

→ ALL ACTIVITIES PREVIEW ←

HI TEACHERS!

This PDF contains a preview of all the skill-building activities that come with this issue of *Scope*. Each activity is designed to be interactive, so your students can complete it on a device.

To get the interactive version of the activities in this preview, simply go to that article's story page and click on the Resources Tab.

Enjoy!

THE SCOPE TEAM

Name: _____ Date: _____

There or Their?

There and **their** are often confused and misused. Here's what you need to know to use them correctly:

Use THERE to refer to a place or to the existence of something.

Examples:

- Ann found her book over **there**, behind the oak tree.
- **There** will be free ice cream at Super Scoops's grand opening.

Use THEIR to indicate that something belongs to certain people, animals, or things.

Examples:

- The Goldbergs brought **their** new baby home today.
- The dogs played with **their** tennis balls all afternoon.

Directions: Fill in each blank with either *there* or *their*. Then write your own sentence using *there* or *their* or both.

1. Megan already left for the party. Lilly is meeting her _____ after dinner.
2. Anthony carried the twins' birthday cake, and I carried _____ presents.
3. _____

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

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



“Malala the Powerful”

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

	Agree	Disagree
1. Kids around the world have the same rights.		
2. Today, men and women, and girls and boys, enjoy the same opportunities.		
3. To be successful in this world, you must know how to read and write.		
4. Words can be mightier than weapons.		
5. Free public education is a human right.		
6. Kids shouldn’t be forced to go to school if they don’t want to.		
7. Ordinary people have little power to change the world.		
8. When you know people are being treated unfairly, it is your responsibility to take action.		

Name: _____ Date: _____

Vocabulary "Malala the Powerful"

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

1. **corruption** (kuh-RUHP-shuhn) *noun*; The adjective *corrupt* (kuh-RUHPT) means "dishonest or immoral." A corrupt leader may do things that are shady or illegal to gain power or make money.

Corruption is dishonest or illegal behavior, especially by powerful people.

2. **Islam** (IS-lahm) *noun*; Islam is a major world religion practiced by more than 2 billion people worldwide. The followers of Islam are called Muslims. Muslims believe in one God and believe Muhammad was his prophet. (A prophet is a person who communicates directly with God and shares God's messages with others.) The Koran (kuh-RAHN) is the holy book of Islam.

3. **oblivious** (uh-BLIH-vee-uhs) *adjective*; Someone who is oblivious is totally unaware of something. Let's say an escaped goat is running around in the street in front of your house, bringing traffic to a stop and causing all kinds of trouble. If you calmly do your homework with no idea that anything is going on, you are oblivious to the situation outside.

4. **oppressive** (uh-PRES-iv) *adjective*; The verb *oppress* (uh-PRES) means "to treat a group of people in an unfair way" or "to control or rule in a harsh or cruel way."

Something that is oppressive is harsh, cruel, or unfair. Oppressive societies, laws, and customs regularly and severely discriminate against some groups while benefiting other groups.

5. **petition** (puh-TISH-uhn) *noun or verb*; A petition is a formal written request that is made to a person or a group in authority. Imagine that a city announces plans to shut down a library. If people in the community don't want the library to be shut down, they might give the city government a petition requesting that the library remain open. Often, many people sign a petition; it's like a giant group letter. To get a lot of people to sign, volunteers may stand in a busy public place with the petition and ask people walking by to sign it. Petitions can also be sent around online.

As a verb, *petition* means "to make a formal request to an authority." In the example above, the citizens petitioned the government to save the library. You might petition your parents for a pet.

6. **pseudonym** (SOO-duh-nim) *noun*; A pseudonym is a name that someone—often a writer—uses instead of their real name. For example, Benjamin Franklin published letters under the pseudonym Mrs. Silence Dogood.
7. **refugee** (REF-yoo-jee) *noun*; A refugee is a person who is seeking refuge (REF-yooj), meaning shelter or safety. *Refugee* is most often used to describe someone who is forced to flee his or her home country because it has become a dangerous place to live, usually because of war or a natural disaster.
8. **retaliation** (rih-tal-ee-EY-shuhn) *noun*; The verb *retaliate* (rih-TAL-ee-eyt) means “to get revenge against someone,” as in, “My brother hid a fake snake in my sock drawer, so I retaliated by putting toothpaste in his Oreos.”

Retaliation is the act of retaliating or an act of revenge, as in, “My brother didn’t find my retaliation funny at all.”

9. **rural** (ROOR-uhl) *adjective*; *Rural* means “related to the countryside.” A rural area often has farms and forests, and fewer buildings, roads, and people than would be found in a city.
10. **terrorist** (TEHR-or-ist) *noun*; Terrorism (TEHR-or-ihzm) is the use of violence or the threat of violence to frighten people in order to achieve a goal or to force a government to do something.
- A terrorist is a person—usually a member of a group—who uses or supports terrorism. Terrorists usually target civilians (people who are not in the military).

Directions: In the space below, 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.

Close-Reading Questions

“Malala the Powerful”

1. Why was Malala Yousafzai targeted by a terrorist group? (key ideas and details)
2. How did life in the Swat Valley change for Malala after 2007? Why did it change? (compare and contrast)
3. Why did Malala use a pseudonym in her BBC blog? What does the fact that she was willing to take the risk of writing the blog reveal about her as a person? (character)

4. While Malala was in the hospital, protesters in Pakistan marched with signs that read "I am Malala." What is the significance of these particular words? What message do they send? (interpreting text)

5. How does Malala use her voice? What message does she share? (key ideas and details)

6. How does the poem "In Darkest Hours" connect to Malala's story? (synthesis)

Name: _____ Date: _____

Critical-Thinking Questions

“Malala the Powerful”

1. Why is literacy—that is, the ability to read and write—important?
2. Is free public education a basic human right?
3. In a speech she made to the United Nations on her 16th birthday, Malala said, “I raise up my voice—not so that I can shout, but so that those without a voice can be heard.” What did she mean?

CHOICE BOARD

"MALALA THE POWERFUL"

Consider the following quote from Malala: *One child, one teacher, one book, and one pen can change the world.* What does she mean? How can these elements change the world? Display the quote and your analysis on a poster, piece of original artwork, or photograph.

Explore the Malala Fund website: www.malala.org. Record three things you learn, two things that support ideas in Kristin Lewis's article, and one question you still have.

Nobel Peace Prizes are awarded for achievements that have greatly benefited humanity. What are Malala's achievements? How do they benefit humankind? Answer both questions in a well-organized essay.

Note: This is the contest prompt that appears at the end of the story.

Imagine you have the chance to write a letter to Malala. What would you tell her? Here are some ideas: You could express support for the work that she's done. You could tell her why you think education is important. You could share what her story made you think about or what it made you question.

Name: _____ Date: _____

“Malala the Powerful” Quiz

Directions: Read “Malala the Powerful.” Then answer the questions below.

1. Which section of the article helps readers understand how the Taliban affected life in the Swat Valley?
 - A. “What Could She Do?”
 - B. “A Powerful Weapon”
 - C. the introduction
 - D. “A Powerful Symbol”
2. The author writes that “Pakistan’s government and military . . . had been plagued by corruption.” To be plagued by something is to be
 - A. shocked or surprised by it.
 - B. strengthened and inspired by it.
 - C. freed or relieved by it.
 - D. constantly or repeatedly troubled by it.
3. How does the author organize information in the section “Malala’s Words”?
 - A. Events are presented in chronological order.
 - B. Two things are compared and contrasted.
 - C. A place is described in detail.
 - D. A problem is presented, followed by solutions.
4. Which words and phrases can help you identify the text structure you chose in Question 3?
 - A. Swat; Pakistani army; refugees; Taliban
 - B. BBC; New York Times; talk show
 - C. courage; hope; peace
 - D. In May 2009; by August; After that; In 2011; In 2012
5. Which sentence best summarizes the article?
 - A. Many children around the world do not have the opportunity to go to school.
 - B. Under Taliban control, people weren’t allowed to listen to music.
 - C. At great personal risk, a teenage girl in Pakistan spoke out for her right to an education.
 - D. The Taliban launched a campaign against girls in the Swat Valley.
6. Which statement CANNOT be supported by information in the article?
 - A. Worldwide, out-of-school rates are higher for older children than for younger children.
 - B. Malala Yousafzai has helped bring attention to the struggle some girls face in getting an education.
 - C. The Taliban doesn’t have the same presence in Swat today as in 2012.
 - D. Educating girls creates jobs and improves a region’s economy.

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. Kristin Lewis writes that for Malala, school was “a luxury she never took for granted.” What does Lewis mean? How does she help you understand that school was a “luxury” for Malala? Use text evidence to support your answer.
8. The article is called “Malala the Powerful.” Write a paragraph explaining how Malala is powerful. Use text evidence to support your answer.

Name: _____ Date: _____

“Malala the Powerful” Quiz

Directions: Read “Malala the Powerful” Then answer the questions below.

1. **The section “What Could She Do?” helps readers understand**
 - A. how the Taliban’s takeover affected life in the Swat Valley.
 - B. what the Swat Valley looks like.
 - C. why Malala’s father chose to keep his school open.
 - D. how Malala felt about the Taliban.
2. **Consider the subtitle of the article: “The inspiring true story of Malala Yousafzai’s crusade for girls’ education.” Context clues reveal *crusade* means**
 - A. a prize or reward.
 - B. unfair treatment.
 - C. something misplaced or lost.
 - D. a major effort to change something.
3. **How does the author organize information in the section “Malala’s Words”?**
 - A. Events are presented in chronological order (the order in which they happened).
 - B. Two things are compared and contrasted.
 - C. A place is described in detail.
 - D. A problem is presented, followed by solutions.
4. **Which words and phrases help you identify the text structure you chose in Question 3?**
 - A. *Swat; Pakistani army; refugees; Taliban*
 - B. *BBC; New York Times; talk show*
 - C. *courage; hope; peace*
 - D. *In May 2009; by August; After that; In 2011; In 2012*
5. **Which sentence best summarizes the section “Voices of Their Own”?**
 - A. Malala was flown to a hospital in the U.K.
 - B. Kid protesters carried signs that read “I Am Malala.”
 - C. As Malala recovered in the U.K., people in Pakistan and around the globe spoke out against what happened to her.
 - D. Malala’s family joined her in the U.K.
6. **The photo of children holding up pictures of Malala best supports which idea from the article?**
 - A. Worldwide, out-of-school rates are higher for older children than younger children.
 - A. The U.S. has strict schooling laws.
 - C. The Swat Valley is a beautiful place.
 - D. People around the world responded to the Taliban’s attack on Malala with anger and support for Malala.

