

# → ALL ACTIVITIES ←

HI TEACHERS!

This PDF contains all the **printable versions** of the skill-building activities that come with this issue of *Scope*.

To get the interactive versions of these activities, simply go to each article's story page and click on the Resources Tab.

Enjoy!

THE SCOPE TEAM

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

# ACCEPT OR EXCEPT?

The words **accept** and **except** are easy to mix up. Here's what you need to know to use these words correctly.

## ACCEPT

Use **ACCEPT** as a verb meaning "to agree to," "to believe," or "to receive."

*Jim **accepted** the award for Student of the Month.*

*I had a hard time **accepting** that Sam had quit the team.*

*Mr. Feldman does not **accept** that ghosts are real.*

## EXCEPT

Use **EXCEPT** as a preposition meaning "leaving out or excluding" or as a conjunction meaning "but."

*Jason loves every ice cream flavor **except** vanilla.*

***Except** for Susan, everyone is here.*

*Natalie would have arrived earlier, **except** her bus was late.*

**Tip!** Remember that the prefix *ex-* means "out." So if you are talking about leaving something out, use *except*.

**Directions:** Write the correct word—a form of either *accept* or *except*—in each blank below.

- Sarah loves all kinds of music \_\_\_\_\_ for heavy metal and country.
- "Let's watch a video of the *Stranger Things* cast \_\_\_\_\_ a Teen Choice Award," said Ty.
- Mr. Flynn was confident that Ethan would \_\_\_\_\_ the challenge.
- "Everyone is here," said Maria, "\_\_\_\_\_ for Liz, who had to finish her homework."
- The website would not \_\_\_\_\_ Katelyn's password.
- The dog was all white \_\_\_\_\_ for a brown patch around her left eye.
- It was hard for Alex to \_\_\_\_\_ the fact that Mark was moving.

**Directions:** Write one sentence using *accept* and one sentence using *except*.

- \_\_\_\_\_
- \_\_\_\_\_

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

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

# Vocabulary

## "Escape to Hope"

- bountiful** (BOUN-tih-fuhl) *adjective*; *Bountiful* means "giving freely or generously" or "plentiful." If an apple orchard had a bountiful harvest, its trees produced a large number of apples. If the chocolate chips in your cookies are bountiful, the cookies have many chocolate chips.
- emigrate** (EH-muh-greyt) *verb*; To emigrate is to leave one country to live in another country. For example, "Marco's family emigrated from Italy" means that Marco's family left Italy to live in another country.  
  
(*Emigrate* and *immigrate* can be confused. Use *emigrate* to talk about someone leaving a place. Use *immigrate* to talk about someone coming to a place, as in "Marco's family immigrated to the U.S.")
- empire** (EM-pahyuhr) *noun*; An empire is a group of countries or territories under one ruler. Usually, an empire is formed when one country or territory forcefully takes control of other countries' territories. In the Star Wars movies, the Galactic Empire was a group of many planets and civilizations all under the control of one government that was headed by the Galactic Emperor, Darth Sidious. In the ancient history of the real world, the Roman Empire included all of the lands surrounding the Mediterranean Sea, which were ruled by a government based in the city of Rome.
- flourish** (FLUR-ish) *verb*; To flourish is to grow well and be healthy. *Flourish* can also mean "to be successful or prosper," as in, "Jaxon flourished in his new school. He made a lot of friends, got good grades, and joined the drama club."
- malnourished** (mal-NUR-isht) *adjective*; Someone who is malnourished isn't getting the nutrients they need to be healthy. Being malnourished is different from starving. A starving person isn't getting enough calories for their body to make into energy. A malnourished person might be getting enough calories, but they are not getting enough vitamins and minerals.
- thrive** (thrahyv) *verb*; *Thrive* is a synonym for *flourish*. *Thrive* also means "to grow or develop very well," and it can be used to express that plants, people, or animals, or something like a neighborhood or a business is doing well. A food truck that always has a line of customers and makes a lot of money is thriving.

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

# Close-Reading Questions

## "Escape to Hope"

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1. Sensory details use descriptive words that appeal to the five senses. They allow readers to feel like they're living in the story. What does author Allison Friedman use sensory details to describe? What do these details add to the story? (author's craft)

2. What role did the weather play in the potato disaster? (cause and effect)

3. How was the second round of late blight worse than the first? (compare and contrast)

4. How did Edd's family fare during the famine compared with most people in Ireland?  
Why? (compare and contrast)

5. How did the British government respond to the disaster? (key ideas and details)

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

# Critical-Thinking Questions

## "Escape to Hope"

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1. Consider the article's title, "Escape to Hope." What were people escaping from? What did they hope to find? Do you think they found it?

2. Friedman writes, "And the Great Irish Famine, as it would come to be known, would change the course of history forever." How did the Great Irish Famine change the course of history?

3. Describe what you see in the photo of the memorial to An Gorta Mór in Dublin, Ireland. What do you think is the memorial's purpose? In general, what impact do memorials have on us and the way we think about history?

