

Name: _____ Date: _____

Number vs. Amount

The words **number** and **amount** are easy to mix up. Here are some simple rules to help keep these words straight.

Use **number** to refer to things that you CAN count.

Examples:

A large **number** of plastic flamingos are on the lawn.

Olivia tripped over a **number** of toys on her way to her little brother's bed.

Use **amount** to refer to a quantity—something that you CANNOT count.

Examples:

While baking cookies, Sebastian spilled a significant **amount** of flour on the floor.

No **amount** of scrubbing will remove the doodle that Tracy drew on the desk.

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

1. The traffic jam caused a large **number/amount** of people to be late for the party.
2. Tyrell reached into his backpack and pulled out a huge **number/amount** of books.
3. My grandmother puts the perfect **number/amount** of peanut butter on my sandwiches.
4. We found an enormous **number/amount** of empty pizza boxes in Rob's room.
5. There is always a certain **number/amount** of confusion backstage before the show starts.
6. Unfortunately, only a small **number/amount** of students were able to go on the class trip.

Directions: Write the correct word—*number* or *amount*—in each blank below. Then write your own sentence using *number* or *amount*.

7. Selena insists on having the same _____ of ice cubes in each glass.
 8. I was astonished by the _____ of snow on the ground.
 9. Mitch listens to a huge _____ of music; he always knows the newest bands.
 10. An increasing _____ of dentists have TVs in their examination rooms.
 11. _____
-

Name: _____ Date: _____

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

Vocabulary:

"Day of Disaster"

1. **chaos (KAY-ahs)** *noun*; Chaos is a state of total disorder and confusion. For example, there would be chaos if a rat started running around a restaurant, freaking everyone out.
2. **dissipate (DIS-uh-payt)** *verb*; If something dissipates, it slowly breaks up, scatters, or disappears. After it rains, the clouds might dissipate, allowing the sun to come out again. A crowd might hang out for a while after a concert is over before it dissipates and everyone goes home.
3. **hoist (hoyst)** *verb*; To hoist something is to lift or raise it, especially by using ropes or machinery. A group of students might hoist the flags up the pole in front of your school each morning. A crane might hoist steel beams into place at a construction site. You might hoist yourself out of a swimming pool.
4. **saga (SAH-guh)** *noun*; In the 12th and 13th centuries, a saga was a long story about the adventures and achievements of one of the first families that lived in Iceland. Today, *saga* can refer to any long and complicated story—whether true or fictional. The Harry Potter and Star Wars series are examples of modern sagas.
5. **stable (STAY-buhl)** *noun*; As it is used in the article, *stable* refers to a building where horses or other animals are sheltered and cared for on a farm.
6. **ravenous (RA-vuh-nuhs)** *adjective*; If you are ravenous, you are extremely hungry, as in, "We were ravenous after riding our bikes all day. We wolfed down our dinners!"
7. **toxin (TOK-sin)** *noun*; A toxin is a poison produced by a living thing—an animal or a plant. Snake venom, for example, is a toxin. So is the venom found in the tentacles of a jellyfish.
8. **ventilation (ven-tuh-LEY-shuhn)** *noun*; The verb *ventilate* (VEHN-tuh-layt) means "to cause fresh air to enter and move through a room, building, or other space." You might ventilate your bedroom by opening the window and turning on a fan. Ventilation is the act of ventilating.

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

"Day of Disaster"

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

1. **ravenous**

- Ⓐ healthy
- Ⓑ starving

2. **chaos**

- Ⓐ calm
- Ⓑ confusion

3. **toxin**

- Ⓐ poison
- Ⓑ medicine

4. **hoist**

- Ⓐ lift
- Ⓑ drop

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

5. Which is an example of chaos?

- Ⓐ A man sits in a chair, drinking tea and reading a book while soft classical music plays in the background.
- Ⓑ Dozens of goats escape from their enclosure and stampede through a suburban neighborhood, eating and stomping on everything in sight.

6. Which would you be more likely to find in a stable?

- Ⓐ donkeys
- Ⓑ dolphins

7. Which place would likely require ventilation?

- Ⓐ the hot kitchen of a restaurant
- Ⓑ your backyard

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

8. The gym feels hot and stuffy because of its poor **ventilation/saga**.
9. Aubrey told me the **saga/stable** of her family's camping trip: It rained everyday, their tent sprung a leak, and they all got the flu.
10. I had to use all my strength to **hoist/dissipate** the heavy box of books up onto my shoulder.
11. My anger **ventilated/dissipated** after I stepped back from the situation and took some time to reflect.

Name: _____ Date: _____

Close-Reading Questions

"Day of Disaster"

1. How would you describe the mood of the introduction? How does author Kristin Lewis create this mood? (author’s craft, mood)
2. In the section “Bright and Brisk,” Lewis writes, “Then they headed off for what they thought would be an ordinary day at the Cherry Mine.” What literary device is she using? What purpose does it serve? (literary devices, author’s craft)
3. Why are the details about the Industrial Revolution in the section “Transforming America” important to the story? (text structure)

4. How does Lewis support her statement on page 7 that coal mining was a "tough" job?
(key ideas and supporting details)

5. In the section "Lonely and Boring," Lewis asks a series of questions about Albert. What purpose do these questions serve? (author's craft)

6. How does the information in the section "Scorching Heat" contribute to the article?
(text structure)

Name: _____ Date: _____

Critical-Thinking Questions

"Day of Disaster"

1. The Cherry Mine disaster was a horrific tragedy. Did any good come from it? Explain.

2. What can be gained by learning about the Cherry Mine disaster?

Name: _____ Date: _____

Preparing to Write: Cherry Mine Speech

The writing prompt on page 10 says:

Write a speech for the anniversary of the Cherry Mine disaster. Your speech should explain why the disaster is important to remember.

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

What happened at the Cherry Mine?

1. Write an objective summary (a short statement or paragraph that tells what happened) about what took place at the Cherry Mine on November 13, 1909.

Why did this tragedy occur?

2. List details from the article that help explain why this tragedy occurred. Then explain what could have been done differently. We've written one idea for you.
 - The Cherry Mine lacked basic safety features, such as an alarm system that could notify workers of a fire or disaster (9). Many more workers could have escaped from the mine if they had been notified of the fire sooner.

How did the Cherry Mine disaster help change America?

3. List details from the article that show how this tragedy helped to change America.

What can be learned from the Cherry Mine disaster?

4. Consider your responses to questions 1-3. Why is it important to remember this tragedy? To support your answer, include important details from the article as well as your own opinions.

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 "Day of Disaster."

1. Reread the section "Transforming America." Which statement BEST expresses the central idea of this section?

- Ⓐ Energy is released when coal is burned.
- Ⓑ Burning coal can create pollution.
- Ⓒ The coal industry has changed America.
- Ⓓ Coal enabled people to travel by train faster than ever before.

2. Read a central idea of the sections "Difficult and Dangerous" and "Lonely and Boring" in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:

Coal miners at the Cherry Mine faced difficult and dangerous working conditions.

- Ⓐ "They cut out the coal with heavy tools, their backs aching." (p. 7)
- Ⓑ "Imagine sitting alone in the dark all day every day, just opening and closing a door." (p. 8)
- Ⓒ "Catastrophe was coming." (p. 8)
- Ⓓ "If a mule team came speeding along and you didn't open the door, they could crash—crushing the mules, the driver, maybe even you." (p. 8)

I chose _____ because _____

3. Read the details listed below from the article. In the box, write a central idea that these details support.

Central Idea:

Detail 1: "Meanwhile, down below, miners were scrambling to get out—only to find tunnels blocked by flames, mules, and coal cars." (p. 9)

Detail 2: "'If you don't give us a cage, we're all going to choke!' someone screamed." (p. 9)

Detail 3: "When the sun set that day, the fire showed little sign of dissipating. More than 200 miners were still trapped." (p. 10)

4. A central idea of the whole article 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 Cherry Mine disaster helped to change America.

Supporting detail 1:

"Laws were passed that made companies pay the victims of workplace disasters." (p. 10)

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 "Day of Disaster."

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:

Coal miners at the Cherry Mine faced difficult and unsafe working conditions.

- ☐ **A.** "If a mule team came speeding along and you didn't open the door, they could crash—crushing the mules, the driver, maybe even you." (p. 8)
- ☐ **B.** "They shoveled the coal into cars that looked like giant metal buckets." (p. 7)
- ☐ **C.** "In fact, Albert and Richard likely felt proud to work at the mine." (p. 8)
- ☐ **D.** "Perhaps most terrifying of all was the risk of explosions and fires." (p. 6)
- ☐ **E.** "Cave-ins were constant threats." (p. 6)

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

Central Idea:

The Cherry Mine disaster led to _____.

Detail 1: "It helped fuel a movement that, in 1938, banned child labor in the U.S. at last." (p. 10)

Detail 2: "Laws were passed that made companies pay the victims of workplace disasters." (p. 10)

Detail 3: "Over the next few years, new safety rules were created." (p. 10)

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 "Day of Disaster."

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. Who or what caused this event?

