

Name: _____ Date: _____

Than vs. Then

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

Than is used when you're making a comparison.

Examples:

Simon is older than Sebastian.

Emily's video got more than 12 million views.

The phrase **other than** is used to mean "except" or "apart from."

Example:

Other than soccer practice, I have no plans.

Then is used to when you're talking about time. It can mean "next" or "at that time."

Examples:

First wash your hands, then set the table.

My life was a lot simpler back then.

Then is also used in if/then statements.

Example:

If you don't finish that burger, then I will!

Directions: Underline the correct boldface word in each sentence.

1. Luis saw his first violin concert when he was 3. Since **than/then**, he has been fascinated by stringed instruments.
2. Rachel would rather eat 20 pieces of broccoli **than/then** touch a single green bean.
3. Finish your homework, **than/then** we can go for a bike ride.
4. "Fluffy, no!" Mrs. Hall scolded, scooping up the cat. "You know better **than/then** to walk on the kitchen table."
5. Pete found that getting up an hour earlier was easier said **than/then** done.
6. "Don't forget," Sheena called, "we're meeting at the museum at five o'clock. I'll see you **than/then**!"
7. There was no one in the room other **than/then** Marc.
8. My little brother knows much more about Star Wars **than/then** I do.
9. If this is a scary movie, **than/then** I don't want to see it.

Directions: Combine each pair of sentences below into a single sentence using **than** or **then**.

10. Sam ran fast. Ashley ran faster.

11. Put a half cup of flour in a bowl. Add two eggs and stir until smooth.

12. I like playing baseball. I would rather play soccer.

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Close-Reading Questions

"I Live in a Refugee Camp"

1. In the introduction, why might author Kristin Lewis switch from third person to second person? (author's craft)
2. On page 6, Lewis writes that Bilan was a "typical kid" who went to school and had many friends. Why might Lewis introduce Bilan in this way? (author's craft)
3. Describe the structure of the first paragraph of the section "Crisis After Crisis." How does this paragraph connect to the article's introduction? (text structure)
4. What is the purpose of "Crisis After Crisis"? (text structure)

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Critical-Thinking Questions

"I Live in a Refugee Camp"

1. Consider Bilan at the end of the article. Is her situation hopeful?

2. Why is it important to learn about refugees?

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

Vocabulary:

"I Live in a Refugee Camp"

1. **arduous (AHR-joo-uhs)** *adjective*; A task that is arduous is very difficult. It requires a lot of physical or mental effort. Running 20 miles is arduous. Relaxing in a comfortable chair is not.
2. **durable (DUHR-uh-buhl)** *adjective*; Something that is durable is strong and lasts a long time, even with frequent use. A pair of sneakers is more durable than a pair of flip-flops, which can fall apart easily.
3. **famine (FAHM-in)** *noun*; A famine is a severe shortage of food that affects many people over a wide area. During a famine, much of a population goes hungry and many people die of starvation and disease. Famines are usually caused by a combination of factors such as drought, crop failure, war, and poor decisions made by governments.
4. **inadequate (in-AD-uh-kwit)** *adjective*; If something is adequate (AD-uh-kwit), there's enough of it. You might be late to school if you don't leave yourself adequate time walk to the bus stop. *Adequate* can also mean "good enough." A metal folding chair is not that comfortable, but it is an adequate option for sitting.

The prefix *in-* means "not." Something that is inadequate is not adequate—it's lacking in the quality or quantity required. A thin T-shirt might be inadequate on a chilly evening. If you check out a *really* long book at the library, you might find the two-week loan period inadequate.
5. **integrate (IN-tih-greyt)** *verb*; To integrate means "to combine two or more things into a whole, or to make one person or thing part of another group or thing." The members of a group might do research separately and then integrate their work for a presentation. To integrate things is to bring them together.
6. **landmark (LAND-mahrk)** *noun*; One meaning of landmark is "an event, achievement, or change that marks a turning point or an important stage in something." When the first two humans landed on the moon in 1969, it was a landmark in space exploration. A landmark moment in history is one that shapes history—in other words, that has a major effect on the future. A landmark law is a law that causes some sort of big change in society.

7. nongovernmental organization (NAHN-guhv-ern-MEN-tuhl awr-guh-nuh-ZEY-

shuhn) *noun*; A nongovernmental organization, often referred to as an NGO, is a group that is not part of a government but that does some of the things a government does in order to help people. For example, an NGO might help people get better health care, education, or access to clean water. NGOs are nonprofit organizations, meaning their main purpose is something other than making money for the organization's owners. The American Red Cross is an NGO that provides emergency assistance and disaster relief in the United States.

8. perilous (PEHR-uh-luhs) *adjective*; The noun *peril* (PEHR-uhl) means "serious and immediate danger." Something that is *perilous* is full of danger or risk. Blizzards can cause perilous driving conditions: They can make it very hard to see the road.

9. relish (REL-ish) *verb*; If you relish something, you really enjoy it and appreciate it. The USA women's soccer team relished their moment of glory after winning the 2019 World Cup, staying on the field to delight in the cheering crowd and falling confetti. If you've been tired all day, you might relish an afternoon nap.

10. remote (rih-MOHT) *adjective*; Something that is remote is far away and hard to get to. A fishing village located on a tiny island in the middle of the ocean could be described as remote.

11. resettle (ree-SET-uhl) *verb*; *Resettle* means "to move to another place to live" or "to be helped or forced to move to another place to live," as in:
"Patrick's family left Ireland and resettled in the United States in the 1800s."

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

Vocabulary Practice

"I Live in a Refugee Camp"

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

1. famine

- Ⓐ plenty
- Ⓑ shortage

2. integrate

- Ⓐ mix
- Ⓑ separate

3. landmark

- Ⓐ meaningless moment
- Ⓑ important moment

4. perilous

- Ⓐ safe
- Ⓑ dangerous

5. resettle

- Ⓐ move
- Ⓑ stay

Directions: Fill in the circle next to the best answer to each question.

6. Which is an arduous task?

- Ⓐ eating an ice cream sundae
- Ⓑ walking two miles through deep snow

7. Tim doesn't like to sit still. He enjoys physical challenges. Which activity would he relish?

- Ⓐ competing in an obstacle-course race
- Ⓑ sitting through a 10-hour movie marathon

8. Which place is remote?

- Ⓐ a house 80 miles from the nearest town
- Ⓑ a house in a big city

9. Which is a nongovernmental organization?

- Ⓐ Amazon, the world's most profitable online business
- Ⓑ Doctors Without Borders, a group that provides free medical aid to those who need it most

Directions: Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

10. The cake recipe said to **integrate** the eggs and the vanilla, so I _____

11. We had an **inadequate** amount of food and drink on movie night because _____

12. This backpack is very **durable**. I _____

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Video Discussion Questions

Beyond the Story: "I Live in a Refugee Camp"

Before Reading "I Live in a Refugee Camp"

1. Using information from the video, write a definition of the word *refugee*.

2. How does the mood of the video shift at 3:29? Consider the narration, visuals, and music.

After Reading "I Live in a Refugee Camp"

3. How does the segment about Bilan's life in the Kobe camp (starting at 2:00) add to your understanding of the article?

4. At 2:56, narrator Kristin Lewis says, "For many refugee children, education is one of their hardest-won assets." What does she mean?

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Preparing to Write: Understanding Refugees

The writing prompt on page 9 says:

What challenges does Bilan face as a refugee? What is being done to help refugees like her?
Answer both questions in an essay. Use text evidence.

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

What challenges does Bilan face?

1. List details from the article that show how Bilan's life as a refugee is challenging. Include page numbers to show where you found each detail. We provided one detail for you.
 - Bilan had to leave most of her friends and most of her possessions behind when she left Somalia for Ethiopia (6).

What is being done to help refugees like Bilan?

2. List details from the article that show what is being done to help refugees. Include page numbers to show where you found each detail. We provided one detail for you.
 - Aid organizations and governments around the world have set up refugee camps where refugees are provided with shelter, food, medicine, and protection (7).

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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.

Directions: Answer the questions below to help you write an objective summary of “I Live in a Refugee Camp.”

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

2. What problem does this person(s) face?

3. What does the main person(s) do as a result of this problem?

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

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

Directions: Your turn! Write an objective summary of “I Live in a Refugee Camp.” 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 "I Live in a Refugee Camp"

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 "I Live in a Refugee Camp."

In 2015, Bilan and her family joined the hundreds of thousands of refugees who have fled Somalia. Somalia was a difficult and dangerous place to live.

There was _____

_____ To escape, Bilan and her family _____

Conditions at some refugee camps can be difficult, but the Kobe camp has much to offer. The Kobe camp _____

Bilan faces many challenges as a refugee, such as _____

but Bilan remains focused on her future. Bilan started school and made new friends. She hopes to _____

2. Where did Bilan and her family go?

4. What are some challenges Bilan faces?

1. What was happening in Somalia that made life challenging?

3. What does the Kobe camp provide for the refugees who live there?

5. What is Bilan's plan for the future?

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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 "I Live in a Refugee Camp."

1. Reread the section "Crisis After Crisis." Which statement below BEST expresses the central idea of the first paragraph of this section?

- Ⓐ War and famine are the biggest contributors to the current refugee crisis.
- Ⓑ There are many refugees around the world.
- Ⓒ In the 1840s, a famine drove about 2 million people out of Ireland.
- Ⓓ The plight of refugees is not a new problem.

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

Central Idea:
Refugees living in camps can face difficult living conditions.

- Ⓐ "Sometimes there isn't enough medicine for everyone who needs it." (p. 7)
- Ⓑ "But every camp has the same basic purpose: to provide food, medicine, housing, and protection to refugees." (p. 7)
- Ⓒ "There may be shortages of food, water, and power, or inadequate bathroom facilities." (p. 7)
- Ⓓ "Outbreaks of violence and disease are constant threats." (p. 7)

I chose _____ because _____

- 3. Read the details from the third and fourth paragraphs of the section "World of Uncertainty" listed below. In the box, write a central idea that these details support.**

Central Idea:

Detail 1: "A landmark law passed earlier this year allows refugees in Ethiopia to legally go to school and get jobs, driver's licenses, and bank accounts." (p. 9)

Detail 2: "Refugees are included in many parts of Ethiopian society. They are starting their own businesses, selling things like clothing and jewelry that they make themselves." (p. 9)

Detail 3: "Refugee students who complete high school are eligible to go to college in Ethiopia." (p. 9)

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

Central Idea:

As a refugee, Bilan faces many challenges.

Supporting detail 1:

"She would no longer have running water either. Instead, she would have to lug water from the camp's well, a time-consuming and arduous chore." (p. 8)

Supporting detail 2:

Supporting detail 3:

Name: _____ Date: _____

Central Ideas and Details

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

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

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "I Live in a Refugee Camp."

1. Read the central idea of the section "Life in the Camp" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:
Refugees living in camps can face difficult living conditions.

