

~> 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: _____ Date: _____

YOUR OR YOU'RE ?

Your and **You're** are often confused and misused. Here's what you need to know to use them correctly:

YOUR is a possessive that indicates ownership.

Examples:

"May I please borrow **your** pencil?"
Henry asked Raj.

It's **your** turn to wash the dishes tonight.

Where is **your** bicycle?

YOU'RE is a contraction of "you are."

Examples:

"After **you're** finished with soccer, let's go out for pizza," Aunt Elise said.

You're the best!

You're going to love these sneakers.

Here's a trick: Replace the *your* or *you're* in your sentence with *you are*.
If the sentence makes sense, *you're* is the right choice. If it does not, *your* is correct.

Directions: Fill in each blank with *your* or *you're* to correctly complete each sentence. Then write your own sentence using *your* or *you're* or both.

1. "_____ making me laugh so much I almost spilled my lemonade!" said Kia, giggling.
2. A parent or guardian needs to sign _____ permission slip by Friday.
3. _____ going to have to move _____ stuff because it's blocking the exit.
4. _____ taking _____ brother to the skate park after school, right?
5. Have you seen this TikTok dance? _____ going to love it.
6. _____

Name: _____

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

Vocabulary

"Summer of Blood"

1. **ferocity** (fuh-RAH-suh-tee) *noun*; Ferocity is the quality or state of being ferocious: fierce, violent, or brutal. A lion attacks its prey with great ferocity. A hurricane gains ferocity as it travels over warm waters. In other words, the hurricane becomes more powerful and destructive.
2. **harpoon** (hahr-POON) *noun*; A harpoon is a barbed spear with a long rope attached to it. A harpoon is used for hunting whales and large fish. It can be thrown by hand or shot from a special gun.
3. **muster** (MUHS-ter) *verb*; To muster is to gather, bring together, or summon up, especially when it's a little difficult to do so. You might muster your courage before going to check out a strange noise in a creepy basement. Your band teacher might ask you to muster all the students you can find to help move chairs into the gym for a concert.
4. **stifling** (STAHY-fling) *adjective*; The verb *stifle* can mean "kill by depriving of oxygen; suffocate." Something that is stifling feels suffocating—it makes breathing seem difficult. In the summer, the hot and humid air might be stifling. *Stifling* can also be used figuratively, as in, "The football team is under stifling pressure to win this game."
5. **subside** (suhb-SAHYD) *verb*; As it is used in the article, *subside* means "to become less intense, strong, or severe." Comedians wait until the audience's laughter subsides before telling their next joke. Banging your elbow can really hurt, but at least the pain subsides quickly.

Name: _____

Vocabulary Practice

"Summer of Blood"

Directions: Below are three imaginary newspaper headlines. Write the first sentence or two of each article in a way that makes the meaning of the bolded vocabulary word in the headline clear.

1. ***Stifling** Temperatures Force Schools Across the City to Close*

2. *Will Snowboarder Maria Muñoz **Muster** the Courage to Compete on Monday?*

3. *Antique **Harpoon** Discovered in Local Barn to Be Displayed at Historical Society*

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

- | | |
|--|---|
| 4. ferocity a. warmness b. fierceness | 6. stifling a. steamy b. cool |
| 5. muster a. collect b. disturb | 7. subside a. decrease b. increase |

SHARKS: FACT OR FICTION?

Directions: Respond to each statement by checking “True” or “False.”

| | True | False |
|---|------|-------|
| 1. Sharks live in every ocean in the world. | | |
| 2. All sharks are large and have a lot of sharp teeth. | | |
| 3. All sharks are carnivorous. | | |
| 4. Sharks have no predators. | | |
| 5. Sharks eat everything in sight. | | |
| 6. Up to 100 million sharks are killed each year by humans. | | |
| 7. Sharks hunt humans. | | |
| 8. Sharks are intelligent creatures. | | |
| 9. A person is more likely to get injured while using a toilet than be attacked by a shark. | | |

Name: _____

Close-Reading Questions

"Summer of Blood"

1. In the introduction, how does the author describe Matawan Creek? How does the tone of the introduction contrast with the tone of the illustration on pages 4-5? (author's craft)
2. How does the section "A Mood of Dread" contribute to the article? (text structure)
3. The author writes, "Many saw the shark with their own eyes. Yet as the story spread, few believed it." Why did people have a hard time believing there was a shark attack? (key ideas and details)
4. What role does Captain Thomas Cottrell play in the story? What might have happened if he hadn't jumped into action? (cause and effect, inference)

Name: _____

Critical-Thinking Questions

"Summer of Blood"

1. Why should people care about sharks?

2. After reading the article and viewing the video, has your view of sharks changed? Why or why not?

→ TEACHERS, READ THIS FIRST! ←

This is your copy of a *Scope* Google Activity. You can use this as is or customize it to fit your needs.
To edit any elements that are locked down, click **Slide** → **Edit theme**.

How to assign this activity:

- To assign through **Google Classroom**, select “Make a copy for each student” from the dropdown menu.
- For **Microsoft Teams**, you can click File → Download → Microsoft PowerPoint for a version of this activity that you can upload to Teams.
- You can also have your students **make their own copies** of this activity automatically:
 - Click the **Share** button at the top right.
 - Click **Copy Link**, then paste the URL into an email or assignment.
 - At the end of the URL, change the word **edit** to **copy**, like this:

[https://docs.google.com/presentation/d/\[...\]/edit?usp=sharing](https://docs.google.com/presentation/d/[...]/edit?usp=sharing)

[https://docs.google.com/presentation/d/\[...\]/copy?usp=sharing](https://docs.google.com/presentation/d/[...]/copy?usp=sharing)

DON'T
FORGET!

Delete this slide before sharing the activity with students.

THANK YOU FOR TEACHING WITH *SCOPE*!

Name: _____

SHARKS AND HUMANS

Read “[Summer of Blood](#)”. Then use this planner to help you respond to the prompt that appears at the end of the article.

The prompt at the end of the article says:

How did the shark attacks of 1916 change people's beliefs about sharks? How is our understanding of sharks different today? Answer both questions in a short essay. Use text evidence to support your ideas.

Let's think about each question separately. Use the boxes on the next two slides to help you organize your ideas for each question.



1. HOW DID THE SHARK ATTACKS OF 1916 CHANGE PEOPLE'S BELIEFS ABOUT SHARKS?

a. Describe people's beliefs about sharks **BEFORE** the 1916 attacks.

b. Describe people's beliefs about sharks **AFTER** the 1916 attacks.

2. HOW IS OUR UNDERSTANDING OF SHARKS DIFFERENT TODAY?

a. Today, are sharks considered “man-eaters”?

b. What do we know about why sharks are important?

c. What threats do sharks face today?

d. What do we know about how to protect sharks?

NOW YOU'RE READY TO WRITE!



CHOICE BOARD

"SUMMER OF BLOOD"

How did the shark attacks of 1916 change people's beliefs about sharks? How is our understanding of sharks different today? Answer both questions in a short essay. Use text evidence to support your ideas.

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

Write a poem about the relationship between sharks and humans from the point of view of a shark. Choose from one of the following titles, or come up with your own: "Threatened," "Misunderstood," "War With Sharks," "How to Help."

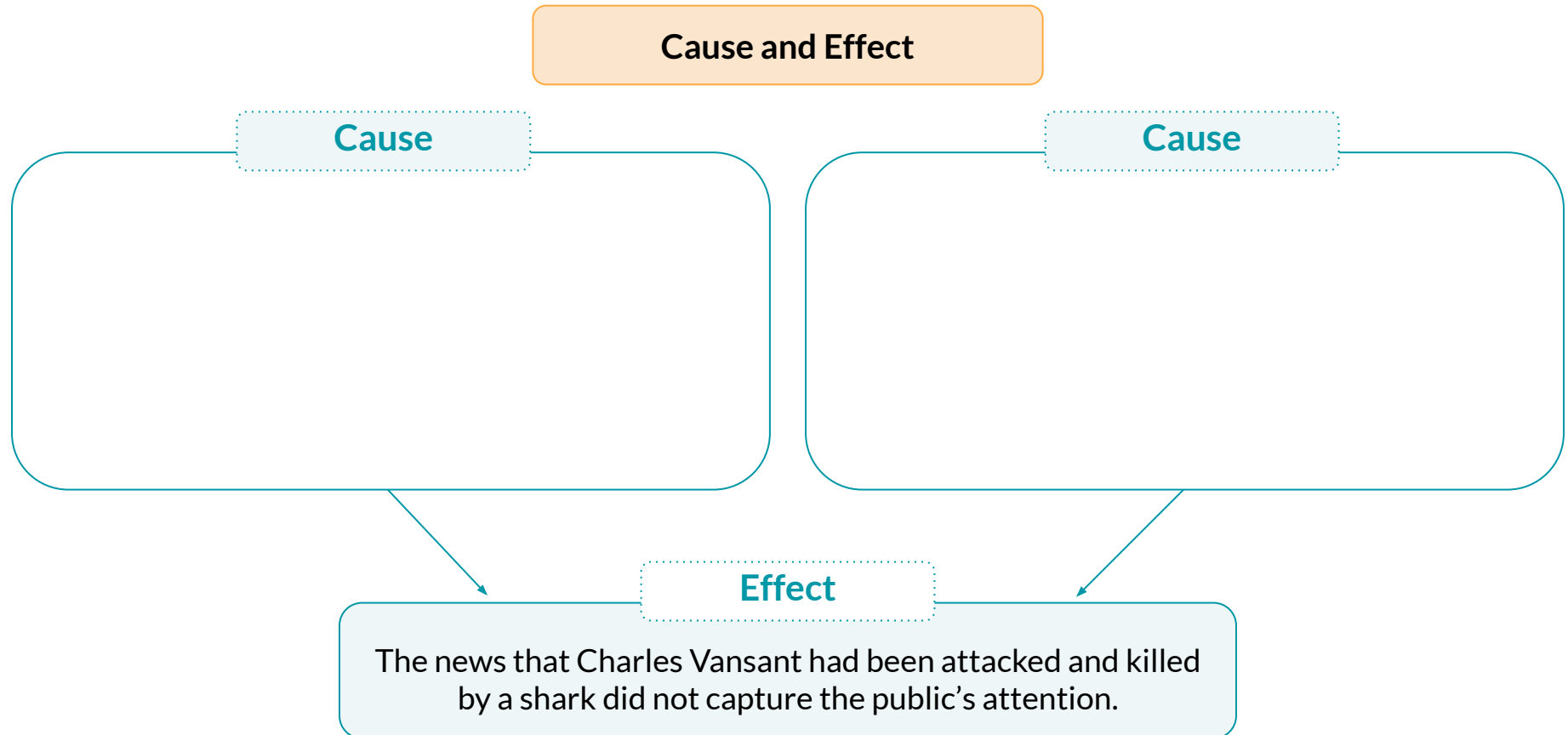
Using information in the article and video, create an illustrated children's book that teaches young readers about sharks and why we should care about them.

Create a poster or flyer that teaches people about the many species of sharks that are endangered. Explain why it is important for people to help restore the shark population. Draw on information in the article and video, as well as your own research.

Name: _____

EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, SEQUENCE OF EVENTS, PROBLEM/SOLUTION

Directions: Read "Summer of Blood." Then complete this activity to organize information in the article using text structures.



