

# ~> ALL ACTIVITIES PREVIEW <~

HI TEACHERS!

This PDF contains a preview of all the activities that come with this issue of *Scope*. Please note that 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 ResourcesTab.

Enjoy!

THE SCOPE TEAM

Name: \_\_\_\_\_

# NUMBER OR AMOUNT?

These two words are easy to mix up. In this activity, you'll learn how to use these commonly confused words. Then you'll practice using them.

**Go to the next page to get started. →**

# Number and Amount: What's the difference?

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

Andre doubled the **number** of eggs called  
for in the recipe.

Shayla was delighted by the **number** of  
people who came to her piano concert.

Is the **number** of candles on that birthday  
cake correct?

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

I spend a large **amount** of time playing  
chess; it's my favorite game!

No **amount** of scrubbing will remove the  
ink on that desk.

We raised a record **amount** of money for  
our class trip.

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

1. The traffic jam caused a large **number/amount** of people to be late for the party.
2. Tyrell reached into his backpack and pulled out a **number/amount** of books.
3. My grandmother puts the perfect **number/amount** of peanut butter on my sandwiches.
4. Selena insists on having the same **number/amount** of ice cubes in each glass.
5. There is always a certain **number/amount** of confusion backstage before the show.
6. The **number/amount** of food we will need to cook will depend on the **number/amount** of people who say they are coming to the party.

**Directions:** Write your own sentence using *number* or *amount*.

# CHOICE BOARD

## "OUT OF THE DEATH ZONE"

Create an infographic about Mount Everest, drawing on information from the article and additional research. You can draw it on a paper or a poster, or create it using a digital tool.

Write a poem about humans attempting to climb Mount Everest from the point of view of the mountain.

What challenges do climbers face when attempting to climb Everest? How did Poorna Malavath overcome those challenges? Answer both questions in a well-organized essay. Use text evidence to support your ideas.

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

Imagine that a documentary is being made about the history of Mount Everest, and it's your job to help promote it. Create a social media post that includes the documentary's title and tagline as well as some sort of artwork. (Don't forget hashtags!)

Name: \_\_\_\_\_

## Close-Reading Questions

### "Out of the Death Zone"

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1. How does author Kristin Lewis create suspense in the introduction?  
(mood, author's craft)

2. Consider this quote from Poorna in the section "The Death Zone": "I could see my goal above me. I could not turn back." What does this quote tell you about Poorna?  
(character, inference)

3. In the section "The Death Zone," Poorna says that the view from the top of Everest "was an ocean of ice-capped mountains." What literary device does Poorna use in this quote? Why might the author have decided to include this quote in the article? (literary devices, author's craft)

4. Why does it take so long to climb Mount Everest? (key ideas and details, inference)

Name: \_\_\_\_\_

# Critical-Thinking Questions

## "Out of the Death Zone"

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1. In the section "The Training," Lewis writes, "If they were going to climb Everest, they would need endurance, skill, and grit." What other traits might someone need to climb a mountain like Everest?

2. Is climbing Mount Everest a good idea? Would you climb it?

Name: \_\_\_\_\_

## “Out of the Death Zone” Quiz

Directions: Read “Out of the Death Zone.” Then answer the questions below.

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1. Which sentence expresses a central idea of the article?
  - A. Tenzing Norgay and Edmund Hillary climbed Mount Everest in 1953.
  - B. Climbing Mount Everest is incredibly difficult and dangerous.
  - C. Poorna Malavath is from a village in Telangana, India.
  - D. It takes a long time to climb Mount Everest.
2. Which section of the article explains what led to Poorna’s decision to climb Mount Everest?
  - A. “The Risks”
  - B. “The Opportunity”
  - C. “The Death Zone”
  - D. “The Expedition”
3. Author Kristin Lewis writes, “A sudden blizzard descended on climbers near the summit.” To descend is to
  - A. jump.
  - B. lay a trap.
  - C. move or fall downward.
  - D. surprise someone.
4. The author portrays Poorna as
  - A. kind and gentle.
  - B. clever and funny.
  - C. brave and determined.
  - D. mysterious and quiet.
5. Which lines best support your answer to Question 4? Choose TWO.
  - A. “She was sad and frightened, but Poorna put any thought of giving up out of her mind.”
  - B. “A book was written about her, and a movie was made.”
  - C. “To Poorna, it all sounded like an incredible adventure.”
  - D. “Poorna was born in a farming village in Telangana, a state in India.”
6. Which sentence best summarizes the article?
  - A. After a grueling expedition, Poorna Malavath became the youngest girl to summit Mount Everest.
  - B. An increasing number of teenagers have been attempting to climb Mount Everest.
  - C. The top section of Everest is known as the Death Zone.
  - D. People have been attempting to summit Mount Everest since the 1920s.



Name: \_\_\_\_\_

## Constructed-Response Questions

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

7. Describe the mood of the section “The Death Zone.” Explain how author Kristin Lewis creates this mood.
8. Lewis includes several quotes from Poorna throughout the article. Pick one and explain how the quote contributes to the article.

Name: \_\_\_\_\_

## “Out of the Death Zone” Quiz

Directions: Read “Out of the Death Zone.” Then answer the questions below.

1. Which statement expresses a central idea of the section “The Risks”?
  - A. There are strong winds on Everest.
  - B. Climbing Mount Everest is incredibly dangerous.
  - C. In 2010, 13-year-old Jordan Romero summited Everest.
  - D. The Sherpa are accustomed to living at high altitudes.
2. The section “The Opportunity”
  - A. helps readers understand why people climb Mount Everest.
  - B. explains what led to Poorna’s decision to climb Mount Everest.
  - C. describes what it is like to climb Mount Everest.
  - D. explains how to rock climb.
3. Consider this line: “A sudden blizzard descended on climbers near the summit.” What does *descend* mean?
  - A. jump
  - B. trap
  - C. move or fall downward
  - D. surprise
4. Which word best describes Poorna?
  - A. gentle
  - B. funny
  - C. determined
  - D. mysterious
5. Which lines best support your answer to Question 4? Choose TWO.
  - A. “She was sad and frightened, but Poorna put any thought of giving up out of her mind.”
  - B. “A book was written about her, and a movie was made.”
  - C. “‘Keep going,’ she told herself. ‘Just keep going.’”
  - D. “Poorna was born in a farming village in Telangana, a state in India.”
6. Which detail should NOT be included in a summary of the article?
  - A. It can cost more than \$100,000 to be guided up Mount Everest.
  - B. Poorna Malavath was 13 when she climbed Mount Everest.
  - C. Poorna Malavath is from Telangana, India.
  - D. In 2014, Poorna Malavath became the youngest girl to summit Mount Everest.

Name: \_\_\_\_\_

## Constructed-Response Questions

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

7. The mood of the section “The Death Zone” could be described as suspenseful. Explain how author Kristin Lewis creates this mood.
8. Lewis includes several quotes from Poorna throughout the article. Pick one and explain how the quote contributes to the article.

Name: \_\_\_\_\_

## 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 "Out of the Death Zone."

**1. Reread the section "The First Attempts." Check the box next to the statement that BEST expresses the central idea of this section.**

- ☐ A. Everest was first summited in 1953.
- ☐ B. In recent years, more and more people have tried to summit Everest.
- ☐ C. Over the years, it has become more challenging to climb Mount Everest.
- ☐ D. It could cost more than \$100,000 to be guided up Everest today.

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

**Central Idea:**  
Climbing Mount Everest is dangerous.

- ☐ A. "An avalanche of snow, ice, and rock can barrel down the mountain and bury climbers." (p. 7)
- ☐ B. "Climbers have been known to get so tired that they sit down—and never get up again." (p. 7)
- ☐ C. "An increasing number of teenagers have been attempting to reach the summit, most famously Jordan Romero..." (p. 7)
- ☐ D. "Altitude illness can cause the brain to swell and the lungs to bleed." (p. 7)

**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:

Poorna Malavath is \_\_\_\_\_

**Detail 1:** "‘I could see my goal above me,’ she says. ‘I could not turn back.’" (p. 9)

**Detail 2:** "For the next few hours, they pressed on, higher and higher into the freezing air. Wind whipped at their bodies. But Poorna kept going, thinking of her family and friends back home, who were rooting for her ..." (p. 9)

**Detail 3:** "But on Everest, stopping can mean the difference between living and dying. ‘Keep going,’ she told herself. ‘Just keep going.’" (p. 5)

**Detail 4:** "‘I had to prove that girls could do anything,’ she says." (p. 8)

**Detail 5:** "Since her Everest feat, she has climbed six more mountains and plans to climb a seventh soon." (p. 9)

Name: \_\_\_\_\_

## CENTRAL IDEAS AND DETAILS

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**1. Read a central idea of the section "The Risks" below. Then check the boxes next to the THREE details that best support the central idea.**

**Central Idea:**

Climbing Mount Everest is extremely dangerous.

- ☐ **A.** "An avalanche of snow, ice, and rock can barrel down the mountain and bury climbers." (p. 7)
- ☐ **B.** "Climbers have been known to get so tired that they sit down—and never get up again." (p. 7)
- ☐ **C.** "An increasing number of teenagers have been attempting to reach the summit, most famously Jordan Romero..." (p. 7)
- ☐ **D.** "Altitude illness can cause the brain to swell and the lungs to bleed." (p. 7)

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

**Central Idea:**

Poorna Malavath is \_\_\_\_\_

**Detail 1:** "I had to prove that girls could do anything," she says." (p. 8)

**Detail 2:** "But on Everest, stopping can mean the difference between living and dying. 'Keep going,' she told herself. 'Just keep going.'" (p. 5)

**Detail 3:** "Since her Everest feat, she has climbed six more mountains and plans to climb a seventh soon." (p. 9)

Name: \_\_\_\_\_

# 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  
"Out of the Death Zone."

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 "Out of the Death Zone." 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 "Out of the Death Zone"



Name: \_\_\_\_\_

# 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 "Out of the Death Zone." Cut them into strips and rearrange them, or place numbers next to the sentences. There are two 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 those sentences.