- ☐ "Sometimes there isn't enough medicine for everyone who needs it." (p. 7)
- ☐ "But every camp has the same basic purpose: to provide food, medicine, housing, and protection to refugees." (p. 7)
- ☐ "There may be shortages of food, water, and power, or inadequate bathroom facilities." (p. 7)
- ☐ "Outbreaks of violence and disease are constant threats." (p. 7)
- ☐ "Around the world, there are more than 100 refugee camps." (p. 7)

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

Central Idea:
Refugees in Ethiopia _____

Detail 1: "A landmark law passed earlier this year allows refugees in Ethiopia to legally go to school and get jobs, driver's licenses, and bank accounts." (p. 9)

Detail 2: "Refugees are included in many parts of Ethiopian society. They are starting their own businesses, selling things like clothing and jewelry that they make themselves." (p. 9)

Detail 3: "Refugee students who complete high school are eligible to go to college in Ethiopia." (p. 9)

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Exploring Text Features

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

Directions: Answer the questions below to help you explore the text features in "I Live in a Refugee Camp."

1. Look at the image on pages 4-5. What does it help you understand about where Bilan lives?

2. How does the collection of photos titled "A Day in Bilan's Life" contribute to the article?

3. Study the photo of Bilan and her friends on page 9. Why might the author have included this photo?

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

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “I Live in a Refugee Camp.” See *Scope’s* “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Study the photo on pages 4-5. What does the image tell you about where the story takes place?

2. Study the collection of photos titled “A Day in Bilan’s Life” on pages 6-9. What can you infer about Bilan’s life from these photos?

3. What does the sidebar on page 8 help you understand?

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

During Reading
Text Structure, Inference, Tone

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

The author gives a chronological account of the world’s refugee crisis and what has been done to help.

The author describes the destruction that occurred during World War II.

The author compares and contrasts the mission of the UNHCR with the mission of other aid groups.

- B. Explain how you know.

6. Consider this passage from page 8:

But early on, Bilan made a choice. She decided to accept her new life—and to make the best of it. “I had to adapt,” she says simply.

What can you infer about Bilan from this passage?

7. Reread the section “World of Uncertainty.” What is the author’s **tone** as she writes about Ethiopia and the way the country treats refugees at the Kobe camp? Explain your answer.

After Reading

Central Idea/Details and Objective Summary

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

```
graph TD; A[Central Idea] --> B["Detail #1  
“... she would have to lug water from the camp’s well, a time-consuming and arduous chore.”  
(p. 8)"]; A --> C["Detail #2  
“She would no longer live in a home in a big city. She would live in a small shelter in the middle of a vast and empty desert.” (p. 8)"]; A --> D["Detail #3  
“They crossed over the border into Ethiopia with little more than the clothes they were wearing.” (p. 6)"]
```

The diagram illustrates a hierarchical structure for analyzing a text. At the top is a box labeled "Central Idea". Below it, three lines connect to three separate boxes, each labeled "Detail #1", "Detail #2", and "Detail #3" respectively. Each detail box contains a quote from the text and a page reference.

Central Idea

Detail #1
“... she would have to lug water from the camp’s well, a time-consuming and arduous chore.”
(p. 8)

Detail #2
“She would no longer live in a home in a big city. She would live in a small shelter in the middle of a vast and empty desert.” (p. 8)

Detail #3
“They crossed over the border into Ethiopia with little more than the clothes they were wearing.” (p. 6)

9. Write an **objective summary** of “I Live in a Refugee Camp.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

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

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “I Live in a Refugee Camp.” See *Scope’s* “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Study the photo on pages 4-5. What does the image tell you about where the story takes place?

2. Study the collection of photos titled “A Day in Bilan’s Life” on pages 6-9. What can you infer about Bilan’s life from these photos?

3. What does the sidebar on page 8 help you understand?

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

During Reading

Text Structure, Inference, Tone

5. Text structure is the term for how an author organizes information. In the section “Crisis After Crisis,” the author uses a sequence-of-events structure.

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

- Ⓐ *perilous journey; enemy tribes; bombed to ruins; refugee crisis; dangerous places*
- Ⓑ *In the ancient world; In the 1600s; in the 1840s; 1945; in the following years; Today*
- Ⓒ *international community; Office of the United Nations High Commissioner for Refugees; aid groups*

6. Consider this passage from page 8:

*But early on, Bilan made a choice. She decided to accept her new life—and to make the best of it.
“I had to adapt,” she says simply.*

What can you infer about Bilan from this passage?

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 author’s tone in the section “Vision for the Future,” when she writes about the way Ethiopia treats refugees at the Kobe camp.

questioning

disappointed

approving

B. Briefly explain how you know.

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the section “Life in the Camp” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.

Central Idea Refugees living in camps can face difficult living conditions.		
Detail #1 “Outbreaks of violence and disease are constant threats.” (p. 7)	Detail #2 “There may be shortages of food, water, and power, or inadequate bathroom facilities.” (p. 7)	Detail #3 “But every camp has the same basic purpose: to provide food, medicine, housing, and protection to refugees.” (p. 7)

B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

9. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “I Live in a Refugee Camp.”

- a. At least 80 million people died in World War II.
- b. Refugees are people who are forced to flee their homes because their lives are in danger.
- c. In the market at the Kobe camp, shoppers can find soaps, perfumes, fabrics, goat meat, and pasta.
- d. Bilan and her family fled violence in Somalia to live in a refugee camp in Ethiopia.
- e. Refugees face many dangers and hardships.
- f. Bilan becomes frightened when she must leave the camp to collect firewood for cooking.

Name: _____ Date: _____

Nonfiction Quiz

Directions: Read “I Live in a Refugee Camp.” Then answer the questions below.

1. According to the article, Bilan’s family left Somalia because
 - (A) Bilan wants to go to college in Canada or the U.S.
 - (B) Somalia was a dangerous place to live.
 - (C) they had little religious freedom in Somalia.
 - (D) They had friends and family in Ethiopia.
2. On page 6, Kristin Lewis writes, “She and her family lived in a comfortable home,” “She went to school and had many friends,” and “Bilan seems like someone who would be your friend too.” These details
 - (A) help readers understand what it’s like to be a refugee.
 - (B) help readers relate to Bilan.
 - (C) show that most refugees are women and children.
 - (D) compare Bilan’s experience to the experience of others.
3. How does the section “Crisis After Crisis” contribute to the article?
 - (A) It explains the effects of World War II.
 - (B) It illustrates the challenges that many refugees face living in camps.
 - (C) It provides a history of refugee crises and explains how aid groups help refugees.
 - (D) It shows how dangerous Somalia has become.
4. On page 8, Lewis writes, “She would also have to fetch firewood for cooking, trekking far outside the relative safety of the camp—and that frightened her.” Lewis’s use of the word *relative* helps readers understand that the Kobe camp
 - (A) is completely free of danger or harm.
 - (B) does not have electricity.
 - (C) is safe compared to where Bilan journeys for firewood, but may not be completely safe.
 - (D) has much to offer.
5. All of the following statements express a central idea of the article EXCEPT which?
 - (A) Throughout human history, many peoples have been forced to flee their homelands.
 - (B) Life in refugee camps can be challenging.
 - (C) Despite the challenges she faces, Bilan maintains a positive attitude about her future.
 - (D) The Kobe camp has a bustling market with a place to get cell phones repaired.
6. Lewis most likely wrote this article to (choose TWO answers)
 - (A) teach readers about Ethiopian customs and traditions.
 - (B) help readers understand the experience of one teenage refugee.
 - (C) explain the civil war in Somalia.
 - (D) provide context about the global refugee crisis.

Constructed-Response Questions

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

7. What makes the Kobe camp in Ethiopia different from many refugee camps? Use text evidence to support your answer.
8. Consider the following claim: Bilan shows resilience. Support this claim using details from the article.

Name: _____ Date: _____

Nonfiction Quiz

Directions: Read “I Live in a Refugee Camp.” Then answer the questions below.

- According to the article, why did Bilan’s family leave Somalia?
 - to get an education
 - to escape violence
 - to find religious freedom
 - to live closer to family in Ethiopia
- On page 6, Kristin Lewis writes, “She and her family lived in a comfortable home,” “She went to school and had many friends,” and “Bilan seems like someone who would be your friend too.” These details
 - help readers understand what it’s like to be a refugee.
 - help readers relate to Bilan.
 - show that most refugees are women and children.
 - compare Bilan’s experience to the experience of others.
- Which section helps you understand the history that led to aid groups helping refugees?
 - “Life in the Camp”
 - “World of Uncertainty”
 - “Crisis After Crisis”
 - “What’s Next?”
- On pages 7–8, Lewis writes, “It’s clean, it’s well organized, and it has the essentials: food, water, durable shelters, and a health clinic.” What are *essentials*?
 - things that keep you warm
 - things that cost extra
 - things that are basic or necessary
 - things that are not important
- Which of the following statements expresses a central idea of the section “Vision for the Future”?
 - Bilan has lived at the Kobe camp for four years.
 - Bilan hopes to move to the U.S. or Canada.
 - Bilan finds plenty of time to spend with friends.
 - Despite the challenges she faces, Bilan maintains a positive attitude about her future.
- Lewis most likely wrote this article to (choose **TWO** answers)
 - share Ethiopian customs and traditions.
 - help readers understand the experience of one teenage refugee.
 - give advice to refugees.
 - help readers understand the global refugee crisis.

Constructed-Response Questions

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

- According to the sections “Life in the Camp” and “World of Uncertainty,” what makes the Kobe camp in Ethiopia different from many refugee camps? Use text evidence.
- To be resilient is to be able to withstand or recover quickly from difficult situations. Support the claim that Bilan shows resilience using details from the article.

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

Refugee Contest

What challenges does Bilan face as a refugee? What is being done to help refugees like her? Answer both questions in an essay. Use text evidence. Five winners will get *Escape from Aleppo* by N. H. Senzai.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY October 15, 2019!



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

Gods Versus Giants

Pronunciation Guide to Names and Places

Asgard [AZ-gard]

Freya [FRAY-uh]

Heimdall [HAYM-dahl]

Hoenir [HUR-near]

Hymir [HEE-mere]

Idunn [IH-dun]

Jotunheim [YO-ten-haym]

Loki [LOW-key]

Midgard [MID-gawrd]

Odin [OH-din]

Skadi [SKAH-dee]

Thiazi [THEE-ah-zee]

Thor [THAWR]

Thrym [THRIMM]

Thank you to expert Carolyne Larrington from the University of Oxford for her help with these pronunciations.