4. Were there parts of the story you found particularly captivating? Emotional? Surprising? Shocking? Explain.

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

# The Great Irish Famine

**Directions:** Read "Escape to Hope." Then use this planner to help you respond to the prompt that appears at the end of the article.

## 1. What is an act of nature?

In your own words, explain what an act of nature is. Then give some examples of acts of nature.

*Now let's think about whether the Great Irish Famine was an act of nature.*

## 2. What caused the potato disaster?

What happened in Ireland in the fall of 1845?

How did late blight arrive in Ireland?

Why did late blight thrive in Ireland?

### 3. What factors contributed to the famine?

Next, think about the role that each of the following played throughout the famine. How did they each make the famine last longer?  
Make it more severe?

**living conditions in Ireland**

**the British government**

### 4. What will your thesis be?

Before you start writing your essay, write your thesis below.

(A thesis is a single sentence that appears in an introduction. It offers readers a concise summary of the main claim or argument in an essay.  
Your thesis should answer the question from the prompt: "Was the Great Irish Famine an act of nature?")

MY THESIS:

# CHOICE BOARD

## "ESCAPE TO HOPE"

Was the Great Irish Famine an act of nature? Answer this question in a short essay. Support your ideas with text evidence.

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

With a partner, go to Scope Online to read more about some of the people mentioned in the "Irish in America" text feature. Choose one of the articles below. (You and your partner can choose different articles.)

Coal miners: "[Day of Disaster](#)"

Garment workers: "[Out of the Flames](#)"

John. F. Kennedy: "[Stranded at Sea](#)"

After reading, record three things you learned about the topic and share them with your partner.

The year is 1848. You are a citizen of the United Kingdom. Write an editorial to *The London Times* in response to these questions:

Is the British government doing enough in response to the potato disaster? If not, what more can be done?

Write a poem or create a work of art about the Great Irish Famine. Your work should honor what happened and how it shaped history.

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  
"Escape to Hope."

1. Where and when does the article take place?

2. Who is the article mainly about?

3. What is the main problem described in the article?

4. What happens as a result of this problem?

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

**Directions:** Write an objective summary of “Escape to Hope.” 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 “Escape to Hope”

This image shows a single sheet of white paper with horizontal blue 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 "Escape to Hope."

<p>One morning in the fall of 1845, farmers in the village of Elphin, Ireland, woke up to find _____.</p>	<p><i>What happened to the potatoes?</i></p>
<p>This happened not only in Elphin, but across the country. Many people began to panic because _____.</p>	<p><i>Why were potatoes so important?</i></p>
<p>Most people in Ireland were _____, and without the potato, _____. The</p>	<p><i>What group did most people belong to? How were they affected?</i></p>
<p>British, who controlled Ireland at the time, took months to help, leaving 1 million people _____.</p>	<p><i>What happened as the months dragged on?</i></p>
<p>Two million people _____.</p>	<p><i>What difficult decision did many people make?</i></p>
<p>Many of them immigrated to America, where they _____.</p>	<p><i>How were Irish immigrants treated?</i></p>
<p>_____. Yet their work helped _____.</p>	<p><i>What impact did Irish immigrants have on America?</i></p>

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 "Escape to Hope."**

**1.** Study the title and the photo of the boy's face on pages 4-5. Based on these features, how do you think the boy is feeling?

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**2.** Look at the sidebar "Think Like a Historian" on page 7. What does it add to the article? Why do you think the author included it?

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**3.** Read the sidebar "Why People Leave" on page 8. What does it help you better understand?

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**4.** Look at the sidebar "Irish in America" on page 9. What section of the article does it help you better understand? What information do you find most interesting?