**START
HERE!**

**Sequence of
Events**

Follow the arrows to complete a timeline of events from the article
“Summer of Blood.” Use details from the article.

July 1, 1916

Charles Vansant is attacked
and killed by a shark.

July 13

July 14

July 2-3

Only a few newspapers
report the incident. *The
New York Times* calls it a
fish attack. Few people
believe the story.

July 12

September 15

July 6

July 7

Today

Problem and Solution

Problem

A shark entered the Matawan Creek and attacked three people.

Solution

Solution

Problem and Solution

Problem

Every year, about 100 million sharks are killed by humans, and some species are now endangered.

Solution

Solution

Name: _____

EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, SEQUENCE OF EVENTS, PROBLEM/SOLUTION

Directions: Read "Summer of Blood." Then complete this activity to organize information in the article using text structures.

Cause and Effect

Cause

Hint: What was the perception of sharks at the time? Why?

Cause

Hint: What was going on in the world at the time?

Effect

The news that Charles Vansant had been attacked and killed by a shark did not capture the public's attention.

**START
HERE!**

**Sequence of
Events**

Follow the arrows to complete a timeline of events from the article
"Summer of Blood." Use details from the article.

July 1, 1916

Charles Vansant is attacked
and killed by a shark.

July 13

July 14

July 2-3

Only a few newspapers
report the incident. *The
New York Times* calls it a
fish attack. Few people
believe the story.

July 12

September 15

July 6

July 7

Today

The shark attack makes
headlines. This time people
pay attention.

Problem and Solution

Problem

A shark entered the Matawan Creek and attacked three more people.

Solution

Hint: What did Thomas Cottrell do?

Solution

Hint: How did America react?

Problem and Solution

Problem

Every year, about 100 million sharks are killed by humans, and some species are now endangered.

Solution

Hint: What is the WildAid organization doing to help?

Solution

Hint: How can people like you help protect sharks?

Name: _____

SUMMARIZING

An **objective summary** is a short statement or paragraph that tells what a text is about.
It does not include unnecessary details or the opinions of the person writing it.

Directions: Answer the questions below to help you write a summary of "Summer of Blood."

1. Who or what is the article mainly about?

2. Where and when does the article take place?

3. What significant event does the article describe?

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

5. How is the main problem solved?

Directions: Write an objective summary of "Summer of Blood." Use the information in your answers from questions 1-5. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of "Summer of Blood"

Name: _____

SUMMARIZING

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

Directions: Fill in the blanks below to complete an objective summary of "Summer of Blood."

During the summer of 1916, _____

What happened?

Where did it happen?

_____. The first victim

What happened to him?

was Charles Vansant, who had been _____

Why didn't people believe it?

_____. But the story didn't gain much attention because

What else was going on?

_____.

A few days later, another shark attack occurred, and this time, _____

How did people react?

_____. The last attack happened when _____

What happened to Joe?

_____. Luckily,

Joe survived. By the next day, _____.

How did people react?

_____. The terror finally ended

when _____.

How did it end?

Name: _____

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 "Summer of Blood."

1. Study the illustration on pages 4-5, or at the top of the story page at Scope Online. What idea about sharks does it portray?

2. What is the purpose of the sidebar "Sharks In Danger" on pages 6-7? Why do you think the author included it?

3. Study the photo and caption at the bottom of page 7. How does the image relate to the image on pages 4-5?

4. Look at the photo and caption at the bottom of page 9. Which section of the story does it relate to most? What does it help you better understand?

Name: _____

“Summer of Blood” Quiz

Directions: Read “Summer of Blood.” Then answer the questions below.

1. The section “Look Out!” explains _____, while the section “Mysterious Oceans” explains _____.
 - A. how people reacted to Vansant’s attack; why they reacted that way
 - B. why a shark attacked Vansant; what he could have done to avoid the attack
 - C. where sharks are most likely to attack; when sharks are most likely to attack
 - D. what threatens sharks today; how people can help protect sharks
2. Author Lauren Tarshis writes, “For most Americans in 1916, the ocean was as mysterious as a distant galaxy.” This line contains _____.
 - A. a simile that describes the differences between the ocean and outer space
 - B. a simile that illustrates how little people knew about sharks at the time
 - C. an onomatopoeia that describes the size of the ocean
 - D. hyperbole that exaggerates people’s knowledge about oceans
3. The section “War With Sharks” uses a _____ text structure to _____.
 - A. cause-and-effect/explain why no one believed Captain Cottrell
 - B. sequence-of-events/describe how Joe was rescued
 - C. compare-and-contrast/describe other shark attacks
 - D. problem-and-solution/explain how people won the battle against the man-eater
4. Tarshis writes, “Joseph Dunn had just become a victim of one of the most notorious series of shark attacks in history.” What is the definition for **notorious**?
 - A. well-known or famous for something bad
 - B. able to be prevented or avoided
 - C. cruel and vicious
 - D. at a fast speed; rapid
5. Which line helps explain why people had doubts that the shark attacks really happened?
 - A. “Witnesses had no doubt what had happened.”
 - B. “Even the most respected scientists mistakenly believed that sharks were shy creatures with weak jaws and small appetites.”
 - C. “It was massive, eight or nine feet long.”
 - D. “Overnight, people’s image of sharks was transformed.”
6. Which detail would be **LEAST** important to include in a summary of the article?
 - A. Matawan Creek was lined with brick and tile factories.
 - B. In 1916, scientists believed that shark attacks were impossible.
 - C. Joseph Dunn survived a shark attack.
 - D. The frenzy ended after a great white shark was caught in Raritan Bay.

Name: _____

Constructed-Response Questions

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

7. How were people's responses to the shark attacks shaped by the time in which they lived? How might our response be different today and why?
8. Is author Lauren Tarshis certain that the great white shark caught in Raritan Bay was the New Jersey "man-eater"? Use text evidence to support your answer.

Name: _____

“Summer of Blood” Quiz

Directions: Read “Summer of Blood.” Then answer the questions below.

1. The section “Look Out!” helps readers understand _____.
 - A. how people reacted to the first shark attack
 - B. why people hunt sharks
 - C. why sharks are important
 - D. how the heat wave affected city dwellers
2. Author Lauren Tarshis writes, “For most Americans in 1916, the ocean was as mysterious as a distant galaxy.” This line contains a simile that illustrates
 - A. the differences between oceans and outer space.
 - B. how little people knew about sharks.
 - C. the enormous size of the ocean.
 - D. how few people knew how to swim.
3. The section “War With Sharks” uses a problem-and-solution text structure to _____.
 - A. show why no one believed Captain Cottrell
 - B. describe how Joe was rescued
 - C. describe other shark attacks
 - D. explain how the battle against sharks ended
4. Tarshis writes, “The boys must have heard about the attacks, listening to the grisly stories with pounding hearts and wide-eyed fascination.” *Grisly* most closely means _____.
 - A. horrifying
 - B. popular
 - C. impossible
 - D. comforting
5. Which line explains why people had doubts that the shark attacks had happened?
 - A. “Witnesses had no doubt what had happened.”
 - B. “Even the most respected scientists mistakenly believed that sharks were shy creatures with weak jaws and small appetites.”
 - C. “It was massive, eight or nine feet long.”
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 - B. In 1916, scientists believed that shark attacks were impossible.
 - C. Joseph Dunn survived a shark attack.
 - D. The frenzy ended after a great white shark was caught in Raritan Bay.

Name: _____

Constructed-Response Questions

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

7. What's one reason the shark attacks of 1916 didn't get much attention from the public at first? Use text evidence to support your answer.
8. Support the following claim using text evidence: *Author Lauren Tarshis isn't certain that the great white shark caught in Raritan Bay was the New Jersey "man-eater."*

Name: _____

Video Discussion Questions

Behind the Scenes: "Summer of Blood"

1. How does Lauren Tarshis support her statement that sharks have more to fear from us than we do from them (2:10)?
2. Tarshis's article is about a truly terrifying series of shark attacks. Does Tarshis seem to fear sharks? If not, what is her attitude toward sharks?
3. What is the purpose of the analogy with the dominos (4:11-4:25)?
4. Tarshis issues a call to action to learn more about sharks (5:18). How might that help sharks?

Sharks Contest

How did the shark attacks of 1916 change people's beliefs about sharks? How is our understanding of sharks different today? Answer both questions in a short essay. Use text evidence to support your ideas. Send your essay to Sharks Contest.

Three winners will each get *Ocean!* by DK.

Entries will be judged on:

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

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

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:

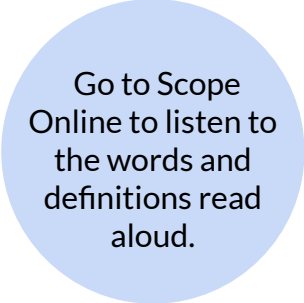
X _____

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

ENTRIES MUST BE RECEIVED BY May 16, 2022.

**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

"The McCoy Game"

1. **coordinates** (koh-AWR-duh-nitz) *plural noun*; Coordinates are a set of numbers or numbers and letters that show you a point or position on a map or grid. In "The McCoy Game," Jamal gets a set of coordinates that tell him the location of his grandfather's house. We can infer that these are a particular kind of coordinates called latitude and longitude.

How do these coordinates work? Take a look at this map. The horizontal lines are called latitude lines. They measure distance north or south of the equator. The vertical lines are called longitude lines. They measure distance east or west of what is called the prime meridian. If you know the longitude and latitude of a place—that is, its coordinates—you can find its exact location. (You can use coordinates to search for locations in mapping apps like Google Maps.)

2. **Motown** (MOH-town) *noun*; Motown is a style of music—often described as a mix of rhythm and blues and pop—named after the record label Motown Records in Detroit, Michigan. (Motown is a nickname for Detroit.) Motown Records was the first Black-owned record company in the United States. During the 1960s and early 1970s, it became famous for producing music by mostly Black singers, songwriters, musicians, and producers. Famous Motown artists include Marvin Gaye, the Supremes, Stevie Wonder, and the Temptations (pictured here).

3. **partial** (PAHR-shul) *adjective*; *Partial* can mean "not complete." If you have partial success at getting a stain out of your shirt, you get some of the stain out, but not all of it.

Partial can also mean "unfairly favoring one person or thing over another." If you are judging a talent contest, you should not be partial. For example, you should not give someone a higher score just because they are your friend.

Finally, *partial to* can mean "especially fond of." If you are partial to lemon-glazed donuts, you really like lemon-glazed donuts.

4. **spectator** (SPEK-tey-ter) *noun*; A spectator is a person who looks at or watches something. This video shows a performer on a unicycle surrounded by a crowd of spectators.
5. **unison** (YOO-nuh-suhn) *noun*; To do something in unison is to do it at the same time. If you and your friend say "no way" at the exact same time, you and your friend are speaking in unison. The robots in this video are moving in unison.
6. **will** (wil) *noun*; As it is used in the story, *will* refers to a legal document in which a person states who should receive their possessions after they die. They can say who should receive anything—from their house to their money to a photograph to a recipe book.