4. How did this event affect the main person(s) in the article?

5. What happened to the main person(s) after the event?

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 "Day of Disaster."

1. Where did Albert work?

On November 13, 1909, 14-year-old Albert Buckle lived through a devastating coal mining disaster that would change American history. Albert worked as a trapper at _____.

Coal mining was a difficult and dirty job. Miners faced many hazards, including _____.

2. What dangers did miners face?

But the Cherry Mine was new, and many said it was the safest mine in America.

3. What was Albert told to do to put out the fire?

On that November day, a fire broke out in the mine after an oil lamp set a cart of hay ablaze. Albert was told to _____.

_____, but this didn't help. The fire was spreading too quickly, and the mine itself was soon on fire.

4. Why couldn't the miners escape?

Albert escaped, but many others did not because _____.

_____. Two hundred men

5. Why did the company seal off the mine?

were still trapped underground when the owners of the mine decided to seal off the mine to _____.

The disaster took the lives of 259 men.

6. What changes did the tragedy lead to?

The public was outraged, and the disaster led to _____.

_____.

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 "Day of Disaster."

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 "Children of the Coal Mines" contribute to the article?

3. Into which section of the article would the information in the sidebar "What Is Coal?" (p. 6) best fit? Explain your answer.

4. Study the photograph and the caption on page 10. Why might the author have chosen to include these features?

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 "Day of Disaster."

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

Description or List

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

Cause and Effect

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

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

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

Sequence of Events

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

2. A. Underline the text structure the author uses in the sidebar "Coal Mining Today."

compare and contrast

cause and effect

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

3. A. Which text structure does the author use in the section "Trapped Below"?

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

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

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

Before Reading Text Features, Making Predictions

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

2. Consider the sidebar “Children of the Coal Mines” on pages 6-8. What conclusion can you draw from it about what working in a coal mine was like for kids?

3. What does the sidebar “What Is Coal?” on the bottom of page 6 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 “Difficult and Dangerous.”

The author gives a chronological account of child labor laws in the U.S.

The author describes the job of a coal miner in the early 1900s and explains why kids worked in the mines.

The author compares and contrasts the job of a coal miner in 1909 with the job of a coal miner today.

- B.** Explain how you know.

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

7. Reread the section “The Legacy.” What is the author’s **tone** as she writes about the public’s response to the Cherry Mine disaster? Explain your answer.

After Reading

Central Idea/Details and Objective Summary

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

```
graph TD; A[Central Idea] --- B[Detail #1]; A --- C[Detail #2]; A --- D[Detail #3];
```

Central Idea

Detail #1
“Cave-ins were constant threats. So were the underground gases that could kill a person in minutes.” (p. 6)

Detail #2
“If a mule team came speeding along and you didn’t open the door, they could crash—crushing the mules, the driver, maybe even you.” (p. 8)

Detail #3
“How would they know they needed to get out—fast? There were no alarms. No cell phones.” (p. 9)

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

[illegible]

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

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

Before Reading Text Features, Making Predictions

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

2. Consider the sidebar “Children of the Coal Mines” on pages 6-8. What conclusion can you draw from it about what working in a coal mine was like for kids?

3. What does the sidebar “What Is Coal?” at the bottom of page 6 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. Below is an example of a cause-and-effect structure from the section “Scorching Heat.” You finish the second example.

Cause: The flaming hay car was stuck under the mine’s air shaft.

Effect: The fresh air flowing into the mine fanned the flames of the fire, helping the fire to spread.

Cause: _____

Effect: Hundreds of men didn’t know they needed to get out of the mine.

6. In the introduction of the article, the author describes a boy trapped in a burning coal mine. In the following section, the author writes, “Just a few hours earlier, the day had dawned bright and brisk in the small town of Cherry.”

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

- Ⓐ suspenseful to sad.
- Ⓑ terrifying to pleasant.
- Ⓒ hopeful to frightening.

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 “The Legacy” as she writes about the public’s response to the Cherry Mine disaster.

discouraged

confused

admiring

B. Briefly explain how you know.

After Reading

Central Idea/Details and Objective Summary

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

Central Idea

Coal mining in 1909 was dangerous.

Detail #1

“Cave-ins were constant threats. So were the underground gases that could kill a person in minutes.” (p. 6)

Detail #2

“If a mule team came speeding along and you didn’t open the door, they could crash—crushing the mules, the driver, maybe even you.” (p. 8)

Detail #3

“Coal was powering the trains speeding across America, making it possible to travel faster and farther than ever before.” (p. 7)

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

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

- a. There was no alarm system in the Cherry Mine to warn miners of a fire or disaster.
- b. The Cherry Mine disaster helped bring lasting change in America’s labor laws.
- c. A trapper’s job was boring.
- d. Cherry Mine’s leaders sealed off the mine’s air shaft, trapping more than 200 hundred miners inside.
- e. On the day of the disaster, Albert and his brother started working at 6:30 am.
- f. I can’t imagine having to face what the miners at the Cherry Mine had to face that day in 1909.

Name: _____ Date: _____

“Day of Disaster” Quiz

Directions: Read “Day of Disaster.” Then answer the questions below.

1. Which sentence best describes the section “Transforming America”?
 - (A) It lists the events of the Industrial Revolution.
 - (B) It provides information about the amount of coal found in the U.S.
 - (C) It helps readers understand why many children worked in coal mines in 1911.
 - (D) It describes how coal changed people’s lives.
2. On page 9, the line “Now, like a ravenous monster, the fire was consuming everything in its path” contains
 - (A) a metaphor that helps readers understand how hot the fire was.
 - (B) hyperbole that shows how much smoke had filled the mine.
 - (C) a simile that illustrates how quickly and violently the fire was spreading.
 - (D) a simile that shows how slowly the flames moved.
3. On page 9, author Kristin Lewis writes “And so for the next 30 minutes, Albert watched coal—not people—lifted up through the shaft.” The purpose of this line is to
 - (A) illustrate how coal was brought aboveground.
 - (B) reveal how little concern was shown for the safety of workers.
 - (C) explain how long Albert waited to leave the mine.
 - (D) help readers visualize the layout of the mine.
4. The photo caption “Coal Mining Today” says that coal “remains a significant source of energy.” Based on context clues, what is the definition of *significant*?
 - (A) causing serious harm
 - (B) fairly large
 - (C) decreasing in number or amount
 - (D) well liked or admired
5. Which detail would be least important to include in a summary of the article?
 - (A) Albert’s birthday was two weeks away.
 - (B) The tragedy outraged the public.
 - (C) The Cherry Mine disaster happened in 1909.
 - (D) The mining company sealed off the mine, trapping hundreds inside.
6. Information in the article supports all of the following ideas EXCEPT
 - (A) since the early 1900s, working conditions in the U.S. have improved.
 - (B) coal mining is a tough job.
 - (C) China relies on coal for much of its energy.
 - (D) in the early 20th century, many children had to work to help support their families.

Constructed-Response Questions

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

7. How does the author portray working as a coal miner in the early 20th century? Use text evidence to support your answer.
8. Analyze the photos, captions, and other text features. How do they contribute to the article? What other visuals could have been included to help readers understand the Cherry Mine disaster?

Name: _____ Date: _____

“Day of Disaster” Quiz

Directions: Read “Day of Disaster.” Then answer the questions below.

- The main purpose of the section “Transforming America” is to help readers understand**
 - how bridges are built.
 - where coal is found in the United States.
 - why immigrants came to America.
 - how coal changed people’s lives.
- On page 9, the line “Now, like a ravenous monster, the fire was consuming everything in its path” contains a simile that helps readers understand**
 - how hot the fire was.
 - how much smoke had filled the mine.
 - how quickly the fire was spreading.
 - how slowly the flames moved.
- On page 10, author Kristin Lewis writes “Many accused the mine company of caring more about its coal than the human beings below.” Which line also expresses that idea?**
 - “In Illinois, the law set the minimum age at 16.” (p. 8)
 - “And so for the next 30 minutes, Albert watched coal—not people—lifted up through the shaft.” (p. 9)
 - “It is known as a fossil fuel, like oil and gas.” (p. 7)
 - “Besides, the Cherry Mine was new and modern.” (p. 7)
- On page 8, Lewis writes “And it wasn’t just grown men who toiled in the mines.” Based on context clues, *toil* means**
 - to break laws.
 - to work extremely hard.
 - to blast rock.
 - to dig.
- Which detail would be most important to include in a summary of the article?**
 - The tragedy outraged the public.
 - Albert’s birthday was only two weeks away.
 - Oil and gas are fossil fuels.
 - Being a trapper was a boring job.
- Which of the following statements CANNOT be supported by information in the article?**
 - Since the early 1900s, working conditions in the U.S. have improved.
 - More lives could have been saved in the Cherry Mine disaster.
 - China relies on coal for much of its energy.
 - In the early 20th century, many children had to work to help support their families.

Constructed-Response Questions

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

- Explain the main causes of the Cherry Mine disaster. Use text evidence to support your answer.
- Why do you think the sidebar “Children of the Coal Mines” was included? What does it contribute to the article?

