

Name: _____ Date: _____

Affect vs. Effect

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

AFFECT

►► Use **affect** as a verb meaning "to influence or cause a change."

*How will this quiz **affect** my grade?*

*The referee's call **affected** the outcome of the game.*

EFFECT

►► Use **effect** as a noun meaning "a result or impact."

*Eating vegetables regularly will have a positive **effect** on your health.*

*The movie's soundtrack had a powerful **effect** on my emotions.*

Directions: Circle the boldface word in each sentence below that correctly completes each sentence.

1. The amount of sleep you get at night will **affect/effect** your energy level throughout the day.
2. Rain will certainly **affect/effect** attendance at tonight's baseball game.
3. The company hopes its new toothpaste commercials will have a positive **affect/effect** on sales.
4. It is always a good idea to read the warning label on any medicine you take so you understand its possible side **affects/effects**.
5. It will be interesting to see what **affect/effect** the new public transportation system has on traffic.
6. Scientists are studying how space travel **affects/effects** the human body.

Directions: Write one sentence using *affect* and one sentence using *effect*.

7. _____

8. _____

Name: _____ Date: _____

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

Vocabulary:

"Vanished"

1. aviator (AY-vee-ay-tehr) *noun*; An aviator is a pilot—the person who controls an aircraft.

2. beacon (BEE-kuhn) *noun*; A beacon is a light or fire that can be seen from far away and that is used to help guide something, such as a ship or an airplane, or to send a signal. In the past, beacons were used to warn people that enemy troops were approaching.

A radio station that sends out signals to guide ships or airplanes is another kind of beacon.

3. circumnavigate (sur-kuhm-NAV-ih-gayt) *verb*; To circumnavigate is to travel completely around something in a circle. If you circumnavigate Earth, you start traveling in one direction and keep going until you end up back where you started.

4. daunt (dawnt) *verb*; If something daunts you, it makes you feel less confident and scared or worried—unsure that you can handle it or that you even want to try it. The idea of cleaning up a big mess in the kitchen might daunt you. So might starting school in a new place or climbing a mountain.

5. expedition (ek-spih-DISH-uhn) *noun*; An expedition is a journey—in particular, a journey taken by a group of people for a specific purpose. For example, a group of scientists might go on an expedition to Antarctica to study penguins.

6. plausible (PLAW-zuh-buhl) *adjective*; Something that is plausible seems reasonable or believable, like it could be true or could happen. If Eric says he's late because he got stuck in traffic, his excuse is plausible. If Eric says he's late because he was kidnapped by aliens, his excuse is *implausible*.

7. sonar (SOH-nahr) *noun*; Sonar is a technology used to locate objects underwater. Here's how it works: A special machine on a ship or submarine sends out sound waves. If any sound waves hit an object, there is an echo. The machine hears this echo and can tell where the object is. (Whales and dolphins also use sonar—without needing a machine.)

8. uninhabited (un-in-HAB-ih-tid) *adjective*; An inhabitant is a person or an animal that lives in a particular place. You are an inhabitant of your home.

The basic meaning of *uninhabited* is "without inhabitants." But *uninhabited* is generally used to mean "without any human inhabitants." So an island that is home to a variety of animals could be described as uninhabited, as long as there are no people living on it.

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.

Name: _____ Date: _____

Close-Reading Questions

"Vanished"

1. In the introduction, what do the details about what Earhart saw as she flew around the world help readers understand? (author's craft, mood)
2. Why does author Mackenzie Carro include the section "The Risks"? What does this section add to the article? (text structure)
3. Consider Earhart's quote on page 7: "I want to do it because I want to do it. Women must try to do things as men have tried. When they fail, their failure must be but a challenge to others." In your own words, explain what Earhart meant. (interpreting text)

4. Why do you think Carro included the information about the Great Depression? What does this information add to the article? (text structure)

5. How does Carro build suspense in the section “Starting to Worry”? (author’s craft)

Name: _____ Date: _____

Critical-Thinking Questions

"Vanished"

1. Why do you think people continue to be so interested in the story of Amelia Earhart?

2. A trailblazer is a pioneer or leader—usually someone willing to take risks or do something never done before. What makes Earhart a trailblazer?

Name: _____ Date: _____

Video Discussion Questions

Behind the Scenes: "Vanished"

Before Reading "Vanished"

1. Author Mackenzie Carro says that Earhart was "a fierce advocate for women's rights" (2:40). What does it mean to be an advocate?
2. Consider the quote that appears on screen at 3:40. What does Earhart mean?
3. Carro says that deciding what details to include in her article was difficult (4:05). Why might that have been a challenge? What challenges do you face in your own writing and how do you overcome them?

After Reading "Vanished"

4. At 1:28, Carro says that being a pilot was still extremely dangerous in the 1930s. Find at least one piece of text evidence in "Vanished" that supports this statement.
5. Answer the question Carro poses in the video at 5:27: What do the sidebar ("The Time") and the other text features contribute to the story?

Name: _____ Date: _____

Preparing to Write

What Happened to Amelia Earhart?

The writing prompt on page 9 says:

**The article presents several theories about what happened to Amelia Earhart.
Which theory do you find most believable and why?**

Fill in the graphic organizer below to help you organize the ideas and details you will use in your essay.
Be sure to include page numbers for any information you use from the article. We started the first one for you.

Theory: Earhart ran out of gas and crashed into the ocean.

1. Is this theory plausible—meaning likely or possible? Why or why not?

Theory: _____

2. Is this theory plausible? Why or why not?

Theory: _____

3. Is this theory plausible? Why or why not?

Theory: _____

4. Is this theory plausible? Why or why not?

Consider your evaluations of the various theories. Place a star next to the box containing the theory you find most believable.

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 “Vanished.”

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. What obstacles does the main person(s) face leading up to this event?

4. What happened as a result of this event?

5. Write any other important details you haven’t mentioned.

Summary of "Vanished"

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 "Vanished."

2 Where
was Earhart
going when
she got lost?

4. What does
TIGHAR
believe
happened to
Earhart?

1. Where did
Earhart's
flight start?

3. Write
one unlikely
theory
about what
happened to
Earhart.

5. What is
the status
of the
mystery
today?

On May 20, 1937, famous aviator Amelia Earhart set out to be the first woman to circumnavigate the world. Her flight began in _____, and progressed smoothly as she flew over five continents. But on July 2, as she flew over the Pacific Ocean, something went terribly wrong. Earhart was supposed to fly to _____, but she never made it. She and her navigator, Fred Noonan, got lost along the way and were never heard from again.

Over the years, numerous theories about what happened to Earhart have been proposed. Some say that Earhart _____.

An organization called The International Group for Historic Aircraft Recovery (TIGHAR) believes _____. Others say it is most likely that Earhart simply crashed into the ocean. Multiple search parties have looked for the remains of Earhart and her plane, but so far, _____.

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 "Vanished."

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

2. Study the map titled "The Last Flight of Amelia Earhart." How does the information in this map contribute to the article?

3. Read the sidebar titled "The Fame" on page 6 and study the photo of Amelia Earhart on page 7. Why might the author have chosen to include these features?

4. Into which section of the article would the information in the sidebar "The Time" best fit? Explain your answer.

Name: _____ Date: _____

Exploring Text Structures

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

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Vanished."

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

2. A. Underline the text structure the author uses in the sidebar "What Happened?"

description/list

cause and effect

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

Description or List

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

Cause and Effect

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

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

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

Sequence of Events

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

3. A. Which text structure does the author use in the section "Starting to Worry"?

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

Name: _____ Date: _____

Central Ideas and Details

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

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

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "Vanished."

1. Reread the section "The Risks." Which statement BEST expresses the central idea of this section?

- Ⓐ Only men had circumnavigated the world before Earhart tried.
- Ⓑ Earhart faced many challenges as a pilot in the early 20th century.
- Ⓒ Flying was still new in the 1930s.
- Ⓓ Earhart earned her pilot's license in one year.

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

Central Idea:
The American public greatly admired Amelia Earhart.

- Ⓐ "Women wore crisp khaki slacks and tied silk scarves around their necks to mimic her signature style." (p. 7)
- Ⓑ "By the time she reached the island of New Guinea, on June 29, she had traveled 22,000 miles over five continents." (p. 5)
- Ⓒ "When news of Earhart's disappearance broke, Americans were devastated." (p. 8)
- Ⓓ "By that time, Earhart had become as famous as any Hollywood movie star." (p. 7)

I chose _____ because _____

- 3. Read the details from the section "The Risks" and the sidebar "The Time" listed below. In the box, write a central idea that these details support.**

Central Idea:

Detail 1: "It was said that a woman could never fly as well as a man." (p. 6)

Detail 2: "Instead of being called aviators, female pilots were given demeaning nicknames like 'ladybirds' or 'sweethearts of the air.' They were often banned from competing in flying races and denied jobs as professional pilots." (p. 6)

Detail 3: "Women couldn't open a bank account without a male relative's signature, serve on a jury in most states, or fight in wars." (p. 8)

- 4. Consider the central idea of the whole article that 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:

People remain fascinated by the mystery of Amelia Earhart.

Supporting detail 1:

"This past summer, the search for Earhart made headlines once again." (p. 9)

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 "Vanished."

1. Read a central idea of the sections "What Happened?" and "New Clues" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:
Women faced widespread discrimination in Earhart's time.

