

~> 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: _____

Who's vs. Whose

The words **who's** and **whose** are often confused and misused. Here's what you need to know to use them correctly:

Who's is a contraction of *who is* or *who has*.

Examples:

"Who's coming to the party?" asked Ned.

Shayna, who's going to space camp this summer, decorated her bedroom to look like a spaceship.

Who's seen the new season of Stranger Things?

Whose is the possessive form of *who*. It shows ownership.

Examples:

"Whose glass is on the table?" asked Ana.

I asked Grandpa, whose pies are beloved in my family, to make two cherry pies for the bake sale.

We're going to miss Jorge, whose talent on the basketball court helped us win the championship.

Directions: Underline the correct boldface word in each sentence.

1. Billie Eilish, **who's/whose** had several hit songs recently, is one of my favorite singers.
2. Danielle, **who's/whose** lived in Australia for the past two years, just moved back to the United States.
3. Jackson does not know **who's/whose** number that is.
4. My cousin Michael, **who's/whose** one of the funniest people I know, is coming to visit next week.
5. I don't know **who's/whose** recipe it is, but this lasagna is delicious!
6. Mom asked, "**Who's/Whose** dirty shoes are on the kitchen floor?"
7. Regina, **who's/whose** finally recovered from her cold, invited Ariadne to sleep over on Friday.

Directions: For each sentence below, fill in the blank with either **who's** or **whose**.

8. Ryan, _____ plan was to spend the day at the beach, groaned when it began to rain.
9. _____ been eating these cookies? They were supposed to be for the party!
10. The mail carrier, _____ name is Jared, always has a smile on his face.
11. Lucas, _____ sick with the flu, has stayed home from school three days in a row.
12. " _____ that?" asked Kim, pointing at the photo.

Name: _____

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

Vocabulary

"This Is the End of Chicago!"

1. **bedraggled** (bih-DRAG-uhld) *adjective*; Something that is bedraggled is dirty, wet, or limp from being out in rain or mud, as in "The bedraggled soccer team made its way to the locker room after a rainy practice."

You can also use *bedraggled* to describe something that looks messy or exhausted *as if* it's been left out in rain or mud. You might walk into class looking bedraggled after getting a bad night's sleep.
2. **foul** (fowl) *verb*; As it is used in the article, *foul* means "to make dirty or pollute." Dumping toxins into a river fouls its water.
3. **inferno** (in-FUR-noh) *noun*; An inferno is a large fire that is dangerously out of control. A wildfire spreading quickly through a forest is an inferno. The flame on a candle is not an inferno.
4. **metropolis** (muh-TROP-uh-lis) *noun*; A metropolis is a very large, busy city and its surrounding suburbs and land that are closely connected to urban life. New York City, Los Angeles, Chicago, and Dallas are some of the largest metropolises in the United States.
5. **scapegoat** (SKEYP-goht) *noun*; A scapegoat is a person or a group that is unfairly blamed for something. Sports fans looking for someone to blame after their team loses might use the coach as a scapegoat, even if the coach did a great job. If you get mud on the floor and blame the family dog, the dog is the scapegoat.
6. **swelter** (SWEL-ter) *verb*; To swelter is to be uncomfortably hot—causing you to sweat and possibly even feel faint. You might swelter at camp on a hot summer day or while hanging out at the beach.

Name: _____

Vocabulary Practice

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

1. I **fouled/sweltered** under the scorching afternoon sun, so I decided to go jump in the pool to cool off.
2. The black smoke from the factory **fouled/sweltered** the air.
3. My friends were excited for their trip from our small town to the bustling **metropolis/inferno**.
4. My brother was mad at me after he realized he had become my **inferno/scapegoat**.

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

- | | | |
|---|--|---|
| 5. bedraggled
A. run-down
B. fresh | 7. inferno
A. blaze
B. spark | 9. scapegoat
A. hero
B. victim |
| 6. foul
A. make clean
B. contaminate | 8. metropolis
A. peaceful village
B. vibrant city | 10. swelter
A. broil
B. freeze |

Name: _____

Close-Reading Questions

"This Is the End of Chicago!"

1. How does the section "High Hopes" contribute to the article? (text structure)
2. In the section "A Booming City," how does Tarshis portray Chicago's growth in the 1800s? (key ideas and details)
3. What factors made it easy for the Great Chicago Fire to ignite? (cause and effect)
4. What factors caused the Great Chicago Fire to burn out of control? (cause and effect)
5. Identify examples of figurative language in the section "The Barn Is Afire!" What does this language help readers understand? (author's craft)

Name: _____

Critical-Thinking Questions

"This Is the End of Chicago!"

1. Tarshis explains that Catherine O'Leary became the scapegoat for the Great Chicago Fire of 1871. Why might some people unfairly blame someone for wrongdoing in this way?

2. What lessons can be learned from this disaster story?

Name: _____

ANALYZING CAUSE AND EFFECT

Read “This Is the End of Chicago!” Then fill in the graphic organizers on the following slides to help you think about what caused the Great Chicago Fire.

Cause

Cause

Cause

Effect

It was easy for a fire to ignite in Chicago in 1871.

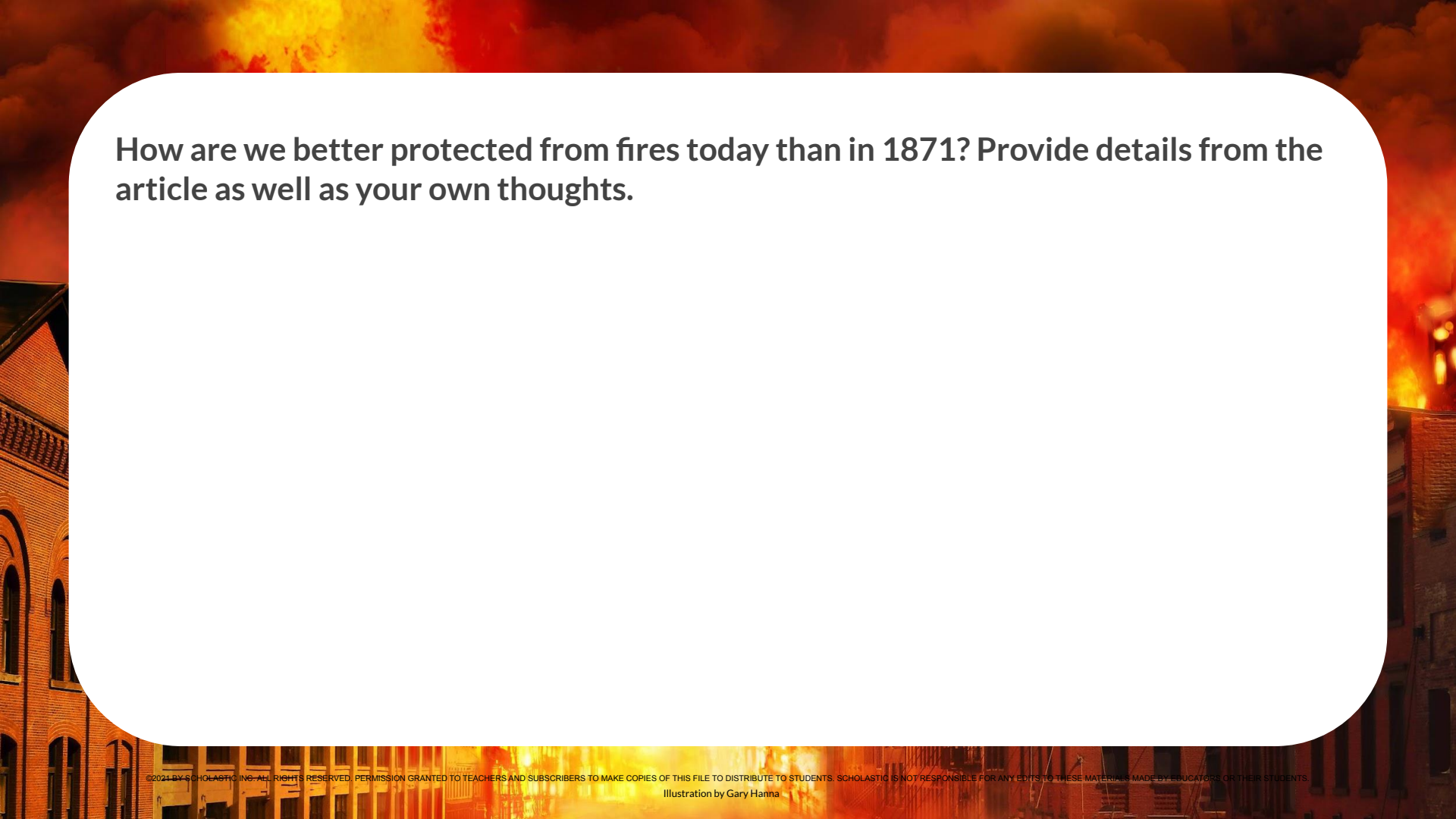
Cause

Cause

Cause

Effect

**The fire that started in the O'Learys' barn on
October 8, 1871, burned out of control.**



How are we better protected from fires today than in 1871? Provide details from the article as well as your own thoughts.

An illustration of the Great Chicago Fire, showing a massive fire consuming several multi-story brick buildings. Thick, dark smoke billows from the fire, filling the sky. The fire is intense, with bright orange and yellow flames visible. The scene is set in a city street with other buildings visible in the background, some of which are also partially obscured by the fire and smoke.

NOW YOU'RE READY TO WRITE!

The prompt at the end of the article says:

What factors contributed to the Great Chicago Fire? How are we better prepared for fires today? Answer both questions in an essay. Use text evidence to support your response.

Name: _____

ANALYZING CAUSE AND EFFECT

Read “This Is the End of Chicago!” Then fill in the graphic organizers on the following slides to help you think about what caused the Great Chicago Fire.