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.

Cherry Mine Contest

Write a speech for the anniversary of the Cherry Mine disaster. Your speech should explain why the disaster is important to remember. Your speech can be in the form of a transcript, video, or audio recording. Five winners will get *Same Sun Here* by Silas House and Neela Vaswani.

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

ENTRIES MUST BE RECEIVED BY December 20, 2019!



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

The Interlopers

Pronunciation Guide to Names

The Gratz Family

Ivan Gratz [EYE-vun GRATS]

Olga [OL-guh]

Agnes [AG-nihs]

Otto [AW-toh]

The Zenova Family

George Zenova [JORJ zen-OH-vah]

Wilma [WHIL-muh]

Katya [KAHT-yuh]

Andrei [AHN-dray]



The Interlopers

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

	Agree	Disagree
1. Nature cannot be controlled by humans.		
2. People have serious arguments over trivial matters.		
3. It is possible to make friends out of enemies.		
4. It is harder to hold a grudge than it is to forgive.		
5. “The earth, like the sun, like the air, belongs to everyone and to no one.” —Edward Abbey		
6. People can fight for so long that they forget why they were fighting in the first place.		
7. Children inherit beliefs from their parents.		

Name: _____ Date: _____

Close-Reading Questions

The Interlopers

1. In Scene 1, Olga says Ivan is stubborn. What evidence in the play supports her statement?
(text evidence, character)

2. In Scene 1, George tells Ivan, “You are mistaken, sir. I hunted it in my forest.” What is George’s tone in this line? (tone)

3. In Scene 2, you see what’s happening in the Gratz home and in the Zenova home simultaneously. By structuring the scene this way, what does the playwright reveal about the two families? (author’s craft)

4. Scene 3 is a flashback. Why do you think the author chose to present the backstory this way, rather than simply having the characters talk about what happened in court?
(author’s craft)

5. In Scene 4, both George and Ivan are talking to themselves as they go looking for each other. What do their words tell you about what they really want? (interpreting text, character)
6. Think about the moments in which the wind blows. What do these moments have in common? (Think about what happens before each one.) How does the wind contribute to the mood? (mood, symbolism)
7. Explain the irony of the play's ending. (situational irony)
8. At the end of the play, why does Ivan laugh? (character)

Name: _____ Date: _____

Critical-Thinking Questions

The Interlopers

1. After George and Ivan become trapped under the tree, it doesn't take long for them to make peace. Why do you think this is?

2. What do the wolves in the play symbolize?

Name: _____ Date: _____

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

Vocabulary:

The Interlopers

1. **barbaric (bahr-BAR-ik)** *adjective*; Something that is barbaric is very cruel and uncivilized. In medieval times, a common punishment for stealing was to cut off the thief's right hand—a practice that seems barbaric to people today. *Barbaric* can also mean “rude—not polite or proper,” as in, “His table manners are barbaric.”
2. **canteen (kan-TEEN)** *noun*; As it is used in the play, *canteen* means “a small container for carrying water or another liquid.” Hikers, campers, and soldiers often carry canteens.
3. **contemplate (KON-tuhm-pleyt)** *verb*; To contemplate is to think about something deeply, carefully, and at length. You might contemplate whether you should join the debate team for several days before making a decision. After reading a poem, you might sit and contemplate its meaning.
4. **decree (dih-KREE)** *noun or verb*; A decree is an official order or decision made by a government or someone with power, as in, “The soldiers obeyed the king's decree to release all prisoners.”

To decree is to make a command or announce something in an official way, as in, “The President decreed that the third Monday of every January would be celebrated as Martin Luther King Jr. Day.”
5. **feud (fyood)** *noun or verb*; A feud is a long-lasting fight between two people, groups, or families. If two neighbors are in a feud over one of them playing music too loudly, they have been quarreling about the issue for a while, and it doesn't seem like they'll ever come to an agreement.

As a verb, *feud* means “to carry on a long-lasting argument,” as in, “My two brothers have been feuding for years over who should get the bigger bedroom.”
6. **intervene (in-ter-VEEN)** *verb*; If you intervene in a situation, you get involved in it in order to have an effect on what happens. If you see two small children shoving one another, you might intervene and help them solve their argument in a more peaceful way.

- 7. plunder (PLUHN-der)** *verb*; To plunder is to steal things openly and by force, as in, “Pirates plundered the ship, taking everything of value while the ship’s crew watched helplessly.”

As a noun, *plunder* means “things that are stolen or taken by force,” as in, “The pirates divided the plunder equally among themselves.”

- 8. smirk (smurk)** *verb or noun*; To smirk is to smile in a way that is not sincere and that is a bit smug and irritating to others. People smirk when they feel like they know something someone else doesn’t know or when they are happy about someone else’s misfortune.

As a noun, *smirk* means “a knowing or self-satisfied grin.” Your brother’s lips might curl into a smirk as he informs you that it’s your turn to do the dishes.

- 9. snare (snair)** *noun or verb*; A snare is a trap used to catch birds or animals. It has a loop on one end that gets smaller when it’s pulled. In the Hunger Games series, Katniss uses snares to catch rabbits and other critters to feed her family.

As a verb, *snare* means “to catch in a snare,” as in, “Katniss snared a squirrel for dinner.”

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

Vocabulary Practice

The Interlopers

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

1. The hunter **decreed**/**snared** a fox.
 2. I **contemplated**/**intervened** paint colors for my bedroom walls and finally settled on “Twilight Blue.”
 3. In his speech, the emperor said, “I **decree**/**plunder** that no one can wear the color blue!”
 4. The thieves made millions of dollars by selling their **smirk**/**plunder** from art museum.
 5. The **feud**/**smirk** between the two athletes finally ended when one of them apologized.
-

Directions: Choose the best answer to each question.

6. Which might cause someone to smirk?

- Ⓐ when a rival makes a mistake
- Ⓑ when a rival wins a competition

7. If the aquarium is known for its barbaric treatment of animals, how does it treat them?

- Ⓐ with great care
- Ⓑ with cruelty

8. In which situation might a babysitter intervene?

- Ⓐ when the children are taking naps
- Ⓑ when the children are playing soccer too close to the street

9. Which might someone put in a canteen?

- Ⓐ sandwiches
- Ⓑ apple juice

Name: _____ Date: _____

Preparing to Write: Who Are the Interlopers?

Directions: Read *The Interlopers*. Then complete the activity below, which will prepare you to respond to the writing prompt on page 15.

The Link Between Theme and Conflict

Theme is often revealed through the conflict between two struggling forces in a work of fiction. In *The Interlopers*, there are two types of conflict:

- Human beings in conflict with one another
- Human beings in conflict with nature

You will now explore how these two conflicts reveal the theme of the play.

Conflict 1: Human beings in conflict with one another

1. A. Briefly explain the conflict between George Zenova and Ivan Gratz. What are the characters' opposing desires and interests? Use details from the play to support your answer.

B. Who is an interloper, or intruder, in George's eyes?

C. Who is an interloper, or intruder, in Ivan's eyes?

Conflict 2: Human beings in conflict with nature

2. A. Briefly describe the conflict between George, Ivan, and nature. How are the characters tormented by forces of nature throughout the play? Use details from the play to support your answer.

B. Who is presented as an interloper, or intruder, in this conflict? Where are they not welcome?

The link: What the conflicts in the story reveal about humans and nature

3. How do these two conflicts end? Based on this ending, what is the message, lesson, or moral of the story? (You can list more than one.)

Name: _____ Date: _____

The Interlopers

Character Thinking Tool

The questions in this activity are about the characters of
George Zenova and Ivan Gratz

1. A. Based on Scenes 1 and 2, what are a few words George Zenova's children might use to describe the Gratzes?

B. What are a few words Ivan Gratz's children might use to describe the Zenovas?

C. Why do you think the children would feel this way?

2. What do George's words and actions reveal about his intentions when he sees Ivan in the market? Use text evidence.

3. On his way out to the forest in Scene 2, George says “I’ve got murder on my mind.” He and Ivan both say that they’re going “to end this once and for all!” Based on their dialogue in Scene 4, do you think the men would have really done such a thing had the tree not fallen on them? Explain.

4. Do George and Ivan change by the end of the play? Explain.

5. Which do you think is harder to do: hold a grudge or forgive someone? Explain.

6. Think about how the story ends. What big message does this story send to readers? (Consider how the feud is resolved and what that says about greed, revenge, violence, or nature.)

Name: _____ Date: _____

Exploring Mood

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

Directions: Open your magazine to Scene 4 of *The Interlopers*. Reread the scene, then answer the questions below using details from the scene to support your answers.

Mood Words

lighthearted, intense, touching, gloomy, suspenseful, relaxed, threatening

Scene 4

1. Describe the mood of Scene 4. Choose a few words from the box of mood words above or come up with your own words.

Mood of Scene 4: _____

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

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

B. How does the 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.

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

Start here!
→

Choose your favorite scene:
Scene ____

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

Describe the mood (or moods) of your scene.

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

Music and Sound

What lighting choices can help create the mood you want?