- ☐ A. "The plane did have a radio, which was new technology at the time." (p. 7)
- ☐ B. "It was said that a woman could never fly as well as a man." (p. 6)
- ☐ C. "Instead of being called aviators, female pilots were given demeaning nicknames like 'ladybirds' or 'sweethearts of the air.'" (p. 6)
- ☐ D. "Women couldn't open a bank account without a male relative's signature, serve on a jury in most states, or fight in wars." (p. 8)
- ☐ E. "Even the challenge of flying around the world did not daunt her." (p. 7)

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

Central Idea:
People remain fascinated by _____

Detail 1: "This past summer, the search for Earhart made headlines once again." (p. 9)

Detail 2: "Over the years, millions of dollars have been spent searching for her." (p. 6)

Detail 3: "How could the world's most beloved aviator simply vanish? Nearly a century later, we are still trying to answer this question." (p. 8)

Detail 4: "TIGHAR has been investigating Earhart's disappearance for decades." (p. 8)

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “Vanished.” 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. What does the map “The Last Flight of Amelia Earhart” help you understand?

3. Consider the sidebar “The Time” on page 8. Why might the author have included this sidebar?

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

During Reading
Mood, Text Structure, Inference

5. Describe the **mood** of the introduction. Explain how the author creates this mood.

6. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Starting to Worry.”

The author compares Earhart’s attempted flight to Howland with other parts of her trip.

The author gives a chronological account of Earhart and Noonan’s attempted flight to Howland Island.

The author provides a list of reasons Earhart was unable to reach Howland Island.

B. Explain your answer.

7. Consider this quote from page 7:

*“I want to do it because I want to do it,” she wrote in a letter to her husband.
“Women must try to do things as men have tried.
When they fail, their failure must be but a challenge to others.”*

What can you infer about Earhart from this passage?

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
“Eighty-two years later, the disappearance of Amelia Earhart remains one of the greatest mysteries in American history.”
(p. 6)

Detail #2
“How could the world’s most beloved aviator simply vanish? Nearly a century later, we are still trying to answer this question.”
(p. 8)

Detail #3
“This past summer, the search for Earhart made headlines once again.” (p. 9)

9. Write an **objective summary** of “Vanished.” (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 “Vanished.” See *Scope’s* “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading Text Features

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

2. What does the map “The Last Flight of Amelia Earhart” help you understand?

3. Consider the sidebar “The Time” on page 8. Why might the author have included this sidebar?

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

During Reading

Mood, Text Structure, Inference

5. Describe the **mood** of the introduction. Explain how the author creates this mood.

6. **Text structure** is the term for how an author organizes information. In the section “Starting to Worry,” the author uses a sequence-of-events structure.

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

- Ⓐ *Howland Island; Pacific Ocean; GPS; Satellite; Radio*
- Ⓑ *Around 10 a.m. on July 2; By 7 a.m.; At 7:42 a.m.; Around 8:45 a.m.*
- Ⓒ *They were severely sleep deprived; They planned to fly through the night; She was always too busy*

7. Consider this quote from page 7:

*“I want to do it because I want to do it,” she wrote in a letter to her husband.
“Women must try to do things as men have tried.
When they fail, their failure must be but a challenge to others.”*

What can you infer about Earhart from this passage?

After Reading

Central Idea/Details and Objective Summary

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

Central Idea The world remains fascinated by mystery of Amelia Earhart’s disappearance.		
Detail #1 “It was said that a woman could never fly as well as a man. Earhart knew better.” (p. 6)	Detail #2 “How could the world’s most beloved aviator simply vanish? Nearly a century later, we are still trying to answer this question.” (p. 8)	Detail #3 “This past summer, the search for Earhart made headlines once again.” (p. 9)

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 “Vanished.”

- a. Pilots have cool jobs.
- b. In 1937, Amelia Earhart attempted to be the first woman to circumnavigate the world.
- c. In Earhart’s day, a pilot’s job was dangerous, but Earhart liked the challenge.
- d. Although there are many theories, nobody knows what happened to Amelia Earhart.
- e. I didn’t know a lot about Amelia Earhart before I read this article.
- f. I kept wondering if Amelia Earhart and Fred Noonan got homesick during their attempt to circumnavigate the world.

Name: _____ Date: _____

“Vanished” Quiz

Directions: Read “Vanished.” Then answer the questions below.

- On page 5, author Mackenzie Carro writes “But then, early on the morning of July 2, something went terribly wrong.” This line shifts the mood of the introduction from
 (A) tense to tranquil.
 (B) calm to energetic.
 (C) exciting to suspenseful.
 (D) tragic to cheerful.
- Which text structure does Carro use in the section “Starting to Worry”?
 (A) compare and contrast
 (B) description
 (C) problem and solution
 (D) sequence of events
- Which statement best describes the public’s attitude toward Amelia Earhart?
 (A) They worried about her and thought she was taking too many risks.
 (B) They judged her for not acting as women were expected to at the time.
 (C) They admired her and were fascinated by her adventures.
 (D) They showed little interest in her until after her disappearance.
- Which lines best support the answer to question 3? Choose TWO answers.
 (A) “It was said that a woman could never fly as well as a man.” (p. 6)
 (B) “When news of Earhart’s disappearance broke, Americans were devastated.” (p. 8)
 (C) “Instead of being called aviators, female pilots were given demeaning nicknames like ‘ladybirds’ or ‘sweethearts of the air.’” (p. 6)
 (D) “Children begged their parents to go to parades held in her honor.” (p. 7)
- On page 6, Carro writes “In the early 20th century, many considered the idea of a female pilot to be ridiculous.” Which section helps readers understand why?
 (A) the sidebar “The Fame”
 (B) the section “Starting to Worry”
 (C) the sidebar “The Time”
 (D) the section “New Clues”
- On page 8, Carro writes that “there was a laundry list of things women weren’t allowed to do.” Based on context clues, *laundry list* means
 (A) an incomplete list.
 (B) a long list.
 (C) a short list.
 (D) an old list.

Constructed-Response Questions

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

- Analyze how author Mackenzie Carro creates suspense in her article.
- Amelia Earhart once said, “There’s more to life than being a passenger.” What do you think she meant? How did she demonstrate this philosophy during her life? Use text evidence.

Name: _____ Date: _____

“Vanished” Quiz

Directions: Read “Vanished.” Then answer the questions below.

- On page 5, author Mackenzie Carro writes “But then, early on the morning of July 2, something went terribly wrong.” This line shifts the mood of the introduction from upbeat and exciting to
 (A) calm.
 (B) energetic.
 (C) suspenseful.
 (D) cheerful.
- Which statement BEST describes the text structure of the section “Starting to Worry”?
 (A) Carro compares and contrasts Howland Island and Nikumaroro.
 (B) Carro describes the navigation technology used in the 1930s.
 (C) Carro presents the problem of the radio and then explains how it was solved.
 (D) Carro describes the events of July 2 in the order in which they happened.
- Which words best describe the public’s attitude toward Amelia Earhart?
 (A) fearful and judgmental
 (B) doubtful and worried
 (C) admiring and fascinated
 (D) uninterested and suspicious
- Which lines support the answer to question 3? Choose TWO answers.
 (A) “It was said that a woman could never fly as well as a man.” (p. 6)
 (B) “When news of Earhart’s disappearance broke, Americans were devastated.” (p. 8)
 (C) “Instead of being called aviators, female pilots were given demeaning nicknames like ‘ladybirds’ or ‘sweethearts of the air.’” (p. 6)
 (D) “Children begged their parents to go to parades held in her honor.” (p. 7)
- The main purpose of the sidebar “The Time” is to help readers understand
 (A) voting laws in the United States.
 (B) why flying over the ocean was so difficult.
 (C) the challenges women faced in Earhart’s day.
 (D) when Earhart received her pilot’s license.
- On page 8, Carro writes that “there was a laundry list of things women weren’t allowed to do.” Based on context clues, *laundry list* means
 (A) an incomplete list.
 (B) a long list.
 (C) a short list.
 (D) an old list.

Constructed-Response Questions

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

- Analyze how author Mackenzie Carro creates suspense in her article.
- Choose a character trait that describes Amelia Earhart, based on information presented in the article. Support your choice with text evidence.

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

Amelia Earhart Contest

The article presents several theories about what happened to Amelia Earhart. Which theory do you find most believable and why? Support your opinion with text evidence. Five winners will get *Born to Fly* by Steve Sheinkin.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

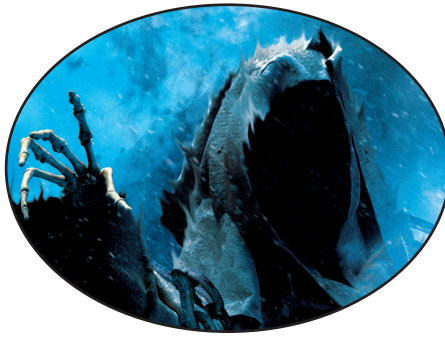
School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY February 20, 2020!



A Christmas Carol

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

	Agree	Disagree
1. People can change.		
2. Money can buy happiness.		
3. “We do not learn from experience. We learn from reflecting on experience.”—John Dewey		
4. Being rich is a good goal in life.		
5. Workers exist to make money for their bosses.		
6. It is society’s duty to help those in need.		
7. Everyone deserves a second chance.		
8. Your past determines your future.		
9. “No one ever has become poor by giving.”—Anne Frank		
10. Money can solve most problems.		

Name: _____ Date: _____

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

Vocabulary:

A Christmas Carol

1. **ambition (am-BISH-uhn)** *noun*; An *ambition* is a particular goal or aim; something a person hopes to do or achieve. Your best friend might be working hard to achieve her ambition of running a mile in under seven minutes.

