

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.

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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.

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# 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.

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# 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)

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# 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?

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# 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.

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# 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?	



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# 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.”*

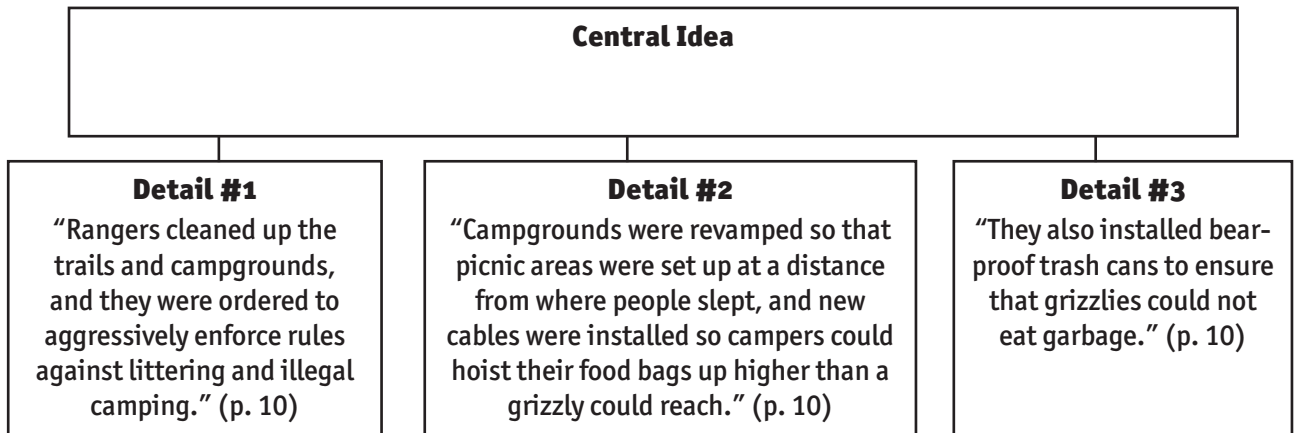
What **tone** is the author using here? Explain.

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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 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.

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# 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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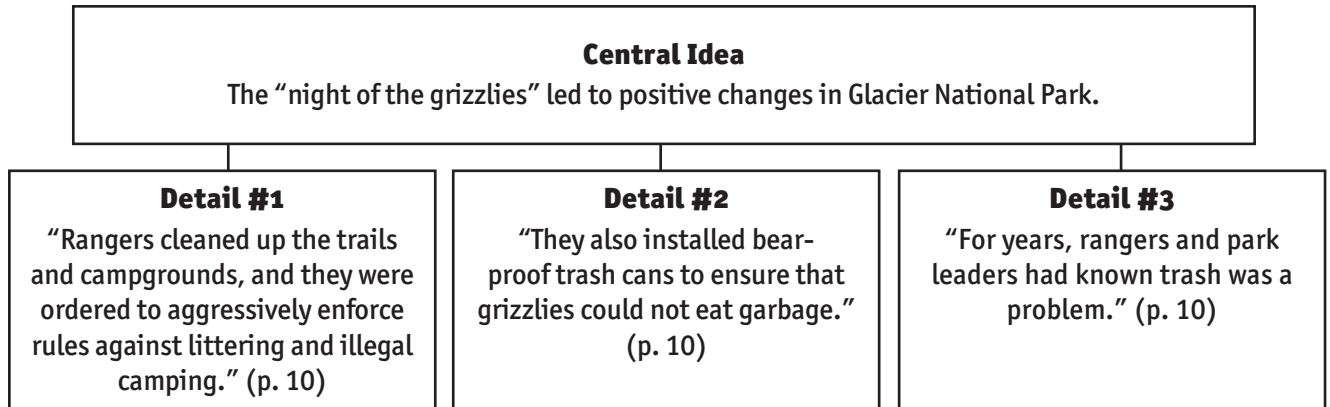
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## After Reading

### 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.

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## "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.

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## **“The Bear Attacks That Changed America” Quiz**

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

1. 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.”
2. 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.
3. 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
4. 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.
5. 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.
6. 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.

7. What were the effects of allowing grizzly bears in Glacier National Park to eat human food? Support your answer with details from the article.
8. 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.



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# Central Ideas and Details

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

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

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

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "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 \_\_\_\_\_

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**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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# 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)

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# 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:**

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# Summarizing

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

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

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



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

# Summarizing

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

**Directions:** Follow the prompts in the margins to complete the summary of “The Bear Attacks That Changed America.”

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

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

1. Where were Steve and John camping?

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

5. What effect did these changes have on Glacier?

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 \_\_\_\_\_.

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.**

## 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!**