

Name: _____ Date: _____

There, Their, and They're

The words **there**, **their**, and **they're** are often confused and misused. Here's what you need to know.

there
Use <i>there</i> to refer to a place or to the existence of something.
Examples: <i>Ann found her book over there, behind the oak tree.</i> <i>There will be free ice cream at Scoops's grand opening.</i>

their
Use <i>their</i> to indicate that something belongs to certain people, animals, or things.
Examples: <i>The Goldbergs brought their new baby home today.</i> <i>The dogs played with their tennis balls all afternoon.</i>

they're
Use <i>they're</i> as a contraction of "they are."
Examples: <i>I love hanging out with Kim and Carli. They're so funny!</i> <i>Ben and Gabriel say they're trying out for the team.</i>

Directions: Underline the correct boldface word in each sentence below.

1. The Smiths have lived in Detroit for three years, but **there/their/they're** moving back to Seattle next month.
2. Megan already left for the party. Lilly is meeting her **there/their/they're** after dinner.
3. Anthony carried the twins' birthday cake, and I carried **there/their/they're** presents.
4. Tyler said **there/their/they're** are four kittens sleeping in a box under the porch.

Directions: Write either **there**, **their**, or **they're** on each blank in the paragraph below.

Yesterday, my little sisters challenged me to a game of Scrabble. Usually, I avoid playing games with them because _____ terrible cheaters. But _____ pleading wore me down, and it was raining, so I agreed. We set up the board on the dining room table, removing Princess, the cat that likes to sleep _____. Then we picked our tiles. _____ are only two blank tiles, and I got them both! Things were looking good. The girls obviously didn't like _____ tiles. They kept trying to sneak _____ hands into the tile bag for new ones. _____ is not much else to say about the game, except that it went on and on and on. When it finally ended and my sister Lisa won, I was more than ready to get out of _____.

Name: _____ Date: _____

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

Vocabulary:

"Our Beautiful Town Is Gone"

- 1. douse (dowss)** *verb*; To douse something is to drench it, either by sticking it into a liquid or by throwing a liquid over it. To put out a campfire, you might douse it with a bucket of water. Some people don't like to eat broccoli unless they douse it in ranch dressing.
- 2. harrowing (HAR-oh-ing)** *adjective*; *Harrowing* is usually used to describe personal experiences that are very distressing—that is, that severely upset, worry, or terrify you. Seeing a dark rain cloud on your walk home from school might make you worry about getting wet, but it would not be harrowing. Being lost at sea on a small boat during a bad storm? That would definitely be harrowing!
- 3. inferno (in-FUR-noh)** *noun*; An inferno is a large fire that is dangerously out of control. A wildfire spreading quickly through a forest is an inferno. The flame on a lit candle is not an inferno.
- 4. kindling (KIND-ling)** *noun*; To start a fire, you need kindling—small sticks and other materials that burn easily and help get your firewood ignited. Dry twigs and pieces of paper or cardboard are often used as kindling.
- 5. mobilize (MOH-buh-lahyz)** *verb*; To mobilize something is to make it mobile—that is, able to be moved. Your grandma might do yoga every morning to mobilize her tight shoulders.

Mobilize is often used to describe bringing people or things together, organizing them, and preparing them for action. A government might mobilize troops for war. You might mobilize your classmates to donate canned food to a food bank.
- 6. resilient (rih-ZIL-yuhnt)** *adjective*; To be resilient is to be able to withstand or recover quickly from difficult situations.

7. smolder (SMOHL-der) *verb*; To smolder is to burn slowly, producing smoke but no flames. A fire may smolder for days after its flames die out. A smoldering fire can still spread and even ignite into flames again.

Smolder can also mean "to feel strong emotions but keep them hidden." A friend might say that he is not mad at you after you accidentally spill orange juice all over his shirt. But if he tightens his fists or clenches his jaw, you could say his anger is smoldering.

8. vegetation (vej-ih-TEY-shuhn) *adjective*; Vegetation is the plant life found in a particular habitat or area. You won't find much vegetation in a desert—only scattered bushes and cacti. A forest, on the other hand, might have a lot of vegetation, that is, many types of plants, trees, and flowers.

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

Vocabulary Practice

"Our Beautiful Town Is Gone"

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

1. smolder

- Ⓐ simmer
- Ⓑ freeze

2. harrowing

- Ⓐ frightening
- Ⓑ pleasant

3. mobilize

- Ⓐ divide
- Ⓑ prepare for action

4. resilient

- Ⓐ tough
- Ⓑ tired

Directions: Choose the best answer to each question.

5. Which would a person more likely be doused in?

- Ⓐ perfume
- Ⓑ a warm jacket

6. How might a harrowing movie make you feel?

- Ⓐ full of joy
- Ⓑ scared

7. Which is an example of vegetation?

- Ⓐ vines and wildflowers
- Ⓑ rain and snow

8. Which item might someone keep next to a fireplace to use as kindling?

- Ⓐ an old newspaper
- Ⓑ a glass of water

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

9. The charcoal in our backyard grill **smoldered** after dinner. The _____

10. What began as a small kitchen fire was now an **inferno**, _____

11. After Jacob lost the student council election, he showed great **resilience**. He _____

PAGE 1 OF 2

- ©2019 BY SCHOLASTIC INC. PERMISSION GRANTED TO TEACHERS AND SUBSCRIBERS TO PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.

Name: _____ Date: _____

Critical-Thinking Questions

"Our Beautiful Town Is Gone"

1. If you had to choose just a few of your most beloved things to take with you during a fire, as Eleanor did, what would you choose, and why?
2. At the end of the article, Holly Fisher says that the people of Paradise are resilient—meaning they are able to bounce back from difficult experiences and move forward. If someone who experienced something difficult was having a hard time, what are some things they could do to feel more resilient?

Name: _____ Date: _____

Preparing to Write Your Letter

Writing prompt: Write a letter to a person or family featured in "Our Beautiful Town Is Gone." Think about how you would feel in their situation. In your letter, offer the kind of support that you would hope to receive in such a situation.

Directions: Use the prompts below to help you write the first draft of your letter. After you've written the first draft, read it carefully and make any revisions you need or want to make. Be sure to proofread your final draft.

Be sure to include a salutation: the word "Dear" followed by the name of the person or people you are writing to.

Write today's date at the top of your letter.

October 1, 2019

Dear _____,

What you write next is up to you, but here are some ideas:

- Offer sympathy. Tell them you are thinking about them and wishing them well. If you practice a religion, you might tell them you are praying for them.
- Tell them what you thought about or felt when you read the article and watched the Behind the Scenes video about the article.
- Tell them about something that helped you get through a difficult time.
- Ask if there is anything you can do to help.
- Ask them any questions you had after reading the article or watching the video. Be sure to be respectful of their feelings and their privacy—it might help to think about how you would feel if someone asked you the questions you have in mind.

Start by introducing yourself. Tell the person you are writing to how old you are, which state you live in, and where you learned about them and the Camp Fire.

Use a closing like "Sincerely" or "Best wishes." Then sign your name by hand, even if you type the rest of your letter. Finally, print or type your name underneath your signature.

Sincerely,
Sam Feldman
Sam Feldman

Name: _____ Date: _____

Nonfiction Quiz

Directions: Read “Our Beautiful Town Is Gone.” Then answer the questions below.

- How does the section “Bustling Town” contribute to the article?
 - It explains where Paradise is located.
 - It introduces the people the article focuses on.
 - It illustrates America’s obsession with gold.
 - It helps readers understand what Paradise was like before the fire and what was lost.
- According to the article, wildfires are _____. (Choose TWO answers.)
 - often beneficial to the environment
 - abnormal events
 - intensifying because of climate change
 - less damaging than they once were
- Author Lauren Tarshis explains that on the morning of November 8 few people in Paradise were concerned when they first noticed smoke. Which line helps explain why?
 - “Fire deposits nutrients in the soil, which helps new plants grow.” (p. 7.)
 - “The weather in California and around the world has been getting hotter and less predictable.” (p. 7)
 - “Wildfires have always been a fact of life in California.” (p. 7)
 - “Over the decades, Paradise grew into a large, bustling town.” (p. 6)
- On page 8, Tarshis writes, “Like flaming birds, they flew across the river, igniting more fires wherever they landed.” This line contains
 - a simile that helps readers understand why the Feather River couldn’t stop the fire from spreading to Paradise.
 - hyperbole that emphasizes the fire’s high temperature.
 - a metaphor that shows the number of fires that were burning in and around Paradise.
 - a simile that helps readers understand how hard firefighters were working.
- Later on page 8, Tarshis quotes Kevin McKay, who says, “I thought to myself, ‘This could be it.’” This quote helps readers understand that Kevin
 - was confident the bus would make it to Chico.
 - was unsure whether the main fire had reached the town limits yet.
 - thought the fire would soon be under control.
 - worried that they might not make it out alive.
- Tarshis most likely wrote this article to _____. (Choose TWO answers.)
 - detail the history of the U.S. Forest Service
 - inspire readers with a story of a community’s strength and courage in the face of disaster
 - help readers better understand wildfires
 - tell the story of the American West

Constructed-Response Questions

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

- According to the article, how can human activity affect nature? Use text evidence to support your answer.
- Holly Fisher says the people of Paradise are resilient. What does she mean? How does Tarshis develop this idea in the article?

Name: _____ Date: _____

Nonfiction Quiz

Directions: Read “Our Beautiful Town Is Gone.” Then answer the questions below.