Name: _____

Close-Reading Questions

"The McCoy Game"

1. Why is the letter from Big Mac important to the story? (text structure)
2. Explain what Big Mac meant about being a doer or a spectator. (interpreting text)
3. How does Jamal feel about Big Mac's stories? Why might the author have wanted to make this clear? (author's craft)
4. What do you think the hunks of stone with the drawings are? (Make sure to read the whole story before you answer!) (inference)

8. Why might Big Mac have made it so that Jamal and Dre would need to unlock the door together? (inference)

Name: _____

Critical-Thinking Questions

"The McCoy Game"

1. Were you surprised by the end of the story? What other ideas did you have about what might happen?

2. Would you rather inherit the house or the spaceship? What do you think Jamal and Dre will decide about who inherits what?

3. Jamal and Dre were best friends before they stopped speaking to each other. Can you think of a way either or both of them might have handled things differently so that they did not become angry at each other—or at least so that they did not stay angry at each other for so long?

4. Big Mac tells Jamal and Dre that his memory will live on in them, and in that way, he'll never be truly gone. Can you think of anyone whose memory lives on in you? It doesn't have to be a family member or even someone you knew personally; it could be a person from the past who you admire and whose ideas are carried on in you.

→ TEACHERS, READ THIS FIRST! ←

This is your copy of a *Scope* Google Activity. You can use this as is or customize it to fit your needs.
To edit any elements that are locked down, click **Slide** → **Edit theme**.

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 - Click the **Share** button at the top right.
 - Click **Copy Link**, then paste the URL into an email or assignment.
 - At the end of the URL, change the word **edit** to **copy**, like this:

[https://docs.google.com/presentation/d/\[...\]/edit?usp=sharing](https://docs.google.com/presentation/d/[...]/edit?usp=sharing)



[https://docs.google.com/presentation/d/\[...\]/copy?usp=sharing](https://docs.google.com/presentation/d/[...]/copy?usp=sharing)

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Delete this slide before sharing the activity with students.

THANK YOU FOR TEACHING WITH *SCOPE*!

Name: _____

JAMAL AND DRE

Read "[The McCoy Game](#)". Then use this planner to help you respond to the prompt that appears at the end of the story.

1. Describe the relationship between Big Mac, Jamal, and Dre while Big Mac was alive.

2. What does Dre spend his time doing now? How does this make Jamal feel?

3. How do Jamal and Dre view Big Mac's game and each other at first? How do you know?

4. How does the encounter with the breathworm change things? What does each boy come to understand?

5. Why did Big Mac set up the game for Jamal and Dre?
Did Jamal and Dre meet all of its requirements?



NOW YOU'RE READY TO WRITE!

The prompt at the end of the story says:

Explain the conflict between the two cousins and how it is resolved by the end of the story. Use text evidence to support your ideas.

CHOICE BOARD

"THE MCCOY GAME"

Explain the conflict between the two cousins and how it is resolved by the end of the story. Use text evidence to support your ideas.

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

Pretend that author B.B. Alston wrote a sequel to "The McCoy Game." Write a summary of the sequel. Then create the opening illustration for this story. Don't forget the title!

Write a journal entry about one time you were a spectator and one time you were a doer. Think about why you chose to "be a spectator," why you chose to "be a doer," and how the experiences affected you.

Write a paragraph that answers these two questions: How does Jamal and Dre's relationship change over the course of this story? What are the events that led to the changes?

Name: _____

MAKING INFERENCES

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

Directions: Read "The McCoy Game." Then fill in the chart below by responding to the prompts that appear in italics.

| Clues | Inference |
|---|--|
| <p>1. On page 12, Jamal thinks about how people reacted to Big Mac's letter:</p> <p>"Folks laughed when we showed them the letters. Typical Big Mac playing his pranks, they said. That laughter got quiet after I tracked the coordinates to an old house way out in the country listed under Grandad's government name: Gerald McCoy."</p> | <p><i>How and why do people's thoughts about the letter change? Explain.</i></p> |
| <p>2. Consider these exchanges between Jamal and Dre in the house's entryway:</p> <p>"'Took you long enough.' Dre towers over me in the doorway ... 'You going to let me in or what?' I say, pushing past Dre into the small entryway."</p> <p>"The stack of metal moves and I stumble backward into Dre. We glare at each other until a whirring sound gets our attention."</p> | <p><i>What do these exchanges reveal about Jamal and Dre?</i></p> |

| Clues | Inference |
|--|--|
| <p>3. Consider what the key droid says to Jamal and Dre:</p> <p>"HAVE YOU REALLY NEVER SEEN A KEY DROID BEFORE?"</p> <p>"CLEARLY THE HELMETS GO OVER YOUR HEAD, AND THE BACKPACKS GO ON YOUR BACK."</p> <p>"AH, SO YOU DO KNOW SOMETHING! I WAS REALLY BEGINNING TO QUESTION THE OLD MAN'S JUDGEMENT."</p> | <p><i>How does the key droid feel about Dre and Jamal upon meeting them?</i></p> |
| <p>4. Consider what happens to Jamal on page 14 and how Dre reacts to it:</p> <p>"I can't help but grin as I extend an arm. The key is so close now, I can reach out and—Something slams into me and I go tumbling backward. I don't know what's up and what's down. I'm totally out of control!"</p> <p>'TIME'S UP!'</p> <p>The jet pack jolts me to a sudden stop. The library spins before my eyes. I blink until Dre's smirking face comes into focus."</p> | <p><i>Why is Jamal smirking?</i></p> |
| <p>5. At the end of page 16, Jamal and Dre hear a message from Grandad:</p> <p>"Grandad's voice sounds through a speaker. 'Knew you two'd figure it out. Reckon I just wanted to say that I love you both, and that spending summers with you was something I looked forward to every year. Kept this old man young. As long as you two stick together, my memory will live on through you and I'll never be truly gone.'"</p> | <p><i>Why did Grandad set up the McCoy game?</i></p> |

Name: _____

“The McCoy Game” Quiz

Directions: Read “The McCoy Game” from the April issue of *Scope*. Then answer the questions below.

1. **The key droid explains, “WHOEVER PASSES THROUGH THAT GOLDEN DOOR INHERITS THE HOUSE.” Which is the definition of *inherit*?**
 - A. to use, experience, or enjoy with others
 - B. to get by legal right from a person at his or her death
 - C. to fail to win
 - D. to acquire something by paying for it
2. **Which of the following helps explain why Jamal is angry at Dre at the beginning of the story?**
 - A. “We glare at each other until a whirring sound gets our attention.”
 - B. “Suddenly his life was all about basketball. He was too cool for us.”
 - C. “I’m tempted to remind her that she and Dre’s dad, my uncle Ray, don’t get along either.”
 - D. “‘That key is mine,’ says Dre. ‘Lead the way, metal dude.’”
3. **Grandad is characterized as _____.**
 - A. loving, playful, and wise
 - B. honest, quiet, and serious
 - C. talented, self-centered, and rude
 - D. skeptical, clever, and patient
4. **Consider what Jamal says about the caretakers of the universe: “It always sounded like science fiction to me, but looking at these drawings . . . I don’t know what to think.” What does this line reveal?**
 - A. Jamal thinks Big Mac’s stories are all made-up.
 - B. Jamal is starting to think that Big Mac’s stories could be true.
 - C. Jamal thinks Big Mac might still be alive.
 - D. Jamal is afraid of the caretakers.
5. **Which is NOT a theme of the story?**
 - A. After death, people’s memories can live on through those they leave behind.
 - B. Family is important.
 - C. Communication is key to strong relationships.
 - D. Evil deeds never go unpunished.
6. **What is the main reason Big Mac set up the McCoy Game?**
 - A. to teach his grandsons about outer space
 - B. to defeat the breathworm in his basement
 - C. to help his grandsons reconnect
 - D. to play a prank on his family

Name: _____

Constructed-Response Questions

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

7. How does the author develop the idea that there is a rift in Jamal and Dre's relationship? Support your answer with text evidence.
8. Has Big Mac been to space? Support your response with details from the story.

Name: _____

"The McCoy Game" Quiz

Directions: Read "The McCoy Game" from the April issue of *Scope*. Then answer the questions below.

1. The key droid explains, "WHOEVER PASSES THROUGH THAT GOLDEN DOOR INHERITS THE HOUSE." Context clues reveal that *inherit* most closely means _____.
 - A. buy
 - B. receive
 - C. lose
 - D. share
2. At the beginning of the story, why aren't Jamal and Dre getting along?
 - A. Jamal thinks that Dre is going to cheat in the competition to catch the floating key.
 - B. Jamal thinks that Dre considers himself too cool for Jamal and Grandad.
 - C. Jamal is jealous of Dre's basketball skills.
 - D. Jamal is disappointed in Dre for giving up on his interest in outer space.
3. Grandad is characterized as _____.
 - A. playful and wise
 - B. quiet and serious
 - C. talented and rude
 - D. dishonest and untrustworthy
4. Consider this line: "Dre starts laughing. 'Oh, so it's just one of Grandad's space monsters from those silly stories? Man, let's do this.'" This line tells you that Dre _____.
 - A. is afraid of breathworms
 - B. doesn't believe Big Mac's stories
 - C. thinks Jamal will struggle to defeat the breathworms
 - D. thinks breathworms are harmless
5. A theme of the story is that you should always _____.
 - A. put yourself first
 - B. avoid danger at all costs
 - C. try to find common ground
 - D. follow your dreams
6. What is the main reason Big Mac set up the McCoy Game?
 - A. to teach his grandsons about outer space
 - B. to defeat the breathworm in his basement
 - C. to help his grandsons reconnect
 - D. to play a prank on his family

Name: _____

Constructed-Response Questions

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

7. How does the encounter with the breathworm change Jamal and Dre's relationship? Support your answer with text evidence.
8. Has Big Mac been to space? Support your response with details from the story.

The McCoy Game Contest

Explain the conflict between the two cousins and how it is resolved by the end of the story. Use text evidence to support your ideas. Send your work to The McCoy Game Contest. Three winners will each get *Amari and the Night Brothers* by B.B. Alston.

Entries will be judged on:

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

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

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: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY May 16, 2022.

**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

"Ready. Set. Jump!" and "Skateboarding Takes Over"

1. **agility** (uh-JIH-luh-tee) *noun*; Agility is the ability to move quickly and easily. Professional soccer players must have great agility. A dog that does agility training learns how to move quickly and gracefully through an obstacle course.
2. **emerge** (ih-MURJ) *verb*; To emerge is to come out into view or existence. Flowers emerge in spring. Kids playing hide-and-seek do not emerge from their hiding places until they are discovered.
3. **makeshift** (MEYK-shift) *adjective or noun*; As an adjective, *makeshift* means "done or made using whatever is available; serving as a temporary substitute." On a long car trip, you might use a balled-up hoodie as a makeshift pillow.

As a noun, *makeshift* means "a temporary substitute." If your belt breaks, you could ask your teacher for some yarn to use as a makeshift.
4. **maneuver** (muh-NOO-ver) *verb*; As it is used in the article, *maneuver* means "to guide or control something skillfully," as in, "T.J. maneuvered the car smoothly into the tight parking space."
5. **milestone** (MAHYL-stohn) *noun*; In the past, marked stones were placed along roads to tell travelers how far it was to upcoming towns or cities, or to tell travelers how far they had come, the way highway signs do today. These stones were known as milestones.

Today, we use *milestone* to refer to a significant event or stage in development. Learning to ride a bike, graduating from high school, and celebrating a 10-year anniversary are examples of milestones people might celebrate.
6. **officiate** (uh-FIH-shee-ayt) *verb*; To officiate is to act as an official in charge of something. Referees and umpires officiate sporting events. When people get married, someone must officiate their wedding ceremony.