Poorna began the expedition in early April and spent the next two months making the climb up Everest.

☐

Poorna grew up in a farming village in India and had never even heard of rock climbing until she learned of a climbing program in a nearby city.

☐

After summiting Everest, Poorna went on to graduate from college and climb six more mountains.

☐

Poorna is very brave.

☐

After months of training, Poorna ended up being one of only two students chosen to go on the Everest expedition.

☐

In May 2014, Poorna Malavath, then 13, became the youngest girl to reach the top of Mount Everest.

☐

She faced many challenges along the way, including exhaustion, fear, and altitude illness, but she never gave up.

☐

Poorna gave a TEDx Talk.

☐

When the program ended, Poorna was chosen to continue her training—with the goal of attempting to climb Everest.

☐

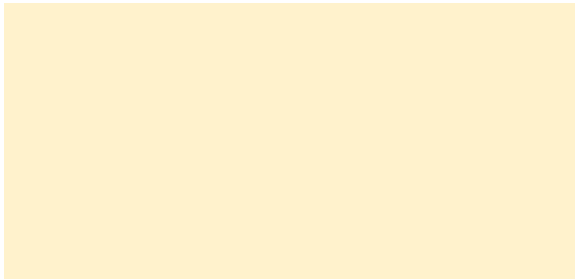
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## EXPLORING TEXT FEATURES

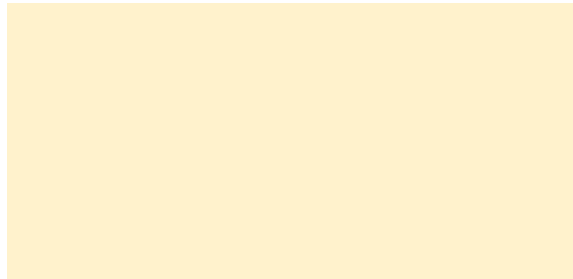
Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Answer the questions below to explore the text features in "Out of the Death Zone."

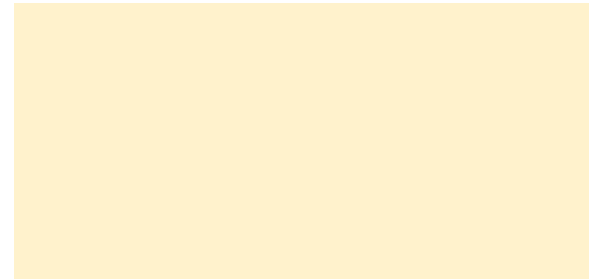
1. Read the headline and study the image on page 4 or at the top of the story page at Scope Online. What mood do these features create?

A large yellow rectangular box with a dotted orange border, intended for the student's answer to question 1.

2. What does the photo of the line of climbers waiting to reach the summit of Mount Everest help readers understand?

A large yellow rectangular box with a dotted orange border, intended for the student's answer to question 2.

3. How does the photo of the climbers crossing a crevasse contribute to the article?

A large yellow rectangular box with a dotted orange border, intended for the student's answer to question 3.

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?

A large yellow rectangular box with a dotted orange border, intended for the student's answer to question 4.

Name: \_\_\_\_\_

## 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 "Out of the Death Zone."**

**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 "The Expedition."**

**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

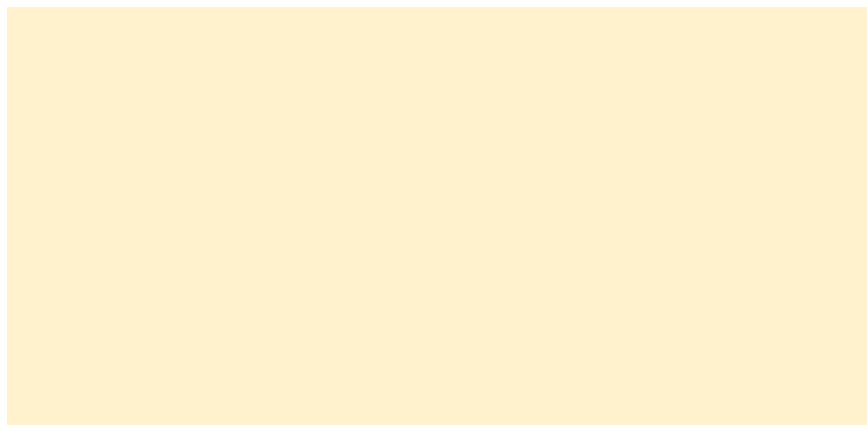
### **Sequence of Events**

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

3. A. Which text structure does the author use in the sections "The Death Zone" and "The Look Ahead"?



B. Explain how you know. Use text evidence to support your answer.



**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)

**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)

Name: \_\_\_\_\_

# IDENTIFYING NONFICTION ELEMENTS

**Directions:** Use this activity as you read "Out of the Death Zone."  
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 p. 4 or at the top of the story page at Scope Online. What mood do these features create?


2. What does the photo of the line of climbers waiting to reach the summit of Mount Everest help readers understand?

3. How does the photo of the climbers crossing a crevasse 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** of the section "The Expedition."


cause and effect

sequence of events

problem and solution

B. Explain how you know.

6. A. Imagine you are writing a paragraph explaining how Poorna's life changed after she successfully climbed Mount Everest.

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

- ☐ A. Poorna's summit of Mount Everest led to many new and exciting opportunities.
- ☐ B. A movie was made about Poorna.
- ☐ C. Poorna gave a TEDx Talk after summiting Everest.

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   |   |  |
|--|---|--|
| <b>Detail #1</b><br>“‘I could see my goal above me,’ she says. ‘I could not turn back.’” | <b>Detail #2</b><br>“But on Everest, stopping can mean the difference between living and dying. ‘Keep going,’ she told herself. ‘Just keep going.’” | <b>Detail #3</b><br>“‘I had to prove that girls could do anything,’ she says.” |



## Objective Summary

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

# 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: \_\_\_\_\_

# IDENTIFYING NONFICTION ELEMENTS

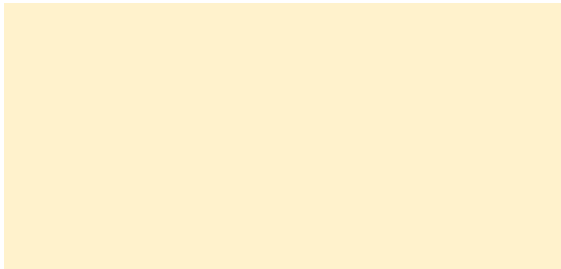
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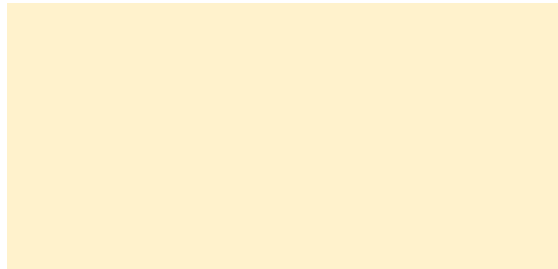
# BEFORE READING

## Analyze Text Features

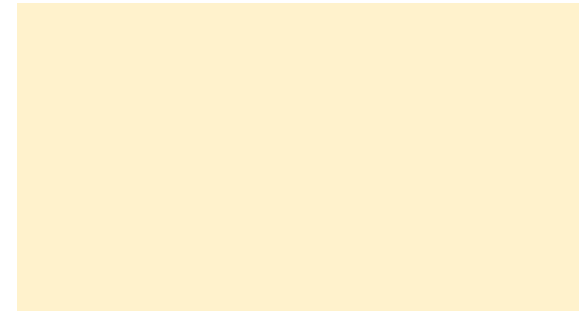
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2. What does the photo of the line of climbers waiting to reach the summit of Mount Everest help readers understand?



3. How does the photo of the climbers crossing a crevasse 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 "The Expedition" 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. *Sherpas, avalanche, Everest*
- ☐ B. *sad and frightened, magnificent, grueling*
- ☐ C. *in early April, by the time, over the next months*

6. Imagine you are writing a paragraph explaining how Poorna's life changed after she successfully climbed Mount Everest.

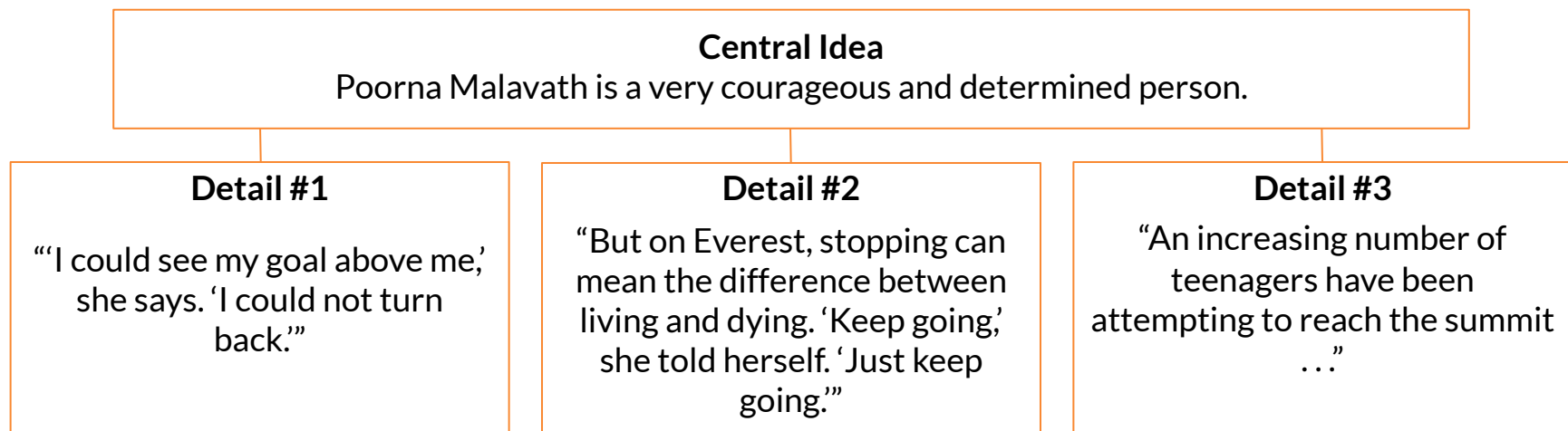
Which sentence would be the best topic sentence for your paragraph? Put a ✓ next to the answer.

