

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

# THERE, THEIR, OR THEY'RE?

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

## there

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

### Examples:

Anne found her book over **there**, behind the oak tree.

**There** will be free ice cream at Super Scoops's grand opening.

## their

Use **THEIR** to show possession.

### Examples:

The Goldbergs brought **their** new baby home today.

The dogs played with **their** tennis balls all afternoon.

## they're

Use **they're** as a contraction of "they are."

### Examples:

I love hanging out with Kim and Carli. **They're** so funny!

Ben and Gabriel say **they're** trying out for the team.

**Directions:** Underline the correct boldface word in each sentence below.

1. The Smiths have lived in Detroit for three years, but **there/their/they're** moving back to Seattle next month.
2. Megan already left for the party. Lilly is meeting her **there/their/they're** after dinner.
3. Anthony carried the twins' birthday cake, and I carried **there/their/they're** presents.
4. Tyler said **there/their/they're** are four kittens sleeping in a box under the porch.

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

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**Directions:** Write either *there* or *their* or *they're* in each blank in the paragraph below.

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

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

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

# Vocabulary

## "White Death in the Cascades"

1. **careen (kuh-REEN)** *verb*; To careen is to move quickly in an out-of-control way, leaning or tipping dangerously from side to side. A go-kart might careen around a turn on a racetrack, skidding wildly on two wheels.
2. **encroachment (en-KROHCH-muhnt)** *noun*; The verb *encroach* (en-KROHCH) means "to intrude on something" or "to advance beyond the usual or accepted limit," as in "Please take your feet off my chair. You're encroaching on my personal space."

*Encroachment* means "an invasion of the property or rights of someone else." Reading someone's diary would be an encroachment on that person's privacy. Building a hotel in a wilderness area is an encroachment on the animals that live there.

3. **potential (puh-TEN-shuhl)** *adjective or noun*; As an adjective, *potential* means "possible or capable of becoming real." Brands often try to connect with potential customers—people who are not customers now but might become customers.

As a noun, *potential* can mean "an ability that can lead to success or excellence." If you have potential as a piano player, you have skills and talent that can carry you to greatness (if you keep practicing).

*Potential* can also mean "the chance or possibility that something will develop and become real." Icy sidewalks increase the potential for slipping.

4. **rickety (RIK-i-tee)** *adjective*; If something is rickety, it is shaky, in poor condition, and likely to fall apart. An old wooden chair that feels wobbly when you sit on it is rickety. A bridge that looks like it might not support you is rickety.
5. **telegraph (TEL-ih-graf)** *noun*; A telegraph is a device that uses electricity to send messages in code over wires. Developed in the 1830s and '40s, the telegraph reached the height of its popularity in the 1920s and '30s.

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

## Vocabulary Practice

### "White Death in the Cascades"

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**Directions:** Respond to each prompt below.

1. How is a telegraph similar to a cell phone? How is it different?
2. Would you allow a young child to play on rickety playground equipment? Explain.
3. Make a list of potential names for your dream pet.
4. Farmer Tim says his pumpkin vines are encroaching on his cornfield. What does he mean?

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

5. Which sentence uses the word *careen* correctly?  
A. The sled careened down the snowy hill before crashing at the bottom.  
B. Desi carefully careened into her hiding spot so as not to make a noise.
6. Which conversation would Tara say was an encroachment on her time?  
A. Tara excitedly stopped to talk to her best friend in the hallway.  
B. Tara had difficulty getting off the phone with a pushy salesperson.

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

# Close-Reading Questions

## "White Death in the Cascades"

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1. How does author Lauren Tarshis portray the United States at the turn of the 20th century (the end of the 1800s and the beginning of the 1900s)? Why is this information important to the story? (key ideas and details)

2. What does the section "Iron Horses" help readers understand? (text structure, setting)

3. Sensory details use descriptive words that appeal to the five senses; they allow readers to read the author's words and feel like they're living in the story. List examples of sensory details in the article. What do these details add to the story? (author's craft)

4. What made train travel through the Cascade Mountains so treacherous? (key ideas and details)

5. Consider these lines from page 9: "Did Raymond sense the growing panic? Did he hear the muffled roars of distant avalanches that terrified passengers as they lay awake at night? Did he gag at the stench that filled the train car, or overhear the crew whispering that food was now running low at Bailets?" Why do you think Tarshis uses a series of questions here? (author's craft)

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

## Critical-Thinking Questions

### "White Death in the Cascades"

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1. Tarshis writes, "That said, the Wellington disaster was not the first time, or the last, when humans would pay the price for underestimating nature's power." What does she mean? Can you think of other examples when humans have underestimated nature's power?
2. What lessons can be learned from the story of the Wellington Avalanche of 1910?
3. Consider the primary sources from the gallery walk. Does reading the article confirm, challenge, or change any of the conclusions you made about railroads and early train travel? If so, how?

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

# The Wellington Disaster

**Directions:** Read "White Death in the Cascades." Then use this planner to help you respond to the prompt that appears at the end of the article.

## Think About It

- Why do people create movie trailers?
- What are the qualities of a good movie trailer?
- Think about recent movie trailers you've seen. Which one is the most memorable? Why do you think so?

*Keep these thoughts in mind as you create your trailer!*

## What Will Be In Your Trailer?

1. First, refresh your memory about the key ideas and details of the story. Then jot down a short list of what you'll include in your trailer, using bullet points. (You don't want to include *everything*, only the most important details—ones you think moviegoers would be most interested in.)



## How Will You Narrate These Events?

2. List vivid words and phrases that Lauren Tarshis uses in "White Death in the Cascades" to describe the items below. You can use Tarshis's writing for inspiration when you write the narration for your trailer.

the train

the weather

the avalanche

**TIP!** Professional video creators, like those who create movie trailers, often use T-charts to help them plan their videos. They put notes about the video that will appear on-screen in the left-hand column and notes about the audio that will play at the same time in the right-hand column, like this:

Video (anything you see: video, photos, titles, transitions, special effects)	Audio (anything you hear: narration, sound effects, music, natural sounds)
<u>video:</u> a mountain looms overhead  <u>video:</u> a massive hunk of snow breaks loose from the mountain	<u>narration:</u> The Wellington disaster was not the first time, or the last, when humans would pay the price for underestimating nature's power.  <u>sound effect:</u> Whumph!

You may want to use a T-chart to help you imagine your trailer and write its narration!

# CHOICE BOARD

## "WHITE DEATH IN THE CASCADES"

Imagine this story is being turned into a movie. Write the narration for the movie trailer. Be sure to use vivid language and sensory details.

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

Telegraph companies charged by the number of words in a message, so people packed as much information into as few words as possible.

Go back through the article and circle 10 words or concepts that are **most** important to understanding the story. Then write a summary of the story in the form of a telegram that includes those words. See just how low you can get your word count!

Choose another transportation-related disaster from history, such as the sinking of the *Titanic* or the *Hindenburg* disaster. In a short essay, compare that event with the Wellington avalanche, including factors that contributed to the disaster, what the response to the disaster was like, and the impact the disaster had on history.

A museum in Washington is hosting a new exhibit about the history of train travel in the state. Choose five items that should be included, and explain why each one is important.

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  
"White Death in the Cascades."

1. Where and when does the article take place?

2. Who is the article mainly about?

3. What significant event does the article describe?

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

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

**Directions:** Write an objective summary of “White Death in the Cascades.” 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 “White Death in the Cascades”

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

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 "White Death in the Cascades."

<p>"White Death in the Cascades" tells the story of a boy named Raymond Starrett,</p> <p>who was traveling _____.</p> <p>The train collided with a _____,</p> <p>stranding it in a town called Cascade Tunnel Station. After two days, food was</p> <p>running low, and _____.</p> <p>The only place to park the train was _____.</p> <p>Two days later, _____.</p> <p>Two days after that, the snow turned to rain, and _____.</p> <p>Though Raymond was badly injured, _____.</p> <p>In the years that followed, _____.</p>	<p><i>How were Raymond and his mother traveling? When?</i></p> <p><i>What was the train's first problem?</i></p> <p><i>Where did the train go next?</i></p> <p><i>Where was the train parked?</i></p> <p><i>What event did the passengers learn about?</i></p> <p><i>What shocking event happened next?</i></p> <p><i>What happened to Raymond?</i></p> <p><i>How did the railroad company respond?</i></p>
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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 "White Death in the Cascades."**

**1. Study the illustration on pages 4-5. What do you notice? What mood do the illustration and font create?**

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**2. Look at the map on page 6. What does it show? What does it help you understand?**

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**3. Study the photographs and captions on page 7. What section of the article do they help you understand?**

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**4. Look at the sidebar "What Causes an Avalanche?" on page 9. Why do you think the author included this information? How might things have been different if people understood this information in 1910?**

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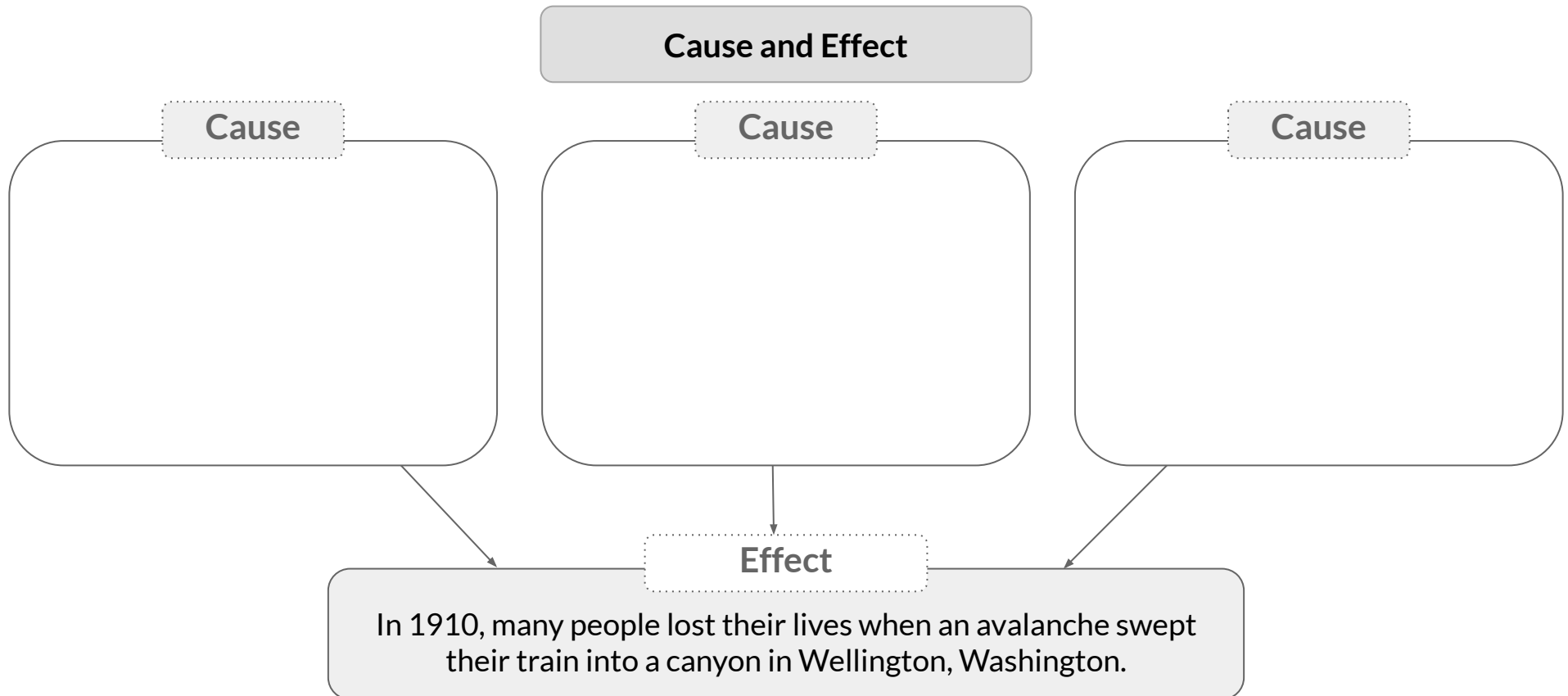
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Name: \_\_\_\_\_

# EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, SEQUENCE OF EVENTS

**Directions:** Read "White Death in the Cascades." Then complete this activity to organize information in the article using text structures.