- Which section of the article helps readers understand what Paradise was like before the fire?
 (A) the introduction
 (B) “Life Continues”
 (C) “Like Flaming Birds”
 (D) “Bustling Town”
- According to the article, wildfires are _____. (Choose TWO answers.)
 (A) important
 (B) unusual
 (C) becoming more destructive
 (D) disappearing
- On page 7, Tarshis writes that “wildfires have always been a fact of life in California.” This line helps explain why
 (A) the state’s wildfires are getting worse.
 (B) wildfires keep forests healthy.
 (C) people weren’t worried on the morning of the Camp Fire.
 (D) strong winds spread fires.
- On page 8, author Lauren Tarshis writes, “Like flaming birds, they flew across the river, igniting more fires wherever they landed.” This line contains a simile that
 (A) helps readers understand why the Feather River couldn’t stop the fire from spreading to Paradise.
 (B) emphasizes the fire’s high temperature.
 (C) compares the Camp Fire to fires in the past.
 (D) helps readers understand how hard firefighters were working.
- Later on page 8, Tarshis quotes Kevin McKay, who says, “I thought to myself, ‘This could be it.’” This quote helps readers understand that Kevin
 (A) was confident the bus would make it to Chico.
 (B) was unsure whether the main fire had reached the town limits yet.
 (C) thought the fire would soon be under control.
 (D) worried that they might not make it out alive.
- Tarshis most likely wrote this article to _____. (Choose TWO answers.)
 (A) detail the history of the U.S. Forest Service
 (B) inspire readers with a story of a community’s strength and courage in the face of disaster
 (C) help readers better understand wildfires
 (D) tell the story of the American West

Constructed-Response Questions

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

- According to the article, what is one way that human activity negatively affects nature? Use text evidence to support your answer.
- Holly Fisher says the people of Paradise are resilient. (To be resilient is to be able to recover quickly from difficult situations.) How does Tarshis develop this idea in the article?

Name: _____ Date: _____

Video Discussion Questions

Behind the Scenes: “Our Beautiful Town Is Gone”

After Reading “Our Beautiful Town Is Gone”

1. How does the first section of the video (0:11 — 0:54) help you understand why the wildfire in Paradise, California, was so devastating? Consider both the narration and the visuals.
2. What is the mood (or feeling) of the section from 4:27 to 5:28? How do the narration, interviews, music, and visuals help create this mood?
3. Using details from the video, explain how Lauren Tarshis’s second trip to Paradise was different from her first trip. What does the video help you understand about the town and its recovery after the fire?
4. At the end of the video, Tarshis says that “there are powerful lessons we can all learn from the people of Paradise.” Explain what these lessons are in your own words, using examples from the video and the article.

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “Our Beautiful Town Is Gone.” See *Scope’s* “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Mood

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

2. Consider the photo at the top of pages 6-7. What does it tell you about the fire?

3. What does the sidebar “What Causes Wildfires in California?” help you understand?

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

During Reading

Text Structure, Mood, Tone

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

The author gives a chronological account of the evacuation of Paradise.

The author describes how the fire spread through Paradise.

The author compares and contrasts how different people in Paradise reacted to the fire.

- B.** Explain how you know.

6. How would you describe the **mood** of the section “Breathing Fire”? Explain how the author creates this mood.

7. Reread the section “Life Continues.” What is the author’s **tone** as she writes about the people of Paradise and their future? Explain your answer.

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “Our Beautiful Town Is Gone.” See *Scope’s* “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Mood

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

2. Consider the photo at the top of pages 6-7. What does it tell you about the fire?

3. What does the sidebar “What Causes Wildfires in California” help you understand?

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

During Reading

Text Structure, Mood, Tone

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

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

- Ⓐ *For centuries; 170 years ago; In 1848; by 1849; Over the decades*
- Ⓑ *Maidu tribe; white settlers; '49ers; Kids like Eleanor*
- Ⓒ *California Gold Rush; wilderness; American West; Debbie's Restaurant*

6. How would you describe the **mood** of the section “Breathing Fire”? Explain how the author creates this mood.

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 “Life Continues,” when she writes about the people of Paradise and their future.

discouraged

confused

hopeful

B. Briefly explain how you know.

After Reading

Central Idea/Details and Objective Summary

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

Central Idea Wildfires play an important role in nature.		
Detail #1 “Wildfires also open the pinecones of certain species of pine trees.” (p. 7)	Detail #2 “Wildfires help forests stay healthy by clearing away dead branches and brush.” (p. 7)	Detail #3 “Experts now think that sparks from electrical lines ignited dry grass on a remote hillside. (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 “Our Beautiful Town Is Gone.”

- a. The town of Paradise seemed like a great place for kids to grow up.
- b. The Camp Fire destroyed thousands of homes and killed 85 people.
- c. Last year, Paradise, California, experienced the deadliest wildfire in the state's history.
- d. On the morning of the fire, Eleanor had cereal for breakfast.
- e. Many '49ers stayed in California after the Gold Rush.
- f. The Camp Fire was likely started by sparks from electrical lines.

Name: _____ Date: _____

Summarizing

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

Directions: Answer the questions below to help you write an objective summary of “Our Beautiful Town Is Gone.”

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

2. What significant event does the article describe?

3. How does this event affect the main person(s) in the article?

4. What is the situation of the main person(s) in the article today?

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

Directions: Your turn! Write an objective summary of “Our Beautiful Town Is Gone.” 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 "Our Beautiful Town Is Gone"

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 "Our Beautiful Town Is Gone."

Last November, the people of Paradise, California, lived through the deadliest wildfire in the state's history. The fire was caused by _____

1. What caused the fire?

On the morning of the fire, few people were concerned by the smoke they saw in the distance because _____

2. Why were the people of Paradise not worried about the smoke?

_____. But the fire moved quickly toward the town, forcing residents to evacuate. As people tried to leave, they _____

3. What challenges did people encounter during the evacuation?

_____. But the people of Paradise faced the fire with courage and determination. People like Kevin McKay and Josh Fisher _____

4. How did Kevin and Josh help during the fire?

_____. Many did make it to safety, but the fire would continue to burn for 16 days. Eighty-five people died.

Today, only a small number of people have moved back to Paradise because the fire destroyed most homes and the smoke poisoned the water. But the people of Paradise _____

5. What are the people of Paradise doing now?

Name: _____ Date: _____

Exploring Text Features

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

Directions: Answer the questions below to help you explore the text features in "Our Beautiful Town Is Gone."

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

2. How does the collection of photos titled "Faces of Paradise" contribute to the article?

3. Read the sidebar "What Causes Wildfires in California." Why might the author have chosen to include this information?

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

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 "Our Beautiful Town Is Gone."

1. Reread the section "Like Flaming Birds." Which statement BEST expresses the central idea of this section?

- Ⓐ Ten thousand people had to evacuate Paradise because of a wildfire back in 2008.
- Ⓑ The Camp Fire destroyed a chunk of land the size of a football field every second.
- Ⓒ The Camp Fire was much worse than the wildfires Paradise had experienced in the past.
- Ⓓ Josh Fisher was a firefighter.

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

Central Idea:
Wildfires play an important role in nature.

- Ⓐ "Fire deposits nutrients in the soil, which helps new plants grow." (p. 7)
- Ⓑ "Then in the spring and summer, all that vegetation dries out in the sun—and becomes the perfect kindling for fire." (p. 7)
- Ⓒ "Wildfires also open the pinecones of certain species of pine trees." (p. 7)
- Ⓓ "Wildfires help forests stay healthy by clearing away dead branches and brush." (p. 7)

I chose _____ because _____

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

Central Idea:

Detail 1: "Kevin McKay is still driving a school bus—and studying to become a history teacher." (p. 10)

Detail 2: "Schools have been relocated to neighboring towns." (p. 10)

Detail 3: "Lucas's dad, Josh, continues to fight fires." (p. 10)

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

Central Idea:
The Camp Fire was dangerous and destructive.

Supporting detail 1:

"Every second, it devoured a chunk of land the size of a football field." (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 "Our Beautiful Town Is Gone."

1. Read a central idea of the article stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:

The Camp Fire was dangerous and destructive.

- ☐ "The fire, which became known as the Camp Fire, burned for 16 more days. Eighty-five people lost their lives." (p. 9)
- ☐ "Experts now think that sparks from electrical lines ignited dry grass on a remote hillside." (p. 7)
- ☐ "Every second, [the fire] devoured a chunk of land the size of a football field." (p. 8)
- ☐ "Fires are common in the forests around Paradise." (p. 6)
- ☐ "Nearly 14,000 houses would be burned to the ground." (p. 6)

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

Central Idea:

Wildfires can _____

Detail 1: "Fire deposits nutrients in the soil, which helps new plants grow." (p. 7)

Detail 2: "Wildfires help forests stay healthy by clearing away dead branches and brush." (p. 8)

Detail 3: "Wildfires also open the pinecones of certain species of pine trees." (p. 7)

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

Dear Paradise Contest

Write a letter to a person or family featured in the article. Think about how you would feel in their situation. In your letter, offer the kind of support that you would hope to receive in such a situation. Five writers will be chosen at random to receive *Wildfire* by Rodman Philbrick. We will share the letters with the people of Paradise.

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

ENTRIES MUST BE RECEIVED BY November 15, 2019!



The Dead Rising

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

	Agree	Disagree
1. Monsters are real.		
2. “It is the unknown we fear when we look upon death and darkness. Nothing more.” —J.K. Rowling		
3. Knowledge and intelligence are the same thing.		
4. Superstitions are just for fun—they don’t have any serious influence over our lives.		
5. “The farther we get from the magic and mystery of our past, the more we’ve come to need Halloween.” —Paula Guran		
6. Myths and legends are mirrors of the culture that created them.		