Cause

Hint: What was the weather like that summer?

Cause

Hint: What hazards existed in people's homes?

Cause

Hint: Why was the daily number of fires growing?

Effect

It was easy for a fire to ignite in Chicago in 1871.

Cause

Hint: How did the weather affect the blaze?

Cause

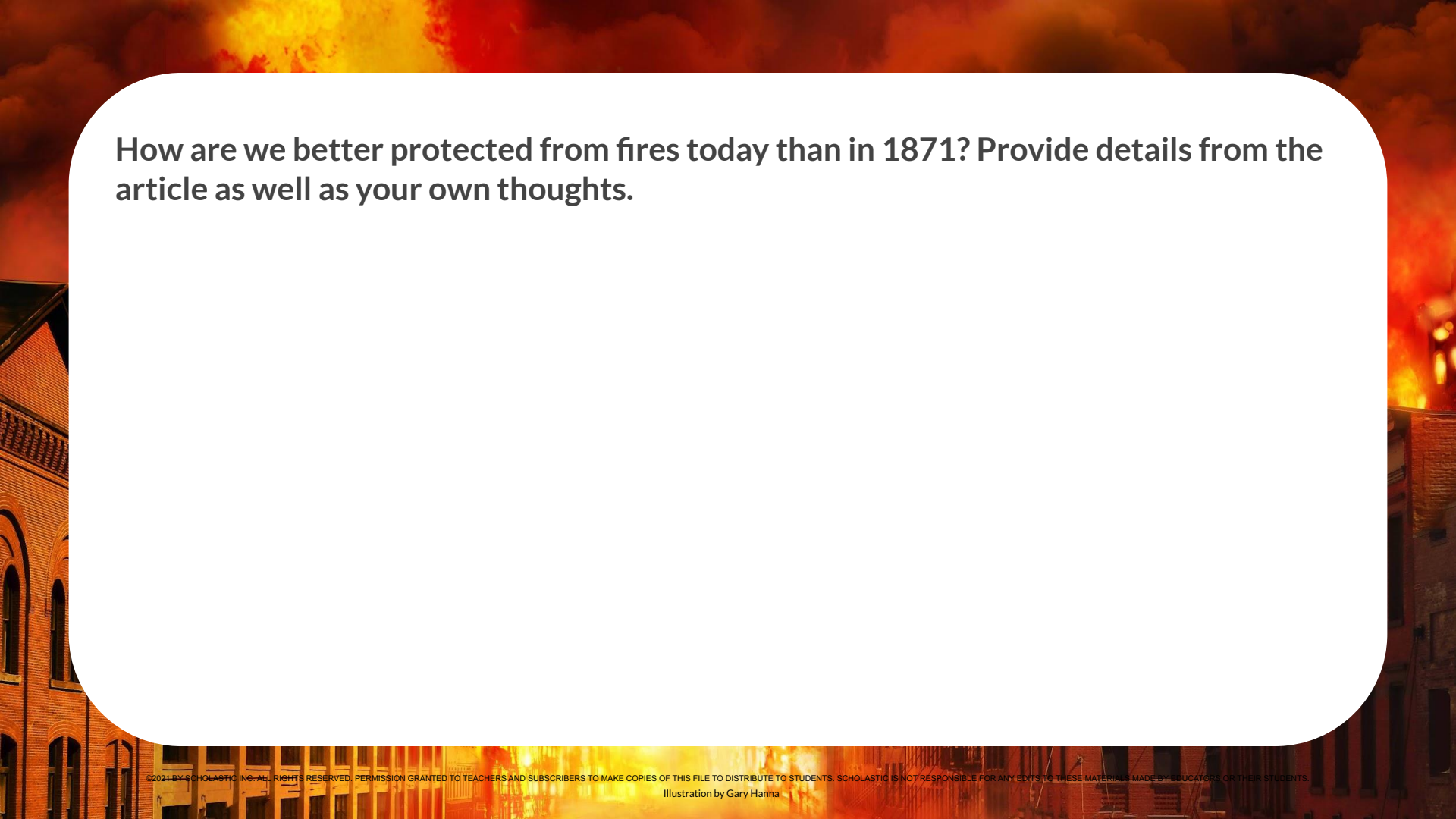
Hint: What was Chicago mostly built out of?

Cause

Hint: What was the city's fire department like?

Effect

The fire that started in the O'Learys' barn on October 8, 1871, burned out of control.



How are we better protected from fires today than in 1871? Provide details from the article as well as your own thoughts.

An illustration of the Great Chicago Fire, showing a massive fire consuming several multi-story brick buildings. Thick, dark smoke billows into the sky, and bright orange and yellow flames are visible. The scene is set at night or dusk, with the fire providing the primary light source. The buildings are made of red brick and have multiple windows, some of which are dark, suggesting they are empty or destroyed. The fire is intense, with large plumes of smoke rising from the burning structures.

NOW YOU'RE READY TO WRITE!

The prompt at the end of the article says:

What factors contributed to the Great Chicago Fire? How are we better prepared for fires today? Answer both questions in an essay. Use text evidence to support your response.

CHOICE BOARD

"THIS IS THE END OF CHICAGO!"

You are Fire Marshal Robert Williams in 1870, a year before the Great Chicago Fire. Write a letter to the mayor of Chicago requesting money for more equipment and additional men. Why is it so critical that he grant this request? What have you learned as fire chief of a growing American metropolis that the mayor must understand?

A documentary is being made about the Great Chicago Fire of 1871, and it's your job to help promote it. Create a series of social media posts that include the documentary's title, a tagline, some sort of art, and information from the article that will help viewers understand the causes of the fire. (Don't forget hashtags)

Go through the article and note any words, phrases, or sentences Lauren Tarshis uses to describe the Great Chicago Fire that help you imagine what it looked, sounded, and felt like. Pick your favorites and use them to write a poem about the disaster.

What factors contributed to the Great Chicago Fire? How are we better prepared for fires today? Answer both questions in an essay. Use text evidence to support your response.

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

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** is a main point the author is making. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text. Below, you will explore the central ideas and supporting details in "This Is the End of Chicago!"

1. Reread the section "Fire Risks." Then place a ✓ next to the statement that BEST expresses the section's central idea.

- ☐ A. Chicago had 172 fire alarm boxes placed throughout the city.
- ☐ B. There were many factors that made Chicago vulnerable to a major fire.
- ☐ C. Home smoke detectors help protect us from fires today.
- ☐ D. Chicago was built almost entirely out of wood.

2. Read the central idea of the article in the box below. Then read the lines from the article listed under it. Place a ✓ next to the detail that supports the central idea.

Central Idea:
Chicago was changing rapidly in the 1800s.

- ☐ A. "Chicago was, in fact, better prepared for fires than some cities."
- ☐ B. "Cross-country trips that had taken months by horse and buggy now took mere days."
- ☐ C. "In less than 40 years, Chicago had grown from a mosquito-ridden trading post into a thriving metropolis of 330,000 people."

Explain your choice.

3. Read the details from the article listed below. Then in the box, write a central idea that these details support.

Detail 1: "Today we are protected from fire by smoke detectors and sprinkler systems."

Detail 2: "Those big fires provided important lessons in fire safety: Wooden buildings were far more likely to burn than those made of brick or stone, and cities needed large fire departments with the most modern firefighting tools."

Detail 3: "But within the decade, Chicago had been almost completely rebuilt—with strict laws to make the city safer from fire."

Central Idea:

4. Consider a central idea of the article, which is written below. We wrote one detail from the article that supports this idea. Write one more in the space provided.

Central Idea:

Life could be difficult for immigrants living in Chicago.

Supporting Detail 1: "And not all immigrants to Chicago were as successful as the O'Learys. Many wound up working low-paying and often dangerous jobs in the city's factories and mills."

Supporting Detail 2:

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** is a main point the author is making. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text. Below, you will explore the central ideas and supporting details in "This Is the End of Chicago!"

1. Read a central idea of the article in the box below. Place a ✓ next to the **THREE** details that support this central idea.

Central Idea:

Chicago was at risk for an enormous fire.

- ___ A. "People read by the light of flames from candles or lanterns. They cooked on stoves heated with wood or white-hot coals."
- ___ B. "The summer of 1871 was far hotter and drier than normal."
- ___ C. "The Chicago River was fouled by human waste and garbage."
- ___ D. "Worst of all, Chicago was built almost entirely out of wood—not only houses like the Bradwells' and the O'Learys', but also the streets, sidewalks, and bridges."

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

Detail 1: "And not all immigrants to Chicago were as successful as the O'Learys. Many wound up working low-paying and often dangerous jobs in the city's factories and mills."

Detail 2: "But the vicious lie spread, fueled by the hateful prejudice against immigrants at the time, especially against those from Ireland."

Central Idea:

Life could be difficult for _____.

Name: _____

SUMMARIZING

Directions: Answer the questions below to help you write an objective summary of "This Is the End of Chicago!"

1. Where and when does this article take place?

4. What events lead up to the main event in the article?

2. Who is the article mainly about?

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

3. What significant event does the article describe?

Directions: Write an objective summary of “This Is the End of Chicago!” Use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “This Is the End of Chicago!”

[illegible]

What Is An Objective Summary?

An **objective summary** is a short statement or paragraph that tells what an article or a story is about. It does not include irrelevant details or personal opinions.

Name: _____

SUMMARIZING

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

Directions: The sentences in the nine boxes below can be rearranged to create an objective summary of "This is the End of Chicago!" Write numbers in the gray boxes to show the order the sentences should go in.

By midnight, the fire had become an inferno, with almost every neighborhood in flames.

The fire started in a barn belonging to Catherine O'Leary and her family while they were sleeping, likely as the result of a bit of drifting ash.

Catherine O'Leary also survived, but her life was ruined by the fact that she was unfairly blamed for the fire.