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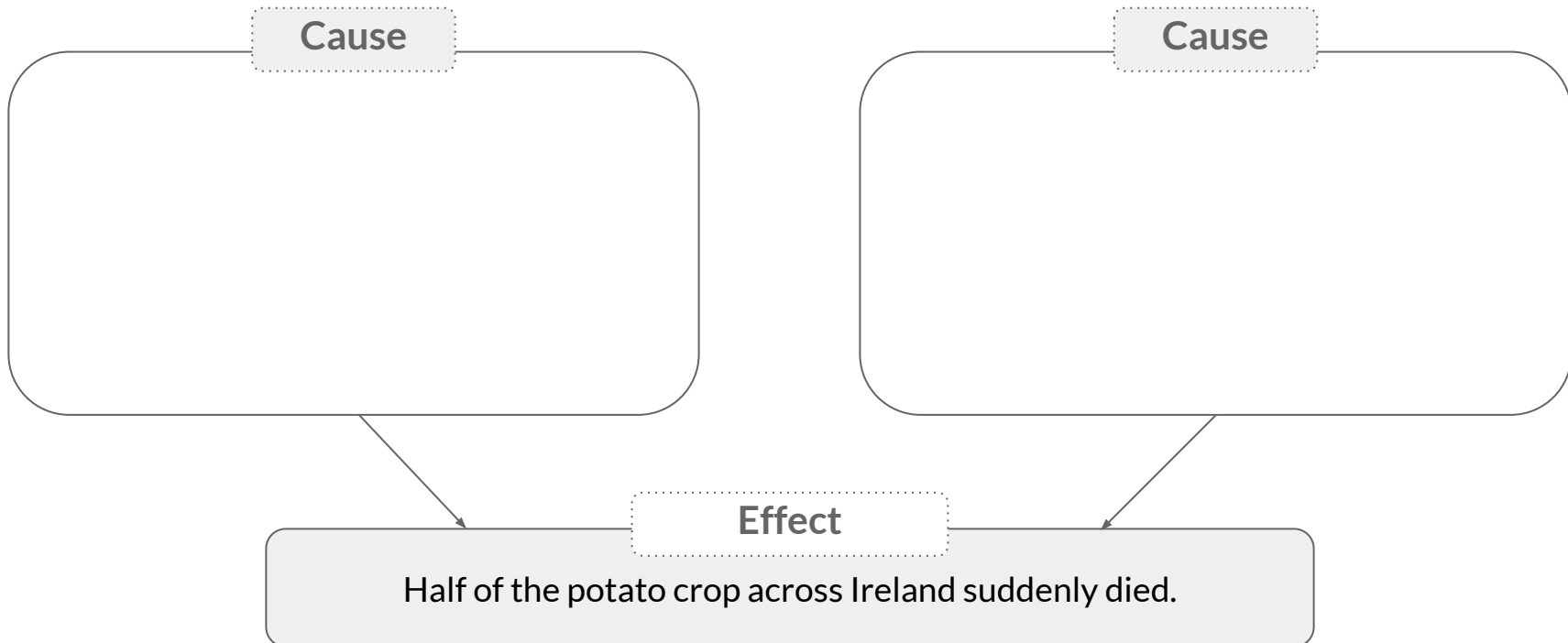
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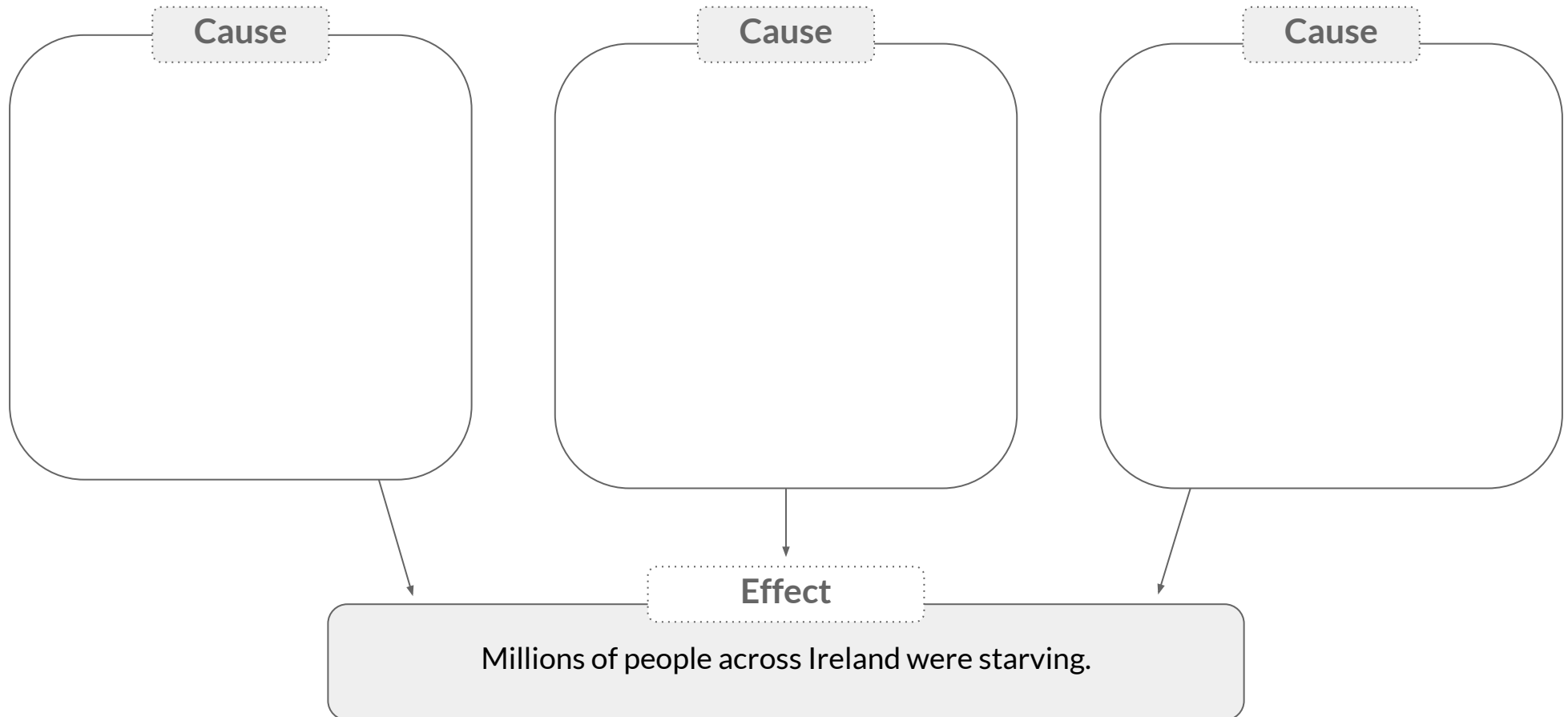
Name: \_\_\_\_\_

