas do both the article and the folktale express about facing our fears?(synthesis, theme)

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

# Critical-Thinking Question

## "Taming the Fear Monster" and "Conquering Fear"

---

1. In the folktale, an elder says to Miobe, "Fool! No one can find bravery where it does not exist." Do you agree? Is bravery a quality that can be developed?

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

## “Taming the Fear Monster” Quiz

**Directions:** Read “Taming the Fear Monster” and “Conquering Fear.” Then answer the questions below.

1. “Taming the Fear Monster” states that fear is a survival tool. How does fear help us survive? Choose TWO answers.
  - (A) It increases our heart rate, which helps us stay in shape.
  - (B) It helps us avoid dangerous situations.
  - (C) It helps us figure out whether we are acting rationally or irrationally.
  - (D) It helps us respond quickly to danger.
2. Based on how phobias are defined in the article, which of the following is a phobia?
  - (A) being nervous about giving a presentation
  - (B) being so afraid of dogs that you won’t visit a friend whose family has a calm, friendly dog
  - (C) feeling a mix of excitement and terror at the top of a roller coaster’s big hill
  - (D) worrying that a growling dog might bite you
3. According to the article, if Ann has arachnophobia (fear of spiders), what should she do?
  - (A) avoid spiders completely
  - (B) lock herself in a room full of spiders for an hour
  - (C) work with a mental health professional so that she can be exposed to spiders in a gradual, controlled way
  - (D) spend time with people wearing costumes
4. At the end of “Conquering Fear,” the elder says, “Miobe has brought us the monster. Its name is fear.” The elder is saying that
  - (A) he has a fear of toads.
  - (B) our own fear can threaten us as much as or more than any outside danger.
  - (C) the toad’s name is also Miobe.
  - (D) we should not feel embarrassed to feel fear.
5. “Conquering Fear” is an adaptation of an Ethiopian folktale. You can conclude that a likely purpose of this folktale is to
  - (A) share wisdom about the nature of fear.
  - (B) explain the biology of fear.
  - (C) warn people not to climb mountains.
  - (D) show how ideas about overcoming fear have changed over time.
6. Both “Taming the Fear Monster” and “Conquering Fear” support the idea that
  - (A) to overcome a fear, you must face the thing you are afraid of.
  - (B) to overcome a phobia, you should work with a mental health professional.
  - (C) all fear is irrational.
  - (D) fear helps keep us healthy and safe.

### Constructed-Response Questions

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

7. What is the Exposure Response and Prevention technique, and how can it help someone overcome a phobia? Use details from “Taming the Fear Monster” to support your answers.
8. In “Conquering Fear,” an elder tells Miobe, “Our village is threatened by a monster.” Is the elder right? Explain, using details from the story to support your answer.

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

## “Taming the Fear Monster” Quiz

**Directions:** Read “Taming the Fear Monster” and “Conquering Fear.” Then answer the questions below.

1. According to “Taming the Fear Monster,” how does fear help us survive? Choose TWO answers.
  - (A) It helps our hearts stay healthy.
  - (B) It helps us avoid dangerous situations.
  - (C) It helps us figure out whether we are acting rationally or irrationally.
  - (D) It helps us respond quickly to danger.
2. Based on how phobias are defined in the article, which of the following is a phobia?
  - (A) being nervous about giving a presentation
  - (B) being so afraid of dogs that you won’t visit a friend whose family has a calm, friendly dog
  - (C) feeling a mix of excitement and terror at the top of a roller coaster’s big hill
  - (D) worrying that a growling dog might bite you
3. According to the article, if Ann is afraid of spiders, what should she do?
  - (A) avoid spiders completely
  - (B) lock herself in a room full of spiders for an hour
  - (C) work with a mental health professional so that she can gradually learn to face spiders
  - (D) spend time with people wearing costumes
4. At the end of “Conquering Fear,” the elder says, “Miobe has brought us the monster. Its name is fear.” The elder is saying that
  - (A) he is afraid of toads.
  - (B) our own fear can threaten us as much as or more than any outside danger.
  - (C) the toad’s name is also Miobe.
  - (D) we should not feel embarrassed to feel fear.
5. “Conquering Fear” is based on an Ethiopian folktale. Which is a likely purpose of this folktale?
  - (A) to share wisdom about how fear affects us and how we can overcome fear
  - (B) to explain the fight-or-flight response
  - (C) to warn people not to climb mountains
  - (D) to show how ideas about overcoming fear have changed over time
6. Both “Taming the Fear Monster” and “Conquering Fear” support the idea that
  - (A) to overcome a fear, you must face the thing you are afraid of.
  - (B) to overcome a phobia, you should work with a mental health professional.
  - (C) all fear is irrational.
  - (D) fear helps keep us healthy and safe.

### Constructed-Response Questions

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

7. What is the Exposure Response and Prevention technique? How did it help Kyle Hargreaves overcome his phobia? Use details from “Taming the Fear Monster” to support your answers.
8. Compare the monster that the villagers in “Conquering Fear” believed was threatening them with the monster that was actually threatening them. Use details to support your answer.