Ambition can also mean “a strong desire for success,” as in, “Steph Curry’s fierce ambition helped him become a professional basketball player.”
2. **dismal (DIZ-muhl)** *adjective*; If something is dismal, it is gloomy and depressing. If it’s cold and raining, you could say that the weather is dismal. *Dismal* can also mean “very bad or poor,” as in, “Last year, the football team’s record was dismal: zero wins and nine losses.”
3. **giddy (GID-ee)** *adjective*; *Giddy* can mean “dizzy,” or “playful and silly,” or “filled with joy.” *Giddy* can also mean a combination of these feelings—when you’re so happy and excited that you feel silly and a little dizzy.
4. **heed (heed)** *verb*; If you heed someone’s advice or warning, you pay close attention to it and do what they suggest. If a sign in the hallway says “CAUTION: WET FLOOR,” you should heed the warning and walk carefully so you don’t slip and fall.
5. **miserly (MAHY-zer-lee)** *adjective*; A miser (MAHY-zer) is a person who is stingy—someone who spends as little money as possible, to the point of living in harsher conditions than they need to. *Miser* is not a nice thing to call someone—it has negative connotations.

Miserly means “like or typical of a miser.” A miserly tip for a server at a restaurant is a very small, ungenerous tip. A miserly billionaire is ungenerous and doesn’t give any money to charity.
6. **morose (muh-ROHSS)** *adjective*; Someone who is morose is extremely serious, unhappy, and quiet.
7. **ogre (OH-ger)** *noun*; An ogre is a frightening giant from myths and fairy tales that eats people. A person who is frightening and cruel might be referred to as an ogre.
8. **shabby (SHAB-ee)** *adjective*; If something is shabby, it is old and worn out. A shabby couch has gotten a lot of use—its color has faded, its fabric has frayed, and its stuffing might be coming out.

“An Imagined Interview With Charles Dickens”

1. galvanize (GAL-vuh-nahyz) *verb*; The word *galvanize* means “to shock or excite a person into taking action.” In other words, to make people so excited or concerned about an issue that they feel they *have* to do something about it. Seeing a park covered in trash might galvanize a group of students to organize a park cleanup day.

2. injustice (in-JUHS-tis) *noun*; Justice (JUHS-tis) is treatment that is just, meaning that it is morally right and fair.

The prefix *in* means “not,” “opposite of,” or “without.” Injustice is the absence of justice—in other words, unfair treatment. *Injustice* can also refer to a particular act of unfair treatment—a situation in which the rights of a person or a group of people are ignored. For example, sending an innocent person to prison is an injustice.

3. reform (rih-FORM) *noun*; As it is used in the interview, *reform* means “the improvement or correction of what is wrong in a system or society.” If citizens think a law is in need of reform, they want the government to fix the problems with the law by changing it.

Directions: On the back of this page, list any other words from the play or imagined interview 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

A Christmas Carol

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

reform ambition ogre galvanize morose giddy

1. Janna's dream is to secure a spot in one of the country's top ballet programs.
2. In the early 20th century, labor laws were changed; it became illegal for children to work.
3. In Carla's favorite movie *Shrek*, a big ugly monster learns the true meaning of self-worth.
4. Trey's passionate speech about the environmental damage caused by plastic bottles inspired his classmates to switch to reusable water bottles instead.

Directions: Choose the best answer to each question.

5. Which item is shabby?

- Ⓐ a brand-new shirt that you plan to wear to the school dance
- Ⓑ your favorite sneakers, which are dirty and have holes in the bottoms

6. Which might be described as a dismal afternoon?

- Ⓐ sitting outside in the rain watching your favorite soccer team lose the game
- Ⓑ having fun at an amusement park

7. Which could be called an injustice?

- Ⓐ not giving someone a job because of their gender
- Ⓑ giving someone a raise for doing a good job

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

8. miserly

- Ⓐ generous
- Ⓑ cheap

9. heed

- Ⓐ pay attention to
- Ⓑ ignore

10. morose

- Ⓐ cheerful
- Ⓑ gloomy

11. giddy

- Ⓐ lighthearted
- Ⓑ bored

Name: _____ Date: _____

Close-Reading Questions

A Christmas Carol

1. In Scene 1, Scrooge and Fred express very different views on Christmas. What do their differing points of view reveal about what they value? (character)
2. In Scene 1, who seems happier, Scrooge or Fred? What message do you think the authors want to convey with this scene? (theme)
3. In Scene 2, what does the fact that the fire in Scrooge's home is "weak" help you understand about Scrooge? (setting, character)
4. In Scene 2, when Scrooge points out that Marley was a "fine man of business," Marley says, "Mercy and charity should have been my business." What does Marley mean? (interpreting text)

5. In Scene 3, how is Mr. Fezziwig different from Scrooge as an employer? (character, compare and contrast)
6. At the end of Scene 4, what is Scrooge focused on? Why is this moment important to the story? (character)
7. Why do you think Scrooge makes his gift of a turkey to the Cratchits anonymously? (character's motivation)

Name: _____ Date: _____

Critical-Thinking Questions

A Christmas Carol and “An Imagined Interview with Charles Dickens”

1. Based on what Charles Dickens says in the imagined interview, how did his own life experiences inspire his writing?
2. Dickens says he gave a speech calling for reform but wrote *A Christmas Carol* because he thought it would be more “galvanizing.” Why might this be?
3. What message is Dickens sending about money?

Name: _____ Date: _____

A Christmas Carol

Character Thinking Tool

The questions in this activity are about the character of
Ebenezer Scrooge

1. In Scene 1, the ghost of Jacob Marley introduces Scrooge by saying, “This is Ebenezer Scrooge. His cheeks are as withered as his soul.”

A. What does Marley mean?

B. What details in Scene 1 support the idea that Scrooge’s soul is withered?

2. A. What does the description of Scrooge’s bedroom at the beginning of Scene 2 reveal about him as a person?

B. If someone were to write a story about you, what would your bedroom reveal about you?

3. In Scene 3, the Ghost of Christmas Past says, “You chose wealth over love.”

A. How might placing money above all else affect a person’s life?

B. If everyone placed money above all else, what would society be like?

4. Name one thing Scrooge learns from each ghost who visits him.

Ghost of Christmas Past:

Ghost of Christmas Present:

Ghost of Christmas Yet to Come:

5. How is Scrooge different in Scenes 6 and 7 from how he was in Scene 1?

6. Educator John Dewey once said, “We do not learn from experience. We learn from reflecting on experience.” What did he mean? How does this idea apply to Scrooge?

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 2 of *A Christmas Carol*. Reread the scene, then answer the questions below using details from the scene to support your answers.

Mood Words

calm, dreadful, enraged, frightening, grim, joyful, lively, mournful, touching

Scene 2

1. Describe the mood of Scene 2. Choose a couple of words from the box of mood words above or come up with your own words.

Mood of Scene 2: _____

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 imagery the playwright uses help create the mood? (Imagery is description that appeals to the reader’s sense of sight, hearing, taste, smell, or touch—also known as sensory details.)

Now imagine that you are the director of a movie version of *A Christmas Carol*. 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: _____

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. Consider these lines from page 11:</p> <p>SD3: . . . A white-haired man sits at a large desk counting money.</p> <p>Marley: This is Ebenezer Scrooge. His cheeks are as withered as his soul.</p>	<p><i>What do these lines suggest about Scrooge?</i></p> <p><i>You can infer from these lines that Scrooge is old and miserable.</i></p>
<p>2. <i>Find two lines in the play that support the inference on the right.</i></p>	<p>Marley has returned as a ghost to help Scrooge become a better person.</p>
<p>3. On page 13, the Ghost of Christmas Past talks to Scrooge:</p> <p>Ghost 1: Financial gain was your sole ambition. You chose wealth over love.</p> <p>Scrooge: Spirit, why do you torture me with my past mistakes?</p>	<p><i>What can you infer about Scrooge's feelings from this dialogue?</i></p>

Clues	Inference
<p>4. Find two lines in the play that support the inference on the right.</p>	<p>The Cratchits appreciate what they have.</p>
<p>5. On page 14, Scrooge talks to Bob Cratchit:</p> <p>SD1: Scrooge sits in his office, giddy with anticipation.</p> <p>Scrooge: You're 18 and a half minutes late!</p> <p>Scrooge: I won't stand for this any longer!</p>	<p>Based on Scrooge's feelings and words, what is he trying to do?</p>

Name: _____ Date: _____

A Christmas Carol Quiz

Directions: Read *A Christmas Carol*. Then answer the questions below.

1. In Scene 1, SD1 says “The town clock chimes five. Cratchit stands expectantly, clutching his thin coat and hat.” What can readers infer from these lines? Choose TWO answers.
 - (A) Cratchit is eager to leave.
 - (B) Cratchit doesn’t have much money.
 - (C) Cratchit’s son Tim is in poor health.
 - (D) Mrs. Cratchit dislikes her husband’s boss.
2. Which best describes Fred’s role in the play?
 - (A) He resolves the conflict in the story.
 - (B) He signals shifts in setting.
 - (C) He causes a change in Scrooge.
 - (D) He provides a contrast to Scrooge.
3. Which lines support the idea that Scrooge is miserly? Choose TWO answers.
 - (A) **Ghost 1:** So much praise for such small things?
 - (B) **Scrooge:** And you expect me to pay you for a day when you’re not working?
 - (C) **Scrooge:** Spirit, why do you torture me with my past mistakes?
 - (D) **Scrooge:** Absolutely not! Coal costs money.
4. In Scene 7, Scrooge orders Cratchit to put more coal on the fire. This detail
 - (A) helps readers understand how poverty affects the Cratchit family.
 - (B) reveals that Scrooge spent Christmas with Fred.
 - (C) suggests that Scrooge is still an unkind boss.
 - (D) illustrates how much Scrooge’s attitude toward money has changed since the beginning of the play.
5. Which is NOT a theme of the play?
 - (A) Relationships with others give meaning to life.
 - (B) It is never too late to change.
 - (C) Money cannot buy happiness.
 - (D) Those who work hard find success.
6. Based on information in the imagined interview and the play, Charles Dickens wrote *A Christmas Carol* to
 - (A) earn enough money to free his father from debtors’ prison.
 - (B) provide a short, entertaining read to relieve people of holiday stress.
 - (C) draw attention to the injustices of poverty, as well as the dangers of putting money above all else.
 - (D) give people a glimpse of what city life was like in 19th-century England.