# EXPLORING TEXT STRUCTURE: CAUSE/EFFECT

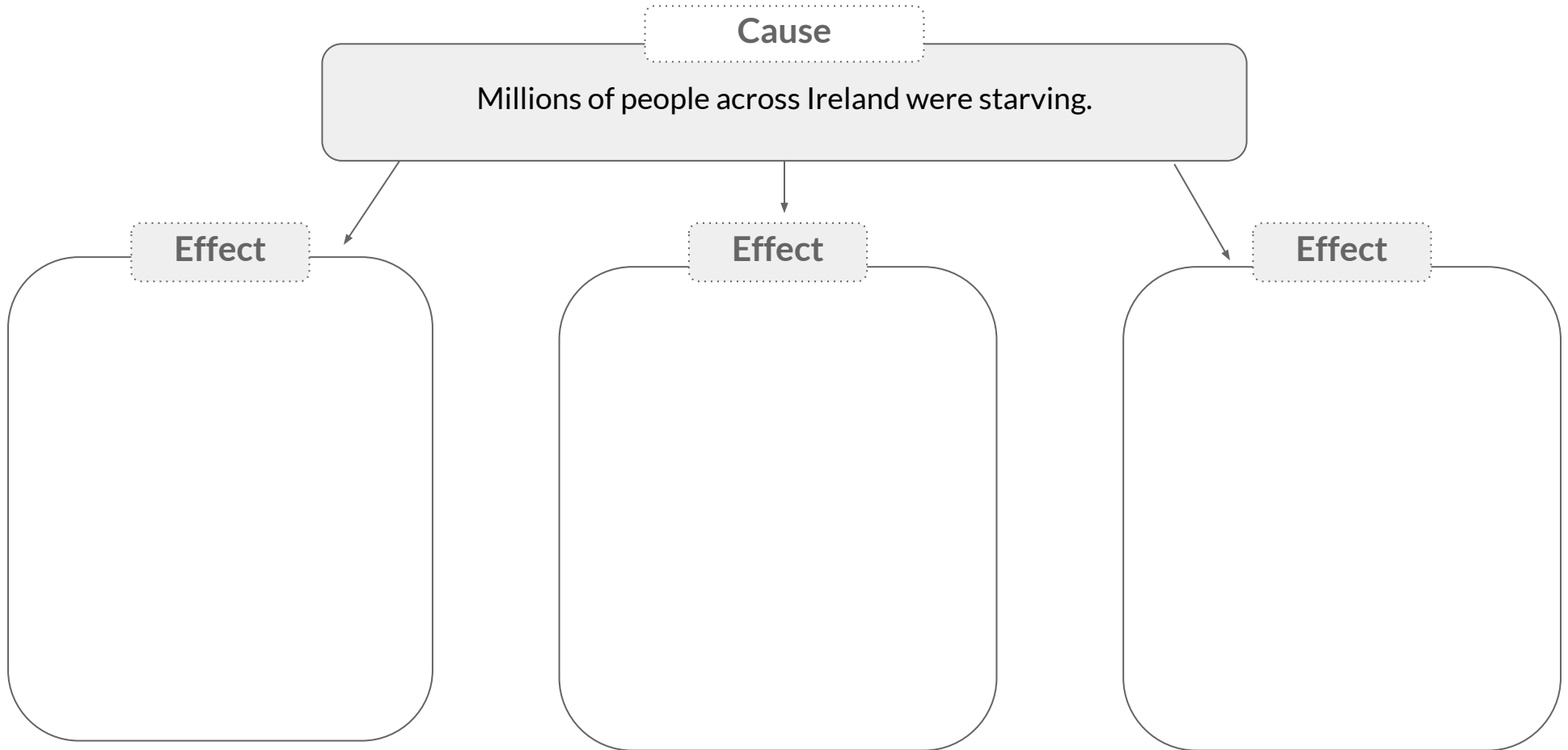
**Directions:** Read "Escape to Hope." Then complete this activity to organize information in the article using text structures.