- ☐ A. Poorna's summit of Mount Everest led to many new and exciting opportunities.
- ☐ B. A movie was made about Poorna.
- ☐ C. Poorna gave a TEDx Talk after summiting Everest.

# AFTER READING


## Central Ideas and Details

7. A. Below is a **central idea** of "Out of the Death Zone" 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 NOT be included in an objective summary of "Out of the Death Zone."

- a. In May 2014, Poorna Malavath, then 13, became the youngest girl to reach the top of Mount Everest.
- b. Poorna is very brave.
- c. Poorna grew up in a farming village in India and had never even heard of rock climbing until she learned of a climbing program in a nearby city.
- d. Poorna spent months training for the Everest expedition.
- e. The view from Everest is beautiful.
- f. Poorna met many challenges along the way, including exhaustion, fear, and altitude illness, but she never gave up.
- g. Poorna has given a TEDx Talk.
- h. After months of training, Poorna ended up being one of only two students chosen to go on the Everest expedition.



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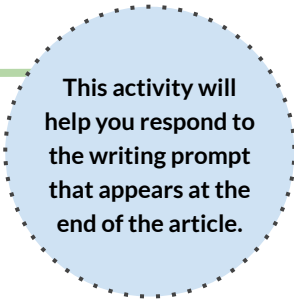
Name: \_\_\_\_\_

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# CLIMBING MOUNT EVEREST

Read "Out of the Death Zone." Then answer the questions on the following slides using text evidence from the article.

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This activity will help you respond to the writing prompt that appears at the end of the article.

**1**

**What challenges do climbers face when attempting to climb Everest?**

**2**

**What did Poorna Malavath do to overcome the challenges you outlined in question 1?**

**3**

**What traits helped Poorna overcome the challenges she faced? List them below.**

## Everest Contest

What challenges do climbers face when attempting to climb Everest? How did Poorna Malavath overcome those challenges? Answer both questions in a well-organized essay. Use text evidence to support your ideas. Send your essay to Everest Contest. Three winners will each get *Descent* by Roland Smith.

### 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: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing 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](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY December 18, 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: \_\_\_\_\_

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

# VOCABULARY PREVIEW

## Newsies

### circulation

(sur-kyuh-LEY-shuhn) *noun*

As it is used in the play, *circulation* means “the number of copies sold of a newspaper or magazine within a certain period of time.”

As more news sources have become available online, the circulation of many print newspapers and magazines has dropped.

### clamor

(KLAM-er) *noun or verb*

*Clamor* means “noisy shouting” or “a loud continuous noise.” You might hear the clamor of kids playing outside. The clamor of a storm might wake you up at night.

*Clamor* can also mean “a strong and loud demand,” as in “There’s a public clamor for a new park.”

As a verb, *clamor* means “to make a loud noise or demand.” Reporters might clamor for interviews with a politician.

### forlorn

(fawr-LAWRN) *adjective*

Something or someone that is forlorn is in poor condition or has no hope for success or survival. A city might tear down a forlorn, old building for safety reasons.

*Forlorn* can also mean “sad, lonely, and miserable” as in “After my brother left for college, my dog had a forlorn look on his face for days.”

## picket line

(PIK-it lahyn) *noun*

A picket line is a line of people protesting a business, institution, or organization.

Workers on strike (see *strike*, far right) often form a picket line at the entrance to their place of work. This human boundary draws the public's attention to their cause and discourages customers or other workers from entering the building.

## scab

(skab) *noun*

As used in the play, *scab* is an uncomplimentary term that is used to describe workers who cross a picket line and continue to work when others are on strike.

People who are hired after or during a strike to keep a company running are also sometimes called scabs.

## strike

(strahyk) *noun or verb*

In a strike, workers refuse to do their work until the owners of their company agree to certain demands. Workers might, for example, demand better pay or safer facilities. Often when workers hold a strike, they gather outside and hold up signs about why they are striking.

As a verb, *strike* means "to take part in a strike," as in "The workers might strike if the company doesn't agree to raise their pay."



## trolley

(TROL-ee) *noun*

A trolley is a type of transportation for getting around a city. A trolley car looks similar to a train car or a small bus, but it has no engine. Instead, a system of overhead cables pulls trolley cars on a track using electricity.

Trolleys became popular in the 1800s. But by the mid-1900s, most cities had replaced their trolley systems with buses.

Name: \_\_\_\_\_

## VOCABULARY PRACTICE

## Newsies

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

- |   |  |
|---|--|
| 1. <b>strike</b><br>A. refuse to work<br>B. start a new job                                       | 4. <b>scab</b><br>A. traitor<br>B. supporter     |
| 2. <b>circulation</b><br>A. how many pages a newspaper has<br>B. how many readers a newspaper has | 5. <b>trolley</b><br>A. streetcar<br>B. radio    |
| 3. <b>forlorn</b><br>A. cheerful<br>B. miserable  | 6. <b>clamor</b><br>A. shouting<br>B. whispering |

**Directions:** Choose the best answer to each question.

7. What might cause Sam to have a forlorn look on his face?  
A. his sister giving him 10 dollars  
B. his sister dropping his birthday cake
8. Which sentence uses *clamor* correctly?  
A. The fans clamored for the star's autograph.  
B. Jameel clamored on the couch, watching a scary movie about vampires.
9. What might Trevor do to show support for his fellow workers?  
A. join their picket line  
B. cross their picket line



# Newsies

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

|   | Agree | Disagree |
|---|-------|----------|
| 1. Business owners are responsible for ensuring the safety and well-being of their workers. |       |          |
| 2. Sometimes you have to sacrifice a little upfront to get what’s best down the road.       |       |          |
| 3. The most important thing when running a business is to make money.                       |       |          |
| 4. “Alone we can do so little; together we can do so much.” —Helen Keller                   |       |          |
| 5. Kids have the power to change the world.   |       |          |

# CHOICE BOARD

## *NEWSIES*

Choose one character and imagine that this character kept a journal during the events of the play. Write that character's journal entries.

Create a talk show in which the characters in the play are invited to discuss the strike. Your talk show can be a video conference (like Zoom or Google Meet), a podcast, or a written transcript.

Retell the play in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

Imagine that the play is a scene from a novel and you've been hired to design the front and back covers. 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 read it immediately.

You are a reporter, and you're covering the Newsboys Strike of 1899. Write an article about what happened and how the strike was resolved. Include quotes from the characters in the play.

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

With at least one classmate, go to Scope Online and read one or both of these plays about kids standing up to injustice: *The Girl Who Dared* (Feb. 2019) and *The Night of Terror* (March 2020). Then collaborate on an answer to this question: What is the power of protest?

Name: \_\_\_\_\_

# Close-Reading Questions

## *Newsies*

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1. What is the time span of the play? In other words, how long a time period does it cover? (setting)

2. Chronologically (that is, in order of time), when do the events in Scene 1 take place in relation to the rest of the scenes? (text structure)

3. Summarize the main conflict of the play. (key ideas and details, plot)

4. What kind of a person does the playwright portray William Randolph Hearst to be? Support your answer with details from the play. (characterization)

5. *Vernacular* is the word for the everyday speech used by people in a particular place. Why do you think the playwright chose to include vernacular in the play (such as when Racetrack says, "... when t' you and me it's the difference 'tweens eatin' and goin' hungry?!" and having characters call newspapers "papes")? How does the vernacular affect your experience of reading or listening to the play? (author's purpose)

6. What big idea about working together is developed throughout the play? Explain. (theme)

Name: \_\_\_\_\_

# Critical-Thinking Questions

## *Newsies*

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1. Some members of the public—like the factory worker—supported the newsies’ strike and offered them encouragement. But others—like the lady who crumples up their pamphlet—did not. Why do you think some people might have been more sympathetic and supportive of the newsies than others?

2. In Scene 6, Curly says, “Sometimes ya have to sacrifice a little up front to get what’s best down the road.” Do you agree with Curly? Do you think it’s hard to do this? Explain.

3. At the end of the play, Ani says, “But our bravery helped pave the way.” In what ways were the newsies brave?

Name: \_\_\_\_\_

## Video Discussion Questions

### “In the Time of the Newsies: 1890-1915”

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1. The narrator says that from 1890 to 1915, life was “exciting and grand” in many ways (0:57). Give two details from the video that support this statement.
  
  
  
  
  
  
  
  
  
  
2. What is the tone of the video during the segment about working conditions for child laborers (1:01-1:53)? Consider the narration, music, and visuals.
  
  
  
  
  
  
  
  
  
  
3. Based on information in the last segment of the video (3:36-4:22), what can you infer a reformer does?



Name: \_\_\_\_\_

## Newsies Quiz

Directions: Read *Newsies*. Then answer the questions below.