7. **pioneer** (pahy-uh-NEER) *noun or verb*; A pioneer is a person who is among the first to explore or settle a new area, as in, "Pioneers traveled west in covered wagons."

Pioneer can also refer to a person who pushes boundaries in a particular area to develop something new or prepare the way for others to follow. For example, Amelia Earhart, the first woman to fly solo across the Atlantic Ocean, was a pioneer in aviation.

As a verb, *pioneer* means "to act as a pioneer—to begin something new or take part in the early development of something." A doctor might pioneer a new way to treat a disease.

8. **traction** (TRAK-shuhn) *noun*; Traction is the force that causes a moving thing to slow down or stick against the surface it is moving along. It's important to wear shoes with good traction when you go hiking so that you don't slip. Car tires get more traction on a dry road than on an icy one.

Name: _____

Vocabulary Practice

"Ready. Set. Jump!" and "Skateboarding Takes Over"

Directions: Respond to each prompt below.

1. Name an animal known for its agility.

2. Name a milestone you are looking forward to in your life.

3. Name an item you could use as a makeshift chair.

4. Name a trend that has emerged in the past year.

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

- | | |
|--|--|
| 5. traction a. resistance b. slipperiness | 7. pioneer a. one of the first b. one of the last |
| 6. maneuver a. steer b. stop | 8. officiate a. act as an official b. think carefully |

Name: _____

Close-Reading Questions

"Ready. Set. Jump!"

1. How does Allison Friedman draw readers into her article in the introduction? (author's craft)

2. Friedman explains that "Walker wanted to help create an athletic competition in which girls could shine." What does she mean by *shine*? (figurative language)

3. What factors contributed to double Dutch's popularity? (key ideas and details)

Name: _____

Close-Reading Questions

"Skateboarding Takes Off"

1. What role did the X Games play in skateboarding's popularity? (cause and effect)
2. What are two ways in which skateboarding and double Dutch are similar? (compare and contrast)
3. What are two ways that skateboarding and double Dutch are different? (compare and contrast)

Name: _____

Critical-Thinking Questions

"Ready. Set. Jump!" and "Skateboarding Takes Off"

1. Skateboarding made its Olympic debut in the Tokyo Games in 2021. Friedman writes that some say double Dutch should become an Olympic sport too. Do you think double Dutch would make a good Olympic sport? In general, what criteria do you think a sport should meet to be included in the Olympic Games?

2. Friedman writes, "It's a time before texting and TikTok, before video games and Netflix. The television is a recent invention, and many families don't own one. So what, you may wonder, do kids do?" What does this question imply? Do you agree?

3. What is the importance of hobbies, games, and pastimes? What are your top three?

→ TEACHERS, READ THIS FIRST! ←

This is your copy of a *Scope* Google Activity. You can use this as is or customize it to fit your needs.
To edit any elements that are locked down, click **Slide** → **Edit theme**.

How to assign this activity:

- To assign through **Google Classroom**, select “Make a copy for each student” from the dropdown menu.
- For **Microsoft Teams**, you can click File → Download → Microsoft PowerPoint for a version of this activity that you can upload to Teams.
- You can also have your students **make their own copies** of this activity automatically:
 - Click the **Share** button at the top right.
 - Click **Copy Link**, then paste the URL into an email or assignment.
 - At the end of the URL, change the word **edit** to **copy**, like this:

[https://docs.google.com/presentation/d/\[...\]/edit?usp=sharing](https://docs.google.com/presentation/d/[...]/edit?usp=sharing)



[https://docs.google.com/presentation/d/\[...\]/copy?usp=sharing](https://docs.google.com/presentation/d/[...]/copy?usp=sharing)

DON'T
FORGET!

Delete this slide before sharing the activity with students.

THANK YOU FOR TEACHING WITH *SCOPE*!

Name: _____

SYNTHESIS

Read “Ready. Set. Jump!” and “Skateboarding Takes Off”. Then use this planner to help you respond to the prompt that appears at the end of the articles.

The prompt at the end of the articles says:

Compare the histories of double Dutch and skateboarding. How are they similar? How are they different? Use text evidence to support your ideas.

**Complete the charts on the following slides
to organize your ideas and gather text evidence.**



| Category | Double Dutch | Skateboarding | ✓ |
|--------------------------|--------------|---------------|--|
| Created by | | | <input type="checkbox"/> similarity <input type="checkbox"/> difference |
| When it was created | | | <input type="checkbox"/> similarity <input type="checkbox"/> difference |
| Why participants like it | | | <input type="checkbox"/> similarity <input type="checkbox"/> difference |

| Category | Double Dutch | Skateboarding | ✓ |
|--------------------------|--------------|---------------|--|
| Equipment needed | | | <input type="checkbox"/> similarity <input type="checkbox"/> difference |
| Individual or team sport | | | <input type="checkbox"/> similarity <input type="checkbox"/> difference |
| Popularity today | | | <input type="checkbox"/> similarity <input type="checkbox"/> difference |



NOW YOU'RE READY TO WRITE!

→ TEACHERS, READ THIS FIRST! ←

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- For **Microsoft Teams**, you can click File → Download → Microsoft PowerPoint for a version of this activity that you can upload to Teams.
- You can also have your students **make their own copies** of this activity automatically:
 - Click the **Share** button at the top right.
 - Click **Copy Link**, then paste the URL into an email or assignment.
 - At the end of the URL, change the word **edit** to **copy**, like this:

[https://docs.google.com/presentation/d/\[...\]/edit?usp=sharing](https://docs.google.com/presentation/d/[...]/edit?usp=sharing)



[https://docs.google.com/presentation/d/\[...\]/copy?usp=sharing](https://docs.google.com/presentation/d/[...]/copy?usp=sharing)

DON'T
FORGET!

Delete this slide before sharing the activity with students.

THANK YOU FOR TEACHING WITH *SCOPE*!

Name: _____

SYNTHESIS

Read “Ready. Set. Jump!” and “Skateboarding Takes Off”. Then use this planner to help you respond to the prompt that appears at the end of the articles.

The prompt at the end of the articles says:

Compare the histories of double Dutch and skateboarding. How are they similar? How are they different? Use text evidence to support your ideas.

Use the charts on the following slides to help you organize your ideas and text evidence. We filled in an example in the first one for you.



| Category | Double Dutch | Skateboarding | ✓ |
|--------------------------|--|--|---|
| Created by | | | <input type="checkbox"/> similarity <input type="checkbox"/> difference |
| When it was created | <p>Jumping rope dates back to rope makers in the ancient world. Double Dutch can be traced back to the 1600s, when the children of Dutch immigrants in what is now New York skipped between two ropes. (p. 18)</p> | <p>Skateboarding grew out of scooter riding in the early 20th century. (p. 20)</p> | <input type="checkbox"/> similarity <input checked="" type="checkbox"/> difference |
| Why participants like it | | | <input type="checkbox"/> similarity <input type="checkbox"/> difference |

| Category | Double Dutch | Skateboarding | ✓ |
|--------------------------|--------------|---------------|--|
| Equipment needed | | | <input type="checkbox"/> similarity <input type="checkbox"/> difference |
| Individual or team sport | | | <input type="checkbox"/> similarity <input type="checkbox"/> difference |
| Popularity today | | | <input type="checkbox"/> similarity <input type="checkbox"/> difference |



NOW YOU'RE READY TO WRITE!

CHOICE BOARD

"READY. SET. JUMP!" AND "SKATEBOARDING TAKES OFF"

Compare the histories of double Dutch and skateboarding. How are they similar? How are they different? Use text evidence to support your ideas.

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

Make the case that double Dutch should be an Olympic sport. Write a persuasive letter to the International Olympic Committee to try to get them to add double Dutch to the Summer Games.

What factors contributed to double Dutch becoming popular? Make an illustrated list of reasons double Dutch took off in a big way.

Create an illustrated timeline of skateboarding (like "The High-Flying History of Double Dutch" timeline in the double Dutch article).

Name: _____

Paired Texts Quiz

Directions: Read “Ready. Set. Jump!” and “Skateboarding Takes Off.” Then answer the questions below.

1. **Allison Friedman explains that jumping rope is an inexpensive way to have fun. Which line helps support this idea?**
 - A. “At the time, few organized sports were open to girls.”
 - B. “Over the years, double Dutch became a tradition passed down from kid to kid on playgrounds and street corners.”
 - C. “And you didn’t need special equipment. You could use clotheslines or old telephone wires as ropes.”
 - D. “Her foot catches on a rope, and she gets hopelessly tangled.”
2. **What contributed to double Dutch’s rise in popularity? Choose TWO.**
 - A. TikTok, Netflix, and texting
 - B. the establishment of a double Dutch league
 - C. Black girls adding dance and gymnastics to the game
 - D. rope makers jumping over ropes in ancient times
3. **Which statement CANNOT be supported by details in “Ready. Set. Jump!”?**
 - A. Today, double Dutch is popular around the world.
 - B. Double Dutch came to the U.S. from overseas.
 - C. Double Dutch is more popular in Japan than in the U.S.
 - D. Jumping rope has been around for a very long time.
4. **Alessandra Potenza writes, “It’s believed, though, that skateboards evolved from scooters, which date back to the early 20th century.” What is the definition of *evolve*?**
 - A. to defeat or outdo
 - B. to stop working because of damage
 - C. to be unlike or different
 - D. to change or develop gradually
5. **Potenza writes that “skateboarding has come a long way from the sidewalks and emptied-out pools of the 1960s.” To “come a long way” means to _____.**
 - A. be around for a long time
 - B. rise to a much higher level of success
 - C. travel a far distance
 - D. be expensive
6. **Both double Dutch and skateboarding _____. Choose THREE.**
 - A. are international, competitive sports
 - B. were created by kids
 - C. require coordination and creativity
 - D. are ancient

Name: _____

Constructed-Response Questions

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

7. Compare and contrast the skills required for double Dutch and skateboarding. Use text evidence to support your answer.
8. What role did kids play in the rise of skateboarding and double Dutch? Use text evidence to support your answer.

Name: _____

Paired Texts Quiz

Directions: Read “Ready. Set. Jump!” and “Skateboarding Takes Off.” Then answer the questions below.

1. Consider this line: “And you didn’t need special equipment. You could use clotheslines or old telephone wires as ropes.” This line supports the idea that jump rope is _____.
 - A. fun
 - B. physically challenging
 - C. not expensive
 - D. a great way to express yourself
2. What contributed to double Dutch’s rise in popularity? Choose TWO.
 - A. TikTok, Netflix, and texting
 - B. the establishment of a double Dutch league
 - C. Black girls adding dance and gymnastics to the game
 - D. rope makers jumping over ropes in ancient times
3. Which statement can be supported with details from the timeline “Jumping Through Time”?
 - A. Double Dutch will soon become an Olympic Sport.
 - B. Double Dutch is more popular in Japan than in the U.S.
 - C. Jumping rope has been around for a very long time.
 - D. Multiple films have been made about double Dutch.
4. Author Alessandra Potenza writes, “It’s believed, though, that skateboards evolved from scooters.” *Evolve* most closely means _____.
 - A. defeat
 - B. damage
 - C. copy
 - D. develop
5. What does *take off* mean as it is used in the title “Skateboarding Takes Off”?
 - A. to leave or go away suddenly
 - B. to suddenly become popular or successful
 - C. to remove
 - D. to start flying
6. Both double Dutch and skateboarding _____. Choose THREE.
 - A. are international, competitive sports
 - B. were created by kids
 - C. require coordination and creativity
 - D. are ancient

Name: _____

Constructed-Response Questions

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

7. Support the following claim using text evidence: Skateboarding and double Dutch require creativity.
8. Explain the role that kids played in the rise of _____. (Choose either skateboarding or double Dutch.) Support your answer with text evidence.