Constructed-Response Questions



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

7. Analyze the role the three spirits play in Scrooge’s character development. Support your ideas with text evidence.
8. In the imagined interview, Charles Dickens says “No one is useless in this world who lightens the burdens of it for anyone else.” What does he mean? How does this idea apply to the play?

Name: _____ Date: _____

A Christmas Carol Quiz

Directions: Read *A Christmas Carol*. Then answer the questions below.

1. In Scene 1, SD1 says that Cratchit is “clutching his thin coat and hat.” What can readers infer from the fact that Cratchit’s coat is thin?
 - (A) He is excited to go home.
 - (B) He doesn’t have much money.
 - (C) His son is in poor health.
 - (D) His wife dislikes Scrooge.
2. The ghost of Jacob Marley introduces all of the following EXCEPT _____.
 - (A) the setting
 - (B) the main character
 - (C) the conflict
 - (D) background information about the time period
3. Which details support the idea that Scrooge values money above all else? Choose TWO answers.
 - (A) He sends a turkey to the Cratchits’ house.
 - (B) He doesn’t want to pay Cratchit on Christmas.
 - (C) He admired his former boss, Mr. Fezziwig.
 - (D) He won’t allow Cratchit to put coal on the fire.
4. Scene 7 shows _____.
 - (A) how big of a celebration Christmas has become in England
 - (B) why Scrooge changes
 - (C) what will happen to Tim Cratchit
 - (D) that Scrooge has become caring and generous
5. Which concept is NOT explored in the play?
 - (A) money
 - (B) family
 - (C) happiness
 - (D) nature
6. Based on information in the imagined interview and the play, Charles Dickens wrote *A Christmas Carol* to draw attention to _____.
 - (A) Christmas traditions
 - (B) 19th-century England
 - (C) the unfair treatment of the poor
 - (D) the differences between England and America

Constructed-Response Questions



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

7. Choose one of the ghosts that visits Scrooge and explain what Scrooge learns from that ghost. Use details from the play to support your answer.
8. How does Scrooge’s view of Christmas change over the course of the play? Support your answer using text evidence.

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

Charles Dickens Contest

What do you think Charles Dickens wants readers to learn through the character of Scrooge? Support your answer with details from the play and imagined interview. Five winners will each get *Beverly, Right Here* by Kate DiCamillo.

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

ENTRIES MUST BE RECEIVED BY February 20, 2020!

Name: _____ Date: _____

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

Paired Texts Vocabulary

"What Juul Tried to Hide"

- 1. liberating (LIB-uh-rayt-ing)** *adjective*; The verb *liberate* (LIB-uh-rayt) means "to set something or someone free from the control of another person or group." A country might be liberated from the control of a cruel leader.

Something that is *liberating* makes you feel free—it releases you from something that limits you. Here are some things that you might find liberating: dancing and not caring what other people think, changing out of uncomfortable clothes and into comfy ones, and quitting something you don't enjoy.

- 2. manipulative tactic (muh-NIP-yuh-luh-tiv TAK-tik)** *noun*; To be *manipulative* is to influence or control a person or situation in a clever, unfair, or selfish way. A *tactic* is a plan or method to achieve a particular goal.

A *manipulative tactic* is a sneaky way of persuading someone to do something. If someone tries to make you feel guilty for not doing something that he or she wants you to do, that person is using a manipulative tactic. Some companies use manipulative tactics to convince people to buy things. A "limited time only" sale is an example of a manipulative tactic: The company is trying to make you feel that if you don't buy something right away, you will be missing out.

- 3. memo (MEH-moh)** *noun*; A *memo* is a written message, sent within a business or an organization, that shares important information or reminders.

- 4. motive (MOH-tiv)** *noun*; A *motive* is a reason for doing something—the thing that motivates a person to act. Your motive for doing chores could be to help out your family, or it could be to earn some sort of privilege or reward.

- 5. promote (pruh-MOHT)** *verb*; As it is used in the article, *promote* means "to publicly support something in a way that helps it gain popularity." If a company hires a celebrity to promote its product on Instagram, the company is hiring the celeb to put up posts that suggest she uses and enjoys the product.

- 6. recruitment (ri-KROOT-muhnt)** *noun*; The verb *recruit* means "to get someone to join something." *Recruitment* is the act of seeking people out and persuading them to join some sort of group or organization, such as a college, club, sports team, or the military.

"How Big Tobacco Fooled America"

- 1. aggressive (uh-GRESS-iv)** *adjective*; Something that is aggressive is forceful and ready to argue or attack others. An aggressive text message might contain harsh words and be written in all capital letters. An aggressive dog is one you'd want to avoid.

- 2. appeal (uh-PEEL)** *noun or verb*; As a noun, *appeal* means "a quality that people like." You might find the idea of pizza for dinner to have appeal. *Appeal* can also mean "a serious request for help or support." A charity might make an appeal for donations.

 As a verb, *appeal* can mean "to be pleasing or attractive," as in, "That movie appeals to me." *Appeal* can also mean "to ask for something that is badly needed or wanted," as in, "Sara appealed to her older sister for help picking out her dress for the school dance."

- 3. injurious (in-JOOR-ee-uhss)** *adjective*; Something that is injurious causes injury or harm. Injurious rumors might affect a person's self-confidence. Smoking is injurious to people's health.

- 4. investors (NA-vih-geyt)** *verb*; An *investor* is someone who invests—who gives money to a company in hopes of getting a larger amount of money *from* the company later. For example, if a tech company doesn't have enough money to launch a new product, it will look for investors—people or other companies to supply the money it needs. If the product makes money, some of that money will be given to the investors. (If the product does not make money, the investors don't get anything.)

- 5. restriction (ri-STRIK-shuhn)** *noun*; A *restriction* is a limit on what is allowed. Your parents might put a restriction on how much time you can spend on your phone. Elevators have weight restrictions—they can hold only up to a certain number of pounds.

- 6. vehement (VEE-uh-muhnt)** *adjective*; *Vehement* is used to describe intense, powerful, forceful emotion. If Jared has a vehement dislike of a certain band, he really, really, *really* dislikes the band—he probably puts his hands over his ears when he hears their music. If Sophia is vehement that she did not reveal Chloe's secret, Sophia is passionately insisting that she did not tell anyone Chloe's secret.

Directions: 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: Respond to each prompt below.

1. Describe a situation in which you might be vehement.

2. Say a fast-food company puts up billboards showing photos of food that looks *way* more appealing than the food that it actually serves. Why is this a manipulative tactic?

3. If a student is passionate about protecting the environment, what is something he or she might promote?

4. Describe a situation or experience that might feel liberating.

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

5. The police are trying to determine the criminal's **motive/memo** for committing the crime.
6. A(n) **recruitment/investor** event was held to find new athletes to join the college's basketball team.
7. The **restriction/investor** was thrilled when she earned more than double the money she had provided.
8. I do not understand why reality television **promotes/appeals** to so many people; I find it boring.

Directions: Next to each word below, write another word that is similar in meaning.

9. **restriction** _____

11. **memo** _____

10. **aggressive** _____

12. **injurious** _____

Name: _____ Date: _____

Close-Reading Questions

"What Juul Tried to Hide"

1. What does smoke screen mean as it is used in the subheadline (the sentences under the headline)? Why might the author have chosen this word? (vocabulary)

2. The introduction describes a speaker from Juul comparing a Juul to an iPhone. What message was the speaker sending to teens through this comparison? (inference)

3. Why does the author include the section "Old Tactics" in the article? What purpose does that section serve? (text structure)

Name: _____ Date: _____

Close-Reading Question

"How Big Tobacco Fooled America"

1. What factors led to the rise of cigarette smoking in America? (key ideas and details)

Name: _____ Date: _____

Critical-Thinking Questions

"What Juul Tried to Hide" and "How Big Tobacco Fooled America"

1. Why would Juul want to send a representative to a school?
2. Juul claims that its target market has always been adults, not teens. Do you believe that claim? Explain.
3. Should companies be allowed to market dangerous products to the public?
4. Should vaping devices be illegal? Should cigarettes be illegal?

Name: _____ Date: _____

Preparing to Write Juul and Big Tobacco

Directions: Compare the e-cigarette industry with Big Tobacco. Use details from "What Juul Tried to Hide" and "How Big Tobacco Fooled America" to fill in the blank boxes below. We filled in some information for you.

	E-Cigarette Industry	Big Tobacco
What does the industry sell?	<ul style="list-style-type: none"> The e-cigarette industry makes electronic cigarettes or vaping products. These battery-powered devices heat up a liquid that turns into vapor, which users inhale. (p. 17) 	
How does the industry want the public to view its products?		
How do these products affect users' health?		<ul style="list-style-type: none"> In 1964, the U.S. Surgeon General declared that smoking causes cancer. (p. 21)

Chart
continues
on page 2

	E-Cigarette Industry	Big Tobacco
How does/ did the industry make its products appealing to young people?		
What has the industry tried to hide from the public?		

Chart
continues
on page 3

Compare and Contrast

PAIRED TEXTS: "What Juul Tried to Hide" and
"How Big Tobacco Fooled America," pages 16-21
December 2019/January 2020

	E-Cigarette Industry	Big Tobacco
What restrictions have been placed on the industry? What are the effects of these restrictions?		

Now think about what can you do to protect yourself. Jot down your ideas in the space below or on the back of this page.

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read “What Juul Tried to Hide.” Then complete the activity below.

1. Imagine that you are writing a paragraph explaining how Juul targeted kids and teens when trying to sell its products.

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

- Ⓐ Juul targeted kids and teens.
- Ⓑ Juul targeted kids and teens by using several tactics to appeal to them.
- Ⓒ Juul was investigated by Congress because of its attempts to target kids and teens with their products.