Fortunately for the Bradwells, they all made it safely through the fire and were reunited.

On the night of October 8, 1871, an enormous fire started in the city of the Chicago.

Impressively, within a decade of the Great Chicago Fire, as it came to be called, the city was almost completely rebuilt and new laws were put in place to prevent future fires.

The fire spread quickly because the city had seen weeks of drought, because so much of Chicago was built from wood, and because Chicago did not have enough firefighters to handle a large fire.

The fire burned for over 24 hours and when it ended, the city was destroyed. More than 100 people died and 100,000 were left homeless.

Thirteen-year-old Bessie Bradwell and her family were among the thousands who ran into the streets, desperate to escape the flames. Bessie became separated from her parents.

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 "This Is the End of Chicago!"

1. Study the illustration on pages 4-5 or at the top of the story page at Scope Online. What mood does it create?

2. What central idea of the articles does the drawing with the caption "Chicago in Crisis" (page 8) support?

3. Look at the two advertisements for trains (pages 6-7). How do they support the idea that train travel was "glamorous, comfortable, and exhilarating"?

4. Compare the photo of Chicago right after the fire (page 9) with the photos of the city 22 years later (page 10). What story do these images tell about the city of Chicago?

Name: _____

“This Is the End of Chicago!” Quiz

Directions: Read “This Is the End of Chicago!” from the October issue of *Scope*. Then answer the questions below.

- 1. Consider this line from the introduction: “Thousands of people filled the streets, their screams rising over the crackling roar.” What is the purpose of this line?**
 - A. to explain why the fire ignited
 - B. to describe the path of the fire
 - C. to foreshadow a future event
 - D. to create a terrifying mood
- 2. Lauren Tarshis writes, “Worst of all, Chicago was built almost entirely out of wood . . .” This line helps readers understand why**
 - A. Chicago was growing so rapidly.
 - B. the fire marshal’s request for money was denied.
 - C. the fire burned out of control.
 - D. Catherine O’Leary was blamed for the fire.
- 3. Which lines from the article serve a purpose similar to the purpose of the line in Question 2? Choose TWO.**
 - A. “Powering the city’s growth was a new form of transportation: trains.”
 - B. “On rainy days, green slime oozed up through the city’s wooden sidewalks.”
 - C. “But the city’s fire department of 190 men was far too small for a city of Chicago’s size.”
 - D. “The summer of 1871 was far hotter and drier than normal.”
- 4. Which words best describe Bessie Bradwell as Tarshis portrays her?**
 - A. brave and determined
 - B. timid and shy
 - C. funny and clever
 - D. confused and worried
- 5. Which lines from the article support your answer to Question 4? Choose THREE.**
 - A. “She had looked at him and said, with great confidence, ‘No, no. Chicago will rise again.’”
 - B. “Bessie had grabbed it on her way out and lugged the heavy notebook with her as she struggled to escape the fire.”
 - C. “Bessie lived in Chicago for the rest of her life.”
 - D. “But Myra claimed she’d never doubted her daughter was safe. ‘I’d trust that girl to go the ends of the Earth,’ she said.”
- 6. Which best describes the author’s purpose in writing this article?**
 - A. to inspire readers with the true story of Bessie Bradwell, who became a lawyer in the late 1800s
 - B. to inform readers about the Great Chicago Fire, including its causes and its effects
 - C. to show how firefighting techniques and equipment have changed over time
 - D. to provide a brief history of the city of Chicago

Name: _____

Constructed-Response Questions

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

7. According to the article, how was Chicago changing in the 19th century? Use text evidence to support your answer.
8. Support the following claim using text evidence: We are better protected from fires today than we were in the past.

Name: _____

“This Is the End of Chicago!” Quiz

Directions: Read “This Is the End of Chicago!” from the October issue of *Scope*. Then answer the questions below.

1. Consider this line from the introduction: “Thousands of people filled the streets, their screams rising over the crackling roar.” This line creates a _____ mood.
 - A. creepy
 - B. gloomy
 - C. hopeful
 - D. terrifying
2. One reason the Great Chicago Fire burned out of control was
 - A. the Chicago River was polluted.
 - B. dozens of railroads met in Chicago.
 - C. the city was built mostly of wood.
 - D. the city had many factories and mills.
3. Which lines help readers understand why it was so difficult to extinguish the fire? Choose TWO.
 - A. “Horses ran wildly, dogs howled, rats zigzagged between running feet.”
 - B. “On rainy days, green slime oozed up through the city’s wooden sidewalks.”
 - C. “But the city’s fire department of 190 men was far too small for a city of Chicago’s size.”
 - D. “The summer of 1871 was far hotter and drier than normal.”
4. Which word best describes Bessie Bradwell as the author portrays her?
 - A. determined
 - B. afraid
 - C. funny
 - D. shy
5. Which details from the article support your answer to Question 4? Choose THREE.
 - A. Bessie believed Chicago would rise again.
 - B. Bessie saved her mother’s notebook from the fire.
 - C. Bessie lived in Chicago for her entire life.
 - D. Bessie’s mother never doubted that Bessie was safe.
6. “This is the End of Chicago!” is mainly about
 - A. why Bessie Bradwell became a lawyer.
 - B. how a huge fire damaged Chicago.
 - C. how firefighting has changed over time.
 - D. why Chicago grew into a thriving metropolis.

Name: _____

Constructed-Response Questions

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

7. According to the article, how did trains change Chicago? Use text evidence to support your answer.
8. How have advances in technology made us better protected from fires today than we were at the time of the Great Chicago Fire? Use text evidence to support your answer.

Chicago Fire Contest

What factors contributed to the Great Chicago Fire? How are we better prepared for fires today? Answer both questions in an essay. Use text evidence to support your response.

Send your essay to Chicago Fire Contest. Three winners will each get

The Great Fire by Jim Murphy.

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 November 15, 2021.

**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: _____

Vocabulary

The Mighty Baba Yaga

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

1. **chamber pot** (CHEYM-ber pot) *noun*; *Chamber* is an old term for *bedroom*. A chamber pot is a container that serves as a portable toilet, meant for use in a bedroom at night. Chamber pots were common in many cultures before the invention of indoor plumbing and flushing toilets.
2. **hearth** (hahrth) *noun*; A hearth is a brick or stone-lined fireplace in a home that extends a short distance into the room.
3. **gaunt** (gawnt) *adjective*; Someone who is gaunt is very thin and bony as a result of starvation, illness, or old age.
4. **gnarled** (nahrld) *adjective*; Something that is gnarled is rough and full of twists and bumps or knots. Tree branches often become gnarled as they get old. People's hands can become gnarled too, from illness, old age, or from hard work.
5. **grotesque** (groh-TESK) *adjective*; Something that is grotesque is unnatural in a strange, unpleasant, and ugly way, as in "Every year, my dad wears a grotesque mask to scare trick-or-treaters. It's a distorted and hideous half-human, half-bat face!"
6. **reverberate** (ri-VUR-buh-reyt) *verb*; To reverberate is to ring or echo with sound, as in "Lera's loud singing reverberated through the house."

“The Truth About Cinderella”

1. **aspiring** (uh-SPAHYE-ring) *adjective*; The verb *aspire* (uh-SPAHYUHR) means “to long for or aim for something of great or high value.” You might aspire to be president one day. Or you might aspire to sing like Zendaya.

Aspiring means “desiring and working to achieve a particular goal.” An aspiring actor is a person who aspires to be—and is trying to become—an actor.

2. **pluck** (pluhk) *noun*; Pluck is spirited courage and determination. In the Harry Potter series, Harry, Ron, and Hermione are known for their pluck.

3. **resonate** (REZ-uh-nayt) *verb*; To resonate is to make a loud, clear, deep sound. A gong being struck resonates; a pencil breaking does not.

Resonate can also mean “to have a particular meaning or importance to someone, affecting them in a personal or in an emotional way.” Let’s say you hear a speech that makes a lot of sense to you or that brings up a lot of emotion. You might say, “That speech really resonated with me.”

Name: _____

Vocabulary Practice

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

1. The movie was full of **gaunt/aspiring** zombies. They were so thin, they looked like skeletons.
2. The **aspiring/grotesque** journalist spent her summer break working on her writing skills.
3. “Ms. Winston,” the princess called, “I’m off to bed. Please bring me my **chamber pot/hearth**.”
4. The slamming door **reverberated/gnarled** in my ears for what seemed like an entire minute.
5. The rabbit had become tangled in the bush’s **gnarled/aspiring** branches.
6. It took a lot of **pluck/hearth** to climb into the sewer in the middle of a rainstorm to rescue the stranded kitten.

Directions: Choose the best answer to each question.

7. Which are synonyms for **grotesque**?
 - a. misshapen, ugly, eerie
 - b. ordinary, nice, pretty
8. Felix and Yoana are listening to the same song. Felix is thinking, “Ugh! I just don’t get it. What is this song even supposed to mean?” Yoana, meanwhile, is thinking, “This song expresses EXACTLY how I feel. It’s like the songwriter *totally* understands me.” With whom does the song resonate?
 - a. Felix
 - b. Yoana
9. For which purpose would many people use hearths?
 - a. heating their homes
 - b. washing their dishes



The Mighty Baba Yaga

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

	Agree	Disagree
1. Good always triumphs over evil.		
2. No matter how hard things get, there is always hope for a better tomorrow.		
3. Kindness is a gift everyone can afford to give.		
4. Forgiving others can't change the past, but it can change the future.		
5. It is not the person who has little, but the person who always craves more, who is poor.		