Sequence of  
Events

Fill in the empty boxes below to show the sequence of events in  
Raymond's journey.

1st

Raymond and his mother  
board the Seattle Express at  
7:30 p.m. in Spokane,  
Washington.

2nd

3rd

4th

5th

6th

An avalanche careens down  
the mountain, hurling the  
Seattle Express into the  
canyon. A lucky few survive,  
including Raymond.



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

# EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, SEQUENCE OF EVENTS

**Directions:** Read "White Death in the Cascades." Then complete this activity to organize information in the article using text structures.

## Cause and Effect

### Cause

*Hint: What was the weather like?*

### Cause

*Hint: Why didn't people understand the risk?*

### Cause

*Hint: Why were the trains sent into the Cascades during a blizzard?*

### Effect

In 1910, many people lost their lives when an avalanche swept their train into a canyon in Wellington, Washington.

Sequence of  
Events

Write the numbers 1-6 in the empty squares to show the sequence of events in Raymond's journey.

Raymond awakes to find the train stranded in Cascade Tunnel Station by a blizzard. Passengers eat breakfast at a railroad cookhouse and reboard the train.

The temperature rises and snow turns to rain.

An avalanche careens down the mountain, hurling the Seattle Express into the canyon. A lucky few survive, including Raymond.

Raymond and his mother board the Seattle Express at 7:30 p.m. in Spokane, Washington.

Passengers eat at Hotel Baileys and receive troubling news: Snowplows are broken, workers are quitting, and an avalanche just plowed through Cascade Tunnel Station. Townspeople take shelter on the Seattle Express.

Food begins to run low, and the train is moved a few miles to the town of Wellington. The only place to park the train is on the edge of a steep canyon.

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

## “White Death in the Cascades” Quiz

Directions: Read “White Death in the Cascades.” Then answer the questions below.

1. Author Lauren Tarshis writes, “Like veins rushing blood to your head and fingers and toes, railroads sped people and products to virtually every part of the country.” This line contains \_\_\_\_\_.
  - A. a metaphor that shows how trains changed the world
  - B. a simile that helps readers visualize the railroad system and understand its importance
  - C. a metaphor that illustrates the risks of traveling by train
  - D. hyperbole exaggerating trains’ usefulness
2. Which information cannot be gained from the map?
  - A. the intended route of the Seattle Express
  - B. which states border Washington
  - C. how many miles are between Spokane and Seattle
  - D. where Washington is located in relation to Canada, the Pacific Ocean, and the rest of the United States
3. Tarshis writes that the mountainside “loomed above the stranded train.” Based on context clues, what is the definition of *loom*?
  - A. to come into sight
  - B. to move suddenly and quickly
  - C. to hang over in a dark or threatening way
  - D. to be lost or go missing
4. What is the purpose of the section “Iron Horses”?
  - A. to explain the positive and negative consequences of the expansion of railroads
  - B. to raise questions about whether more could’ve been done to prevent the tragedy
  - C. to describe the planned route of the Seattle Express
  - D. to tell how the Great Northern Railway kept trains moving in the winter
5. Which lines support the idea that people on the Seattle Express didn’t realize they were in real danger at first? Choose TWO.
  - A. “There was no reason to doubt them—this was 1910, remember, a time when train travel was routine.”
  - B. “Passengers grumbled about the delay, but the crew assured them that the train would be moving soon.”
  - C. “Wellington was even smaller than Cascade Tunnel Station.”
  - D. “And then, at 1:42 a.m., there was a new sound.”
6. The section “End of the World” uses a \_\_\_\_\_ text structure to \_\_\_\_\_.
  - A. sequence of events/describe what happened when the avalanche hit Wellington
  - B. cause and effect/describe the Cascades
  - C. compare and contrast/show how wagon travel compared with train travel
  - D. problem and solution/tell about the potential for avalanches

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

## Constructed-Response Questions

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

7. Consider the North Coast Limited advertisement from around 1925. What does the ad seem to suggest about early train travel? How does it compare with how Tarshis portrays early train travel? Explain using text evidence.
8. Tarshis writes, “Many people did blame the Great Northern Railway for the deaths of so many people.” Based on the information in the article, would you agree that the Great Northern Railway was to blame? Support your response using text evidence.

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

## “White Death in the Cascades” Quiz

Directions: Read “White Death in the Cascades.” Then answer the questions below.

1. Author Lauren Tarshis writes, “Like veins rushing blood to your head and fingers and toes, railroads sped people and products to virtually every part of the country.” This simile helps readers understand \_\_\_\_\_.
  - A. how trains changed the world
  - B. the purpose and importance of trains
  - C. why train travel was risky
  - D. how expensive train travel was
2. Which information cannot be gained from the map?
  - A. the intended route of the Seattle Express
  - B. which states border Washington
  - C. how many miles are between Spokane and Seattle
  - D. where Washington is located in relation to Canada, the Pacific Ocean, and the rest of the United States
3. Tarshis writes that the mountainside “loomed above the stranded train.” The word *loomed* helps you understand that the mountainside was \_\_\_\_\_.
  - A. snowy
  - B. small
  - C. large and threatening
  - D. difficult to see
4. The section “Iron Horses” explains \_\_\_\_\_.
  - A. the positive and negative sides of trains
  - B. how the tragedy could have been prevented
  - C. the planned route of the Seattle Express
  - D. how the Great Northern Railway kept trains moving in the winter
5. Which lines help explain why people on the Seattle Express didn’t realize they were in danger at first? Choose TWO.
  - A. “There was no reason to doubt them—this was 1910, remember, a time when train travel was routine.”
  - B. “Passengers grumbled about the delay, but the crew assured them that the train would be moving soon.”
  - C. “Wellington was even smaller than Cascade Tunnel Station.”
  - D. “And then, at 1:42 a.m., there was a new sound.”
6. In the section “End of the World,” a sequence of events structure is used to describe \_\_\_\_\_.
  - A. what happened when the avalanche hit Wellington
  - B. the avalanche that occurred at Cascade Tunnel Station
  - C. the building of the transcontinental railroad
  - D. how railroad safety improved after the Wellington avalanche.

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

## Constructed-Response Questions

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

7. Consider the following claim: *Early train travel was dangerous*. How does Tarshis support this claim?
8. Tarshis writes, “Many people did blame the Great Northern Railway for the deaths of so many people.” Based on the information in the article, would you agree that the Great Northern Railway was to blame? Support your response using text evidence.

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

# SENSORY DETAILS SCAVENGER HUNT

Sensory details use descriptive words that appeal to the five senses: sight, smell, sound, taste, and touch. They allow readers to read your words and feel like they're living in your story.

For example, rather than writing "Alma drank the lemonade," you could write:  
"Alma's tongue tingled as she sipped down the tart lemonade."

## Examples of Sensory Words

### Sight

dazzling  
shriveled  
gloomy  
glowing  
shadowy  
ghostly  
murky  
dim  
swarming  
freckled  
fluffy  
towering

### Smell

rancid  
citrusy  
musty  
reeking  
rank  
sour  
fresh  
floral  
fishy  
burnt  
stagnant  
skunky

### Sound

crackle  
thumping  
clink  
piercing  
hiss  
noiseless  
booming  
screeching  
cackling  
buzzing  
whine  
deafening

### Taste

syrupy  
zesty  
refreshing  
stale  
bland  
tart  
crisp  
tangy  
rotten  
bitter  
earthy  
charred

### Touch

squishy  
gooey  
soupy  
jagged  
clammy  
frosty  
blistering  
balmy  
velvety  
steamy  
gritty  
breezy

**Try turning the boring sentences below into brilliant ones using sensory words!**

**Example:** *The water was so blue.* ➞ The water was dazzling blue, like the stain on your tongue after you eat a blue-raspberry Airhead.

*The pancakes are on the table.* ➞

*The locker smelled bad.* ➞

**Directions:** Read "White Death in the Cascades." Then go back to the story and find a sensory detail for each sense. Circle the words or phrases that stirred your senses. (We've provided an example for you.)

Type of Sensory Detail	Vivid Sentence
sight	
smell	
sound	"Did he hear the muffled roar of distant avalanches . . . ?"
taste	
touch	

**Discuss:** What do these details add to the story?



# Wellington Contest

Imagine this story is being turned into a movie. Write the narration for the movie trailer. Be sure to use vivid language and sensory details. Send your script to Wellington Contest. Three winners will each get a copy of *Dragon's Gate* by Laurence Yep.

## Entries will be judged on:

- ✓ use of key ideas
- ✓ use of vivid language and sensory details
- ✓ creativity
- ✓ grammar, spelling, and punctuation

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian'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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY October 17, 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.*

# *The Odyssey*

## Pronunciation Guide

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**Antinous** [an-TIN-oh-uhs]

**Athena** [ah-THEE-nah]

**Charybdis** [kuh-RIB-dis]

**Cyclops** [SAHY-klops]

**Eumaeus** [yoo-MEE-uhs] or [yoo-MAY-uhs]

**Ithaca** [ITH-uh-kuh]

**Odysseus** [oh-DIH-see-uhs]

**Polyphemus** [pol-uh-FEE-muhs]

**Poseidon** [poh-SAHYD-n]

**Scylla** [SIL-uh]

**Telemachus** [tuh-LEM-uh-kuhs]

**Zeus** [zoos]

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

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

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

# Vocabulary

## *The Odyssey*

1. **devise (dih-VIZE)** *verb*; To devise is to think up, plan, or invent. A coach might devise a play to win a game.
2. **diminish (dih-MIN-ish)** *verb*; *Diminish* means “to make smaller.” Your sneaky younger brother might slowly diminish your stash of Halloween candy.  
  
*Diminish* can also mean “to lessen the power, authority, or reputation of someone or something.” Cheating can diminish an athlete’s popularity.
3. **haste (hayst)** *noun*; *Haste* means “excessive speed or urgency of movement,” as in “In her haste to catch the school bus, Liza forgot her lunch.” The old-fashioned expression “make haste” means telling someone “Hurry!”
4. **suitor (SOO-ter)** *noun*; *Suitor* is an old-fashioned term for a man who is trying to convince a woman to marry him. In olden times, suitors sometimes competed for the chance to marry a princess.
5. **thwart (thwort)** *verb*; *Thwart* means “to stop something from happening, or to oppose successfully.” The police might thwart a bank robber’s plans. A storm might thwart your plans to lounge by the pool.
6. **wrath (rath)** *noun*; *Wrath* is strong and fierce anger accompanied by the desire to punish or seek revenge. In Greek mythology, mortals often fear the wrath of the gods.

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

## Vocabulary Practice

### *The Odyssey*

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**Directions:** Choose the best answer for each prompt below.