Gods Versus Giants

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

	Agree	Disagree
1. It would be great to live forever.		
2. It's possible to correct bad choices you make.		
3. There's a fine line between looking out for yourself and being selfish.		
4. Lying can cause others great harm.		
5. It's never too late to tell the truth.		
6. You have to give loyalty to get it back.		
7. “To see the right and to not do it is cowardice.” —Confucius		

Name: _____ Date: _____

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

Vocabulary:

Gods Versus Giants

- 1. begrudgingly (bih-GRUHJ-ing-lee)** *adverb*; If you do something begrudgingly, you do it unwillingly. In other words, you'd really rather not do it at all. For example, if you like to sleep in, you might begrudgingly agree to have band practice at 7 a.m. on a Saturday morning. If your mom says you have to clean your room before you can hang out with your friends, you might begrudgingly head to your room, dragging your feet and grumbling along the way.
- 2. deception (dih-SEP-shuhn)** *noun*; The verb *deceive* (dih-SEEV) means “to trick or mislead.” If Jake claims to be your friend but says unkind things about you behind your back, you may feel he has deceived you.

Deception is the act of deceiving someone—in other words, making someone believe something that is not true. Magicians are masters of deception.
- 3. gnarled (nahrlld)** *adjective*; Something that is gnarled is rough and full of twists and bumps or knots. Tree branches often become gnarled as they get old. People's hands can become gnarled too, either from old age or from hard work.
- 4. muster (MUHS-ter)** *verb*; *Muster* can refer to gathering a group of soldiers together in one place to do something, such as to prepare for battle. *Muster* is also used to describe gathering up anything—and as much of it as you can—to get something done. Your choir teacher might ask you to muster all the students you can find to help move chairs into the gym for a concert. After standing against the wall at a school dance for an hour, you might muster the courage to get out on the dance floor and show off your moves.
- 5. preposterous (prih-PAH-ter-uhs)** *adjective*; If something is preposterous, it is utterly ridiculous, foolish, and silly. It would be preposterous to think that you could teach your dog to do your homework.
- 6. sidle (SAHYD-l)** *verb*; To sidle is to walk or move sideways in a quiet or sneaky way so that no one notices you. You might sidle up to a friend to whisper a secret in his ear, or you might sidle through a movie theater door if you are late to the movie.

- 7. summon (SUHM-uhn)** *verb*; As it is used in the play, *summon* means “to call for” or “to order people or things to a place.” You might punch a button to summon an elevator. In an emergency, you might summon help by dialing 911.

Directions: Below and 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

Gods Versus Giants

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

summon muster preposterous deception begrudgingly sidle gnarled

1. I worried that my sister might lose my favorite hat, but I reluctantly let her borrow it.

2. It took all the bravery Mia could find to get onstage and sing the national anthem in front of everyone.

3. Long ago, people thought Earth was flat, but today that idea seems ridiculous.

4. Tim quietly scooted over toward Matt to pass him a note.

5. The police finally caught up with the criminal who had been selling fake celebrity autographs, and his years of trickery came to an end.

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

6. **preposterous**

- Ⓐ believable Ⓑ unreasonable

8. **gnarled**

- Ⓐ bumpy Ⓑ smooth

7. **deception**

- Ⓐ honesty Ⓑ betrayal

9. **summon**

- Ⓐ dismiss Ⓑ call for

Name: _____ Date: _____

Close-Reading Questions

Gods Versus Giants

1. Describe the atmosphere inside the giants' castle in Scene 1. What details create this atmosphere? (setting)
2. In Scene 1, how are Skadi's feelings about the gods different from her father's? (character)
3. In Scene 2, who can you infer cursed the gods' meat? How do you know? (inference)
4. In Scene 2, why does Thiazi eat so much of the gods' meat? (inference, character's motivation)

5. In Scene 6, Heimdall says, “Loki’s loyalties are only to himself!” What evidence in the play supports this statement? (text evidence)
6. At the end of the play, Odin tells Loki, “One day your treachery will be your end.” What does he mean? (interpreting text)
7. How is the role of the Storytellers in the play different from that of the Stage Directors? (text structure)

Name: _____ Date: _____

Critical-Thinking Questions

Gods Versus Giants

1. When Thiazi dies at the end of the story, is he getting what he deserves?
2. Does this story have a moral, or a lesson that can be learned from reading it? If so, what is it?
3. In mythology, a hero is typically a brave, selfless character who saves the day. Based on this definition, does this story have a hero? Explain.

Name: _____ Date: _____

Gods Versus Giants

Character Thinking Tool

The questions in this activity are about the character of
Loki

1. A. In Scene 1, Thiazi says, “There is one god who will promise anything to save his own skin.” What does it mean to “save your own skin”?

B. Can you think of any characters from other books or movies who do things to save their own skin?

2. Reread Scenes 3 and 4. Based on Loki’s words and actions, what are a few words you would use to describe him? Use text evidence to support your choices.

3. When Thor drags Loki into the great hall in Scene 6, he says, “I found this coward hiding in a field.” What is a coward? In your view, is Thor right that Loki is a coward?

4. A. When Loki confesses to the gods, he says, “I had no choice!” Did he really not have a choice, or is there something he could have done differently?

B. Do you think it is ever too late to tell the truth?

5. Why does Loki decide to bring Idunn back to Asgard?

6. Place a star on the line below to indicate where you think Loki falls on the spectrum from villain to hero.

villain <-----> **hero**

Explain your reasoning.

Name: _____ Date: _____

Preparing to Write: Is Loki a Villain?

This activity will help you prepare for the writing prompt on page 15:

A villain is an evil or cruel character. Is Loki a villain? Explain your answer using text evidence.

BAD STUFF LOKI DOES

Think about what evil, cruel, or otherwise not-very-nice things Loki does. Fill in the chart with two such things. For each, explain why Loki's action is evil, cruel, or unkind. Also explain why Loki does what he does. Use text evidence.

What Loki does and why it's bad	Why Loki does this bad thing
1.	
2.	

GOOD STUFF LOKI DOES

Now think about anything helpful, kind, or at least halfway decent that Loki does. List at least one thing and explain why that action is helpful, kind, or decent. Also explain why Loki does this thing. Use text evidence.

What Loki does and why it's good	Why Loki does this good thing
1.	
2. (optional)	

**WHAT OTHER CHARACTERS
SAY ABOUT LOKI**

Write at least three things that other characters say about Loki. Include page numbers.

1.
2.
3.
4. (optional)

VILLAIN OR NOT?

Now look back over what you've written. What do you think? Is Loki a villain?

☐

YES

☐

NO

In the box below, write a short paragraph explaining your answer.

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.

Directions: Open your magazine to Scene 8 of the play *Gods Versus Giants*. Reread the scene, then answer the questions below using details from the scene to support your answers.

Mood Words

cheerful, thrilling, touching, gloomy, creepy, dreary, relaxed, silly

Scene 8

1. Choose one word from the box of mood words above to describe the mood of Scene 8.

Mood of Scene 8: _____

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

A. How does the plot help create the mood? In other words, what is going on, and how does that help create the mood you named?

B. How does the dialogue help create the mood? Think about not only what the characters and stage directors say, but also how they say it.

Now imagine that you are the director of a movie version of *Gods Versus Giants*. Your job is to visualize the script and then direct your crew and actors in fulfilling your vision. Follow the prompts below to brainstorm your vision for a scene of your choosing.

Start here!
→

Choose your favorite scene:
Scene ____

What mood do you want to create for this scene? Will the mood be just like in the play? Or will you amp it up or go in a different direction?

Describe the mood (or moods) of the scene.

What kind of music will help create the mood you want? How about sound effects?

Music and Sound

What lighting choices can help create the mood that you want?

Lighting

Which expressions should the cameras be sure to capture? Should there be any special camera movements?

Cameras

What direction will you give each actor on the emotions he or she should be communicating?

Actors

What other elements will help create the mood of your scene? Jot down any notes on props, hair and makeup, costumes, or anything else.

Other Ideas

Name: _____ Date: _____

Gods Versus Giants Quiz

Directions: Read *Gods Versus Giants*. Then answer the questions.

1. Which statement BEST describes the frost giants' relationship with the gods?
 - (A) The frost giants respect the gods and the way they rule the nine realms.
 - (B) The frost giants don't want to be ruled by the gods and want to seize power from them.
 - (C) The frost giants want to live peacefully with the gods; they'd rather not fight.
 - (D) The frost giants fear the gods.
2. Which lines support your answer to question 1? Choose TWO answers.
 - (A) Thrym: "We must put the gods in their place."
 - (B) Thiazi: "You gods think you rule the realms. But you do not rule us!"
 - (C) SD2: "In an enormous ice castle, four frost giants sit at a stone table."
 - (D) Skadi: "Why can't we live peacefully in our realm while the gods live in theirs?"
3. At the end of Scene 1, Thiazi says, "There is one god who will promise anything to save his own skin." Which line expresses a similar idea?
 - (A) SD3: "Loki licks his lips eagerly."
 - (B) Heimdall: "Loki's loyalties are only to himself!"
 - (C) SD1: "Loki puts on the cloak, turns Idunn into a walnut, and flies away with her."
 - (D) Thiazi: "Thor beat you in battle yet again?"
4. In Scene 8, Odin says, "One day your treachery will be your end." Based on context clues, what is the definition of *treachery*?
 - (A) a lack of care in avoiding danger
 - (B) a strong feeling of support or allegiance
 - (C) feelings of worry or nervousness
 - (D) a betrayal of trust
5. Which detail should definitely be included in a summary of *Gods Versus Giants*?
 - (A) Thor's muscles grow larger when he takes a bite of his apple.
 - (B) The roof of the god's great hall in Asgard is made of gold.
 - (C) To save his life, Loki promises to bring Idunn and the Apples of Life to the frost giants.
 - (D) A rainbow bridge leads into Asgard.
6. All of the following can be supported by information in *Gods Versus Giants* EXCEPT which?
 - (A) The Vikings worshiped more than one god.
 - (B) Thor was a popular god among the Vikings.
 - (C) The Vikings didn't like Loki.
 - (D) Elements of Norse mythology have survived into modern times.

Constructed-Response Questions



Directions: Write your answer to the question below in a well-organized response.

7. In Scene 7, Idunn says, "Your blood runs with deception, Loki." What does she mean? Do you agree? Support your answer with details from the text.

Name: _____ Date: _____

Gods Versus Giants Quiz

Directions: Read *Gods Versus Giants*. Then answer the questions below.

- 1. Choose the answer that best completes the sentence below:**

Frost giants _____ the gods.

- (A) respect and admire
- (B) want to take power from
- (C) live in fear of
- (D) live longer than

- 2. Which lines best support your answer to question 1? Choose TWO answers.**

- (A) Thrym: “We must put the gods in their place.”
- (B) Thiazi: “You gods think you rule the realms. But you do not rule us!”
- (C) SD1: “In an enormous ice castle, four frost giants sit at a stone table.”
- (D) Skadi: “Why can’t we live peacefully in our realm while the gods live in theirs?”

- 3. At the end of Scene 1, Thiazi says, “There is one god who will promise anything to save his own skin.” To “save your own skin” means to**

- (A) do things poorly in order to save time.
- (B) protect yourself from danger without caring what happens to anyone else.
- (C) avoid saying what you mean.
- (D) work hard.

- 4. In Scene 8, Odin says, “One day your treachery will be your end.” Context clues reveal that *treachery* most closely means**

- (A) caution.
- (B) loyalty.
- (C) anger.
- (D) betrayal.