---

1. In Scene 1, SD1 says, “Newsies swarm the wagon like ants on a frankfurter.” This is \_\_\_\_\_ that the playwright uses to express the idea that \_\_\_\_\_.
  - A. a simile; the newsies eagerly crowd around the wagon
  - B. personification; the newsies are moving in a busy, focused way
  - C. hyperbole; the newsies are very small
  - D. a metaphor; the wagon is carrying hot dogs
2. Why does Ani decide to become a newsie?
  - A. All of her friends are newsies.
  - B. She thinks it seems like an exciting job.
  - C. She is interested in becoming a journalist.
  - D. She needs to make money to help her family.
3. What is the ultimate goal of the newsies’ strike?
  - A. to put the newspaper publishers out of business
  - B. to stop people from reading newspapers
  - C. for the publishers to improve the quality of the articles that they publish
  - D. for the publishers to charge the newsies a fairer price for the papers
4. Which of the following is NOT an action the newsies take to achieve the goal you identified in Question 3?
  - A. refusing to sell newspapers
  - B. discouraging the public from buying newspapers
  - C. trying to sell more papers by acting pitiful
  - D. holding protests to raise awareness of how the publishers are treating them
5. Scene 7 is important to the play because it reveals that
  - A. Hearst has a car.
  - B. the newsies’ strike is working; it’s affecting the newspaper owners’ business.
  - C. the newsies’ strike is affecting Hearst’s business worse than it’s affecting Pulitzer’s.
  - D. the newsies used to pay one cent for two newspapers.
6. Which are themes of this play? Choose TWO.
  - A. Children have rights, just like adults do.
  - B. It’s always best to be honest.
  - C. There’s power in working together.
  - D. Today, it’s illegal for American children to work more than 18 hours per week.

Name: \_\_\_\_\_

## Constructed-Response Questions

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

7. In Scene 3, Ani says “I may be desperate, but I won’t cheat people.” But in Scene 4, she does try to cheat someone. Why? How does she feel afterward? Answer both questions, using text evidence to support your answers.
8. Not counting the information in the photo captions, what can you learn from the play about the time and place in which *Newsies* takes place? Support your answer with text evidence.

Name: \_\_\_\_\_

## Newsies Quiz

Directions: Read *Newsies*. Then answer the questions below.

---

1. In Scene 1, SD1 says, “Newsies swarm the wagon like ants on a frankfurter.” The playwright uses this simile to express the idea that \_\_\_\_\_.
  - A. the newsies eagerly crowd around the wagon
  - B. the newsies are moving in a busy, focused way
  - C. the newsies are very small
  - D. the wagon is carrying hot dogs
2. Why does Ani decide to become a newsie?
  - A. All of her friends are newsies.
  - B. It seems like an exciting job.
  - C. She wants to be a journalist when she grows up.
  - D. She needs to make money to help her family.
3. What is the end goal of the newsies’ strike?
  - A. to put the newspaper publishers out of business
  - B. to stop people from reading newspapers
  - C. for the newspapers to publish better articles
  - D. for the publishers to charge the newsies a fairer price for the papers
4. Which of the following is NOT an action the newsies take to achieve the goal you identified in Question 3?
  - A. refusing to sell newspapers
  - B. asking the public not to buy newspapers
  - C. trying to sell more papers by acting pitiful
  - D. holding protests
5. What is the most important thing that you learn in Scene 7?
  - A. Hearst has a car.
  - B. The newsies’ strike is working; it’s affecting the newspaper owners’ business.
  - C. The war increased Hearst’s costs.
  - D. The newsies used to pay one cent for two newspapers.
6. Which are themes of this play? Choose TWO.
  - A. Children have rights, just like adults do.
  - B. Money can’t buy happiness.
  - C. There’s power in working together.
  - D. Today, it’s illegal for American children to work more than 18 hours per week.

Name: \_\_\_\_\_

## Constructed-Response Questions

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

7. In Scene 3, Ani says “I may be desperate, but I won’t cheat people.” But in Scene 4, she does try to cheat someone. Why? How does she feel afterward? Answer both questions, using text evidence to support your answers.
8. Not counting the information in the photo captions, what can you learn from *Newsies* about what life was like for newsies in New York City in the late 1800s? Support your answer with text evidence.

Name: \_\_\_\_\_

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read *Newsies*. Then complete this activity.

Imagine you are writing a paragraph about the reason the newsies went on strike in 1899.

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

- ☐ **A.** The newsies went on strike in 1899.
- ☐ **B.** The newsies went on strike because they were mad.
- ☐ **C.** In 1899, the newsies went on strike to pressure newspaper owners to give them a fairer deal.

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

- ☐ **A.** “**Sully:** Mr. Hearst and Mr. Pulitzer promised to drop the price once the war ended. Did they keep their promise?  
**Crowd:** No!” (p. 15)
- ☐ **B.** “**Boots:** You mean swipe da papes?  
**Sully:** Yeah! Tear ‘em up!” (p. 15)
- ☐ **C.** “**H1:** Newspapers were sold by kids called ‘newsies.’” (p. 14)

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

- ☐ **A.** It shows that the war ended.
- ☐ **B.** It reveals a strategy the newsies used to put pressure on the newspaper owners.
- ☐ **C.** It expresses the reason the newsies decided to go on strike.

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



Statement:

Ani regretted her attempt to cheat a customer.

- ☐ A. “Ani: I may be desperate, but I won’t cheat people.” (p. 14)
- ☐ B. “SD2: She reaches for the man’s outstretched hand—  
SD3: —then watches as the trolley car rumbles away with the stockbroker glaring at her.” (p. 15)
- ☐ C. “Ani: I still have 32 left. I couldn’t go home and face my family. Especially after trying that stupid trolley dodge.” (p. 16)

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:

Life was difficult for newsies.

- ☐ A. “H1: Newspapers were sold by kids called ‘newsies.’ They were poor and often homeless.” (p. 14)
- ☐ B. “Curly: Next time, give him three pennies. Most fellas won’t even notice.” (p. 14)
- ☐ C. “Factory Worker: You kids stay strong.” (p. 17)
- ☐ D. “Ani: Being able to sell papers saved my family from homelessness. But I never did get to go to school.” (p. 17)

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 play in the form of a quotation?**

- ☐ **A.** In *Newsies*, William Randolph Hearst is portrayed as a greedy, heartless man. During the newsies strike, Hearst tells his assistant “I’ve worked too hard to have this paper ruined by a bunch of brats” (16). By having Hearst refer to the newsies—children living tough lives who are just trying to get by—as “brats,” the playwright characterizes Hearst as a cruel man who cares only about himself and his profits.
- ☐ **B.** In *Newsies*, William Randolph Hearst is portrayed as a greedy, heartless man. He calls the newsies brats.
- ☐ **C.** In *Newsies*, William Randolph Hearst is portrayed as a greedy, heartless man. During the newsies strike, Hearst refers to the newsies as brats. This shows that he does not care about the kids who sell his newspapers.

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




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

- ☐ **A.** Newsies sometimes used tricks to earn a bit more money. “Next time, give him three pennies. Most fellas won’t even notice” (14).
- ☐ **B.** Newsies sometimes used tricks to earn a bit more money. Curly gives Ani the advice that if she sells a paper to someone on a trolley, she can pretend not to be able to come up with the change before the trolley pulls away; he also tells her that customers often don’t notice if you don’t give them enough change (14). Through this advice, Curly is revealing the types of tricks that newsies sometimes turned to.
- ☐ **C.** Newsies sometimes used tricks to earn a bit more money. Sometimes they pretended not to be able to give customers their change in time or didn’t give customers enough change.

**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 how the newsies successfully pressured the newspaper owners to give them a fairer deal. 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: \_\_\_\_\_

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read *Newsies*. Then complete this activity.

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



**Statement:**

The playwright portrays William Randolph Hearst as a greedy, heartless man.

- ☐ A. “**Manager:** Sorry, kid. Price has gone up to 60 cents.” (p. 14)
- ☐ B. “**Hearst:** I’ve worked too hard to have this paper ruined by a bunch of brats.” (p. 16)
- ☐ C. “**Hearst:** I’ll give two dollars a day to anyone who crosses the picket line!” (p. 16)
- ☐ D. “**Hearst:** Listen up! I’m offering a compromise.” (p. 17)

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



Statement:

In 1899, the newsies went on strike to pressure newspaper owners to give them a fairer deal.

- ☐ A. “Sully: Mr. Hearst and Mr. Pulitzer promised to drop the price once the war ended. Did they keep their promise?  
Crowd: No!” (p. 15)
- ☐ B. “Boots: You mean swipe da papes?  
Sully: Yeah! Tear ‘em up!”  
(p. 15)
- ☐ C. “H1: Newspapers were sold by kids called ‘newsies.’” (p. 14)

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

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



Statement:

- ☒ A. “H1: Newspapers were sold by kids called ‘newsies.’ They were poor and often homeless.” (p. 14)
- ☒ B. “Rose: Wouldn’t you be better off at school?  
Ani: I wish, but I have to help my family eat.” (p. 14)
- ☒ C. “Ani: Being able to sell papers saved my family from homelessness. But I never did get to go to school.” (p. 17)

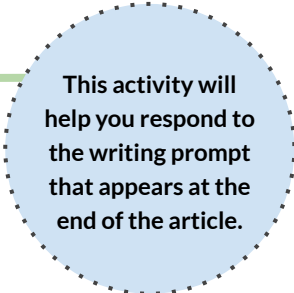
Name: \_\_\_\_\_

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# THE NEWSBOYS STRIKE OF 1899

After reading *Newsies*, imagine that you are a reporter covering the Newsboys Strike of 1899. Use this activity to help gather the information you will use in your article.

---

A light blue circular callout with a dotted border, containing text about the activity.

This activity will help you respond to the writing prompt that appears at the end of the article.

**1**

**Who went on strike? Why did they go on strike?**

**2**

**What actions did the newsies take to draw attention to their cause and pressure newspaper owners to meet their demands?**

3

**What do people have to say about it?** Include at least two interviews with characters from the play. Think about what these people would say about what the newsies did. What would they say about the owners of the *Journal* and the *World*? Be sure to incorporate any quotes from the play you think will be particularly powerful or important in telling the story.

**4**

**How did the newspaper owners initially respond to the newsies' demands? How was the strike eventually resolved?**

Go to the next slide for  
some tips on putting it  
all together.



## NEWS STORY OUTLINE

Now that you've gathered your information, it's time to start crafting your news story. Here's an idea of how you might organize your article. Jot down your ideas on the blank slide that follows this one.