- |  |  |
|--|--|
| 1. Wrath is a feeling of _____.<br>A. calm and peace<br>B. intense anger               | 3. If Fred is Clara's suitor, Fred _____.<br>A. makes Clara's clothing<br>B. wants to marry Clara                |
| 2. What happens when you diminish something?<br>A. It becomes smaller.<br>B. It grows. | 4. Which is more likely to move with haste?<br>A. a lion napping in the sun<br>B. a zebra being chased by a lion |

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**Directions:** Respond to each prompt below.

5. If you've been asked to devise a new video game, what have you been asked to do?
6. Describe a time when a character from a book, movie, or show thwarted a villain.



# Theme Anticipation Guide

## *The Odyssey*

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

	Agree	Disagree
1. Appearances can be deceiving.		
2. There’s no place like home.		
3. Good people usually get the reward they deserve.		
4. Sometimes, a little deceit or lying is necessary.		
5. Loyalty is important.		
6. What goes around comes around.		

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

# Close-Reading Questions

## *The Odyssey*

1. In Scene 3, what does the interaction between Penelope and the suitors reveal about Penelope? (character)
2. In Scene 6, Penelope says, "My son tells me you have news of my Odysseus." Odysseus replies, "Yes, Queen Penelope. I encountered him many years ago. I recall his fine purple cloak and gold pin in the shape of a fawn." Why might the disguised Odysseus mention the cloak and the pin to Penelope? (inference)
3. After Odysseus tells Penelope that he believes her husband is alive and on his way to the palace, SD2 says, "A strange look passes over Penelope's face as she stares at the old man before her." What does Penelope's look suggest? (inference)

4. In Scene 7, Penelope announces, “I have devised a contest. String this bow and shoot an arrow through the holes in a dozen ax-heads—with a single shot. Whoever can do it, I will marry.” Why is Penelope suddenly open to the idea of marrying one of the suitors? (inference)

5. When Telemachus asks Antinous whether he’ll participate in the contest, Antinous responds, “Perhaps tomorrow. Now it is time for supper.” What does Antinous’s response suggest? (inference)

6. Analyze the role that the gods play in the story. (character)

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

# Critical-Thinking Questions

## *The Odyssey*

---

1. Do you think Penelope recognizes that the old man is Odysseus? Why or why not?
  
  
  
  
  
  
  
  
  
  
2. In ancient Greece, you were expected to show *xenia* (ZEE-nee-uh), or hospitality, to your guests. (Hospitality is treating guests in a friendly and generous way.) How is the idea that hospitality is important developed in the play?
  
  
  
  
  
  
  
  
  
  
3. Based on the play, choose another quality you can conclude was highly valued in ancient Greece.
  
  
  
  
  
  
  
  
  
  
4. Who is the greater hero of the story: Athena or Odysseus?



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

# Odysseus Returns to Ithaca

**Directions:** Read *The Odyssey*. Then use this planner to help you respond to the prompt that appears at the end of the play.

## Prewriting: The Key Events

Before you write your news broadcast or article, it's important to refresh your memory about key events. What are the key events that transpired on Ithaca? Make a list of key events using bullet points. You don't need to record everything; just focus on the most important items. Refer to the play as necessary.

## Prewriting: The Characters

### Odysseus

*How might Odysseus feel about reclaiming Ithaca? How might he feel about returning home after 20 years?*

### Penelope

*How might Penelope feel about Odysseus reclaiming Ithaca and ridding their homeland of the suitors? How might she feel about her husband returning to her?*

### Other Characters

*Is there another character or characters you would like to include in your news broadcast/article? If so, how might they feel about Odysseus reclaiming Ithaca?*

IF YOU WOULD LIKE TO WRITE A NEWS BROADCAST, USE THIS GRAPHIC ORGANIZER TO GUIDE YOU. IF YOU'D PREFER TO WRITE AN ARTICLE, SKIP TO PAGE 3.

<p><b>START WITH THE REPORTER</b></p> <p>Start the broadcast with a reporter announcing the news of Odysseus’s return to Ithaca. The reporter should also ask one of the characters a question.</p>	
<p><b>ALTERNATE BETWEEN THE CHARACTERS AND THE REPORTER</b></p> <p>Next, that character should respond to the reporter’s questions. Alternate between having the reporter speak and having the characters speak. The reporter should comment on what the characters are saying (i.e., “That must have been so difficult!”) and ask more questions (i.e., “Penelope, what is it like to have Odysseus home again?”). Feel free to include additional characters, and to rearrange the order of who speaks when.</p>	
<p><b>END WITH THE REPORTER</b></p> <p>The reporter should wrap up the interview. This might include thanking the people who were interviewed or reminding viewers to tune in to the next news broadcast.</p>	

IF YOU WOULD LIKE TO WRITE A NEWS ARTICLE, USE THIS  
GRAPHIC ORGANIZER TO GUIDE YOU.

<p><b>1. HEADLINE</b> Start with a <b>headline</b>, which is the title of a newspaper story. It should sum up the story and grab the reader's attention.</p>	
<p><b>2. LEAD</b> Next, write a <b>lead</b>, which gives a preview of the whole story. From just this paragraph, a reader should know all of the most important information. In this case, you will want to briefly explain how Odysseus reclaimed Ithaca. You'll also want to mention the characters who helped him.</p>	
<p><b>3. BODY</b> Last comes the <b>body</b> of the article. Here's where you go into more detail on what you wrote in your lead. Alternate between stating the facts (include who, what, where, why, when, and how) and quoting the characters.</p>	
<p><b>4. CONCLUSION</b> Sum it all up. One idea is to end with a quote that looks to the past or to the future. <b>Example:</b> "Now that I'm home, I have all sorts of plans for making Ithaca even better," Odysseus says. "I am planning several exciting projects. More on that to come!"</p>	

# CHOICE BOARD

## *THE ODYSSEY*

Create a news broadcast or article about the events that transpired on Ithaca. Interview Odysseus, Penelope, and any other characters you think would be important to quote.

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

Odysseus is giving a speech to the people of Ithaca the day after reclaiming his throne. The purpose of the speech is to unite the people after 10 years of struggle and fighting. Write that speech.

Imagine that this play is being turned into a video game. In one to three paragraphs, give a summary of the game. Be sure to include a name, the goal of the game, what the visuals and music would be, and why the game would be popular.

Choose one major character from the play. Then write a summary of that character in six words or less.

Imagine that this play is being turned into a movie. Design the movie poster. Your poster should include an original title, tagline, and compelling visual.

Odysseus has been called to Mount Olympus to stand trial for slaying the suitors. Write the scene of this trial. Be sure to include testimony from Telemachus, Penelope, Poseidon, and Athena.

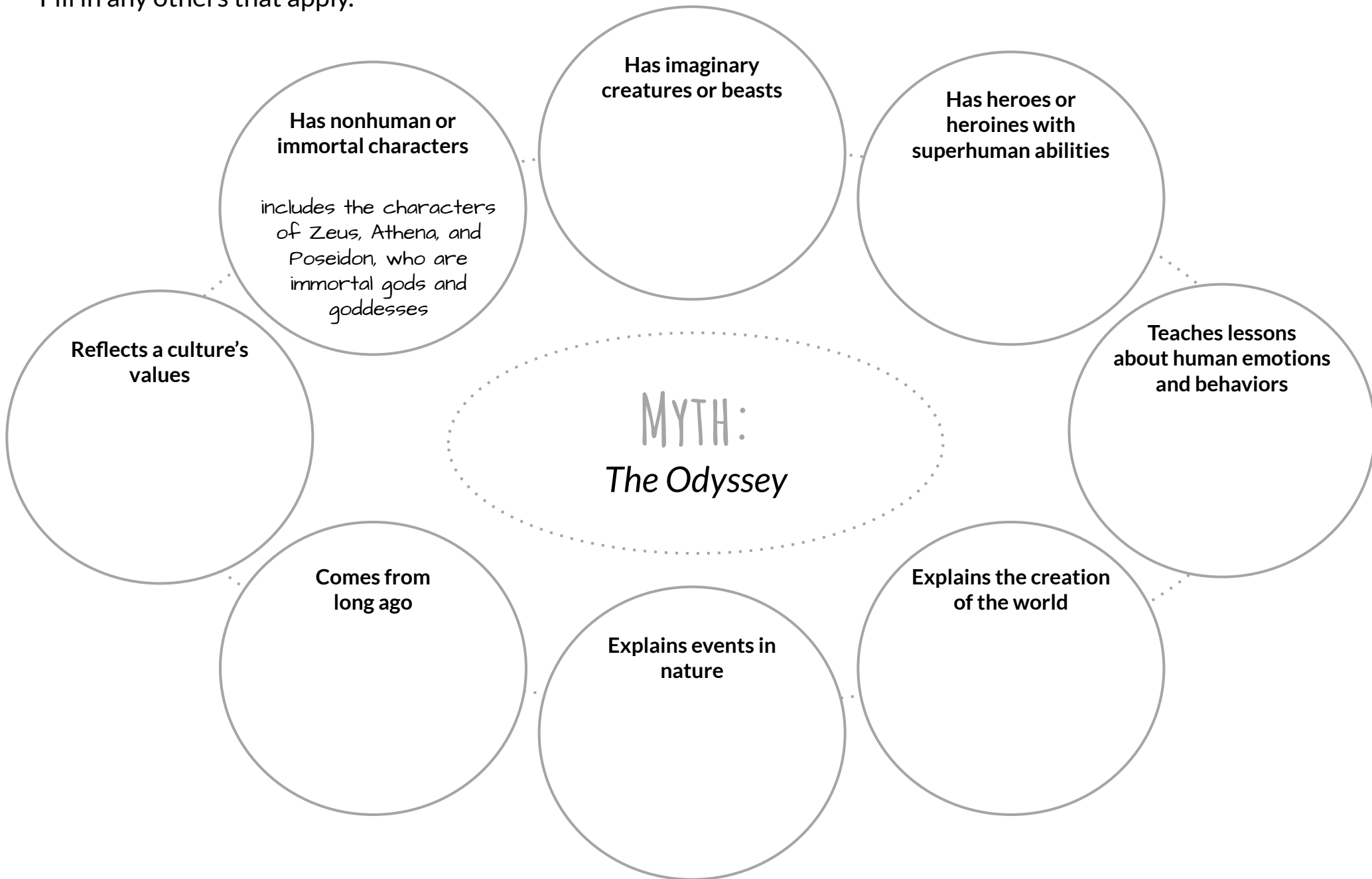
Name: \_\_\_\_\_

# GENRE EXPLORATION: *THE ODYSSEY*

This story belongs to two genres: drama and myth. In this activity, you will focus on what makes the story 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. *The Odyssey* 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 teach us about about a society and its values.**
  - a. At the end of Scene 1, Odysseus says, “What a pitiful death this is. I wish I had been killed in battle. Then I would have been buried with honor and remembered as a hero.” What does this line reveal about honor and how it was achieved in ancient Greece?**
  
  
  
  
  
  
  
  
  
  
  - b. Based on the play, what other qualities can you conclude were valued in ancient Greece?**

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

## The Odyssey Quiz

**Directions:** Read *The Odyssey* from the September issue of *Scope*. Then answer the questions below.

1. **The purpose of the Greek Chorus is to \_\_\_\_\_.**
  - A. describe the sets and the stage lighting
  - B. give the audience additional information about the story and comment on the characters and their actions
  - C. give advice to the characters
  - D. criticize the characters
2. **Which words best describe Antinous in Scenes 3 and 4?**
  - A. angry, violent, and passionate
  - B. quiet, brooding, and discouraged
  - C. greedy, rude, and demanding
  - D. happy, excited, and pleasant
3. **Which line helps develop the idea that hospitality was valued in Ithaca?**
  - A. **Eumaeus:** Odysseus welcomed beggars and strangers from far and wide. Now I do my best to carry on his legacy of kindness.
  - B. **Antinous:** Is it not enough that we let you dine among us nobles?
  - C. **Athena:** No one must know that you have returned. I will disguise you.
  - D. **Odysseus:** It is tragic that he never returned from Troy.
4. **Consider these lines from Scene 7:**  
**SD1:** Suitor after suitor attempts to string the bow. None of them can do it.  
**Telemachus:** What about you, Antinous?  
**Antinous:** Perhaps tomorrow. Now it is time for supper.  
**What is the main purpose of these lines?**
  - A. to show how difficult the contest is
  - B. to show how hungry Antinous is
  - C. to reveal that Antinous doesn't really care about the contest
  - D. to show that Antinous knows he cannot win the contest and therefore doesn't want to compete
5. **Odysseus says, "Wise Athena, you brought me home, protected my family, and restored peace to my kingdom." Based on context clues, what is the definition of *restore*?**
  - A. to build something new
  - B. to prevent something from happening
  - C. to bring back into existence
  - D. to allow something to happen
6. **Which ideas are developed in the play? Choose THREE.**
  - A. Death is not something to fear.
  - B. Even the mightiest heroes need help from others.
  - C. Creativity can help you get out of tough situations.
  - D. Greed has terrible consequences, while generosity is rewarded.