Name: _____

Close-Reading Questions

The Mighty Baba Yaga

1. How do Vasilisa's stepmother and stepsisters treat her? What is their motivation for treating her this way? (key ideas and details)
2. When Vasilisa asks her stepmother and stepsisters why they hate her so much, her stepmother responds, "How could we hate you, my dear? Does a bear hate the beetle it crushes beneath its paws?" What does she mean? (figurative language, tone)
3. In Scene 3, after Maria tells Vasilisa that she must go to Baba Yaga's house, Vasilisa says, "If you make me do this, I fear you will be cursed. You will wither from your own wickedness." What is the significance of these lines? How else does the playwright indicate that Maria and her daughters' wickedness will be punished? (text structure)

4. How does Vasilisa complete Baba Yaga's first task? (inference, character)

5. Consider the following photo caption: "Vasilisa, like the heroine in many Cinderella stories, has a special connection with animals and nature." How is this idea developed in the play? (character)

6. What do Vasilisa's feelings toward her stepmother and stepsisters throughout the play reveal about her? (character)

Name: _____

Critical-Thinking Questions

The Mighty Baba Yaga

1. What big idea does the play suggest about good and evil? Would you classify Baba Yaga as “good” or “evil”?
2. How is this Cinderella story similar to versions you’ve heard before? What makes it unique?
3. What do you like/dislike about Cinderella stories? Why do you think these stories remain popular today?

Name: _____

A CINDERELLA STORY

View the slideshow “Cinderella Stories Around the World” and read *The Mighty Baba Yaga*. Then use this planner to help you write your own Cinderella story. Your story doesn’t have to be just like the classic tales. Feel free to reimagine and twist different story elements to your liking.



↪ THE SETTING ↩

When and where does your story take place?

↪ THE CHARACTERS ↩

Who is your hero/heroine? Who are the villains/villainesses? Who or what provides magical help?

↪ THE CONFLICT ↩

What is the conflict? Where are your hero's/heroine's parents? What will be lost? Will the story end "happily ever after"?

↪ THE THEME ↩

What broader topic is your story about (for example, good vs. evil, family, forgiveness, justice, luck, exploration)? What does your story say about that topic?

↪ THE PLOT ↩

Create an outline or mini-summary of the events in your story. Jot down what happens below.

BEGINNING:

MIDDLE:

END:

CHOICE BOARD

THE MIGHTY BABA YAGA

In the article that follows the play, Kristin Lewis explains that a victory like the U.S. hockey team's defeat of the Soviet Union's team in the 1980 Olympics is referred to as a Cinderella story—a situation in which the underdog does far better than expected.

Research another sports Cinderella story. In a short news article, tell the story of the Cinderella team or athlete.

With at least one classmate, create a podcast in which you compare *The Mighty Baba Yaga* with at least two other Cinderella stories. Here are some questions to explore in your podcast: Which version did you like most? Least? Why? Why do you think different cultures have such similar stories? Do you think Cinderella stories will ever go away? Do you want them to?

Imagine you are the puppeteer for a stage production of *The Mighty Baba Yaga*. The plan is for Baba Yaga's skulls to be puppets. Draw—or create—the puppets. What type of puppets they will be—marionettes, hand puppets, rod puppets, or any other type—is up to you.

Read the play and the article and view the slideshow at Scope Online. Then write your own Cinderella story. It can be set in any time or place.

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

Fairy tales like Cinderella stories often have the following elements:

- patterns of three
- a theme of good vs. evil
- magic

Create a two-column chart labeled "Fairy Tale Element" and "Example From *The Mighty Baba Yaga*." Then fill in the chart for the three elements listed above.

Imagine that *The Mighty Baba Yaga* is being turned into a musical. Write one song for the show, to be performed by any of the characters. You can write just the lyrics or, if you are the musical type, go for it and write the lyrics *and* the music!

Name: _____

MAKING INFERENCES

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

Directions: Read *The Mighty Baba Yaga*. Then fill in the chart below by responding to the prompts that appear in italics.

Clues	Inference
<p>1. Find three lines that support the inference on the right.</p> <p><i>Maria:</i> This farm is worth a fortune. We must get rid of Vasilisa, or she will inherit everything. (Scene 1)</p> <p><i>Maria:</i> I also sold her silk shawls and all her jewelry and used the money to buy new dresses. How else could we stay in fashion? (Scene 1)</p> <p><i>Maria:</i> Well, girls, I daresay there is now nothing that will stop us from getting what we deserve. (Scene 3)</p>	<p>Maria cares about just one thing: money.</p>
<p>2. Find one more piece of evidence that supports the inference on the right.</p> <p><i>Vasilisa:</i> I keep hoping that if I am patient, they will soften their hearts to me. (Scene 2)</p>	<p>Vasilisa cares about her family, even her stepmother and stepsisters.</p>

Clues	Inference
<p>Consider Vasilisa's interaction with Baba Yaga's cat and dog in Scene 5:</p> <p>Vasilisa: There, there. You must be hungry. SD3: She gives the cat the scrap of bacon, and it begins to purr. SD1: The dog bounds over, snarling. Vasilisa: You too? SD2: She gives the dog the bread. SD3: The dog scarfs it down and curls up beside her.</p>	<p>3. How do the dog and cat repay Vasilisa for her kindness?</p>
<p>Consider how Baba Yaga reacts as Vasilisa tries to solve her riddle in Scene 7:</p> <p>SD2: Baba Yaga rises into the air. Baba Yaga: You have failed! Vasilisa: Wait! Um . . . I know! I know! It's . . . THE FUTURE! SD3: Baba Yaga thuds back to the ground. Baba Yaga: It seems you are worthy after all. Leave now, and take a skull to light the way. Vasilisa: Thank you, Babushka! Baba Yaga: Go—before I change my mind!</p>	<p>4. Does Baba Yaga want Vasilisa to succeed and get the fire to take back home?</p>

First,
answer
this
question.

Clues

Inference

**5. Which triumphs in this story, good or evil?
Explain.**

Then write
lines from
the story
that helped
you answer
the question.

Name: _____

EXPLORING MOOD

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is atmosphere. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will explore how the editors of *Scope* created mood in the play *The Mighty Baba Yaga*.

1. Reread the prologue. Think of a few words to describe its mood. (In other words, what kind of feelings did you get while reading it?) Write your mood words in the box below.

A large rectangular box with a dotted orange border, intended for students to write their mood words.

2. Now think about how the playwrights create this mood. What elements of the prologue help the audience understand that this probably isn't the Cinderella story that they are familiar with?

3. Scavenger hunt! Find three lines in Scene 1 that contribute to the mood established in the prologue and write them below.

4. Find three details about Baba Yaga anywhere in the play that contribute to the mood. Write them below.

5. Imagine you are the director for a stage production of *The Mighty Baba Yaga*. Choose your favorite scene and answer these questions in an email to the crew: *How will you bring the mood of this scene to life onstage? What will the set look like? What sound effects and music will the audience hear? What lighting will help create the atmosphere?*

Name: _____

The Mighty Baba Yaga Quiz

Directions: Read *The Mighty Baba Yaga* from the October issue of *Scope*. Then answer the questions below.

1. **What is the purpose of the prologue? Choose TWO.**
 - A. to foreshadow how the story will end
 - B. to explain why Vasilisa misses her father
 - C. to establish the story's setting
 - D. to explain how this story differs from other Cinderella stories
2. **In Scene 1, Maria says to Vasilisa, "How could we hate you, my dear? Does a bear hate the beetle it crushes beneath its paws?" Maria means that**
 - A. she regrets how they have treated Vasilisa.
 - B. she and her daughters couldn't care less about Vasilisa.
 - C. she doesn't understand why Vasilisa is upset.
 - D. she loves Vasilisa and her father.
3. **In Scene 3, SD3 says, "Maria walks in and nods knowingly at Nina and Anna. Then she blows out the candle." Which is an inference readers can make based on these lines?**
 - A. Maria is happy to see her daughters.
 - B. Maria, Nina, and Anna have devised a secret plan against Vasilisa.
 - C. The three women like to sew and knit.
 - D. Maria needs to build a fire in the hearth.
4. **In Scene 6, SD2 says, "[Baba Yaga] points at a bucket that is full of holes. Vasilisa gulps, then picks it up and leaves." What does Vasilisa's gulp reveal?**
 - A. She is thirsty.
 - B. She is too tired to do another task.
 - C. She fears she will fail at the task.
 - D. She is scared of Baba Yaga and her skulls.
5. **Which line foreshadows that something bad will happen to Maria and her daughters at the end of the story?**
 - A. **Anna:** It's not like she needs it. She's been dead for 10 years.
 - B. **Vasilisa:** Perhaps I am merely foolish.
 - C. **Maria:** Then you will die happy in the knowledge that you did your duty.
 - D. **Maria:** Well, girls, I daresay there is now nothing that will stop us from getting what we deserve.
6. **Which of the following are themes of the play? Choose TWO.**
 - A. Family gives you a place where you belong.
 - B. Trusting your gut is key to survival.
 - C. Good can triumph over evil.
 - D. There is always hope for a better tomorrow.

Name: _____

Constructed-Response Questions

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

7. What qualities helped Vasilisa to complete Baba Yaga's tasks? Use text evidence to support your answer.
8. In "The Truth About Cinderella," author Kristin Lewis writes, "We want to believe that evil will be punished and good will win the day." Explain how the idea that evil will be punished and good will win the day is developed in *The Mighty Baba Yaga*.

Name: _____

The Mighty Baba Yaga Quiz

Directions: Read *The Mighty Baba Yaga* from the October issue of *Scope*. Then answer the questions below.