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

# Finding and Using Text Evidence

**Directions:** Read "Taming the Fear Monster." Then complete the activity below.

---

**1. Imagine that you are writing a paragraph explaining one way Kyle Hargreaves's phobia impacted his life.**

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

- Ⓐ Kyle Hargreaves had a phobia of people in masks and costumes.
- Ⓑ Many people suffer from phobias like Kyle Hargreaves did.
- Ⓒ Kyle Hargreaves's phobia prevented him from going places and experiencing things that would have otherwise been fulfilling and enjoyable.

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

- Ⓐ "Specifically, he was suffering from masklophobia: fear of people in masks and costumes." (p. 18)
- Ⓑ "For Kyle, his phobia led him to avoid sports games, amusement parks, theme restaurants, and any other place where he might encounter a costumed character." (p. 19)
- Ⓒ "Millions of Americans suffer from phobias." (p. 18)

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

- Ⓐ It provides several examples of the kinds of experiences that Kyle's phobia caused him to miss out on.
- Ⓑ It shows how common phobias are in America.
- Ⓒ It defines the phobia that Kyle suffered from.

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

**Many people suffer from phobias in the U.S.**

- Ⓐ “We all experience fear from time to time.” (p. 18)
- Ⓑ “People with phobias often understand that their fears are irrational, yet they feel helpless to stop them.” (p. 18)
- Ⓒ “19 million Americans suffer from phobias.” (p. 18)

I chose \_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**People with phobias can have extreme reactions when faced with the thing they fear.**

- Ⓐ “They may panic, vomit, or feel like they are going to pass out.” (p. 18)
- Ⓑ “Meanwhile, our brains pump hormones into our bodies that make us alert and focused so we can cope with the situation at hand.” (p. 18)
- Ⓒ “Then one day, at a hockey game near his hometown of Reading, Pennsylvania, the sight of mascots caused Kyle such distress that his dad thought Kyle was having a stroke.” (p. 17)
- Ⓓ “When our fight-or-flight response is activated—whether by a real threat or not—our hearts race, increasing blood flow to our muscles so we can run fast or fight hard.” (p. 18)
- Ⓔ “Such characters caused Kyle to experience true terror. His heart would pound. Sweat would pour down his face. He would have trouble breathing.” (p. 17)

**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 “Taming the Fear Monster” in the form of a quotation.**

- Ⓐ People with phobias may go out of their way to avoid the thing they are afraid of. In his article “Taming the Fear Monster,” author Matthew Hutson provides an example of this when he explains that someone with claustrophobia might choose to walk up 30 flights of stairs rather than ride an elevator (19).
- Ⓑ People with phobias may go out of their way to avoid the thing they are afraid of. “Someone with claustrophobia—fear of small, enclosed spaces—might walk up 30 flights of stairs rather than step into an elevator, for example.”
- Ⓒ People with phobias sometimes go out of their way to avoid the thing they are afraid of. In his article “Taming the Fear Monster,” author Matthew Hutson provides an example of this when he writes, “Someone with claustrophobia—fear of small, enclosed spaces—might walk up 30 flights of stairs rather than step into an elevator . . .” (19).

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

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**5. Choose the paragraph that correctly uses text evidence from “Taming the Fear Monster” in the form of a paraphrase.**

- Ⓐ It is possible to overcome a phobia. In the article “Taming the Fear Monster,” author Matthew Hutson makes this clear as he explains that a technique called Exposure Response and Prevention is used to treat phobias. The technique, Hutson writes, gradually exposes a person with a phobia to the thing they are afraid of. Over time, when nothing bad happens, the person’s feelings of fear begin to lessen (19).
- Ⓑ It is possible to overcome a phobia. A technique called Exposure Response and Prevention is used to treat phobias. The technique gradually exposes a person with a phobia to the thing they are afraid of. Over time, when nothing bad happens, the person’s feelings of fear begin to lessen.
- Ⓒ It is possible to overcome a phobia. “There, Kyle was treated with a technique called Exposure Response and Prevention, in which patients with phobias are gradually exposed to what frightens them.”

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

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

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

# Finding Text Evidence

**Directions:** Read “Taming the Fear Monster.” Then complete the activity below.

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

**STATEMENT:**

**Phobias can negatively impact a person’s life.**

- Ⓐ “For Kyle, his phobia led him to avoid sports games, amusement parks, theme restaurants, and any other place where he might encounter a costumed character.” (p. 19)
- Ⓑ “It’s the feeling when our hearts pound at the top of a roller coaster or when we jump out of our seats during a scary movie.” (p. 18)
- Ⓒ “With a phobia, the fight-or-flight response is triggered by something that isn’t as threatening as the person feels it is.” (p. 18)
- Ⓓ “Someone with claustrophobia—fear of small, enclosed spaces— might walk up 30 flights of stairs rather than step into an elevator, for example.” (p. 19)

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

**STATEMENT:**

**Many people suffer from phobias in the U.S.**

- Ⓐ “We all experience fear from time to time.” (p. 18)
- Ⓑ “People with phobias often understand that their fears are irrational, yet they feel helpless to stop them.” (p. 18)
- Ⓒ “19 million Americans suffer from phobias.” (p. 18)

I chose \_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

- Ⓐ “Then one day, at a hockey game near his hometown of Reading, Pennsylvania, the sight of mascots caused Kyle such distress that his dad thought Kyle was having a stroke.” (p. 17)
- Ⓑ “Such characters caused Kyle to experience true terror. His heart would pound. Sweat would pour down his face. He would have trouble breathing.” (p. 17)
- Ⓒ “They may panic, vomit, or feel like they are going to pass out.” (p. 18)

**STATEMENT:**

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

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

# Vocabulary:

## "All the Right Notes"

1. **bellow (BEL-oh)** *verb*; To bellow is to make a deep, loud sound or shout. Cows often bellow if they are hungry or stressed. A coach might bellow across the field for his players to huddle up.
2. **commendable (kuh-MEN-duh-buhl)** *adjective*; The verb *commend* (kuh-MEND) means "to give someone praise." Your dad might commend you for patiently helping your younger brother with his homework.  
  