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

## Constructed-Response Questions

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

7. Do you think Penelope recognizes that the old man is Odysseus? Why or why not? Use text evidence to support your answer.
8. Odysseus tells Telemachus, “The gods have the power to glorify or diminish us.” What does he mean? How do the gods glorify Odysseus in *The Odyssey*? Support your ideas with text evidence.

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

## The Odyssey Quiz

Directions: Read *The Odyssey* from the September issue of *Scope*. Then answer the questions below.

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1. In Scene 1, the purpose of the Greek Chorus is to \_\_\_\_\_.
  - A. warn Odysseus of danger
  - B. explain what happened to Odysseus before the events of this play
  - C. introduce Poseidon to the audience
  - D. express Odysseus's thoughts
2. Which words best describe Antinous in Scenes 3 and 4?
  - A. angry and violent
  - B. quiet and discouraged
  - C. rude and demanding
  - D. happy and pleasant
3. In Scene 5, Eumaeus says, "Odysseus welcomed beggars and strangers from far and wide. Now I do my best to carry on his legacy of kindness." These lines reveal that Eumaeus \_\_\_\_\_.
  - A. admires Odysseus and wants to act as he did
  - B. hopes to take Odysseus's throne
  - C. thinks Odysseus is dead
  - D. works for Odysseus
4. Consider these lines from Scene 7:  
**SD1:** Suitor after suitor attempts to string the bow. None of them can do it.  
**Telemachus:** What about you, Antinous?  
**Antinous:** Perhaps tomorrow. Now it is time for supper.  
**Antinous's line reveals that he \_\_\_\_\_.**
  - A. is skilled with an arrow
  - B. is very hungry
  - C. doesn't care about the contest
  - D. knows he cannot win the contest and therefore doesn't want to compete
5. Odysseus says, "Wise Athena, you brought me home, protected my family, and restored peace to my kingdom."  
What does *restored* mean?
  - A. allowed
  - B. built
  - C. brought back
  - D. prevented
6. Which qualities are celebrated in the play? Choose THREE.
  - A. humor
  - B. kindness
  - C. loyalty
  - D. cleverness

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

## Constructed-Response Questions

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

7. The Greek Chorus announces characters by describing their traits—*greedy* suitors, *wise* Athena, *clever and loyal* Penelope. Pick one character and answer the following question: Does the character live up to how the Greek Chorus describes them? Use text evidence to support your answer.
8. How does Athena help Odysseus on his quest to reclaim Ithaca? Support your ideas with text evidence.

# Odyssey Contest

Create a news broadcast or article about the events that transpired on Ithaca. Interview Odysseus, Penelope, and any other characters you think would be important to quote. Send your work to Odyssey Contest. Three winners will each get *Treasury of Greek Mythology* by Donna Napoli.

## Entries will be judged on:

- ✓ use of key ideas and supporting details
- ✓ creativity
- ✓ grammar, spelling, and punctuation

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian'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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY October 17, 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

## "Fancy Dancer"

1. **Cree (kree)** *noun or adjective*; The Cree are a North American Indigenous people. They live primarily in central Canada, where they form the country's largest First Nation, with more than 350,000 members. (*First Nation* is a term for Indigenous Canadian peoples who are neither Inuit nor Métis.)

*Cree* can be used as a noun to refer to the Cree collectively ("fewer Cree live in the U.S. than in Canada") or as an adjective ("she is a Cree woman"). *Cree* is also used to refer to the Cree language ("the children speak Cree").

2. **ancestor (AN-ses-ter)** *noun*; Ancestors are family members from the past, such as your great-grandparents and all of your relatives who came before them. Your ancestors are the people from whom you descended.

In the story you're about to read, "Fancy Dancer," *ancestor* is used a little differently. The characters use *ancestor* to refer not just to blood relatives but to anyone in their culture who came before them. *Ancestor* is always capitalized in the story, showing the sacred role ancestors play in the author's and the characters' culture.

3. **powwow (POW-wow)** *noun*; Powwows are gatherings where First Nations and Native Americans celebrate their cultures through dancing, singing, socializing, and honoring the traditions of their ancestors. Every weekend of the year, powwows of all sizes are held across the United States and Canada.

4. **fancy dancer (FAN-see DAN-ser)** *noun*; Fancy dance is a powwow dance that is flashy, colorful, and highly energetic. It features jumping, twirling, and fancy footwork to the changing beat of a drum. Modern fancy dance—originally called Fancy War Dance—was created by Native peoples in Oklahoma.

Participants are called fancy dancers. (Only men and boys participate in fancy dancing; women and girls perform other dances.)

5. **regalia** (rih-GEYL-yuh) *noun*; In Indigenous cultures, regalia is the traditional and often sacred clothing and accessories worn or carried during special gatherings. The design and meaning of regalia vary greatly depending on the individual who wears the regalia, the culture from which it comes, and the event for which it is worn.
6. **bustle** (BUH-suhl) *noun*; A bustle is part of a man's regalia worn for several styles of dance during powwows and other dances. A bustle is made out of a string of feathers arranged in a U-shape or circle and then attached to a harness. Fancy dancers wear two bustles on their back, one at the shoulders and one at the waist.
7. **moccasin** (MAH-kuh-sin) *noun*; A moccasin is a shoe made entirely of soft leather, such as bison, deer, or moose skin. The moccasins most commonly worn by dancers at powwows are known as Plains style moccasins—a style traditionally worn by Indigenous peoples of the Great Plains. They do not have a separate heel; the sole and sides are made of one piece of leather that is stitched to a top piece that covers the foot. The upper part is often decorated with beads and stitching. Historically, many Indigenous peoples of North America wore moccasins.
8. **Treaty 8 territory** (TREE-tee eyt TER-ih-tawr-ee) *noun*; A treaty is an agreement between two nations. In Canada, many treaties have been made—and continue to be made—between the government of Canada and Indigenous nations. These treaties establish and define the rights and obligations of the nations that sign them, including agreements about how land and resources can be used.

Eleven treaties known as the Numbered Treaties were made from 1871 to 1921. They apply to land in the northwest of Canada. Treaty 8 was signed in 1899 by the Queen of England (because Canada was under the rule of England at that time) and several Indigenous nations.

Treaty 8 covers approximately 523,000 square miles of land, making it the largest treaty territory in the history of Canada

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

## Vocabulary Practice

### "Fancy Dancer"

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

- |  |  |
|--|--|
| <p>1. Which of these is worn on the feet?<br/>A. bustle<br/>B. moccasin</p> <p>2. Where do the majority of Cree people live?<br/>A. Canada<br/>B. the United States</p> <p>3. Which of the following is correct?<br/>A. Bustles are part of regalia.<br/>B. Regalia is part of a bustle.</p> <p>4. Which of these people is one of Matt's ancestors?<br/>A. his great-great-great grandma<br/>B. his baby cousin</p> | <p>5. Where might Carolyn wear regalia?<br/>A. at a powwow<br/>B. at a rock climbing gym</p> <p>6. Which kind of dancing might you see at a powwow?<br/>A. ballet<br/>B. fancy dancing</p> <p>7. Where is Treaty 8 territory located?<br/>A. Canada<br/>B. Alaska</p> <p>8. The word <i>Cree</i> can be used as _____.<br/>A. a noun or a verb<br/>B. a noun or an adjective</p> |
|--|--|

## Close-Reading Questions

### “Fancy Dancer”

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5. In your own words, explain what Paul means when he says that Rory needs his mind and his body to believe in each other. (interpreting text)

6. How is Rory's definition of "home" changing? (inference)

7. *Kisâkihitin* is a Cree word meaning "I love you." Explain the importance of this moment for Rory and Paul. (text structure, character)

8. How has the powwow affected Rory? (interaction of characters and events)

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

# Critical-Thinking Questions

## "Fancy Dancer"

---

1. Why do you think it's important to Rory, his mom, and Paul that they participate in Cree culture?
2. Right before the Junior Boys Fancy Dance, Paul tells Rory, "... sometimes in life, you gotta be brave before you can be good." What do you think of this advice? Do you agree?
3. How do you think Rory's fancy dance at the powwow went? Do you think he won the competition? If not, do you think he was upset? Explain your answer

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

# Video Discussion Questions

## Celebrating Our Traditions: Meet Three Powwow Dancers

---

**Before reading "Fancy Dancer":**

1. According to the video, what is a powwow?

2. Why are powwows important?

**After reading "Fancy Dancer":**

3. In the story, Paul says, "But really, for me and how I was raised, powwow is a way of honoring our traditions, our families, and our Ancestors." How is this idea expressed in the video?

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

# Rory's Letter

**Directions:** Read "Fancy Dancer." Then use this planner to help you respond to the prompt that appears at the end of the story.

## GUIDING QUESTIONS

**Question 1:**

How was Rory feeling before the dance started? How about as the dance started? How do you think he felt during the rest of the dance?

**Question 2:**

How do you think Rory did in the competition? How might he have felt about that?

**Question 3:**

What else might Rory want to share with his uncle? Use your imagination!

**Letter Checklist**

- ☐ Start the letter with "Dear Uncle Fred,"
- ☐ Tell Uncle Fred about your experience at the powwow
- ☐ Share something else with Uncle Fred
- ☐ Close the letter by signing Rory's name

**Write the letter here (remember, you are Rory!):**

# CHOICE BOARD

## "FANCY DANCER"

How did participating in the powwow change Rory? Answer this question in a well-organized essay.

Write a journal entry from Rory's point of view about his experience participating in the powwow. You can invent details about how the competition went and what happened afterward.

Write the conversation that Rory and Paul have after the powwow is over. You can invent details about how the competition went.

Write a letter from Rory to his uncle Fred about his experience with the powwow and anything else he might want to share.