Name: _____ Date: _____

Close-Reading Questions

The Dead Rising

1. In Scene 1, why do you think the playwright has Lena drop her bracelet? (author's craft)

2. What clue or clues are there in Scene 1 that Lena might be Mercy Brown? (text structure)

3. In Scene 3, Ethan reads that scientists discovered the cause of consumption in 1882 but the news was slow to reach rural areas. How might the Brown family's story have been different if the news had reached Exeter by 1892? (cause and effect)

4. At the end of Scene 4, how does Edwin feel about the "remedy" his father's guests have suggested? How does George feel? (inference, compare and contrast)

5. In Scene 7, Jacob calls Ethan “Dr. Metcalf.” What is the tone of this remark? How can you tell? (tone)

6. At the end of Scene 9, Lena disappears. Where does she go? (inference)

7. What do the captions contribute to the play? What does the newspaper article contribute?
(text features)

8. The caption on page 16 states, “Stories of the dead rising up to haunt the living can be found throughout human history.” Why might this be? (text features)

Name: _____ Date: _____

Critical-Thinking Questions

The Dead Rising

1. Did the people of Exeter deserve to be shamed for their actions? Why or why not?

2. How do the scenes that take place in 2019 help you understand the story of Mercy Brown?

Name: _____ Date: _____

Preparing to Write: Interviewing Mercy Brown

This activity will help prepare you for the writing prompt on page 17:

Imagine that you're a journalist and you're interviewing the ghost of Mercy Brown. Record your interview as a podcast or video or create a written transcript. (You will need to write your questions as well as Mercy's responses.)

Read the interview tips below, then create a list of questions and responses on the following page.

Tips for conducting a successful interview

- **Research, research, research.**

Reread the play, captions, and primary document. Combine these ideas with any additional research you conduct on the internet or in your media center about tuberculosis, Exeter, vampires, etc. The best way to come up with good questions is to know everything you can about your subject.

- **Be specific.**

How will you help your viewers, listeners, or readers understand your interviewee's story? What do you still want to know more about? The more specific your questions are, the better. Avoid asking questions that can be answered with a simple "yes" or "no." Make your interviewee talk.

- **Be courteous and natural.**

Make eye contact with your interviewee while asking questions and while listening. Don't be afraid of uncomfortable silences or pauses. Conduct your interview like a conversation, allowing one question to lead naturally into another.

- **Notice your surroundings.**

What is happening around you? What sounds do you hear? What does your interviewee look like? Be sure to make note of what she's wearing, where she's sitting, and the objects that surround her. (The objects people surround themselves with hold important clues to their personalities. Asking about an object that interests you might get you a good story.) *Think about how you might convey this sort of information in your video, podcast, or transcript.*

<p><u>My questions</u></p> <p>Be sure to number your questions and responses to match.</p>	<p><u>How would Mercy's ghost respond?</u></p> <p>Based on her behavior in the play, how did Mercy feel about what happened to her? Be sure Mercy's responses are in character!</p>

Name: _____ Date: _____

The Dead Rising Quiz

Directions: Read *The Dead Rising*. Then answer the questions below.

1. The stage directors contribute to the play in all of the following ways EXCEPT which?
 - (A) They describe the action on stage.
 - (B) They provide details to help the audience visualize the setting.
 - (C) They help readers understand the science behind consumption.
 - (D) They describe characters' appearances.
2. Which best describes the overall mood of the play?
 - (A) mysterious and disturbing
 - (B) gloomy and sad
 - (C) exciting and energetic
 - (D) peaceful and calm
3. Which line best helps create the mood you identified in question 2? (Choose TWO answers.)
 - (A) SD3: Ethan looks up, but Lena has disappeared.
 - (B) Jacob: I'm going to leave something for Mercy too.
 - (C) SD1: The townspeople light a fire on a nearby stone and drop the heart and liver into the flames.
 - (D) SD2: They watch two parents drag a screaming toddler dressed as a pumpkin to the next house.
4. Which line provides context for the meaning of *decomposition*?
 - (A) Cora: Her position hasn't changed! She's been . . . moving!
 - (B) Horace: If there's blood in her organs, we'll know for sure she's a vampire.
 - (C) Wilson (*gasping*): She hasn't rotted a bit!
 - (D) Ethel: Mercy's spirit has been rising from the grave to feed on her brother!
5. Which scene helps readers understand why the people of Exeter were unaware that tuberculosis was known to be caused by bacteria?
 - (A) Scene 6
 - (B) Scene 4
 - (C) Scene 2
 - (D) Scene 3
6. Which of the following best describes the author's tone in the primary document on page 15?
 - (A) surprised, amused
 - (B) judgmental, critical
 - (C) admiring, impressed
 - (D) sympathetic, concerned

Constructed-Response Questions



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

7. Describe how Lena's true identity is slowly revealed over the course of the play. Use text evidence to support your answer.
8. Why did some people believe that Mercy Brown was a vampire? Use text evidence to support your answer.

Name: _____ Date: _____

The Dead Rising Quiz

Directions: Read *The Dead Rising*. Then answer the questions below.

1. Which of the following best describes the play's structure?
 - (A) The first scene is a flashback, set in an earlier time than the rest of the scenes.
 - (B) The scenes are in chronological order.
 - (C) Scenes alternate between the past and the present.
 - (D) The scenes take place in several different cities.
2. Which BEST describes the mood of Scene 6?
 - (A) disturbing
 - (B) sad
 - (C) exciting
 - (D) peaceful
3. Which lines best help create the mood you identified in question 2? (Choose TWO answers.)
 - (A) Townspeople: Cut open the heart!
 - (B) SD2: The light of their candles reveals the names on the tombstones that mark the two now-empty graves: Mary E. Brown and Mary O. Brown—Mercy's mom and sister.
 - (C) SD1: The townspeople light a fire on a nearby stone and drop the heart and liver into the flames.
 - (D) SD3: The townspeople watch until the fire dies out.
4. What is the definition of *decomposition* as it is used on page 16?
 - (A) the presence of supernatural beings
 - (B) the spread of disease
 - (C) the process of decaying, rotting, or breaking down
 - (D) the loss of a loved one
5. The main purpose of Scene 3 is to
 - (A) reveal where Mercy is buried.
 - (B) inform readers that Edwin is sick.
 - (C) explain why Lena is so frustrated.
 - (D) provide background information about TB.
6. In the primary document on page 15, which word best describes the author's tone, or attitude?
 - (A) amused
 - (B) judgmental
 - (C) admiring
 - (D) sympathetic

Constructed-Response Questions



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

7. What clues does playwright Justin O'Neill leave for readers throughout the play about Lena's true identity, the ghost of Mercy Brown? Use text evidence to support your answer.
8. Why did the people of Exeter believe that Mercy Brown was a vampire? Use text evidence to support your answer.

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. In Scene 1, Lena invites Sophia, Jacob, and Ethan to Mercy's grave:</p> <p>Lena: She is buried here in town. In fact, I am on my way to visit her grave. Do you want to come along?</p> <p>Sophia: Sure!</p> <p>Jacob: Totally.</p> <p>Ethan (<i>to Sophia and Jacob</i>): You guys just want a photo for Instagram. (<i>to Lena</i>) Actually, we're going to a movie.</p> <p>Sophia: Oh, come on Ethan. The cemetery is more fun.</p> <p>Jacob: It will be a Halloween adventure.</p> <p>Ethan: Fine, fine.</p>	<p><i>How does Ethan feel about going to the cemetery?</i></p> <p><i>Ethan doesn't want to go to the cemetery. He agrees to go only because his friends want to go.</i></p>
<p>2. In Scene 4, George's neighbors visit:</p> <p>George: It's nice to see you. I rarely have guests.</p>	<p><i>What can you infer about how the people of Exeter feel toward George? What can you guess is the reason George doesn't get many visitors?</i></p>
<p>3. Later in Scene 4, George's neighbors say:</p> <p>Ethel: But let's not give up hope for Edwin. Have you considered . . . alternative treatments?</p> <p>George: Alternative treatments?</p> <p>Wilson: You see, George, some in town believe that Edwin's sickness is caused by certain, shall we say . . . spirits?</p>	<p><i>What do Ethel and Wilson's pauses suggest they are thinking or feeling?</i></p>

Clues	Inference
<p>4. In Scene 9, Lena finishes telling Mercy's story, saying that Mercy is doomed to wander sad and alone for all time. Then Ethan says this:</p> <p>Ethan (<i>laughing</i>): Spooky ending!</p>	<p><i>How does Ethan feel about Mercy's story?</i></p>
<p>5. Find lines in the story that support the inference on the right.</p>	<p>Ethan is interested in medical science.</p>
<p>6. Find lines in the story that support the inference on the right.</p>	<p>Lena is the ghost of Mercy Brown.</p>

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: Read the play *The Dead Rising*. Then answer the questions below.

Mood Words

uneventful, touching, hostile, disturbing, joyful, depressed, intense

Scene 6

1. Choose a word or words from the box above that best describe the mood of Scene 6, or come up with your own word or words.

Mood of Scene 6: _____

2. Explain what creates that mood by answering the questions below. Use the back if you need more space.

A. How does the setting help create the mood?

Think about how the place and time during which the scene takes place create an atmosphere that makes the reader feel a certain way.

B. 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?

C. 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 *The Dead Rising*. Your job is to think about the script and then direct your crew and actors to help make your ideas come to life on screen. Follow the prompts below to brainstorm your vision for a scene of your choosing.

```
graph TD; Start([Start here!]) --> Choose[Choose your favorite scene:  
Scene ____]; Choose --> MoodQ([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?]); Choose --> MoodDesc[Describe the mood (or moods) of the scene.]; MoodQ --> MoodDesc; MoodDesc --> MusicQ([What kind of music will help create the mood you want? How about sound effects?]); MoodDesc --> LightingQ([What lighting choices can help create the mood you want?]); MoodDesc --> CameraQ([What facial expressions should the cameras capture? Should there be any special camera movements?]); MusicQ --> MusicBox[Music and Sound]; LightingQ --> LightingBox[Lighting]; CameraQ --> CameraBox[Cameras];
```

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 you want?