Paired Texts Contest

Compare the histories of double Dutch and skateboarding. How are they similar? How are they different? Use text evidence to support your ideas. Send your work to Paired Texts Contest. Three winners will each get *Defending Champ* by Mike Lupica.

Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ use of information from both texts
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

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: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY May 16, 2022.

**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

"What Is She Doing?"

- 1. mimic** (MIH-mihk) *verb or noun*; As a verb, to mimic is to copy or imitate someone or something. Can you mimic a French accent? Some people are so good at it that other people believe they were born in France!

As a noun, a mimic is one who mimics. Younger siblings are often good mimics of their older siblings. Certain birds, like parrots, can be good mimics of human speech.
- 2. synchronize** (SING-kruh-nahyz) *verb*; Synchronize means "to make things happen at the same time and speed." It is important that members of a marching band synchronize their steps. If they don't, they might bump into each other. Cheerleaders synchronize their motions. Dancers synchronize their moves with music.
- 3. utilize** (YOOT-tuh-lahyz) *verb*; To utilize something is to make use of it, especially for a new and practical job. When you brush your teeth, you wouldn't say you utilized your toothbrush; you would simply say that you used your toothbrush. But you could say that you utilized an old toothbrush to scrub the corners of the bathtub.

Name: _____

Vocabulary Practice

"What Is She Doing?"

Directions: Fill in the blank with the word that best completes each sentence.

WORD BANK

mimic

utilize

synchronize

1. We _____ the large empty space on our school's roof for events.
2. Ramal tried to _____ the yoga instructor's movements exactly.
3. The singer made sure to _____ his burst through the curtains with the cymbal crash to make a spectacular entrance.

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

- | | | |
|-----------------|-----------------------|-------------------|
| 4. mimic | 5. synchronize | 6. utilize |
| a. copy | a. change | a. save |
| b. be original | b. match | b. use |

Name: _____

THE SHORT WRITE KIT



What Is She Doing?
Sanaa Kelley is a Foley artist.
It's her job to create the sounds you hear in movies and on TV.

3 SURPRISING FOLEY TECHNIQUES

- flapping bird wings = waving a pair of gloves
- crackling fire = crackling a potato chip bag
- rain = sizzling bacon

How do Foley artists bring movies and TV shows to life?

Directions: In your own document, answer the question above in a well-organized paragraph. Be sure to use at least two pieces of text evidence to support your ideas.

Use the Short Write Kit at Scope Online to help you write your paragraph.

sound of rain. A wire brush sweeping over a wooden box with holes could mimic a train puffing out steam. Eventually, sound effects moved to the world of cinema. Jack Foley, who began his career in radio, was one of the first to record sound effects for films. The sounds were mostly things you hear in everyday life—doors closing, footsteps falling, curtains fluttering. These sounds, which came to be called “Foley,” made movies feel more realistic.

Telling Stories Through Sound
Today, not all sounds you hear in movies and television are made by Foley artists. Film and TV creators also utilize a library of pre-recorded and computer-generated sound effects. But Foley artists like Kelley are still preferred for certain sounds, especially those that involve human movement. Why? Because sounds created by a real person tend to sound more real.

Foley artists also add a thoughtful touch to their work. “A Foley artist must tell a story through sound,” explains Kelley. “Let’s say you need to re-create footprints. If someone is sad, their steps will sound slower and softer. If they’re happy, the steps are upbeat. It’s my job to help you hear those feelings.”

This can be a lot of work. To create the sound of a car crash, for example, Kelley recorded dozens of different sounds—branches snapping, tires hitting dirt, glass breaking, metal hitting the ground.

Then she layered them together with computer software. Unusually it took eight hours to make just a few minutes of sound.

The job can be physically demanding too. Kelley sometimes runs or walks in place for long stretches of time. Or she may repeatedly throw or bang heavy objects against the floor or each other.

But for Kelley, the hard work is what makes her job exciting. In one week, she might create Foley for 20 different shows—from *Kung Fu to High School Musical: The Musical: The Series*—which means she gets to dream up all kinds of sounds. She’s cracked raw language sounds to imitate breaking glass. She’s snapped celery sticks to mimic breaking bones.

So what should you do if you want to become a Foley artist? Kelley suggests listening to everything you can about sound production.

Another tip? Never record on an empty stomach. “I always eat before recording,” says Kelley. “The last thing you want to hear is your stomach growl!”

Directions: Read “What Is She Doing?” Then complete this activity to help you write a short response to the article.

Step 1: WRITE YOUR CLAIM

Write one sentence stating your claim.
Your claim should do two things:

- Echo the question in the prompt.
- Answer the question in the prompt.



Prompt:
How do Foley artists bring movies and TV shows to life?



*We started
you off by
echoing the
question.*

Your claim:
Foley artists bring movies and TV shows to life by

*To answer the
prompt,
complete this
sentence.*

Step 2: FIND YOUR TEXT EVIDENCE

A. Scan the article to find details that helped you answer the question.

B. In **at least two** of the Text Evidence boxes, write a detail that you identified. You can:

- directly quote the author,
- put the information in your own words, *or*
- do a bit of both.

C. Write commentary for each piece of text evidence. This can be:

- an explanation that helps your reader better understand your text evidence,
- a statement that adds emphasis to your evidence, *or*
- a personal comment or reaction.

Text Evidence 1

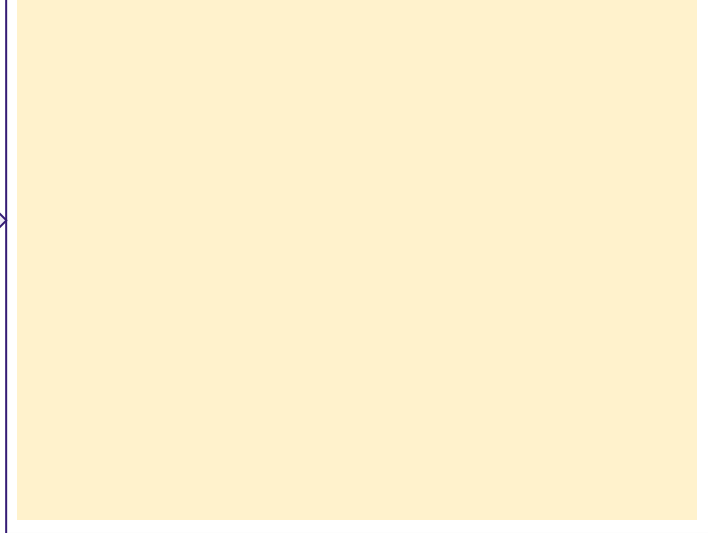
Commentary



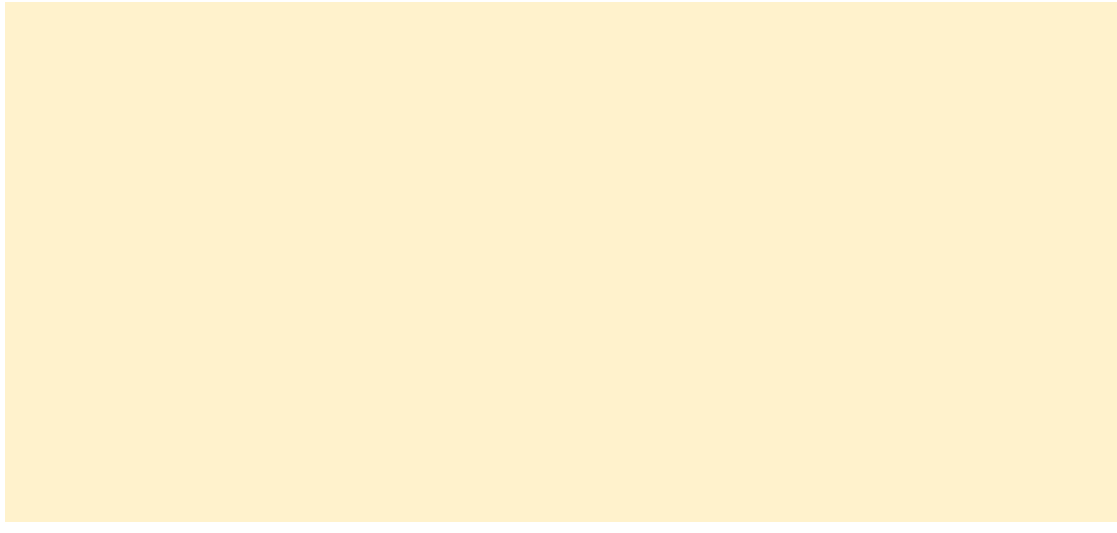
Text Evidence 2



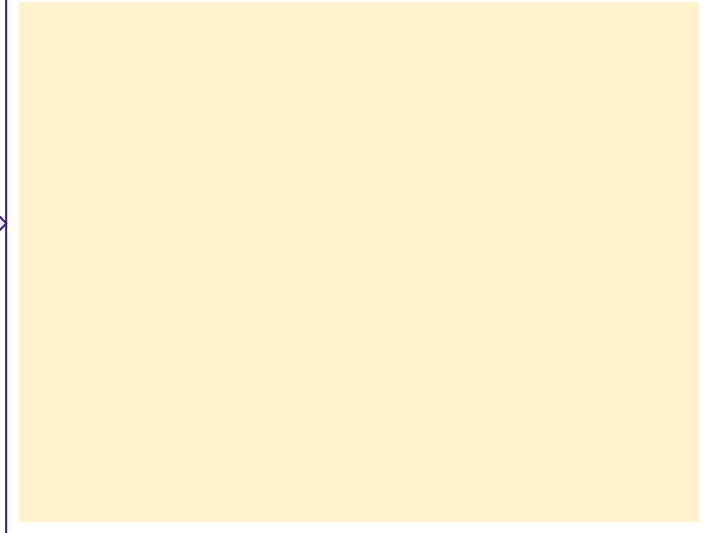
Commentary



Text Evidence 3



Commentary



Step 3: WRITE YOUR PARAGRAPH

Start with your claim.

Present your first piece of text evidence.
Be sure to cite where it's from. Here's one way
to do it: As Alex Lim-Chua Wee and Mackenzie
Carro explain in their article "What Is She
Doing?", _____.
(Finish the sentence with your text evidence.)

Give your commentary for your first piece of
text evidence.

Present your other piece(s) of text evidence.
Make it clear that you are giving information
from the article. To do this, you can use phrases
like "according to the authors."
Follow each piece of evidence with your
commentary.

Finish with a concluding sentence that sums
everything up.

Name: _____

CENTRAL IDEAS AND DETAILS

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

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

Directions: Fill in the chart with information from each section of "What Is She Doing?"

| Section <i>Write the title of the section.</i> | Central Idea <i>Write one sentence telling what the section is mainly about.</i> | Supporting Details <i>Give two or three details that support the central idea.</i> |
|---|---|---|
| "The Origin" | | |
| "Telling Stories Through Sound" | | |

Directions: Now think about the central ideas and supporting details you wrote in the chart. What do they suggest the author wants you to know about the topic of the story? Answer the question by writing a sentence stating the central idea of the whole article in the space below.