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



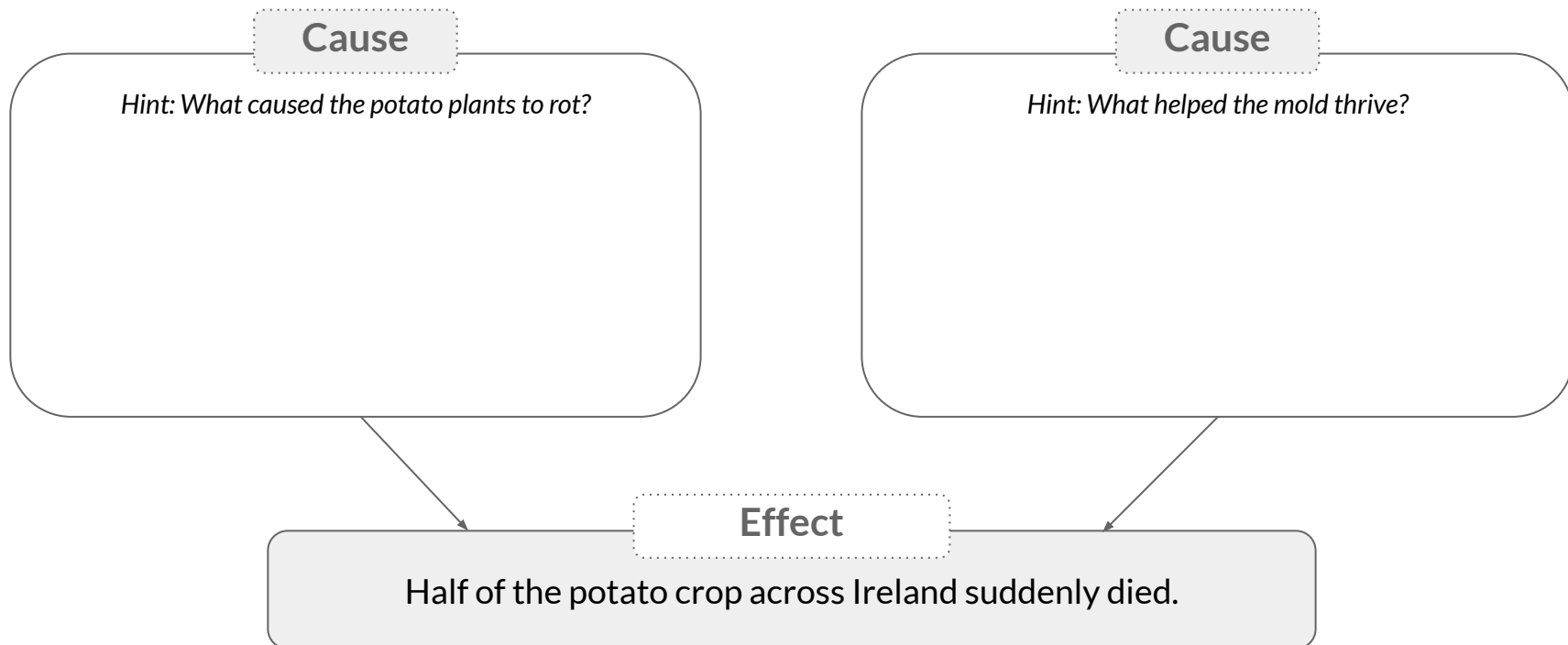
Name: \_\_\_\_\_



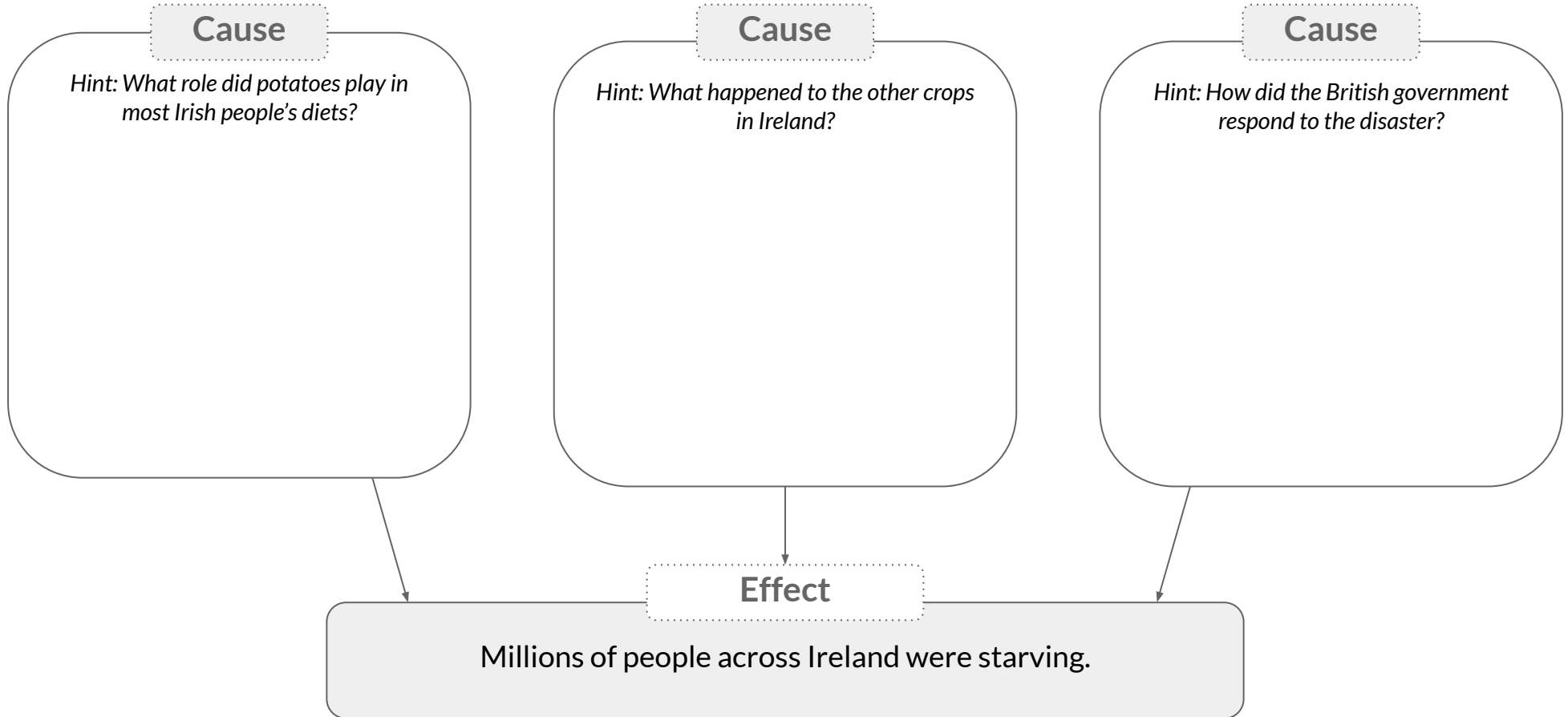
Name: \_\_\_\_\_

