

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.

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

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

Argument Essay Outline

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

1	<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 913 1529 1207" 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="1209 1564 1529 1774" 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?