Lighting

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

Cameras

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

Actors

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

Other Ideas

Name: _____ Date: _____

***The Interlopers* Quiz**

Directions: Read *The Interlopers*. Then answer the questions below.

1. How are Scenes 1 and 3 related?

- (A) Scene 3 explains how the conflict in Scene 1 is resolved.
- (B) Scene 1 describes the setting in which Scene 3 takes place.
- (C) Scene 3 provides additional information about the conflict presented in Scene 1.
- (D) Scene 1 and Scene 3 both take place in the past.

2. Which set of words BEST describes the mood of Scene 4?

- (A) tense, threatening, suspenseful
- (B) depressed, tragic, gloomy
- (C) dreary, dull, uneventful
- (D) calm, peaceful, quiet

3. Which sentence is the best summary of the play?

- (A) Two families fight for generations until a judge finally settles the dispute.
- (B) After two men try to settle a longstanding family feud over land by killing each other, nature intervenes and kills them both.
- (C) After a dispute in the market, two men seek revenge.
- (D) Two men are pinned beneath a tree in the forest and suffer a tragic fate.

4. Which detail from the play is an example of irony?

- (A) Each time a Gratz or a Zenova stakes claim to the land, the wind howls in protest.
- (B) The Gratz and Zenova children hate each other without understanding why.
- (C) After the men finally agree to end their fighting and live in peace, they are killed by wolves.
- (D) Scene 3 takes place in the past.

5. In Scene 5, SD3 says “George turns his head to find Ivan studying him.” Based on context clues, what is the definition of *studying* as it is used in this sentence?

- (A) staring in an angry or fierce way
- (B) giving close attention to something to understand it more fully
- (C) committing something to memory
- (D) expressing sorrow

6. What is a major theme of the play? Choose TWO answers.

- (A) Money can't buy happiness.
- (B) Family is the most important thing.
- (C) Humans cannot own nature.
- (D) It is foolish to hold onto a grudge.

Constructed-Response Questions



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

7. Compare and contrast Ivan Gratz and George Zenova. Use details from the play to support your answer.

8. How does the playwright develop the idea that Ivan and George are intruders in nature? Use text evidence to support your answer.

Name: _____ Date: _____

The Interlopers Quiz

Directions: Read *The Interlopers*. Then answer the questions below.

1. _____ provides backstory for the conflict introduced in Scene 1.
 - (A) Scene 2
 - (B) Scene 4
 - (C) Scene 3
 - (D) Scene 6
2. Which word BEST describes the mood of Scene 4?
 - (A) threatening
 - (B) gloomy
 - (C) dull
 - (D) quiet
3. Which sentence is the best summary of Scene 5?
 - (A) George and Ivan share a canteen of tea while pinned under a tree.
 - (B) Trapped together under a tree, two men begin to see their longstanding feud as silly.
 - (C) George thinks Ivan is trying to trick him into ending their feud.
 - (D) George shivers in the cold and has a large gash on his head.
4. In Scene 5, Ivan says “Perhaps we will leave you as a feast for the creatures of the night.” This line is an example of
 - (A) symbolism.
 - (B) irony.
 - (C) foreshadowing.
 - (D) simile.
5. In Scene 5, SD3 says “George turns his head to find Ivan studying him.” As it is used in this sentence, *studying* most closely means
 - (A) admiring.
 - (B) observing closely.
 - (C) glancing at.
 - (D) glimpsing.
6. What is a major theme of the play? Choose TWO answers.
 - (A) Money can’t buy happiness.
 - (B) Family is the most important thing.
 - (C) Humans cannot own nature.
 - (D) It is foolish to hold onto a grudge.

Constructed-Response Questions



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

7. Describe how Ivan Gratz and George Zenova are alike. Use details from the play to support your answer.
8. How does Scene 7 support the idea that Ivan and George are intruders in nature? Use text evidence to support your answer.

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

Interlopers Contest

An interloper is an intruder, that is, a person in a situation or place where they are not welcome or don't belong. Who are the interlopers in this story? Answer this question in an essay. Use text evidence to support your ideas. Five winners will each get *The Line Tender* by Kate Allen.

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

ENTRIES MUST BE RECEIVED BY December 20, 2019!

Name: _____ Date: _____

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

Paired Texts Vocabulary

"My Limb Difference Doesn't Define Me"

- 1. advocate (AD-vuh-kit)** *noun* or **(AD-vuh-kayt)** *verb*; An advocate is a person who supports or argues for the interests of a person, group, or cause. Advocates speak, write, and take action to defend something they believe in.

As a verb, *advocate* means "to support, recommend, or argue for something or someone—to act as an advocate." The student council might advocate for a change to the dress code by talking to the principal about what changes students would like to see and why.

- 2. circulation (sur-kyuh-LEY-shuhn)** *noun*; To circulate (SUR-kyuh-leyt) is to move through a course, path, or system in a circular fashion. A ceiling fan circulates cool air around a room. Blood circulates through your body—it moves from your heart into your veins and arteries and then back to your heart again. Your teacher might circulate around the room to assist individual students at their desks.

As it is used in the article, *circulation* refers to the movement of blood through your body. Good circulation is vital to good health. Regular exercise, such as jogging, can improve your circulation.

- 3. inclusive (in-KL00-siv)** *adjective*; As it is used in the article, *inclusive* means "including everyone." If a group or club is inclusive, it allows all kinds of people to join. It is not limited to just one kind of person.

- 4. navigate (NAV-ih-geyt)** *verb*; To navigate is to find the way to a place when traveling by foot or in a car, boat, airplane, etc. You might use a trail map to help you navigate your way through a forest. Your parents might use Google Maps to help them navigate in a city while driving.

Navigate is also used figuratively to mean "to make your way through a place or an experience." A new student at your school might need some help navigating the campus or the process of making new friends. You might find some websites are easier to navigate than others.

- 5. prosthetic (pros-THET-ik)** *adjective*; A prosthetic body part is an artificial device that is worn in place of a body part that is missing. If Carla lost her arm in an accident, she might wear a prosthetic arm to allow her to grasp and pick up objects.
- 6. prototype (PROH-tuh-tahyp)** *noun*; A prototype is the original or first model of something from which other forms are developed. For example, before selling a new type of sneaker, Nike will make a prototype that the designers will test in different situations. They will use what they learn from the prototype to create a better version of the shoe to sell.
- 7. synthetic (sin-THET-ik)** *adjective*; A synthetic material is artificial, not natural; it is produced by humans. Your backpack is likely made of a synthetic material called nylon, which is a type of plastic. In contrast, a T-shirt that is made from a natural material such as cotton—which comes from the cotton plant—is not synthetic.

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

Paired Texts Vocabulary Practice

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

BOOK TITLES

- A. *The Advocate*
- B. *The Navigator*
- C. *Advances in Artificial Limb Technology*
- D. *How to Be Inclusive*

1. Dr. Katherine Haynes discusses the world of cutting-edge prosthetic devices.

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

2. In this thrilling 1700s adventure story, a captain must figure out how to get his crew home safely after a storm pushes their ship wildly off course in the Atlantic Ocean.

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

3. This biography explores the life of Susan B. Anthony, an American activist who fought tirelessly to end slavery and give women the right to vote.

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

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

4. **advocate**

- Ⓐ supporter Ⓑ critic

5. **synthetic**

- Ⓐ natural Ⓑ artificial

6. **prototype**

- Ⓐ copy Ⓑ original

Directions: Choose the best answer to each question below.

7. For which of the following might a doctor **advocate**?

- Ⓐ exercising at least three times a week
Ⓑ eating a diet of mostly candy

8. Which is an example of being **inclusive**?

- Ⓐ allowing only kids from your soccer team to sit at your lunch table
Ⓑ making a point to invite new people to eat lunch with your group of friends every week

9. Which is **synthetic**?

- Ⓐ the bright-green plastic grass on a baseball field
Ⓑ the grass lawn in front of someone's house

Name: _____ Date: _____

Close-Reading Questions

"My Limb Difference Doesn't Define Me"

1. Consider the first section of the article. How does author Mackenzie Carro portray Jordan Reeves? (author's craft)
2. In the section "Doing It Differently," Carro asks a series of questions. Why? What purpose do these questions serve? (literary devices, author's craft)
3. What is the main purpose of the sidebar "How 3-D Printing Is Changing the World"? (author's purpose)
4. What do you think Carro's attitude toward Jordan is? How do you know? (tone)

Name: _____ Date: _____

Close-Reading Question

"Advice From Jordan"

1. On page 19, Jordan says, "A wheelchair is freedom!" What does she mean? What does this help readers understand? (interpreting text)

Name: _____ **Date:** _____

Critical-Thinking Questions

"My Limb Difference Doesn't Define Me" and "Advice From Jordan"

1. Jordan encourages people to ask questions about her limb difference. What is the value of asking each other questions about things we don't understand?

Name: _____ Date: _____

Preparing to Write: Jordan's Mission

Directions: Answer the questions below using details from "My Limb Difference Doesn't Define Me" and "Advice From Jordan." When you are finished, you can use your answers to help you respond to the writing prompt on page 19.