- 5. Which detail should definitely be included in a summary of *Gods Versus Giants*? (A summary tells only the main points of something.)**

- (A) Thor’s muscles grow larger when he takes a bite of his apple.
- (B) The roof of the great hall is made of gold.
- (C) To save his life, Loki promises to bring Idunn and the Apples of Life to the frost giants.
- (D) A rainbow bridge leads into Asgard.

- 6. According to information in *Gods Versus Giants*, which of the following statements is true?**

- (A) The Vikings worshiped one god, Odin.
- (B) Thor was the least popular god among the Vikings.
- (C) The Vikings were invaders.
- (D) Norse was the religion of the ancient Greeks and Romans.

Constructed-Response Questions



Directions: Write your answer to the question below in a well-organized response.

- 7. In Scene 7, Idunn says, “Your blood runs with deception, Loki.” Deception is the act of making someone believe something that isn’t true. It often involves being sneaky and dishonest. Do you agree with Idunn that Loki is full of deception? Support your answer with details from the text.**

Name: _____ Date: _____

Discussion Questions

"A Day in the Life of a 12-Year-Old Viking Boy"

1. Based on information in the first two paragraphs of the essay, how would you describe what life was like for Viking children?
2. How big of a role do you think Norse mythology played in the lives of the Vikings? Use details from the essay to support your answer.
3. Based on information in the essay, what can you infer about the role of women in Viking society?

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

Loki Contest

A villain is an evil or cruel character. Is Loki a villain? Explain your answer using text evidence. Five winners will each get
9 From the Nine Worlds by Rick Riordan.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY October 15, 2019!

Name: _____ Date: _____

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

Paired Texts Vocabulary

"How to Save a Baby Orangutan"

1. **deforestation (dee-for-ist-AY-shuhn)** *noun*; Deforestation is the act of removing all the trees from an area, either by cutting them down or burning them. Deforestation usually takes place to make way for roads and buildings, to cut down trees to make paper, or to clear an area for farms, ranches, or mining.
2. **dispatch (dih-SPACH)** *verb*; To dispatch is to quickly send someone or something to a specific place for a specific reason. For example, 911 operators dispatch rescue vehicles to the scene of an emergency.
3. **ecosystem (EE-koh-sis-tuhm)** *noun*; An ecosystem is all the living and nonliving things in a particular environment. A pond's ecosystem, for example, includes the plants, animals, bacteria, and water in the pond, as well as the soil at the bottom of the pond and the sunlight and the rainfall that the pond receives. Each part plays an important role in helping the system function.
4. **habitat (HAB-i-tat)** *noun*; A habitat is the environment where a plant or an animal naturally lives and grows. Polar bears are found naturally only in the Arctic. Thus, the Arctic is the habitat for a polar bear. Some zoos have polar bears, but these zoos are not the bears' habitat.
5. **malnutrition (mal-noo-TRISH-uhn)** *noun*; Nutrition is the act or process of providing the body with the food it needs to grow and be healthy. The Latin root *mal* means "bad"; malnutrition is an unhealthy condition that results from not eating enough food or from eating food that lacks the proper nutrients. Someone suffering from malnutrition is often weak and thin.
6. **primatologist (pry-muh-TOL-uh-jist)** *noun*; A primate (PRAHY-mayt) is any member of the group of mammals that includes humans, apes, and monkeys. A primatologist is a scientist who studies nonhuman primates.

7. stabilize (STAY-buh-lahyz) *verb*; As it is used in the article, *stabilize* means "to stop something from quickly changing or getting worse." If someone is seriously injured, emergency responders work to stabilize that person—to control bleeding and keep the person warm and calm.

Stabilize can also mean "to make something more secure or less shaky." If your table is wobbly, you might tighten the bolts and screws to stabilize it.

8. voracious (vo-RAY-shuhs) *adjective*; As used in the article, *voracious* means "craving or eating large amounts of food," as in, "After her 60-mile bike ride, Shana had a *voracious* appetite. She ate three plates of spaghetti!"

Voracious can also mean "having a strong desire or enthusiasm for something," as in, "My brother is a voracious reader, sometimes reading as many as three books a week."

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

Paired Texts Vocabulary Practice

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

BOOK TITLES

- A. *Stabilized!*
- B. *Our Habitat*
- C. *The Primatologist*
- D. *Human Malnutrition*

1. A collection of stunning photographs takes readers on a journey to the wild savannas of Africa, to wander and graze with a herd of elephants through the place they call home.

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

2. This medical reference book explains the signs to look for to determine if someone is not eating properly and how to treat the person.

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

3. This fascinating account of one researcher's groundbreaking studies on gorillas details the contributions she made to her field.

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

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

4. **dispatch**

- (A) receive (B) send

5. **voracious**

- (A) very hungry (B) satisfied

6. **stabilize**

- (A) make steady (B) destroy

7. **malnutrition**

- (A) wealth (B) starvation

Directions: Choose the best answer to each question below.

8. Which is part of a forest ecosystem?

- (A) a painting of the forest
(B) flowers that grow in the forest

9. What is something a primatologist might want to learn more about?

- (A) how chimpanzees socialize
(B) how humans learn sign language

10. A country that bans deforestation _____.

- (A) wants to clear more forests for coal mines
(B) wants to prevent its forests from being cut down

Name: _____ Date: _____

Close-Reading Questions

“How to Save a Baby Orangutan” and “Why We Need Rainforests”

1. Why can't young orangutans survive in the wild without their mothers? (key ideas and details)
2. What attitude toward orangutans and rainforests does author Mackenzie Carro express in her article? (tone)
3. Preuschoft says that if we protect the rainforest for orangutans, we will also “protect thousands of other important plants and animals” (18). How does information in the infographic “Why We Need Rainforests” support Preuschoft’s claim? (synthesis)
4. Briefly explain what the infographic is about. (key ideas)

Name: _____ Date: _____

Critical-Thinking Questions

"How to Save a Baby Orangutan" and "Why We Need Rainforests"

1. Consider the sidebar "5 Ways Orangutans Are Just Like Us." Why might the author or editors have included this sidebar? Does it affect your feelings about orangutans?
2. Imagine that "How to Save a Baby Orangutan" were turned into an infographic. How would the experience of reading the infographic compare with the experience of reading the article?
3. Would you want to work at the Forest School as a caregiver to young orangutans? Why or why not?
4. The article says that one way to help orangutans is by asking companies to use palm oil that is produced in a way that does not harm rainforests. Brainstorm other ways that kids might be able to help orangutans.

Name: _____ Date: _____

Preparing to Write: Why We Need Rainforests

This activity will help you prepare for the writing prompt on page 19:

Explain why rainforests are important and why they should be protected. Draw on both the article and the infographic to support your ideas.

Directions: After reading "How to Save a Baby Orangutan" and "Why We Need Rainforests," fill in the chart below.

Question	"How to Save a Baby Orangutan"	"Why We Need Rainforests"
What threats do rainforests face?		
Why are rainforests important? Why should they be protected?		

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 "How to Save a Baby Orangutan."

1. The introduction of the article uses **description**. What is the author describing in the first two paragraphs?

Description or List

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

Cause and Effect

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

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

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

Sequence of Events

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

2. A. Underline the text structure the author uses in the section "Racing to Help."

sequence of events

cause and effect

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

3. In the section "Important Skills," what does the author compare and contrast?

4. A. Which text structure does the author use in the first two paragraphs of the section "Cheeky Grin"?

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

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read "How to Save a Baby Orangutan." Then complete the activity below.

1. Imagine that you are writing a paragraph explaining how the Four Paws Forest School helps orphaned baby orangutans.

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

- Ⓐ The Four Paws Forest School helps orphaned baby orangutans by protecting them from hunters.
- Ⓑ The Four Paws Forest School is located in the heart of Borneo's rainforest.
- Ⓒ The Four Paws Forest School helps orphaned baby orangutans by teaching the babies important survival skills that their mothers would have taught them in the wild.

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

- Ⓐ "For example, in the wild, Gerhana might have seen his mother peel the bark away from a tree and eat the nutritious fibers underneath. At the school, human caregivers showed Gerhana how to do this." (p. 18)
- Ⓑ "There are laws in place to prevent deforestation, but, Preuschoft says, more must be done to enforce them." (p. 18)
- Ⓒ "But many humans see the orangutans as pests—like roaches and rats—and kill them." (p. 17)

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

- Ⓐ It provides an example of an important survival skill that the Forest School teaches baby orangutans: how to find food.
- Ⓑ It explains how the Forest School helps baby orangutans by enforcing deforestation laws.
- Ⓒ It explains why baby orangutans need the help of the Four Paws Forest School.

2. Choose the piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.

Orangutans are in serious danger.

- Ⓐ “Gerhana needed medical attention—fast.” (p. 17)
- Ⓑ “There are laws in place to prevent deforestation, but, Preuschoft says, more must be done to enforce them.” (p. 18)
- Ⓒ “Since 1950, orangutan populations have declined by about 80 percent . . .” (p. 18)

I chose ____ because _____

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

Baby orangutans are dependent on their mothers in the wild.

- Ⓐ “Only six months old and unable to climb trees by himself, Gerhana would have been stranded. All he could have done was cry out—miserable, starving, and alone.” (p. 17)
- Ⓑ “Preuschoft isn’t surprised by Gerhana’s remarkable recovery. ‘That’s typical of orangutans,’ she says. ‘They are very resilient.’” (p. 18)
- Ⓒ “Ultimately, once the orangutans are healthy, fully grown, and independent, they are released back into the wild. . . . But this process can take 10 years or longer.” (p. 18)
- Ⓓ “In the wild, baby orangutans learn critical survival skills by observing and imitating their mothers.” (p. 18)
- Ⓔ “The two are inseparable as the mother helps her baby learn critical skills, such as how to find food, swing through the trees, and build a nest to sleep in.” (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 “How to Save a Baby Orangutan” in the form of a direct quotation.

- Ⓐ Orangutans are resourceful. For example, in the article “How to Save a Baby Orangutan,” author Mackenzie Carro explains that orangutans use large leaves to shield themselves from rain (17). The fact that orangutans use the plants around them to keep themselves dry shows that they are clever animals.
- Ⓑ Orangutans are resourceful. For example, in the article “How to Save a Baby Orangutan,” author Mackenzie Carro writes, “When it rains, orangutans hold leaves over their heads to keep dry” (17). The fact that orangutans use the plants around them to keep themselves dry shows that they are clever animals.
- Ⓒ Orangutans are resourceful. For example, “When it rains, orangutans hold leaves over their heads to keep dry.” The fact that orangutans use the plants around them to keep themselves dry shows that they are clever animals.

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

5. Choose the paragraph that correctly uses text evidence from “How to Save a Baby Orangutan” in the form of a paraphrase.