1. **The purpose of the prologue is to explain _____.** Choose TWO.
 - A. how the story will end
 - B. why Vasilisa misses her father
 - C. where the story takes place
 - D. how this story is different from other Cinderella stories
2. **In Scene 2, Vasilisa says of her stepmother and stepsisters, “I keep hoping that if I am patient, they will soften their hearts to me.” She means she hopes they will**
 - A. allow her to leave.
 - B. start to love her.
 - C. give her easier chores.
 - D. tell her where her father is.
3. **In Scene 3, SD3 says, “Maria walks in and nods knowingly at Nina and Anna. Then she blows out the candle.” The word *knowingly* reveals that Maria, Nina, and Anna**
 - A. are happy to see each other.
 - B. have a secret plan.
 - C. like to sew and knit.
 - D. need a fire in the hearth.
4. **In Scene 6, SD2 says, “[Baba Yaga] points at a bucket that is full of holes. Vasilisa gulps, then picks it up and leaves.” Why does Vasilisa gulp?**
 - A. She is thirsty.
 - B. She is too tired to do another task.
 - C. She fears she will fail at the task.
 - D. She is scared of Baba Yaga and her skulls.
5. **Which line foreshadows, or hints, that something bad will happen to Maria and her daughters at the end of the story?**
 - A. **Anna:** It’s not like she needs it. She’s been dead for 10 years.
 - B. **Vasilisa:** Perhaps I am merely foolish.
 - C. **Maria:** Then you will die happy in the knowledge that you did your duty.
 - D. **Maria:** Well, girls, I daresay there is now nothing that will stop us from getting what we deserve.
6. **Which ideas are developed in the play?** Choose TWO.
 - A. We can accomplish anything if we work together.
 - B. Surprises can be scary.
 - C. Good can triumph over evil.
 - D. There is always hope for a better tomorrow.

Name: _____

Constructed-Response Questions

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

7. Choose one adjective to describe Vasilisa. Use text evidence to support your choice.
8. Baba Yaga's skulls convey that Baba Yaga is a witch who may harm you—or worse, eat you. In what ways is Baba Yaga also helpful and good? Support your answer with text evidence.

Cinderella Contest

Read the play and the article and view the slideshow at Scope Online. Then write your own Cinderella story. It can be set in any time or place. Send your story to Cinderella Contest. Three winners will each get *Twelve Nights* by Andrew Zurcher.

Entries will be judged on:

- ✓ clarity
- ✓ creativity
- ✓ 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 November 15, 2021.

**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: _____

Write An Argument Essay

Directions: Read "Should Halloween Be on a Saturday?"
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should Halloween always be on a Saturday?

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

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think Halloween should not always be on a Saturday, one of your supporting details might be that some people observe Saturday as a religious day.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that Halloween **SHOULD** be moved, summarize the strongest arguments that the author presents for keeping Halloween on the 31st. If you think that Halloween **SHOULD NOT** be moved, summarize the strongest arguments in favor of changing the holiday's date.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe a time when Halloween fell on a Saturday and how the fact that it was on a Saturday affected you. Or, describe a time when Halloween fell on a day *other* than Saturday and how the fact that it was *not* a Saturday affected you.
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question: "If Halloween were always on a Saturday, would it really _____?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

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

STEP 6: SUMMARIZE THE ISSUE

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

Some people think that permanently moving Halloween to a Saturday would make the holiday safer and more enjoyable. Others believe . . .

STEP 7: START WRITING

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

1**INTRODUCTION**

Open with your hook from Step 5.



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



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2**BODY PARAGRAPH(S)**

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

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

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

3**ACKNOWLEDGE THE OTHER SIDE**

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

Use what you wrote in Step 3.

Then explain why you think the opposing point of view is wrong.

4**CONCLUSION**

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

Finish with a strong final sentence.

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

5**READ AND REVISE**

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

Name: _____

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

Vocabulary

"Should Halloween Be on a Saturday?"

1. **hastily** (HEY-stih-lee) *adverb*; To do something hastily is to do it in a rushed or hurried way. The person in this video is packing hastily.
2. **macabre** (muh-KAH-bruh or muh-KAHB) *adjective*; Something that is macabre involves death or violence in a way that is strange, frightening, or disturbing. The stories of Edgar Allan Poe—such as "The Tell-Tale Heart," about a man who thinks he hears the beating heart of the man he murdered and buried under the floor—are macabre.
3. **observe** (uhb-ZURV) *verb*; *Observe* can mean "watch carefully" or "remark." Or, as it is used in the article, *observe* can mean "to celebrate or acknowledge." If you observe a holiday or an anniversary, you do something special to honor or celebrate it. Thanksgiving is observed on the fourth Thursday in November. Many people observe Thanksgiving by gathering with friends and family for a big meal.
4. **petition** (puh-TISH-uhn) *noun or verb*; A petition is a formal written request made to an authority figure. Often, petitions are signed by many people. If a student at Parkway High School believes the school's dress code should be changed, she might write a petition asking for changes, pass it around for others to sign, and then present it to the school board.

As a verb, *petition* means "to make a formal request to or for," as in "The students petitioned the school board for changes to the dress code."

Name: _____

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

Vocabulary

“El Magnífico”

- candidly** (KAN-did-lee) *adverb*; Someone who is candid expresses their feelings and opinions honestly and sincerely. A good friend will be candid with you when you ask for their advice. They will tell you what they really think, even if it is not what you want to hear. *Candidly* is the adverb form of *candid*. If Hannah spoke candidly about her experience, she was honest and did not try to make the experience seem better than it was.
- heritage** (HAIR-ih-tij) *noun*; *Heritage* refers to the traditions, knowledge, values, places, music, and objects that are part of the history of a group of people. In other words, heritage includes the traditions, knowledge, values, etc., that are passed down through the generations in a particular group of people, whether that’s the people who live in a certain place or the people who belong to a certain family.
- milestone** (MAHYL-stohn) *noun*; A milestone is an important point in the development of someone or something. A toddler taking his first steps is a milestone. Landing on the moon was a milestone in space exploration.
- press** (press) *noun*; Organizations that gather and publish information, such as newspapers, magazines, and television and radio news programs—along with all the people who work for them, such as reporters, publishers, photographers, and broadcasters—are referred to collectively as “the press.”
- rally** (RAL-ee) *verb*; To rally is to bounce back from a setback—to recover from low spirits or weakness. If you are discouraged and about to give up on something, but then you find some new energy and determination and decide to give it another try, you have rallied. If a soccer team is losing after the first half of a game but then starts doing much better and ends up winning, you could say the team rallied in the second half of the game.

You can also be rallied *by* something. To be rallied by something is to be revived and inspired by it. An awesome dunk by LeBron James might rally his team to take the lead in the final minutes of a game. An early morning text from a friend might rally you to get out of bed and get moving.

“Should No. 21 Be Retired?”

1. **induct** (in-DUHKT) *verb*; *Induct* means “to admit or officially make someone a member of a group.” An accomplished student might be inducted into an honor society. A talented rock star might be inducted into the Rock & Roll Hall of Fame.
2. **prestigious** (preh-STIH-juhs) *adjective*; The noun *prestige* (preh-STEEJ) means “importance in the eyes of other people.” When something is prestigious, it means that it is well-respected, valued, and admired. The Nobel Prize is a prestigious award. The Olympics are a prestigious athletic competition.
3. **humanitarian** (hyoo-man-ih-TAIR-ee-uhn) *noun or adjective*; Humanitarians are people devoted to improving the lives of others. They often donate money or offer their services to help solve problems. *Humanitarian* can also be used as an adjective to mean “related to humanitarians,” as in “humanitarian aid” or “humanitarian efforts.”

Name: _____

Vocabulary Practice

Directions: Choose the best answer to each question

1. Which would be considered an important milestone in a teen's life?
A. watching a movie
B. graduating from high school
 2. A friend is excited to play a new song for you. You do not like it at all. If you respond candidly, which could you say?
A. "That was such an amazing song!"
B. "That song is not my style."
 3. What would the press most likely be doing after a championship football game?
A. treating the players' injuries
B. interviewing players on the field
-

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

- | | | |
|---|--|---|
| 4. heritage
A. tradition
B. transformation | 6. humanitarian
A. opponent
B. helper | 8. prestigious
A. respected
B. unknown |
| 5. rally
A. motivate
B. disappoint | 7. induct
A. accept
B. deny | 9. press
A. media
B. celebrity |

Name: _____

Close-Reading Questions

"El Magnífico"

1. In the introduction of the article, author Mary Kate Frank writes, "Clemente had beaten tough odds before." What does it mean to "beat the odds"? How had Clemente beaten the odds in his life? (figurative language)

2. Frank writes of Clemente's performance on the field, "Most of all, he played with dignity." What does she mean? (character)

3. In the section "Far From Home," cheering fans crowd around Clemente as he leaves the stadium after a big game. Why do you think Frank highlights this moment? How is it important to the story? (author's craft)

4. Why was it significant that Clemente spoke to reporters in Spanish after he was named MVP in 1971? (inference)

5. How did Clemente use baseball as a platform—in other words, as an opportunity to voice his views or take action? (key ideas and details)

6. What is the Roberto Clemente Award? For what reasons do you think Major League Baseball gives out this award? (inference)

Name: _____

Critical-Thinking Questions

“El Magnífico” and “Should No. 21 Be Retired?”

1. Jackie Robinson once said, “I’m not concerned with your liking or disliking me . . . All I ask is that you respect me as a human being.” How does this connect to Roberto Clemente’s story?

2. Frank writes of the press, “They mispronounced his name or called him ‘Bob’ or ‘Bobby,’ which Clemente found insulting.” Why was this insulting to Clemente? Why might mispronouncing someone’s name or calling them by another name be harmful? What can a person do if they don’t know how to say an unfamiliar name?

Name: _____

ROBERTO CLEMENTE'S LEGACY

Read “El Magnífico” and “Should No. 21 Be Retired?”
Then complete this activity to help you plan your response to the
writing prompt that appears at the end of the articles.



Here's the prompt that appears at the end of the articles:

What shapes a person's legacy? What is Roberto Clemente's legacy?
Answer both questions in an essay. Use details from the articles to support your ideas.