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author is making. A central idea can be supported with details from the text. **Directions:** Fill in the chart below with information from each section in "What Is She Doing?" We filled in the first row for you.

| Section <i>Write the title of the section.</i> | Central Idea <i>Write one sentence telling what the section is mainly about.</i> | Supporting Details <i>Give two or three details that support the central idea.</i> |
|---|---|--|
| "The Origin" | Foley art began in radio and then spread into the world of cinema. | <ul style="list-style-type: none"> • In the 1920s, TV did not exist and radio shows were popular. • Sound artists added sound effects live on the air to radio shows. • Jack Foley was one of the first to record sound effects for films to make them feel more realistic. |
| "Telling Stories Through Sound" | | |

Directions: Now think about the central ideas and supporting details you wrote in the chart. What do they suggest the author wants you to know about the topic of the story? Answer the question by writing a sentence stating the central idea of the whole article in the space below.

Name: _____

“What Is She Doing?” Quiz

Directions: Read “What Is She Doing?” from the April issue of *Scope*. Then answer the questions below.

1. **What do Foley artists do?**
 - A. They brainstorm ideas for new TV shows and movies.
 - B. They film and edit TV shows and movies.
 - C. They host radio plays, comedy series, and news programs.
 - D. They create sound effects for movies and TV.
2. **How did Foley get its name?**
 - A. It's named after the software used to create sounds for film and TV.
 - B. It's named after one of the first people to produce sound effects for film.
 - C. It's named after a 1920s radio drama.
 - D. It's named after a famous film director.
3. **Which statement best expresses a central idea of the section “The Origin”?**
 - A. Radio plays were popular in the 1920s.
 - B. Foley art began in radio entertainment and then spread into the world of cinema.
 - C. Sounds for TV and movies are recorded in many different ways.
 - D. Jack Foley was one of the first people to record sound effects for films.
4. **The authors write, “She squishes pineapples to mimic the slurp of a zombie scooping out an eyeball.” Which word from the article is synonymous with *mimic* as it is used in this line?**
 - A. synchronize
 - B. layer
 - C. imitate
 - D. record
5. **According to the article, creating Foley requires _____. (Choose THREE.)**
 - A. creativity
 - B. hard work
 - C. technology skills
 - D. having a car
6. **The authors likely wrote this article to _____.**
 - A. entertain readers with fun facts about their favorite TV shows and movies
 - B. persuade readers to work in the film industry when they grow up
 - C. teach readers how computer-generated sound effects are recorded
 - D. inform readers about a fascinating profession

Name: _____

Constructed-Response Question

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

7. Support the following claim using text evidence from the article: *Foley art enhances movies and TV shows.*

Name: _____

“What Is She Doing?” Quiz

Directions: Read “What Is She Doing?” from the April issue of *Scope*. Then answer the questions below.

1. **Foley artists create _____.**
 - A. films
 - B. TV shows
 - C. radio shows
 - D. sound effects
2. **How did Foley get its name?**
 - A. It’s named after the software used to create sounds for film and TV.
 - B. It’s named after one of the first people to make sound effects for film.
 - C. It’s named after a 1920s radio drama.
 - D. It’s named after a famous film director.
3. **The section “The Origin” helps readers understand how _____.**
 - A. Foley art began
 - B. sound effects are recorded
 - C. radio entertainment became popular
 - D. cinema became popular
4. **The authors write, “She squishes pineapples to mimic the slurp of a zombie scooping out an eyeball.” Which word from the article has the same meaning as *mimic* as it is used in this line?**
 - A. synchronize
 - B. layer
 - C. imitate
 - D. record
5. **According to the article, creating Foley requires _____. (Choose THREE.)**
 - A. creativity
 - B. hard work
 - C. technology skills
 - D. having a car
6. **The authors wrote this article to inform readers about _____.**
 - A. the TV show *Kung Fu*
 - B. the history of radio
 - C. computer-generated sound effects
 - D. a fascinating profession

Name: _____

Constructed-Response Question

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

7. Support the following claim using text evidence from the article: *Foley art enhances movies and TV shows.* (To *enhance* something is to make it better.)

Name: _____

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

Vocabulary

"Should You Post That?"

- 1. digital footprint** (DI-juh-tuhl FOOT-print) *noun*; Your digital footprint is a record of your online activity—including websites you visit, comments you make, photos and videos you upload, and interactions you have with people on social media.

Unlike footprints on a sandy beach that will eventually wash away, the trail of data you leave behind online is much more permanent.
- 2. etiquette** (EH-ti-kuht) *noun*; Etiquette is a set of rules about the proper and polite way to behave. Etiquette tells us, for example, to say "please" and "thank you."

Etiquette varies among different cultures and regions. According to Japanese etiquette, for example, noisily slurping your noodles is a way to show appreciation.
- 3. humility** (hyoo-MI-luh-tee) *noun*; Humility is the quality of being humble. To have humility is to be courteous, gentle, and modest. Someone who has humility isn't overly proud. They don't think they're better than others or too good for something.

Here are some ways to practice humility: Look for the best in others, admit your mistakes, be patient, and think of yourself less and others more.
- 4. navigate** (NA-vuh-geyt) *verb*; To navigate is to find the way to a place. A person might use Google Maps to help navigate while driving. You might find some websites are easier to navigate than others.

Navigate is also used figuratively to mean "to make your way through an experience." A new student might need help navigating the complicated registration process.
- 5. opt** (opt) *verb*; To opt is to make a choice from a range of possibilities, as in, "After reading the list of flavors, I opted for a vanilla milkshake." A dog might opt to take a nap on his owner's lap instead of in his dog bed. (*Opt* is usually followed by *for* or *to*.)

Name: _____

Vocabulary Practice

"Should You Post That?"

Directions: Choose the best ending to each sentence.

1. **To help me navigate the forest, I brought along**
A. a trail map and a compass.
B. a tent and firewood.

 2. **Kyle showed proper etiquette when he**
A. closed the elevator door before everyone could get on.
B. held the elevator door open for the people trying to get on.

 3. **Someone adds to their digital footprint by**
A. mailing a postcard to a friend.
B. posting a photo on Instagram.
-

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

- | | |
|--|---|
| 4. opt a. decide b. dislike | 6. etiquette a. manners b. rudeness |
| 5. humility a. boldness b. humbleness | 7. navigate a. guide along a route b. get lost |

Name: _____

WRITING PLANNER: MY ADVICE

Directions: Read "Should You Post That?" Then use the information in the article and this planner to help you write a letter of advice to #WorriedAboutMyFriends, #HaHaHa, or #ForTheLikes.

1. To whom will you write a letter of advice? _____
2. **A.** What questions should this person ask themselves when deciding whether or not to post?

B. How would you answer those questions?
3. Do you think this person should post? Why do you think this is the best decision?
4. Is there anything else you want to add to your letter? For example, you could offer an example of a positive, meaningful, or important post, or you could share a personal experience that might be helpful.

Now
you're
ready to
write!

Pandora's Box

Pronunciation Guide

Pandora [pan-DOHR-ah]

Epimetheus [eh-puh-MEE-thee-uhs]

Prometheus [pruh-MEE-thee-uhs]

Zeus [zoos]

Hera [HEE-rah] or [HEH-rah]

Athena [ah-THEE-nah]

Aphrodite [a-fruh-DIE-tee]

Hermes [HUR-meez]

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



Pandora's Box

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

| | Agree | Disagree |
|---|-------|----------|
| 1. Curiosity is a gift. | | |
| 2. Curiosity can be dangerous. | | |
| 3. Life is easier when you accept things as they are. | | |
| 4. People should not question what they're told. | | |
| 5. Suffering is part of life. | | |
| 6. Hope is what gets us through difficult times. | | |

Name: _____

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

Vocabulary

Pandora's Box

- exasperated** (ig-ZAS-puh-rey-tid) *adjective*; When someone is exasperated, they are extremely annoyed or irritated, as in, "Frannie's dad was exasperated by the bumper-to-bumper traffic."
- fanfare** (FAN-fehr) *noun*; Originally, *fanfare* referred to a short burst of music played by trumpets when someone important entered a space. Today, *fanfare* can refer to any showy display. Imagine that for its opening day, a pizza place puts up signs and flags, and it hires someone in a pizza costume to stand outside and wave. You could say the pizza place opened with much fanfare.
- flourish** (FLUR-ish) *verb*; To flourish is to grow well and be healthy. Plants flourish when they have the right amount of sun, rain, and nutrients.

Flourish can also mean "to be successful or prosper," as in, "Meghan flourished in her new school. She made lots of friends, got good grades, and joined the choir."
- ornate** (awr-NEYT) *adjective*; Something that is ornate is covered in complicated decoration. An ornate door might have detailed shapes and patterns carved into it. An ornate costume might be covered in sequins, feathers, and lace.
- smite** (smahyt) *verb*; To smite someone is to strike them with a heavy blow, either with your hand or with a weapon you are holding in your hand. When Zeus, the king of the Greek gods, gets angry, he often uses lightning bolts to smite his enemies. (The past tense of *smite* is *smote*.)
- spiteful** (SPAHYT-fuhl) *adjective*; Spite is a desire to annoy, upset, or hurt someone out of anger. Something or someone that is spiteful is full of spite; it's purposefully mean. Let's say Allan is mad at Dan for some reason. If Allan invites Mason and Will over in front of Dan just to make Dan feel left out, Allan is being spiteful.

Name: _____

Vocabulary Practice

Pandora's Box

Directions: Below are titles and summaries of imaginary books. Choose the best title for each book. Briefly explain your choices.

BOOK TITLES**A.** *The Spiteful Spaniel***C.** *The Flourishing Puppy***B.** *Fanfare for Fluffy*

1. Samantha doesn't do anything simply—so why should her dog's birthday party be any different? Fireworks, anyone?
Title (A-C): **Why I chose this title:**
2. Is Rockie angry at Gretchen? He chewed up all her favorite shoes. He buried her phone in the backyard. And while he's all tail-wags and kisses with everyone else in the family, if Gretchen sits down next to him, he gets up and walks away.
Title (A-C): **Why I chose this title:**
3. This easy-to-follow nonfiction book will tell you everything you need to know about how to raise a happy, healthy puppy.
Title (A-C): **Why I chose this title:**

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

4. smite

- a. help
- b. attack

6. ornate

- a. plain
- b. elaborate

5. exasperated

- a. frustrated
- b. excited

7. spiteful

- a. hurtful
- b. friendly

Name: _____

Close-Reading Questions

Pandora's Box

1. If the story were presented in chronological order, where would the events in Scene 1 go? Why do you think the playwright structured the play the way she did? (text structure)

2. In Scene 5, a stage direction states that Hera winks at Zeus as she gives Pandora the gift of curiosity. Why does Hera wink? Why is this stage direction important? (inference, foreshadowing)

3. Consider what Epimetheus shares with Pandora in Scene 6 about the meaning of his and his brother's names. Give an example of how each brother lives up to his name. (character)

4. Two common symbols used in literature are darkness and light. How does the playwright use these two symbols in Scene 9? What feelings or ideas does each symbol convey? (symbolism)

5. Reread the end of scene 9. What is its tone? What big idea does the playwright leave you with? (tone, theme)

Name: _____

Close-Reading Questions

"Pandora, Ungifted"

1. Analyze the poem's title. How does it relate to the play? (synthesis)

2. What does the poem suggest about curiosity? How? (theme)

Name: _____

Critical-Thinking Questions

Pandora's Box

1. A scapegoat is a person who is blamed for the wrongdoings, mistakes, or faults of others. What makes Pandora a scapegoat? For whom does she take the blame?
2. How could "Pandora's Box" be interpreted as excusing people from responsibility for their bad behavior?
3. What do you think: Is curiosity good or bad?
4. One of the takeaways from the myth is that hope can make life bearable even when terrible things happen. Can you think of an example from your life, from another work of fiction, or from a nonfiction story that you've read that supports this idea?