Lighting

What facial expressions should the cameras 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

Done!

Note: Scope does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file. If you are e-mailing a video entry, please either attach the file or use a file-sharing platform such as Dropbox.

Mercy Brown Contest

Imagine that you're a journalist and you're interviewing the ghost of Mercy Brown. Record your interview as a podcast or video or create a written transcript. (You will need to write your questions as well as Mercy's responses.) Five winners will each get *Serafina and the Seven Stars* by Robert Beatty.

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

ENTRIES MUST BE RECEIVED BY November 15, 2019!

Name: _____ Date: _____

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

Paired Texts Vocabulary

"The Amazing History of Shopping in America"

1. adapt (uh-DAPT) *verb*; *Adapt* means "adjust to new conditions." When a kid moves to a new school, it might take a while to adapt, or get used to it. Polar bears have adapted to extremely cold environments. They have thick layers of fat and fur that help them stay warm.

Adapt can also mean "to change something to make it work for a new use or purpose." A writer might help adapt her novel into a movie—that is, change the story to work as a film.

2. brick-and-mortar store (brik and MOHR-ter stohr) *noun*; The term *brick-and-mortar store* refers to a building that you can walk into and buy things. For example, when you walk into Target and buy a shirt, you are shopping in a brick-and-mortar store. The term is usually used to distinguish stores that have physical buildings from stores that are only online. (Mortar is the paste that holds bricks together.)

3. fend (fend) *verb*; *Fend* means "manage without help." Infants can't fend for themselves; they need constant care. If your parents tell you to fend for yourself for lunch, they are telling you to make lunch for yourself. (*Fend* is usually followed by "for oneself," "for himself," or "for herself.")

Fend can also mean "to drive away or repel," as in, "Be sure to wear bug spray to fend off the mosquitoes." (When used this way, *fend* is usually followed by "off.")

4. innovation (in-uh-VEY-shuhn) *noun*; To innovate (IN-uh-veyt) is to do something in a new way. The fashion industry is always trying to innovate and come out with the next hot trend.

An innovation is a new idea, device, or way of doing something, as in, "Google's latest innovation is a self-driving car."

5. retailer (REE-tayl-ehr) *noun*; A retailer is a person or business that sells goods or services directly to customers. To buy an iPhone, you might go to an Apple Store, Best Buy, or Target, because those retailers sell iPhones.

"The Rise of Amazon"

6. afloat (uh-FLOAT) *adjective*; *Afloat* means "floating on the surface of water." You might see a rubber duck afloat in a bathtub or you might tread water to stay afloat in a pool.

The phrase "stay afloat" is often used figuratively to mean "have just enough money to pay what you owe." If a trampoline park is barely making enough money to pay its workers, you could say that the business is struggling to stay afloat.

7. fad (fad) *noun*; A fad is something that is very popular for a short time. Whether it is a fashion accessory, a hairstyle, a toy, or an activity, people have an intense, widely shared enthusiasm for it—that is, until the next big thing comes along. Fads spread quickly and die quickly. Remember fidget spinners, slime, and bottle flipping? Those were fads.

8. revolutionize (rev-uh-LOO-shuh-nahyz) *verb*; A revolution (rev-uh-LOO-shuhn) is a sudden and extreme change in the way something is done. The internet caused a revolution in the way people live their lives.

Revolutionize means "to cause a revolution." The transcontinental railroad revolutionized how people traveled in the United States. Before it was built, people had to travel by horse or wagon, which was dangerous and slow. With trains, people could travel more safely and quickly from coast to coast.

9. wary (WAIR-ee) *adjective*; If you feel wary, you feel cautious or on your guard against possible problems or dangers. Your dog might be wary of strangers. You might be wary of eating fish if you got sick the last time you ate it.

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

1. I was **wary/afloat** of the hissing cat I passed as I walked down the street.
2. The goalie in last night's hockey game **fended off/revolutionized** every puck that came his way.
3. A few years ago, *Pokémon Go* was a **fad/retailer** that took over the world. Everyone was playing it!
4. Walmart is the world's largest **retailer/innovation**.

Directions: Choose the word or words most similar in meaning to each word in bold.

5. revolutionize

- Ⓐ transform Ⓑ complain

6. adapt

- Ⓐ adjust Ⓑ refuse

7. innovation

- Ⓐ new idea Ⓑ old tradition

8. wary

- Ⓐ excited Ⓑ watchful

Directions: Choose the best answer to each question below.

9. Which restaurant is struggling to stay afloat?

- Ⓐ Tasty Treats, which has a line of customers stretching down the block every day
Ⓑ Paul's Pizza, which doesn't have enough money to fix its broken refrigerator

10. Which of the following is a brick-and-mortar store?

- Ⓐ BooksForLess.com, an online bookstore that ships books from its warehouse to customers' doorsteps
Ⓑ Terry's Book Nook, a book store located in what was once an old bus station

Name: _____ **Date:** _____

Close-Reading Questions

"The Amazing History of Shopping in America"

1. To be innovative is to introduce a new idea or way of doing something. How was the Sears catalog innovative? (key ideas and details)
2. The caption on page 23 says the Sears catalog was nicknamed the “Dream Book.” Why do you think that is? What line in the article expresses a similar idea? (interpreting text, text structure)
3. On page 23, Carro writes that Sears had to adapt after the invention of the Ford Model T. What does she mean? (interpreting text)

Name: _____ Date: _____

Critical-Thinking Questions

"The Amazing History of Shopping in America" and "The Rise of Amazon"

1. Historically, how has transportation affected the way Americans shop?
2. Do you think the benefits of online shopping outweigh the harm?
3. What does Jeff Bezos have in common with Richard W. Sears and Alvah C. Roebuck?
4. Carro writes that in the early days of the internet, people were "wary" of e-commerce—of handing over their personal information. Do you think their fears were justified?

Name: _____ Date: _____

Preparing to Write Compare and Contrast

Directions: Compare the story of Sears with the story of Amazon. Use details from "The Amazing History of Shopping in America" and "The Rise of Amazon" to fill in the blank boxes below. We filled in some information for you.

	Sears	Amazon
What impact has technology had on the company over the years?	<ul style="list-style-type: none"> An expanded railroad system made it possible to sell mass-produced items to rural families, who previously had to rely on small and expensive general stores. This is part of the reason Sears and Roebuck decided to start a catalog, as well as part of the reason the catalog was so successful (22). 	
What kinds of products did/does the company sell?		<ul style="list-style-type: none"> Amazon sells "just about everything imaginable" (24).
Was/is the company successful?		

Chart
continues
on page 2

	Sears	Amazon
What challenges has the company faced over the years?		
How did the company affect the lives of Americans?		

Name: _____ Date: _____

Preparing to Write Compare and Contrast

Directions: Compare the story of Sears with the story of Amazon. Use details from "The Amazing History of Shopping in America" and "The Rise of Amazon" to fill in the blank boxes below. We filled in some information for you.

	Sears	Amazon
What impact has technology had on the company over the years?	<ul style="list-style-type: none"> An expanded railroad system made it possible to sell mass-produced items to rural families, who previously had to rely on small and expensive general stores. This is part of the reason Sears and Roebuck decided to start a catalog, as well as part of the reason the catalog was so successful (22). In the 1920s, automobiles changed the way Americans shopped again. The Ford Model T made it possible for more Americans to shop in cities, which helped department stores flourish. The lead Sears to open up its first brick-and-mortar stores (22). 	
What kinds of products did/does the company sell?		<ul style="list-style-type: none"> Amazon sells "just about everything imaginable" (24).
Was/is the company successful?	<ul style="list-style-type: none"> The Sears catalog and Sears department stores were very successful for a long time. In 1900, Sears was mailing its catalog to 20 million Americans and making \$50 million a year in sales. In the 1960s, the store became the world's largest retailer (23). 	

Chart
continues
on page 2

	Sears	Amazon
What challenges has the company faced over the years?		
How did the company affect the lives of Americans?		

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Amazing History of Shopping in America” and “The Rise of Amazon.” Then answer the questions below.

1. Which line supports the idea that the Sears catalog changed Americans’ way of life?

- Ⓐ “People once isolated in rural areas could now drive to cities to shop.”
- Ⓑ “Women who painstakingly sewed clothes for their families by hand could now buy a sewing machine from Sears and save hours of time.”
- Ⓒ “And by 1907, the company was raking in \$50 million a year.”
- Ⓓ “By 1894, it had expanded to include a dizzyingly long list of items.”

2. Which expresses the central idea of the timeline on pages 22-23?

- Ⓐ Railroads transformed America.
- Ⓑ America’s roads have improved over time.
- Ⓒ Transportation has been a factor in the ways people shop.
- Ⓓ Few people could afford early automobiles.

3. Page 23 states that in the 1920s, “Sears knew its business needed to adapt.” What was the result of Sears adapting to customers’ needs?

- Ⓐ Sears struggled to stay in business.
- Ⓑ Sears remained successful for decades to come.
- Ⓒ Sears sold more catalogs than ever before.
- Ⓓ Sears is still thriving today.

4. On page 25, Mackenzie Carro writes, “With that kind of speed, why bother trekking to a store?”

Context clues reveal that *trek* means

- Ⓐ to visit for a particular purpose.
- Ⓑ to walk or move in a leisurely manner.
- Ⓒ to operate a vehicle.
- Ⓓ to go on a long, difficult journey.

5. In the same way that Sears and Roebuck realized that _____ made selling items to rural families possible, Jeff Bezos saw that _____ would make it possible to sell items in a new way.