**HEADLINE/TITLE:** Tell your readers in just a few words what your article is about.

**BYLINE:** This is the name of the journalist(s) reporting the story. In this case, that's you. Be sure to give your name!

**LEAD:** Your first paragraph should be a brief summary of everything you are going to write about in the article. From just this paragraph, a reader should know the most important information: What happened, why it happened, when it happened, where it happened, and who was involved.

**BODY PARAGRAPHS:** Here's where you go into detail. Give some background information and more detail on what you wrote in your lead. Be descriptive and clear so that your audience understands and can picture the events you are describing. Also include quotes. (Draw on your notes from Question 3.)

**CONCLUSION:** Sum it all up. One idea is to use a quote. Another idea is to tell what might happen next.



# My Brainstorm

# Newsies Contest

You are a reporter, and you're covering the Newsboys Strike of 1899. Write an article about what happened and how the strike was resolved. Include quotes from the characters in the play. Send your article to Newsies Contest.

Three winners will each get *City of Orphans* by Avi.

## 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: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing 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](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY December 18, 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: \_\_\_\_\_

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

# VOCABULARY PREVIEW

## “Making Our Voices Heard” and “How to Be a Changemaker”

### blatant

(BLEY-tuhnt) *adjective*

When something is blatant, it is very obvious—perhaps in an offensive way.

*Blatant* is often used to describe something that is done openly and without shame, as in, “The man showed a blatant lack of respect for other people in the theater when he talked loudly on his phone during the movie.”

### demonstration

(dem-uhn-STRAY-shuhn) *noun*

As used in the article, *demonstration* means “an action or public gathering in which people display group feelings about a person or cause.” For example, community members might plan a demonstration to protest the closing of the town’s public library: They’ll gather at the library, march to town hall, then sit down and read for 24 hours.

Demonstrations can be a way to protest (see the definition of *protest* on page 2) or to show approval.

## disadvantage

(dis-uhd-VAN-tij) *noun*

A disadvantage is something that makes someone or something less likely to succeed than others. Having several players out with injuries can be a disadvantage for a sports team.

## march

(march) *noun or verb*

As used in the play, *march* means "an organized walk by a large group of people to support or protest something." The purpose of a march is to bring attention to an issue and demand change in a peaceful way. To march for a cause is to participate in a march for that cause.

## protest

(PROH-test) *noun or verb*

As a noun, *protest* means "a statement or action that shows disapproval or objection." Your dad might tell your younger brother to go to bed despite your brother's protests that he isn't tired.

When a group of people gather together and publicly express their unhappiness with something happening in their community or in their country, that is also a protest. (A person who participates in this kind of protest is called a protester.)

As a verb, *protest* means "to express strong disagreement or disapproval of something." Football fans may protest a referee's call with loud booing. If there are plans to demolish a beloved park in your town, people might gather and protest.

**sit-in**(SIT-in) *noun*

A sit-in is a type of protest—a way that people can show that they are against something. During a sit-in, people sit down in a business or public space and refuse to leave until they are forced out or until their demands are met.

For example, during the 1960s, Black college students used sit-ins to protest discrimination at restaurants. The students would sit at lunch counters that were restricted to whites only. Even when the students were refused service, harassed, or attacked, they stayed, remaining quiet and peaceful. (Like a march, a sit-in is a way to bring attention to an issue and make demands in a peaceful way.)

**vigil**(VIJ-uhl) *noun*

A vigil is a period of time when people gather in a place and remain quiet to honor a person or a sad event. Vigils are usually held at night. Often, people hold candles or pray.

Name: \_\_\_\_\_

# VOCABULARY PRACTICE

## "Making Our Voices Heard" and "How to Be a Changemaker"

**Directions:** Choose the best answer to each question below.

1. If a basketball player commits a blatant foul, the foul was  
A. an accident.  
B. obvious and intentional.
2. Which would be a disadvantage when trying out for the school musical?  
A. having strep throat  
B. having already performed in the same musical with your community theater
3. Which word best describes the mood at a vigil?  
A. serious  
B. playful

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

1. The **sit-in/march** will start on 10th Street and end on 30th Street, in front of the State Capitol.
2. At the **disadvantage/protest**, people chanted, "Get up, get down! Leave trees in the ground!"
3. Some members of Congress held a **sit-in/march** on the floor of the Capitol, vowing to stay seated there until a law was passed.
4. Because of the large number of **demonstrations/disadvantages** taking place in the city today, the streets are closed to cars.

# CHOICE BOARD

## "MAKING OUR VOICES HEARD" AND "HOW TO BE A CHANGEMAKER"

Choose an event that interests you from the timeline "Teens & Protest Through Time" in the article "Making Our Voices Heard." Conduct research to learn more about the event. Present your findings in a slideshow, poster, or podcast.

Choose an activist or an issue that interests you from the infographic "How to Be a Changemaker." Research to learn more. Then write a nonfiction article or create an infographic to share what you learned.

Create a protest poster, a chant, or a song. It can be for:

- Black Lives Matter
- an issue discussed in the infographic "How to Be a Changemaker"
- any issue you care about personally

"Alone we can do so little; together we can do so much." —Helen Keller

Think about what this quote means and how it applies to "Making Our Voices Heard" and to "How to Be a Changemaker." Respond in a short essay.

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

Name: \_\_\_\_\_

## Close-Reading Questions

### "Making Our Voices Heard"

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1. Why were millions of Americans protesting this past summer? (key ideas, cause and effect)

2. What is Black Lives Matter? What is one of its goals? (key ideas)

3. The author writes that the protesters in Nashville held up signs that said, "No Justice, No Peace!" What do you think this means? (interpreting text)

4. According to the article, in what ways are recent protests affecting Americans? (cause and effect)



Name: \_\_\_\_\_

# Close-Reading Questions

## "How to Be a Changemaker"

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1. What is the purpose of this infographic? What is the author's main message? (author's purpose, central idea)

2. How does the author support the claim that protest can lead to change in both the article and infographic? (supporting a claim, cause and effect)

Name: \_\_\_\_\_

# Critical-Thinking Questions

## "Making Our Voices Heard" and "How to Be a Changemaker"

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

2. In what ways, if any, do you think differently about protests and protesting after reading these articles?

3. Are there any issues discussed in the paired texts that you feel passionately about? Any strategies you read about that you've tried or would like to try?

Name: \_\_\_\_\_

## Paired Texts Quiz

**Directions:** Read the paired texts “Making Our Voices Heard” and “How to Be a Changemaker” from the November issue of *Scope*. Then answer the questions below.

1. **Which statement best describes the purpose of the introduction?**
  - A. to put readers in the scene, so they can imagine what it was like at the protest
  - B. to help readers understand summer weather in Nashville
  - C. to explain why millions of people participated in Black Lives Matter protests over the summer
  - D. to show how young people have been involved in social movements throughout history
2. **Which statement expresses a central idea of the article?**
  - A. The Civil War was fought over slavery.
  - B. Black Lives Matter at School Week takes place every February.
  - C. Anti-racism protests are having a powerful effect in the U.S.
  - D. Teens 4 Equality reached out to local organizations for advice and resources.
3. **Which are effects of recent Black Lives Matter demonstrations? Choose TWO.**
  - A. People staged sit-ins in front of government buildings.
  - B. A symbol associated with slavery was removed from a state flag.
  - C. Multiple brands are changing their products’ racist names and symbols.
  - D. People across the country were outraged by George Floyd’s death.
4. **The timeline “Teens & Protest Through Time” contributes to the article by highlighting the**
  - A. effectiveness of protest.
  - B. importance of child labor laws.
  - C. history of school segregation.
  - D. Black Lives Matter movement.
5. **The main purpose of the article is to \_\_\_\_\_, whereas the main purpose of the infographic is to \_\_\_\_\_.**
  - A. convince young people to vote; raise awareness about food allergies
  - B. explore recent Black Lives Matter protests; provide tips for how to bring about change
  - C. detail the Civil War; educate readers about climate change
  - D. explain how the health care system works in the U.S.; describe the purpose of the United Nations
6. **Which claims can be supported by information in both the article and the infographic? Choose TWO.**
  - A. Social media can be a powerful tool for activists.
  - B. Kids have the power to change society.
  - C. Kids and teens have been changemakers throughout U.S. history.
  - D. The more people who sign a petition, the more attention it will get.

Name: \_\_\_\_\_

## Constructed-Response Questions

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

7. Explain how the title “Making Our Voices Heard” connects to the article. Use text evidence to support your ideas.
8. Explain how author Mackenzie Carro supports the following claim: Protest can lead to change.

Name: \_\_\_\_\_

## Paired Texts Quiz

**Directions:** Read the paired texts “Making Our Voices Heard” and “How to Be a Changemaker” from the November issue of *Scope*. Then answer the questions below.

---

1. **Which statement best describes the purpose of the introduction?**
  - A. to put readers in the scene, so they can imagine what it was like at the protest
  - B. to help readers understand summer weather in Nashville
  - C. to explain why millions of people participated in Black Lives Matter protests
  - D. to show how young people have fought for justice throughout history
2. **Which sentence expresses the central idea of the section “Thousands of Protests”?**
  - A. Recent protests have had a powerful effect on the U.S.
  - B. Many vigils were held for George Floyd.
  - C. Protests like the Teens 4 Equality march are part of a larger movement.
  - D. People are protesting in small towns and big cities.
3. **Which are effects of recent Black Lives Matter demonstrations? Choose TWO.**
  - A. sit-ins
  - B. removal of racist symbols and names
  - C. new ways of policing
  - D. systemic racism
4. **In the article, which text feature supports the idea that youth protest can lead to real change?**
  - A. “Teens & Protest Through Time”
  - B. “Black Lives Matter Week in Schools”
  - C. “What to Know”
  - D. “On the Scene”
5. **The main purpose of the infographic on pages 30-31 is to \_\_\_\_\_.**
  - A. raise awareness about food allergies
  - B. provide tips for how to bring about change
  - C. educate readers about climate change
  - D. explain the purpose of the United Nations
6. **Which claims can be supported by information in both the article and the infographic? Choose TWO.**
  - A. Social media can be a powerful tool for activists.
  - B. Kids have the power to change society.
  - C. Kids and teens have been changemakers throughout U.S. history.
  - D. The more people who sign a petition, the more seriously it will be taken.