- Ⓐ There are ways to help save orangutans. For example, in the article “How to Save a Baby Orangutan,” author Mackenzie Carro quotes primatologist Dr. Signe Preuschoft who explains that there must be better enforcement of the laws that protect orangutans and their habitats (18). In other words, to help save orangutans, governments and other agencies can do a better job of making sure that people follow certain environmental laws.
- Ⓑ There are ways to help save orangutans. For example, in the article “How to Save a Baby Orangutan,” author Mackenzie Carro writes, “There are laws in place to prevent deforestation, but, Preuschoft says, more must be done to enforce them” (18). In other words, to help save orangutans, governments and other agencies can do a better job of making sure that people follow certain environmental laws.
- Ⓒ There are ways to help save orangutans. Primatologist Dr. Signe Preuschoft says that there must be better enforcement of the laws that protect orangutans and their habitats.

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

6. Now it's your turn. Write a paragraph explaining why baby orangutans need their mothers in the wild. Your paragraph should include:

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

[illegible]

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “How to Save a Baby Orangutan.” Then complete the activity below.

1. Choose the TWO pieces of text evidence from “How to Save a Baby Orangutan” that best support the statement below.

STATEMENT:

Orangutans are in serious danger.

- Ⓐ “Lizards the size of crocodiles darted across the forest floor as gem-colored frogs leaped through the mud and leopards hunted their dinner.” (p. 16)
- Ⓑ “But many humans see the orangutans as pests—like roaches and rats—and kill them.” (p. 17)
- Ⓒ “Gerhana needed medical attention—fast.” (p. 17)
- Ⓓ “Since 1950, orangutan populations have declined by about 80 percent . . .” (p. 18)

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

STATEMENT:

Orangutans need rainforests to survive.

- Ⓐ “Palm oil is found in many foods and products, from pizza dough and chocolate to shampoo and toothpaste.” (p. 16)
- Ⓑ “Orangutans survive on the fruit and plants the rainforest produces, so as their habitat shrinks, so does their source of food.” (p. 16)
- Ⓒ “Since 1950, orangutan populations have declined by about 80 percent . . .” (p. 18)

I chose ____ because _____

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

STATEMENT:

- Ⓐ “Only six months old and unable to climb trees by himself, Gerhana would have been stranded. All he could have done was cry out—miserable, starving, and alone.” (p. 17)
- Ⓑ “The two are inseparable as the mother helps her baby learn critical skills, such as how to find food, swing through the trees, and build a nest to sleep in.” (p. 17)
- Ⓒ “In the wild, baby orangutans learn critical survival skills by observing and imitating their mothers.” (p. 18)

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward 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.

This activity is about author Mackenzie Carro's tone in "How to Save a Baby Orangutan." We started question 1 for you.

1. What is Carro's tone as she writes about the Forest School? Write one adjective to describe it here:

admiring

In the box to the right, support your answer using details from the text.

The Forest School

Deforestation

2. What is Carro's tone as she writes about deforestation? Write one adjective to describe it here:

How do you know? Support your answer using details from the text.

3. What is Carro's tone as she writes about orangutans? Write one adjective to describe it here:

Support your answer using details from the text.

Orangutans

4. Look over your answers from pages 1 and 2. Consider the tone Carro uses throughout her article as she discusses the Forest School, deforestation, and orangutans.

What clues does Carro's tone give you about why she wrote this article? What do you think she was trying to accomplish through this article? Answer both questions in the space below.

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward 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.

This activity is about author Mackenzie Carro's tone in "How to Save a Baby Orangutan." We completed question 1 for you.

1. What is Carro's tone as she writes about the Forest School? Write one adjective to describe it here:

admiring

In the box to the right, support your answer using details from the text.

The Forest School

- Carro describes the Forest School as an "extraordinary place in the heart of the rainforest" (17). The word "extraordinary" shows that she views the school as unusual and remarkable.
- The details Carro chose to include about the caregivers' response when Gerhana was first brought in—that they "sprang to action" and then "worked around the clock—feeding and hydrating Gerhana, giving him medicine and belly rubs—to keep him alive"—show that she admires their dedication (17).
- Carro writes that though Gerhana still has a lot to learn, "Fortunately, his many human moms and dads will be at his side, helping him every step of the way" (18). You can tell she thinks Gerhana is lucky to be at the Forest School with caregivers she views warmly, like loving parents.

Deforestation

2. What is Carro's tone as she writes about deforestation? Write one adjective to describe it here:

How do you know? Support your answer using details from the text.

3. What is Carro's tone as she writes about orangutans? Write one adjective to describe it here:

Support your answer using details from the text.

Orangutans

4. Look over your answers from pages 1 and 2. Think about the tone Carro uses throughout her article as she discusses the Forest School, deforestation, and orangutans.

What clues does Carro's tone give you about why she wrote this article? What do you think she was trying to accomplish?

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “How to Save a Baby Orangutan” and “Why We Need Rainforests.” Then answer the questions below.

1. On page 16, Mackenzie Carro writes, “For orangutans like Gerhana, this deforestation is a catastrophe.” Based on context clues, which is the best definition of *catastrophe*?
 - (A) an unfortunate incident that happens unexpectedly and unintentionally
 - (B) a puzzling situation
 - (C) an event causing great damage or suffering; a disaster
 - (D) a problem that slows progress down
2. Which is the best summary of Gerhana’s story?
 - (A) A farmer found a baby orangutan and turned him over to the authorities.
 - (B) A human killed a mother orangutan, orphaning her baby.
 - (C) A baby orangutan’s mother was killed, but a special school saved his life and is raising him so that he can be released into the wild again.
 - (D) An orangutan’s habitat shrank because of human activity such as farming and mining.
3. According to the information in the article,
 - (A) scientists are unsure how many orangutans exist in the wild today.
 - (B) orangutan populations have remained steady since the 1950s.
 - (C) orangutan populations have declined so sharply that the animals are now in danger of extinction.
 - (D) orangutans are no longer considered endangered.
4. On page 17, Carro writes that the caregivers “worked around the clock.” Context clues show that to work around the clock is to
 - (A) work all day and all night.
 - (B) keep track of what time it is while you work.
 - (C) work near a clock.
 - (D) take breaks from your work throughout the day.
5. The main purpose of “How to Save a Baby Orangutan” is to _____, whereas the main purpose of “Why We Need Rainforests” is to _____.
 - (A) introduce readers to Dr. Signe Preuschoft; inform readers about Earth’s water cycle
 - (B) inform readers about the threats orangutans face; help readers understand the vital role rainforests play in the planet’s health
 - (C) describe the unique ecosystem in Borneo; explain why deforestation occurs
 - (D) explain how orangutans communicate; compare the lumber and coal industries
6. Which ideas are supported by both the article and the infographic? (Choose TWO answers.)
 - (A) Rainforests are unique ecosystems that need to be preserved.
 - (B) Humans have a lot in common with orangutans.
 - (C) Rainforests regulate Earth’s climate.
 - (D) Deforestation has devastating effects on plants and animals.

Constructed-Response Questions

Directions: Write your answer to the question below in a well-organized response.

7. The naturalist John Muir once said, “When one tugs at a single thing in nature, he finds it attached to the rest of the world.” What did he mean? How does this idea apply to the article and the infographic?

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “How to Save a Baby Orangutan” and “Why We Need Rainforests.” Then answer the questions below.

- On page 16, Mackenzie Carro writes, “For orangutans like Gerhana, this deforestation is a catastrophe.” Context clues reveal that a catastrophe is
 - an accident.
 - a problem.
 - a disaster.
 - a setback.
- Which detail would be least important to include in a summary of Gerhana’s story?
 - Gerhana almost died alone in the wild.
 - Gerhana’s mother was killed.
 - Gerhana has a coat of bright-orange hair.
 - Caregivers at the Forest School saved Gerhana.
- According to the information in the article, orangutan populations
 - are too difficult to measure in the wild.
 - have remained steady since the 1950s.
 - have declined sharply.
 - are on the rise.
- On page 17, Carro writes that the caregivers at the Forest School “worked around the clock.” To work around the clock is to
 - work all day and all night.
 - keep track of what time it is.
 - work near a clock.
 - take breaks from work throughout the day.
- The main purpose of the infographic “Why We Need Rainforests” is to help readers understand
 - Earth’s water cycle.
 - the role rainforests play in the planet’s health.
 - carbon dioxide.
 - the lumber and coal industries.
- Both the article and the infographic support the idea that (choose TWO answers)
 - deforestation is a problem.
 - rainforests provide important medicines.
 - orangutans are like humans in many ways.
 - rainforests are valuable.

Constructed-Response Question

Directions: Write your answer to the question below in a well-organized response.

- The naturalist John Muir once said, “When one tugs at a single thing in nature, he finds it attached to the rest of the world.” He meant that in nature, nothing exists alone; everything is connected. How does this idea apply to the article and the infographic?

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

Rainforest Contest

Explain why rainforests are important and why they should be protected. Draw on both the article and the infographic to support your ideas. Three winners will each get *Orphaned* by Eliot Schrefer.

Entries will be judged on:

- ⇒ use of information from both texts
- ⇒ grammar, spelling, and punctuation
- ⇒ clarity and good organization
- ⇒ creativity

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY October 15, 2019!



"The Message"

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

	Agree	Disagree
1. One day, time travel will be possible.		
2. Humans should work toward colonizing other planets.		
3. You should always trust your instincts.		
4. Fitting in is overrated.		
5. Understanding something in your head is different from accepting it in your heart.		
6. Sometimes it's hard to know what the right thing to do is.		
7. "The one who follows the crowd usually gets no further than the crowd. The one who walks alone is likely to find himself in places no one has ever been."—Albert Einstein		

Name: _____ Date: _____

Close-Reading Questions

"The Message"

1. Einstein lived from 1879 to 1955. So when does this story take place? (setting, page 25)
2. Why might the author have put the first three paragraphs in italics? (text structure, page 25)
3. What do you think a holo is? (inference, page 25)
4. Explain why these lines are important. What do they help you understand?
(text structure, page 27)

5. How does Astra see herself? Use these lines and other lines in the story to support your answer. (character, page 27)

6. Why does Astra want to talk to Oma rather than to her parents? (character, page 27)

7. What does Astra realize when she opens her mom's gift? Explain. (inference, page 29)

8. Why does Astra think of Oma in this moment? (text structure, page 29)

Name: _____ Date: _____

Critical-Thinking Questions

"The Message"

1. Do you think Astra will see herself differently after the events in the story? Will others see her differently? Explain.
2. What would be exciting or rewarding about being a colonist on the *Vida*? What would be challenging?
3. If you had the ability to send a message to yourself at a younger age, would you? What would you tell yourself?
4. *Vida* means "life" in Spanish. Why might the colonists have called the ship *Vida*?
5. Should humans work toward colonizing another planet? Why?

Name: _____ Date: _____

Making Inferences

Making an inference means using clues from the text to figure out something the author doesn't tell you directly.

Directions: Answer the questions or follow the directions that appear in italics to fill in the chart. We completed the first row for you.