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

- Ⓐ “According to a congressional report, the company worked with social media influencers to promote its products.” (p. 17)
- Ⓑ “Vaping products, like the ones made by Juul, are battery-powered devices.” (p. 17)
- Ⓒ “Juul ‘deliberately targeted children in order to become the nation’s largest seller of e-cigarettes,’ the report said.” (p. 17)

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

- Ⓐ It provides a direct quote from the congressional investigation of Juul.
- Ⓑ It provides an example of a tactic that Juul used that would appeal to teens: using social media influencers to promote Juul products.
- Ⓒ It explains how Juul’s products work.

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.

Juul manipulated teens to get them to buy its products.

- Ⓐ “Juul described its plans for young people as ‘healthy lifestyle programs,’ the report stated. But these programs likely served as recruitment drives for new, young customers who might get addicted to vaping for life.” (p. 17)
- Ⓑ “Big Tobacco knew if it could get young people hooked, it would make money on their addiction for years to come—even though that addiction was killing its customers.” (p. 19)
- Ⓒ “Nicotine can damage your brain . . .” (p. 19)

I chose ____ because _____

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

Vaping is harmful to your health.

- Ⓐ “Last summer, Congress launched an investigation into Juul’s role in increased nicotine use by teens.” (p. 17)
- Ⓑ “Once nicotine hooks you, your brain wants more, ‘even at the risk of your own health,’ says Ylioja.” (p. 19)
- Ⓒ “Nicotine can damage your brain, specifically the parts that control mood, learning, and attention span . . .” (p. 19)
- Ⓓ “In September, the CDC announced it is investigating 380 cases of severe lung illnesses in young adults—all related to e-cigarette use.” (p. 19)
- Ⓔ “It also masked the taste of nicotine with flavors like mango and mint.” (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 “How Big Tobacco Fooled America” in the form of a quotation.

- Ⓐ The low price and wide availability of cigarettes contributed to the popularity of smoking in the 1960s. In her article “How Big Tobacco Fooled America,” author Jennifer Dignan writes, “For less than a dollar, it was possible to buy a pack at a drugstore, a restaurant, or a hospital gift shop” (20). In other words, smoking became more popular because people could buy cigarettes in many different places and for not a lot of money.
- Ⓑ The low price and wide availability of cigarettes contributed to the popularity of smoking in the 1960s. In her article “How Big Tobacco Fooled America,” author Jennifer Dignan writes, “For less than a dollar, it was possible to buy a pack at a drugstore, a restaurant, or a hospital gift shop” (20).
- Ⓒ The low price and wide availability of cigarettes contributed to the popularity of smoking in the 1960s. “For less than a dollar, it was possible to buy a pack at a drugstore, a restaurant, or a hospital gift shop” (20). In other words, smoking became more popular because people could buy cigarettes in many different places and for not a lot of money.

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

5. Choose the paragraph that correctly uses text evidence from the article “How Big Tobacco Fooled America” in the form of a paraphrase.

- Ⓐ Big Tobacco intentionally marketed their products to children. For example, cigarette packages featuring cartoon characters were placed low on store shelves (20-21). In other words, cigarette companies knew exactly where and how they could appeal to small children.
- Ⓑ Big Tobacco intentionally marketed their products to children. For example, in her article “How Big Tobacco Fooled America,” author Jennifer Dignan explains that cigarette packages featuring cartoon characters were placed low on store shelves (20-21). In other words, cigarette companies knew exactly where and how they could appeal to small children.
- Ⓒ Big Tobacco intentionally marketed their products to children. “They created smoking cartoon characters that appealed to kids and placed cigarette packs featuring those characters low on store shelves, where they’d be eye level with children” (20-21).

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

- 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 “What Juul Tried to Hide.” Then complete the activity below.

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

STATEMENT:

Vaping is harmful to your health.

- Ⓐ “Last summer, Congress launched an investigation into Juul’s role in increased nicotine use by teens.” (p. 17)
- Ⓑ “This means that many teens who decided to vape didn’t make that decision entirely on their own.” (p. 17)
- Ⓒ “Nicotine can damage your brain, specifically the parts that control mood, learning, and attention span . . .” (p. 19)
- Ⓓ “In September, the CDC announced it is investigating 380 cases of severe lung illnesses in young adults—all related to e-cigarette use.” (p. 19)

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

STATEMENT:

Juul manipulated teens to get them to buy their products.

- Ⓐ “Juul described its plans for young people as ‘healthy lifestyle programs,’ the report stated. But these programs likely served as recruitment drives for new, young customers who might get addicted to vaping for life.” (p. 17)
- Ⓑ “Big Tobacco knew if it could get young people hooked, it would make money on their addiction for years to come—even though that addiction was killing its customers.” (p. 19)
- Ⓒ “Last year, Juul announced it would stop selling most flavored pods in stores and added strict age verification to its online store.” (p. 19)

I chose ____ because _____

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

- Ⓐ “After Chance posted pictures of his damaged lungs on social media, he began hearing from young people who said he’d inspired them to quit.” (p. 19)
- Ⓑ “Chance started the Lung Love Foundation to spread a simple message to e-cig companies like Juul: ‘We are not just dollar signs.’” (p. 19)
- Ⓒ “He’s been filling his Instagram stories with videos he’s received of people smashing their Juuls, and he urges teens to support each other in kicking their habit.” (p. 19)

STATEMENT:

Name: _____ Date: _____

What's the Tone?

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

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

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

In this activity, you will analyze author Joey Bartolomeo's tone in "What Juul Tried to Hide."

1. Consider the heading, subheading, and image on page 16. These text features portray Juul as _____.

- (A) glamorous and exciting
- (B) trustworthy and kind
- (C) harmless and uninteresting
- (D) sneaky and dishonest

2. On page 17, Joey Bartolomeo writes "Wait. Didn't he just say he *doesn't* want you vaping? So why is he now sort of selling you on it?" The author uses this rhetorical question to

- (A) create a sense of urgency.
- (B) suggest that Juul is not sincere when it says it does not want young people to use its products.
- (C) express confusion about whether Juul's ads target young people.
- (D) add humor to the section.

3. Consider these lines from page 17:

"This means that many teens who decided to vape didn't make that decision entirely on their own. They were manipulated by a major corporation."

In these lines, the author is expressing

- (A) disgust with vaping companies for being deceptive and deliberately targeting teens.
- (B) admiration for vaping companies and their ability to sell products.
- (C) sadness for teens who started vaping.
- (D) surprise that major corporations know how to grow their customer bases.

4. Consider this sentence from page 18:

"Last year, when it became obvious that the number of teens Juuling was growing at an alarming rate, Juul shut down its accounts on Instagram and Facebook."

Which word or phrase reveals that the author is concerned about the number of teens who were Juuling?

- (A) last year
- (B) obvious
- (C) alarming
- (D) shut down

5. On page 18, Bartolomeo includes the detail that Juul's ads have always featured colorful graphics and young models, one of whom looked a lot like Ariana Grande. Why does Bartolomeo include this detail?

- (A) to emphasize how much the model looks like Ariana Grande
- (B) to express disbelief at Juul for saying it never tried to appeal to young people
- (C) to show how much he admires Ariana Grande
- (D) to suggest that Juul's ads are not appealing to young people

6. On page 19, Bartolomeo writes that "now some people are fighting back" against the vaping industry. By using the phrase "fighting back," Bartolomeo

- (A) compares the vaping industry to Big Tobacco.
- (B) portrays the vaping industry as helpless.
- (C) portrays teens as helpless.
- (D) portrays the vaping industry as an enemy to teens.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “What Juul Tried to Hide” and “How Big Tobacco Fooled America.” Then answer the questions below.

- On page 17, author Joey Bartolomeo writes “Caleb participated in the investigation by testifying about what happened during the health seminar at his school.” As it is used in that sentence, what does *testify* mean?
 - to argue so as to make a person agree
 - to disguise or hide from sight
 - to persuade someone to join a group
 - to talk and answer questions about something after formally promising to tell the truth
- On page 18, Bartolomeo includes a quote from a Juul memo: “We are aiming for influencers in popular culture with large audiences in various sectors such as music, movies, social, pop media, etc.” This detail supports the claim that
 - vaping causes potentially lethal lung damage.
 - people are increasingly using e-cigarettes rather than traditional cigarettes.
 - vaping is harmless.
 - Juul has been dishonest about its intent to promote e-cigarettes to kids.
- On page 19, Bartolomeo says that Chance Ammirata “was still having what he described as ‘scary’ cravings.” Which explains Chance’s cravings?
 - the flavorings Juul uses, such as mango and mint
 - the high amount of nicotine in Juul pods
 - the process of turning liquid into vapor
 - the influence of ads on social media
- When Chance says that teens are “not just dollar signs,” he means that
 - teens pay marked up prices to get flavored pods.
 - e-cig companies spend a lot of money on ads.
 - teens should be treated like human beings, not merely a source of profits.
 - teens are unaware of the health risks of e-cigs.
- Based on information in “How Big Tobacco Fooled America,” which statement best describes Americans’ relationship with smoking in the late 1960s?
 - The number of smokers was growing, but smoking was still not very common.
 - Most Americans didn’t believe the studies that said smoking was dangerous.
 - It was believed that smoking was healthy, and even children were encouraged to smoke.
 - Many people stopped smoking after it was announced that smoking causes cancer.
- Which idea is NOT supported by information in both articles?
 - Advertising influences our decisions.
 - The government has the power to restrict what big corporations can and cannot do.
 - Big Tobacco and e-cig companies have tricked young people into using dangerous products.
 - It is likely that smoking cigarettes and e-cigarettes will soon be illegal.

Constructed-Response Questions

Directions: Write your answers to the questions below in a well-organized response.