Name: \_\_\_\_\_

## Constructed-Response Questions

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

7. In the title “Making Our Voices Heard,” who is the “Our”? In other words, whose voices does the title refer to? Use text evidence to support your answer.
8. Explain how author Mackenzie Carro supports the following claim: Protest can lead to change.

Name: \_\_\_\_\_

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# MAKING OUR VOICES HEARD

Read “Making Our Voices Heard” and “How to Be a Changemaker.” Then complete this activity to synthesize information from the two about how change happens.

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This activity will help you respond to the writing prompt that appears at the end of the articles.

**1**

Consider this quote: *“Alone we can do so little; together we can do so much.”—Helen Keller*  
What did Keller mean? Put the quote into your own words.



**2**

**Consider your response to Question 1. How does the idea of Keller's quote apply to the article "Making Our Voices Heard"?**

**3** How does the idea of Keller's quote apply to the infographic "How to Be a Changemaker"?

# Making Our Voices Heard Contest

“Alone we can do so little; together we can do so much.” —Helen Keller

Think about what this quote means and how it applies to “Making Our Voices Heard” and to the infographic “How to Be a ChangeMaker. Respond in a short essay. Send your essay to Making Our Voices Heard Contest. Three winners will each get

*Raise Your Voice* by Jeffrey Kluger.

## 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: \_\_\_\_\_

Student mailing address \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing 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](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY December 18, 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.*

# CHOICE BOARD

## "GIRL CAN'T DANCE"

Make a short video that gives other kids a preview of "Girl Can't Dance."

What is enjoyable, important, or inspiring about it? What connections might kids your age make to Emma's experience?

Imagine you are Theo. Write an apology letter to Emma that explains why what you did was wrong.

-OR-

Imagine you are Emma. Write an apology letter to Aubree that explains what you've learned about fame.

With at least one classmate, go to Scope Online and read "The Mission," another story about a teen's experience with social media fame. Afterward, discuss: How are Emma and Philip similar? How are they different? What ideas do the stories express about how social media affects our lives? About friendship?

Rewrite "Girl Can't Dance" in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

Think about the poem "Fame Is a Bee." What is the big idea of the poem? How does it relate to Emma's story? Answer both questions in a well-organized essay. Use text evidence.

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

Dickinson's poem is an extended metaphor that compares fame to a bee. Using her poem as a model, write a poem titled:

"Friendship Is a \_\_\_\_\_"

-OR-

"Social Media Is a \_\_\_\_\_"

You choose the metaphor. (It doesn't have to be an insect; it can be anything!)



# “Girl Can’t Dance”

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

|  | Agree | Disagree |
|--|-------|----------|
| 1. Being a celebrity seems like a dream come true.   |       |          |
| 2. People become famous for their talents, hard work, and important achievements.              |       |          |
| 3. The point of social media is to get as many views, likes, and followers as possible.        |       |          |
| 4. Young people today desire fame more than anything else.                                     |       |          |
| 5. There’s a difference between being famous and being respected.                              |       |          |
| 6. The point of dancing isn’t to look cool doing it.   |       |          |
| 7. True happiness comes from things that can be difficult to get when you are rich and famous. |       |          |
| 8. It’s never OK to post a video of someone without that person’s permission.                  |       |          |

Name: \_\_\_\_\_

## Close-Reading Questions

### "Girl Can't Dance"

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1. Explain why this is an example of foreshadowing. (foreshadowing)
  
  
  
  
  
  
  
  
  
  
2. What kind of figurative language is the author using? What does it tell you about Emma's dancing? (figurative language)
  
  
  
  
  
  
  
  
  
  
3. What does Emma realize? (plot)
  
  
  
  
  
  
  
  
  
  
4. What did Warhol mean? How does this relate to Emma? (interpreting text)

5. This line alludes to a famous fairy tale. Can you name it? How does it connect to Emma? (allusion)

6. Why do they both cringe? (inference)

7. What is Emma going to tell Aubree? What do you think will happen? (inference)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Critical-Thinking Questions

## "Girl Can't Dance"

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1. List as many memorable viral videos as you can think of. Do you notice any patterns in their content? In people's responses to them? In how long they're popular?
2. Do you think it's easy or difficult to become famous online? Why? What are the pros and cons of online fame?
3. Some people think young people are obsessed with fame. Do you agree? Why or why not?
4. What are the benefits of being able to share one's passions and talents on social media?



Name: \_\_\_\_\_

# CHARACTER THINKING TOOL

The questions in this activity are about the character of  
**EMMA**

1. Consider the scene in which Emma and Aubree are using the karaoke machine. What does the scene reveal about Emma and Aubree's friendship? What does it reveal about Emma in particular?

2. Do you or any people you know have the same sort of obsession with celebrities that Emma and Aubree do?

3. Who are some "Jackson Jaxes" of real life right now?

4. Why do you think people find celebrities and fame so appealing?

5. Imagine you are Theo's friend and he's just told you about the "Girl Can't Dance" video he is planning to post to YouTube. Give him some advice about why he should or shouldn't post it.

6. When Aubree tells Emma that she's a celebrity, Emma says, "But I'm famous because I can't sing or dance. Because I humiliated myself. This is not how I imagined it."

How do you think Emma *did* imagine being a celebrity?

7. Consider what Emma says when Gary Larry asks how many people have seen her video: "'Well, Gary,' I said, turning to wink at the camera, 'I stopped keeping track when it passed 20 million.'"

What does this line tell you about Emma and her newfound fame?

**8.** How does fame affect the way Emma treats Julian? Aubree?

**9.** How does Emma feel about fame by the end of the story? What causes her perspective to change?

Name: \_\_\_\_\_

## “Girl Can’t Dance” Quiz

Directions: Read “Girl Can’t Dance.” Then answer the questions below.

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1. **Why was Theo eager to get to school on Monday?**
  - A. He was excited for P.E. first period.
  - B. He couldn’t wait to see everyone’s reaction to his YouTube video.
  - C. He was grounded and anxious to get out of the house.
  - D. He wanted to talk to his friends about the new Jackson Jax album.
2. **While talking about the *Gary Larry Show*, Emma says that Jackson Jax “sauntered to the microphone.” What does the word *sauntered* reveal about Jackson Jax?**
  - A. He is nervous about performing.
  - B. He has grown tired of being a celebrity.
  - C. He has swagger and confidence; he’s extremely comfortable in the spotlight.
  - D. He is dancing his way to the microphone.
3. **Which lines help develop the idea that fame changes Emma? Choose TWO.**
  - A. “Being as uncoordinated as I am, I hate P.E., and I think it’s fair to say that P.E. hates me.”
  - B. “‘Who’s Andy Warhol?’ I asked. ‘Does he do karaoke?’”
  - C. “I exhaled loudly, then scrawled a giant ‘E’ on the paper.”
  - D. “I put my sunglasses back on. Aubree just didn’t get me.”
4. **Which is the best summary of the story?**
  - A. A teen’s twin brother secretly records a video of her dancing and uploads it to YouTube.
  - B. A teen gets the chance to meet and perform with her favorite celebrity on TV.
  - C. After YouTube fame goes to a teen’s head, she comes to realize that true friendship is what really matters.
  - D. On a Saturday night, a teen and her best friend play with a karaoke machine.
5. **Consider the poem “Fame Is a Bee.” Which literary device does poet Emily Dickinson use?**
  - A. simile
  - B. hyperbole
  - C. extended metaphor
  - D. allusion
6. **Which idea about fame is expressed by both the poem and the story?**
  - A. Fame has both positive and negative aspects.
  - B. It’s better to be famous for doing something well than for doing something poorly.
  - C. There is nothing good about being famous.
  - D. Friendship is more important than fame.

Name: \_\_\_\_\_

## Constructed-Response Questions

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

7. Consider what Theo tells Emma as she sits alone in her room watching “Girl Can’t Dance”: “Andy Warhol said that everyone will be famous for 15 minutes.” What did Warhol mean? How does this relate to Emma’s story?
8. How does Emma change over the course of the story? Use text evidence to support your answer.

Name: \_\_\_\_\_

## “Girl Can’t Dance” Quiz

Directions: Read “Girl Can’t Dance.” Then answer the questions below.

1. **Why was Theo eager to get to school on Monday? (*Eager* means “feeling a strong and impatient desire to do something.”)**
  - A. He was excited for P.E. first period.
  - B. He couldn’t wait to see everyone’s reaction to his YouTube video.
  - C. He was grounded and ready to get out of the house.
  - D. He wanted to talk to his friends about the new Jackson Jax album.
2. **While talking about the *Gary Larry Show*, Emma says that Jackson Jax “sauntered to the microphone.” What does the word *sauntered* reveal about Jackson Jax?**
  - A. He is nervous about performing.
  - B. He has grown tired of being a celebrity.
  - C. He has swagger and confidence—he’s extremely comfortable in the spotlight.
  - D. He is dancing his way to the microphone.
3. **Which lines support the idea that fame changes Emma? (Choose TWO.)**
  - A. “Being as uncoordinated as I am, I hate P.E., and I think it’s fair to say that P.E. hates me.”
  - B. “‘Who’s Andy Warhol?’ I asked. ‘Does he do karaoke?’”
  - C. “I exhaled loudly, then scrawled a giant ‘E’ on the paper.”
  - D. “I put my sunglasses back on. Aubree just didn’t get me.”
4. **Which detail would be LEAST important to include in a summary of the story?**
  - A. Emma’s twin brother secretly recorded a video of her and posted it on YouTube.
  - B. “Girl Can’t Dance” went viral and made Emma a celebrity.
  - C. There were 15,000 people at the Jackson Jax concert that Emma and Aubree attended.
  - D. Emma comes to realize that her friendship with Aubree is more important than fame.
5. **Consider the poem “Fame Is a Bee.” Which literary device does poet Emily Dickinson use?**
  - A. simile: a comparison of two unlike things using *like* or *as*
  - B. hyperbole: extreme exaggeration; a statement not meant to be taken literally
  - C. metaphor: a comparison of two unlike things to show a particular quality or aspect of one of those things
  - D. allusion: a statement that refers to something without mentioning it directly
6. **Which is a big idea of the poem?**
  - A. There are both positive and negative things about being famous.
  - B. Fame happens by accident.
  - C. Fame makes you rich.
  - D. Friendship is more important than fame.