Clues	Inference
<p>1. On pages 25 and 26, Astra says:</p> <p>"When Oma got sick last year, I found it impossible to imagine living in a world without her." (p. 25)</p> <p>"The only time I felt like myself was when I was in the ag module with Oma." (p. 26)</p> <p>"But after she died, I just couldn't bring myself to go to the ag module anymore." (p. 26)</p>	<p><i>What do these lines suggest about the relationship between Astra and Oma?</i></p> <p>You can infer from these lines that Astra and Oma were very close and that Astra misses Oma a lot.</p>
<p>2. <i>Find two lines in the story that support the inference on the right.</i></p>	<p>Astra admires Rio.</p>
<p>3. On page 26, a holo drive projects an image of a mysterious woman to Astra:</p> <p>"Her eyes were red-rimmed and haunted, and her cheeks were hollow. Her hair was dirty, and there was an ugly scratch on her cheek. She wore a rumpled regulation jumpsuit."</p>	<p><i>What can you infer about the woman in the hologram from this description?</i></p>

Clues	Inference
<p>4. Find two lines in the story that support the inference on the right.</p>	<p>Astra lacks confidence.</p>
<p>5. On page 29, after Astra finds out that the seedlings she destroyed were infected and that she saved everyone on the ship, she says:</p> <p>"I wrapped the scarf around my neck and thought of Oma in her garden, of what she'd say to me if only I could tell her what I'd done."</p>	<p><i>Based on what the story reveals about Oma, what might Oma have said to Astra?</i></p>

Name: _____ Date: _____

"The Message"

Character Thinking Tool

The questions in this activity are about the characters of
Astra and Rio

1. Why is Astra interested in time travel?

**2. How does Astra seem to be handling
Oma's death?**

3. Consider this excerpt from page 25: "Look, I know you'd rather stay in your room and read about time travel than go to some fancy dinner. But 'the Landing Day Celebration marks the end of one journey and the beginning of another. All colonists are required to attend,'" he recited. "Don't you read the morning bulletins? You read everything else."

What do these lines help you understand about Astra?

4. On page 26, Astra says, "One of my favorite things about Rio is that even though he's known me my entire life, he still asks me whether I want to play soccer. He's a true optimist." What does Astra mean? Why do you think Rio keeps asking her to play soccer?

5. Oma said to Astra's dad, "Astra marches to the beat of her own drum." What did she mean? Does Astra view herself in the same way that Oma viewed her?

6. Place a check next to the character traits you think apply to Astra.

- ☐ confident
- ☐ curious
- ☐ social
- ☐ brave
- ☐ shy
- ☐ determined
- ☐ intelligent
- ☐ popular
- ☐ studious
- ☐ unique

7. **A.** How difficult was the decision to destroy the ag module for Astra? What caused her to make the decision that she did?

B. Do you think the decision Astra made will change her in any way?

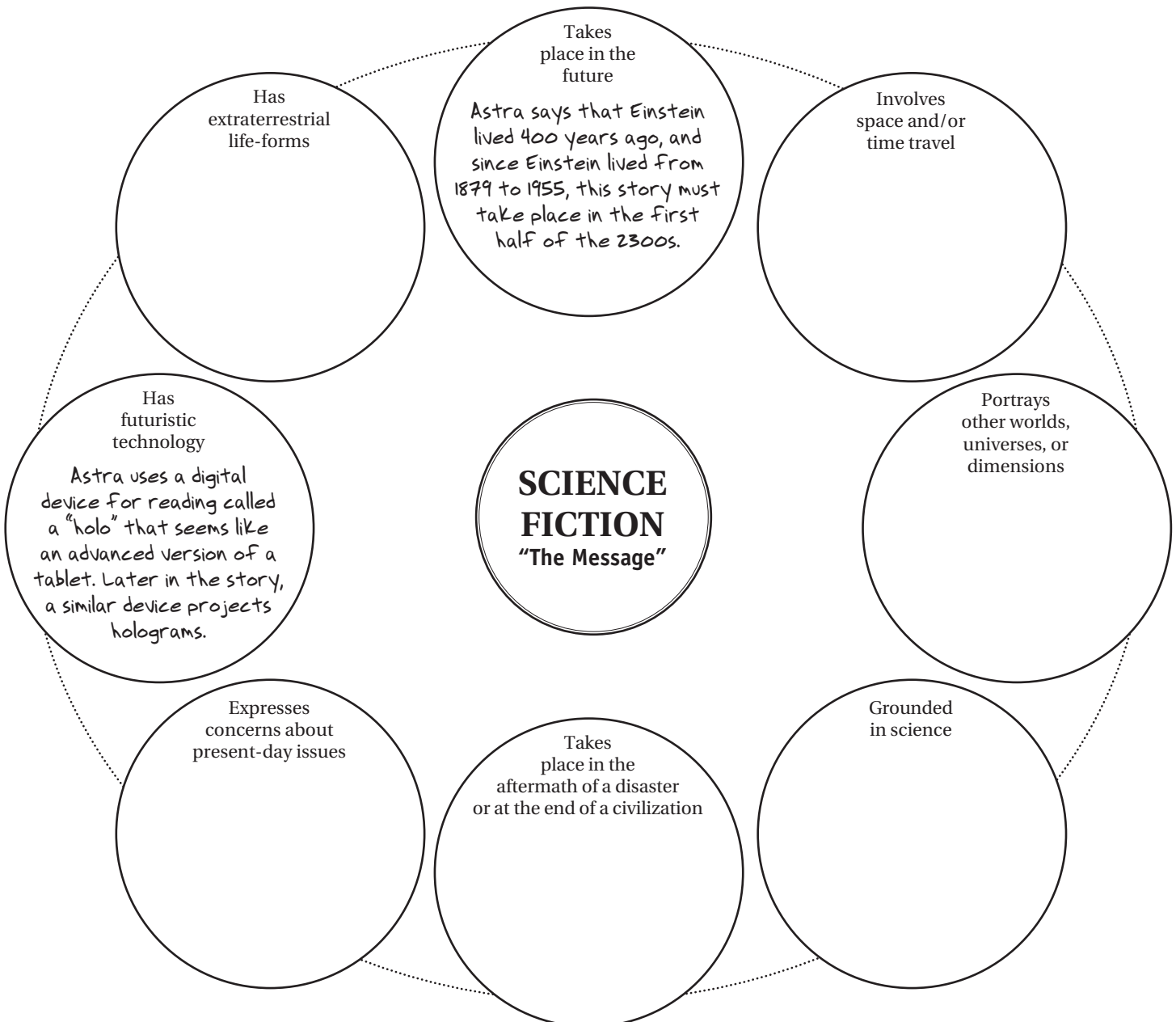
Name: _____ Date: _____

Genre Exploration: "The Message"

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

"The Message" belongs to the genre of science fiction (often shortened to sci-fi). In this activity, you will explore what makes it a science fiction story.

Directions: The graphic organizer below gives some common characteristics of sci-fi. "The Message" does not have all of these characteristics, but it has many of them. We've explained how the story shows two of these characteristics. Choose **THREE** other characteristics and briefly explain how the story shows those characteristics.



Directions: Answer the questions below.

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

2. Can you think of other stories, plays, or movies that contain time travel? Why do you think time travel is such a fascinating idea to humans?

3. Are there aspects of the future Sarah McCarry portrays in "The Message" that you think are possible or probable? Explain.

Name: _____ Date: _____

Preparing to Write: What Happened?

The writing prompt on page 29 says:

**Who was the woman in the message? What clues does the author give you?
Answer both questions in an essay. Use text evidence.**

Follow the directions below to help you organize the ideas you will use in your response.

Who was the woman in the message?

Complete the sentence below:

1. In Sarah McCarry's story "The Message," the woman in the message was _____.

What clues does the author give you?

McCarry doesn't directly state who the woman is, but instead she gives readers clues. Readers must infer who she is. Complete the sentences in numbers 2 and 3 to identify clues McCarry gives readers. Provide text evidence as well as commentary that explains how that text evidence supports your inference.

2. One way I know the woman in the message is _____ is because of the details McCarry includes about the woman's _____.

Text Evidence (be sure to include page numbers):

Commentary:

What clues does the author give you? (cont'd)

3. Another reason I know the woman in the message is _____ is because of the details McCarry includes about the woman's _____.

Text Evidence:

Commentary:

Are there any other details that helped you understand who the woman in the message was? If so, write them on the back of this page.

Name: _____ Date: _____

“The Message” Quiz

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

1. Which detail would be LEAST important to include in a summary of the story?

- (A) Astra is passionate about Albert Einstein and time travel.
- (B) Astra lives on the *Vida*, a ship headed for the closest habitable planet to Earth.
- (C) Astra feels misunderstood by her parents.
- (D) Rio is first in his class.

2. What is the importance of time travel in the story?

- (A) It is Rio and Astra’s shared interest.
- (B) It saves the passengers aboard the *Vida*.
- (C) It makes it possible for the *Vida* to leave Earth.
- (D) It allows Oma to visit Rubin 23V.

3. On page 25, Rubin 23V is described as “the closest habitable planet to Earth.” How does the ag module help make Rubin 23V more habitable for the colonists?

- (A) It contains seedlings for their future crops.
- (B) It has flowers growing in soil from Earth.
- (C) It holds hazsuits for the colonists to wear.
- (D) It creates the ship’s artificial gravity.

4. Which statement BEST explains how Astra changes over the course of the story?

- (A) She starts to feel like she doesn’t fit in on the *Vida* anymore.
- (B) She loses her interest in space-time theories.
- (C) She is confident, then begins to question herself.
- (D) She doubts herself, then acts with conviction.

5. Which sentence BEST expresses a theme of the story?

- (A) Good always triumphs over evil.
- (B) Hard work pays off.
- (C) Trust your instincts.
- (D) Never forget the past.

6. Which lines BEST support your answer to question 5? (Choose TWO answers.)

- (A) “All the pioneers were brilliant like my Oma.” (p. 25)
- (B) “‘Not everyone is going to understand you . . . What matters is that you understand yourself.’” (p. 27)
- (C) “Destroying the ag module was crazy.” (p. 27)
- (D) “I didn’t know why, but I was sure the woman in the message was telling the truth.” (p. 27)

Constructed-Response Questions

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

7. On page 26, Astra says, “Food is our most precious resource on the *Vida*. Wasting it is one of the worst things you can do.” Describe the event this statement foreshadows.