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

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

# MAKING INFERENCES

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

**Directions:** Read "Fancy Dancer." Then fill in the chart below by responding to the prompts that appear in *italics*.

Clues	Inference
<p><b>1.</b> At the beginning of the story, Rory describes Paul's effect on Rory's family:</p> <p>Mom walked a bit lighter on the earth; my little sister, Suzie, giggled louder; and I —well, I gained a dad. Most people would call Paul my stepdad, but there's nothing "step" about him.</p>	<p><i>What does Rory mean when he says there's nothing "step" about Paul? How does Rory feel about Paul?</i></p>
<p><b>2.</b> Consider Rory's thoughts about fancy dancing:</p> <p>I shoved the flyer into my backpack and left for school. At lunch I pulled it out as I began to eat my ham and cheese sandwich. I could just imagine what my father would say: <i>How Indian are you trying to be, Rory?</i> Maybe he was right. But I felt different when I danced. More like me. It was all so confusing. I crushed the flyer into a tiny ball and tossed it into the garbage.</p> <p>That night I pretended to have a stomachache. I was lying on my bed when there was a knock at the door.</p>	<p><i>Why is Rory confused? Why does he pretend to have a stomachache?</i></p>

Clues	Inference
<p><b>3.</b> At the end of the story, Paul gives Rory a pep talk before his performance:</p> <p>“Look at me, my boy.”</p> <p>Paul took my chin between his thumb and forefinger.</p> <p>“Don’t be comparing yourself to the other dancers. Uh-uh. When you walk out there, you breathe deep. Feel those Ancestors with you, and on that first drumbeat, feel their love come alive in you.”</p>	<div data-bbox="821 380 1526 470" style="border: 1px solid black; padding: 5px;"> <p><b><i>What does Paul hope Rory will get out of the fancy dance competition?</i></b></p> </div>



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

## “Fancy Dancer” Quiz

**Directions:** Read “Fancy Dancer” from the September issue of *Scope*. Then answer the questions below.

1. Which of the following lines helps explain why Rory thinks about not participating in the powwow?
  - A. “I could just imagine what my father would say: *How Indian are you trying to be, Rory?*”
  - B. “But I felt different when I danced.”
  - C. “I crushed the flier into a tiny ball and tossed it into the garbage.”
  - D. “I really don’t feel like it.”
2. Paul is characterized as \_\_\_\_\_.
  - A. easygoing, polite, and charming
  - B. mean, self-centered, and greedy
  - C. courageous, ambitious, and passionate
  - D. loving, kind, and helpful
3. Which of the following supports your answer to Question 2? Choose THREE.
  - A. “We have one of the biggest powwows in the United States right here in Ann Arbor.”
  - B. “There is a lot of strength in your heart, Rory.”
  - C. “It’s okay, Rory. There’s no right way, only your way.”
  - D. “Go out there and be brave, Rory. The good will come.”
4. Consider the moment when Rory’s mom gives him moccasins:
 

“Wow, Mom! Where’d you get them?”  
‘I made them.’  
My eyes got big. ‘You made these?’”

**What do these lines reveal?**

  - A. Rory is curious why his mother made the moccasins.
  - B. Rory is impressed and touched that his mom made the moccasins for him.
  - C. Rory does not understand why his mother made moccasins.
  - D. Rory is upset that his mom would go to the trouble to make moccasins.
5. Which is NOT a theme of the story?
  - A. Be proud of who you are.
  - B. Choose your friends wisely.
  - C. It can be rewarding to step outside your comfort zone.
  - D. Family comes in all shapes and sizes.
6. What is the main reason Paul encourages Rory to participate in the fancy dance?
  - A. to teach Rory the importance of exercise
  - B. to impress Rory’s mom
  - C. to teach Rory the importance of taking risks
  - D. to help Rory connect with Cree culture and feel proud of who he is

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

## Constructed-Response Questions

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

7. How does Rory change over the course of the story? What causes him to change? Support your answer with text evidence.
8. Rory says, “But I felt different when I danced. More like me.” Explain what you think Rory means.

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

## "Fancy Dancer" Quiz

Directions: Read "Fancy Dancer" from the September issue of *Scope*. Then answer the questions below.

---

1. Which of the following lines helps explain why Rory thinks about not participating in the powwow?
  - A. "I could just imagine what my father would say: *How Indian are you trying to be, Rory?*"
  - B. "But I felt different when I danced."
  - C. "I crushed the flier into a tiny ball and tossed it into the garbage."
  - D. "I really don't feel like it."
2. Paul is characterized as \_\_\_\_\_.
  - A. funny and charming
  - B. mean and greedy
  - C. brave and passionate
  - D. kind and helpful
3. Which of the following supports your answer to Question 2? Choose THREE.
  - A. "We have one of the biggest powwows in the United States right here in Ann Arbor."
  - B. "There is a lot of strength in your heart, Rory."
  - C. "It's okay, Rory. There's no right way, only your way."
  - D. "Go out there and be brave, Rory. The good will come."
4. Consider the moment when Rory's mom gives him moccasins:  
"Wow, Mom! Where'd you get them?"  
'I made them.'  
My eyes got big. 'You made these?'"  
These lines tell you that Rory \_\_\_\_\_.
  - A. is curious why his mom made moccasins
  - B. is impressed and touched that his mom made moccasins for him
  - C. does not understand why his mom made the moccasins
  - D. is upset that his mom would go to the trouble to make moccasins
5. A main theme of the story is that you should always \_\_\_\_\_.
  - A. plan for the worst
  - B. be true to yourself
  - C. help people in need
  - D. choose your friends wisely
6. What is the main reason Paul encourages Rory to participate in the fancy dance?
  - A. to teach Rory the importance of exercise
  - B. to impress Rory's mom
  - C. to convince Rory to try out for a sports team
  - D. to help Rory connect with Cree culture and feel proud of his identity

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

## Constructed-Response Questions

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

7. How does learning to be a fancy dancer help Rory gain self-confidence? Support your answer with text evidence.
8. Rory says, “But I felt different when I danced. More like me.” Explain what you think Rory means.

## Fancy Dancer Contest

Write a letter from Rory to his uncle Fred about his experience with the powwow and anything else he might want to share. Send your letter to Fancy Dancer Contest. Three winners will each get the young reader's edition of *Braiding Sweetgrass* by Robin Wall Kimmerer, adapted by Monique Gray Smith.

### Entries will be judged on:

- ✓ clarity
- ✓ strength of character development
- ✓ grammar, spelling, and punctuation

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian'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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY October 17, 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: \_\_\_\_\_

# WHAT IS AN INFERENCE ?

Writers don't always come right out and tell you what they mean. Often, you have to INFER, or draw a conclusion, based on clues in the text. This is sometimes called "reading between the lines." Here are two examples:

**Max looks longingly at Rosie's fries and asks, "Are you going to finish those?"**  
*You can infer that Max wants to eat Rosie's fries.*

**Kai pointed at a sign across the street. "Does that say 'museum'?" he asked. "I don't know," Jay muttered. "I wish I'd paid more attention in French class."**  
*You can infer that Kai and Jay are in a French-speaking city and that the sign is in French.*

**Directions:** Practice making inferences with the multiple-choice questions below.

1. At the door, Lena searched her purse. She pulled out her wallet, hairbrush, gum, earbuds, and pens. She found everything except the one thing she needed. Frustrated, she sat down on her front porch and waited for her brother.

**You can infer that Lena**

- A. prefers a different kind of gum.
- B. needs a new purse.
- C. lost her keys.
- D. is mad that her brother is late.

2. Jose threw his backpack down and ran to the stack of mail on the counter. His hands trembled as he held up a thin white envelope.

**You can infer that Jose**

- A. gets interesting letters every day.
- B. wasn't expecting this letter.
- C. doesn't know who the letter is from.
- D. is nervous about this letter.

3. "This will only hurt for a second," said Dr. Thomas while she prepared the shot. Eva squeezed her eyes shut and gripped her paper gown.

**What conclusion can you draw?**

- A. Eva has measles.
- B. Eva has never been to the doctor before.
- C. Eva is scared of getting shots.
- D. Eva doesn't like Dr. Thomas.

4. When Boomer heard the car pull into the driveway, he bounded off the couch and wagged his tail excitedly. The front door opened and Boomer leaped onto Eddie, licking his face and knocking him over onto his suitcase.

**You can infer that Boomer**

- A. is upset that Eddie went away without him.
- B. is glad that Eddie is back from a trip.
- C. knows Eddie has a treat for him.
- D. is always happy when Eddie returns.

# INFERENCE SENTENCE STEMS

You can use these sentence stems when you want to explain an inference that you have made.

“It’s not directly stated, but you can tell . . .”

“The writer implies . . .”

“One can deduce that . . .”

“I read between the lines and . . .”

“The reader can infer . . .”

“I drew this conclusion because . . .”

“When the character said . . . I think they felt . . .”

“Based on . . . I can conclude that . . .”

“This line suggests . . .”

“This supports the idea that . . .”

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

# LITERARY ANALYSIS RUBRIC

Essay: \_\_\_\_\_ Date: \_\_\_\_\_

Areas for improvement	Criteria	Areas of excellence
	<b>Introduction</b> <ul style="list-style-type: none"> <li>Introduces the title, author, and genre of the text being analyzed</li> <li>Summarizes text in a sentence or two</li> <li>Thesis statement makes a claim about characters, plot, setting, or theme</li> </ul>	
	<b>Body Paragraphs</b> <ul style="list-style-type: none"> <li>Topic sentences connect back to the thesis</li> <li>Direct quotations and evidence from the text support the analysis</li> <li>Evidence is cited</li> <li>Justifies or explains how evidence supports the central claim/premise</li> </ul>	
	<b>Conclusion</b> <ul style="list-style-type: none"> <li>Summarizes your key ideas</li> <li>Free of new information</li> <li>Last sentence leaves readers with a strong final impression</li> </ul>	
	<b>Conventions</b> <ul style="list-style-type: none"> <li>Follows conventions of mechanics, usage, and spelling</li> </ul>	



# STUDENT WRITING REFLECTION

## Before I read your essay ...

Complete each of the three sentences below to share your thoughts about your essay.

1. Something I'm proud of is \_\_\_\_\_
2. Something I think I could improve is \_\_\_\_\_
3. I'd like suggestions on \_\_\_\_\_

## After I read your essay ...

Read the feedback written in your rubric. Then reflect; fill in the information below.

What I am doing well: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My next steps for revision: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

# Vocabulary

## “Jeans Nation” and “Rise of the Backpack”

1. **cumbersome** (KUHM-behr-suhm) *adjective*; Something that is cumbersome is hard to handle or use because of its size or weight. A dog carrying an enormous stick might find it cumbersome.
2. **don** (don) *verb*; To don something is to put it on to wear, as in “Morgan donned her knit hat” or “Aaron donned his costume.”
3. **indestructible** (in-deh-STRUHK-tuh-buhl) *adjective*; Something that is indestructible cannot be destroyed or ruined. But *indestructible* is often used to describe things that are *almost* impossible to destroy or are simply very durable, as in “These boots are indestructible. I’ve had them for eight years!”

Diamonds are often described as indestructible because they are one of the hardest natural materials on Earth.

4. **indispensable** (in-dih-SPEHN-suh-buhl) *adjective*; If something is indispensable, it is absolutely necessary—it’s something you can’t do without. You might say Eli is an indispensable member of the basketball team if he is a great player and the team wouldn’t be the same without him. If you live somewhere that gets a lot of snow, you probably consider a pair of winter boots to be indispensable.
5. **ingenious** (in-JEEN-yuhs) *adjective*; Someone or something that is ingenious is clever, original, and inventive.

6. **market (MAHR-kit)** *verb*; A market is a place where people gather to buy and sell things.

When *market* is used as a verb, it means “to sell or promote the selling of something.” In other words, to market a product is to take actions that will make people interested in that product. Marketing could include creating ads for social media, sending emails to potential customers, paying influencers to recommend products, and more.