Name: \_\_\_\_\_

## Constructed-Response Questions

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

7. Consider what Theo tells Emma as she sits alone in her room watching “Girl Can’t Dance”: “Andy Warhol said that everyone will be famous for 15 minutes.” What did Warhol mean? How does this relate to Emma’s story?
8. How does fame affect Emma and Aubree’s friendship? Use text evidence to support your answer.

Name: \_\_\_\_\_

## MAKING INFERENCES

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

**Directions:** Read "Girl Can't Dance." Then fill in the chart below by answering the questions that appear in italics. We filled in the first row for you.

| Clues   | Inference   |
|---|---|
| <p>Consider the first line of the story:</p> <p>"At first sight of me, I guarantee you'd want my autograph."</p>  | <p><b>1. <i>What can you infer about the narrator?</i></b></p> <p>The narrator is famous and perhaps a bit pompous; she is assuming that readers would be so impressed they would want her autograph.</p> |
| <p>After "Girl Can't Dance" had received more than 500,000 hits, Emma says:</p> <p>"Then the strangest thing happened. Some kids at school started being nice to me."</p> | <p><b>2. <i>Why are some kids being nice to Emma?</i></b></p>   |



| Clues   | Inference                                       |
|---|---|
| <p>3. Consider the following lines about Emma in her sunglasses:</p> <p>"I took off my sunglasses and asked, 'Do I know you?' ... I exhaled loudly, then scrawled a giant 'E' on the paper."</p> <p>"I thought she might be crying, but it was hard to tell because my sunglasses made the room so dark."</p> | <p>3. How is fame affecting Emma?</p>           |
| <p>Consider Aubree's reaction when Emma tells her she needs a friend who can handle her fame:</p> <p>"Maybe you're right," Aubree said, her voice cracking.</p>   | <p>4. How is Aubree feeling in this moment?</p> |
| <p>Consider what Emma says in the final lines of the story:</p> <p>"I tossed my sunglasses in the trash and headed back to Aubree. I had something to tell her."</p>  | <p>5. What is Emma going to tell Aubree?</p>    |

Name: \_\_\_\_\_

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# FAME’S STING

Read “Girl Can’t Dance” and “Fame Is a Bee.” Then respond to the questions on the following slides. (You’ll find some helpful information about metaphors on Slide 2.)

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This activity will help you respond to the writing prompt that appears at the end of the story.

# METAPHOR:

A metaphor is a comparison of two unlike things to illuminate a particular quality or aspect of one of those things.

For example, “Tomás is a ray of sunshine” is a metaphor in which Tomás is compared to a ray of sunshine. The metaphor suggests that Tomás is cheerful, warm, hopeful—qualities we associate with the sun. Metaphors state that one thing *is* something else; they do not use *like* or *as*.

# EXTENDED METAPHOR:

An extended metaphor is a metaphor in a literary work, such as a novel or a poem, that isn't used in just one line but is extended over multiple lines or throughout the work.

# Fame Is a Bee

By Emily Dickinson

Fame is a bee.  
It has a song—  
It has a sting—  
Ah, too, it has a wing.



1

This poem is an extended metaphor. What two things is poet Emily Dickinson comparing?

# Fame Is a Bee

By Emily Dickinson

Fame is a bee.  
It has a song—  
It has a sting—  
Ah, too, it has a wing.



2

Consider line 2 of the poem. What is a bee's "song"? What is fame's "song"? (Feel free to interpret "song" in more than one way.)

3

How does the idea of fame's "song" relate to Emma's experience in "Girl Can't Dance"?

# Fame Is a Bee

By Emily Dickinson

Fame is a bee.  
It has a song—  
It has a sting—  
Ah, too, it has a wing.



4

Consider line 3 of the poem. What is a bee's sting like? How might fame "sting"?

5

How does the idea of fame's "sting" relate to Emma's experience in "Girl Can't Dance"?

# Fame Is a Bee

By Emily Dickinson

Fame is a bee.  
It has a song—  
It has a sting—  
Ah, too, it has a wing.



6

Consider line 4 of the poem. What quality of fame is Dickinson trying to illuminate by saying “it has a wing”?

7

How does the idea of fame’s “wing” relate to Emma’s experience in “Girl Can’t Dance”?

# Fame Contest

Think about the poem “Fame Is a Bee.” What is the big idea of the poem? How does it relate to Emma’s story? Answer both questions in a well-organized essay. Use text evidence. Send your essay to Fame Contest. Three winners will each get *Warp Speed* by Lisa Yee.

## 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: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher’s name: \_\_\_\_\_ Teacher’s email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing 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](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY December 18, 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.*



# EXPLORING PLOT

When we talk about plot, we're talking about the chain of events in a story.  
Every story has its own plot, but many stories follow a similar pattern.

In this slideshow, you will explore the elements of plot.

**Are you ready?**  
**Go to the next page to get started. →**

# WHAT TO KNOW: PLOT POINTS

In a story's **exposition**, we get some background information. We meet the characters and learn about the setting.

Then the plot *thickens*.

During the **rising action**, the main conflict is introduced, tension builds, and things start to get more complicated. The **climax** is the part of the story when the conflict and tension peaks—it's a turning point for the main character.

After that, things start to wind down during the **falling action**.

Finally, comes the **resolution**, when the problem is straightened out (or not) and the story comes to an end.

**Each of these parts of the story is called a plot point.**

**Directions:** The diagram on the next slide is a tool often used to explore plot points. It's a pyramid that allows you to visualize the key features of a story. Answer the questions in each section of the pyramid to create a map for understanding the plot of a story you are reading—or to help you map out the plot for a story of your own.

**Go to the next page to complete the plot pyramid. →**

Name: \_\_\_\_\_

**PLOT PYRAMID**

**3**

**3. Climax**

How does the problem reach its peak?

**2. Rising Action**

What is the main problem?  
How does the problem get more complex?

**1. Exposition**

Who are the main characters? What is the setting?

**2**

**4. Falling Action**

How does the problem get solved? How does the story wind down?

**5. Resolution**

What happens at the very end?

**4**

**5**

**1**

Name: \_\_\_\_\_

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

# VOCABULARY PREVIEW

## "Should You Get to Vote?"

### circulate

(SUR-kyuh-layt) *verb*

*Circulate* can mean "to distribute something or hand it out." To get the word out about your school play, you might circulate flyers at a shopping mall.

*Circulate* can also mean "to flow without stopping along a path that makes a circle or that ends where it started." Your blood circulates throughout your body.

### conviction

(kuhn-VIK-shuhn) *noun*

As it is used in the article, *conviction* means "a strong belief or idea you have about something." You might hold the conviction that people should always be kind to others.

### Gen Z-er

(JEN ZEE-uhr) *noun*

"Gen Z" is short for "Generation Z." A generation is a group of people born around the same time.

A Gen Z-er is someone who was born after 1996. People born around the same time usually share certain experiences. Gen Z-ers have all grown up in a time when smartphones and the internet are widely available and used. Earlier generations include Millennials, Gen X-ers, and Baby Boomers.

## imperative

(im-PAIR-uh-tiv) *adjective*

If something is imperative, it is absolutely necessary and important, and demands attention or action. If a local news channel issues a tornado warning, it is imperative that residents get to a safe location quickly.

## mandatory

(MAN-duh-towr-ee) *adjective*

If something is mandatory, you must do it because it is required by a rule or law. Your soccer coach might make attending practice mandatory.

## profoundly

(pruh-FOWND-lee) *adverb*

The adjective *profound* (pruh-FOWND) means "significant and deep." A profound book contains great wisdom or meaning. Profound sadness is felt deeply.

*Profoundly* means "in a deep and significant way," as in "Getting the lead role in the movie profoundly changed the actor's career."

## register to vote

(REJ-uh-stir) *verb*

To register for something is to sign up for it or to add your name to an official list. You might register for a class or to be on a sports team. When someone checks into a hotel, they register at the front desk.

In every U.S. state except North Dakota, people must register to vote before they can vote in an election. Some states allow people to register at the polls on election day, while other states require people to register in advance.

Name: \_\_\_\_\_

# VOCABULARY PRACTICE

## "Should You Get to Vote?"

**Directions:** Fill in the blank with a form of the word or phrase that best completes each sentence. There is one word you will not use.

### WORD BANK

circulate    register to vote

Gen Z-ers    imperative

1. News about the new video game club \_\_\_\_\_ through the school at lightning speed. By lunchtime, everyone knew.
2. My older sister just \_\_\_\_\_; now she'll be able to cast a ballot in the next election.
3. Grandpa chuckles when he hears the way \_\_\_\_\_ use certain words, such as *extra* and *chill*. He says people of his generation use those words differently.