1. What is Jordan's mission? Answer this question in one sentence.

2. Fill in the chart below with information from "My Limb Difference Doesn't Define Me" and "Advice From Jordan." Be sure to include the page numbers for where you found the information.

	"My Limb Difference Doesn't Define Me"	"Advice From Jordan"
How is Jordan accomplishing her mission?		

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “My Limb Difference Doesn’t Define Me” and “Advice From Jordan.” Then answer the questions below.

- What is the main purpose of the section “Project Unicorn”?
 (A) to help readers understand how 3-D printers work
 (B) to celebrate Jordan’s fame
 (C) to show Jordan’s creativity and determination
 (D) to introduce readers to designer Sam Hobish
- Consider the large photo of Jordan on pages 16-17. This photo supports the idea that Jordan is
 (A) strong and confident.
 (B) creative and artistic.
 (C) famous.
 (D) really into unicorns.
- The article’s title, “My Limb Difference Doesn’t Define Me,” is a quote from Jordan. What does Jordan mean?
 (A) She was born with her limb difference.
 (B) She embraces her limb difference.
 (C) Her limb difference doesn’t make her who she is.
 (D) Her limb difference makes some things challenging.
- The main purpose of “My Limb Difference Doesn’t Define Me” is to _____, while the main purpose of “Advice from Jordan” is to _____.
 (A) summarize the latest technology in prosthetic limbs; explain how Jordan’s prosthetic arm works
 (B) tell Jordan’s story; give advice about how to respectfully interact with someone who has a disability
 (C) explain the history of 3-D printing; discuss the future of 3-D printing
 (D) inform readers about fun new prostheses; teach readers about wheelchairs
- On page 18, author Mackenzie Carro writes “Today, Jordan has become a powerful advocate for kids with physical differences.” Which piece of advice from the interview describes a way readers can be an advocate for kids with physical differences?
 (A) Say hello and introduce yourself.
 (B) Avoid staring and make eye contact.
 (C) Let someone know you’d like to know them.
 (D) If you hear someone make fun of a person with a disability, speak up.
- Which statement expresses a central idea of both the article and the interview?
 (A) 3-D printing has incredible potential.
 (B) Jordan helps kids embrace their differences.
 (C) Wheelchairs give freedom to their users.
 (D) We can make the world a more inclusive and respectful place for people with physical differences.

Constructed-Response Questions

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

- Explain how Jordan Reeves is helping make the world a more inclusive and respectful place for people with physical differences. Use details from both texts to support your answer.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “My Limb Difference Doesn’t Define Me” and “Advice From Jordan.” Then answer the questions below.

1. What is the main purpose of the section “Project Unicorn”?
 - (A) to help readers understand how 3-D printers work
 - (B) to explain why Jordan was on the *Rachael Ray Show*
 - (C) to show Jordan’s creativity and determination
 - (D) to introduce readers to designer Sam Hobish
2. Consider the large photo of Jordan on pages 16-17. This photo supports the idea that Jordan is
 - (A) strong and confident.
 - (B) creative and artistic.
 - (C) famous.
 - (D) really into unicorns.
3. The article’s title, “My Limb Difference Doesn’t Define Me,” is a quote from Jordan. Jordan means that her limb difference
 - (A) is something she was born with.
 - (B) doesn’t bother her.
 - (C) isn’t the most important thing about her.
 - (D) makes some things challenging.
4. The main purpose of “Advice From Jordan” is to
 - (A) show readers Jordan’s glitter-shooting prosthetic.
 - (B) give advice about how to respectfully interact with someone who has a disability.
 - (C) educate readers about wheelchairs.
 - (D) discuss the future of 3-D printing.
5. An advocate is someone who speaks in the interest of another person, a group, or a cause. Which piece of advice from the interview describes a way readers can be an advocates for people with physical differences?
 - (A) Say hello and introduce yourself.
 - (B) Avoid staring and make eye contact.
 - (C) Let someone know you’d like to know them.
 - (D) Let people know if they say something that goes against your knowledge about people with disabilities.
6. The article and the interview both support the idea that
 - (A) 3-D printing is changing the world.
 - (B) Jordan invented a prosthetic arm that shoots glitter.
 - (C) wheelchairs give freedom to their users.
 - (D) physical differences should be respected and embraced.

Constructed-Response Question

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

7. Describe one way Jordan Reeves is helping make the world a more inclusive place for people with physical differences. Use details from both texts to support your answer.

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read “My Limb Difference Doesn’t Define Me.” Then complete the activity below.

1. Imagine that you are writing a paragraph explaining how Jordan Reeves helps other kids with physical differences.

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

- Ⓐ Jordan Reeves helps other kids with physical differences by providing them with opportunities that can help them learn to embrace their differences as she has.
- Ⓑ Jordan Reeves helps other kids with physical differences by showing them how to make creative prosthetics.
- Ⓒ Thousands of people are born with limb differences each year.

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

- Ⓐ “Jordan spent five days designing and printing prototypes of her glitter-shooting arm, which she named Project Unicorn.” (p. 18)
- Ⓑ “Each year, about 2,250 babies are born in the U.S. with limb differences.” (p. 16)
- Ⓒ “[Jordan] and her mom started an organization called Born Just Right. It holds design workshops like the one Jordan attended, as well as other events, to help kids learn to embrace their differences.” (p. 18)

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

- Ⓐ It shows how hard Jordan worked on her glitter-shooting arm.
- Ⓑ It provides an example of one of the ways Jordan has helped other kids embrace their differences: She started an organization that holds design workshops like the one Jordan attended.
- Ⓒ It shows how many people are born with limb differences and need Jordan’s help.

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

Jordan’s limb difference has not held her back.

- Ⓐ “Born Just Right also encourages companies to create more inclusive products and to involve people with limb differences in the design process.” (p. 18)
- Ⓑ “She’s played soccer, softball, and basketball. She runs track. She’s the manager of her school’s cheerleading squad, and she plays the trumpet in the marching band.” (p. 16)
- Ⓒ “Having a limb difference can sometimes make life challenging.” (p. 16)

I chose ____ because _____

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

Jordan is working to improve the lives of kids with limb differences.

- Ⓐ “But the glitter was difficult to load and wasn’t shooting out fast enough.” (p. 18)
- Ⓑ “Jordan also went to specialists for tips on how to better navigate the world with one hand . . .” (p. 17)
- Ⓒ “She and her mom started an organization called Born Just Right. It holds design workshops like the one Jordan attended, as well as other events, to help kids learn to embrace their differences.” (p. 18)
- Ⓓ “She uses a small keyboard to type and a special knife to cut food.” (p. 17)
- Ⓔ “Last year, Jordan helped the toy company Mattel design its first Barbie doll with a prosthetic limb.” (p. 18)

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

Evidence ____ does not support the statement because _____

4. Choose the paragraph that correctly uses text evidence from the article in the form of a direct quotation.

- Ⓐ Jordan is a very determined person. For example, in “My Limb Difference Doesn’t Define Me,” author Mackenzie Carro writes, “After nearly a year of hard work, Project Unicorn was a success” (18). The fact that Jordan worked on the project for so long demonstrates her determination.
- Ⓑ Jordan is a very determined person. For example, in “My Limb Difference Doesn’t Define Me,” author Mackenzie Carro writes, “After nearly a year of hard work, Project Unicorn was a success” (18).
- Ⓒ Jordan is a very determined person. For example, “After nearly a year of hard work, Project Unicorn was a success.”

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

5. Choose the paragraph that correctly uses text evidence from the article in the form of a paraphrase.

- Ⓐ Having a limb difference does not hold Jordan Reeves back. For example, Jordan, who was born with one arm that stops just above her elbow, runs track, plays the trumpet, and kayaks.
- Ⓑ Having a limb difference does not hold Jordan Reeves back. For example, in the article “My Limb Difference Doesn’t Define Me,” author Mackenzie Carro writes, “[Jordan has] played soccer, softball, and basketball” (16).
- Ⓒ Having a limb difference does not hold Jordan Reeves back. For example, in the article “My Limb Difference Doesn’t Define Me,” author Mackenzie Carro explains that Jordan, who was born with one arm that stops just above her elbow, runs track, plays the trumpet, and kayaks (16-17). In other words, Jordan’s limb difference doesn’t prevent her from participating in sports or any other activity that people with two hands participate in.

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

6. Now it's your turn. Write a paragraph explaining how Jordan Reeves advises people to treat someone with a disability. You can draw on information from the article as well as the interview "Advice From Jordan." Your paragraph should include:

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

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

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “My Limb Difference Doesn’t Define Me.” Then complete the activity below.

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

STATEMENT:

Jordan is working to improve the lives of kids with limb differences.

- Ⓐ “Last year, Jordan helped the toy company Mattel design its first Barbie doll with a prosthetic limb.” (p. 18)
- Ⓑ “Each year, about 2,250 babies are born in the U.S. with limb differences. That means they are missing all or part of an arm or a leg.” (p. 16)
- Ⓒ “She and her mom started an organization called Born Just Right. It holds design workshops like the one Jordan attended, as well as other events, to help kids learn to embrace their differences.” (p. 18)
- Ⓓ “Three years ago, Jordan attended a workshop in San Francisco now called BOOST.” (p. 17)

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

STATEMENT:

Jordan’s limb difference has not held her back.