# EXPLORING TEXT STRUCTURE: CAUSE/EFFECT

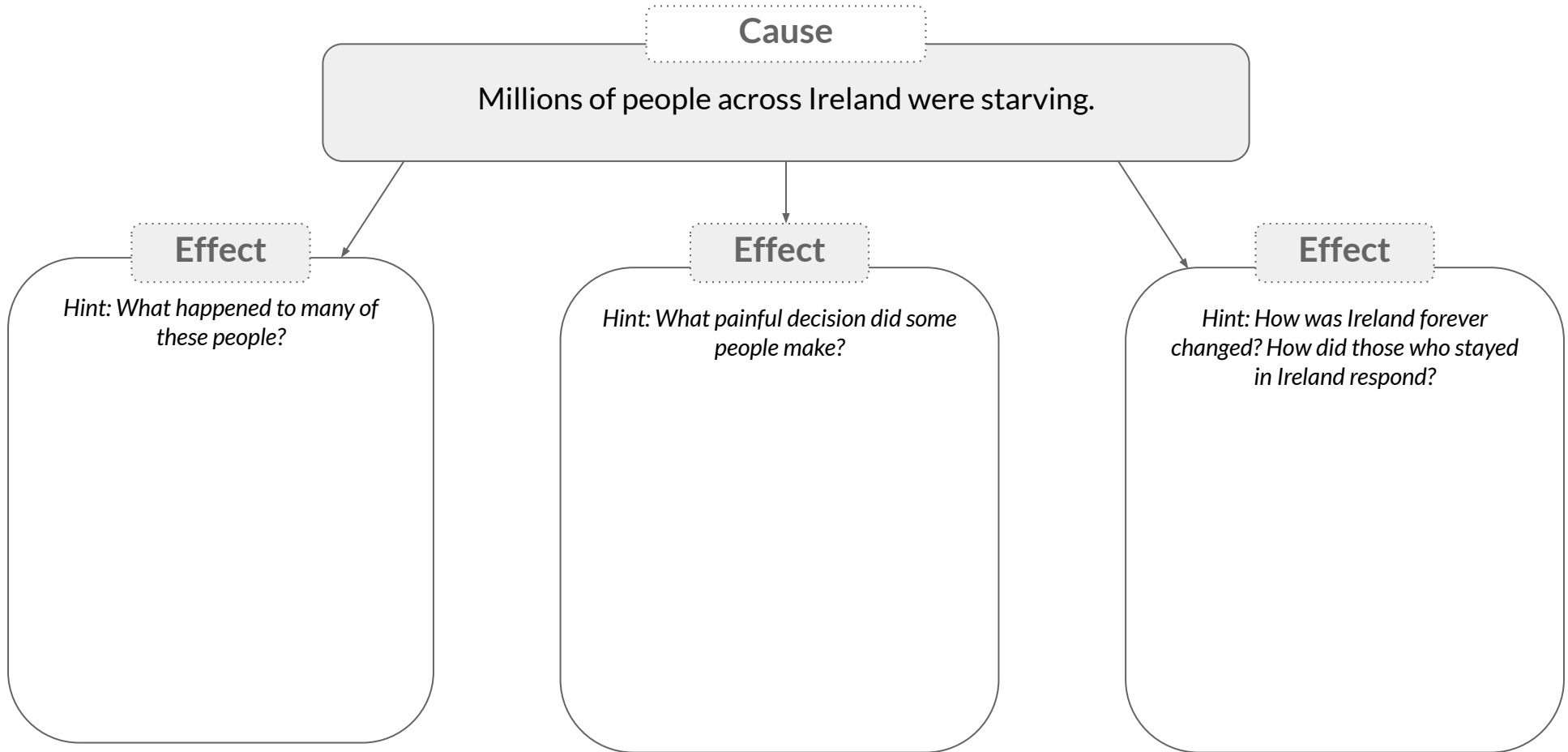
**Directions:** Read "Escape to Hope." Then complete this activity to organize information in the article using text structures.