- Compare the tactics Juul used to sell e-cigs with the tactics Big Tobacco used to sell cigarettes.
- How does smoking cigarettes and e-cigarettes affect a person’s health? Use text evidence from both articles to support your answer.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “What Juul Tried to Hide” and “How Big Tobacco Fooled America.” Then answer the questions below.

- On page 17, author Joey Bartolomeo writes “Caleb participated in the investigation by testifying about what happened during the health seminar at his school.” As it is used in that sentence, *testify* means
 (A) to lie about something to protect someone.
 (B) to have trouble remembering something.
 (C) to listen carefully.
 (D) to talk about something after swearing you will tell the truth.
- On page 18, Bartolomeo writes that a Juul ad model “could have been tagged as an Ariana Grande look-alike.” This detail supports which of the following claims?
 (A) The number of teens who vape is on the rise.
 (B) Juul doesn’t want kids using its products.
 (C) Juul is “the iPhone of vapes.”
 (D) Juul wanted kids to see vaping as something that young and glamorous people do.
- On page 19, Bartolomeo says that Chance Ammirata “was still having what he described as ‘scary’ cravings.” What caused Chance’s cravings?
 (A) tobacco
 (B) nicotine
 (C) mint flavoring
 (D) advertisements
- Consider Chance’s message to e-cig companies: “We are not just dollar signs.” This line shows that Chance thinks e-cig companies care only about
 (A) spending money on advertising.
 (B) winning in court.
 (C) getting rich.
 (D) people’s health.
- On page 20, Dignan writes “[Tobacco companies] made smoking seem fun and glamorous.” Which of the following lines supports Dignan’s statement?
 (A) “They hired doctors and dentists to say smoking was not only safe but also good for you.” (p. 20)
 (B) “Across America, cigarettes were widely available too.” (p. 20)
 (C) “So they introduced ‘filter-tip’ cigarettes, which they claimed were ‘milder’ and ‘safer.’” (p. 21)
 (D) “Along with doctors and babies, cartoon characters, famous athletes, and movie stars made regular appearances in ads.” (p. 20)
- Which idea is NOT supported by information in both articles?
 (A) Advertising influences our decisions.
 (B) Nicotine is addictive.
 (C) Kids have been targeted by cigarette and e-cigarette companies.
 (D) Smoking cigarettes is now against the law.

Constructed-Response Questions

Directions: Write your answers to the questions below in a well-organized response.

- Compare the tactics Juul used to sell e-cigs with the tactics Big Tobacco used to sell cigarettes.
- Consider the following claim: *Smoking cigarettes or e-cigarettes is harmful to a person’s health.* Support this claim using text evidence from both articles.

Name: _____ Date: _____

Ethos, Pathos, Logos

Directions: View the slideshow of advertisements in the article “How Big Tobacco Fooled America” found at Scope Online. Closely examine each ad and record your observations about its use of ethos, pathos, and logos in the graphic organizer below. (See *Scope’s* “Ethos, Pathos, Logos: Advertising Edition” to learn more about these three persuasive tactics.)

Ethos

What do companies do to seem trustworthy, reliable, and believable?

Do the ads try to create an emotional connection between consumers and the product? If so, how?

Pathos

Do the ads try to convince you with reason and logic? With evidence such as facts and figures?

Logos

Directions: Answer the questions below. Use the notes you took on page 1 to help you.

1. What message do the three ads send to consumers? Why do you think they were so convincing to people at the time they were published?

2. Now look at the Juul advertisements on page 19 of the article “What Juul Tried to Hide.” Who do you think the ads are designed to appeal to? What tactics are the ads using?

3. What similarities do you notice between Big Tobacco ads and e-cigarette ads?

4. How can you keep your guard up against persuasive advertising?

5. Imagine that you’ve been hired to design a public service advertisement to share the truth about vaping with teens. Your PSA can be in the form of a commercial, billboard, magazine ad, or social media post. Think about which tactics you will use to change teens’ minds about e-cigarettes. Sketch your ad on the back of this page.

Ethos, Pathos, Logos:

Advertising Edition

Ethos, pathos, and logos are different methods for persuading an audience—that is, convincing people to adopt a certain point of view or take a particular action. They are used in speeches, writing, and advertising. Keep these tactics in mind when viewing an ad, and see if you can identify how a company is trying to persuade you.

Ethos

tries to get people to buy a product by convincing them that their brand is honest, reliable, and credible.

Advertisements that use ethos often involve . . .

- ✓ reliable experts.
- ✓ celebrities or important public figures.

Example: “I’m a dentist, and I prefer Sparkle toothpaste.”

Pathos

tries to get people to buy a product by creating an emotional connection between them and the product.

Advertisements that use pathos . . .

- ✓ send a message that touches your values or beliefs.
- ✓ include compelling stories, visuals, music, or language that evoke the feelings they want you to feel—inspiration, fear, guilt, happiness, etc.

Example: “Don’t let bad breath hold you back.”

Logos

tries to get people to buy a product by using evidence such as facts and figures.

Advertisements that use logos . . .

- ✓ rely on information rather than personal opinions.
- ✓ use straight facts, data, and statistics.

Example: “Sparkle’s germ-killing agent fights plaque and bad breath for 12 hours.”

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

Paired Texts Contest

Compare the e-cigarette industry with Big Tobacco. How have these industries manipulated young people into using their products? What can you do to protect yourself? Three winners will each get *Shouting at the Rain* by Lynda Mullaly Hunt.

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

ENTRIES MUST BE RECEIVED BY February 20, 2020!

Name: _____ Date: _____

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

Vocabulary:

"What Would You Do?"

- 1. hypothetical (hahy-puh-THET-i-kuhl)** *adjective*; Something that is hypothetical involves or is based on a hypothesis (hahy-POTH-uh-sis): an idea that has not been proven but is assumed to be true in order to discuss or study it. *Hypothetical* can also mean "imagined as an example."

You and your friends might enjoy asking each other hypothetical questions such as: "If you could erase one object from existence, which object would it be?" During soccer practice, your coach might have you discuss hypothetical situations—such as a player being removed from the game after receiving a red card—to prepare you in case that situation ever happens in a game.

- 2. moral (MOR-uhl)** *adjective*; As it is used in the article, *moral* means "concerned with 'right' and 'wrong' behavior." A moral issue can create disagreement because of people's differing beliefs on what is and is not acceptable for humans to do.

- 3. offhand (awf-hand)** *adverb or adjective*; *Offhand* means "without any previous thought or preparation." If Sara says offhand that she should be gone for about three hours, she hasn't actually given much thought to how long she is going to be gone—she's just saying something off the top of her head.

Offhand can also mean "casual, relaxed, and informal." If Bob has an offhand manner, he is laid back and casual—not serious, stuffy, or formal.

- 4. perspective (per-SPEK-tiv)** *noun*; As it is used in the article, *perspective* means "a particular way of thinking about a situation or topic; a point of view." In other words, your perspective is the way you see something. Your perspective on what makes for the perfect weekend might be very different from someone else's perspective on that.

- 5. quandary (KWAHN-dahree)** *noun*; A quandary is a dilemma—a tough situation in which you are unsure about what to do. If Liz accidentally agreed to be in two places at the same time, and being in both places seems equally important, Liz is in a quandary.

- 6. resent (ri-ZENT)** *verb*; If you resent something, you feel annoyed, angry, or bitter toward it, likely because you think it is unfair. If you are accused of something you didn't do, you might resent the accusation. Sometimes people resent others who they see as having some sort of advantage. You might resent a neighbor for always having the latest video game the first day it comes out.

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

Vocabulary Practice

"What Would You Do?"

Directions: Answer each question below.

1. Which of the following is an example of a perspective?

- Ⓐ Kim's statement that the sun is a star
- Ⓑ Aaron's belief that Thanksgiving is a wonderful holiday

2. Which could be considered a moral dilemma?

- Ⓐ deciding whether to tell on your brother for scratching your parents' car
- Ⓑ deciding whether you want to try out for the school play

3. Which would you be most likely to resent?

- Ⓐ a kind birthday card from a friend
- Ⓑ a friend taking a sweater from your closet without asking

4. Which is a hypothetical question a waiter might be asked during a job interview?

- Ⓐ "What would you do if a customer complained that her food was cold?"
- Ⓑ "Which restaurants have you worked in?"

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

5. resent

- Ⓐ dislike
- Ⓑ accept

6. hypothetical

- Ⓐ real
- Ⓑ imaginary

7. perspective

- Ⓐ agreement
- Ⓑ outlook

8. quandary

- Ⓐ problem
- Ⓑ solution

9. offhand

- Ⓐ thoughtless
- Ⓑ thoughtful

10. moral

- Ⓐ dealing with good and bad
- Ⓑ dealing with needs and wants

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "What Would You Do?" Complete the essay kit on page 23.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU WOULD DO

What would you do?

Consider what you read in the article, as well as your own viewpoints.
On the lines below, write a sentence explaining what you would do if faced with the moral dilemma presented in the article.

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "possible outcomes" columns on page 23. Which ideas support your decision on what to do? What other information supports your decision? List at least three supporting details on the lines below.

Here's an example: If you would go to the party and tell Ella about it, one of your supporting details might be that branching out and spending time with other friends is a healthy thing to do.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you **WOULD** go to the party, summarize the reasons why some might think this is not a good idea. If you **WOULD NOT** go to the party, summarize the main reasons some might think that you should.