- Ⓐ “Born Just Right also encourages companies to create more inclusive products and to involve people with limb differences in the design process.” (p. 18)
- Ⓑ “She’s played soccer, softball, and basketball. She runs track. She’s the manager of her school’s cheerleading squad, and she plays the trumpet in the marching band.” (p. 16)
- Ⓒ “Having a limb difference can sometimes make life challenging.” (p. 16)

I chose ____ because _____

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

- Ⓐ “Many months—and many failures—later, Jordan had an ‘aha!’ moment.” (p. 18)
- Ⓑ “Jordan spent five days designing and printing prototypes of her glitter-shooting arm, which she named Project Unicorn.” (p. 18)
- Ⓒ “After nearly a year of hard work, Project Unicorn was a success.” (p. 18)

STATEMENT:

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

Born Just Right Contest

Explain Jordan's mission and how she is accomplishing it. Use information from the article and Q&A to support your ideas. Five winners will each get *Born Just Right* by Jordan Reeves and Jen Lee Reeves.

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: _____

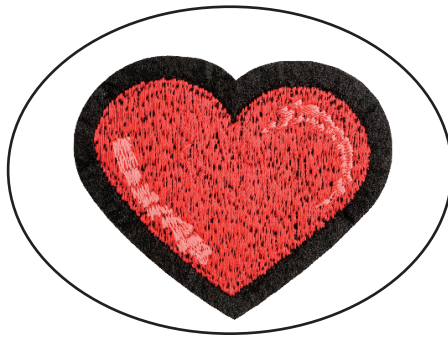
School phone number: _____

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

ENTRIES MUST BE RECEIVED BY December 20, 2019!



“Good Enough”

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

	Agree	Disagree
1. People judge others based on what they’re wearing.		
2. Wanting approval from others affects our everyday choices.		
3. Physical objects can hold great importance and meaning.		
4. Money can’t buy happiness.		
5. Kindness is always fashionable.		
6. “Perhaps what matters when all is said and done is not who puts us down but who picks us up.”—Kate DiCamillo		
7. When you figure out what is important, it’s easier to ignore what is not.		
8. “Always be a little kinder than necessary.”—J.M. Barrie		

Name: _____ Date: _____

Close-Reading Questions

"Good Enough"

1. How does Dori feel compared to how everyone else feels? (inference, page 23)
2. Chronologically, when does this first section take place? (structure, page 23)
3. What does this line tell you about Dori's mom? (inference, page 23)
4. The Orion shirt is fictional. What real-life trends does it remind you of?
(making connections, page 25)
5. Why does Dori say she doesn't want the shirt? (motive, page 25)

6. Dori says she doesn't care what she wears. Based on these lines, is that true? (inference, page 25)

7. Dori spends much of this story avoiding looking at others. Why? (character, page 26)

8. Does Carleen know that the shirt is a knockoff? Explain. (inference, page 26)

9. What does Dori mean? (theme, page 26)

Name: _____ Date: _____

Critical-Thinking Questions

"Good Enough"

1. On page 24, Dori's Mom asks, "They're 'the thing'?" What does she mean? What's "the thing" at your school right now? Does this story make you view it differently?
2. On page 24, Dori says that the girls in the A group scare her a little. Why do you think this is?
3. Dori says the girls in the A group are "never really outwardly mean." What does she mean? Is not being outwardly mean different from being kind?
4. Why might the author have chosen stars and hearts as the logos on the two shirts?
5. How does Dori change over the course of the story?

Name: _____ Date: _____

Analyzing Poetry

Below is Francisco X. Alarcón's poem "Ode to My Shoes." Read the poem a few times. Then answer the questions on the following pages.

An **ode** is a type of poem expressing the writer's thoughts and feelings about a particular person, place, or thing. Often, an ode is written to praise or celebrate that person, place, or thing.

Ode to My Shoes by Francisco X. Alarcón

- 1 my shoes
rest
- 3 all night
under my bed
- 5 tired
they stretch
- 7 and loosen
their laces
- 9 wide open
they fall asleep
- 11 and dream
of walking
- 13 they revisit
the places
- 15 they went to
during the day
- 17 and wake up
cheerful
- 19 relaxed
so soft

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

Structure

1 How many stanzas are there?

2 How many lines are in each stanza?

3 At the end of each line, write down how many syllables are in that line. What do you notice? What is the largest number of syllables in any line?

Meaning

4 Personification is describing something that is not human as though it were human. Explain how the poet uses personification in "Ode to My Shoes."

5 How is the last line of the poem a little different from the rest of the poem?

6 In your own words, briefly summarize what the speaker says his shoes do.

7 What is the tone of this poem? In other words, what is the speaker's attitude toward his shoes? Explain why you think that.

8 Do you think the way the speaker describes his shoes reveals anything about the speaker himself? Explain.

Name: _____ Date: _____

Preparing to Write: Ode to a Shirt

Directions: After reading the story "Good Enough" and the poem "Ode to My Shoes," complete the activity "Analyzing Poetry." Then follow the directions below to write an ode either to an Orion shirt or to the knockoff Orion shirt that Dori receives for her birthday. Write your ode from Dori's point of view.

- 1** An ode is a type of poem that expresses the writer's thoughts and feelings about a specific person, place, or thing. Usually, an ode is written to praise or celebrate the person, place, or thing that it's about. Think about what Dori might praise about the real Orion shirt and what she might praise about the knockoff. Jot your ideas down in the spaces provided.

**WHAT DORI MIGHT PRAISE ABOUT
A REAL ORION SHIRT**

**WHAT DORI MIGHT PRAISE ABOUT
THE KNOCKOFF ORION SHIRT**

Asking yourself these
questions might help you
come up with ideas:

- Does the shirt make Dori think about something good?
- Did the shirt teach Dori something?
 - Does Dori admire something about the shirt?
 - Does the shirt help Dori with something?
- Does Dori like the way the shirt looks, feels, fits, etc.?

- 2** Now that you've spent a little time brainstorming, it's time to decide: Which shirt will you write your poem about? Put a check on your choice.

a real Orion
shirt

the knockoff
Orion shirt

- 3** Brainstorm a list of adjectives that Dori might use to describe the shirt you chose.

ADJECTIVES

Think of words that

- describe the shirt physically.
- describe the personality Dori might imagine the shirt having, in the way that poet Francisco X. Alarcón describes his shoes as being cheerful and relaxed.

- 4** In "Ode to My Shoes," Francisco X. Alarcón describes his shoes at a particular time (night), in a particular place (under his bed), and doing a particular action (falling asleep and dreaming). Choose a time, place, and action for the shirt. The action you choose doesn't need to be something a shirt actually does; you can use personification as Alarcón does. You may write more than one idea in each box.

TIME

PLACE

ACTION

- 5** Now it's time to write the first draft of your ode. Use the ideas that you brainstormed—but let your mind be free. You might come up with new ideas as you start to write, which is great.

Write your poem on your own piece of paper. Here are some things to think about:

- Remember that you are writing about the shirt from Dori's point of view. Your poem should reveal something about what the shirt means to Dori.
- Something that is unique about "Ode to My Shoes" is that there are four lines in each stanza, and no line has more than four syllables. Do you want to try using this structure? You don't have to, but it could be a fun challenge.
- Take a look at the last stanza of Alarcón's poem. He describes an action the shoes do and then lists three adjectives (*cheerful*, *relaxed*, and *soft*) to describe the shoes, adding the word "so" before the last one. Do you want to conclude your poem in a similar way?

Name: _____ Date: _____

"Good Enough"

Character Thinking Tool

The questions in this activity are about the character of
Dori

1. Think about how Dori counts to 210 by 7s, chews on her lip, and avoids eye contact with others. What do these behaviors reveal about her?

2. What does Dori think is the reason her mom comes home between shifts? Why does her mom *really* come home?

3. Why does Dori want an Orion shirt? Have you ever felt that way about an item of clothing or other object?

4. A. On page 26, Dori says, "At the lockers early in the morning, Lisa looked at me, not unkindly." What does Dori mean?

B. Do you think middle schoolers act "not unkindly" sometimes? What are some ways everyone could be more kind?

5. A. What kind of sister is Dori? How do you know?

B. What else does Dori do that shows that she cares for her family?

6. A. Why does Dori think getting an imitation Orion shirt is worse than getting no Orion shirt at all?

B. How much does approval from others affect our daily choices? Give an example of a choice that might be affected by what others think or say.