*Commendable* means "worthy of praise," as in "The firefighters' bravery was commendable."
3. **fervor (FUR-ver)** *noun*; *Fervor* means "strong feeling or expression." Sports fans are often full of fervor at a big game. If fans don't like one of the referee's calls, they might boo with fervor.
4. **musty (MUHS-tee)** *adjective*; Something that is musty has a stale, moldy smell, usually because of dampness and a lack of fresh air. Old buildings and basements often have a musty odor. If you leave a wet towel on the floor of your closet, it might make your whole room musty.

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**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: \_\_\_\_\_

# Vocabulary Practice

## "All the Right Notes"

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

**bellow****commendable****fervor****musty**

1. Mr. Scott thought his students did a very good job painting the mural.

---

2. Terry opened the window to clear the room of its stale, moldy smell.

---

3. Dan heard his grandfather holler his name above the noise of the crowd.

---

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

4. **fervor**

- Ⓐ passion
- Ⓑ boredom

5. **musty**

- Ⓐ stinky
- Ⓑ fresh

6. **commendable**

- Ⓐ wrong
- Ⓑ admirable

7. **bellow**

- Ⓐ roar
- Ⓑ whisper

**Directions:** Choose the best answer to each question.

8. Which activity might someone do with fervor?

- Ⓐ describe his or her favorite movie of all time
- Ⓑ take a nap

9. Why might a park ranger bellow?

- Ⓐ to rest after a busy day
- Ⓑ to warn visitors about something

10. Which group of objects might be musty?

- Ⓐ a stack of old books from a library
- Ⓑ a tray of freshly baked cookies

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

# Choice Board

## "All the Right Notes"

Retell the story using emojis. Ask someone to decode each part to see if they can determine what the story was about.

Write a sequel to this story, staying true to its characters.

Rewrite the story as a Twitter conversation among its characters. Stick to Twitter's 280-character maximum per tweet. Don't forget hashtags.

Imagine that the story is being turned into a full-length book. Design the cover of the book.

Create an imaginary Facebook or Instagram profile for one of the story's characters. Include a profile picture, cover photo, basic info, life events, status updates, friends, links to photos the character might share, etc.

Look over the story and record any words, phrases, or whole sentences that are particularly meaningful or interesting to you. Write each one on a strip of paper. Then move the strips around to create a poem, rearranging them or adding your own words until you are satisfied. Give your poem a title and share it with a friend or family member.

Rewrite the story in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

Find or create a quote that captures the essence of the story or one of the story's characters. Create a poster that displays the quote on an image or your own original artwork.

Make a short video that gives other kids a preview of the story you just read. What is important, interesting, or inspiring about it? Get creative!

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><b>1.</b> <i>Find lines in the story that support the inference on the right.</i></p> <p>"When Genevieve played the sax, her shoulders relaxed and the corners of her eyes crinkled up. When she hit a bad note (which was often), she laughed." (p. 24)</p>	<p>Playing the saxophone makes Genevieve feel happy.</p>
<p><b>2.</b> On page 24, the narrator says:</p> <p>"But when Genevieve played the tenor sax, the three other kids in music elective did not laugh. Their shoulders did not relax. Their eyes did not crinkle up."</p>	<p><i>How do Genevieve's classmates feel about her musical abilities?</i></p>
<p><b>3.</b> <i>Find lines in the story that support the inference on the right.</i></p>	<p>Mr. Tamez is passionate about music.</p>

Clues	Inference
<p><b>4.</b> On page 25, Mr. Tamez talks to Genevieve about playing tenor sax:</p> <p>“How do you feel it’s going?” Mr. Tamez asked. His foot wasn’t tapping at all.          ‘What do you mean?’ she asked brightly.          ‘Your work ethic is commendable. But do you feel you’re improving?’          Genevieve shrugged. ‘Sure.’          ‘Well, I was wondering if you might like to try something new. The triangle?’”</p>	<p><i>How does Mr. Tamez feel Genevieve’s playing is going? Explain.</i></p>
<p><b>5.</b> Genevieve responds:</p> <p>“I know I’m not very good,’ she stated, watching a rain cloud pass over Mr. Tamez’s face.          Genevieve blew a note that came out as an ear-piercing honk. Then she started to laugh. Slowly, a smile spread across Mr. Tamez’s face. Genevieve returned to honking out ‘Three Blind Mice,’ but at a faster pace, like an overwound music box.”</p>	<p><i>What does this exchange reveal about Genevieve’s attitude toward playing tenor sax? What does the exchange reveal about Mr. Tamez?</i></p>
<p><b>6.</b> Find lines in the story that support the inference on the right.</p>	<p>Genevieve’s attitude is contagious; her classmates come to share the same joy she feels.</p>



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

# A Different Point of View

The writing prompt on page 25 says:

**Choose one character and rewrite the story from that character's point of view.  
Be sure to stay true to that character's traits.**

Use the boxes below to help you plan your story.