Let's break the prompt into two parts.
Go to the next slide to begin.



1. WHAT SHAPES A PERSON'S LEGACY

A person's legacy is the mark they leave on the world—the impact their life has on people and places after they're gone. We've listed a just a few things that could shape a person's legacy.

Fill in the empty boxes with some other ideas.

cultural traditions that they
passed on to the next
generation

values they taught their
children or other young
people

money they left to an
individual or organization

--

--

--

2. ROBERTO CLEMENTE'S LEGACY

Write your ideas about Roberto Clemente's legacy using information from "El Magnífico" and "Should No. 21 Be Retired?" Use the questions in the orange boxes to jumpstart your thinking. (There are more on the next page.) Be sure to cite your sources.

What kind of person was Clemente? What were his most inspiring character traits?

What contributions did Clemente make to the sport of baseball?
To Puerto Rico? To Pittsburgh? To the whole country? To the world?

How do people remember and honor Clemente today?

CHOICE BOARD

"EL MAGNÍFICO" AND "SHOULD NO. 21 BE RETIRED?"

As the text feature "Roberto, Not Bob" explains, "Some baseball cards referred to Roberto Clemente as 'Bob,' which was deeply frustrating to Clemente because it was disrespectful to his heritage."

Design a new baseball card for Clemente that would make him proud. Be sure to include a picture, team name or logo, career stats, short bio, and any other important symbols or information from the article you'd like to include.

Go to [Scope Online](#) to read another inspiring sports story. Choose one of the following:

["When Girls Ruled Baseball"](#)

[Go!](#)

["The Fastest Woman in the World"](#)

Then respond to the following questions in your own document:

What enabled Clemente and the athlete you just read about to beat tough odds?
How did both of these athletes make the world a better place?

Imagine you're a reporter for a sports news program. Record a segment that will air on your show to honor Roberto Clemente on the 50th anniversary of his passing in 2022.

Answer these three questions in your segment:

- (1) Why do people consider Clemente a hero?
- (2) In what ways have people honored his legacy?
- (3) Do you think his jersey should be retired across MLB?

What shapes a person's legacy? What is Roberto Clemente's legacy? Answer both questions in an essay. Use details from the articles to support your ideas.

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

Name:

FINDING AND USING TEXT EVIDENCE

Directions: Read “El Magnífico” and “Should No. 21 Be Retired?”
Then complete this activity to practice finding and using text evidence.

Go the next slide to get started.



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

Claim

Roberto Clemente made the world a better place.

Claim

A. "Each day after school—and sometimes all day on weekends—he and his friends and siblings would get together to play." (p. 21)

B. "Already, he gave free baseball lessons to kids in Puerto Rico and mentored new players in the MLB who had come over from the Caribbean." (p. 24)

C. "Typically, an individual team will retire a number as a way to honor a player, usually after that player retires or passes away." (p. 25)

D. "He spoke out against racism and advocated for civil rights." (p. 25)

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

Claim

Today, Roberto Clemente is seen as a legend and a hero.

Claim

Text Evidence #1

“Hundreds of schools, hospitals, and
parks were named for Clemente.”
(p.24)

Text Evidence #2

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

3. Read the lines from the story below. Write a claim that they all support.

Claim

Claim

“He was ridiculed for his Spanish accent, and his incredible talent was often overlooked.”
(p. 21)

“He was shocked to learn that Black players had to wait on the team bus while White players dined out.” (p. 22)

“He felt the writers had not voted for him because of his race and imperfect English.”
(p. 23)

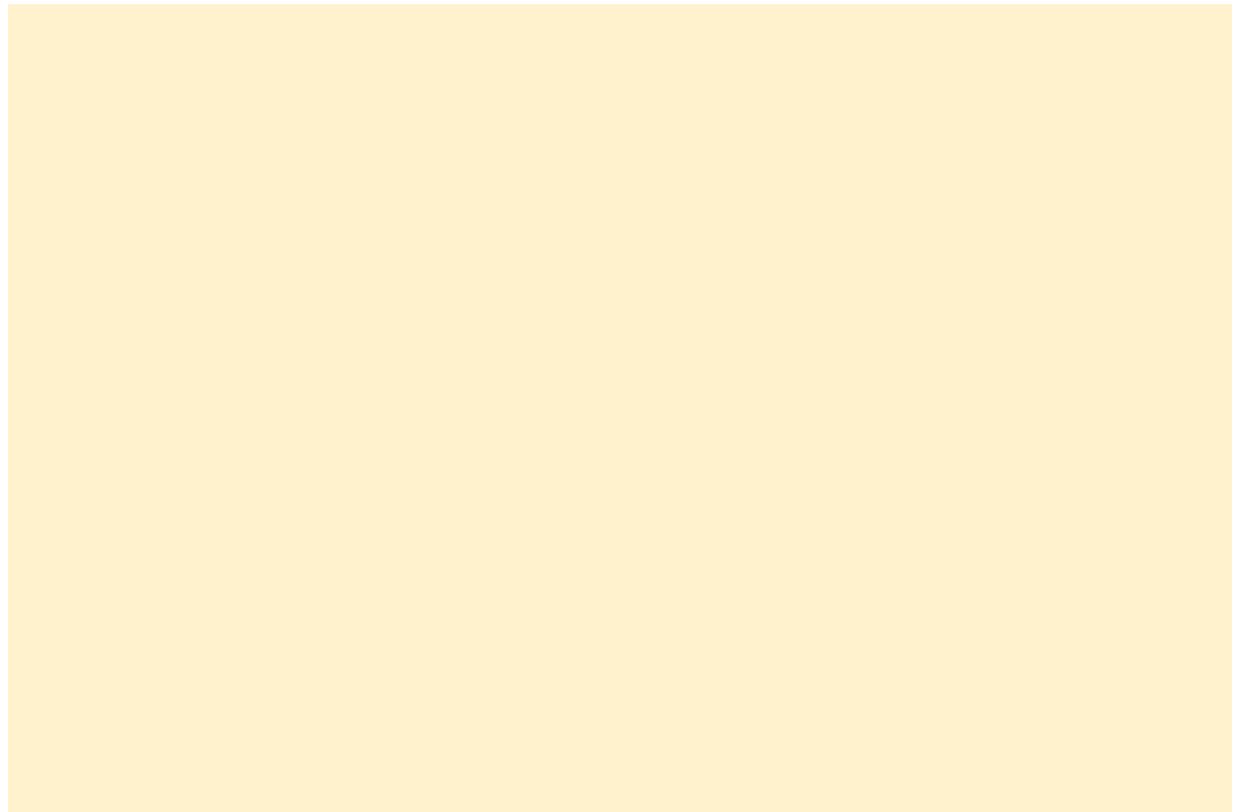
“Some baseball cards referred to Roberto Clemente as ‘Bob,’ which was deeply frustrating to Clemente because it was disrespectful to his heritage.” (p. 23)

4. Now put it all together! Write a paragraph using the claim you wrote in Step 3 along with the evidence that supports it.

Tips

- Use the claim you wrote as the topic sentence for your paragraph.
- Use at least two pieces of text evidence.
- Cite your sources.
- Explain how the evidence supports your claim.

Your Paragraph

A large, empty yellow rectangular box with an orange border, intended for the student to write their paragraph.

Name:

FINDING AND USING TEXT EVIDENCE

Directions: Read “El Magnífico” and “Should No. 21 Be Retired?”
Then complete this activity to practice finding and using text evidence.

Go the next slide to get started.



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

Claim

Roberto Clemente made the world a better place.

Claim

A. "Each day after school—and sometimes all day on weekends—he and his friends and siblings would get together to play." (p. 21)

B. "Already, he gave free baseball lessons to kids in Puerto Rico and mentored new players in the MLB who had come over from the Caribbean." (p. 24)

C. "Typically, an individual team will retire a number as a way to honor a player, usually after that player retires or passes away." (p. 25)

D. "He spoke out against racism and advocated for civil rights." (p. 25)

2. A. Drag a ✓ onto the piece of text evidence that BEST supports the claim below.

Claim

Today, Roberto Clemente is seen as a legend and a hero.

Claim

A. "Only one baseball player's number has ever been retired across all 30 teams in Major League Baseball." (p. 25)

B. "Hundreds of schools, hospitals, and parks were named for Clemente." (p. 24)

C. "They made baseballs from old socks and string, or sometimes they simply hit tin cans." (p. 21)

D. "After 18 seasons with the Pirates, he began to imagine life after baseball." (p. 24)

B. Explain your choice. How does this evidence support the claim?

3. Read the lines from the articles below. Then drag a ✓ onto a claim they all support.

“He was ridiculed for his Spanish accent, and his incredible talent was often overlooked.”
(p. 21)

“He was shocked to learn that Black players had to wait on the team bus while White players dined out.” (p. 22)

“Some baseball cards referred to Roberto Clemente as ‘Bob,’ which was deeply frustrating to Clemente because it was disrespectful to his heritage.” (p. 23)

“He felt the writers had not voted for him because of his race and imperfect English.”
(p. 23)

Claims

A. Roberto Clemente was an advocate for civil rights.

B. Roberto Clemente led a remarkable life.

C. Roberto Clemente experienced discrimination throughout his career.

Name: _____

Paired Texts Quiz

Directions: Read “El Magnífico” and “Should No. 21 Be Retired?” from the October issue of *Scope*. Then answer the questions below.