Name: _____ Date: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. Kristin Lewis writes that for Malala, school was “a luxury she never took for granted.” Why was going to school a “luxury” for Malala? Use text evidence to support your answer.
8. The article is called “Malala the Powerful.” Write a paragraph explaining how Malala is powerful. Use text evidence to support your answer.

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.

Answer the questions to help you write an objective summary of "Malala the Powerful."

1. Who or what is the article mainly about?

2. What significant event does the article describe?

3. What problem is faced by the main person or people?

4. What was done to solve the problem?

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

Your turn! Write an objective summary of “Malala the Powerful.” You can use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “Malala the Powerful”

Name: _____ Date: _____

SUMMARIZING

An **objective summary** is a short statement or paragraph that tells what a story is about. It includes only the most important details. It does not include the opinions of the person writing it.

Directions: Organize the sentences below to create an objective summary of "Malala the Powerful." Cut them into strips and rearrange them, or place numbers next to the sentences. There are three sentences you should NOT use in your summary, because they are irrelevant or opinions. You can discard these strips or place an X next to the sentences.

But she soon fought back by speaking out against the Taliban on a blog, on TV shows, and in speeches.

☐

Today, Malala has recovered and continues to speak out for the right of all children to an education.

☐

This group believes in an extreme interpretation of Islam. They believe women and girls should not be educated.

☐

People sent Malala cards while she was in the hospital.

☐

Malala felt helpless when the Taliban ordered all girls' schools to be closed and bombed hundreds of schools in her area.

☐

After she was attacked, millions of people were outraged and inspired by her courage.

☐

The Swat Valley is beautiful.

☐

In October 2012, Malala Yousafzai, then 15, was shot by a terrorist group called the Taliban.

☐

I think Malala is inspiring, and hope I get to meet her one day.

☐

Name: _____ Date: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read "Malala the Powerful." Then complete this activity.

Imagine you are writing a paragraph explaining how the world responded after the attack on Malala.

1. Which sentence would be the best topic sentence for your paragraph?

- ☐ **A.** The attack on Malala changed life in Pakistan for many.
- ☐ **B.** The attack on Malala led to outrage and unrest around the world.
- ☐ **C.** The attack on Malala changed her life.

2. Which text evidence BEST supports the sentence you chose in Question 1?

- ☐ **A.** "Protesters marched, many of them kids carrying signs that read 'I Am Malala.'" (p. 9)
- ☐ **B.** "Her father got a job that enabled the family to stay in the U.K., where they would be safer from the Taliban." (p. 10)
- ☐ **C.** "The Taliban have largely been driven out of the Swat Valley, and much of Mingora has been rebuilt." (p. 10)

3. Which line explains why the text evidence you chose in Question 2 is relevant?

- ☐ **A.** It provides an example of a way Malala's life has changed after the attack: She now lives in the U.K.
- ☐ **B.** It explains how Pakistan changed.
- ☐ **C.** It provides an example of the outrage and unrest that followed Malala's attack.

4. Choose the piece of text evidence that BEST supports the statement below.



Statement:
Malala is courageous.

- ☐ A. "This past June, Malala graduated from Oxford University in the U.K. with degrees in politics, economics, and philosophy." (p. 10)
- ☐ B. "'Even if they come to kill me, I will tell them what they are trying to do is wrong, that education is our basic right.'" (p. 9)
- ☐ C. "Despite the Taliban's order, Malala's father decided to keep his school open." (p. 7)

Explain your answer to Question 4. How does it support the statement?

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



Statement:
Malala's voice has reached many people.

- ☐ A. "Malala's blog became incredibly popular; soon people all over the world were reading it." (p. 8)
- ☐ B. "Malala's words empowered her and other girls." (p. 9)
- ☐ C. "Malala and her family lived under constant threat." (p. 7)
- ☐ D. "She wrote a memoir, *I Am Malala*, that became an international best seller and a favorite book in classrooms." (p. 10)

Choose one piece of text evidence from Question 5 and explain why it DOES NOT support the statement.

6. Which paragraph correctly uses text evidence from the article in the form of a quotation?

- ☐ **A.** Malala's father was courageous. In her article "Malala the Powerful," author Kristin Lewis explains that Malala's father kept his school open even though the Taliban ordered all girls' schools to close (7).
- ☐ **B.** Malala's father was courageous. In her article "Malala the Powerful," author Kristin Lewis writes that "Despite the Taliban's order, Malala's father decided to keep his school open" (7). That Malala's father would risk his safety to continue educating others shows that he is brave.
- ☐ **C.** Malala's father was courageous. "Despite the Taliban's order, Malala's father decided to keep his school open" (7).




Explain why the two answers you did NOT choose are incorrect.

7. Which paragraph correctly uses text evidence from the article in the form of a paraphrase?

- ☐ **A.** Malala's actions sparked change. After Malala was attacked, 1 million people signed a petition asking the president of Pakistan to create a place for girls in school.
- ☐ **B.** Malala's actions sparked change. In her article "Malala the Powerful," author Kristin Lewis explains that after Malala was attacked, 1 million people signed a petition asking the president of Pakistan to create a place for girls in school (9).
- ☐ **C.** Malala's actions sparked change. In her article "Malala the Powerful," author Kristin Lewis explains that after Malala was attacked, 1 million people signed a petition asking the president of Pakistan to create a place for girls in school (9). In other words, the attack against Malala led to action.

Explain why the two answers you did NOT choose are incorrect.

8. Now it's your turn. In the box below, write a paragraph explaining why Malala stood up to the Taliban. Be sure to include:

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

Name: _____ Date: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read "Malala the Powerful." Then complete this activity.

1. Choose the **TWO** pieces of text evidence that **BEST** support the statement below.



Statement:
Malala's voice has reached many people.

- ☐ A. "Malala's blog became incredibly popular; soon people all over the world were reading it." (p. 8)
- ☐ B. "In one of her first public statements after the attack, Malala said that she felt her role was to 'serve the people.'" (p. 10)
- ☐ C. "Malala and her family lived under constant threat." (p. 7)
- ☐ D. "She wrote a memoir, *I Am Malala*, that became an international best seller and a favorite book in classrooms." (p. 10)

2. Choose the piece of text evidence that BEST supports the statement below.



Statement:
Malala is courageous.

- ☐ A. "This past June, Malala graduated from Oxford University in the U.K. with degrees in politics, economics, and philosophy." (p. 10)
- ☐ B. "'Even if they come to kill me, I will tell them what they are trying to do is wrong, that education is our basic right.'" (p. 9)
- ☐ C. "Despite the Taliban's order, Malala's father decided to keep his school open." (p. 7)

Explain your answer to Question 2. How does it support the statement?

3. Read the lines from the article that appear below. Write a statement that they all support.



Statement:

- ☐ A. "The United Nations Special Envoy for Global Education immediately started a petition, calling on the president of Pakistan to make a place in school for every girl. One million people had soon signed." (p. 9)
- ☐ B. "Her courage gave hope to thousands." (p. 9)
- ☐ C. "Protesters marched, many of them kids carrying signs that read 'I Am Malala.'" (p. 9)

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.

Answer the questions below to explore the text features in "Malala the Powerful."

1. Read the headline and study the image on pages 4-5 or at the top of the story page at Scope Online. What mood do these features create?

2. What does the photo of the students holding up photos of Malala help readers understand?

3. How does the infographic contribute to the article?

4. Consider the subheadings throughout the article along with the text features you explored in questions 1-3. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

Name: _____ Date: _____

EXPLORING TEXT STRUCTURES

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

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 "Malala the Powerful."

1. The introduction uses **description**. What is the author describing? For what purpose?

Description or List

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

Cause & Effect

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

2. Circle the text structure the author uses in the section "Malala's Words."

sequence of events compare/contrast

Explain how you know, using evidence from the text.

Problem & Solution

Presents a problem and explains how it is solved

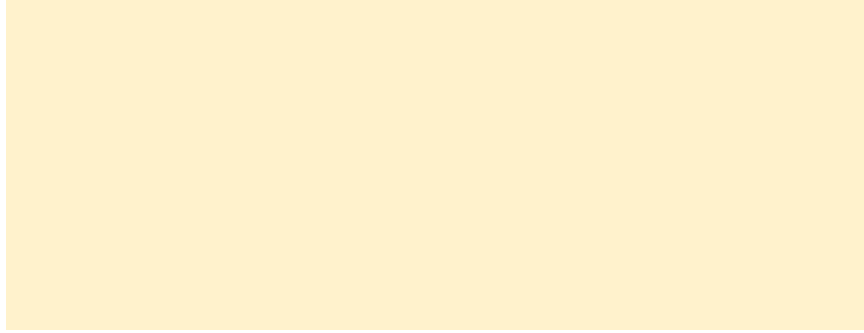
Compare & Contrast

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

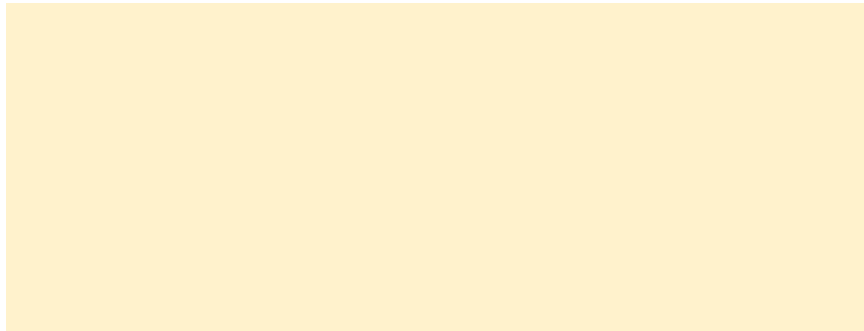
Sequence of Events

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

3. Which text structure does the author use in the sections “What Could She Do?” and “A Powerful Weapon”?



Explain how you know, using evidence from the text.