## 1. Choose a character

Genevieve Jordan

Mr. Tamez

Ankur Roosjen

Josh Frances

Tara Smith

What made you choose this character?

## 2. Who are you?

Jot down what you know about your character based on the story. Then record your own ideas about what kind of person this character is.

## 3. How will your story be different?

Remember, you'll be telling the story from your character's point of view, using the pronouns *I*, *me*, and *we*. What new thoughts, ideas, and information can be included now that *you're* telling the story?

Below are some questions to consider from your character's point of view before you start writing.

You may find it helpful to take some notes on your own paper or on a computer.

- How do you feel about music?
- How do you feel about your music elective class?  
How do you view your classmates? Your teacher?  
Or, if you are Mr. Tamez, how do you view your students?
- What is life like for you outside class?
- How do you feel about the big concert coming up?
- What did it feel like to play "Three Blind Mice" as a class?
- What was the experience of marching out to the field like for you?
- Did you learn anything over the course of the story? Did your feelings about someone or something change?
- How would you explain the meaning of the story's title?
- Is there anything else you'd like to include in the story?

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

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

# Vocabulary:

## "Would You Implant Your Phone in Your Brain?"

**1. impact (IM-pakt, im-PAKT)** *noun or verb*; As a noun, *impact* (IM-pakt) can mean "the act of one object colliding with another," as in "The water balloon burst open upon impact with the ground." It can also mean "a strong influence or effect," as in "My soccer coach has had a positive impact on my life."

As a verb, *impact* (im-PAKT) can mean "to hit something with great force" as in "The meteorite impacted the Earth." It can also mean "to have a strong effect on someone or something." A powerful speech might impact the way you think about something.

**2. implant (im-PLANT)** *verb*; As it is used in the article, *implant* is a medical term that means "to place something in a person's body by means of surgery," as in "Doctors implanted a device in my cousin's ear to help him hear better."

**3. infinite (IN-fuh-nit)** *adjective*; The adjective *finite* (FAHY-nahyt) means "having limits" or "measurable." If you're playing a quiz game with a timer, your time to answer each question is finite. The prefix *in-* means "not." *Infinite* means "endless, having no limits, or not measurable," although it can also mean "*seeming* to have no limits." Someone who is really, really, really patient could be said to have infinite patience.

**4. sinister (SIN-uh-stur)** *adjective*; Something that is sinister seems evil, dangerous, or threatening, as in "Sinister black clouds filled the sky" or "Voldemort is a sinister wizard."

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

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

# Vocabulary Practice

## "Would You Implant Your Phone in Your Brain?"

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

**1. impact**

- Ⓐ strike
- Ⓑ ignore

**2. sinister**

- Ⓐ evil
- Ⓑ lucky

**3. infinite**

- Ⓐ limited
- Ⓑ never-ending

**4. implant**

- Ⓐ insert
- Ⓑ remove

**Directions:** Choose the best answer to each question.

**5. Which could be described as infinite?**

- Ⓐ ways to show kindness
- Ⓑ the number of apples in a small basket

**7. Which is an example of an impact in football?**

- Ⓐ Two players slam into one another.
- Ⓑ A coach calls a time-out.

**6. Which sentence uses *implant* correctly?**

- Ⓐ "I'm going to the dentist on Friday to have an artificial tooth implanted."
- Ⓑ "I'm going to the library on Friday to implant some new books."

**8. Which sentence uses *sinister* correctly?**

- Ⓐ "It's so sinister when my cute little kitten curls up in my lap."
- Ⓑ "The bad guy in the movie had a sinister grin."

**Directions:** Respond to each prompt below.

**9. List three things you would want an infinite supply of.**

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**10. Describe a house that has a sinister appearance.**

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**11. Describe how a particular book, movie, or song has impacted you in some way.**

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

# Write an Argument Essay

**Directions:** Read "Would You Implant Your Phone in Your Brain?" Complete the essay kit on page 27.  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Would you implant your phone in your brain?

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

☐ **Yes!**

☐ **No!**

☐

\_\_\_\_\_

\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

**Here's an example: If you would NOT implant your phone in your brain, one of your supporting details might be that advertisers could figure out how to access your personal thoughts, feelings, and memories.**

**1.** \_\_\_\_\_

\_\_\_\_\_

**2.** \_\_\_\_\_

\_\_\_\_\_

**3.** \_\_\_\_\_

\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you **WOULD** implant your phone in your brain, summarize the strongest arguments of those who think a smartphone implant is not a good idea. If you **WOULD NOT** implant your phone in your brain, summarize the main reasons some think that a smartphone implant is a good idea.

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### 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:** \_\_\_\_\_

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### 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): Tell a story that supports your point of view. For example, if you want to make the point that a phone implant would be more convenient than a hand-held phone, you might describe a time when you damaged your phone or left it behind by accident.
- 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:  
"Do our phones really need to be \_\_\_\_\_?"
- 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:** \_\_\_\_\_

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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 phone implants that begins below.