If a product is marketed to teenagers, ads for that product are designed to appeal to teens and are placed where teens are likely to see them.

7. **revolutionize (rehv-uh-LOO-shuh-nahyz)** *verb*; To revolutionize something is to change it greatly or completely. Railroads revolutionized travel, allowing people to travel much faster and more safely than ever before—which led to people traveling greater distances.

8. **tinker (TING-kuhr)** *verb*; To tinker is to casually make small changes to something in an attempt to repair or improve it. If Lucas and his dad are tinkering with an old bicycle, they are messing around with it, seeing if they can fix it up—but they’re not in a hurry and they’re not stressed about it.

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

# Close-Reading Questions

## “Jeans Nation” and “Rise of the Backpack”

---

1. Author Allison Friedman writes, “But it wasn’t until the 1870s, when Davis invented his super-sturdy pants, that denim started to become America’s uniform.” What does she mean by “America’s uniform”? (figurative language)
2. Friedman explains that people have worn jean-like pants since as far back as 500 years ago. What change did Jacob Davis make to the jean-like pants that already existed and why? (key ideas and details)
3. What change did Gerry Cunningham make to backpacks—and why? (key ideas and details)
4. Who uses jeans and backpacks today? How has the use of these two items changed over time? (compare and contrast)
5. How do the rise of jeans and the rise of the backpack differ? (contrast)

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

## Critical-Thinking Questions

### "Jeans Nation" and "Rise of the Backpack"

---

1. Friedman quotes James Sullivan as saying "Every generation finds a new way to wear jeans so that they feel like their own. You can do anything you want to them to make them an expression of your individuality." Which lines from "Rise of the Backpack" express a similar idea? How do your own jeans, backpack, or other belongings express your individuality?

2. Carro writes, "... today's backpacks are not so different from those of the 1960s. Is that because the original design can't be rivaled?" How would you answer that question? If you could revolutionize the backpack once again, what improvements would you make?

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

# The Mother of Invention

**Directions:** Read "Jeans Nation" and "Rise of the Backpack." Then use this planner to help you respond to the prompt that appears at the end of the articles.

## 1. WHAT DOES THIS EXPRESSION MEAN?

*Necessity is the mother of invention.*

**necessity** (nuh-SESS-ih-tee); *noun*  
a very great need

**mother** (MUHTH-er); *noun*  
a female parent; a person who has  
given birth to a child

Put the expression in your own words:

---

---

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2. HOW DOES IT RELATE TO JEANS AND BACKPACKS?

	Jeans	Backpacks
<i>What great need or problem existed?</i>		
<i>What was invented to solve that need or problem? Who invented it?</i>		

# CHOICE BOARD

## "JEANS NATION" AND "RISE OF THE BACKPACK"

Consider the expression "necessity is the mother of invention." What does this expression mean? How does it relate to jeans and backpacks? Answer both questions in two to three paragraphs.

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

A patent is a document issued by the government that gives the inventor of something the right to be the only one to make or sell that thing for a certain amount of time.

Imagine you are tailor Jacob Davis. Write a patent application to be submitted to the United States Patent and Trademark Office. Be sure to include an illustration and a description of your work pants, along with an argument for what makes your innovation worthy of a patent.

Imagine you are working in the marketing department at JanSport in the 1970s. It is your job to get backpacks into the hands of students everywhere. Create a poster that will hang in college bookstores across the United States that tells students how your bag will perfectly meet their needs.

Using dates and information from the articles, create an illustrated timeline that tells either the story of jeans or the story of the backpack.



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

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read “Jeans Nation” and “Rise of the Backpack.” Then complete this activity to practice finding and using text evidence.

Let's get started!



1. Drag a ✓ onto the piece of text evidence that supports the claim below.

Claim

Jeans are a popular fashion item around the world.

Claim

A. “There were the baggy, wide-legged styles of the 1990s and the skinny jeans of the 2010s.”

B. “Today, 96 percent of Americans own a pair of jeans, and according to some estimates, about half of all the people on the planet wear jeans on any given day.”

C. “It was 1870, and they were all looking for the same thing: the glint of silver and gold.”

D. “When Europeans began moving to the Americas in the 1500s, they brought one of those fabrics, denim, with them.”

2. Read the lines below from the articles. Drag a ✓ onto the claim they both support.

**Text Evidence 1:**

“‘Every generation finds a new way to wear jeans so that they feel like their own,’ Sullivan says. ‘You can do anything you want to them to make them an expression of your individuality.’”

**Text Evidence 2:**

“After all, there were endless ways to make a backpack your own. You could choose a bold color or pattern, like race car red or tie-dye. You could deck it out with pins of your favorite bands or key chains of your favorite sports teams.”

***Claim***

**A.** Fashion trends can sometimes be met with resistance.

**B.** People like to express their personalities through the items they wear.

**C.** Movies often contribute to the rise in fashion items' popularity.

### 3. Now it's your turn! Write a short paragraph that answers this question:

*Did Jacob Davis and Levi Strauss create a successful company?*

#### Tips

- State your claim.
- Support your claim with a piece of text evidence. (*As author Allison Friedman explains, \_\_\_\_.*)
- Explain how the evidence supports your claim. (*This shows that \_\_\_\_.*)

#### Your Paragraph

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

# FINDING TEXT EVIDENCE

**Directions:** Read "Jeans Nation" and "Rise of the Backpack." Then complete this activity to practice finding text evidence.

Let's get started!



1. Drag a ✓ onto the piece of text evidence that supports the claim below.

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C. “It was 1870, and they were all looking for the same thing: the glint of silver and gold.”

D. “When Europeans began moving to the Americas in the 1500s, they brought one of those fabrics, denim, with them.”

2. Read the lines below from the articles. Drag a ✓ onto the claim they both support.

**Text Evidence 1:**

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**Text Evidence 2:**

“After all, there were endless ways to make a backpack your own. You could choose a bold color or pattern, like race car red or tie-dye. You could deck it out with pins of your favorite bands or key chains of your favorite sports teams.”

***Claim***

**A.** Fashion trends are sometimes met with resistance.

**B.** People like to express their personalities through the items they wear.

**C.** Movies often contribute to the rise in fashion items' popularity.

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

## Paired Texts Quiz

**Directions:** Read “Jeans Nation” and “Rise of the Backpack” from the September issue of *Scope*. Then answer the questions below.

---

1. In “Jeans Nation,” the section \_\_\_\_\_ helps readers understand \_\_\_\_\_.
  - A. “Fashion Choice”/how jeans became so popular among Americans
  - B. “Tough Pants”/why Jacob Davis was asked to make a stronger pair of pants
  - C. “Tough Pants”/the role Elvis Presley played in making jeans popular
  - D. “Just for You”/what style of jeans is most popular today
2. Author Allison Friedman writes that Davis’s idea made work pants “virtually indestructible.” She means that the pants were \_\_\_\_\_.
  - A. very comfortable
  - B. extremely durable
  - C. not very fashionable
  - D. fairly affordable
3. Friedman writes that riveted jeans “flew off shelves.” This idiom is used to show \_\_\_\_\_.
  - A. why jeans were often dyed blue
  - B. the popularity of jeans
  - C. that jeans were for troublemakers
  - D. how jeans were portrayed in movies
4. Friedman writes, “But it wasn’t until the 1870s, when Davis invented his super-sturdy pants, that denim started to become America’s uniform.” She means that after Davis invented his sturdy jeans,
  - A. many Americans started wearing jeans on a daily basis.
  - B. all jeans in the U.S. started to look the same.
  - C. schools started requiring students to wear jeans.
  - D. many Americans started to dislike jeans.
5. The section “Just for You” in “Jeans Nation” is similar to the section “Part of Life” in the article “Rise of the Backpack” because both sections \_\_\_\_\_.
  - A. describe how people have personalized an item
  - B. describe how an item was invented
  - C. compare and contrast marketing strategies
  - D. show how celebrities can influence the sales of an item
6. What conclusions can readers draw after reading these articles? Choose TWO.
  - A. Inventions often come from a need.
  - B. How an invention is used or who uses it can change over time.
  - C. Products are never successful unless a celebrity endorses them.
  - D. Most products become more affordable as time goes by.



## Constructed-Response Questions

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

7. Why was denim considered ideal for work pants? Why was nylon considered ideal for backpacks? Use text evidence from both articles to support your answer.
8. In what ways do people use jeans and backpacks to express their individuality? Use text evidence from both articles to support your answer.

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

## Paired Texts Quiz

**Directions:** Read “Jeans Nation” and “Rise of the Backpack” from the September issue of *Scope*. Then answer the questions below.

1. The section “Fashion Choice” helps readers understand \_\_\_\_\_.
  - A. how jeans became so popular among Americans
  - B. why Jacob Davis was asked to make a stronger pair of pants
  - C. where denim came from
  - D. how jeans have changed over time
2. Author Allison Friedman writes that Davis’s idea made work pants “virtually indestructible.” She means that the pants were \_\_\_\_\_.
  - A. comfortable
  - B. strong
  - C. fashionable
  - D. affordable
3. Friedman writes that riveted jeans “flew off shelves.” She means that the jeans \_\_\_\_\_.
  - A. were hard to fold
  - B. sold very quickly
  - C. were for troublemakers
  - D. were heavy
4. Friedman writes, “But it wasn’t until the 1870s, when Davis invented his super-sturdy pants, that denim started to become America’s uniform.” She means that after Davis invented his sturdy jeans,
  - A. many Americans started wearing jeans on a daily basis.
  - B. all jeans in the U.S. started to look the same.
  - C. schools started requiring students to wear jeans.
  - D. many Americans started to dislike jeans.
5. In the article “Rise of the Backpack,” the main purpose of the section “Part of Life” is to \_\_\_\_\_.
  - A. describe the lasting power of backpacks
  - B. explain why backpacks were needed in the 1960s
  - C. compare and contrast marketing strategies
  - D. show the impact JanSport has had on the sale of backpacks
6. What conclusions can readers draw after reading these articles? Choose TWO.
  - A. Inventions often come from need.
  - B. How an invention is used or who uses it can change over time.
  - C. Products are never successful unless a celebrity uses them.
  - D. Most products become cheaper as time goes by.

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

## Constructed-Response Questions

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

7. Why was denim considered ideal for work pants? Why was nylon considered ideal for backpacks? Use text evidence from both articles to support your answer.
8. How do people use jeans to express their individuality? (Your individuality is the set of qualities that make you different from everyone else—what makes you *you*.) Use text evidence to support your answer.

## Invention Contest

Consider the expression “necessity is the mother of invention.” What does this expression mean? How does it relate to jeans and backpacks? Answer both questions in two to three paragraphs. Send your work to Invention Contest. Three winners will get *The Last Mapmaker* by Christina Soontornvat.

### Entries will be judged on:

- ✓ use of key ideas and supporting details
- ✓ use of information from both texts
- ✓ good organization and transitions
- ✓ grammar, spelling, and punctuation

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian'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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY October 17, 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

## "Should Andre Be a Social Media Star?"

1. **amass (uh-MASS)** *verb*; To *amass* objects is to collect them or gather them together. You might amass leaves into a huge pile before leaping in. If you often save your allowance instead of spending it, you might eventually amass a large amount of money.  
  