8. Who left the holo drive for Astra? Use two details from the story to support your answer.

Name: _____ Date: _____

“The Message” Quiz

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

1. Which detail would be most important to include in a summary of the story?
 - (A) Astra’s dad is in charge of hab pod maintenance.
 - (B) Rio likes to wear his great-grandfather’s jersey.
 - (C) Rio is first in his class.
 - (D) Astra is passionate about time travel.
2. What is the importance of time travel in the story?
 - (A) It is Rio and Astra’s shared interest.
 - (B) It saves the passengers aboard the *Vida*.
 - (C) It makes it possible for the *Vida* to leave Earth.
 - (D) It allows Oma to visit Rubin 23V.
3. In the line “The *Vida* was headed for Rubin 23V, the closest habitable planet to Earth” on page 25, **habitable** most closely means
 - (A) suitable to live on.
 - (B) safe.
 - (C) identical.
 - (D) unpolluted.
4. How does Astra feel as she sets the ag module on fire?
 - (A) joyful
 - (B) ashamed
 - (C) grateful
 - (D) terrified
5. A theme of the story is to trust your
 - (A) elders.
 - (B) best friend.
 - (C) instincts.
 - (D) hazzsuit.
6. Which lines best support your answer to question 5? (Choose TWO answers.)
 - (A) “All the pioneers were brilliant like my Oma.” (p. 25)
 - (B) ““Not everyone is going to understand you . . . What matters is that you understand yourself.”” (p. 27)
 - (C) “Destroying the ag module was crazy.” (p. 27)
 - (D) “I didn’t know why, but I was sure the woman in the message was telling the truth.” (p. 27)

Constructed-Response Questions

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

7. Astra says, “Food is our most precious resource on the *Vida*. Wasting it is one of the worst things you can do.” What event does this statement foreshadow? (To foreshadow is to hint at what will happen later in the story.)
8. At the end of the story, you can infer that Astra realizes she traveled back in time to leave the holo drive for herself. Describe one detail from the story that supports this inference.

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

The Message Contest

Who was the woman in the message? What clues does the author give you? Answer both questions in an essay. Use text evidence.

Five winners will each get *The Infinite Lives of Maisie Day* by Christopher Edge.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY October 15, 2019!

Name: _____ Date: _____

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

Vocabulary:

"Should Instagram Get Rid of Likes?"

1. **authentic (aw-THEN-tik)** *adjective*; Something that is authentic is real and what people say it is—it's not false, fake, or copied. An authentic leather jacket is made from real leather. A person who is authentic is true to him- or herself and doesn't try to be someone they are not.
2. **livelihood (LAHYV-lee-hood)** *noun*; A person's livelihood is the way that person makes a living, or earns the money needed to pay for food, a place to live, and other needs. A singer's livelihood depends on her fans buying albums and concert tickets. A drought might threaten the livelihood of farmers.
3. **measly (MEE-zlee)** *adjective*; *Measly* is used to describe something that is too small in number or amount, making it disappointing or worthless. If you shoveled snow for your neighbors all day long and got paid two dollars, you might complain that you did a whole day's work for a measly two bucks.
4. **monitor (MAHN-ih-tur)** *noun or verb*; A monitor is a device or a person who checks closely to see how something is doing.
As a verb, *monitor* means "to watch over or check on something for a specific purpose."
5. **tally (TAL-ee)** *noun or verb*; A tally is a continuous count of something, usually recorded with tick marks. During a game, your teacher might keep a tally on the board of the teams' scores.
As a verb, *tally* means "to continually count and record" or "to calculate the total number of." You might tally the votes for a student council election.

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

Vocabulary Practice

"Should Instagram Get Rid of Likes?"

Directions: Answer each question below.

1. Which might a salesperson describe to a customer as "authentic"?

- Ⓐ the diamond in a ring
- Ⓑ a recreation of a famous painting

2. What might a book lover keep a tally of?

- Ⓐ his favorite local bookstore
- Ⓑ the number of books in his collection

3. Who considers cooking his livelihood?

- Ⓐ Tim, a teacher who likes to make pizza with his family on Friday nights
- Ⓑ Dan, who is a chef at a restaurant

4. If your friend says that she had a measly lunch today, what does she mean?

- Ⓐ She didn't get enough to eat.
- Ⓑ She had plenty to eat.

5. Choose the word that best completes the sentence below.

The nurse _____ the patient closely throughout the night.

- Ⓐ monitored
- Ⓑ tallied

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

BOOK TITLES

A. *Authentic Cooking*

B. *My Kitchen, My Livelihood*

C. *The Monitors*

D. *More Than Measly*

6. Julia is obsessed with the age-old question, "Do aliens exist?" As she searches for an answer, she starts to think that not only are aliens real—they've been watching her all along.

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

7. Chef Jose Garcia compiles the recipes for his family's favorite traditional dishes, made just the way his grandmother made them. Now you too can cook the real Cuban way!

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

8. Miranda is beyond excited to win the Halloween costume contest but disappointed by the prize: a tiny bag of jelly beans. But then she discovers that the jelly beans are magical.

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

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should Instagram Get Rid of Likes?" Complete the scavenger hunt on page 23.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should Instagram Get Rid of Likes?

Consider what you read in the two essays, as well as your own viewpoint.
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!** Instagram would be better without likes. ☐ **No!** Likes are the best part of Instagram.

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think Instagram should get rid of likes, one of your supporting details might be that a recent report found that Instagram is the most harmful social media platform for young people's well-being.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think Instagram **SHOULD** get rid of likes, summarize the strongest arguments against getting rid of likes that Kira presents in her letter. If you think Instagram **SHOULD NOT** get rid of likes, summarize the strongest arguments in favor of getting rid of them that Nick presents in his letter.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

The very beginning of your essay is called the hook because it "hooks" your readers' attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

- 1. An anecdote** (a very short story): Describe a time when Instagram made you feel bad about yourself or, on the contrary, when it made you feel good about yourself.
- 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 about Instagram getting rid of likes. Here's one way you could structure your question: "Does not getting a lot of likes really _____?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook on the lines provided.

Your hook: _____

STEP 6: SUMMARIZE THE ISSUE

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. Use information from both essays to finish the summary below.

Nick thinks that getting rid of likes on Instagram is a great idea because comparing like counts can be harmful. Kira disagrees and believes that _____

STEP 7: START WRITING

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

Argument Essay Outline

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

1	INTRODUCTION
<p>Open with your hook from Step 5.</p> <p style="text-align: center;">↓</p> <p>Write a transition sentence that relates your hook to the question of whether Instagram should get rid of likes.</p> <p style="text-align: center;">↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p style="text-align: center;">↓</p> <p>Write your summary of the issue from Step 6.</p> <p style="text-align: center;">↓</p>	
2	BODY PARAGRAPH(S)
<p>Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p>You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.</p> <div data-bbox="1182 909 1531 1213" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <p><i>Hint! Order your supporting points from weakest to strongest. Readers will remember details that are presented last.</i></p> </div>	
3	ACKNOWLEDGE THE OTHER SIDE
<p>Now it's time to recognize the other side of the argument.</p> <p style="text-align: center;">Use what you wrote in Step 3.</p> <p style="text-align: center;">Then explain why you think the opposing point of view is wrong.</p>	
4	CONCLUSION
<p>Write 2-3 sentences to remind your readers of your main points.</p> <p style="text-align: center;">Finish with a strong final sentence.</p> <div data-bbox="1206 1560 1531 1770" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <p><i>Need an idea? Refer to your hook, find a quote, or give a call to action.</i></p> </div>	
5	READ AND REVISE
<p>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>	

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Should Instagram Get Rid of Likes?" develop their arguments. We filled in some information for you.

	Nick	Kira
line(s) that expresses the central idea, or central claim	"But here's the thing: Hiding likes doesn't go far enough. I think you should get rid of likes altogether."	
two pieces of evidence that support the central idea, or central claim		
line(s) that expresses the counterargument		"Still, I understand that Instagram can negatively affect your self-esteem when you start comparing your likes to other people's."
line(s) that contains the rebuttal to the counterargument		

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Should Instagram Get Rid of Likes?" develop their arguments. We filled in some information for you.

	Nick	Kira
line(s) that expresses the central idea, or central claim	"But here's the thing: Hiding likes doesn't go far enough. I think you should get rid of likes altogether."	
two pieces of evidence that support the central idea, or central claim		

Name: _____ Date: _____

How to Answer a Constructed Response Question

Step 1: State your claim.

Your claim is your answer to the question. Your claim should . . .

- **echo the question. In other words, it should turn the question into a statement.**

Example A: Imagine you are answering the question, “According to the article, what is the best way to eat chocolate?” Your answer should start like this: “According to the article, the best way to eat chocolate is . . .”

Example B: Imagine you are answering the question, “Does the author think it’s ever okay to lie?” If your answer is yes, your answer could start like this: “The author thinks that sometimes it’s okay to lie . . .”

- **include reasoning or explanation. So if you are answering a yes-or-no question, you need to do more than say yes or no—you also need to provide some explanation or reason for your answer. If you are answering an open-ended question, you need to provide a brief summary or explanation of your ideas. Your reasoning or explanation should be one to three sentences.**

Example A: According to the article, the best way to eat chocolate is take your time and enjoy the chocolate with all five of your senses.

Example B: “The author thinks that sometimes it’s okay to lie, if you are lying to make someone feel good and no harm will come from your lie.”

Step 2: Provide text evidence with commentary.

Text evidence is details from the text that support your claim—in other words, details from the text that show why your claim is true.

Commentary is where you explain WHY the text evidence supports your claim. Your commentary should include key words from your claim. Text evidence . . .

- **can be in the form of a direct quotation or paraphrase.**
- **should be cited. In other words, you need to make it clear to the reader where the quote or paraphrase came from. Give the page number and, if it’s not obvious, the author’s name and/or the name of the article.**

Here are two examples of text evidence with commentary:

Example A (using a direct quote): “Before you bite the chocolate, take a moment to look at it,” the author writes on page 5. “Admire its glossy shine. Then lift it to your nose and take a deep inhale. What do you notice?” (p. 5) Here, the author is telling readers to take their time before biting into the chocolate, and to use their senses of sight and smell to enjoy the chocolate.

For more on using text evidence, see Scope’s “How to Use Text Evidence” reference sheet.

Example B (using a paraphrase): According to the author, it's okay to tell your friend you're sure no one at the party noticed the spinach stuck between her teeth, because there is nothing to be done about it now and maybe you can relieve some of your friend's embarrassment (p. 14). Here, the author is saying that it's OK to tell a small lie that makes someone feel better and doesn't do any harm.

Step 3: Write a conclusion.

A conclusion is 1-3 closing sentences that leave your reader with an insightful thought. A conclusion could . . .

- **state whether you agree or disagree with the author's point of view, and why.**
- **state whether you think the author's reasoning is sound or unsound, and why.**
- **tell how the topic you've been writing about connects to your life.**

Here are two examples of text evidence with commentary:

Example A: Perhaps eating chocolate in the slow, thoughtful way the author suggests could lead to a deeper enjoyment of it—but eating chocolate this way would also require an awful lot of patience and self-control!

Example B: Is the author right? I think so. Being completely honest about everything at all times is very likely to lead to some hurt feelings, and why hurt someone's feelings if it's not necessary?

Name: _____ Date: _____

Constructing a Response

Directions: Read "Mac and Cheese Mania" and complete the activity on page 21. Then follow the steps below to write a response to the question on page 21.

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

Question from page 21:

What contributed to the popularity of macaroni and cheese in the United States?