**Future technology could make it possible to one day implant your smartphone in your brain. Some people think this is a great idea and that phone implants would improve our lives. Others disagree and believe that**

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

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

# Argument Essay Outline

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

**1**

## INTRODUCTION

**Open with your hook from Step 5.**



Write a transition sentence that relates your hook to the question of whether it would be a good idea to implant your phone in your brain.



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



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

**2**

## BODY PARAGRAPH(S)

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

You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.

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

**3**

## ACKNOWLEDGE THE OTHER SIDE

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

Use what you wrote in Step 3.

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

**4**

## CONCLUSION

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

Finish with a strong final sentence.

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

**5**

## READ AND REVISE

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



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

## Debate Quiz

**Directions:** Read “Would You Implant Your Phone in Your Brain?” Then answer the questions below.

**1. Consider the introduction of the article. Which sentence best describes the point of view author Mackenzie Carro uses?**

- (A) She uses first-person point of view and speaks from the point of view of a scientist.
- (B) She uses second-person point of view and addresses the reader as though the reader were exploring a future civilization.
- (C) She uses third-person point of view and describes a time in the future.
- (D) She uses second-person point of view and addresses the reader as though the reader were living in the future.

**2. The author likely uses the point of view you identified in question 1 to**

- (A) put the reader in the story, helping the reader imagine the experience she is describing.
- (B) make the reader feel worried.
- (C) let the reader know that the tone of the article is humorous.
- (D) show the reader that anyone can have a smartphone implant.

**3. Consider this line from page 26: “Studies show that excessive time on our devices can make us feel anxious, lonely, and fatigued.” This line contributes to the article by**

- (A) explaining why smartphones are addicting.
- (B) supporting the claim that a smartphone implant would improve our lives.
- (C) helping to refute the claim that a smartphone implant would improve our lives.
- (D) supporting the claim that we should all get smartphone implants.

**4. The main purpose of this article is to**

- (A) convince readers that phone implants are not a good idea.
- (B) convince readers to get their phones implanted in their brains.
- (C) explore the pros and cons of a potential future technology.
- (D) help readers understand the science behind smartphone implants.

### Constructed-Response Question



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

**5. In the section “Brain Hackers,” the author asks a series of questions. What purpose do these questions serve? Support your answer with text evidence.**

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

## Debate Quiz

**Directions:** Read “Would You Implant Your Phone in Your Brain?” Then answer the questions below.

**1. In the introduction of the article, author Mackenzie Carro**

- Ⓐ speaks from the point of view of a scientist.
- Ⓑ speaks to the reader as though the reader were a scientist in a future civilization.
- Ⓒ describes a time in the future from the third-person point of view.
- Ⓓ speaks to the reader as though the reader were living in the future.

**2. The author likely uses the point of view you identified in question 1 to**

- Ⓐ put the reader in the story, helping the reader imagine the experience she is describing.
- Ⓑ make the reader feel worried.
- Ⓒ let the reader know that the tone of the article is humorous.
- Ⓓ show the reader that anyone can have a smartphone implant.

**3. Which line helps to refute the claim that a smartphone implant would improve our lives? (To refute is to show that a statement or claim is incorrect.)**

- Ⓐ “But one day, experts say this technology could be a reality.”
- Ⓑ “Then again, maybe this future technology wouldn’t be much of a change.”
- Ⓒ “Studies show that excessive time on our devices can make us feel anxious, lonely, and fatigued.”
- Ⓓ “All you would have to do is use your thoughts.”

**4. The main purpose of this article is to**

- Ⓐ convince readers that smartphone implants are a bad idea.
- Ⓑ convince readers to get smartphone implants.
- Ⓒ explore the pros and cons of a potential future technology.
- Ⓓ help readers understand the science behind smartphone implants.

## Constructed-Response Question

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

- 5.** In the section “Brain Hackers,” the author asks a series of questions. What purpose do these questions serve? Support your answer with text evidence.

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

# Vary Your Words

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

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

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

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

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

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

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

I had a **great** time with my family on Saturday. My dad made us a **great** breakfast of blueberry pancakes. Then we all went to the park. The weather was **great**, and our dog, Robert, had a **great** time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was **great**! For supper, we ordered pizza from Famiglio's. Their pizza is **great**!

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

# Vary Your Sentences

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

## Here are four ways to add variety to your sentences:

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

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

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

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

Grace mixed the cake batter with a large wooden spoon.

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

### 3. Link two sentences to form a compound sentence.

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

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

### 4. Combine two or more sentences.

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

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

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

I went camping last weekend. My brother came with me. He is three years older than I am. We brought a lot of stuff. We brought a tent. We brought sleeping bags. We brought hiking shoes. We brought snacks. We brought fishing poles. We hiked down to the lake and we tried to catch fish. Nothing was biting. We almost gave up. Then I caught a huge trout! That was a great dinner.

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

# Colon (:) or Semicolon (;) ?

Colons and semicolons link sentences and word groups. Here are a few tips on how to use them:

1. **A colon is like a pause before introducing information. It directs attention to what comes after it.**

*Example:* There is only one thing I'm craving right now: a mint chocolate chip ice-cream sundae.