*Amass* can also mean "gather together," as in "Before the concert gates opened, fans amassed in the parking lot" or "dark clouds amassed over the ocean."
2. **cater (KAY-tuhr)** *verb*; As it is used in the article, the verb *cater* means "to provide food for special events like parties or banquets," as in "My aunt hired the Delish Dish to cater her wedding."
3. **culinary (KUHL-uh-nehr-ee)** *adjective*; *Culinary* means "related to the kitchen or cooking." Many people learn culinary skills from family members or by watching cooking shows. If you are interested in becoming a chef, you might attend culinary school.
4. **lucrative (LOO-kruh-tiv)** *adjective*; If something is lucrative, it produces money or wealth. Mowing lawns in your neighborhood could be a lucrative summer job.
5. **platform (PLAT-fawrm)** *noun*; A platform is a flat, raised surface. A public speaker might stand on a platform to address a crowd.

*Platform* can also refer to an opportunity to communicate ideas or information to a group of people. For example, a movie star's fame gives them a platform to tell the public what they think. They might use their platform to encourage concern for the environment, for instance.

*Platform* is also used to refer to an online space where people share ideas and communicate. YouTube and TikTok are platforms.

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

## Vocabulary Practice

### "Should Andre Be a Social Media Star?"

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

1. Which is a culinary skill?  
A. the ability to properly chop an onion  
B. the ability to make lots of money
  
2. Which is an example of a platform?  
A. Instagram  
B. your local library
  
3. A lucrative job is one that  
A. makes a lot of money.  
B. loses a lot of money.
  
4. Which items might you find in a catering company's vehicle?  
A. plates, forks, and a cake  
B. paint, brushes, and a ladder
  
5. Which sentence uses the word *amass* correctly?  
A. Cara amassed the pizza evenly between her three friends, giving everyone two slices.  
B. Dan has amassed the largest collection of Star Wars LEGO sets in the world.

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the letters in "Should Andre Be a Social Media Star?" develop their arguments. We filled in some information for you.

	Andre	Mom
line(s) that expresses the central claim	"Well, I think it's time to take my talents out into the world, and I believe social media is the way to do it."	
two pieces of evidence that support the central claim	1.  2.	1.  2.
line(s) that expresses the counterclaim		"You are right that many teens have amassed huge followings."
line(s) that contains the rebuttal to the counterclaim		

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the letters in "Should Andre Be a Social Media Star?" develop their arguments. We filled in one box for you.

	Andre	Mom
line(s) that expresses the central claim	"Well, I think it's time to take my talents out into the world, and I believe social media is the way to do it."	
two pieces of evidence that support the central claim	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>



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

# Write An Argument Essay

**Directions:** Read "Should Andre Be a Social Media Star?" Complete the scavenger hunt at the end of the article. Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should Andre be a social media star?

Consider what you read in the letters, 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 letters support your opinion? What other information supports your opinion? List three supporting details below.

**Here's an example:** If you think Andre should be a social media star, one of your supporting details might be that some TikTok stars make \$500,000 per post.

1.

\_\_\_\_\_

\_\_\_\_\_

2.

\_\_\_\_\_

\_\_\_\_\_

3.

\_\_\_\_\_

\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think Andre **SHOULD** be a social media star, summarize the strongest arguments against social media stardom that his mom presents in her letter. If you think Andre **SHOULD NOT** be a social media star, summarize the strongest arguments in favor of it that Andre presents in his letter.

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### 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.

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### STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Have you ever gone viral on social media, or known someone who has? Describe the experience. Was it positive? Negative?
- 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: "Will social media stardom 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.

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### **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 social media stardom. Finish it in the space provided.

**Andre loves to cook and wants to take his talents to social media. He thinks he could make money this way, and possibly jump-start his career. His mother thinks . . .**

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---

### **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 Andre should be a social media star. (See *Scope's* "Great Transitions" handout 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: \_\_\_\_\_

# ARGUMENTATIVE WRITING RUBRIC

Essay: \_\_\_\_\_ Date: \_\_\_\_\_

Areas for improvement	Criteria	Areas of excellence
	<b>Introduction</b> <ul style="list-style-type: none"> <li>First sentence is a hook that grabs readers' attention (for example: a quote, a rhetorical question, an anecdote, or a surprising fact)</li> <li>Provides a general overview of the essay's topic</li> <li>Has a central claim that strongly and clearly states the writer's point of view</li> </ul>	
	<b>Body Paragraphs</b> <ul style="list-style-type: none"> <li>Numerous points support the central claim</li> <li>Logical reasoning and relevant evidence explain each of the supporting points</li> <li>Supporting points are presented in order from weakest to strongest</li> <li>Acknowledges and responds to opposing viewpoint(s)</li> </ul>	
	<b>Conclusion</b> <ul style="list-style-type: none"> <li>Briefly reminds readers of main points of the essay</li> <li>Does not include new information</li> <li>Last sentence leaves readers with a strong final impression</li> </ul>	
	<b>General</b> <ul style="list-style-type: none"> <li>Transition words show relationships among claims, reasons, and evidence</li> <li>Spelling, grammar, and punctuation are correct</li> </ul>	

# STUDENT WRITING REFLECTION

## Before I read your essay ...

Complete each of the three sentences below to share your thoughts about your essay.

1. Something I'm proud of is \_\_\_\_\_
2. Something I think I could improve is \_\_\_\_\_
3. I'd like suggestions on \_\_\_\_\_

## After I read your essay ...

Read the feedback written in your rubric. Then reflect; fill in the information below.

What I am doing well: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My next steps for revision: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

# Vocabulary

## "The Problem with Space Junk"

1. **cascade (kass-KAYD)** *noun or verb*; A cascade is a small waterfall, especially one of several that fall in stages down a rocky slope.

As a verb, *cascade* means "to fall or flow in large quantities." You might see water cascading over rocks or flowers that cascade down a hillside.

The article refers to a "*cascading effect*." A cascading effect (or "cascade effect") is a chain of events that occurs when one event causes a series of other events.

2. **course (kawrss)** *noun*; As it is used in the article, *course* means "a direction or route to be taken." In other words, it's the path something moves along to get from one point to another. Earth follows a 365-day course around the sun. A hiking trail might follow a river's course. If a ship is blown off course, it has been pushed off the route it was trying to follow.

3. **debris (duh-BREE)** *noun*; *Debris* is the remains of something that has been broken down or destroyed—in other words, ruins or rubble. If a tornado rips through an area, it will leave a trail of debris behind it.

*Debris* can also refer to something that has been discarded or is no longer needed, as in "The house was littered with debris after the birthday party."

4. **maneuver (muh-NOO-vuhr)** *noun or verb*; Maneuver is a skillful action, as in "The driver avoided an accident with a quick maneuver" or "The pilot performed a series of impressive maneuvers, flying the plane upside down and in loops."

As a verb, *maneuver* means "to move or guide an object skillfully." Captains maneuver their boats safely to their docks. Robotic vacuums maneuver around furniture. A big truck might have difficulty maneuvering into a tiny parking spot.

5. **obliterate (uh-BLIT-uh-rayt)** *verb*; To obliterate something is to completely destroy it, to the point that it no longer exists. Ocean waves can obliterate a sand castle in seconds.

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

## Vocabulary Practice

### "The Problem with Space Junk"

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**Directions:** Choose the best answer for each prompt below.

1. Where would you be more likely to find a mountain of debris?  
A. a shopping mall  
B. a construction site
  
2. Which could help your family choose the best course for a road trip?  
A. a map  
B. a new playlist
  
3. Which is an accurate simile?  
A. A cascade is like a row of falling dominoes.  
B. A cascade is like learning to ride a bike.
  
4. Which would be more likely to obliterate a ship?  
A. a hurricane  
B. a seagull
  
5. Which sentence uses the word *maneuver* correctly?  
A. It was impossible to maneuver the shopping cart through the crowded store aisles.  
B. I maneuvered my sister's birthday present into neon-orange wrapping paper.



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

# THE SHORT WRITE KIT



**THE PROBLEM WITH SPACE JUNK**

There is a bunch of junk flying around our planet, and it's causing big problems. What can be done?

BY MACKENZIE GARRID

**FAST TRASH**

Space junk, also known as "orbital space debris," refers to all the human-made objects in space that no longer serve a purpose. There are bolts, screws, rocket parts, but also like screwdrivers, and much more. The debris ranges in size from giant dead satellites to tiny chips of paint.

This junk began to accumulate in the 1950s, when humans first started exploring space. Back then, most

scientists weren't too worried about the many items we were leaving behind. After all, most objects in orbit eventually fall back into our atmosphere, where they harmlessly burn up high in the sky.

But here's the problem: It can take decades, or even centuries, for that to happen. In the meantime, space junk doesn't just float around peacefully. Most of it zooms around Earth at a whopping 17,500 mph. (At that speed, you could travel across 73 football fields in one second!) When moving that fast, even a fleck of paint can have the destructive power of a bomb.

**MORE COLLISIONS**

Currently, the world's space agencies can track debris that is about the size of a softball or bigger. Debris that large, however, is just a fraction of all the junk in space. Most of it is too small to see coming.

Experts like Dr. John L. Costello, a professor and aerospace engineer, say that collisions will become an

increasing problem. And each collision will create even more debris.

"There's going to be a cascading effect," says Costello. "It's a huge worry."

These collisions won't affect only the ISS. Satellites that we rely on for all sorts of things—watching TV, using the internet, tracking storms—are at risk too.

Fortunately, the pace of debris speeding toward the ISS last December was large enough to track, so the crew had enough time to maneuver the station out of harm's way. Still, incidents like that one are becoming more common. In the past two years, the ISS has had to dodge space junk at least five times.

**ALLIGATOR TEETH**

The good news is that scientists, engineers, and leaders around the world are working to tackle the problem of space junk. The European Space Agency is planning to launch a four-armed robotic claw that can grab debris and drag it into Earth's atmosphere, where it will burn up. A company in Japan is developing a spacecraft that uses magnets to move space junk. And a U.S. company is experimenting with shooting a puff of powder in front of debris to change its course.

Will these ideas get rid of space junk once and for all? While they are exciting, Costello says, there is still work to be done. And he's hopeful that your generation will be up to the challenge.

Time out, some kids are already getting started.

This past year, as part of NASA's Techline Student Challenge, five sixth graders from Park Village, Illinois, teamed up to design a space junk collecting device. It's shaped like an alligator,

with rows of magnetic "teeth" that attract and collect bits of orbital space junk. In spring 2022, the students' device will be launched into space for a three-minute test run.

While working on the project, the students have learned that when you have an idea for something, you should always try it—even if it seems impossible.

"You can do anything you put your mind to," says Mary Anne Gannon, age 12.

Follow that advice and maybe the next time astronauts are in trouble, it'll be your invention that saves the day. »



Be the next Mary Anne Gannon. Design, build, launch, track, track, track. The yellow alligator head is a prototype of the group's device.

**SHORT WRITE**

**Why is it important to solve the problem of space junk?**

**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 answer.

Use the Short Write Kit #1 Scope Online to help you write your paragraph.

**Directions: Read "The Problem with Space Junk."**  
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:**  
Why is it important to solve the problem of  
space junk?



**Your claim:**  
It is important to solve the problem of space junk because

*We started  
you off by  
echoing the  
question.*

*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.

Suppose you want to quote someone who was interviewed in the article. Here's one way to do it:  
According to Dr. John L. Crassidis, a professor and aerospace engineer interviewed in Mackenzie Carro's article "The Problem with Space Junk," \_\_\_\_\_.

(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.  
Here's a way to do it: As Carro explains, \_\_\_\_\_.

(Finish the sentence with your text evidence.)

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 below with information from three sections in "The Problem with Space Junk."