Name: _____ Date: _____

IDENTIFYING NONFICTION ELEMENTS

Directions: Use this activity as you read "Malala the Powerful."
For definitions of the words in bold, see the Glossary of Nonfiction Terms on the last two pages.



BEFORE READING

Analyze Text Features

1. Read the **headline** and study the image on page 4 or at the top of the story page at Scope Online. What mood do these features create?


2. What does the photo of students holding up photos of Malala help readers understand?

3. How does the infographic "How Many Kids Don't Go to School?" contribute to the article?

4. Consider the **subheadings** throughout the article along with the text features you explored in questions 1-3. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

DURING READING

Text Structure, Text Evidence

5. A. Place a  in the box that BEST describes the **text structure** in the section "Malala's Words."


sequence of events

compare and contrast

problem and solution

B. Explain how you know.

6. A. Imagine you are writing a paragraph explaining how the world responded after the attack on Malala.

Which sentence would be the best topic sentence for your paragraph? Put a  next to the answer.

☐

A. The attack on Malala changed life in Pakistan for many.

☐

B. The attack on Malala led to outrage and unrest around the world.

☐

C. The attack on Malala changed her life.

B. Find a piece of text evidence that supports the sentence you chose in part A.

AFTER READING

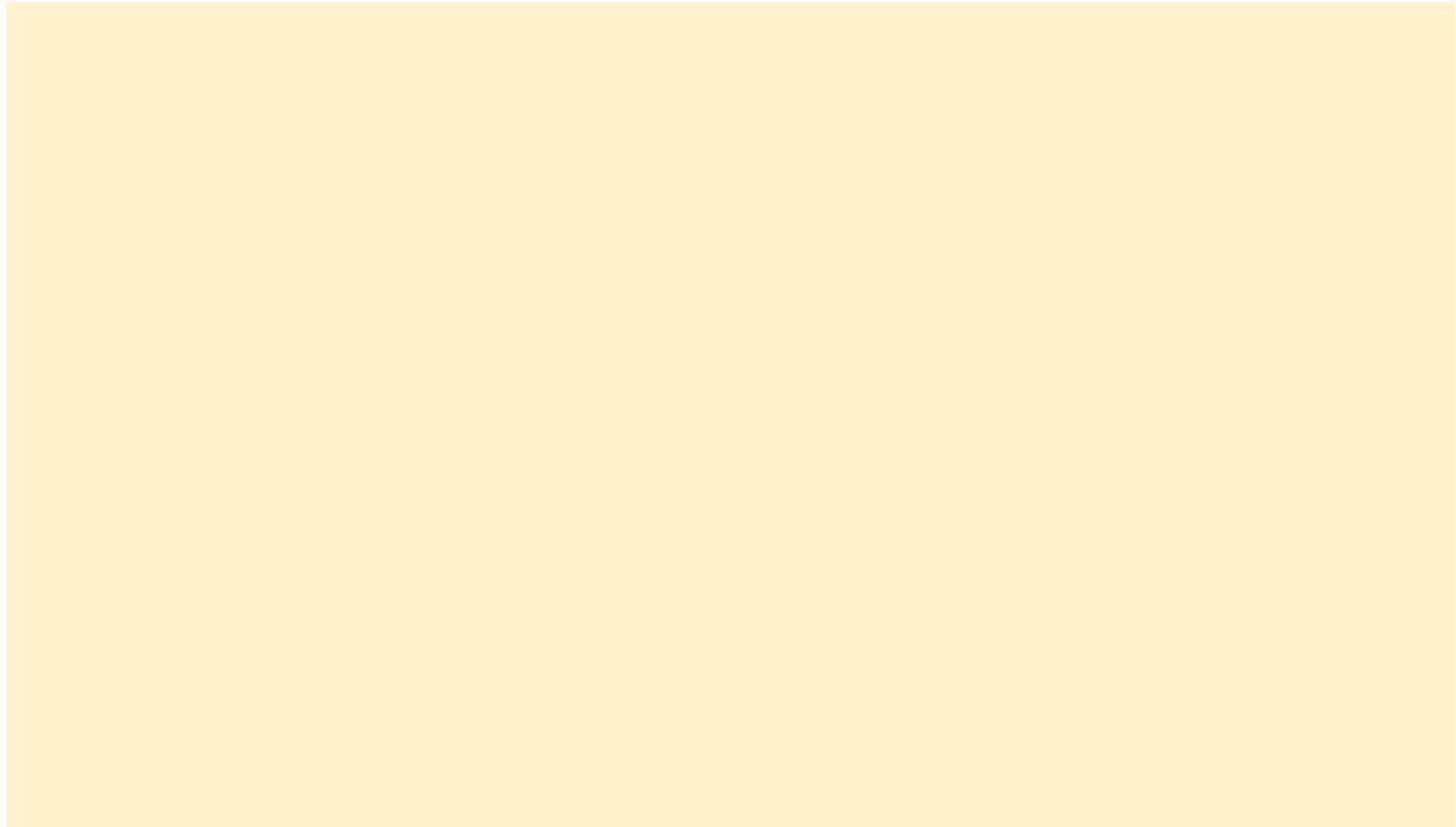
Central Ideas and Details

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

Central Idea		
Detail #1 "Malala's blog became incredibly popular; soon people all over the world were reading it."	Detail #2 "She has traveled the world giving speeches and meeting world leaders."	Detail #3 "She wrote a memoir, <i>I Am Malala</i> , that became an international best seller and a favorite book in classrooms."

Objective Summary

8. Write an **objective summary** of "Malala the Powerful" (Hint: Think about what you would say to a friend who asks, "What is this article about?")

A large, empty yellow rectangular box with a dotted orange border, intended for the student to write their objective summary.

GLOSSARY OF NONFICTION TERMS

CENTRAL IDEA:

A main point that the author is making (also called a main idea). In other words, it’s what the article is about—similar to an objective summary, but even more basic. You can think of a central idea as a thesis statement: one sentence that states what the rest of the article is about. A text may have more than one central idea. A central idea can always be supported with details from the text, which can be in the form of a direct quotation or paraphrased (put into your own words). See also: *objective summary* and *supporting details*.

HEADLINE:

The title of an article in a newspaper or magazine or on a website. The headline is generally in larger type than the rest of the text on the page.

OBJECTIVE SUMMARY:

Objective means “not influenced by personal feelings or interpretation,” and a summary is a short statement that gives the main points or ideas of something. So an objective summary is a short statement or paragraph that tells what an article is about and does not include your opinions.

SUBHEADING (or SUBHEAD):

The heading, or title, of a section of a text, sometimes called a subtitle. It’s a title that comes after the headline and is usually in smaller print than the headline.

GLOSSARY OF NONFICTION TERMS

SUPPORTING DETAILS:

Information used to support an argument or a claim (also called “supporting evidence”). If you are writing about something you have read, you need to use supporting details to back up or prove whatever point you are making. Most of your supporting details will be from the text you are writing about, in the form of either direct quotations or paraphrases. Supporting details that come directly from the text you are writing about are also called “text evidence.”

TEXT STRUCTURE:

The way an author organizes information in a text. An entire text may have the same structure, but in many cases, different sections or paragraphs of a text have different structures—in other words, one text may contain multiple structures. There are five main text structures: description, sequence of events, problem and solution, cause and effect, and compare and contrast.

TEXT FEATURES:

Parts of a newspaper article, magazine article, textbook, web page, or other type of text, beyond the main article or story, that help you better understand what you read. Text features may include information that is not included in the main text. Photographs, illustrations, captions, maps, sidebars, headlines, special types of print (such as print that appears in bold, capital letters, italics, or is underlined), subheads, tables of contents, charts and graphs, bullet points, and glossaries are all examples of text features.

Name: _____ Date: _____

IDENTIFYING NONFICTION ELEMENTS

Directions: Use this activity as you read "Malala the Powerful."
For definitions of the words in bold, see the Glossary of Nonfiction Terms on the last two pages.



BEFORE READING

Analyze Text Features

1. Read the **headline** and study the image on page 4 or at the top of the story page at Scope Online. What mood do these features create?

2. What does the photo of students holding up photos of Malala help readers understand?

3. How does the infographic "How Many Kids Don't Go to School?" contribute to the article?

4. Consider the **subheadings** throughout the article along with the text features you explored in questions 1-3. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

DURING READING

Text Structure, Text Evidence

5. In the section "Malala's Words," the author uses a sequence-of-events **text structure**.

Which words and phrases helped you identify this text structure? Put a ✓ next to the answer.

- ☐ A. *Taliban, refugees, retaliation*
- ☐ B. *In May 2009, By August, In 2011, In 2012*
- ☐ C. *television, documentary, speeches*

6. Imagine you are writing a paragraph explaining how the world responded after the attack on Malala.

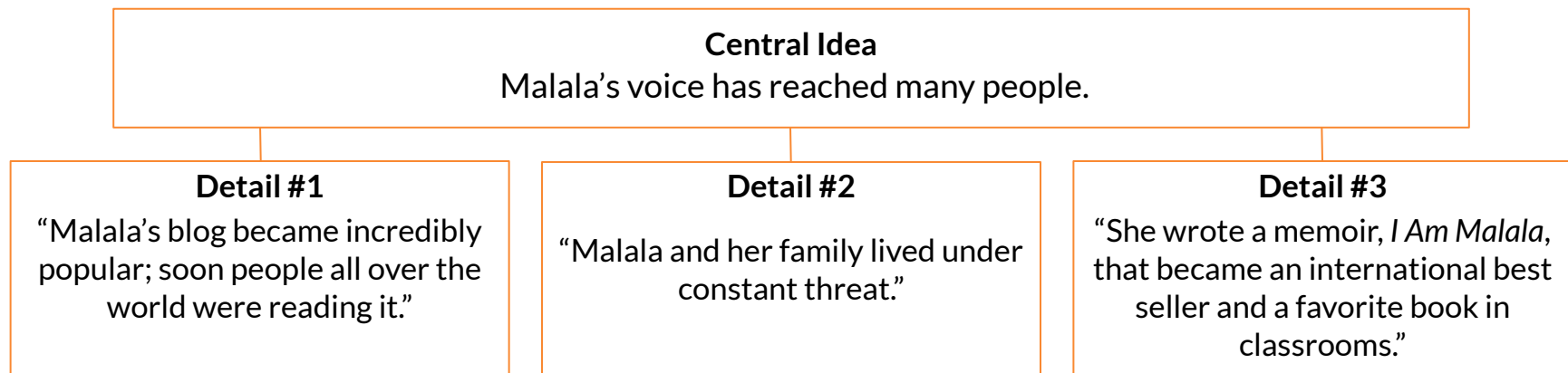
Which sentence would be the best topic sentence for your paragraph? Put a ✓ next to the answer.