2. **The words before a colon must form a complete sentence. What comes after the colon can be a list, a sentence, a phrase, a quotation, or a single word. (If it's a complete sentence, start it with a capital letter.)**

*Example 1:* The movie takes place in four different countries: England, Ireland, France, and Spain.

*Example 2:* After much consideration, Eliza decided what she wants for her birthday: a bicycle.

*Example 3:* I have something to confess: I ate the plum that you were saving for breakfast.

3. **A semicolon links sentences that are closely related. The sentences could be separated by a period and stand on their own, but the semicolon shows that they have a connection.**

*Example:* I make an effort to be on time wherever I go; my brother is always late.

4. **A semicolon also links clauses using transition words such as *therefore*, *however*, or *in addition*.**

*Example:* The movie theater was quite crowded; therefore, the only seats left were in the front row.

*Example:* Yi Ling is from Singapore; however, she now lives in Toronto.

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**Directions:** Add the missing colon or semicolon to the sentences below. Draw three short lines under any letters that should be capitalized.

1. Mrs. Addison works all day at the bank in addition, she takes classes in the evening.
2. There's something you should know about playing hide-and-seek with Ali she always hides under the bed.
3. I brought everything I needed to the beach my bathing suit, a towel, sunscreen, and snacks.
4. Cleo stayed up past midnight as a result, she could barely keep her eyes open the next day.
5. I have not seen the Hunger Games movies however, I did read the Hunger Games books.

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**Directions:** Read each pair of sentences below. Place a ✓ in front of the sentence in which the colon or semicolon is used correctly.

6. \_\_\_\_ Alligators have lived on Earth; for millions of years, they are sometimes called "living fossils."  
\_\_\_\_ Alligators have lived on Earth for millions of years; they are sometimes called "living fossils."
7. \_\_\_\_ We planted a variety of vegetables: acorn squash, broccoli, and cauliflower.  
\_\_\_\_ We planted a variety of vegetables acorn squash: broccoli, and cauliflower.
8. \_\_\_\_ The student council voted unanimously: Money raised from the talent show will be donated to charity.  
\_\_\_\_ The student council voted unanimously, money raised from the talent show will: be donated to charity.

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

# Staying on Topic

When you're writing an essay, each paragraph should have a main idea. Each sentence in the paragraph should support that main idea and have a similar tone to the rest of the paragraph. *Extraneous information* is unrelated to your main idea—and it doesn't belong in your writing.

**Directions:** Read the following article and cross out any sentences that don't belong.

## Around the World in Seven Months

**1** When Jessica Watson was 11, her parents read her a book by the youngest person ever to sail solo around the world. Jessica, already an accomplished sailor, decided she wanted to circumnavigate the globe too. Five years later, she did. Her boat was pink and white.

**2** The 210-day journey was often difficult. Several other teenagers have also sailed around the world solo. Jessica survived terrifying storms and four-story-high waves that threatened to capsize her 30-foot yacht. For seven months, she didn't see another person or even set foot on land. She battled loneliness and depression, but she stayed strong. "When you're in the middle of the night in a storm, you can't fall apart. You have to just keep going," Jessica said.

**3** Critics said she was too inexperienced to attempt the voyage and insisted her parents were foolish to let her go, but Jessica refused to let the naysayers bring her down. "I hated being

judged by my appearance and other people's expectations of what a 'little girl' was capable of," she says. I really admire her spirit and her courage.

**4** Jessica and her family spent years preparing for her grueling journey. Jessica was closely involved in designing her boat. Other experienced sailors who had sailed around the world offered advice and assistance. Jessica ate 576 chocolate bars over the course of her trip. On May 15, 2010, all her preparations paid off: Jessica became the youngest person to sail nonstop and unassisted around the world.

**5** Since her journey, Jessica hasn't slowed down. She was named the Young Australian of the Year in 2011, and she's been recognized with a number of other awards. She still races regularly, but she's stayed humble. "You just have to have a dream, believe in it, and work hard," she says. "Anything is possible." I want to try sailing now.

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

# Choice Board

## "Advice For Eighth Grade" (that I would give myself if I could travel back through time)

<p>Record yourself reciting Jennifer Dignan's poem aloud and send it to a friend or family member.</p>	<p>Come up with a list of as many of your own nonsense words and silly names as you can. Go!</p>	<p>Drawing on your own life experiences, fill in a real word or phrase that could replace each of Dignan's nonsense words:</p> <p>Dopkeep: _____</p> <p>Harillumdrum: _____</p> <p>Sha-la-la-la-la: _____</p> <p>Karaffle-pring: _____</p>
<p>Consider the advice in the fourth stanza. Imagine what might have happened between the speaker of the poem and his or her friend. Now write a letter from the point of view of the speaker to the friend, making things right.</p>	<p>Make a list for each of the following:</p> <p><i>Times I should have really treasured:</i></p> <p><i>Times I wish I'd had some encouragement:</i></p> <p><i>Times I wish I'd been warned about something:</i></p> <p><i>Times I wish I'd known something sooner:</i></p>	<p>Choose one of your favorite characters from a novel. Then fill out the four lists from the box directly to the left of this one, but from the perspective of that character.</p>
<p>Write your own "Advice for _____" poem, in which you are the speaker, looking back and giving advice to your younger self. It could be for this past school year, for a particular experience, for a certain activity, or for anything else you want.</p>	<p>Turn Dignan's poem or your own advice poem into a rap or other type of song. Record it and share it with others.</p> <p>Alternatively, write an original song that answers the following questions: <i>Would you want to read advice from yourself at an older age? Why or why not?</i></p>	<p>Write your own "Advice for _____" poem. Then:</p> <p>Draw yourself holding it in front of you, using Dignan's poem as a model.</p> <p>or</p> <p>Create a similar look by holding up your poem in front of you and having someone take a photo.</p> <p>or</p> <p>Come up with a new design concept completely!</p>