- Ⓐ automobiles; smaller computers
- Ⓑ general stores; credit cards
- Ⓒ the expansion of railroads and the postal service; the internet
- Ⓓ factories; drones

6. Both articles support the idea that

- Ⓐ online shopping is harmful to the environment.
- Ⓑ online shopping is causing traditional brick-and-mortar stores to struggle.
- Ⓒ computers have gotten smaller over time.
- Ⓓ fewer people live on farms today than in the past.

Constructed-Response Question

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

7. How has technology affected the way Americans shop, from the early 1900s to today? Use details from both articles to support your answer.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Amazing History of Shopping in America” and “The Rise of Amazon.” Then answer the questions below.

- On page 23, Mackenzie Carro writes, “Women who painstakingly sewed clothes for their families by hand could now buy a sewing machine from Sears and save hours of time.” This line supports the idea that the Sears catalog
 - was a big hit with children.
 - changed Americans’ way of life.
 - was affected by the introduction of the Model T.
 - is no longer published.
- Carro’s main purpose for including the timeline on pages 22-23 is to help readers understand
 - how railroads changed America.
 - that America’s roads have improved over time.
 - how transportation has affected the way people shop.
 - that few people could afford early automobiles.
- Page 23 states that in the 1920s, “Sears knew its business needed to adapt.” What was the result of Sears adapting to customers’ needs?
 - Sears struggled to stay in business.
 - Sears remained successful for decades to come.
 - Sears sold more catalogs than ever before.
 - Sears is still thriving today.
- On page 24, Carro writes that Amazon “has become a go-to store for needs big and small.” Based on context clues, *go-to* means
 - reasonably priced.
 - old-fashioned.
 - increasing in size.
 - regularly used and relied on.
- In the same way that Sears and Roebuck realized that expanding railroads made selling items to rural families possible, Jeff Bezos saw that _____ would make it possible to sell items in a new way.
 - smaller computers
 - credit cards
 - the internet
 - drones
- Both articles support the idea that
 - online shopping is harmful to the environment.
 - online shopping is causing traditional brick-and-mortar stores to struggle.
 - computers have gotten smaller over time.
 - fewer people live on farms today than in the past.

Constructed-Response Question

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

- How has technology made shopping more convenient for Americans from the early 1900s to today? Use details from both articles to support your answer.

Name: _____ Date: _____

Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "The Amazing History of Shopping in America" and "The Rise of Amazon."

1. The section "A Time of Change" in the article "The Amazing History of Shopping in America" uses a **compare-and-contrast** structure. What is the author comparing?

2. A. Underline the text structure the author uses in the first three paragraphs of the section "The Next Big Thing" in the article "The Amazing History of Shopping in America."

sequence of events

cause and effect

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

Description or List

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

Cause and Effect

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

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

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

Sequence of Events

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

- 3. A.** In the article "The Rise of Amazon," which text structure does the author use in the first four paragraphs of the section "What's Next"?

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

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read "The Amazing History of Shopping in America" and "The Rise of Amazon." Then complete the activity below.

1. Imagine that you are writing a paragraph explaining how the Sears catalog changed the lives of those living on farms in the early 1900s.

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

- Ⓐ The Sears catalog had hundreds of thousands of different items for sale.
- Ⓑ The Sears catalog transformed the lives of people living on farms in the early 1900s by enabling them to purchase the growing variety of modern goods that were improving life for city dwellers.
- Ⓒ The Sears catalog transformed the lives of people living on farms in the early 1900s by providing them with a way to purchase bicycles.

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

- Ⓐ "Women who painstakingly sewed clothes for their families by hand could now buy a sewing machine from Sears and save hours of time." (p. 23)
- Ⓑ "By 1894, it had expanded to include a dizzyingly long list of items." (p. 23)
- Ⓒ "I toured those country lanes [on my bicycle] every spare minute I had." (p. 23)

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

- Ⓐ It shows how many different kinds of items the Sears catalog had for sale.
- Ⓑ It provides an example of a modern item that farm families could purchase through the Sears catalog that improved their quality of their life.
- Ⓒ It explains how important bicycles were to people living on farms.

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

There are drawbacks to online shopping.

- Ⓐ "All you had to do was click on what you wanted and enter your credit card information and address." (p. 24)
- Ⓑ "Many sites let shoppers leave public reviews and ratings." (p. 25)
- Ⓒ "Then there is the environmental cost of online shopping—the cardboard boxes, the plastic wrapping, the gas used in delivery trucks and airplanes." (p. 25)

I chose ____ because _____

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

The late 1800s and early 1900s were a time of great change in the United States.

- Ⓐ "They made everything by hand—soap, furniture, curtains." (p. 22)
- Ⓑ "Incredible new inventions, such as the telephone and the sewing machine, were making life easier and more enjoyable." (p. 22)
- Ⓒ "Railroads were connecting America like never before." (pp. 22-23)
- Ⓓ "And by 1907, the company was raking in \$50 million a year." (p. 23)
- Ⓔ "New factories were churning out the latest fashions at breakneck speeds." (p. 22)

B. Select one piece of INCORRECT evidence from above and explain why it does NOT support the statement.

Evidence ____ does not support the statement because _____

4. Choose the paragraph that correctly uses text evidence from “The Rise of Amazon” in the form of a direct quotation.

- Ⓐ Online shopping has had a major impact on our lives. In her article “The Rise of Amazon,” author Mackenzie Carro writes, “Today, things you order online can arrive on your doorstep within a day or two—and sometimes even the same day” (25). In other words, the convenience of online shopping has made our lives easier.
- Ⓑ Online shopping has had a major impact on our lives. In her article “The Rise of Amazon,” author Mackenzie Carro writes, “Today, things you order online can arrive on your doorstep within a day or two—and sometimes even the same day” (25).
- Ⓒ Online shopping has had a major impact on our lives. “Today, things you order online can arrive on your doorstep within a day or two—and sometimes even the same day.”

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

5. Choose the paragraph that correctly uses text evidence from “The Amazing History of Shopping in America” in the form of a paraphrase.

- Ⓐ Innovations in transportation have affected how Americans shop. For example, in her article “The Amazing History of Shopping in America,” author Mackenzie Carro writes, “People once isolated in rural areas could now drive to cities to shop. They no longer needed to rely only on catalogs” (23).
- Ⓑ Innovations in transportation have affected how Americans shop. For example, the invention of the Model T. enabled more Americans to drive to cities to shop. This meant that people on farms no longer had to rely only on catalogs.
- Ⓒ Innovations in transportation have affected how Americans shop. For example, in her article “The Amazing History of Shopping in America,” author Mackenzie Carro explains that the invention of the Model T. enabled more Americans to drive to cities to shop. This meant that people on farms no longer had to rely only on catalogs (23). In other words, the car led more Americans to start shopping in brick-and-mortar stores.

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

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “The Amazing History of Shopping in America” and “The Rise of Amazon.” Then complete the activity below.

1. Choose the TWO pieces of text evidence from “The Amazing History of Shopping in America” that best support the statement below.

STATEMENT:

The late 1800s and early 1900s were a time of great change in the United States.

- Ⓐ “And across America, most stores were small, with a limited selection of items.” (p. 22)
- Ⓑ “Incredible new inventions, such as the telephone and the sewing machine, were making life easier and more enjoyable.” (p. 22)
- Ⓒ “Railroads were connecting America like never before.” (pp. 22-23)
- Ⓓ “With the arrival of sites like Amazon in the mid-1990s, catalogs and department stores got some big competition.” (p. 23)

.....

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

STATEMENT:

There are drawbacks to online shopping.

- Ⓐ “All you had to do was click on what you wanted and enter your credit card information and address.” (p. 24)
- Ⓑ “Many sites let shoppers leave public reviews and ratings.” (p. 25)
- Ⓒ “Then there is the environmental cost of online shopping—the cardboard boxes, the plastic wrapping, the gas used in delivery trucks and airplanes.” (p. 25)

I chose ____ because _____

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

STATEMENT:

- Ⓐ “Women who painstakingly sewed clothes for their families by hand could now buy a sewing machine from Sears and save hours of time.” (p. 23)
- Ⓑ “Men could order farm equipment and tools for far less than they would pay at a general store.” (p. 23)
- Ⓒ “It was thousands of pages long, and it had *hundreds of thousands* of items for sale. All you had to do was send Sears a letter saying what you wanted and include the cash to pay for it. A few weeks later, your purchase would arrive in the mail.” (p. 22)

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

Shopping Contest

In a well-organized essay, compare and contrast the story of Amazon with the story of Sears. Support your ideas with text evidence. Five winners will each get *The Remarkable Inventions of Walter Mortinson* by Quinn Sosna-Spear.

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

ENTRIES MUST BE RECEIVED BY November 15, 2019!

Name: _____ Date: _____

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

Vocabulary:

"Climbing Skull Mountain"

1. **dilapidated (dih-LAP-ih-dey-tid)** *adjective*; Something that is dilapidated is in very bad condition because of age, wear, or neglect. A basketball court that has rusty old hoops with no nets and weeds growing everywhere is dilapidated.
2. **mesmerize (MEZ-muh-rahyz)** *verb*; *Mesmerize* means "to fascinate or completely hold someone's attention or interest." A dazzling fireworks show might mesmerize you. Watching paint dry would not. When you are mesmerized, you are so interested or amazed that you don't notice or see anything else.
3. **strewn (stroon)** *adjective*; The verb *strew* (stroo) means "to spread or scatter something all over an area." A storm might strew broken twigs and leaves all over your yard.