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



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



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

# Video Discussion Questions

## Time Machine: Ireland in 1845

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1. What do you notice about Ireland's population in 1845 (1:00) versus today (0:13)? What can you conclude by comparing those two numbers?
2. This video includes excerpts from the letters of real people who lived through the famine. What do their words add to the video? What do their words add to your understanding of the famine?
3. The Great Famine took place between 1845 and 1852. What else was happening around that time?
4. The video states that potatoes are "one of the greatest blessings to our species." What does that mean? What information in the article supports this claim?
5. How did the system imposed by the British Empire in Ireland contribute to the disaster?

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

## “Escape to Hope” Quiz

Directions: Read “Escape to Hope” from the October issue of *Scope*. Then answer the questions below.

1. Author Allison Friedman writes, “One afternoon, the bright sun suddenly dimmed, as though a dark curtain had been yanked across the sky.” This line creates a \_\_\_\_\_ mood.
  - A. threatening
  - B. amusing
  - C. thrilling
  - D. tranquil
2. Consider this line: “Irish Catholics were forbidden from voting, from holding certain jobs, from owning land, and from practicing their faith.” What is the purpose of this line?
  - A. It helps readers understand why the Irish depended on the potato.
  - B. It explains how the British discriminated against the Irish.
  - C. It shows how blight affected potato crops.
  - D. It explains why many Irish people emigrated.
3. In the introduction, Friedman describes the weather in detail. Which section helps readers better understand why Ireland’s weather is important to the story?
  - A. “A Bitter History”
  - B. “Slow to Act”
  - C. “An Invisible Killer”
  - D. “The Legacy”
4. Friedman writes that “the Great Irish Famine, as it would come to be known, would change the course of history forever.” Based on context clues, what is the definition of *famine*?
  - A. a time of plenty
  - B. an extreme scarcity of food
  - C. a violent storm
  - D. a long war
5. According to the article, all of the following contributed to the Great Irish Famine EXCEPT which?
  - A. the British government’s response
  - B. most of Ireland gaining its independence from British rule
  - C. a plant disease caused by mold
  - D. Ireland’s cool, damp weather
6. Which is NOT a question answered in the article?
  - A. Why were so many people stricken with disease during the Great Irish Famine?
  - B. When did most of Ireland free itself from British rule?
  - C. What countries did the British Empire have control over?
  - D. Why did food continue to be exported from Ireland during the Great Irish Famine?

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

## Constructed-Response Questions

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

7. What was the British government's response to the potato disaster? Based on Friedman's article, how could the British government have responded differently? Support your response using text evidence.
8. How does Friedman support her claim that the Great Irish Famine changed the course of history? Use details from the article to support your response.

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

## “Escape to Hope” Quiz

Directions: Read “Escape to Hope” from the October issue of *Scope*. Then answer the questions below.

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1. Author Allison Friedman writes, “One afternoon, the bright sun suddenly dimmed, as though a dark curtain had been yanked across the sky.” This line helps create a \_\_\_\_\_ mood.
  - A. threatening (suggesting trouble or harm)
  - B. amusing (providing entertainment)
  - C. thrilling (action-packed and exciting)
  - D. tranquil (very calm and quiet)
2. Friedman writes that Britain’s leaders “enacted laws to try to stamp out Catholicism, the main branch of Christianity practiced in Ireland.” By “stamp out,” she means \_\_\_\_\_.
  - A. join.
  - B. put an end to.
  - C. learn about.
  - D. preserve.
3. Which section helps readers better understand the role weather played in the potato disaster?
  - A. “A Bitter History”
  - B. “Slow to Act”
  - C. “Invisible Killer”
  - D. “The Legacy”
4. Friedman writes that “the Great Irish Famine, as it would come to be known, would change the course of history forever.” What is a famine?
  - A. a time of plenty
  - B. an extreme lack of food
  - C. a violent storm
  - D. a long war
5. According to the article, all of the following contributed to the Great Irish Famine EXCEPT which?
  - A. the British government’s response
  - B. most of Ireland gaining its independence from British rule
  - C. a plant disease caused by mold
  - D. Ireland’s cool, damp weather
6. Which is NOT a question answered in the section “A Painful Choice”?
  - A. Why were so many people affected by disease?
  - B. Why did Edd’s family leave Ireland?
  - C. Why did Edd’s family go to Quebec before making their way to New York?
  - D. Why were people starving when there were other crops thriving in Ireland?