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

# Analyzing Poetry

Below is Jennifer Dignan's poem "Advice for Eighth Grade." Read the poem a few times. Then answer the questions on the following page. This activity is meant to be completed with partners, in groups, or as a class.

## Advice for Eighth Grade (that I would give myself if I could travel back through time) by Jennifer Dignan

### one

when you go to use  
your beloved dopkeep  
and realize it's missing  
    don't waste your time searching  
        you are never going to find it

### two

when you have the chance  
to harillumdrum  
but you're not sure you will succeed  
    try it anyway—or be prepared to spend the next eight months  
        wishing that you had

### three

when Blickity Blap  
tells you sha-la-la-la-la  
and you feel upside down and inside out  
    take a very deep breath and repeat:  
        "this is going to be okay" (which it will)

### four

when you and Zap Dapper  
get in a fight and  
you burn with indignation  
    apologize, forgive; do not allow the end  
        of such a long and valuable friendship

indignation: anger  
caused by something  
that is unfair or unjust

### five

when you are tempted  
to karfaffle-pring  
sure that nothing too bad could happen  
    *don't try it*  
        just trust me on this one, okay?

Go to  
Scope Online  
to hear the poet  
read her poem  
aloud.



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

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**1** Who is the speaker of this poem? Who is the speaker talking to?

**2** Why is the title an important part of the poem?

**3** Describe the structure of the poem—in other words, the way it is organized—by answering the questions below.

a. How many stanzas are there?

b. Does each stanza contain advice about one situation or more than one situation?

c. What do all of the stanzas have in common in terms of their structure? (Look at the number of lines, any repeated words or phrases, etc.)

d. In each stanza, how are the first three lines related to the last two lines?

**4** How do the nonsense words and silly names affect the meaning, emotion, and tone of the poem? (To answer, it might help to think about how the poem would be different if the nonsense words were real words and if the silly names were regular names.)

- 5** Think of at least one idea for what each of the nonsense words could be standing in for. For example, what would make sense to replace "dopkeep" with? Jot down your ideas below.

dopkeep:

harillumdrum:

sha-la-la-la-la:

karfaffle-pring:

- 6** On one level, the advice in the poem is for one very specific person: the speaker's younger self. On another level, how could the advice in the poem be for anyone reading it? Explain.

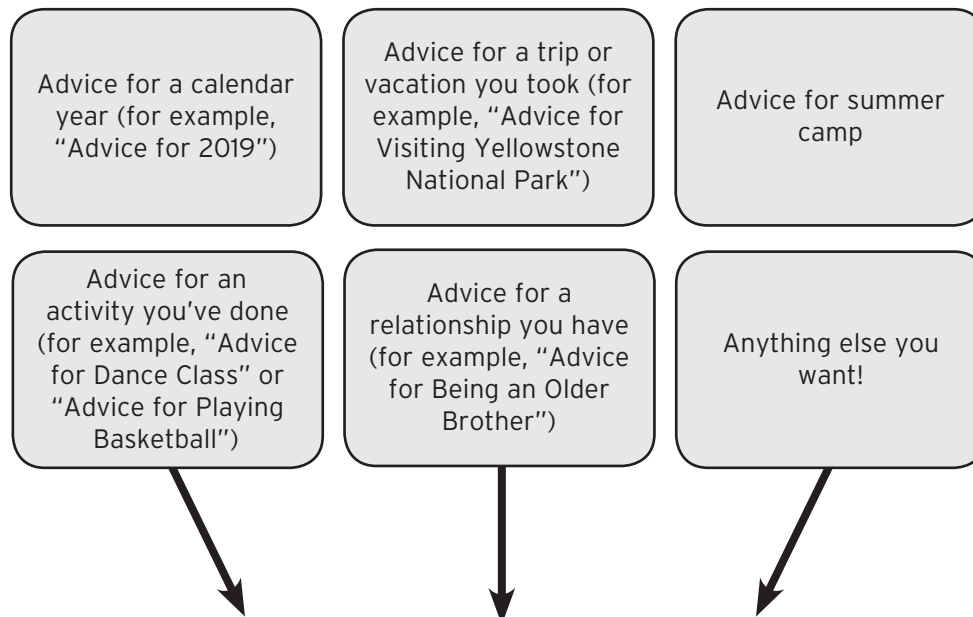
- 7** Would you want to read advice from yourself at an older age? Why or why not?

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

## Plan Your Advice Poem

**Directions:** After reading "Advice for Eighth Grade (that I would give myself if I could travel back through time)" by Jennifer Dignan, complete the activity "Analyzing Poetry." Then follow the directions below to write your own "Advice for \_\_\_\_\_" poem. (Note: To keep things simple, we refer to the speaker of Dignan's poem as "her," but the speaker is not necessarily female.)