Analyzing Poetry: “Pandora, Ungifted” by Jennifer Dignan

[Click here
to listen to
Jennifer Dignan
read her
poem.](#)

Directions:

Read the poem a few times. Then answer the questions on the following slides. (Tip: Have a copy of the poem open in front of you.)

LITERARY DEVICE

Allusion

An allusion is an indirect reference—when a writer or speaker refers to something without naming or explaining it. An allusion can be to an idea, an event, a person, a place, a character, or a work of literature. When writers make allusions, they are assuming the reader will know what they are referring to.

1. Explain the allusion the poet makes in the title and the first stanza of the poem. (Think about what the poet is expecting you to know without her stating it directly.)

Repetition

Many poems include repetition—of sounds, syllables, words, phrases, lines, or entire stanzas. Let's look at repetition in "Pandora, Ungifted."

2. What two phrases appear over and over again in this poem?

3. In the fourth stanza, the poet repeats the word "same" three times. Why do you think she does this? How does the repetition affect the sound and/or meaning of the poem?

MEANING

4. The poet lists things that Pandora would have done or been—or would *not* have done or been—if she were not curious. But many of the things the poet mentions don't have anything to do with Pandora from Greek mythology. For example, in Greek mythology, Pandora wasn't a scientist or a composer—and she certainly did not watch movies!

Why might the poet have decided to take this poem outside the world of Greek mythology and talk about Pandora as though she were alive in the present?


5. There are seven questions on this slide and the next slide. Choose **THREE** to answer.

Hint! If you're stuck, think about how *having curiosity* might *help* with these things.

Why might someone without curiosity not compose music, paint murals, or dance?

Why might someone without curiosity not go far in science?

Why would someone without curiosity have no personal style?



Why would someone without curiosity make the same thing for dinner every night?

Why would someone without curiosity be an awful doctor?

Why would someone without curiosity not watch movies, read books, or go to museums?

Why would someone without curiosity be a lousy friend?

Last Stanza

She would have gazed up at the countless stars
and
yawned.

6. Consider the last stanza. What feelings or thoughts are often associated with gazing at the stars?

7. What idea is the poet expressing when she says that an incurious Pandora would have gazed up at the stars and yawned?

8. The poet puts the words “and” and “yawned” on their own lines. Why might she have done this?

First Stanza

An incurious Pandora
would have left that box alone.

9. Now go back to the first stanza. How is the idea in this stanza different from the ideas in the rest of the poem?

Whole Poem

10. In one or two sentences, explain the message or idea about curiosity expressed in this poem.

→ TEACHERS, READ THIS FIRST! ←

This is your copy of a *Scope* Google Activity. You can use this as is or customize it to fit your needs.
To edit any elements that are locked down, click **Slide** → **Edit theme**.

How to assign this activity:

- To assign through **Google Classroom**, select “Make a copy for each student” from the dropdown menu.
- For **Microsoft Teams**, you can click File → Download → Microsoft PowerPoint for a version of this activity that you can upload to Teams.
- You can also have your students **make their own copies** of this activity automatically:
 - Click the **Share** button at the top right.
 - Click **Copy Link**, then paste the URL into an email or assignment.
 - At the end of the URL, change the word **edit** to **copy**, like this:

[https://docs.google.com/presentation/d/\[...\]/edit?usp=sharing](https://docs.google.com/presentation/d/[...]/edit?usp=sharing)

[https://docs.google.com/presentation/d/\[...\]/copy?usp=sharing](https://docs.google.com/presentation/d/[...]/copy?usp=sharing)

DON'T
FORGET!

Delete this slide before sharing the activity with students.

THANK YOU FOR TEACHING WITH *SCOPE*!

Name: _____

THE POWER OF CURIOSITY

Read *Pandora's Box*. Then use this planner to help you respond to the prompt that appears at the end of the play.



The prompt at the end of the play says:

Does the play portray curiosity as a curse or a gift? What does the poem suggest about curiosity? Answer both questions in a well-organized essay. Use text evidence to support your ideas.

Let's break this down together.



FIRST, LET'S DO SOME WORD WORK.

1. In your own words, write a definition for **curiosity**.

2. Consider this sentence:

Lana's beautiful singing voice was a gift.

Finish the sentence below to write a definition for **gift** when used this way.

Something that is seen as a gift is ...

3. Consider this sentence:

For Lana, fame and fortune turned out to be a curse.

Finish the sentence below to write a definition for **curse** when used this way.

Something that is seen as a curse is ...

NOW, LET'S THINK ABOUT THE PLAY.

4. What is Pandora curious about? Why is she such a curious person?

5. Does Pandora's curiosity lead to a positive or a negative outcome? Explain.

6. Based on your responses to Questions 4 and 5, does the play portray curiosity as a curse or a gift? Explain.

LASTLY, LET'S THINK ABOUT THE POEM.

7. Analyze the poem's title. How does it relate to the play? (*Hint: Think about what Pandora's name means.*)

8. According to the poem, what sorts of things does curiosity lead to?

9. Based on your answers to Questions 7 and 8, what does the poem suggest about curiosity? Is it a curse or a gift? Explain.

NOW YOU'RE READY TO WRITE!



CHOICE BOARD

PANDORA'S BOX

Does the play portray curiosity as a curse or a gift? What does the poem suggest about curiosity? 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 play.

Create a fictional social media account for any character from the play. Be sure to include a handle, a biography, and a series of posts for that character.

With at least one classmate, go to Scope Online to read another play based on a Greek myth:

- [The Monster in the Cave](#)
- [Into the Burning Sun](#)
- [Hunting a Snake-Headed Monster](#)

Then discuss: What do you notice about the relationship between gods/goddesses and mortals in the play you read and in *Pandora's Box*?

Create a podcast in which characters from the play are invited to discuss what has just transpired on Earth. Who is responsible for the suffering that has been released into the world?

Draw a picture of "hope" and label the different parts of your drawing. Explain what hope looks like and how it helps people who are suffering.

Alternatively, draw a picture of "curiosity" and label the different parts of your drawing. Explain how curiosity shapes our world.

Rewrite a scene from the play or the play in its entirety in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

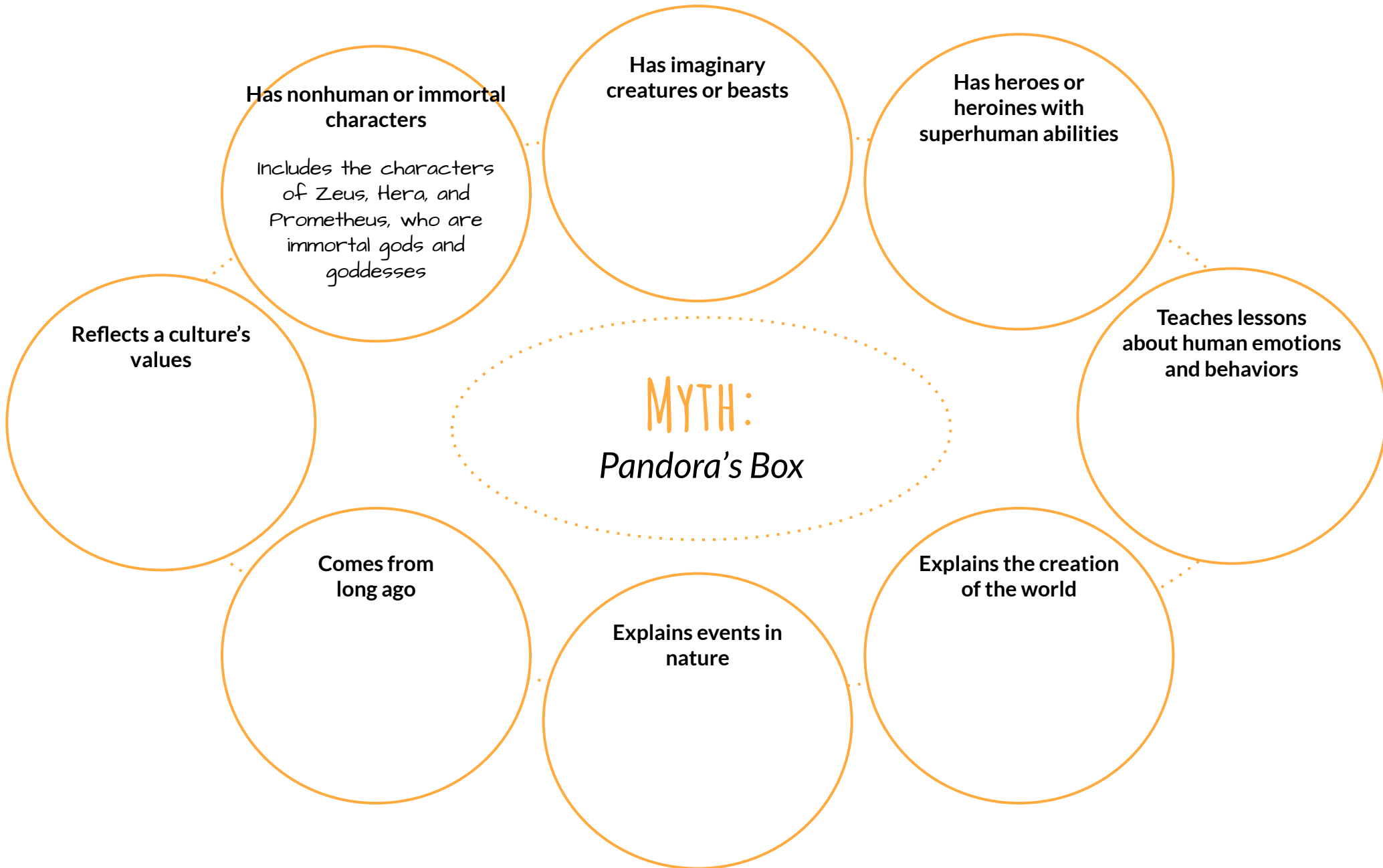
Name: _____

GENRE EXPLORATION: *PANDORA'S BOX*

This story belongs to two genres: drama and myth. In this activity, you will focus on what makes it a myth.

A genre is a category of literature or art. Mystery, science fiction, historical fiction, and biography are all genres of literature.

Directions: This graphic organizer gives some common characteristics of myths. *Pandora's Box* does not have all of these characteristics, but it has many of them. We've explained how the play shows one of these characteristics. Fill in any others that apply.



Directions: Answer the questions below.