- ☐ A. The attack on Malala changed life in Pakistan for many.
- ☐ B. The attack on Malala led to outrage and unrest around the world.
- ☐ C. The attack on Malala changed her life.

AFTER READING


Central Ideas and Details

7. A. Below is a **central idea** of "Malala the Powerful" and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



B. Explain why the detail you crossed out DOES NOT support the central idea above.

Objective Summary

8. An **objective summary** is a short statement or paragraph that tells what an article is about. Place an  next to the three sentences below that should definitely NOT be included in an objective summary of "Malala the Powerful."

- a. The Swat Valley is beautiful.
- b. After Malala was attacked, millions of people were outraged and inspired by her courage.
- c. In October 2012, Malala Yousafzai, then 15, was shot by a terrorist group called the Taliban.
- d. I think Malala is inspiring, and hope I get to meet her one day.
- e. Today, Malala has recovered and continues to speak out for the right of all children to an education.
- f. But she soon fought back by speaking out against the Taliban on a blog, on TV shows, and in speeches.
- g. The Taliban believes that women and girls should not be educated.
- h. People sent Malala cards while she was in the hospital.

GLOSSARY OF NONFICTION TERMS

CENTRAL IDEA:

A main point that the author is making (also called a main idea). In other words, it’s what the article is about—similar to an objective summary, but even more basic. You can think of a central idea as a thesis statement: one sentence that states what the rest of the article is about. A text may have more than one central idea. A central idea can always be supported with details from the text, which can be in the form of a direct quotation or paraphrased (put into your own words). See also: *objective summary* and *supporting details*.

HEADLINE:

The title of an article in a newspaper or magazine or on a website. The headline is generally in larger type than the rest of the text on the page.

OBJECTIVE SUMMARY:

Objective means “not influenced by personal feelings or interpretation,” and a summary is a short statement that gives the main points or ideas of something. So an objective summary is a short statement or paragraph that tells what an article is about and does not include your opinions.

SUBHEADING (or SUBHEAD):

The heading, or title, of a section of a text, sometimes called a subtitle. It’s a title that comes after the headline and is usually in smaller print than the headline.

GLOSSARY OF NONFICTION TERMS

SUPPORTING DETAILS:

Information used to support an argument or a claim (also called “supporting evidence”). If you are writing about something you have read, you need to use supporting details to back up or prove whatever point you are making. Most of your supporting details will be from the text you are writing about, in the form of either direct quotations or paraphrases. Supporting details that come directly from the text you are writing about are also called “text evidence.”

TEXT STRUCTURE:

The way an author organizes information in a text. An entire text may have the same structure, but in many cases, different sections or paragraphs of a text have different structures—in other words, one text may contain multiple structures. There are five main text structures: description, sequence of events, problem and solution, cause and effect, and compare and contrast.

TEXT FEATURES:

Parts of a newspaper article, magazine article, textbook, web page, or other type of text, beyond the main article or story, that help you better understand what you read. Text features may include information that is not included in the main text. Photographs, illustrations, captions, maps, sidebars, headlines, special types of print (such as print that appears in bold, capital letters, italics, or is underlined), subheads, tables of contents, charts and graphs, bullet points, and glossaries are all examples of text features.

Malala Contest

Nobel Peace Prizes are awarded for achievements that have greatly benefited humanity. What are Malala's achievements? How do they benefit humankind?

Answer both questions in a well-organized essay. Send it to Malala Contest.

Three winners will each get *Amal Unbound* by Aisha Saeed.

Entries will be judged on:

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

Student name: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY November 20, 2020.

*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.



The Space Rock

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

	Agree	Disagree
1. Money brings people happiness.		
2. People are generous by nature.		
3. Parents alone should make the important decisions in a family.		
4. Individuals have a responsibility to their community.		
5. Ordinary people can be heroes.		
6. “The world has enough for everyone’s needs, but not everyone’s greed.” —Mahatma Gandhi		

Name: _____ Date: _____

Close-Reading Questions

The Space Rock

1. In Scene 1, Old Karl says, “Farming is no slice of pie, but we’ve always made do with what we have.” What does he mean? What other details does the playwright include in Scene 1 to support this idea? (figurative language, key ideas and details)

2. In Scene 2, Old Karl says, “Whenever we had money troubles, Pop checked the pipes for leaks. You don’t disturb Pop when he’s working on the plumbing.” Why was Pop checking the pipes? (interpreting text)

3. What does the sidebar “Meteorite Collecting” help readers understand? (text features)

4. What does Scene 8 reveal about the kind of person Pop is? (character)

5. Consider these lines from Karl's poem: "There's a space rock in our town./It stopped the ghosts from coming 'round." What is the significance of these lines? (interpreting text, text structure)

Name: _____ Date: _____

Critical-Thinking Questions

The Space Rock

1. In Scene 8, Pop says, “Getting what you need out of something is better than getting all you can out of something.” What does he mean? How does this idea apply to situations in real life?

2. Can money bring people happiness? Unhappiness?

3. What would you do if a meteorite landed in *your* backyard?

CHOICE BOARD

THE SPACE ROCK

Imagine that you are Karl's friend and he is asking your advice about what to do with the meteorite. Write Karl a letter or make him a video with your advice.

Choose one character from Karl's family. Write a letter to the mayor as that character, explaining your family's choice.

Write the next scene, about the new meteorite exhibit in Rock Creek. Be true to the characters and style of the play.

An exhibit of space rocks will travel around the world. Your job is to create an advertisement that will make the public want to see the exhibit. Your ad can be in the form of a poster, a video trailer, or a social media post.

Imagine that you are a journalist. Write a story about the meteorite in Rock Creek. Include interviews and information about meteorites that will give your readers background information. Your story can be in the form of a news article, a podcast, or a video news program.

Note: This is the contest prompt that appears at the end of the play.

Imagine that the play is a scene from a novel and you've been hired to design the cover and back jacket. Your design should include the artwork, title, and tagline as well as a short synopsis for the back of the book that will make potential readers want to start reading immediately.

Imagine that the play is being made into a movie. Create the trailer for that movie.

Evaluate the family's decision to donate the meteorite to the town. Do you think they made the right choice? Why? Answer both questions in an essay.

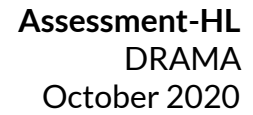
Choose a character from the play. Then write a speech as that character to be given on the day the meteorite exhibit opens in Rock Creek.

Name: _____ Date: _____

The Space Rock Quiz

Directions: Read *The Space Rock*. Then answer the questions below.

1. In Scene 1, SD2 describes the family's kitchen as modest. Which is the best definition of *modest* as it is used in this context?
 - A. high-priced and extravagant
 - B. not excessively large, elaborate, or expensive
 - C. neglected and decaying
 - D. full of life and energy
2. Over the course of the play, Karl's attitude about Rock Creek changes from
 - A. positive to disappointed.
 - B. gloomy to hopeful.
 - C. disinterested to angry.
 - D. guilty to sad.
3. What does the text feature titled "Meteorite Collecting" help readers understand in the story?
 - A. why people are offering the family so much money for the meteorite
 - B. why the meteorite fell from space
 - C. why Theo's magnet sticks to the meteorite
 - D. why little chunks of rock from the meteorite flew all over the farm
4. In Scene 6, what point is Pop trying to make to the family?
 - A. Their family has the largest property in Rock Creek.
 - B. The neighbors have demanded to share in the profits from selling the meteorite.
 - C. He is furious about the damage the meteorite did to their property.
 - D. The meteorite's landing location was random; the meteorite could easily have landed somewhere else.
5. Which word best describes Pop?
 - A. strict
 - B. wise
 - C. courageous
 - D. pessimistic
6. Which line from the play best supports your answer to Question 5?
 - A. "Well, come on then. Follow me to the barn."
 - B. "We have two choices. Sell it, or keep it."
 - C. "Getting what you need out of something is better than getting all you can out of something."
 - D. "The rock? I'll have to haul it out. It'd wreck my combine."



Name: _____ Date: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. Consider the last lines of Karl's poem: "There's a space rock in our town./It stopped the ghosts from coming 'round." What do these lines mean? Use text evidence to support your answer.
8. Write a brief summary of the play.

Name: _____ Date: _____

The Space Rock Quiz

Directions: Read *The Space Rock*. Then answer the questions below.

1. In Scene 1, SD2 describes the family's kitchen as modest. Based on context clues, what is a synonym for *modest*?
 - A. fancy
 - B. simple
 - C. large
 - D. crowded
2. In Scene 2, Old Karl says, "Our story begins on a chilly morning when my mood matched the sunless sky." Old Karl means that he felt
 - A. hopeful.
 - B. gloomy.
 - C. annoyed.
 - D. cold.
3. The text feature titled "Meteorite Collecting" helps readers understand that meteorites are
 - A. highly valued.
 - B. dangerous.
 - C. magnetic.
 - D. explosive.
4. In Scene 6, what point is Pop making with his speech about where the meteorite landed?
 - A. Their family has the largest property in Rock Creek.
 - B. The neighbors have demanded to share in the profits from selling the meteorite.
 - C. He is furious about the damage the meteorite did to their property.
 - D. The meteorite's landing location was random; the meteorite could easily have landed somewhere else.
5. Which word best describes Pop?
 - A. strict
 - B. wise
 - C. courageous
 - D. pessimistic
6. Which line from the play best supports your answer to Question 5?
 - A. "Follow me to the barn."
 - B. "We have two choices. Sell it, or keep it."
 - C. "Getting what you need out of something is better than getting all you can out of something."
 - D. "It'd wreck my combine."