Step 1: Write your claim.

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

Macaroni and cheese became popular in the United States because of _____

_____.

Step 2: Provide text evidence with commentary.

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

Detail 1: _____

Sentence explaining how this detail supports my claim: _____

Detail 2: _____

Sentence explaining how this detail supports my claim: _____

Step 3: Write a conclusion.

Wrap it all up. End your paragraph with a strong sentence that will give your readers something to think about. One option is to refer to your central claim. Or come up with an idea of your own!

Now it's time to put it all together. And guess what? You've already done the hardest part! All that's left is to take what you just wrote and put it together into one flowing paragraph. Write your final response on a separate sheet of paper.

Remember to:

- Use transitions between sentences.
- Read your paragraph to make sure your ideas are clear. Revise as needed.
- When you are satisfied with your paragraph, read it again to make sure there are no spelling or punctuation mistakes.

Name: _____ Date: _____

“Mac and Cheese Mania” Quiz

Directions: Read “Mac and Cheese Mania.” Then answer the questions below.

- On page 20, Allison Friedman writes that Thomas Jefferson “served as the principal author of the Declaration of Independence.” As it is used in the sentence, what is the best definition of *principal*?
 (A) known about by many people
 (B) first in order of importance; leading or main
 (C) very useful or helpful
 (D) in charge of a school
- Mac and cheese became widely popular in America in the 1930s because it was
 (A) exotic and luxurious.
 (B) new and stylish.
 (C) imported and expensive.
 (D) affordable and convenient.
- Which lines BEST support your answer to question 2?
 (A) “The first pasta-and-cheese recipes were written in Italy in the 1300s” and “macaroni and cheese is as beloved as ever.”
 (B) “Cheap and filling, mac and cheese was the perfect meal for hard times” and “a dinner for four people that you could whip up in nine minutes—and for just 19 cents!”
 (C) “There’s even an official Macaroni and Cheese Day” and “but macaroni and cheese hadn’t had its big breakthrough yet.”
 (D) “But in many parts of the country, mac and cheese was still unknown” and “for centuries, however, only the very rich could afford it.”
- On page 21, the author writes, “There’s even an official Macaroni and Cheese Day.” This line
 (A) encourages readers to celebrate Macaroni and Cheese Day.
 (B) emphasizes how affordable macaroni and cheese is.
 (C) shows how popular macaroni and cheese is.
 (D) helps readers understand why Americans love macaroni and cheese.
- Which of the following expresses a central idea of the section “All-American Classic”?
 (A) Macaroni and cheese is no longer as popular as it once was.
 (B) Macaroni and cheese is still a very popular dish in America today.
 (C) Macaroni and cheese is affordable.
 (D) Kraft is the most popular kind of macaroni and cheese.
- Which detail would be LEAST important to include in a summary of the article?
 (A) Today, mac and cheese remains enormously popular.
 (B) Wealthy travelers brought mac and cheese to America from Europe.
 (C) Jefferson helped America gain independence from Great Britain.
 (D) For hundreds of years, only the rich could afford to eat mac and cheese.

Constructed-Response Question

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

- Explain how macaroni and cheese has changed since it was first introduced to the United States. Support your answer with text evidence.

Name: _____ Date: _____

"Mac and Cheese Mania" Quiz

Directions: Read "Mac and Cheese Mania." Then answer the questions below.

- On page 20, Allison Friedman writes that Thomas Jefferson "served as the principal author of the Declaration of Independence." *Principal* most closely means
 (A) well-known.
 (B) main.
 (C) minor.
 (D) extra.
- A key reason that mac and cheese gained popularity in America in the 1930s is that it was
 (A) imported.
 (B) nutritious.
 (C) elegant.
 (D) affordable.
- Which line BEST supports your answer to question 2?
 (A) "Today, Kraft sells nearly 1 million boxes of mac and cheese *each day*." (p. 21)
 (B) "Cheap and filling, mac and cheese was the perfect meal for hard times." (p. 21)
 (C) "Wealthy Americans were dazzled by this luxurious food from Europe." (p. 21)
 (D) "From there, the creamy treat began to make its way across Europe." (p. 21)
- On page 21, the author writes, "Today, Kraft sells nearly one million boxes of mac and cheese *each day*." This line
 (A) encourages readers to eat more mac and cheese.
 (B) emphasizes how affordable mac and cheese is.
 (C) shows how popular mac and cheese is.
 (D) helps readers understand why Americans love mac and cheese.
- The section "All-American Classic"
 (A) describes the history of mac and cheese.
 (B) explains how popular mac and cheese is today.
 (C) explains the origins of mac and cheese.
 (D) provides more information about Thomas Jefferson.
- Which detail would be MOST important to include in a summary of the article?
 (A) St. Louis is a city in the state of Missouri.
 (B) Thomas Jefferson's dinner guests considered themselves lucky.
 (C) For hundreds of years, only the rich could afford to eat mac and cheese.
 (D) Jefferson helped America gain its independence.

Constructed-Response Question

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

- Explain how macaroni and cheese has changed since it was first introduced to the United States. Support your answer with text evidence.

Name: _____ Date: _____

Analyzing Poetry

Below is Jennifer Dignan's poem "Would I Still Be Me?" Read the poem a few times. Then answer the questions on the next page. This activity is meant to be completed with partners, in groups, or as a class.

Would I Still Be Me?

by Jennifer Dignan

- | | |
|--|---|
| <p>1 I like green salads with
shredded carrots,</p> <p>3 dried cranberries,
and crumbled blue cheese.</p> <p>5 I like pizza with olives
and hot sauce on eggs.</p> <p>7 But say I preferred
my vegetables cooked,</p> <p>9 my pizza with mushrooms,
my eggs on their own—</p> <p>11 wouldn't I still be me?</p> <p>I also like cardigan sweaters</p> <p>13 and checkerboard Vans.</p> <p>But if I traded them in</p> <p>15 for pullover sweatshirts
and bright white Adidas—</p> <p>17 wouldn't I still be me?</p> <p>If I wore my hair</p> <p>19 in some other style,
wouldn't I still be me?</p> | <p>21 If I changed my Instagram handle
or quit TikTok tomorrow,</p> <p>23 wouldn't I still be me?</p> <p>And if I lived</p> <p>25 in some other town,
wouldn't I still be me?</p> <p>27 But what if I giggled less,
or broke rules more often?</p> <p>29 What if I never danced?</p> <p>What if I were afraid of dogs,</p> <p>31 but not afraid of heights?</p> <p>What if I felt a little bit bigger</p> <p>33 when I gazed up at the stars?</p> <p>Would I still be me?</p> |
|--|---|

**Go to
Scope Online
to hear the author
read her poem
aloud.**

Directions: Work with your partner or group to answer the following questions. You'll need four different colored pencils.
Note: To keep things simple, we use the pronouns "her" and "she" to refer to the speaker of the poem. But the speaker is not necessarily female.

1 What does the speaker describe in the first stanza?

2 How does the second stanza relate to the first stanza? Explain what the speaker means when she asks "wouldn't I still be me?" at the end of the second stanza.

3 Describe the relationship between the third stanza and the fourth stanza.

4 The next few prompts will help you see word repetitions and patterns in the poem. You'll need your colored pencils.

a. Choose a colored pencil. Use it to circle the first two words of stanza 1.

b. Use the same pencil to circle the first four words of stanza 2.

c. Choose a different colored pencil. Use it to circle the first word of stanza 2.

d. Use the same pencil to circle the first word of stanza 4.

e. Choose a third color. Circle the phrase "if I" each time it appears in the poem.

f. Choose a fourth color. Circle the phrase "what if" each time it appears in the poem.

5 In stanzas 1-4, the speaker names things she likes and then asks what it would mean if she liked some other things instead. How is what the speaker does in stanzas 5-7 different?

6 Consider stanzas 8-10. Does the speaker think that the things she names in these stanzas are more important, less important, or equally important to making her who she is than the things she names earlier in the poem? Explain your answer.

7 What is different or special about what the speaker reveals about herself in lines 32-33 compared with the rest of the poem?

8 For most of the poem, the speaker asks the question "Wouldn't I still be me?" Then, at the end of the poem, the speaker asks, "Would I still be me?" What is the difference in meaning between "Wouldn't I still be me?" and "Would I still be me?"

9 The poet chose to put the last line of the poem on its own, in a new stanza. Why might the poet have made this choice? What is the effect of this choice?

10 *Discuss the question below with your partner or group. Jot down key ideas from your discussion.*

In this poem, the speaker explores the question of what makes a person who they are. What do you think makes a person who they are? Are some things more important to making someone who they are than other things? How much could change about a person before they were someone else?

Name: _____ Date: _____

Would You Still Be You?

Directions: After reading "Would I Still Be Me?" by Jennifer Dignan, complete the activity "Analyzing Poetry." Then follow the directions below to write your own "Would I Still Be Me?" poem—about yourself! (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 thinks about what makes her who she is, from the toppings she likes on her pizza to the way she feels when she looks up at the stars. Fill in the graphic organizer below to help you brainstorm ideas about what makes you who you are. You don't need to write in complete sentences.

WHAT YOU EAT

Be specific! For example, don't just write "pizza"; write what you like *on* your pizza.

WHAT YOU WEAR

What styles, brands, or colors do you usually wear? How would you describe your style?

WHAT YOU LISTEN TO

What genre of music do you like best? Who are some of your favorite artists?

WHAT YOU DO ONLINE

What apps do you use? What do you like to post or view on social media?

WHAT YOU DO OFFLINE

What are your hobbies or passions? What do you like to do in your free time?

WHAT YOU'RE GOOD AT

This could be anything from playing basketball to listening to others.

WHAT YOU'RE SCARED OF

This could be anything from spiders to public speaking to climate change.

WHAT YOU'RE LIKE

List words and phrases to describe your personality.

WHAT ELSE?

Use this space to list any other facts about yourself that come to mind.

WHAT'S SUPER IMPORTANT

Is there something that if it changed, you would no longer be you?
Write at least one idea.

2

Look back at what you brainstormed.

- Put a check mark next to the things that are most important to making you who you are.
- Put an x next to the things you think are least important to making you who you are.
- If you think of anything to add to the boxes while you're doing this, go ahead and add it!

3

Now it's time to write the first draft of your poem. Use Jennifer Dignan's poem "Would I Still Be Me?" as a model to write your own "Would I Still Be Me?" poem, in which you ask yourself the same types of questions—but about yourself.

Write your poem on your own piece of paper. Be sure to

- include things you think are not that important to making you who you are as well as things you think are very important to making you who you are. Be sure the reader can tell which are which.
- end with the line "Would I still be me?"

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.

Most important of all, ask yourself, "Would someone reading this poem get an idea of what makes me *me*?" If not, what can you change to make your poem reveal more about you?

5 Once your poem is finished, decorate it with doodles the way Dignan's poem is decorated on page 32 of the September issue of *Scope*. Your doodles, like the ones in *Scope*, should reflect ideas and images in the poem.