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

4. **profoundly**  
A. partly  
B. thoroughly
5. **conviction**  
A. doubt  
B. belief
6. **imperative**  
A. important  
B. silly



Name: \_\_\_\_\_

## Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the letters in "Should You Get to Vote?" develop their arguments. We filled in some information for you.

|  | Sarah Phillips   | Mayor Alex Gomez  |
|--|--|---|
| line(s) that expresses the central idea, or central claim              | "I'm 14 years old, and I believe strongly that teens my age should be able to vote." |   |
| two pieces of evidence that support the central idea, or central claim | 1.<br><br>2.   | 1.<br><br>2.  |
| line(s) that expresses the counterargument                             |  | "I do acknowledge that the decisions elected officials make today profoundly affect kids and their futures, and I agree that you should have a say in those decisions." |
| line(s) that contains the rebuttal to the counterargument              |  |   |

Name: \_\_\_\_\_

## Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the letters in "Should You Get to Vote?" develop their arguments. We filled in one box for you.

|  | Sarah Phillips   | Mayor Alex Gomez    |
|--|--|---------------------|
| line(s) that expresses the central idea, or central claim              | "I'm 14 years old, and I believe strongly that teens my age should be able to vote." |                     |
| two pieces of evidence that support the central idea, or central claim | <p>1.</p> <p>2.</p>  | <p>1.</p> <p>2.</p> |

Name: \_\_\_\_\_

# Write An Argument Essay

**Directions:** Read "Should You Get to Vote?" Complete the scavenger hunt at the end of the digital article. Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should the voting age be lowered?

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 the voting age should be lowered, one of your supporting details might be that Gen-Z is a very engaged and politically active generation.

1.

2.

3.

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think the voting age **SHOULD** be lowered, summarize the strongest arguments against lowering the voting age that Mayor Gomez presents in his letter. If you think the voting age **SHOULD NOT** be lowered, summarize the strongest arguments that Sarah presents in her letter.

### 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 felt like your voice wasn't heard. How did it feel? What did you do about it? Does not being able to vote feel the same?
- 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: "Do you really need to be 18 to \_\_\_\_\_?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook 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 the voting age. Finish it in the space provided.

**Some people believe that the voting age should be lowered so that kids and teens can vote. Sarah Phillips agrees. Others, like the mayor of her town Alex Gomez, disagree and believe**

### **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 should lower the voting age. (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: \_\_\_\_\_

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

# VOCABULARY PREVIEW

## "The Rise of the GIF"

### curate

(KYUR-ayt) *verb*

*Curate* means "to select and organize items in a collection for other people to experience." You might curate a playlist of special songs for your friends. The owner of an art gallery might curate a show of paintings.

### euphoric

(yoo-FOR-ik) *adjective*

The noun *euphoria* (yoo-FOR-ee-uh) means "a feeling of intense happiness or excitement." Sometimes *euphoria* refers to happiness that is a bit exaggerated or excessive.

The adjective *euphoric* is used to describe someone or something in this state of over-the-top happiness.

### nuance

(NOO-ahns) *noun*

A nuance is a difference or distinction between similar things that is so slight it might be hard to notice or describe. A chef might notice all the nuances of flavor in a dish. You might understand the nuances of your best friend's smile, knowing when it means she's happy and when it means she is nervous.

## static

(STAT-ik) *adjective*

As used in the article, *static* means "not moving or changing." If you mouse over a photo on a computer and it doesn't change or move, it's a static image. If it pops up or moves, then the image is not static. Sometimes the price of gas goes up and down wildly, but other times it remains static for months.

## ubiquitous

(yoo-BIK-wih-tuhs) *adjective*

Something that is ubiquitous seems to be everywhere. Starbucks is ubiquitous, with more than 30,000 stores worldwide. If an actor is on two TV channels at once, in a magazine you just bought, and on a billboard you passed this morning, you could say she is a ubiquitous celebrity.



Name: \_\_\_\_\_

# VOCABULARY PRACTICE

## "The Rise of the GIF"

**Directions:** Fill in the blank with a form of a word in the box below to complete each sentence.

### WORD BANK

euphoric    static    ubiquitous    nuance    curate

1. Smartphones are \_\_\_\_\_; you see people using them wherever you go.
2. For the past decade, the population of my town has remained \_\_\_\_\_ at about 10,000 people.
3. "WOW! That's the most amazing, fantastic piece of cake I've ever tasted in my entire life!" Victor exclaimed, with a \_\_\_\_\_ expression on his face.
4. The media specialist at our school \_\_\_\_\_ a great list of apps that offer free online books for kids.
5. The newspaper has fun games, like identifying the \_\_\_\_\_ that make two almost identical photos different.

Name: \_\_\_\_\_

## Constructing a Response

**Directions:** Read "The Rise of the GIF" 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:

**How do GIFs affect our digital conversations?**

### Step 1: Write your claim.

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

GIFs affect our digital conversations by ...

### 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: \_\_\_\_\_

## Short Read Quiz

Directions: Read "The Rise of the GIF." Then answer the questions below.

---

1. **The anecdote about Max and his new pet tarantula contributes to the article by**
  - A. explaining the importance of pets.
  - B. showing how GIFs can affect and improve the way we communicate digitally.
  - C. supporting the idea that GIFs are easy to make.
  - D. showing what kinds of GIFs are the most popular.
2. **Author Mackenzie Carro writes, "Billions of GIFs are shared every day." This line**
  - A. supports the idea that GIFs are easy to make.
  - B. explains why people like to use GIFs.
  - C. supports the idea that GIFs are popular.
  - D. describes what a GIF is.
3. **The author writes that GIFs are "emojis 2.0." She means that GIFs**
  - A. were invented after emojis.
  - B. are a kind of emoji.
  - C. are more popular than emojis.
  - D. are similar to emojis, but even better.
4. **According to the article, GIFs \_\_\_\_\_. Choose TWO answers.**
  - A. help us express our emotions digitally
  - B. are a very recent invention
  - C. are not used often
  - D. have changed over time
5. **Which lines best support your answers to Question 4? Choose TWO.**
  - A. "In 2012, Oxford Dictionaries made *GIF* the word of the year."
  - B. "You could text your friend 'I'm excited!' or you could search *excited* on GIPHY and pick the exact version of excited you're feeling."
  - C. "Twitter and Facebook have GIF buttons."
  - D. "But the first GIFs were quite different from GIFs today."
6. **The main purpose of this article is to**
  - A. provide a detailed explanation of how GIFs are created.
  - B. compare GIFs to emojis.
  - C. explore the popularity of GIFs and how they have impacted the way we communicate.
  - D. explain why some GIFs are more popular than others.

Name: \_\_\_\_\_

## Constructed-Response Question

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

---

7. Author Mackenzie Carro writes, “GIFs are an important tool in our digital conversations these days.” How well does she support this statement? Use text evidence to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Short Read Quiz

**Directions:** Read “The Rise of the GIF.” Then answer the questions below.

1. **The story about Max and his new pet tarantula shows**
  - A. the importance of pets.
  - B. how GIFs can affect and improve the way we communicate digitally.
  - C. that GIFs are easy to make.
  - D. what kinds of GIFs are the most popular.
2. **Which line supports the idea that GIFs are popular?**
  - A. “In fact, they’re older than Google, Facebook, Snapchat—and Wi-Fi.”
  - B. “GIFs have also become simpler to make.”
  - C. “Billions of GIFs are shared every day.”
  - D. “But the first GIFs were quite different from GIFs today.”
3. **The author writes that GIFs are “emojis 2.0.” She means that GIFs**
  - A. were invented after emojis.
  - B. are a kind of emoji.
  - C. are more popular than emojis.
  - D. are similar to emojis, but even better.
4. **According to the article, GIFs \_\_\_\_\_. Choose TWO answers.**
  - A. help us express our emotions digitally.
  - B. are a very recent invention.
  - C. are not used often.
  - D. have changed over time.
5. **Which lines best support your answers to Question 4? Choose TWO.**
  - A. “In 2012, Oxford Dictionaries made *GIF* the word of the year.”
  - B. “You could text your friend ‘I’m excited!’ or you could search *excited* on GIPHY and pick the exact version of excited you’re feeling.”
  - C. “Twitter and Facebook have GIF buttons.”
  - D. “But the first GIFs were quite different from GIFs today.”
6. **Which statement can be supported by information in the article?**
  - A. Taylor Swift GIFs are some of the most popular GIFs.
  - B. GIFs have become harder to use over time.
  - C. Today, GIFs are easy to make.
  - D. Young people use GIFs more than adults.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Constructed-Response Question

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

---

7. Author Mackenzie Carro writes “GIFs are an important tool in our digital conversations these days.” How well does she support this statement? Use text evidence to support your answer.

Name: \_\_\_\_\_

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# PLAN YOUR ESSAY

Read the infographic "The Amazing Peacock Mantis Shrimp." Then complete this activity to help you plan an essay arguing that the mantis shrimp should be your school's new mascot.

---



## Qualities of a Good Mascot

In each box below, list a quality of a good school mascot. (For inspiration, think about your school mascot or any sports mascots that you like.)

## How the Mantis Shrimp Shows Those Qualities

Briefly explain how the mantis shrimp shows each quality you listed. (If the mantis shrimp does not show a quality on your list, leave the space next to that quality blank.)

## Essay Guidelines

Now it's time to start crafting your essay. Use a separate piece of paper or document and follow these guidelines:

### Beginning

Your first sentence should be a hook—that is, it should grab your reader's attention. Your hook can be a surprising fact, a question, or anything that will immediately engage your reader.

After your hook, present your claim—the main argument that you are going to support in your essay.

### Middle

Explain to your readers why the mantis shrimp would make a great school mascot, using the ideas you wrote in the chart.

### End

Conclude your essay with a strong sentence that will give your readers something to think about.

## Writing Tips

Use transition words and phrases so your ideas flow smoothly from one to the next.

Vary the length and structure of your sentences to keep your writing lively.

Make sure the information you provide supports your central claim.

Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft.

Proofread your second draft, checking for incorrect spelling, as well as punctuation and grammar errors.

# Mantis Shrimp Contest

Write an essay arguing that the mantis shrimp should be your school's new mascot. Use information in the infographic to support your ideas. Send your essay to Mantis Shrimp Contest. Three winners will each get a \$25 gift card.

## Entries will be judged on:

- ✓ a central claim
- ✓ organization
- ✓ use of information from the infographic
- ✓ grammar, spelling, and punctuation

Student name: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing 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](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY December 18, 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.*