Name: _____ Date: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. In Scene 4, Karl says, “I keep thinking our lives are about to change forever.” How does the meteorite change his family’s life? How does it change the lives of the other people who live in Rock Creek? Answer both questions. Use text evidence.
8. Choose one scene from the play and write a brief summary of it.

Name: _____ Date: _____

MAKING INFERENCES

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

Directions: Read *The Space Rock*. Then fill in the chart below by answering the questions or following the directions that appear in italics. We filled in the first row for you.

Clues	Inference
<p>1. <i>Write two lines from the play that support the inference on the right.</i></p> <p>SD3: Old Karl enters wearing boots that look like he's had them for decades.</p> <p>Old Karl: Farming is no slice of pie, but we've always made do with what we have.</p>	<p>Karl's family does not have a lot of money.</p>
<p>In Scene 2, Old Karl says:</p> <p>"Our story begins on a chilly morning when my mood matched the sunless sky."</p>	<p>2. <i>How is Karl feeling? Why?</i></p>

Clues	Inference
<p>In Scene 3, Ingrid says to Theo:</p> <p>“Only you would have a magnet in your pocket.”</p>	<p>3. What can you infer about Theo? What other details from Scene 3 support this idea?</p>
<p>4. Find two lines to support the inference on the right.</p>	<p>Ingrid wants her family to sell the space rock.</p>
<p>Consider what Karl says in the final lines of his poem:</p> <p>“There’s a space rock in our town. It stopped the ghosts from coming ‘round.”</p>	<p>5. Who are the ghosts Karl is talking about? Why won’t they be coming around?</p>

Space Rock Contest

Imagine that you are a journalist. Write a story about the meteorite in Rock Creek. Include interviews and information about meteorites that will give your readers background information. Your story can be in the form of a news article, a podcast, or a video news program. Send it to Space Rock Contest. Three winners will each get *The World Ends in April* by Stacy McAnulty.

Entries will be judged on:

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

Student name: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY November 20, 2020.

*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.

Name: _____ Date: _____

Vocabulary

"The Dirty History of Soap"

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

1. **concoction** (kon-KOHK-shuhn) *noun*; To concoct (kon-KOKT) something is to make something—such as food or drinks—by mixing different things together. You might concoct a smoothie out of strawberries, bananas, and yogurt.

A concoction is a mixture of things. If you can't find the recipe for your favorite stew, you might create your own concoction of turkey, spices, tomatoes, and rice. Or, you might enjoy making clear homemade slime—a concoction of glue, food coloring, starch, and glitter.

2. **means** (meenz) *noun*; As used in the article, *means* are "resources available for disposal." In other words, the money someone has. Billionaires have the means to buy whatever they want.

Means can also mean "a method or way of doing something." Texting is a means of communication. Riding a bike is a means of transportation.

3. **minuscule** (MIN-uh-skyul) *adjective*; Something that is minuscule is very small. Compared with an elephant, a mouse is minuscule. If your weather app is calling for a minuscule amount of rain, you probably don't need to bring an umbrella with you. It won't rain much.

4. **myriad** (MIR-ee-uhd) *adjective*; The adjective *myriad* means "a very large but not specified number." *Myriad* is often used to describe something that cannot be counted. For example, someone might refer to the myriad stars in the sky or the myriad challenges of starting up a business.

Directions: In the space below, 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 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.

Name: _____ Date: _____

Vocabulary Practice

"The Dirty History of Soap" and "Lending a Clean Hand"

Directions: Choose the best answer to each question.

1. Which is an example of a concoction?

- A. a glass of cold water
- B. a milkshake with pieces of your favorite candies mixed in

2. Which problem is minuscule?

- A. You accidentally spilled a bit of paint on the floor in art class.
- B. You mistakenly deleted your research paper from your computer—and it's due today!

3. Which word is a synonym for *means*?

- A. wealth
- B. problems

Directions: For each pair of bolded words below, circle the word that best completes the sentence.

- 4. Buying this new bike is not within my **means/myriad**. It's time to start saving my allowance!
- 5. The **concoction/means** of chemicals we mixed together in science lab turned blue.
- 6. Despite the **minuscule/myriad** setbacks the dance team faced throughout the season, they still won the state competition.
- 7. You put a **minuscule/myriad** amount of rice on my plate. May I have some more?

CHOICE BOARD

"THE DIRTY HISTORY OF SOAP" AND "LENDING A CLEAN HAND"

Create an advertisement for soap or hand sanitizer. Use as many synonyms for *dirty* as possible. (If you don't have a thesaurus, check out [Thesaurus.com!](https://www.thesaurus.com/)) Your ad can be in the form of a poster, a video, or an audio recording.

Write a narrative in which Abigail Foote travels through time to the present day and visits the soap aisle at a drugstore. How does she react to the way soap has changed since her time? Feel free to include any additional characters or plot elements that you'd like. Draw on the two articles for information about how soap and hygiene have changed since the 1770s.

**This is the contest prompt that appears at the end of the story.*

Create a PSA (public service announcement) about the importance of keeping your hands clean. Be sure to include some background information for your audience about how our ideas about hygiene have changed over time. Your PSA can be in the form of a poster, a video, or an audio recording.

Imagine a new Netflix series is being made about household items humans can't live without. Create the thumbnail image and summary for an episode about soap.

Name: _____ Date: _____

Close-Reading Questions

"The Dirty History of Soap"

1. Reread the first section of the article. How does the author draw the reader into the article? (author's craft)

2. Why did few people bathe in Abigail Foote's time? (key ideas)

3. What happened in the 1800s that helped to improve hygiene habits in America? (key ideas, cause and effect)

4. How does what we know about soap and washing affect our lives today? (inference, drawing conclusions)

Name: _____ Date: _____

Close-Reading Question

"Lending a Clean Hand"

1. Since soap was invented about 5,000 years ago, how has the way people keep clean changed? Use information from both articles in your answer. (synthesis, key ideas)

Name: _____ Date: _____

Critical-Thinking Questions

"The Dirty History of Soap" and "Lending a Clean Hand"

1. In what ways, if any, do you think differently about soap after reading these articles?

2. How did Jayden Perez's donation of hand sanitizer support people in his community, aside from helping them sanitize their hands? What can we learn from his actions?

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. Follow the prompts below to explore the central ideas and supporting details in "The Dirty History of Soap."

1. Reread the introduction and the section "Greasy, Itchy, and Stinky." Check the box next to the statement that BEST expresses the central idea of these sections.

- ☐ A. Humans started making soap 5,000 years ago.
- ☐ B. Soap used to be brown.
- ☐ C. Making and using soap used to be an unpleasant experience.
- ☐ D. Abigail Foote was good at making soap.

2. Read a central idea of the section "Smelly = Safe" below. Then read the lines from the article listed under it. Check the detail that does NOT support the central idea.

Central Idea:

In the past, people did not use soap to get clean.

- ☐ A. "Soap makers had figured out how to create gentle, sweet-smelling bars of soap using olive oil instead of animal fats." (p. 13)
- ☐ B. "The wealthy women who could pay for them dabbed the fragrant soaps on their faces and hands, more to make themselves smell nice than to get clean" (p. 13)
- ☐ C. "But when it came to washing their bodies, they probably just wiped down with a damp rag . . . if they washed at all." (p. 13)
- ☐ D. "Scrubbing clean, they thought, could make you sick." (p. 13)

Explain your choice.

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

Central Idea:

Attitudes toward hygiene have _____

Detail 1: "Back then, many considered bathing unhealthy—even dangerous." (p. 13)

Detail 2: "These soldiers learned that bathing regularly with soap and water could help them stay healthy. When the war ended, they took this lesson home to their families." (p. 14)

Detail 3: "By the 1930s, a survey showed that Americans saw soap as one of the top three things they couldn't live without (along with bread and butter)." (p. 14)

Detail 4: "But when it came to washing their bodies, they probably just wiped down with a damp rag . . . if they washed at all." (p. 13)

Detail 5: "People began to understand that keeping clean didn't make you sick—that in fact, the opposite was true." (p. 14)

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. Follow the prompts below to explore the central ideas and supporting details in "The Dirty History of Soap."

1. Read a central idea of the section "Smelly = Safe" below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:

In the past, people did not use soap to get clean.

- ☐ **A.** "Soap makers had figured out how to create gentle, sweet-smelling bars of soap using olive oil instead of animal fats." (p. 13)
- ☐ **B.** "The wealthy women who could pay for them dabbed the fragrant soaps on their faces and hands, more to make themselves smell nice than to get clean" (p. 13)
- ☐ **C.** "But when it came to washing their bodies, they probably just wiped down with a damp rag . . . if they washed at all." (p. 13)
- ☐ **D.** "Scrubbing clean, they thought, could make you sick." (p. 13)

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

Central Idea:

Attitudes toward hygiene have _____

Detail 1: "Back then, many considered bathing unhealthy—even dangerous." (p. 13)

Detail 2: "People began to understand that keeping clean didn't make you sick—that in fact, the opposite was true." (p. 14)

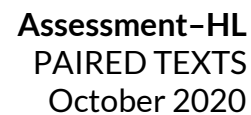
Detail 3: "By the 1930s, a survey showed that Americans saw soap as one of the top three things they couldn't live without (along with bread and butter)." (p. 14)

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Dirty History of Soap” and “Lending a Clean Hand.” Then answer the questions below.