7. What is shame? Compare the moments when Dori feels shame in the story.

Name: _____ Date: _____

Making Inferences

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

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

Clues	Inference
<p>1. On page 23, Dori says:</p> <p>"After a few splashes of cold water, I dried my face, took one more deep breath, and attempted a smile."</p> <p>"She pulled me out to the deck and I twirled around, not trusting myself to speak, as my brothers complimented me on my new shirt."</p>	<p><i>What do these lines suggest about how Dori is feeling?</i></p> <p>Dori is very upset about something but does not want to show that she is upset. You can infer this from the fact that she says she "attempted to smile" and didn't trust herself to speak.</p>
<p>2. <i>Find two lines in the story that support the inference on the right.</i></p>	<p>Dori's family does not have a lot of money.</p>
<p>3. On page 25, before Dori opens her last present, she says:</p> <p>"I smiled and said thanks and wondered what was in the big box. Until I realized. I tore open the wrapping paper . . ."</p>	<p><i>What did Dori think was in the box?</i></p>

Clues	Inference
<p>4. Find two lines in the story that support the inference on the right.</p>	<p>Dori wants the A group to like and accept her.</p>
<p>5. At the end of the story, Dori says:</p> <p>"A fake? Depends what's real, I guess."</p>	<p>What might Dori say is "real"?</p>

Name: _____ Date: _____

“Good Enough” Quiz

Directions: Read “Good Enough.” Then answer the questions below.

1. At the beginning of the story, Dori has been crying in the bathroom. Why has she been crying?
 - (A) She thinks her mom spent too much money on the shirt she gave Dori for her birthday.
 - (B) She is upset that the shirt she got for her birthday is a knockoff.
 - (C) She is remembering being teased by the girls at school.
 - (D) She is angry with her mom for not buying her a real Orion shirt.
2. On page 23, Dori says “I was preoccupied with my math homework . . .” Dori means that she is
 - (A) worried or anxious.
 - (B) feeling or showing frustration.
 - (C) very enthusiastic or eager about something.
 - (D) lost in thought; focused.
3. On page 24, Dori says that Lisa and her friends “are in the A group.” Dori means that the girls are
 - (A) smart.
 - (B) generous.
 - (C) popular.
 - (D) in a special club.
4. What does the Orion shirt represent to Dori at the beginning of the story?
 - (A) fitting in
 - (B) comfort
 - (C) freedom
 - (D) growing up
5. Which line BEST supports your answer to question 4?
 - (A) “‘They’re just, you know, soft cotton, like knit.’” (p. 24)
 - (B) “‘Yeah, but they’re expensive.’” (p. 24)
 - (C) “. . . I began thinking about myself in an Orion shirt—imagining how it would feel to get one of those purring compliments . . .” (p. 25)
 - (D) “I imagined my mother standing at the display at the Bargain Mart.” (p. 26)
6. At the end of the story, Dori tells the girls in the A group that the knockoff shirt is the best present she ever got. Why?
 - (A) She is trying to hide the shame that she feels.
 - (B) She thinks the knockoff shirt is higher quality than a real Orion shirt.
 - (C) She is trying to convince the girls that the knockoff is a real Orion shirt.
 - (D) She has come to see the shirt as a symbol of her mom’s love for her.

Constructed-Response Questions

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

7. Describe Dori’s relationship with her family. Use details from the story to support your answer.
8. Analyze the title of the story. What does it mean? How does it connect to the story? Support your answers with text evidence.

Name: _____ Date: _____

“Good Enough” Quiz

Directions: Read “Good Enough.” Then answer the questions below.

1. At the beginning of the story, Dori has been crying in the bathroom. Why has she been crying?

- (A) She is worried about her family not having enough money.
- (B) She is upset that the shirt she got for her birthday is a knockoff.
- (C) Carleen teased her at school.
- (D) She is angry with her mom for not buying her a real Orion shirt.

2. On page 23, Dori says “I was preoccupied with my math homework . . .” She means that she is

- (A) worried.
- (B) bored.
- (C) excited.
- (D) lost in thought.

3. On page 24, Dori says that Lisa and her friends are “in the A group.” Dori means that the girls are

- (A) smart.
- (B) generous.
- (C) popular.
- (D) in a special club.

4. What is the main reason Dori wants an Orion shirt?

- (A) She wants to wear what other girls are wearing.
- (B) The shirt is soft and comfortable.
- (C) Her school dress code requires her to wear one.
- (D) She likes the star design on the collar.

5. Which line BEST supports your answer to question 4?

- (A) “‘They’re just, you know, soft cotton, like knit.’” (p. 24)
- (B) “‘Yeah, but they’re expensive.’” (p. 24)
- (C) “. . . I began thinking about myself in an Orion shirt—imagining how it would feel to get one of those purring compliments . . .” (p. 25)
- (D) “I imagined my mother standing at the display at the Bargain Mart.” (p. 26)

6. At the very end of the story, Dori sees the knockoff Orion shirt as a symbol of

- (A) not fitting in.
- (B) high-quality clothing.
- (C) being popular.
- (D) her mom’s love for her.

Constructed-Response Questions

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

7. Which details in the story show that Dori and her family have a close, caring relationship? Explain.

8. Think about the title of the story, “Good Enough.” What is “good enough” in the story? Support your answer with text evidence.

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

Good Enough Contest

An ode is a type of poem that expresses the writer's thoughts and feelings about a specific person, place, or thing. Write an ode either to an Orion shirt or to the knockoff—from Dori's point of view. Five winners will each get *The Next Great Paulie Fink* by Ali Benjamin.

Entries will be judged on:

⇒ appropriate reflection of Dori's character

⇒ creativity
⇒ clarity

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY December 20, 2019!

Name: _____ Date: _____

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

Vocabulary:

"You Just Found a Dinosaur Fossil. Now What?"

1. auction (AWK-shuhn) *noun or verb*; An auction is a sale of goods. At an auction, each item being sold is given to the person who offers the most money for that item. In September, a Darth Vader mask and helmet from the movie *Star Wars: The Empire Strikes Back* sold at an auction for \$900,000.

As a verb, *auction* means "to sell at an auction," as in, "Props from the Star Wars movies were auctioned off in September."

2. bidder (BIH-duhr) *noun*; Remember how at an auction, you try to get something by offering to pay a certain amount of money for it? That's called *making a bid*, or *bidding*. And the person who makes a bid is a *bidder*.

3. decor (dey-KAWR) *noun*; The way a room or the inside of a building is decorated is its decor. The decor of a bedroom might include the paint on the walls, the furniture, the rug, the curtains, the shelves, and the pictures on the walls.

4. Galapágos Islands (guh-LAHP-uh-guhs AHY-lunds) *geographic name*; This group of islands in the Pacific Ocean is about 600 miles off the coast of Ecuador, a country in South America. The Galapágos are known for the amazing variety of animals that live on them, many of which are not found anywhere else on Earth—like both the marine iguana and the lava lizard sitting on the iguana's head in this photo.

5. paleontologist (pey-lee-uhn-TOL-uh-jist) *noun*; A paleontologist is a scientist who studies fossils. (Fossils are the remains of plants and animals from a *loooooong* time ago—anywhere from 10,000 to 4 billion years ago.) The word comes from the Greek *paleo* meaning "ancient," *onto-* meaning "being," and *-logy* meaning "study."

6. trend (trend) *noun or verb*; A trend is a general direction of change. If more and more kids are riding bikes to school, you could say there is a trend toward cycling to school. *Trend* can also refer to something that is popular or fashionable right now. Hydro Flasks are a recent trend.

As a verb, *trend* means "to shift, change, or develop in a general direction." If the popularity of a video game is trending down, the number of people playing the game is decreasing. If a topic is trending on social media, it is being mentioned or discussed by many people.

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "You Just Found a Dinosaur Fossil. Now What?" Complete the scavenger hunt on page 29.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

You just found a dinosaur fossil. What should you do with it?

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.

☐

Sell it!

☐

Donate it!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the letters support your opinion? What other information supports your opinion?

List at least three supporting details on the lines below.

Here's an example: If you would sell your fossil, one of your supporting details might be that dinosaur fossils can be worth millions of dollars.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you would sell your dinosaur fossil, summarize the strongest arguments against selling fossils that James presents in his letter. If you would donate your dinosaur fossil, summarize the strongest arguments in favor of selling fossils that Mia presents in her letter.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe a time when you found something valuable. What did you do with it? How did you feel?
- 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:
"If you find a fossil, are you _____?"
- 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 selling fossils that begins below.

Mia and James found a precious dinosaur fossil in their backyard. Mia thinks that they should sell the fossil because it could be worth a lot of money. James disagrees and believes that _____

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

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

Argument Essay Outline

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

1

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether to sell or donate a fossil.



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



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

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

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

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

3

ACKNOWLEDGE THE OTHER SIDE

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

Use what you wrote in Step 3.

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

4

CONCLUSION

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

Finish with a strong final sentence.

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

5

READ AND REVISE

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

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "You Just Found a Dinosaur Fossil. Now What?" develop their arguments. We filled in some information for you.

	Mia	James
line(s) that expresses the central idea, or central claim		"That's why it is essential that we donate this fossil to a place where paleontologists will be able to study it."
two pieces of evidence that support the central idea, or central claim		
line(s) that expresses the counterargument	"I know you're going to say that selling our fossil is wrong—that we should donate it to a scientific institution."	
line(s) that contains the rebuttal to the counterargument		

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "You Just Found a Dinosaur Fossil. Now What?" develop their arguments. We filled in some information for you.