- 1** In Dignan's poem, the speaker reflects on her eighth-grade year and says what advice she would give herself if she could go back in time. In your poem, *you* will be the speaker, looking back and giving advice to *your* younger self. The first step is to choose the time period or experience about which you will give your younger self advice. You could, like the speaker of the poem, give yourself advice for a particular school year. Here are some other ideas:



### TITLE

Once you've decided on your topic, fill in the blank below to write the title of your poem.

Advice for \_\_\_\_\_  
(that I would give myself if I could travel back through time)

**2**

Take some time and think about the time period or experience that you have chosen. Search your memory for times when you could have used some advice from your future self. Jot down ideas in as many of the categories below as you can.

**Times I wish I'd made  
a different choice**

**Times I wish I'd had some  
encouragement**

**Times I wish I'd known  
something sooner**

**Times I should have  
really treasured**

**Times I should have enjoyed  
myself more**

**Times I wish I'd been warned about  
something**

**Any other times I could have used  
some advice from my future self**

**3** Now it's time to write the first draft of your poem. Use Jennifer Dignan's poem "Advice for Eighth Grade" as a model. Write your poem on your own piece of paper. Here are the guidelines:

- Use the title you wrote in Step 1 (but you can change it if you think of something you like better).
- Write your poem using the second-person point of view.
- Number your stanzas the same way Dignan numbers the stanzas in her poem. In each stanza, give your younger self one piece of advice. Draw on what you brainstormed in Step 2 for ideas about what to give yourself advice about.
- Try using some nonsense words and silly made-up names the same way Dignan does in her poem. Here are some tips:
  - Make sure that the names and words that you make up fit into your poem in terms of sound and rhythm.
  - Make sure your reader will understand how to pronounce the nonsense words and silly names. To find out if there could be confusion, try asking someone else to read your nonsense words and silly names aloud to you.
- If you think of something else you want to include or a different way of doing something, go for it. This is your poem, and it should be just the way you want it to be!

**4** After you finish your first draft, read it through, paying attention to the way it sounds. Does it flow like a good song? If not, can you make the rhythm more pleasing? Sometimes a little change, like switching the places of a few words, can make a big difference.

**5** Optional: Once your poem is finished, draw yourself holding it in front of you, using the illustration on page 32 of the May 2020 issue of *Scope* as a model. Or create a similar look by holding your poem up in front of you and having someone take a photo.

## Grizzly Bear Contest

How has the relationship between humans and grizzly bears changed over time? Why did these changes happen?

Answer both questions in an essay. Use text evidence. Five winners will each get *Atlas of the National Parks* by Jon Waterman.

### 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](mailto:scopemag@scholastic.com).  
We are only accepting entries by email at this time.**

**ENTRIES MUST BE RECEIVED BY JULY 20, 2020!**

## Conquering Fear Contest

Nelson Mandela once said, "I learned that courage was not the absence of fear, but the triumph over it." What do you think he meant? How does his quote apply to the article and the folktale? Answer both questions in an essay.

Five winners will get *Last Meeting of the Gorilla Club* by Sara Nickerson.

### 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](mailto:scopemag@scholastic.com).  
We are only accepting entries by email at this time.

**ENTRIES MUST BE RECEIVED BY JULY 20, 2020!**

Note: *Scope* does not accept Google Docs. 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.

## Sword in the Stone Contest

Choose a scene from the play and reimagine it as a graphic novel, story, or video. Five winners will get  
*Here in the Real World* by Sara Pennypacker.

### Entries will be judged on:

⇒ clarity

⇒ good organization

⇒ creativity

⇒ grammar, spelling, and punctuation

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature: \_\_\_\_\_

Include this form with your entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com).

We are only accepting entries by email at this time.

**ENTRIES MUST BE RECEIVED BY JULY 20, 2020!**



Note: *Scope* does not accept Google Docs. Please send a .pdf or .doc file.

## All the Right Notes Contest

Choose one character and rewrite the story from that character's point of view. Be sure to stay true to that character's traits.

Five winners will get *Bad Best Friend* by Rachel Vail.

### Entries will be judged on:

⇒ creativity

⇒ clarity

⇒ understanding of character

⇒ 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](mailto:scopemag@scholastic.com).  
We are only accepting entries by email at this time.

**ENTRIES MUST BE RECEIVED BY JULY 20, 2020!**

Note: *Scope* does not accept Google Docs. Please send a .pdf or .doc file.

# Firefighting Goats Contest

Read the passage on page 29 of your May 2020 issue of *Scope*. Note the words and phrases in bold. Follow the prompts in the circles to revise and polish the writing. Three winners will each get a \$25 gift card and have their entries published online.

## Entries will be judged on:

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

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name : \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature: \_\_\_\_\_

Include this sheet with your entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com). We are only accepting entries by email at this time.

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# Advice Contest

Using Jennifer Dignan's poem as a model, write your own "Advice for \_\_\_\_\_" poem. (Fill in the blank.)  
Three winners will get a \$25 gift card and be published online.

## Entries will be judged on:

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

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature: \_\_\_\_\_

Include this sheet with your contest entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com).  
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