1. In the opening section of “El Magnífico,” the author writes, “The sold-out crowd held its breath.” The expression “to hold your breath” means
 - A. to be impatient and restless.
 - B. to be strong in a challenging situation.
 - C. to be ready and eager to do something.
 - D. to wait anxiously, nervously, or excitedly for something to happen.
2. Which section helps readers understand how Roberto Clemente developed his baseball skills?
 - A. “Baseball Fever”
 - B. “Far From Home”
 - C. “Helping Others”
 - D. “The Story of 21”
3. You can infer that Clemente addressed the world in Spanish in the TV interview after the 1971 World Series because he
 - A. was asked the question in Spanish.
 - B. knew it would confuse reporters.
 - C. was proud of his Puerto Rican heritage.
 - D. hoped doing so would inspire people to learn Spanish.
4. The main purpose of “El Magnífico” is to _____, whereas the main purpose of “Should No. 21 Be Retired?” is to _____.
 - A. describe the life of Roberto Clemente; explore the question of how MLB should honor Clemente
 - B. teach readers about the Caribbean; describe the life of Jackie Robinson
 - C. introduce readers to the game of baseball; introduce the current Pittsburgh Pirates
 - D. teach readers Spanish; convince readers to play baseball
5. Mackenzie Carro writes that Clemente “spoke out against racism and advocated for civil rights.” To advocate is to
 - A. hope for something.
 - B. support or argue for a cause.
 - C. get something by paying money for it.
 - D. come to realize or understand something.
6. Which claims are supported by information in BOTH articles? Choose TWO.
 - A. Roberto Clemente is a baseball legend.
 - B. Roberto Clemente was a great humanitarian.
 - C. Some think MLB could do more to honor Roberto Clemente’s legacy.
 - D. Roberto Clemente’s parents nurtured his love of baseball.

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

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Name: _____

Paired Texts Quiz

Directions: Read “El Magnífico” and “Should No. 21 Be Retired?” from the October issue of *Scope*. Then answer the questions below.

1. In the opening section of “El Magnífico,” the author writes, “The sold-out crowd held its breath.” She means that the crowd felt _____.
 - A. tired and bored
 - B. impatient
 - C. confident
 - D. nervous and excited
2. The section “Baseball Fever” helps readers understand how Roberto Clemente
 - A. developed his baseball skills.
 - B. became a humanitarian.
 - C. helped the Pirates win the 1971 World Series.
 - D. joined the Pittsburgh Pirates.
3. You can infer that Clemente addressed the world in Spanish in the TV interview after the 1971 World Series because he
 - A. was asked the question in Spanish.
 - B. knew it would confuse reporters.
 - C. was proud of his Puerto Rican heritage.
 - D. hoped doing so would inspire people to learn Spanish.
4. The main purpose of the article “Should No. 21 Be Retired?” is to _____.
 - A. explore the question of how MLB should honor Roberto Clemente
 - B. describe the life of Jackie Robinson
 - C. introduce readers to winners of the Roberto Clemente Award
 - D. convince readers to play baseball
5. Mackenzie Carro writes, “Whatever the fate of No. 21, one thing is certain: Clemente was an extraordinary player and human being.” Which word could replace *fate* in the sentence above?
 - A. cost
 - B. future
 - C. memory
 - D. popularity
6. Which claims are supported by information in BOTH articles? Choose TWO.
 - A. Roberto Clemente is a baseball legend.
 - B. Roberto Clemente was a great humanitarian.
 - C. Some think MLB could do more to honor Roberto Clemente’s legacy.
 - D. Roberto Clemente’s parents nurtured his love of baseball.

Name: _____

Constructed-Response Questions

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

7. Using details from “El Magnífico,” write a paragraph that supports the following claim: Author Mary Kate Frank uses an admiring tone as she writes about Roberto Clemente. (Tone is an author’s attitude toward the subject matter they are writing about.)
8. A humanitarian is someone who works to improve the lives of others. What made Clemente a humanitarian? Use details from both articles to support your answer.

Roberto Clemente Contest

What shapes a person's legacy? What is Roberto Clemente's legacy? Answer both questions in an essay. Use details from the articles to support your ideas. Send your work to Roberto Clemente Contest. Three winners will each get *The Way Home Looks Now* by Wendy Wan-Long Shang.

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 November 15, 2021.

**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

"That Can't Be True . . . Can It?"

1. **baseless** (BEYS-lis) *adjective*; Something that is baseless is not based in facts. Gossip and rumors are often baseless. A baseless accusation of a crime has no evidence to back it up.
2. **disinformation** (dis-in-fer-MEY-shuhn) *noun*; Disinformation is false information that is deliberately misleading. In other words, it's wrong information that is spread on purpose. For example, if Jed knows Tara's party on Friday night is not a costume party, but he tells Owen that it is a costume party so that Owen shows up looking foolish, Jed is supplying Owen with disinformation.
3. **misinformation** (mis-in-fer-MEY-shuhn) *noun*; Misinformation is false or inaccurate information that is spread regardless of whether there is an intent to mislead. In other words, if you are spreading around information that is wrong, but you don't know that it's wrong, you are spreading misinformation. For example, say your science project is due next Thursday, but you forget or misread the assignment sheet and tell your partner it is due next Friday. You are supplying your partner with misinformation.
4. **plausible** (PLAW-zuh-buhl) *adjective*; Something that is plausible seems reasonable or believable, as if it could be true or could happen. If Eric says he's late because he got stuck in traffic, his excuse is plausible. If Eric says he's late because he was kidnapped by aliens, his excuse is implausible (*implausible* means "not plausible").
5. **reputable** (REP-yuh-tuh-buhl) *adjective*; If someone or something is reputable, it is honorable and respectable. It is well-liked and trusted by the public. In other words, it has a good reputation.

Name: _____

Vocabulary Practice

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.

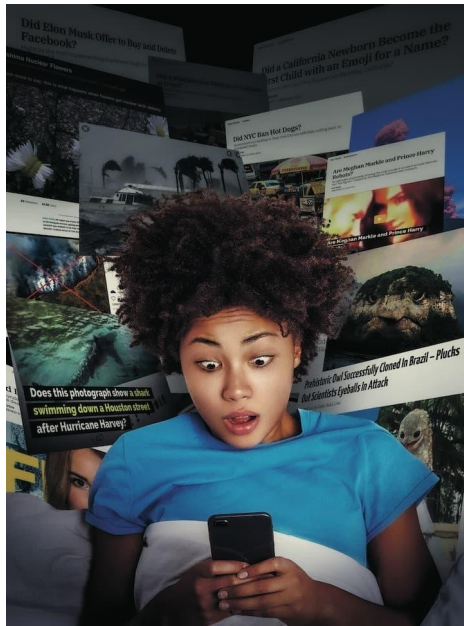
1. ***Reputable** "Scoops" Ice Cream Shop Goes Out of Business*
2. *Officials Say Claims of UFO Sighting Over State Fair Are Totally **Baseless***
3. *Soaky Mountain Water Park's Grand Opening Date Next Month No Longer **Plausible***

Directions: Choose the best answer.

4. Which bicycle repair shop could be described as reputable?
 - a. Pedalers, which is well-known for its good service and fair prices
 - b. Full Cycle, which is known for overcharging its customers for low-quality work
5. Thomas tweeted, "Breaking News: United States to BAN VIDEO GAMES!!" He knew it wasn't true. He just wanted to see how people would respond. This post is an example of _____.
 - a. misinformation
 - b. disinformation
6. Hailey made sure to cite sources for her research so that no one would think her ideas were _____.
 - a. baseless
 - b. plausible

Name: _____

THE SHORT WRITE KIT



Read "That Can't Be True ... Can It?" Then complete this activity, which will prepare you to write a short response to the prompt at the end of the article.

Go to the next page to get started.



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 can you be a responsible digital citizen when it comes to passing along information you see online? Support your answer with at least two pieces of text evidence.



Your claim:

When it comes to passing along information I see online,
I can be a responsible digital citizen by

*We started
you off by
echoing the
question.*

*Finish the
sentence by
answering the
question in the
prompt.*

Step 2: FIND YOUR TEXT EVIDENCE

A. Scan the article to identify 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, *or*
- 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, *or*
- 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 Tod Olson and Mackenzie Carro
explain in their article "That Can't Be True ...
Can It?", _____ .
(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: _____

"That Can't Be True . . . Can It?" Quiz

Directions: Read "That Can't Be True . . . Can It?" from the October issue of *Scope*. Then answer the questions below.

1. Which statement best describes the main purpose of the article?
 - A. to persuade readers to spend less time on social media platforms
 - B. to entertain readers with the year's most ridiculous news stories
 - C. to teach readers about how online advertising works
 - D. to inform readers about the problem of misinformation and how they can help stop its spread
2. The first paragraph of the section "Spreading Lies" uses a _____ structure to show that the spread of misinformation is _____.
 - A. sequence of events; a rare event
 - B. compare and contrast; harmful
 - C. list; not a recent phenomenon
 - D. problem and solution; declining slowly
3. In the section "How We Get Tricked," the authors write that "fake stories are often designed to *seem plausible*." Which pair of words from this section provide the best context clues to the meaning of *plausible*?
 - A. realistic, official-looking
 - B. designed, important
 - C. baseless, fooled
 - D. secret, exciting
4. The authors write, "For one thing, there was no logo or name of any news organization on the photo—and that's a big red flag." What is a red flag?
 - A. a prize for doing something well
 - B. a warning signal; a sign that draws attention to a problem or irregularity
 - C. a symbol that confirms someone is who they say they are online
 - D. an activity that is against the law

Name: _____

Constructed-Response Question

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

5. The authors explain that last winter, people set fire to 5G towers after a false story claimed the towers might be spreading the coronavirus. According to the article, how might they have been tricked into thinking the story was real? What steps can they take to prevent being tricked in the future?

Name: _____

“That Can’t Be True . . . Can It?” Quiz

Directions: Read “That Can’t Be True . . . Can It?” from the October issue of *Scope*. Then answer the questions below.