	Mia	James
line(s) that expresses the central idea, or central claim		"That's why it is essential that we donate this fossil to a place where paleontologists will be able to study it."
two pieces of evidence that support the central idea, or central claim		

Name: _____ Date: _____

How to Answer a Constructed Response Question

Step 1: State your claim.

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

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

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

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

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

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

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

Step 2: Provide text evidence with commentary.

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

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

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

Here are two examples of text evidence with commentary:

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

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

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

Step 3: Write a conclusion.

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

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

Here are two examples of text evidence with commentary:

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

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

Name: _____ Date: _____

Constructing a Response

Directions: Read "Please Don't Pet the Shark" and complete the activity on page 21. Then follow the steps below to write a response to the question on page 21.

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

Question from page 21:

What idea about wildlife selfies does the author express?

Step 1: Write your claim.

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

The author expresses the idea that wildlife selfies are _____

_____.

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: _____

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

Vocabulary:

"Please Don't Pet the Shark"

- 1. catastrophic (kat-uh-STROF-ik)** *adjective*; A *catastrophe* (kuh-TAS-truh-fee) is a terrible disaster that causes great suffering or damage. A flood that destroys hundreds of homes and ruins thousands of acres of crops is a catastrophe.

Catastrophic means "involving or causing great damage or suffering," as in, "The oil spill had catastrophic effects on the environment" or "The Red Cross helped the community recover from the catastrophic flood."

- 2. fearsome (FEER-suhm)** *adjective*; Something that is fearsome causes fear. A large, barking dog might be fearsome to some people. A fearsome monster from a scary movie might give you nightmares.

- 3. interaction (in-ter-AK-shuhn)** *noun*; To interact is to talk or do things with other people. You and your friends interact in the hallways between classes.

An interaction is an act of talking or doing things with other people. Your teacher might arrange your desks in groups instead of rows to encourage interaction.

- 4. potential (puh-TEN-shuhl)** *adjective or noun*; As an adjective, *potential* means "possible, or capable of becoming real." The potential side effects of a medicine—like making you tired or dizzy—are side effects that the medicine *could* cause.

As a noun, *potential* can mean "an ability that can lead to success or excellence." If you have potential as a piano player, you have skills or talent that can carry you to greatness. *Potential* can also mean "the chance or possibility that something will develop or become real." Icy roads increase the potential for car accidents.

- 5. skyrocket (SKAHY-rok-it)** *verb*; *Skyrocket* means "to rise or increase quickly to a very high level or amount." In other words, to shoot up like a rocket. If a performer appears on a televised singing competition, her level of fame might skyrocket overnight. If the price of gas suddenly increases by a large amount, you could say the price of gas has skyrocketed.

6. threatened (THRET-uhnd) *adjective*; You're probably familiar with the term *endangered species*—that is, species that are in danger of extinction, which means dying out completely. The U.S. Fish and Wildlife Service classifies species in this way to raise awareness and provide special protections for these species.

Another category in this classification system is *threatened species*. If a species is classified as threatened, it means the species is at risk of becoming endangered in the future.

In other words, endangered species are at the brink of extinction now, while threatened species are likely to be at the brink of extinction in the future, unless we take actions to protect them.

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

"Please Don't Pet the Shark"

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. *Delightful Interactions With Magical Beings*
- B. *Fearsome Creatures*
- C. *Threatened Species: How We Can Help*
- D. *How to Handle Skyrocketing Success*

1. When a celebrity praises Jeannie Tolbert's small bakery on social media, Jeannie's business takes off—big time. People are suddenly traveling from all over the world to try her cookies and cakes. Talk shows want to interview her. Netflix wants to make a show about her. It's amazing! And it's ruining Jeannie's life! What should she do?

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

2. The fairies in this fantasy novel are not the mysterious and magical beings you might expect. They are dreadful and terrifying!

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

3. Photographer Kim Brown journeys around the world to explore a pressing question: How can we keep animals that are struggling to survive off the endangered species list?

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

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

4. **skyrocket**

- Ⓐ decrease
- Ⓑ rise

5. **catastrophic**

- Ⓐ destructive
- Ⓑ successful

6. **potential**

- Ⓐ possible
- Ⓑ unlikely

7. **fearsome**

- Ⓐ delightful
- Ⓑ frightening

Directions: Circle the boldface word that best completes each sentence.

8. The hungry tiger let out a **fearsome/potential** growl.
9. The number of students who miss school because of the flu **skyrockets/interacts** during winter.
10. The weather forecast recommended bringing a light raincoat because of **potential/catastrophic** afternoon showers.

Name: _____ Date: _____

“Please Don’t Pet the Shark” Quiz

Directions: Read “Please Don’t Pet the Shark.” Then answer the questions below.

1. Which sentence expresses a central idea of the article?

- (A) Ocean Ramsey is passionate about sharks.
- (B) Wildlife selfies are problematic.
- (C) Many jobs rely on fishing.
- (D) Some believe that shark fins can cure illnesses.

2. Which line supports the central idea you identified in question 1?

- (A) “This is catastrophic for sharks, the oceans, and humans.” (p. 21)
- (B) “Some die when they get tangled in fishing gear, but most are hunted for their fins.” (p. 21)
- (C) “Many scientists expressed horror over Ramsey’s shark photos, noting the potential for harm to both Ramsey and the sharks.” (p. 21)
- (D) “‘Beyond magic!’ she wrote. ‘Beautiful.’” (p. 20)

3. Which line supports the claim that sharks need our protection?

- (A) “Indeed, sharing such photos can inspire wonder and respect for wild creatures.” (p. 21)
- (B) “This was not the first time Ramsey had posed with a shark.” (p. 20)
- (C) “Each year, between 70 million and 100 million sharks are killed by humans.” (p. 21)
- (D) “Most people would swim away in terror.” (p. 20)

4. On page 21, author Lauren Tarshis writes “Shark fin soup is a prized dish in many countries.”

Based on context clues, what is the definition of *prized*?

- (A) highly desired or valued
- (B) flavored with strong spices
- (C) given as an award or prize
- (D) costing a lot of money

5. How does the section “No Shark Snuggles” contribute to the article? Choose two answers.

- (A) It provides information about other endangered animals.
- (B) It helps readers understand why Ramsey’s shark selfie is problematic.
- (C) It encourages readers to take pictures of their pets.
- (D) It offers advice on how to take pictures of wild animals responsibly.

6. Which statement CANNOT be supported by information in the article?

- (A) Sharks have a bad reputation.
- (B) In nature, everything is connected.
- (C) Wildlife selfies are a rising trend.
- (D) Instagram now flags harmful wildlife selfies.

Constructed-Response Question

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

7. What opinion of wildlife selfies does author Lauren Tarshis express in her article? How do you know? Be sure to answer both questions. Use text evidence to support your ideas.

Name: _____ Date: _____

“Please Don’t Pet the Shark” Quiz

Directions: Read “Please Don’t Pet the Shark.” Then answer the questions below.

- Which sentence expresses a central idea of the section “Protecting Sharks”?
 (A) Great whites eat seals.
 (B) Protecting sharks is important.
 (C) Many people have jobs that rely on fishing.
 (D) Some people believe that shark fins cure illness.
- Which line supports the central idea you identified in question 1?
 (A) “Shark fin soup is a prized dish in many countries, where some people believe shark fins have healing powers.” (p. 21)
 (B) “Some die when they get tangled in fishing gear, but most are hunted for their fins.” (p. 21)
 (C) “Without sharks, many creatures would struggle to survive.” (p. 21)
 (D) “‘Beyond magic!’ she wrote. ‘Beautiful.’” (p. 20)
- On page 21, Lauren Tarshis writes “Each year, between 70 million and 100 million sharks are killed by humans.” This statistic helps support the idea that
 (A) sharks are fearsome predators.
 (B) wildlife selfies are harmful to animals.
 (C) sharks are under serious threat.
 (D) Ocean Ramsey is passionate about sharks.
- On page 21, Tarshis writes “Shark fin soup is a prized dish in many countries.” She means that the soup
 (A) is highly desired and valued.
 (B) is difficult to make.
 (C) has won many awards.
 (D) is expensive.
- How does the section “No Shark Snuggles” contribute to the article? Choose TWO answers.
 (A) It provides information about other endangered animals.
 (B) It helps readers understand why Ramsey’s shark selfie is problematic.
 (C) It encourages readers to take pictures of their pets.
 (D) It offers advice on how to take pictures of wild animals responsibly.
- Which statement CANNOT be supported by information in the article?
 (A) Sharks have a bad reputation.
 (B) In nature, everything is connected.
 (C) Wildlife selfies are a rising trend.
 (D) Instagram now flags harmful wildlife selfies.

Constructed-Response Question

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

- Consider the following claim: *Lauren Tarshis is concerned about wildlife selfies.* Explain whether you agree or disagree with this claim, based on Tarshis’s article “Please Don’t Pet the Shark.” Support your answer with text evidence.