1. Which sentence best expresses the central idea of the article “The Dirty History of Soap”?
 - A. Humans have used soap for a long time.
 - B. Attitudes toward soap and hygiene have changed over time.
 - C. Soap used to be made out of fat and ashes.
 - D. People started bathing more after the Civil War.
2. Which line best supports the central idea you chose in Question 1?
 - A. “In the same way that it lifted off dirt, soap lifted off germs and allowed them to be rinsed away.” (p. 14)
 - B. “It made skin itch and often smelled like burned bacon.” (p. 12)
 - C. “Humans began making soap this way nearly 5,000 years ago.” (p. 12)
 - D. “People began to understand that keeping clean didn’t make you sick—that in fact, the opposite was true.” (p. 14)
3. Consider this line from the article: “But these new soaps were very expensive—a luxury that most people could not afford.” Context clues reveal that a *luxury* is
 - A. something that adds to one’s pleasure or comfort, but is not absolutely necessary.
 - B. something that’s useful.
 - C. something that’s hard to find.
 - D. something that is unfair.
4. Which idea is supported by information in the sidebar “Clean Time Machine”?
 - A. Soap hasn’t changed very much over the years.
 - B. Humans have long searched for ways to keep clean.
 - C. Soap used to smell bad.
 - D. Hand sanitizer is now more popular than soap.
5. All of the following led to the improvement of hygiene in America over time EXCEPT
 - A. kids in schools learning about the importance of washing regularly.
 - B. a better understanding of what causes diseases.
 - C. the invention of Aleppo soap.
 - D. the ability to make soap more cheaply and easily.
6. Both “The Dirty History of Soap” and “Lending a Clean Hand” support the idea that
 - A. people in the past did not frequently bathe.
 - B. soap has existed since ancient times.
 - C. the way soap is made has changed over time.
 - D. soap and disinfectants like hand sanitizers play an important role in our lives.



Constructed-Response Questions

7. What factors led to soap becoming more popular in America in the 1800s?

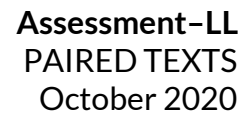
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Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Dirty History of Soap” and “Lending a Clean Hand.” Then answer the questions below.

1. **Choose the sentence that best expresses the central idea of the section “Greasy, Itchy, and Stinky.”**
 - A. Humans began making soap 5,000 years ago.
 - B. Using soap on your body used to be an unpleasant experience.
 - C. Soap used to be made out of fat and ash.
 - D. Soap has not changed much over time.
2. **Which line best supports the central idea you chose in Question 1?**
 - A. “The Greeks and Romans coated their sweaty bodies with oil and sand, then scraped everything off with a curved metal tool.” (p. 12)
 - B. “But when the two ingredients are boiled together, they create a slippery material that can help pick up dirt and wash it away.” (p. 12)
 - C. “Bathers in ancient Japan soaked in rice water.” (p. 12)
 - D. “It made skin itch and often smelled like burned bacon.” (p. 12)
3. **Consider the line: “But these new soaps were very expensive—a *luxury* that most people could not afford.” Context clues reveal that a *luxury* is something**
 - A. that adds to one’s pleasure or comfort, but is not absolutely necessary.
 - B. useful.
 - C. hard to find.
 - D. unfair.
4. **The sidebar “Clean Time Machine” helps readers understand that**
 - A. soap hasn’t changed much over the years.
 - B. humans have been searching for ways to keep clean for a long time.
 - C. soap used to smell bad.
 - D. hand sanitizer is now more popular than soap.
5. **Which led to the improvement of hygiene in America over time?**
 - A. the invention of sweet-smelling soap
 - B. the invention of Aleppo soap
 - C. a better understanding of what causes diseases
 - D. the belief that bathing could make you sick
6. **Both “The Dirty History of Soap” and “Lending a Clean Hand” support the idea that**
 - A. people in the past did not frequently bathe.
 - B. soap has existed since ancient times.
 - C. the way soap is made has changed over time.
 - D. soap and disinfectants like hand sanitizers play an important role in our lives.



Soap Contest

Write a narrative in which Abigail Foote travels through time to present day and visits the soap aisle at a drugstore. How does she react to the way soap has changed since her time? Feel free to include any additional characters or plot elements that you like. Draw on the two articles for information about how soap and hygiene have changed since the 1770s. Send your story to Soap Contest. Three winners will each get *Battle Born* by Amie Kaufman.

Entries will be judged on:

- ✓ character/plot/setting development
- ✓ integration of ideas from the nonfiction paired texts
- ✓ grammar, spelling, and punctuation

Student name: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY November 20, 2020.

*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.

Name: _____ Date: _____

Vocabulary

"Is Boredom That Bad?"

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

1. **at bay** (at bey) *idiom*; The verb *bay* means "to bark at with long, deep tones," as in, "The hound dogs bayed loudly at the full moon."

At bay is a phrase that is hundreds of years old and related to hunting with dogs: A group of dogs pursued an animal until they had it cornered. If the animal could hold the dogs off and prevent them from attacking—say, leaving the dogs baying under a tree while it sat safely in the tree's branches—the animal had kept the dogs at bay.

Today, the idiom *keep at bay* or *hold at bay* means "to control something and prevent it from causing you problems." You might keep loneliness at bay by facetimeing your best friend every day. A person might keep a headache at bay by taking some Advil.

2. **embrace** (em-BREYS) *verb*; To embrace something is to hold it in your arms to show love and affection—to hug. Two friends might embrace each other tightly after not seeing each other for a long time.

Similarly, *embrace* can also mean "to accept something willingly or gladly." You might admire how your sister always embraces an opportunity to try something new.

3. **introspection** (in-truh-SPEK-shuhn) *noun*; Introspection is the process of looking within oneself—examining and reflecting on one's own thoughts and feelings.

Directions: In the space below, 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.

Name: _____ Date: _____

Vocabulary Practice

"Is Boredom That Bad?"

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

1. **at bay**

- A. threatening
- B. at a safe distance

2. **embrace**

- A. accept
- B. reject

3. **introspection**

- A. reflection
- B. forgetfulness

Directions: Read the list of imaginary products below. Then match each product to the ad that best describes it.

Products

- A. *At Bay™*
- B. *The Embrace™*
- C. *Introspection Made Easy™*

Advertisements

4. *The original fleece blanket with sleeves is back—and in more colors than ever. It's like giving yourself a big hug!*

Product: _____

5. *Got ants in your kitchen? They may be tiny, but they can cause BIG problems. Use our bait traps to keep them away for up to nine months!*

Product: _____

6. *Put your headphones on, tap into your feelings, and build your inner strength with eight hours of guided meditations.*

Product: _____

Name: _____ Date: _____

Write An Argument Essay

Directions: Read "Is Boredom That Bad?" Complete the essay kit at the end of the digital article. Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Do we need more boredom in our lives?

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

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the article support your opinion? What other information supports your opinion? List three supporting details in the boxes below.

Here's an example: If you think we do need more boredom in our lives, one of your supporting details might be that being bored activates the introspective part of your brain.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think we DO need more boredom in our lives, summarize the strongest arguments against boredom that the author presents in the article. If you think we DO NOT need more boredom in our lives, summarize the strongest arguments in favor of boredom that the author presents.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell 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.

STEP 5: WRITE YOUR HOOK

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

1. **An anecdote** (a very short story): Describe a time when you've been bored. How did it feel? What did you do to cope? Did anything positive result from your boredom?
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 being bored really _____?"
4. **A quote**: Find a thought-provoking quote that relates to the topic of your essay.

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

STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Below is the beginning of a summary of the debate over boredom. Finish it in the space provided.

Experts are saying that boredom is good for us and that we need more of it. Some people may agree and think that boredom would improve our lives. Others may disagree and believe that

STEP 7: START WRITING

On the next page, you'll find an outline to help you write your essay.

1

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether we need boredom.
(See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

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

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

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

3

ACKNOWLEDGE THE OTHER SIDE

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

Use what you wrote in Step 3.
Then explain why you think the opposing point of view is wrong.

4

CONCLUSION

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

Finish with a strong final sentence.

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

5

READ AND REVISE

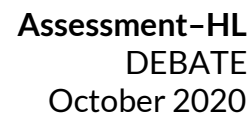
Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written.

Name: _____ Date: _____

“Is Boredom That Bad?” Quiz

Directions: Read “Is Boredom That Bad?” Then answer the questions below.

1. The authors develop the idea that boredom is good for us in each of the following ways EXCEPT by
 - A. explaining how boredom can fuel creativity and imagination.
 - B. describing how unpleasant boredom feels.
 - C. explaining what happens to our brains if we are never bored.
 - D. quoting an expert.
2. The phrase “bored to death” is a hyperbole—an exaggerated statement not meant to be taken literally. Which line shows another example of hyperbole?
 - A. “It means you are going to be soooo bored.”
 - B. “Google ‘beat boredom,’ and you’ll get more than 20 million hits.”
 - C. “Maybe you’d already read all the books in your house and played all the games a million times.”
 - A. “Maybe you’ll daydream about flying . . .”
3. Consider this line from the article: “That said, the ability to do nothing is a skill—and without that skill, boredom can be total agony.” As it is used here, *agony* means
 - A. comfort.
 - B. bliss.
 - C. misery.
 - D. confusion.
4. Which text structure do the authors use in the section “A Fact of Life”?
 - A. compare and contrast
 - B. cause and effect
 - C. description
 - D. sequence of events
5. Consider this line from the article: “Some studies show that people who cannot cope with boredom are more likely to abuse drugs and alcohol.” How does this line contribute to the article?
 - A. It offers a rebuttal to the argument that boredom can be destructive.
 - B. It supports the claim that boredom is harmful but necessary.
 - C. It supports the argument that boredom is bad for the brain.
 - D. It supports the argument that boredom can be destructive.
6. Which claim can NOT be supported by information in the article?
 - A. Being busy all the time is not healthy for your brain.
 - B. The majority of inventors make time to do nothing.
 - C. Doing nothing can help inspire creativity.
 - D. Boredom can be hard to deal with, but it is something that you can practice.



Constructed-Response Questions

7. How does the sidebar “Bored Brains” contribute to the article?

8. Explain why making time to do nothing can be good for the brain.

Name: _____ Date: _____

“Is Boredom That Bad?” Quiz

Directions: Read “Is Boredom That Bad?” Then answer the questions below.