- 1. What other stories, plays, or movies have you read or seen that belong to the myth genre?**

- 2. Myths often explain how certain things in the world or the world itself came into existence.**
 - a. How does *Pandora's Box* explain the existence of evil and suffering in the world? Do any of the myths you listed in Question 1 explain the existence of something? If so, what?**

 - b. These explanations often serve as warnings and/or promises. What warnings and promises are contained in *Pandora's Box*?**

Name: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read *Pandora's Box*.
Then complete this activity to practice
finding and using text evidence.

Go to the next page to
get started.



1. Drag a ✓ onto the TWO pieces of text evidence that support the claim below.

Claim

Zeus is a spiteful god.

Claim

A. **Epimetheus:** Um ... (*noticing Zeus approaching*) Quiet. Here comes Zeus.

B. **SD2:** Zeus sits on his throne.

C. **SD1:** Zeus stands, furious.
Zeus: ENOUGH!
SD2: He hurls a lightning bolt at Prometheus.

D. **Zeus:** No, I want a more memorable punishment ... something that causes his precious humans to suffer and reminds those puny, feeble creatures of my power.

2. Read the lines from the play below. Drag a ✓ onto the claim they all support.

Pandora: What kind of tree is that? How often does Zeus come down to Earth, anyway? Do you think animals enjoy music?

Pandora (*looking around*): Who are all of you? Where am I? Who am I?

Pandora: Who came up with the idea of weaving?
Epimetheus: Uh . . . I don't know.
Pandora: And what did people do for cloth before weaving was invented?

Pandora: How interesting! (*She notices a bird flying overhead.*) Why do birds fly while other creatures walk and yet others slither or swim?

Claim

A. Pandora does not respect Zeus.

B. Pandora is very clever.

C. Pandora is extremely curious.

**3. A. Read the claim and the piece of text evidence below that supports it.
Then find one more piece of text evidence that supports the claim.**

Claim

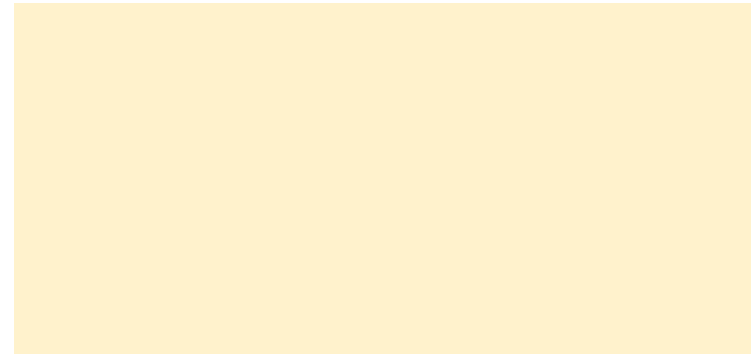
**Pandora struggles to obey Zeus's command to
never open the box.**

Claim

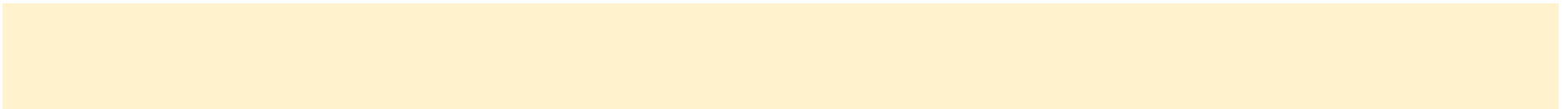
Text Evidence 1:

SD2: Pandora stares at the box for another moment, then reluctantly places it on the shelf.

Text Evidence 2:



B. What does the text evidence you chose reveal? How does it support the claim?



4. Now it's your turn! Write a paragraph that answers this question:
Is the play's ending optimistic or pessimistic?

Tips

- State your claim. (*The play's ending is ____.*)
- Support your claim with a piece of text evidence. (*In Scene 9, when ____.*)
- Explain how the evidence supports your claim. (*Here, the playwright is leaving us with the idea that ____.*)

Your Paragraph

Name: _____

FINDING TEXT EVIDENCE

Directions: Read *Pandora's Box*.
Then complete this activity to practice
finding text evidence.

Go to the next page to
get started.



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C. Pandora is extremely curious.

**3. A. Read the claim and the piece of text evidence below that supports it .
Then find one more piece of text evidence that supports the claim.**

Claim

**Pandora struggles to obey Zeus’s command to
never open the box.**

Claim

Text Evidence 1:

SD2: Pandora stares at the box for another moment, then reluctantly places it on the shelf.

Text Evidence 2:



B. What does the text evidence you chose reveal? How does it support the claim?



Name: _____

Pandora's Box Quiz

Directions: Read *Pandora's Box* from the April issue of *Scope*. Then answer the questions below.

1. **Scene 1 develops the character of Pandora by illustrating her _____.**
 - A. persuasiveness
 - B. cleverness
 - C. curiosity
 - D. intelligence
2. **Which lines show Zeus's motivation for giving Pandora the box? Choose TWO.**
 - A. **Zeus:** Prometheus has defied me!
 - B. **Zeus:** No. Fire would make humans as powerful as us.
 - C. **Zeus:** Congratulations on your marriage! I have brought you a wedding present.
 - D. **Hope:** I am Hope. I make life bearable. No matter how bad things get, I can help humans see that things will get better.
3. **In Scene 5, Hera winks at Zeus as she announces she is giving Pandora the gift of curiosity. Why does Hera wink at Zeus?**
 - A. She isn't really giving Pandora curiosity—she's just saying that.
 - B. She thinks she's giving Pandora a wonderful gift and wants Zeus to be impressed.
 - C. She's acknowledging their secret plan to have Pandora unleash suffering into the world.
 - D. She can tell that Zeus is nervous and wants to reassure him.
4. **Which of the following is an example of irony?**
 - A. Pandora chews a grape as she stares at the box Zeus gave her.
 - B. Zeus introduces Pandora and Epimetheus, knowing they will fall in love.
 - C. Pandora opens the box that Zeus told her not to open.
 - D. Zeus accidentally starts a fire on Earth after he forbids Prometheus to give humans fire.
5. **In Scene 7, SD2 says, "Pandora stares at the box for another moment, then reluctantly places it on the shelf." To do something reluctantly is to do it _____.**
 - A. in an enthusiastic manner
 - B. in a way that produces much noise
 - C. in an unwilling, doubtful, or hesitant way
 - D. at a fast speed
6. **Which are examples of Prometheus's foresight? Choose TWO.**
 - A. He deliberately disobeys Zeus.
 - B. He warns his brother not to accept any gifts from the gods.
 - C. He teaches humans about the powers and the dangers of fire.
 - D. He has a lightning bolt hurled at him.

Name: _____

Constructed-Response Questions

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

7. Compare Prometheus's and Zeus's attitudes toward humans. Use text evidence to support your answer.

8. Read the claim below. Fill in the blank with a character of your choosing: Pandora, Epimetheus, Prometheus, or Zeus. Then support your claim using text evidence.
Claim: _____ *is ultimately responsible for releasing suffering into the world.*

Name: _____

Pandora's Box Quiz

Directions: Read *Pandora's Box* from the April issue of *Scope*. Then answer the questions below.

1. **Scene 1 shows Pandora is _____.**
 - A. persuasive
 - B. clever
 - C. curious
 - D. charming
2. **Zeus gives Pandora the box to _____. Choose TWO.**
 - A. punish Prometheus for disobeying him
 - B. remind humans of his power
 - C. show Pandora his love
 - D. release hope into the world
3. **In Scene 5, Hera says, "And I give her (*winking at Zeus*) . . . curiosity." Hera's wink is a hint that _____.
 - A. Hera is jealous of Pandora
 - B. Pandora will have many gifts
 - C. Pandora's curiosity will bring suffering to humans
 - D. humans will turn against Zeus**
4. **In Scene 2, Zeus throws a lightning bolt at Prometheus for trying to give humans fire. It strikes a tree on Earth that then catches fire. This is an example of _____.
 - A. personification—giving human characteristics to something nonhuman
 - B. metaphor—a comparison of two unlike things
 - C. hyperbole—an exaggerated statement
 - D. irony—an action that has the opposite result of what is expected or intended**
5. **In Scene 7, SD2 says, "Pandora stares at the box for another moment, then reluctantly places it on the shelf." To do something reluctantly is to do it _____.
 - A. excitedly
 - B. noisily
 - C. unwillingly
 - D. quickly**
6. **Foresight is the ability to know what will happen or be needed in the future. Choose TWO examples of Prometheus's foresight.**
 - A. He deliberately disobeys Zeus.
 - B. He warns his brother not to accept any gifts from the gods.
 - C. He teaches humans about the powers and the dangers of fire.
 - D. He has a lightning bolt hurled at him.

Name: _____

Constructed-Response Questions

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

7. Support this claim using text evidence: *Prometheus cares about the humans on Earth.*

8. Read the claim below. Fill in the blank with a character of your choosing: Pandora, Epimetheus, Prometheus, or Zeus. Then support your claim using text evidence.

Claim: _____ *is ultimately responsible for releasing suffering into the world.*

Curiosity Contest

Does the play portray curiosity as a curse or a gift? What does the poem suggest about curiosity? Answer both questions in a well-organized essay. Use text evidence to support your ideas. Send your work to Curiosity Contest. Three winners will each get *Tiger Honor* by Yoon Ha Lee.

Entries will be judged on:

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

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

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: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY May 16, 2022.

**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.*

Composting PSA Contest

Create a PSA about the value of composting. Your PSA can be in the form of a poster, short video, or slideshow. Send it to Composting PSA Contest. Three winners will each get a \$20 gift card to the online Scholastic Store.

Entries will be judged on:

- ✓ clarity and organization
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

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: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY May 16, 2022.

**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: _____



Read the infographic "Why Is This Dirt So Amazing?" Then complete this activity to help you plan a PSA about the value of composting.



Step 1: What's Your Message?



The purpose of a public service announcement (PSA) is to raise public awareness, change attitudes, and/or change behavior. In the box below, write a sentence that states the message of your PSA.

Step 2: Why Compost?

Look at each section of the infographic.

In the box below, list the information you found most convincing.

Step 3: Create Your PSA

You're ready to create a PSA about the value of composting. Your PSA can be a short video, poster, or slideshow. Click through the following slides for tips and guiding questions for each format.



VIDEO

- Think about the tone you want for your video. Will it be funny? Intense? Informational? Inspiring? Just remember that you want your PSA to *work*—to convince people to compost.
- Will your video be a mini-movie with characters and a story? Or will it feature an expert, such as a scientist who speaks directly to the viewer? Or maybe you can find a celebrity to star in your video? (You can have an “actor” *play* an expert or a celebrity.) Or maybe you’d rather have a series of powerful images.
- Will there be narration? Music? Now is the time to get creative!
- Use the information you wrote in Step 2 to support your message. Think about which details will have the biggest impact on your viewers.



SLIDESHOW

- Engage your audience with visuals. Will your slides include pictures, video clips, or other graphics? Can you make your visuals have movement or sound?
- Avoid putting too much text on each slide. In other words, be concise.
- Include only the most important information from Step 2—that is, the details that will most effectively convey your message.



POSTER

- How will you catch people's eyes as they walk by? How will you get people to want to read your poster? What will your main image be—a photo or an illustration? Will there be any additional images?
- Avoid using too much text. Include only the most important information from Step 2—that is, the details that will most effectively convey your message.