1. **The main purpose of the article is to teach readers**
 - A. how to spend less time on social media.
 - B. about a frightening event in Russia.
 - C. how to create a good advertisement.
 - D. about the problem of misinformation.
2. **The section “Spreading Lies” helps readers understand that the spread of misinformation is**
 - A. a rare event.
 - B. harmful.
 - C. nothing new.
 - D. declining slowly.
3. **The authors write that “fake stories are often designed to *seem* plausible.” Which word could replace *plausible* without changing the meaning of the sentence?**
 - A. real
 - B. exciting
 - C. dangerous
 - D. secret
4. **The authors write, “For one thing, there was no logo or name of any news organization on the photo—and that’s a big red flag.” A red flag is a _____.**
 - A. prize
 - B. warning sign
 - C. symbol of popularity
 - D. crime

Name: _____

Constructed-Response Question

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

5. The authors explain that last winter, people set fire to 5G towers after a false story claimed the towers might be spreading the coronavirus. According to the article, what is one way they might have been tricked into thinking the story was real?

Name: _____

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

Vocabulary

"The Worst"

- 1. catastrophe** (kuh-TAS-truh-fee) *noun*; A catastrophe is a sudden disaster that causes great suffering or damage. A large earthquake is an example of a catastrophe.

Catastrophe is also used to refer to minor events that cause a lot of trouble or feel like a failure—an argument with a friend, a pan of burnt cookies, a thunderstorm during a pool party.
- 2. loathing** (LOH-thing) *noun*; To loathe (lohth) something is to hate it—to find it disgusting and horrible. Loathing is a feeling of intense dislike or disgust. Brussels sprouts fill some people with loathing, though others find brussels sprouts quite delicious!
- 3. peer** (peer) *verb*; As it is used in the story, *peer* means “to look at something curiously and closely.” You might peer through a window to see who is at the door or peer into a microscope to observe the cells of an onion.
- 4. trifecta** (TRAHY-fek-tuh) *noun*; A trifecta is a set of three. You might think the ultimate trifecta of sleepover snacks is pizza, popcorn, and soda.

Name: _____

Vocabulary Practice

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

Book Titles

- | | |
|------------------------------|--------------------------------------|
| A. <i>Class Catastrophe</i> | C. <i>The Seventh Grade Trifecta</i> |
| B. <i>Lunchtime Loathing</i> | D. <i>Peering In</i> |

- Nervous to start at a new school, Lila spends her first day outside looking in.
Title (A-D): ____ Why I chose this title: _____

- A group of students race to clean up the monster of a mess they made in the science lab.
Title (A-D): ____ Why I chose this title: _____

- Zoe, Shanique, and Gillian must compete individually at the school's talent show—or find a way to combine their choreography to win.
Title (A-D): ____ Why I chose this title: _____

Directions: Choose the best answer to each question.

- Which would most likely cause loathing?
 - a well-played game
 - a game won by cheating
- In which sentence could *looked* be replaced by *peered* without changing the meaning?
 - Darius looked into the telescope, searching for clues about how the planet formed.
 - Darius looked at his phone quickly to see how much time he had before the bus arrived.
- Which is a trifecta of school success?
 - learning, making friends, and being a good person
 - getting good grades and taking part in extracurricular activities

Name: _____

CONFLICT

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

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

Examples:

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

Dr. Strange invents a robot so intelligent it has a mind of its own—and it's on a mission to destroy humanity.

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

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

Examples:

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

Dr. Strange struggles with the decision of whether to destroy his masterpiece.

Tim feels nervous and uncertain about how to handle the bullying situation.

Directions: Read "The Worst." Then fill in the chart below.

GRAHAM'S EXTERNAL CONFLICT	GRAHAM'S INTERNAL CONFLICT
<p>What is Graham's external conflict? Who or what is he struggling against?</p> <p>Give two lines or groups of lines from the story that help reveal Graham's external conflict.</p> <p>Line(s) 1:</p> <p>Line(s) 2:</p>	<p>What is Graham's internal conflict?</p> <p>Give two lines or groups of lines from the story that help reveal Graham's internal conflict.</p> <p>Line(s) 1:</p> <p>Line(s) 2:</p>

Name: _____

STORY PLANNER

Directions: Read "The Worst." Then jot down ideas in this graphic organizer to help you plan your sequel. (A sequel is a continuation—a Part Two.)

↪ THE SETTING ↩

Where and when does the sequel take place?

↪ THE CHARACTERS ↩

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

↪ THE CONFLICT ↩

Will the conflict between Graham and Brianna be resolved? How does Graham handle the video that Jake sent around? How does he handle his friends who are upset with him?

→ THE PLOT ←

Jot down ideas about what happens to create an outline or mini summary of the events in your story.

BEGINNING:

MIDDLE:

END:

→ THEME ←

What broader topic is your story about (for example, friendship, forgiveness, betrayal, revenge)? What will your story say about that topic?

CHOICE BOARD

"THE WORST"

Write a sequel to the story. Are Graham's internal and external conflicts resolved?
Up to you!

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

Consider the author's choice **NOT** to reveal these two things:

- the "awful thing" Graham said
- how Graham's conflict is—or isn't—resolved

Then respond to these three questions:

- (1) What effect do these choices have on you as a reader?
- (2) Why do you think she made these choices?
- (3) How would the reading experience have been different if the author *had* revealed these two things?

This super-short story's vivid descriptions and figurative language help it pack a big punch. Pick a line that stood out to you—perhaps it made you feel something because it was relatable to your own experiences, or maybe it was so descriptive that it made you see or hear something in your mind. Create a work of art that illustrates the line you chose. Be sure to include the line somewhere in your work.

You are Brianna. Retell the story from your point of view. Be sure to include what happens after Graham knocks on your door.

Sequel Contest

Write a sequel to the story. Are Graham's internal and external conflicts resolved? Up to you! Send your story to Sequel Contest. Three winners will each get *The Retake* by Jen Calonita.

Entries will be judged on:

- ✓ creativity
- ✓ understanding of conflict
- ✓ clarity
- ✓ 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 November 15, 2021.

**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: _____

YOU WRITE IT

A STEP-BY-STEP WRITING PLANNER

Directions: Read the interview
"Helping Animals (One Bow Tie at a Time)."
Then complete this activity to plan your article.

1.

Write the central idea, in your own words. The headline gives you a clue about the central idea of the interview and what the central idea of your article should be.

2.

Paraphrase each question and answer. Write in the third-person point of view (using *he*, *she*, or *they*). We did the first question-and-answer for you.

Q-and-A No. 1:

Sir Darius Brown, 15, began sewing because he wanted to try sewing like his older sister did. Sir Darius has a speech, comprehension, and fine-motor skills delay, so he started off by cutting fabric with scissors until he was confident enough to use a sewing machine safely.

Q-and-A No. 2:

Q-and-A No. 3:

Q-and-A No. 4:

Q-and-A No. 5:

Q-and-A No. 6:

3.

Choose two direct quotes to use in your article. A direct quote is another person's exact words. When choosing your quotes, think about what you really want your readers to hear in Sir Darius's own words. What will be the most powerful and effective?

REMEMBER!

Put direct quotes in quotation marks. Make it clear who is saying them.

Direct Quote 1:

Direct Quote 2:

4.

Put it all together. Write your three-paragraph article in your own document. Use the following as a guide to help you organize your article.

OPENING PARAGRAPH

Your first sentence should be a hook—that is, it should grab the reader’s attention. One option is to state something that is surprising, interesting, or moving. What detail did you find most interesting from the interview?

Let readers know what the article is going to be about. In other words, present the central idea of the article.

BODY PARAGRAPH

Explain who Sir Darius is and what his business is, using information from the question-and-answer pairs you summarized in Step 2.

Summarize the most important ideas presented in the interview. Each idea you include should support the central idea that you wrote in Step 1.

Don’t forget to include at least one of the direct quotes you chose in Step 3!

CONCLUSION

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

TIPS



WRITING TIPS

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

You Write It Contest

Read our interview with Sir Darius Brown. Choose a central idea and write a three-paragraph article about Sir Darius in your own words. Be sure to use quotes from our interview. Send your article to You Write It Contest. Three winners will each get a \$25 gift card to the online Scholastic Store.

Entries will be judged on:

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

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Name: _____

PLAN YOUR INFOGRAPHIC

Directions: Read the infographic "Your Ultimate Vacation: Puerto Rico." Then follow the steps to plan your infographic about a real or fictional place.

1. Choose your destination.

It can be a real place (such as Kyoto, Japan, or the surface of Mars) or a fictional place (like District 12 from the Hunger Games or Mandalore from *The Mandalorian*).

2. Think about the purpose.

Your infographic should make people want to travel to your destination. They should feel fascinated and excited. In other words, your infographic should be persuasive.

3. Brainstorm categories.

In your own document, make a list of categories to include. Look at the Puerto Rico infographic for inspiration. You can use the same ones—or choose your own!

4. Research.

If you chose a fictional place, be sure to draw on details from the story. If you chose a real place, click on the boxes below for some reliable sources that might come in handy when researching the categories you brainstormed in Step 3.

CIA WORLD FACTBOOK

EATER

TRAVEL + LEISURE

CONDÉ NAST TRAVELER

LONELY PLANET

U.S. NEWS & WORLD REPORT
(TRAVEL)

5. Design your infographic.

Design your infographic on a piece of paper. It will be helpful to sketch it out before you make the final draft. You can also use an online tool—such as Canva, Infogram, Easel.ly, or Google Drawings—to help you create your infographic. Consider what images, graphics, and colors you want to include.

You can use *Scope's* infographic as a model, but feel free to get creative!

Vacation Contest

Consider the purpose of this infographic. What is it trying to convince you to do?

Now create your own destination infographic, using this one as a model. Your destination can be a real or fictional place. Send your work to Vacation Contest.

Three winners will each get a \$20 gift card to the online Scholastic Store.

Entries will be judged on:

- ✓ creativity
- ✓ 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: _____

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