1. Which line does NOT support the idea that boredom is good for us?
 - A. “Maybe an idea for a short story or a cool invention will pop into your mind.”
 - B. “Clearly, humans don’t enjoy boredom.”
 - C. “The default mode helps you sort out your feelings about that fight you had with your brother, recall the joy of baking cookies with your grandma, or reflect on the novel you’re reading.”
 - D. “And if we don’t pause to use the introspective part of our brain, it can get out of shape.”
2. The phrase “bored to death” is a hyperbole—an exaggerated statement not meant to be taken literally. Which line shows another example of hyperbole?
 - A. “It means you are going to be soooo bored.”
 - B. “Google ‘beat boredom,’ and you’ll get more than 20 million hits.”
 - C. “Maybe you’d already read all the books in your house and played all the games a million times.”
 - D. “Maybe you’ll daydream about flying . . .”
3. Consider this line: “That said, the ability to do nothing is a skill—and without that skill, boredom can be total agony.” As it is used here, *agony* means
 - A. comfort.
 - B. joy.
 - C. extreme mental pain.
 - D. confusion.
4. Which section of the article compares how people in the past dealt with boredom with how people in the present deal with boredom?
 - A. “A Fact of Life”
 - B. “A New Skill”
 - C. the introduction
 - D. “Your Brain”
5. Which line supports the idea that boredom can be destructive?
 - A. “It’s not that kids in the past *enjoyed* boredom. It was often considered a bad thing, just as it is today.”
 - B. “When you have nothing to do, your brain shifts into a different network, called the ‘default mode.’”
 - C. “Eventually your mind will start to wander, and you won’t feel bored at all.”
 - D. “Some studies show that people who cannot cope with boredom are more likely to abuse drugs and alcohol.”
6. Which claim can NOT be supported by information in the article?
 - A. Being busy all the time is not healthy for your brain.
 - B. The majority of inventors make time to do nothing.
 - C. Doing nothing can help inspire creativity.
 - D. Boredom can be hard to deal with, but it is something that you can practice.

Name: _____ Date: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. What idea about boredom does the sidebar “Bored Brains” support? Explain.

8. Explain why making time to do nothing can be good for the brain.

Name: _____

STORY PLANNER

→ THE SETTING ←

Where and when does the sequel take place? What are the physical surroundings like?

→ THE CHARACTERS ←

Who appears in your sequel? Will you introduce any new characters?

→ THE CONFLICT ←

How does the problem get more complex? What will readers learn about the nothingness? Will the main character find a way to escape or defeat it?

↪ THE PLOT ↩

Make an outline of the events that will happen in your sequel.

↪ THE MOOD ↩

After you’ve written your story, look for places where you can create a spooky, suspenseful mood as author Kristin Lewis does in “The Nothing.”

Here are some questions you can ask yourself:

- Could I include sensory details—details about sight, hearing, smell, taste, and touch?
- Could I include figurative language such as simile, metaphor, or onomatopoeia? (Perhaps a room isn’t just “dark,” but “as dark as the back of a wolf’s throat.”)
- Are there places where I could use more vivid adjectives and verbs? (Perhaps a shadow doesn’t just “move,” it “lurks” or “prowls.”)
- Did I describe the setting in a way that creates a spooky, suspenseful mood?
- Does what the characters say—and how they say it—contribute to the spooky, suspenseful mood?
- Does what’s happening—and the order in which it happens—help create a spooky, suspenseful mood?

Name: _____ Date: _____

Vocabulary

"The Nothing"

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

1. **careen** (kuh-REEN) *verb*; To careen is to move quickly in an out-of-control way, leaning or tipping dangerously from side to side. A go-kart might careen around a turn on a racetrack, skidding wildly on two wheels.
2. **circumference** (ser-KUHM-fer-uhns) *noun*; Circumference is the distance around something—the outer boundary or perimeter of a circle or other round shape or area.
3. **glum** (gluhm) *adjective*; *Glum* means "gloomy, sad, or spiritless." You might be glum if there are thunderstorms on the day you've planned to have a pool party.

Directions: In the space below, 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.

Name: _____ Date: _____

Vocabulary Practice

"The Nothing"

Directions: Choose the best answer to each question.

1. Why might someone want to know the circumference of a rug?

- A. to see if it will fit in their bedroom
- B. to help them decide what color to paint the walls

2. Which event might make you feel glum?

- A. watching your favorite player score a winning touchdown
- B. losing your favorite hat

3. Which cat is careening through the house?

- A. Mr. Pickles, who is running wildly, playing with a ball of aluminum foil
- B. Garfield, who is taking naps in all of his favorite spots

Directions: Below are titles and summaries for imaginary books. Choose the best title for each book.

Book Titles

- A. *The Circumference of a Mountain*
- B. *Glum, Colorado*
- C. *Careening Through Life*

4. Join professional mountain biker Danny Moe for a behind-the-scenes look at his training routine. This book is full of nerve-racking tricks, thrills, and spills. Bring a helmet!

Title _____

5. Zane's family has just moved to a small town in the mountains—a town Zane is sure must be the gloomiest, dreariest town in the world. Even its name is depressing!

Title: _____

6. In this delightful children's book, a family of mice set out to measure the distance around the base of the mountain where they live.

Title: _____

CHOICE BOARD

"THE NOTHING"

Retell "The Nothing" using emojis. Ask someone to decode each section to see if they can determine what the story is about.

Write a sequel to "The Nothing." Be true to the mood of the story.

**This is the contest prompt that appears at the end of the story.*

Make a short video that gives other kids a preview of "The Nothing."

Choose a spooky podcast to listen to from the list below: [The Creeping Hour](#), [Six Minutes](#), [The Ghost of Jessica Majors](#). Then write a brief summary of the story you listened to.

Write your own spooky story. Here are some questions to help you plan your story: Where and when does your story take place? Who are the characters? What fear or struggle does the main character face? How did they get into this situation? How will they escape or defeat what they are contending with?

Rewrite "The Nothing" in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, motion lines, and illustrations that match the mood of the story.

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.

In this activity you will explore how author Kristin Lewis creates mood in her story "The Nothing."

Directions:

1. Read the story twice.
2. Think of a few words that describe the mood. (In other words, what kind of feelings did you get while reading the story? What was the atmosphere like?) Write your mood words in the box below.

3. In the chart on the next page, list places in the story that gave you the feelings you identified in the box above. (We filled in an example for you.)

→ QUOTE ←

List words, phrases, or sentences that gave you the feelings you identified in the box on page 1.

→ MY REACTION TO THE QUOTE ←

Respond to the quote. What did it make you think about? How does it help create the mood you identified?

"It was one of those days when the sky is dark and bright at the same time, when the trucks careening down the highway behind my house don't seem to make a sound, when it's 85 degrees but people are wearing sweaters."

The first line of the story describes the setting in a way that lets me know something is very off about this place. It is going to be a strange day—and the narrator knows it too.

The Nothing Contest

Write a sequel to “The Nothing.” Be true to the mood of the story. Send your finished story to The Nothing Contest. Three winners will each receive *Out to Get You* by Josh Allen.

Entries will be judged on:

- ✓ creativity
- ✓ clarity
- ✓ creation of mood
- ✓ grammar, spelling, and punctuation

Student name: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY November 20, 2020.

*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.

Name: _____ Date: _____

Vocabulary

"Why Is There So Much Poop on This Mountain?"

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

1. **avalanche** (AV-uh-lanch) *noun*; An avalanche is a large amount of snow, ice, and earth that detaches from a mountain and falls rapidly down the mountainside.
2. **contaminate** (kuhn-TAM-uh-neyt) *verb*; To contaminate something is to make it dirty or impure by adding something unwanted or harmful to it. Exhaust from cars and smoke from factories contaminate the air we breathe. Bacteria can contaminate food.
3. **cumbersome** (KUHM-bur-suhm) *adjective*; Something that is cumbersome is large, heavy, and difficult to move or manage. A cumbersome task is complicated and hard to do. Bringing a lamp into a house is pretty easy, but carrying a couch up a staircase and down winding hallways would be very cumbersome.
4. **disintegrate** (dis-IN-tuh-greyt) *verb*; If something disintegrates, it breaks up or separates into many small pieces until the thing no longer exists. Over time, an apple core you drop on the ground will disintegrate and eventually become part of the dirt beneath it. With age, your favorite T-shirt will disintegrate until you can no longer wear it. A friendship might disintegrate if one friend betrays the other.
5. **elevation** (el-uh-VEY-shuhn) *noun*; As it is used in the article, *elevation* means "the height of a place above sea level." The city of Alma, Colorado, located in the Rocky Mountains, has an elevation of approximately 10, 578 feet. The city of Wilmington on the flat coastal plains of North Carolina has an elevation of 36 feet. Low temperatures and snow are more common at higher elevations than at sea level.
6. **intrepid** (in-TREP-id) *adjective*; *Intrepid* means "brave, bold, and daring." The *Star Trek* series tells the story of intrepid explorers going deep into space.

7. **summit** (SUHM-it) *noun or verb*; As a noun, *summit* means "top or peak—the highest point of a mountain." Reaching the summit of Mount Everest, the tallest mountain in the world, can take two months.

As a verb, *summit* means "to reach the top of a mountain." If Kathy and Doug summit a mountain at 1 p.m., they reach the top of the mountain at 1 p.m.

8. **terrain** (tuh-REYN) *noun*; Terrain is an area of land of a particular kind. If you are describing an area's terrain, you're describing its physical features, as in, "On our hike yesterday, the terrain quickly changed from swampy to hilly."

Directions: In the space below, 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.

Name: _____ Date: _____

Vocabulary Practice

"Why Is There So Much Poop on This Mountain?"

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

1. **cumbersome**

- A. easy
- B. difficult

2. **intrepid**

- A. fearless
- B. fearful

3. **summit**

- A. top
- B. bottom

4. **disintegrate**

- A. build
- B. crumble

Directions: Circle the word in each bolded pair that best completes the sentence.

5. The **avalanche/terrain** is mostly flat in my town.

6. No one was injured in the **avalanche/elevation** that occurred near the ski resort yesterday.

7. When bandaging a scrape, be sure to clean it thoroughly so germs and debris do not **contaminate/summit** the wound.

8. Ms. Patz asked a fellow teacher to help her with the **cumbersome/intrepid** task of moving a heavy bookcase to the other side of the classroom.