<b>Section</b> <i>Write the title of the section.</i>	<b>Central Idea</b> <i>Write one sentence telling what the section is mainly about.</i>	<b>Supporting Details</b> <i>Give two or three details that support the central idea.</i>
"Fast Trash"		
"More Collisions"		

<b>Section</b> <i>Write the title of the section.</i>	<b>Central Idea</b> <i>Write one sentence telling what the section is mainly about.</i>	<b>Supporting Details</b> <i>Give two or three details that support the central idea.</i>
<p>"Alligator Teeth"</p>		

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.

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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 three sections in "The Problem with Space Junk." We filled in one row for you as an example.

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>
"Fast Trash"	Scientists used to think that space junk was harmless, but now they realize that it can be destructive.	<ul style="list-style-type: none"> <li>• Space junk started to accumulate in the 1950s. Scientists were not too worried about it.</li> <li>• Though most objects in orbit eventually fall and burn up harmlessly in Earth's atmosphere, this can take hundreds of years. In the meantime, the incredibly fast speed at which space junk travels makes it destructive.</li> </ul>
"More Collisions"		



<b>Section</b> <i>Write the title of the section.</i>	<b>Central Idea</b> <i>Write one sentence telling what the section is mainly about.</i>	<b>Supporting Details</b> <i>Give two or three details that support the central idea.</i>
"Alligator Teeth"		

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.

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

## “The Problem with Space Junk” Quiz

**Directions:** Read “The Problem with Space Junk” from the September issue of *Scope*. Then answer the questions below.

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1. Consider this line: “This junk began to accumulate in the 1950s, when humans first started exploring space.” Based on context clues, what is the definition of ***accumulate***?
  - A. to cease to exist or be in use
  - B. to move or hover slowly and lightly
  - C. to suddenly appear
  - D. to gather together or acquire an increasing number or quantity of
2. The section “More Collisions” \_\_\_\_\_. Choose TWO.
  - A. describes what space junk is and how it began to accumulate
  - B. explains how the problem of space junk is getting worse
  - C. explains who and what can be affected by space junk
  - D. explains what satellites are
3. Consider this claim: ***Space junk is becoming an increasing problem.*** Which line from the article best supports this claim?
  - A. “After all, most objects in orbit eventually fall back into our atmosphere, where they harmlessly burn up high in the sky.”
  - B. “Still, incidents like that one are becoming more common. In the past two years, the ISS has had to dodge space junk at least five times.”
  - C. “Most of it zooms around Earth at a whopping 17,500 mph.”
  - D. “A company in Japan is developing a spacecraft that uses magnets to move space junk.”
4. What is the main structure of the article?
  - A. problem and solution
  - B. list
  - C. compare and contrast
  - D. sequence of events

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

## Constructed-Response Question

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

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5. According to information in the article, why are small pieces of space debris particularly dangerous? Support your answer with text evidence.

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

## "The Problem with Space Junk" Quiz

**Directions:** Read "The Problem with Space Junk" from the September issue of *Scope*. Then answer the questions below.

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1. Author Mackenzie Carro writes that space junk "began to accumulate in the 1950s." She means that space junk began to \_\_\_\_\_ in the 1950s.
  - A. disappear
  - B. float
  - C. be removed
  - D. gather
2. The section "More Collisions" \_\_\_\_\_. Choose TWO.
  - A. describes what space junk is
  - B. explains how the problem of space junk is getting worse
  - C. explains who and what can be affected by space junk
  - D. explains what satellites are
3. All the claims below can be supported by information in the article except which?
  - A. Space junk is becoming an increasing problem.
  - B. The space junk problem can be easily solved.
  - C. Even small pieces of debris can be dangerous.
  - D. Space junk collisions can affect astronauts in space as well as people on Earth.
4. Which statement best describes the main structure of the article?
  - A. Problem and solution: It presents a problem and explains how it might be solved.
  - B. List: It provides information in the form of a list.
  - C. Compare and contrast: It presents the similarities and/or differences between two or more things.
  - D. Sequence of events: It describes events in the order in which they happened.

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

## Constructed-Response Question

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

---

5. The author writes that most space debris is “too small to see coming.” Why is this a problem? Support your answer with text evidence.

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

Go to Scope  
Online to listen to  
the poem being  
read  
aloud.

# Analyzing Poetry:

## "By Myself"

**Directions:** Read the poem a few times. Then answer the questions on the following pages.

### By Myself

by Eloise Greenfield

Use these numbers  
to help you answer  
the questions in this  
activity.

- 1 When I'm by myself
- 2 And I close my eyes
- 3 I'm a twin
- 4 I'm a dimple in a chin
- 5 I'm a room full of toys
- 6 I'm a squeaky noise
- 7 I'm a gospel song
- 8 I'm a gong
- 9 I'm a leaf turning red
- 10 I'm a loaf of brown bread
- 11 I'm a whatever I want to be
- 12 An anything I care to be
- 13 And when I open my eyes
- 14 What I care to be
- 15 Is me

For any questions  
that ask you to  
mark up the poem,  
you can use this  
copy of it.

## REPETITION

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

### Repetition Type: Assonance

Assonance: the repetition of the same or similar vowel sounds in two or more words that are close to each other.

For example:

- At noon, the room was gloomy.
- I hope this cheese will please you; it certainly pleases me.
- She stood by my side, her eyes open wide.

1. Find an example of assonance in lines 1-2 of "By Myself." Underline the syllables that contain the repeating vowel sound.
2. Find another line in the poem where the repeating vowel sound that you underlined in lines 1-2 occurs **three times**. Underline the syllables in that line that contain the repeating vowel sound.
3. There's only one line where the repeating vowel sound that you underlined in lines 1-2 does not occur at all. Draw an X at the end of that line.

*Now let's look at some other kinds of repetition. Look for repeating words, phrases, or lines.*

4. Describe the repetition in lines 3-11. \_\_\_\_\_

5. Describe the repetition in lines 11-12. \_\_\_\_\_

6. What phrase in line 12 repeats in line 14? \_\_\_\_\_

## RHYME

### End Rhyme

End rhyme (also known as "tail rhyme") is when the last words in two or more lines of poetry rhyme. The rhyming lines might follow one another directly, or they might not. Here are two examples:

- 1 The sun sets
- 2 The dog gets
- 3 excited for our walk.

*Lines 1 and 2 are  
connected by end rhyme.*

- 1 Let me tell you what occurred:
- 2 A small brown bird
- 3 landed by my feet,
- 4 blinked her eyes,
- 5 and began to tweet.

*Lines 1 and 2 are connected by end rhyme.  
Lines 3 and 5 are also connected by end rhyme.*

7. Describe the pattern of end rhyme in the poem. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## IMAGERY

8. Think about the items the speaker compares herself to in lines 3-10. At the end of each of those lines, write one or more of the following words to show which of the five senses that item appeals to.

sight hearing touch smell taste

(You can write more than one sense or leave an item blank if you don't think it appeals to any of the senses.)



## MEANING

9. In one or two sentences, explain what this poem is about. \_\_\_\_\_

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10. If you ask people to imagine themselves as something else, they might imagine themselves as a scientist, a professional athlete, or the president, for example. How are the comparisons in "By Myself" different? \_\_\_\_\_

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11. Choose one of the things the speaker compares herself to. Take a few moments and imagine *yourself* as that thing. Then answer the questions below.

A. What did you imagine yourself as? \_\_\_\_\_

B. What exactly did you picture in your mind? \_\_\_\_\_

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C. How did imagining yourself at this thing make you feel? \_\_\_\_\_

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## METAPHOR

### Metaphor

A metaphor is a figure of speech that expresses an idea about one thing by comparing it to something else.

For example:

- Sam is a real firecracker!

*This metaphor expresses the idea that Sam is full of energy and surprises.*

- Mark is a big teddy bear.

*This metaphor expresses the idea that Mark is sweet and kind—that there is something soft, warm, or hug-able about him.*

12. You can think of "By Myself" as a series of metaphors: the speaker as a twin, the speaker as a dimple in a chin, etc.

Below, briefly explain what you think each metaphor might mean—that is, what idea about a human being it could be expressing.

What could it mean to be a ...

twin?

room full of toys?

gospel song?

leaf turning red?

dimple in a chin?

squeaky noise?

gong?

loaf of brown bread?

---

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

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

# Poetry Writing Planner

**Directions:** Read "By Myself" by Eloise Greenfield. Then use this planner to help you write your own poem with the title "By Myself."

## 1. Choose Your Point of View

You may write your poem from your own point of view or from the point of view of a fictional character of your choosing. The fictional character can be from a novel, video game, movie, TV show, play, painting—anywhere! Below, put a check next to your choice. If you choose a fictional character, fill in the character's name and where they are from.

☐

I am going to write from  
my own point of view.

☐

I am going to write from the point of view of \_\_\_\_\_  
from \_\_\_\_\_.

## 2. Brainstorm

In Greenfield's poem, the speaker imagines herself as eight different things, from a twin to a loaf of brown bread.

What will you imagine yourself as? List at least 12 ideas.

What is fun or  
interesting to imagine  
myself as?

Are there any ideas I  
want to express  
through metaphors?

Did I list items that  
appeal to the five  
senses?

Note: You don't have to use end rhyme like Greenfield does. But if you want to give it a try, you'll need to come up with pairs of rhyming words.

### 3. Choose

Look over your list from Step 2. Choose your favorite eight items and put a star by them. (Remember that you need four pairs of rhyming words if you have decided to use the same pattern of rhyme that Greenfield uses.)

### 4. Consider

Do you want to begin and end your poem exactly the way Greenfield does? Or do you have a different idea? Jot down your thoughts.

### 5. Write Your First Draft

Now that you have some ideas, it's time to write the first draft of your poem.  
Use your own piece of paper or document.

#### Guidelines:

- ▶ **Give your poem the title "By Myself."**
- ▶ **Be clear about your use of rhyme.** Will you use end rhyme like Greenfield does? Some other pattern of rhyme? No rhyme at all? These are all great choices, so do whatever feels right.
- ▶ **Use Greenfield's poem as a model but . . .** feel free to make your poem very similar to Greenfield's poem, but don't hold back if you are inspired to do something different. This is your poem, after all!

### 6. Revise

#### *When you have your first draft . . .*

Read your poem aloud a few times. Is there anything that doesn't feel quite right? Or that doesn't sound quite right? Sometimes a small change can make a big difference. Keep making changes, big and small, until you're satisfied with your poem.

# CHOICE BOARD

## "BY MYSELF"

Using Eloise Greenfield's poem as a model, write your own poem with the title "By Myself." You may write from your own point of view or from the point of view of a fictional character of your choosing. (Be sure to indicate in your entry who your character is.)

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

Choose one of the poems below from the Scope Online library to read:

"Would I Still Be Me?"

"What My Name Means"

Think about how "By Myself" and the poem you chose are similar and different and what you like most about each. Then choose your favorite and use it as a model to write a poem about yourself.

Consider Daniel Fishel's illustration. Then answer these three questions:

*What do you see? Describe it in detail.*

*What idea(s) do you think Fishel is expressing through these artistic choices?*

*How does the illustration relate to the poem?*

Close your eyes and think about where you see yourself at the end of:

this school year

-OR-

many years from now

Write a "By Myself" poem from the point of view of the future you who has accomplished your goal(s).

## By Myself Contest

Using Eloise Greenfield's poem as a model, write your own poem with the title "By Myself." You may write from your own point of view or from the point of view of a fictional character of your choosing. (Be sure to indicate in your entry who your character is.) Send your poem to By Myself Contest. Three winners will each get a \$20 gift card to the online Scholastic store.

### Entries will be judged on:

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

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian'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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY October 17, 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.*