Strewn means "untidily scattered" as in, "Confetti was strewn about the kitchen table at Kate's birthday party."
4. **traipse (trayps)** *verb*; To traipse is to travel by foot in a slow and sort of aimless way. You may have a purpose for walking—say, shopping around town for a new backpack or exploring a museum—but you're walking without a specific path or plan in mind; you're wandering. You might traipse around a mall all afternoon with your friends. You wouldn't, however, traipse to the bus stop if you were running late. You'd probably run.
5. **transfix (trans-FIKS)** *verb*; If you are transfixed by something, you have become motionless with horror, wonder, or surprise. Your little brother might be transfixed by animated movies, staring at the screen, frozen, as if under a spell. A deer might stand transfixed in the headlights of a car.

Does this definition sound a little familiar? *Transfix* and *mesmerize* are very similar in meaning. Someone who is transfixed is mesmerized, in that they're gripped by something. But someone who is mesmerized is not necessarily transfixed or unable to move.

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

Vocabulary Practice

"Climbing Skull Mountain"

Directions: Rewrite each sentence using one of the words in the box.

dilapidated mesmerized strewn traipsed transfixed

1. Eli was amazed by the meteor shower, standing motionless and staring up at the sky long after it was over.

2. After the concert, the park was covered with litter.

3. Joe was fascinated by the painting, his eyes glued to it as he motioned for the others to come see it.

4. The old bridge is falling apart; no one uses it anymore.

5. We wandered through the streets of our nation's capital all day, just taking in the sights.

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

6. **strewn**

- Ⓐ collected Ⓑ spread

8. **dilapidated**

- Ⓐ perfect Ⓑ run-down

7. **traipse**

- Ⓐ stroll Ⓑ tiptoe

9. **mesmerize**

- Ⓐ bore Ⓑ fascinate

Name: _____ Date: _____

Character Development

Authors reveal what characters are like in many ways. They may tell you directly, as in "Kate hates eggs." Or they may show you through the character's thoughts, speech, effect on others, or actions, as in "Kate wrinkled her nose at the eggs."

Directions: Read "Climbing Skull Mountain." Then fill in the graphic organizer with clues the author provides about Jordan's and Eddie's personalities through (1) how they look, (2) what they do, (3) what they say, (4) what they think, or (5) how they affect each other. Then write a character trait that the clues support. We've filled some examples in for you.

Character	Clues	Character Trait
Jordan	"After Mom left for work, Jordan turned to me. 'We're going up Skull Mountain,' he announced."	bossy
Eddie		

Directions: Use the notes you took on page 1 to help you answer the question below.

In the story's subtitle, author Kristin Lewis writes of Skull Mountain, "You won't come back the same . . . if you come back at all." Did Eddie and Jordan come back the same? Explain.

Now use what you wrote in this activity to help you respond to the prompt on page 29:

Write a one-page scene about what happens after the story ends. Stay true to Eddie's and Jordan's characters as you move the story forward.

Character Development

Authors reveal what characters are like in many ways. They may tell you directly, as in "Kate hates eggs." Or they may show you through the character's thoughts, speech, effect on others, or actions, as in "Kate wrinkled her nose at the eggs."

Directions: Read "Climbing Skull Mountain." Then fill in the graphic organizer with clues the author provides about Jordan's and Eddie's personalities through (1) how they look, (2) what they do, (3) what they say, (4) what they think, or (5) how they affect each other. Then write a character trait that the clues support. We've filled some examples in for you.

Character	Clues	Character Trait
Jordan	"After Mom left for work, Jordan turned to me. 'We're going up Skull Mountain,' he announced."	bossy
	"Jordan climbed the fence easily."; "Jordan was already six feet tall, and I had to jog to keep up with him."	
		stubborn
Eddie		

Directions: Use the notes you took on page 1 to help you answer the question below.

In the story's subtitle, author Kristin Lewis writes of Skull Mountain, "You won't come back the same . . . if you come back at all." Did Eddie and Jordan come back the same? Explain.

Now use what you wrote in this activity to help you respond to the prompt on page 29:

Write a one-page scene about what happens after the story ends. Stay true to Eddie's and Jordan's characters as you move the story forward.

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

Skull Mountain Contest

Write a one-page scene about what happens after this story ends. Stay true to Eddie's and Jordan's characters as you move the story forward. Three winners will each get *The Lifters* by Dave Eggers.

Entries will be judged on:

⇒ creativity
⇒ clarity

⇒ strength of character development
⇒ 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: Skull Mountain Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY November 15, 2019!

Name: _____ Date: _____

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

Vocabulary:

"Would You Visit the *Titanic*?"

1. **abyss (uh-BIS)** *noun*; An abyss is a hole so deep or a space so enormous that it cannot be measured, as in, "We stepped through the opening of the cave into a great, shadowy abyss."
2. **bow (bou)** *noun*; A bow is the front end of a ship or boat.
3. **corrode (kuh-ROHD)** *verb*; To corrode is to slowly eat away at something—to wear it away or destroy it little by little. When water causes metal to rust, the water is corroding the metal.
4. **demise (dih-MAHYZ)** *noun*; Demise means "death." In the Harry Potter series, the ghost of Moaning Myrtle explains that it is Voldemort who is responsible for her demise. *Demise* can also refer to the end of something if that end is like a death. Some say e-readers like Kindles will lead to the demise of bookstores because people will stop purchasing hard copies of books and buy digital versions instead.
5. **iconic (ahy-KAHN-ik)** *adjective*; Someone or something is iconic if it is seen as a symbol and is recognizable to many people. The Eiffel Tower is iconic because many people think of it as a symbol of Paris, France. The red and yellow S on Superman's chest is iconic because many people recognize it as a symbol of Superman.
6. **inadvertent (in-uhd-VUR-tont)** *adjective*; As it is used in the article, *inadvertent* means "not intended or planned." You might do inadvertent harm to your mom's flowers if you water them *too* much. Forgetting to knock before you open a bathroom door might result in inadvertent embarrassment.
7. **maiden voyage (MAY-den VOY-uhj)** *noun*; The maiden voyage of a ship or aircraft is the first journey it makes.

8. ogle (OH-guhl) *verb*; To ogle is to stare at something with great interest or desire, especially something that is flashy, famous, or otherwise noteworthy. You might ogle a tray full of mouthwatering desserts at a restaurant.

9. submersible (suhb-MER-suh-buhl) *noun or adjective*; The verb *submerge* (suhb-MURSS) means "to go under water" or "to cover with water." To stay cool, hippos submerge themselves in rivers and lakes.

The adjective *submersible* means "able to fully function when completely underwater." A submersible watch is a watch that you can wear while swimming.

The noun *submersible* refers to a small boat that is designed to operate underwater, especially for research and exploration.

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

Vocabulary Practice

"Would You Visit the *Titanic*?"

Directions: Answer each question below.

1. Which of the following is iconic?

- Ⓐ the Statue of Liberty
- Ⓑ peppermint ice cream

2. Which is the best example of an abyss?

- Ⓐ the Grand Canyon
- Ⓑ a hole in your yard made by an earthworm

3. Complete the sentence below:

Over time, rainwater _____ the chain on my bike, and I had to replace it.

- Ⓐ ogled
- Ⓑ corroded

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

4. inadvertent

- Ⓐ accidental
- Ⓑ planned

5. demise

- Ⓐ beginning
- Ⓑ end

6. ogle

- Ⓐ ignore
- Ⓑ stare

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. *An Inadvertent Journey*
- B. *Adventure in the Deep Ocean*
- C. *Maiden Voyage*
- D. *The Great Demise*

7. Paleontologist Christina Brown discusses the various theories behind the sudden disappearance of dinosaurs from Earth about 66 million years ago.

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

8. The SpaceX company details how it is preparing for *Starship* to make its first trip to Mars in the year 2021.

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

9. Experience a day in the life of a submersible's pilot, driving along the seafloor with marine biologist Ty Smith as he searches for mysterious deep-sea creatures.

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

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Would You Visit the *Titanic*?" Complete the essay kit on page 20.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Would you visit the *Titanic*?

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

☐ **Yes!**

☐ **No!**

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "Yes" and "No" columns on page 20. Which points support your opinion?
What other information supports your opinion? List at least three supporting details on the lines below.

Here's an example: If you would NOT visit the *Titanic*, one of your supporting details might be that submersibles can cause accidental damage to shipwrecks.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you **WOULD** visit the *Titanic*, summarize the strongest arguments of those who think the trip is not a good idea. If you **WOULD NOT** visit the *Titanic*, summarize the main reasons some think that the trip is a good idea.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe your feelings about the deep ocean. Have you always been fascinated by it? Or does the idea of exploring the deep sea terrify you?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question:
"Is it really worth \$105,000 to _____?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

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

Your hook: _____

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Finish the summary of the debate over visiting the *Titanic* that begins below.

[illegible]

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

Argument Essay Outline

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

1	<h2>INTRODUCTION</h2> <p>Open with your hook from Step 5.</p> <p>↓</p> <p>Write a transition sentence that relates your hook to the question of whether to visit the <i>Titanic</i>.</p> <p>↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p>↓</p> <p>Write your summary of the issue from Step 6.</p> <p>↓</p> <p>Finish with your thesis from Step 4.</p>
2	<h2>BODY PARAGRAPH(S)</h2> <p>Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p>You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.</p> <div data-bbox="1182 913 1529 1207" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <p>Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</p> </div>
3	<h2>ACKNOWLEDGE THE OTHER SIDE</h2> <p>Now it's time to recognize the other side of the argument.</p> <p>Use what you wrote in Step 3.</p> <p>Then explain why you think the opposing point of view is wrong.</p>
4	<h2>CONCLUSION</h2> <p>Write 2-3 sentences to remind your readers of your main points.</p> <p>Finish with a strong final sentence.</p> <div data-bbox="1209 1564 1529 1774" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <p>Need an idea? Refer to your hook, find a quote, or give a call to action.</p> </div>
5	<h2>READ AND REVISE</h2> <p>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>

Name: _____ Date: _____

“Would You Visit the *Titanic*?” Quiz

Directions: Read “Would You Visit the *Titanic*?” Then answer the questions below.