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): Have you ever been faced with a similar moral dilemma to the one described in the article?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question:
Is it really fair for you to _____?
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

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

Your hook: _____

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

You have been invited to a party, but your best friend Ella wasn't. You and Ella are very good friends, but lately _____

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

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

Argument Essay Outline

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

1	<h2>INTRODUCTION</h2> <p>Open with your hook from Step 5.</p> <p>↓</p> <p>Write a transition sentence that relates your hook to the question of whether you would go to the party.</p> <p>↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p>↓</p> <p>Write your summary of the issue from Step 6.</p> <p>↓</p> <p>Finish with your thesis from Step 4.</p>
2	<h2>BODY PARAGRAPH(S)</h2> <p>Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p>You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.</p> <div data-bbox="1182 909 1531 1213" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i>Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</i></p> </div>
3	<h2>ACKNOWLEDGE THE OTHER SIDE</h2> <p>Now it's time to recognize the other side of the argument.</p> <p>Use what you wrote in Step 3.</p> <p>Then explain why you think the opposing point of view is wrong.</p>
4	<h2>CONCLUSION</h2> <p>Write 2-3 sentences to remind your readers of your main points.</p> <p>Finish with a strong final sentence.</p> <div data-bbox="1206 1560 1531 1770" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i>Need an idea? Refer to your hook, find a quote, or give a call to action.</i></p> </div>
5	<h2>READ AND REVISE</h2> <p>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>

Name: _____ Date: _____

“What Would You Do?” Quiz

Directions: Read “What Would You Do?” Then answer the questions below.

1. In the first line of the article, author Kristin Lewis writes “You are in a sticky situation . . .” What is the definition of *sticky* as it is used in this sentence?
 - (A) not known or recognized
 - (B) unpleasantly warm and humid
 - (C) involving problems; difficult or awkward
 - (D) tending to cling like glue
2. Which sentence best describes the point of view the author uses in much of the article?
 - (A) She uses first-person point of view and speaks from the point of view of Ella.
 - (B) She uses second-person point of view and addresses the reader as though the reader were Ella’s best friend.
 - (C) She uses second-person point of view and addresses the reader directly.
 - (D) She uses third-person point of view and describes a student in a dilemma.
3. Lewis uses the point of view you identified in question 2 to
 - (A) reveal what Ella knows about the party dilemma.
 - (B) put the reader in the story, helping the reader imagine facing the dilemma Lewis is describing.
 - (C) establish a playful tone.
 - (D) create a feeling of suspense.
4. On page 22, Lewis writes that moral dilemmas are “a fact of life.” She means that moral dilemmas
 - (A) can be avoided.
 - (B) are difficult to deal with.
 - (C) cannot be avoided.
 - (D) disappear as one gets older.
5. Which statement best describes the structure of the section “Moral Dilemma”?
 - (A) It presents options and lists the pros and cons of each.
 - (B) It describes a problem and tells readers how to solve it.
 - (C) It includes details about Sophie’s house to help readers picture the party.
 - (D) It describes the events of Friday night in chronological order.
6. Lewis most likely wrote this article to
 - (A) warn readers about the consequences of lying to friends.
 - (B) encourage readers to try new things.
 - (C) share a touching story about friendship.
 - (D) offer readers advice on how to handle tough situations.

Constructed-Response Question

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

7. Based on information presented in the article, how can moral dilemmas be solved?

Name: _____ Date: _____

“What Would You Do?” Quiz

Directions: Read “What Would You Do?” Then answer the questions below.

1. In the first line of the article, author Kristin Lewis writes “You are in a sticky situation . . .” She means that the situation is
 - (A) unfamiliar.
 - (B) pleasant.
 - (C) complicated.
 - (D) exciting.
2. In the first section of the article, Lewis
 - (A) speaks from the point of view of Ella.
 - (B) speaks to the reader as though the reader were Ella’s best friend.
 - (C) speaks to the reader directly.
 - (D) speaks to the reader as though the reader were Ella.
3. Lewis uses the point of view you identified in question 2 to
 - (A) reveal what Ella knows about the party dilemma.
 - (B) put the reader in the story, helping the reader imagine the dilemma Lewis is describing.
 - (C) let the reader know that the tone of the article is playful.
 - (D) create a feeling of suspense.
4. On page 22, Lewis writes that moral dilemmas are “a fact of life.” She means that moral dilemmas are
 - (A) preventable.
 - (B) difficult.
 - (C) unavoidable.
 - (D) worse when you’re younger.
5. Which statement best describes the structure of the section “Moral Dilemma”?
 - (A) It presents options and lists the pros and cons of each.
 - (B) It describes a problem and tells readers how to solve it.
 - (C) It includes details about Sophie’s house to help readers picture the party.
 - (D) It describes the events of Friday night in chronological order.
6. Lewis most likely wrote this article to
 - (A) warn readers about the consequences of lying.
 - (B) encourage readers to try new things.
 - (C) share a touching story about friendship.
 - (D) offer readers advice on how to handle tough situations.

Constructed-Response Question

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

7. Based on information presented in the article, how can moral dilemmas be solved?

Name: _____ Date: _____

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

Vocabulary:

"If I Were a Superhero"

1. **contort (kuhn-TAWRT)** *verb*; To contort is to twist into a strange or unusual shape. You might contort your body to squeeze through a small space. If a basketball player gets injured during a game, he might fall to the floor, his face contorting in pain.

2. **convey (kuhn-VAY)** *verb*; To convey something is to communicate it or make it known. You might convey a message from your mom to your sister. When you smile, you convey to the people around you that you are happy. A painting's dark colors might convey a feeling of sadness.

3. **degenerative (dih-JEN-er-uh-tiv)** *adjective*; The verb *degenerate* (dih-JEN-uh-rayt) means "to change to a worse state or condition." *Degenerative* means "tending to degenerate."
A degenerative disease is a medical condition that causes a tissue or an organ to become worse over time. Some degenerative diseases can be cured, but others have no treatment yet.

4. **fumble (FUHM-buhl)** *verb*; To fumble is to handle something in a clumsy and awkward way. You might fumble with a flashlight in the dark or fumble in your pockets for some change. (In football, *fumble* means "to lose control of the ball.")

5. **gnarled (nahrlid)** *adjective*; Something that is gnarled is full of twists, bends, bumps, or knots. Tree branches often become gnarled over time.

6. **strike (strahyk)** *noun or verb*; In a strike, workers refuse to do their work until the owners of their company agree to certain worker demands. Workers might, for example, participate in a strike to demand better pay or safer facilities.
As a verb, *strike* can mean "to stop working until certain demands are met," as in, "The factory workers said they would strike until they got improved health care." *Strike* can also mean "to hit something," as in, "I used a hammer to strike the nail."

Directions: Below, list any other words from the story whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the 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

"If I Were a Superhero"

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

1. fumble

- Ⓐ grip tightly
- Ⓑ handle in a clumsy way

3. gnarled

- Ⓐ rough and twisty
- Ⓑ straight and smooth

2. convey

- Ⓐ refuse
- Ⓑ express

4. degenerative

- Ⓐ declining in quality
- Ⓑ improving over time

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

strike convey degenerative contort fumble

5. After I opened the extravagant gift from my grandma, I struggled to explain my gratitude.

6. The nurses decided to stop working until the hospital agreed to improve their working conditions.

7. Anna's face twisted into a look of pure disgust as she smelled the odor of a skunk.

Directions: Write a sentence that includes a word or words from the list on page 1 of this activity (including any words you added).

8. _____

Name: _____ Date: _____

Conflict

In literature, conflict is a struggle between opposing forces that drives the action of the plot forward.
A conflict may be external or internal.

An **EXTERNAL CONFLICT** is a struggle that takes place between a character and someone or something else. Types of external conflict include character vs. character, character vs. society, character vs. nature, and character vs. technology.

Examples:

A ship captain struggles to survive on a desert island after a hurricane sinks his ship.

Dr. Strange invents a robot so intelligent it has a mind of its own—a mind for destroying the town.

An eighth grader named Dave bullies Tim on the school bus every afternoon.

An **INTERNAL CONFLICT** is a struggle that occurs within a character's mind; it's what's bothering a character on the inside. Internal conflicts are always character vs. self.

Examples:

The ship captain fights to stay positive and hold on to hope of ever being rescued.

Dr. Strange struggles with the decision of whether or not he should destroy his masterpiece in order to save the town.

Tim feels nervous about telling his teacher about the bully and doesn't know if he should.

Directions: Read "If I Were a Superhero." Then fill in the chart below.

The Narrator's <u>External</u> Conflict
1. What is the narrator's external conflict? Who or what is she struggling against?
2. Give two lines or groups of lines from the story that help reveal the narrator's external conflict. Line(s) 1: Line(s) 2:

The Narrator's Internal Conflict

3. What is the narrator's internal conflict? Who or what is she struggling with on the inside?

4. Give two lines or groups of lines from the story that help reveal the narrator's internal conflict.

Line(s) 1:

Line(s) 2:

Name: _____ Date: _____

"If I Were a Superhero" Character Thinking Tool

The questions in this activity are about the character of
the narrator

1. The narrator says, "I think most of the terrible stuff in the world is just regular people forgetting themselves." What does she mean? What does this statement reveal about her outlook on the world?

2. How does the narrator feel when her dad struggles to use his hands? Why might she feel this way?

3. The narrator says, "*Lives to live*." What a thing to say." How is she feeling in this moment? How do you know?

4. Why does the narrator fantasize about being a superhero?

5. What does the narrator's comment to the woman—and how she says it—reveal about her?

6. The narrator says if she were a superhero, she wouldn't hide who she is. Does she hide who she is in this story?

7. A. The narrator says she'd choose a superhero name that made people feel safe and like they weren't alone. What kind of name could that be? Brainstorm names for her.

B. Select one of the names you created in part A. On the back of this page, create a poster for a superhero movie using that name as the title. Think about how you imagine the narrator looking and what sort of setting or situation she might be involved in.

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

Superhero Contest

Write your own story with the title "If I Were a Superhero." Give your central character an internal conflict. Your story should be no more than 800 words. Three winners will each get

The Benefits of Being an Octopus by Ann Braden.