Name: _____ Date: _____

Constructing a Response

Directions: Read "Why Is There So Much Poop on This Mountain?" and complete the activity at the end of the article. Then follow the steps in this activity to write a response to the question below.

Question:

Why is it important not to leave human waste in wild places?

Step 1: Write your claim.

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

It is important not to leave human waste in wild places because . . .

Step 2: Provide text evidence with commentary.

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

Detail 1:

Sentence explaining how this detail supports my claim:

Detail 2:

Sentence explaining how this detail supports my claim:

Step 3: Write a conclusion.

Wrap it all up. End your paragraph with a few strong sentences 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: organizing your ideas. 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 or in your own document.

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: _____

Short Read Quiz

Directions: Read “Why Is There So Much Poop on This Mountain?” Then answer the questions below.

1. Which sentence expresses the central idea of the article?
 - A. The glaciers in Denali National Park are unique landforms.
 - B. Denali National Park is experiencing a huge jump in visitors.
 - C. Human waste left behind on Denali is beginning to cause problems.
 - D. The *E. coli* bacteria can be deadly.
2. Author Kristin Lewis describes Denali as “extremely cold, with temperatures plummeting to as low as 73 degrees below zero.” Which word could replace *plummeting* without changing the meaning of the sentence?
 - A. increasing
 - B. diving
 - C. returning
 - D. balancing
3. According to the article, which has contributed to the increase in people attempting to summit Denali over the past century?
 - A. rising temperatures
 - B. improvements in climbing gear
 - C. *E. coli*
 - D. glacier movement
4. Which word best describes Lewis’s tone as she describes Denali?
 - A. cautionary
 - B. awestruck
 - C. terrified
 - D. indifferent
5. Which line best supports your answer to Question 4? Choose two.
 - A. “If you climb Denali, the tallest mountain in North America, you will find some of the most spectacular views on Earth: icy glaciers, rocky cliffs, snow-frosted peaks.”
 - B. “For decades, Denali’s climbers have left their waste behind on the mountain.”
 - C. “Back in the early 20th century, only a few intrepid scientists and adventurers dared climb this fearsome mountain.”
 - D. “What’s more, as the ice melts, the poop is carried down the mountain.”
6. Which best describes the overall text structure of this article?
 - A. compare and contrast
 - B. list
 - C. description
 - D. cause and effect

Name: _____ Date: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

7. Why do climbers leave their waste on Denali? Why is this a problem? Use text evidence to support your answer.

Name: _____ Date: _____

Short Read Quiz

Directions: Read “Why Is There So Much Poop on This Mountain?” Then answer the questions below.

1. This article is mainly about the _____ in Denali National Park.
 - A. weather
 - B. glaciers
 - C. human waste
 - D. rivers and lakes
2. Author Kristin Lewis describes Denali as “extremely cold, with temperatures plummeting to as low as 73 degrees below zero.” Based on context clues, what is the definition of *plummet*?
 - A. to become larger or greater in size
 - B. to fall or drop suddenly
 - C. to give or send back
 - D. to become very warm
3. According to the article, what has contributed to the increase in people attempting to summit Denali over the past century?
 - A. rising temperatures
 - B. improvements in climbing gear
 - C. *E. coli*
 - D. glacier movement
4. Which best describes Lewis’s tone as she describes Denali?
 - A. cautionary: serving as a warning
 - B. awestruck: filled with awe and wonder
 - C. terrified: extremely afraid
 - D. indifferent: not interested or concerned
5. Which line best supports your answer to Question 4? Choose two.
 - A. “If you climb Denali, the tallest mountain in North America, you will find some of the most spectacular views on Earth: icy glaciers, rocky cliffs, snow-frosted peaks.”
 - B. “For decades, Denali’s climbers have left their waste behind on the mountain.”
 - C. “Back in the early 20th century, only a few intrepid scientists and adventurers dared climb this fearsome mountain.”
 - D. “What’s more, as the ice melts, the poop is carried down the mountain.”
6. Which best describes the overall text structure (how the information is organized) of this article?
 - A. compare and contrast: It presents the similarities and/or differences between two things.
 - B. list: It gives information in the form of a list.
 - C. sequence of events: It describes events in the order in which they happened.
 - D. cause and effect: It explains why something happened and what happened as a result.

Name: _____ Date: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

7. Why do climbers leave their waste on Denali? Why is this a problem? Use text evidence to support your answer.

Name: _____ Date: _____

VARY YOUR SENTENCES

When every sentence in a paragraph is the same length, the reader gets bored. When every sentence in a paragraph starts with the same words, the reader gets bored. When every sentence in a paragraph has the same rhythm, the reader gets bored. When every sentence . . . well, you get the point. To add **pizzazz** to your writing, mix things up!

Go to the next page to find out how ---->>>

#1

Add an **adverb** to the beginning of a sentence.

Eli picked his clothes off the floor and threw them in the closet.

Hurriedly, Eli picked his clothes off the floor and threw them in the closet.

#2

Combine sentences.

Siberian tigers are the world's largest cats. Siberian tigers are among the most-endangered species.

Siberian tigers, the world's largest cats, are among the most-endangered species.

4 Ways to Add **VARIETY** to Your Sentences

#3

Link two sentences to form a compound sentence.

The water was freezing cold.
Seth and Grace dove in anyway.

The water was freezing cold, but Seth and Grace dove in anyway.

#4

Move a **prepositional phrase** to the beginning of a sentence.

Peter mixed the cake batter **with a large wooden spoon**.

With a large wooden spoon, Peter mixed the cake batter.

Directions: Read the paragraph below. Then rewrite it in the blank box, so that the sentences vary in length, structure, and rhythm. Use the tips on the previous page to help you.

My brother Don and I made a pizza. We made the dough. We measured out the flour. We measured the salt. We measured the yeast. We measured the water. We measured the olive oil. We combined the ingredients. We made a ball of dough. Don kneaded the dough. I rolled out the dough. We put sauce on the pizza. We put toppings on the pizza. I put pepperoni on the pizza. Don put mushrooms on half of the pizza. I don't like mushrooms. We covered it all with cheese. We baked it in the oven. We ate the whole thing in 15 minutes.

Name: _____ Date: _____

VARY YOUR WORDS

When you encounter the same word over and over again in a paragraph, you start to lose interest, right? Using a variety of words spices up your writing.

1. Consider this paragraph:

A form of "run" appears six times!

I saw my brother Cal **running** down the street waving his arms. I **ran** after him, yelling, "Why are you **running**?" He called back, "I'm **running** after the dog. She stole my hat and **ran** away!" It must have been a great hat. I've never seen Cal **run** so fast.

2. How could the paragraph be improved?



Look for places where you can be more specific.

Was Cal sprinting, speeding, racing? Did the speaker rush or tear after him? Did the dog dart, bolt, or trot away?



Use a thesaurus to find other words for run.

A thesaurus gives words that have *similar* meanings, not the *same* meanings. Be sure to look up unfamiliar words.

3. Now read it. Better, right?

I saw my brother Cal **sprinting** down the street waving his arms. I **tore** after him, yelling, "Why are you **running**?" He called back, "I'm **chasing** after the dog! She stole my hat and **bolted**!" It must have been a great hat. I've never seen Cal **move** so fast.

Directions: Read the paragraph below. Then rewrite it, looking for places where you can be more specific or substitute other words for *amazing*.

Erin just called with some **amazing** news. Her family is planning a vacation to the island of St. Croix, and I'm invited! Erin says that St. Croix is an **amazing** place to visit, with **amazing** beaches and a lot of opportunities for snorkeling. She promises we'll see some truly **amazing** fish. Erin is an **amazing** friend, and her family is **amazing** too. I can hardly wait for our **amazing** island vacation together!

Sailing Stones Contest

Read the You Be the Editor passage on page 31 of your October 2020 issue of *Scope* or at Scope Online. Follow the prompts in the circles to revise and polish the writing. Send your revised article to Sailing Stones Contest. Three winners will each get a \$25 gift card and have their entries published online.

Entries will be judged on:

- ✓ creativity
- ✓ strength of descriptive language
- ✓ grammar
- ✓ clarity

Student name: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY November 20, 2020.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.*

First-Line Contest

Read page 32 of the October 2020 issue of *Scope*. Pick one of Varian Johnson's three story starters and write an original fiction story. If Johnson picks YOUR story as the winner, you will get \$100, your teacher will get a free subscription to *Scope*, and your whole class will get Johnson's fantastic novel *The Parker Inheritance*.

Entries will be judged on:

- ✓ character/plot/setting development
- ✓ length (800-3,000 words)
- ✓ vivid descriptions
- ✓ grammar, spelling, and punctuation

Student name: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY March 1, 2021.

*Scope contests are open to legal residents of the U.S. And Canada age 18 and older who are the teacher, parent, or guardian of a student in grades 4-12. Entries must be submitted by the teacher, parent, or guardian, not the student.

Name: _____ Date: _____

FIRST-LINE CONTEST: A CHECKLIST FOR WRITERS

<input type="checkbox"/>	PLOT My plot has a beginning, middle, and end.	Here is a summary of my plot: <div></div>
<input type="checkbox"/>	CHARACTER I have created a character who is interesting and compelling—a character my readers will come to care about.	Why readers will care about my character(s): <div></div>
<input type="checkbox"/>	WRITING STYLE My writing will draw my readers in. For example, I might use sensory details, figurative language, an interesting point of view, or a twist ending.	How my writing will draw my readers in: <div></div>
<input type="checkbox"/>	REVISION I have revised my story at least once, paying attention to word count, style, and development of plot and/or character.	What I did when I revised my story: <div></div>
<input type="checkbox"/>	GRAMMAR I have checked grammar, spelling, and punctuation.	Here are a few mistakes I fixed: <div></div>
<input type="checkbox"/>	PROOFREADING I asked someone to proofread my story.	The person who proofread my story: <div></div>
<input type="checkbox"/>	WORD COUNT My story is between 800 and 3,000 words.	My final word count: <div></div>