- Consider the first three paragraphs of the article. Which sentence best describes the point of view Mackenzie Carro uses?
 - She uses first-person point of view and speaks from the point of view of the submersible’s pilot.
 - She uses second-person point of view and addresses the reader as though the reader were a passenger on the *Titanic*.
 - She uses second-person point of view and addresses the reader as though the reader were a passenger on an OceanGate submersible.
 - She uses third-person point of view and describes a submersible’s descent.
- Carro uses the point of view you identified in question 1 to
 - show the reader that anyone can afford to go on one of OceanGate’s expeditions.
 - put the reader in the story, helping the reader imagine the experience she is describing.
 - show that the tone of the article is serious.
 - create feelings of sympathy in the reader.
- On page 20, Carro writes, “That amount of money could feed 10 families of four for a year.” This line
 - explains how expensive it is to feed a family.
 - shows that many don’t have enough to eat.
 - tells you that the OceanGate expedition is affordable.
 - supports the idea that there are more important things that \$105,000 could be used for.
- Which line does NOT support the idea that visiting the *Titanic* is a unique opportunity?
 - “To date, only 200 people have seen the wreck up close. That’s fewer than the number of people who have gone to space.” (p. 19)
 - “Scientists estimate that the *Titanic* could disappear within 20 years.” (p. 19)
 - “You might even catch a glimpse of a creature that has never been seen before.” (p. 20)
 - “At press time, 30 people had already signed up to go.” (p. 18)
- On page 20, Carro writes, “Then again, the deep sea is an unforgiving place.” Which is the definition of *unforgiving* as it is used in this sentence?
 - harsh, hostile, and difficult to deal with
 - not willing to forgive people’s wrongdoings
 - not yet studied or explored
 - mysterious, strange, or unexpected
- Which claim could NOT be supported by information from the article?
 - The *Titanic* holds a notable place in popular culture.
 - There is much we don’t know about the deep ocean.
 - Icebergs are still a major threat to ships today.
 - Submersibles make deep-sea exploration possible.

Constructed-Response Question

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

- On page 19, Carro writes that “the story of the *Titanic* still captivates us.” What does she mean? Why do you think the *Titanic* still captivates people today? Use details from the article to support your answer.

Name: _____ Date: _____

“Would You Visit the *Titanic*?” Quiz

Directions: Read “Would You Visit the *Titanic*?” Then answer the questions below.

- In the first two paragraphs of the article, Mackenzie Carro**
 - speaks from the point of view of a ship captain.
 - speaks to the reader as though the reader were a passenger on the *Titanic*.
 - speaks to the reader as though the reader were a passenger on an OceanGate submersible.
 - describes a trip on a submersible from the third-person point of view.
- Carro uses the point of view you identified in question 1 to**
 - show the reader that anyone can afford to go on one of OceanGate’s expeditions.
 - put the reader in the story, helping the reader imagine the experience she is describing.
 - let the reader know that the tone of the article is serious.
 - create feelings of sympathy in the reader.
- The main purpose of the section “The Tragedy” is to help readers understand**
 - where Newfoundland, Canada, is located.
 - how icebergs are formed.
 - what traveling on a ship is like.
 - why the *Titanic* is legendary.
- Which detail supports the idea that visiting the *Titanic* is a unique opportunity?**
 - There are countless movies and books about the *Titanic*.
 - Thirty people have already signed up for OceanGate’s June 2020 trip.
 - Submersibles can cause damage to the *Titanic*.
 - Fewer people have seen the *Titanic* wreckage than have traveled to space.
- On page 20, Carro writes, “Then again, the deep sea is an unforgiving place.” *Unforgiving* most closely means**
 - harsh.
 - sorry.
 - unexplored.
 - strange.
- Which claim could NOT be supported by information from the article?**
 - The *Titanic* has become a part of popular culture.
 - There is much we don’t know about the deep ocean.
 - Icebergs are still a major threat to ships today.
 - Submersibles make deep-sea exploration possible.

Constructed-Response Question

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

- On page 19, Carro writes that “the story of the *Titanic* still captivates us.” *Captivate* means “to attract and hold someone’s attention.” Why do you think the story of the *Titanic* still captivates people today? Use details from the article to support your answer.

Name: _____ Date: _____

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

Vocabulary:

"Are Youth Sports Out of Control?"

1. **elite (ih-LEET)** *adjective*; As it is used in the article, *elite* means "superior in quality, skill, and success." *Elite* often describes people or organizations that are considered the best of their kind. An elite gymnastics club has the best coaches and accepts only the most talented gymnasts. LeBron James is an elite basketball player.
2. **hone (hohn)** *noun or verb*; A hone is a special stone used for sharpening blades. As a verb, *hone* can mean to sharpen something using a hone. A chef might hone her knife before cutting tomatoes.

Hone is also used to describe sharpening a skill, an idea, or a product. In other words, to hone something means to improve it, make it more effective, or perfect it. You might hone your juggling skills by practicing every day.
3. **recreational (re-kree-AY-shuh-nuhl)** *adjective*; Recreation (re-kree-AY-shuhn) is an activity done to relax or have fun in your spare time. Biking, bowling, playing guitar—anything people do because they enjoy it, not because they have to, is recreation.

Recreational means "relating to recreation." Towns often have recreational facilities, like public swimming pools or gyms. Playing volleyball for fun on Saturdays is a recreational activity.
4. **rigorous (RIG-er-uhs)** *adjective*; Something that is rigorous is very strict, demanding, or difficult. Military training is rigorous. Planes undergo rigorous safety checks before each flight.
5. **specialize (SPESH-uh-lahyz)** *verb*; To specialize is to narrow the focus of your studies or job. A doctor, for example, might specialize in pediatrics (the care of children) or cardiology (the care of the heart).
6. **strategy (STRAT-ih-jee)** *noun*; A strategy is a carefully developed plan or method for achieving a particular goal. Your strategy for jigsaw puzzles might be to find all the edge pieces and put them together first. Your sister's strategy might be to separate pieces of the same color into piles first. A basketball coach might call a time-out to discuss strategy with the team.

7. vulnerable (VUHL-ner-uh-buhl) *adjective*; If something is vulnerable, it can easily be harmed, either physically or emotionally. A baby bird is vulnerable without its mother's protection.

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

Vocabulary Practice

"Are Youth Sports Out of Control?"

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

BOOK TITLES

- A. *The Strategy*
- B. *Specializing in Spirits*
- C. *Vulnerable Ghosts*
- D. *Recreational Roadway*

1. This travel guide lists 100 fun outdoor activities to do when driving on Route 66 from Illinois to California.

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

2. Edward Davenport has always been interested in the unusual, whether it's UFOs or mind reading. The thing he has truly dedicated his life to, though, is ghosts.

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

3. After Prince Gregory's magical sword is stolen by evil trolls, he spends all winter crafting a plan to outwit his enemies and get his treasured blade back.

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

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

4. **hone**

- Ⓐ improve
- Ⓑ neglect

5. **rigorous**

- Ⓐ demanding
- Ⓑ gentle

6. **vulnerable**

- Ⓐ protected
- Ⓑ open to attack

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

7. One of Eric's **strategies** for managing stress is

8. Jason attends an **elite** music school. He must be

Name: _____ Date: _____

Constructing a Response

Directions: Read "Are Youth Sports Out of Control?" and complete the activity on page 27. Then follow the steps below to write a response to the question on page 27.

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

Question from page 27:

What do you think: Are youth sports out of control?

Step 1: Write your claim.

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

I believe that youth sports are _____ because _____

_____.

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: _____

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: _____

“Are Youth Sports Out of Control?” Quiz

Directions: Read “Are Youth Sports Out of Control?” Then answer the questions below.

- In the introduction, Tod Olson writes, “Soccer became far more than a fun extracurricular for Samantha; it became her whole world.” Which is the best definition of *extracurricular*?
 (A) something someone offers to do to help others
 (B) an activity you do in your free time outside of school or work
 (C) something that is required for graduation
 (D) physical exercise or training
- Which sentence expresses a central idea of the article?
 (A) Soccer is usually played in the fall.
 (B) Samantha has suffered three head injuries.
 (C) Samantha used to travel all over the United States for soccer tournaments.
 (D) Over the past generation, the focus of youth sports has changed.
- How does the section “Getting Hurt” contribute to the article? (Choose TWO answers.)
 (A) It argues that sports have become too risky to play.
 (B) It explains why Samantha quit soccer.
 (C) It tells how many kids play sports in America.
 (D) It provides information about how concentrating on one sport can affect kids’ health.
- On page 27, Olson writes that for some kids, “the sport they love can quickly turn into a grind.” He means that
 (A) playing becomes too physically challenging.
 (B) the commitment becomes exhausting; the demands wear kids down.
 (C) kids realize that playing sports is too expensive.
 (D) playing gets easier if kids stick with it.
- Olson writes, “Between team and coaching fees, equipment costs, and travel expenses, families can easily spend more than \$1,000 per season.” (p. 27) This line . . . (Choose TWO answers.)
 (A) could be used to support the idea that youth sports have gotten out of control.
 (B) shows how time-consuming sports can be.
 (C) shows how expensive youth sports have gotten.
 (D) supports the idea that kids shouldn’t specialize.
- Which statistic best supports the inference that kids who play more than one sport are more likely to become college athletes than kids who don’t?
 (A) “Kids who specialize in one sport are 81 percent more likely to experience an overuse injury.”
 (B) “Youth sports is a \$17 billion industry.”
 (C) “88 percent of college athletes played more than one sport as children.”
 (D) “More than 3.5 million young athletes get hurt every year.”