Entries will be judged on:

- ⇒ creativity
- ⇒ clarity
- ⇒ strength of character development
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY February 20, 2020!

Name: _____ Date: _____

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

Vocabulary:

"Should We Bring Back the Woolly Mammoth?"

1. **captivity (kap-TIV-i-tee)** *noun*; A person or an animal that is in captivity is confined—that is, being kept somewhere and not allowed to leave. Prisoners are in captivity. Animals in zoos and aquariums are also in captivity.
2. **curiosity (kyor-ee-AHS-i-tee)** *noun*; You might be familiar with the noun *curiosity* meaning "a desire to learn or know," as in, "Dave's curiosity about dinosaurs kept him up all night reading about them." *Curiosity* can also refer to something that is strange and unusual—an object or idea that inspires wonder. A store that sells curiosities might sell items such as a comb carved out of bone, a cowboy doll that is also a radio, or the preserved body of a two-headed turtle.
3. **embryo (EM-bree-oh)** *noun*; An embryo is an animal in the earliest stages of growth before it is born. A human embryo is a tiny clump of cells in the mother's womb that will eventually grow into a baby. A bird embryo develops inside an egg and will eventually grow into a chick.
4. **lumber (LUHM-buhr)** *verb or noun*; To lumber is to walk or move in a slow, heavy, and awkward way. After a tough game, a tired football player might lumber off the field. A truck filled with heavy goods might lumber up a steep hill.

As a noun, *lumber* means "wooden planks or boards cut from logs," as in, "The logging company cut down an acre of trees to turn into lumber."
5. **meddle (MED-l)** *verb*; To meddle is to become overly involved in someone else's business—to involve yourself when your involvement isn't requested or wanted. For example, if Matt's sister tells Rebecca that Matt likes her, Matt might tell his sister to stop meddling in his personal life.

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

"Should We Bring Back the Woolly Mammoth?"

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

BOOK TITLES

- A. *The Embryo*
- B. *Meddling Mike*
- C. *Captivating Curiosities*
- D. *Captivity: A Harrowing Story of Survival in Space*

1. Travel writer Steven Nebbins takes you to some of America's most peculiar tourist attractions, including the world's largest cowboy boots in San Antonio, Texas; Leila's Hair Museum in Independence, Missouri; and a house made out of newspaper in Rockport, Massachusetts.

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

2. In this delightful children's book, a young cow learns to stop interfering in the other animals' business.

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

3. Journalist Amanda White has just received a phone call from a young man with an amazing story: He says he was kidnapped by aliens and held prisoner on their spaceship for two years. At first, Amanda thinks he's making it all up—but then she starts to wonder . . .

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

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

4. **meddle**

- Ⓐ help
- Ⓑ intrude

5. **curiosity**

- Ⓐ an odd item
- Ⓑ a familiar feeling

6. **lumber**

- Ⓐ glide
- Ⓑ trudge

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

7. The wildlife rescue center keeps animals in **captivity/curiosity** only if they would be unable to survive in the wild.

8. Because of my injured knee, I **lumbered/meddled** across the cafeteria like an elephant.

9. The scientist studies pig **embryos/curiosities** to learn more about how baby pigs develop and grow.

Name: _____ Date: _____

Constructing a Response

Directions: Read "Should We Bring Back the Woolly Mammoth?" and complete the activity on page 25. Then follow the steps below to write a response to the question on page 25.

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

Question from page 25:

How does the section "Many Questions" contribute to the article?

Step 1: Write your claim.

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

The section "Many Questions" helps readers understand _____

_____.

Step 2: Provide text evidence with commentary.

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

Detail 1: _____

Sentence explaining how this detail supports my claim: _____

Detail 2: _____

Sentence explaining how this detail supports my claim: _____

Step 3: Write a conclusion.

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

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

Remember to:

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

Name: _____ Date: _____

How to Answer a Constructed Response Question

Step 1: State your claim.

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

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

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

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

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

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

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

Step 2: Provide text evidence with commentary.

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

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

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

Here are two examples of text evidence with commentary:

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

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

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

Step 3: Write a conclusion.

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

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

Here are two examples of text evidence with commentary:

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

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

Name: _____ Date: _____

Short Read Quiz

Directions: Read “Should We Bring Back the Woolly Mammoth?” Then answer the questions below.

1. **The purpose of the article is mainly to**
 - (A) argue that woolly mammoths were important Ice Age animals.
 - (B) transport readers into the past, to imagine the habitats of woolly mammoths.
 - (C) explain the pros and cons of an exciting new technology that could help bring back extinct creatures like the woolly mammoth.
 - (D) provide an explanation for how gene editing works.
2. **Author Maggie Pierce describes the woolly mammoth as a behemoth. Which details help you understand the meaning of the word *behemoth*?**
 - (A) “But traces of them can still be found.”
 - (B) “They stood as tall as a basketball hoop and weighed as much as a school bus.”
 - (C) “They would likely live in captivity.”
 - (D) “Mammoth remains, some remarkably well preserved, have been discovered in Siberia, a cold region in Russia.”
3. **Which statement expresses a central idea of the article?**
 - (A) The Ice Age was a long time ago.
 - (B) There are reasons to be concerned about de-extinction.
 - (C) Our traits are determined by our genes.
 - (D) Mammoths were enormous animals.
4. **Which pair of lines BEST support the central idea you identified in question 3?**
 - (A) “The embryo would be placed in the womb of an elephant” and “Today, thousands of creatures are in danger of becoming extinct.”
 - (B) “All living things have genes” and “they are what make a dog’s ears pointy.”
 - (C) “Bringing back extinct creatures is known as de-extinction” and “The last of these furry giants died out about 4,000 years ago.”
 - (D) “Yet de-extinction raises many questions” and “is it fair to bring an animal into the world to be a research subject—a curiosity, basically?”
5. **In the section “Many Questions,” Pierce expresses concern about**
 - (A) how mammoths would affect tigers.
 - (B) what mammoths would eat.
 - (C) mammoth habitats.
 - (D) the financial cost of de-extinction.
6. **In the section “Many Questions,” Pierce asks a series of questions. What purpose do they serve?**
 - (A) They help readers picture woolly mammoths.
 - (B) They encourage readers to consider the consequences of bringing mammoths back.
 - (C) They create a feeling of wonder and excitement.
 - (D) They add suspense to the article.

Constructed-Response Question

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

7. What opinion does Maggie Pierce express about de-extinction in her article? How do you know? Be sure to answer both questions. Use text evidence to support your answers.

Name: _____ Date: _____

Short Read Quiz

Directions: Read “Should We Bring Back the Woolly Mammoth?” Then answer the questions below.

1. Which statement BEST describes the article?

- (A) The article argues that woolly mammoths were important Ice Age animals.
- (B) The article transports readers into the past, to imagine the habitats of woolly mammoths.
- (C) The article explains the pros and cons of an exciting new technology that could help bring back extinct creatures like the woolly mammoth.
- (D) The article provides an explanation for how gene editing works.

2. On page 24, Maggie Pierce writes “This research has triggered a debate.” Based on context clues, *triggered* most closely means

- (A) ended.
- (B) started.
- (C) worsened.
- (D) improved.

3. Which sentence expresses a central idea of the section “Not If, But When”?

- (A) Genes determine the color of our hair.
- (B) De-extinction will soon be possible.
- (C) Elephants and mammoths are closely related.
- (D) Mammoths had shaggy coats.

4. Which line BEST supports the central idea you identified in question 3?

- (A) “The embryo would be placed in the womb of an elephant.”
- (B) “All living things have genes.”
- (C) “They are what make a dog’s ears pointy and a bird’s feathers blue.”
- (D) “But today, advances in technology have made de-extinction less a question of ‘if’ than ‘when.’”

5. In the section “Many Questions,” Pierce expresses concern about

- (A) how mammoths would affect tigers.
- (B) what mammoths would eat.
- (C) mammoth habitats.
- (D) the financial cost of de-extinction.

6. In the section “Many Questions,” Pierce asks a series of questions. What purpose do they serve?

- (A) They help readers imagine what a woolly mammoth looked like.
- (B) They encourage readers to consider the consequences of bringing mammoths back.
- (C) They create a feeling of wonder and excitement.
- (D) They add suspense to the article.

Constructed-Response Question

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

- 7.** Consider the following claim: *Maggie Pierce is concerned about de-extinction.* Explain whether you agree or disagree with this claim, based on Pierce’s article “Should We Bring Back the Woolly Mammoth?” Support your answer with text evidence.

Name: _____ Date: _____

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Michael Platt into an article.

- 1** The headline "A Business That's Sweet in All Kinds of Ways" gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

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

Q-and-A No. 1:

Michael Platt, 13, was diagnosed with epilepsy when he was 10. He loved being active, but because of his condition, he had to refrain from certain activities, like riding his bike and climbing trees. He used the extra time to bake. Soon Michael decided to turn baking into a business, but he wanted his business to help other people and not just himself.

Q-and-A No. 2:

Q-and-A No. 3:

Q-and-A No. 4:

Q-and-A Nos. 5 and 6:

Q-and-A Nos. 7 and 8:

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

You Write It Contest

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

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

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY February 20, 2020!

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

A direct quote is another person's exact words.

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

1. "I give a portion of my profits to No Kid Hungry," explains Michael. "It's part of a nonprofit organization called Share Our Strength, which works to end hunger."
2. Michael says, "You can't know what someone is going through just by looking at them."

Direct Quote 1: _____

Direct Quote 2: _____

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

Opening Paragraph:

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

Body Paragraph:

- Explain to your readers what Michael does to help people who are homeless, using information from the eight question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the interview. Each idea you include should support the central idea that you wrote in Step 1.
- Don't forget to include the direct quotes you chose in Step 3.

Conclusion:

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

WRITING TIPS

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