Constructed-Response Question

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

- Samantha says, “I was always the soccer girl. When that was taken away from me, I didn’t know who I was.” What does she mean? Why do you think she felt that way? Answer both questions. Use details from the text to support your answers.

Name: _____ Date: _____

“Are Youth Sports Out of Control?” Quiz

Directions: Read “Are Youth Sports Out of Control?” Then answer the questions below.

- In the introduction, Tod Olson writes, “In many ways, Samantha’s experience is not unique.” He means that Samantha’s experience is
 - uncommon.
 - typical.
 - necessary.
 - urgent.
- Which sentence expresses a central idea of the section “Now and Then”?
 - Not all kids are as serious about sports as Samantha.
 - Soccer is usually played in the fall.
 - Playing on a club team costs money.
 - Youth sports are more demanding today than they used to be.
- How does the section “Getting Hurt” contribute to the article? (Choose TWO answers.)
 - It argues that sports have become too risky to play.
 - It explains why Samantha quit soccer.
 - It tells how many kids play sports in America.
 - It provides information about how playing sports can affect kids’ health.
- On page 27, Olson writes that for some kids, “the sport they love can quickly turn into a grind.” If something turns into a grind, it becomes
 - physically challenging.
 - hard or dull.
 - too expensive.
 - easier.
- Olson writes, “Between team and coaching fees, equipment costs, and travel expenses, families can easily spend more than \$1,000 per season.” (p. 27) This line . . . (Choose TWO answers.)
 - could be used to support the idea that youth sports have gotten out of control.
 - shows how time-consuming sports can be.
 - shows how expensive youth sports have gotten.
 - supports the idea that kids shouldn’t specialize.
- Based on the statistic “88 percent of college athletes played more than one sport as children,” readers can infer that
 - Samantha doesn’t want to play college tennis.
 - most parents don’t mind the cost of club teams.
 - kids who play more than one sport are more likely to become college athletes than kids who don’t.
 - kids who play multiple sports don’t play as well as kids who specialize in one.

Constructed-Response Question

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

- Samantha says, “I was always the soccer girl. When that was taken away from me, I didn’t know who I was.” What does she mean? Why do you think she felt that way? Answer both questions. Use details from the text to support your answers.

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

You Write It Contest

Read our interview with Gitanjali Rao. Choose a central idea and write a three-paragraph article about Gitanjali in your own words. Be sure to use quotes from our interview.

Three winners will each get a \$25 Visa gift card.

Entries will be judged on:

- ⇒ a clear central idea and supporting evidence
- ⇒ use of quotations
- ⇒ organization
- ⇒ grammar

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your entry and send both to: scopemag@scholastic.com
Or mail to: You Write It Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY November 15, 2019!

Name: _____ Date: _____

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Gitanjali Rao into an article.

- 1** The headline "Teen Inventor Hopes to Save Lives" gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

- 2** Rewrite each question-and-answer pair on the lines below. Write from the third-person point of view (using *he*, *she*, or *they*—never *I* or *we*). Paraphrase—that is, rewrite in your own words—what Gitanjali says. We did the first pair for you.

Q-and-A No. 1:

When the tap water in Flint, Michigan, became contaminated with lead, Gitanjali Rao wanted to help. Lead is a toxic metal that can cause a lot of harm to the human body, and Gitanjali thought it was terrifying that people in Flint were exposed to such a substance in their drinking water.

Q-and-A No. 2:

Q-and-A No. 3:

Q-and-A Nos. 4 and 5:

Q-and-A No. 6:

Q-and-A No. 7:

3 Choose two things that Gitanjali said in the interview to use as direct quotes in your article.

A direct quote is another person's exact words.

When you include direct quotes in your article, put them in quotation marks. Make it clear who is saying them. Here are two examples of how to do that:

1. "Tethys is the Greek goddess of fresh water," explains Gitanjali. "I named my device after her."
2. Gitanjali says, "I especially want Tethys to be available to families who live in places like Flint, where the water has become contaminated."

Direct Quote 1: _____

Direct Quote 2: _____

4 Now it's time to put it all together. Write your three-paragraph article on a separate sheet of paper or type it up, following the guidelines below.

Opening Paragraph:

- Your first sentence should be a hook—that is, it should grab the reader's attention. One option is to state something that is surprising, interesting, or moving. What detail did you find most interesting from the interview?
- Let readers know what the article is going to be about. In other words, state the central idea of the article.

Body Paragraph:

- Explain to your readers what Gitanjali did to help people who live in a place where the water has been contaminated with lead, using information from the seven question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the interview. Each idea you include should support the central idea that you wrote in Step 1.
- Don't forget to include the direct quotes you chose in Step 3.

Conclusion:

- Wrap it all up. End your article with a strong sentence that will give your readers something to think about. One option is to end with a quote. Another is to refer to your hook from the opening paragraph.

WRITING TIPS

- Use transition words and phrases so your ideas flow smoothly from one to the next.
- Vary the lengths and structures of your sentences to keep your writing lively.
- Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft. Proofread your second draft, checking for mistakes in spelling, punctuation, and grammar.

Name: _____ Date: _____

Analyzing Poetry

Below is Emily Pauline Johnson's poem "Fire-Flowers." Read the poem a few times. (We underlined and defined some of the tricky words.) Then answer the questions on the next page.

Fire-Flowers by Emily Pauline Johnson

scorching: drying or shriveling with intense heat, or burning the surface with flame or heat

desolating: causing terrible destruction or ruin that makes you feel lonely and sad

- 1 And only where the forest fires have sped,
Scorching relentlessly the cool north lands,
- 3 A sweet wild flower lifts its purple head,
And, like some gentle spirit sorrow-fed,
- 5 It hides the scars with almost human hands.

- And only to the heart that knows of grief,
- 7 Of desolating fire, of human pain,
There comes some purifying sweet belief,
- 9 Some fellow-feeling beautiful, if brief.
And life revives, and blossoms once again.

Listen to this
poem read aloud at
scope.scholastic.com

purifying: making something or someone pure—removing anything that pollutes it or makes it unclean

revives: returns to life;
A drooping plant might revive if it is watered.

Structure

1 How many stanzas are there?

2 How many lines are in the first stanza?

3 How many lines are in the second stanza?

4 Count the syllables in each line of the poem. What do you notice?

5 A poem's rhyme scheme is the pattern of rhymes at the ends of the lines. You can show a rhyme scheme by writing the same letter at the end of each line that ends with the same sound. For example:

Roses are red, (A)
Violets are blue. (B)
Sugar is sweet, (C)
And so are you. (B)

The rhyme scheme of this verse is A, B, C, B.

Twinkle, twinkle, little star, (A)
How I wonder what you are. (A)
Up above the world so high, (B)
Like a diamond in the sky. (B)

The rhyme scheme of this verse is A, A, B, B.

a. What is the rhyme scheme of the first stanza of "Fire-Flowers"?

b. Does the second stanza have the same rhyme scheme as the first stanza?

6 Circle the first two words of the first stanza and the first two words of the second stanza. What do you notice?

Meaning

7 Personification is describing something that is not human as though it were human. Explain the personification in lines 3-5.

8 In lines 3-5, what is the poet describing? What "scars" is the wildflower hiding?

9 In line 4, the poet uses a simile, comparing the flower to "some gentle spirit sorrow-fed." What do you think the poet means?

10 In lines 6-7, the poet speaks of "... the heart that knows of grief,/Of desolating fire, of human pain." What is she talking about here? Is she still talking about a forest?

11 a. What is the main idea of lines 8-9?

b. What do you think the poet means by a "purifying sweet belief"? How could a belief be purifying?

12 Explain the last line of the poem. What is the poet saying happens after a "heart that knows of grief" has a "purifying sweet belief"?

13 Consider the relationship between the ideas in the first stanza and the ideas in the second stanza. What comparison is the poet making by putting these two stanzas together in the same poem? Explain.

Making Connections

This section contains questions about the connections between the poem "Fire-Flowers" and the article "Our Beautiful Town Is Gone."

14 The poem states that after a fire, "life revives, and blossoms once again." Is this idea supported by "Our Beautiful Town Is Gone"? Explain.

15 Do you think the poem "Fire-Flowers" could give comfort or hope to people who have gone through an ordeal, such as a wildfire? Explain.

Name: _____ Date: _____

Writing Planner: "Fire-Flowers" Prompt

Read the poem "Fire-Flowers" by Emily Paul Johnson and complete the activity "Analyzing 'Fire-Flowers.'" Then use this writing planner to help you plan your response to the writing prompt on page 32. The prompt says:

On one level, this poem is about forest fires—the destruction they cause and the recovery of the forest afterward. What else is this poem about? Explain, using details from the poem to support your answer.

1 In one sentence, state what the poem is about besides forest fires.

2 Give lines or phrases from the poem and explain how they express the idea that you wrote in your answer to Question 1.

3 Now you have all the ideas you need to respond to the prompt on page 32. Here's how you can organize your response.

A. Start by repeating the question as a statement. Complete this sentence.

On one level, the poem "Fire-Flowers" by Emily Paul Johnson is about

B. Write your claim or main idea. Complete this sentence.

The poem is also about

C. Support your claim. Use what you wrote in Question 2.

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

Fire-Flowers Contest

On one level, this poem is about forest fires—the destruction they cause and the recovery of the forest afterward. What else is this poem about? Explain, using details from the poem to support your answer. Five winners will each get a \$25 Visa gift card.

Entries will be judged on:

⇒ creativity

⇒ clarity

⇒ strength of descriptive language

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY November 15, 2019!