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

## Constructed-Response Questions

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

7. Describe the British government's response to the potato disaster. Use text evidence to support your answer.
8. How did Irish immigrants transform the United States? Support your response with text evidence.

## Escape to Hope Contest

Was the Great Irish Famine an act of nature? Answer this question in a short essay. Support your ideas with text evidence. Send your essay to Escape to Hope Contest. Three winners will each receive a copy of *Legends and Lore: Ireland's Folk Tales* by Michael Scott.

### Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ use of supporting text evidence
- ✓ 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 November 14, 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

## "Are Teens Too Young to Go Pro?"

1. **eligible** (EL-i-juh-buhl) *adjective*; *Eligible* means "qualified to be chosen, compete, or participate." In other words, if you're eligible to do something, you're allowed to do it. For example, at some schools, only seventh- and eighth-graders are eligible to join athletic teams; sixth-graders are not allowed to yet. In the United States, people age 18 years and older are eligible to vote.

2. **forfeit** (FOHR-fit) *verb*; To forfeit is to lose something or give it up, often as a penalty or punishment. If a tennis player gets sick before a tournament, they might have to forfeit their matches. You might have to forfeit using your phone if you don't follow your parents' rules.

3. **offset** (AWF-set) *verb*; *Offset* means "to balance or make up for." For example, a school might hold a pancake breakfast fundraiser to offset the cost of a class trip.

4. **potential** (puh-TEN-shuhl) *adjective or noun*; As an adjective, *potential* means "possible or capable of becoming real." A coach might decide not to have practice in the rain to avoid potential injuries.

As a noun, *potential* can mean "someone's or something's ability to develop, achieve, or succeed." If a band has potential, it has the skills and talent that can carry it to greatness.

*Potential* can also mean "the chance or possibility that something will become real." You might check a weather report to learn the potential for snow.

5. **return on investment** (ree-TURN on in-VEST-muhnt) *noun*; In the business world, an investment is money you put into a project now in hopes of making money in the future. If a business spent \$100 baking cupcakes, but then made \$1,000 selling those cupcakes, that's a good return on investment. They made far more money than they spent.

*Return on investment* is also used figuratively, outside of business. If you win first place at the science fair, you might consider that a good return on investment after all the time you spent working on your project.

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

## Vocabulary Practice

### "Are Teens Too Young to Go Pro?"

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

1. Jason's smoothie was way too sweet, so he fixed the sweetness by adding more milk. Rewrite this sentence using the word *offset*.
2. What is a potential benefit of brushing your teeth?
3. The city has an amazing museum that no one seemed to know about. So the museum spent \$1,000 on advertising. Since then, the museum has been packed every day, and they've received \$1 million in donations. Is that a good a return on investment? Explain why or why not.
4. A babysitter tells two children that because of their behavior, they have forfeited the chance to watch TV. What does he mean?
5. An egg-tossing contest is open to anyone 13 years and older. Are you eligible? Why or why not?

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

# Write An Argument Essay

**Directions:** Read "Are Teens Too Young to Go Pro?"  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

**Is going pro as a teen worth it?**

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

☐

**Yes!**

☐

**No!**

☐

\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

**Here's an example: If you think teens are too young to go pro, one of your supporting details might be that focusing on a single sport while your body is still growing can increase the risk of injury.**

**1.**

\_\_\_\_\_  
\_\_\_\_\_

**2.**

\_\_\_\_\_  
\_\_\_\_\_

**3.**

\_\_\_\_\_  
\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think going pro as a teen IS worth it, summarize the strongest arguments that the author presents for not going pro as a teen. If you think going pro as a teen IS NOT worth it, summarize the strongest arguments the author presents in favor of teens going pro.

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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): Describe an experience that you or someone you know had as a teen athlete. Was it positive or negative? Were there many costs associated with the sport?
2. **A surprising fact**: Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
3. **A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question: "If a teen athlete goes pro, will they miss out on \_\_\_\_\_?"
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 whether teen should go pro. Finish it in the space provided.

**Elite athletes are being recruited to play professional sports as teens. Some people think this is OK and that it's wise for athletes to start their careers as early as possible. Others believe . . .**

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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 going pro as a teen is worth it. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

## BODY PARAGRAPH(S)

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

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

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

3

## ACKNOWLEDGE THE OTHER SIDE

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

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

4

## CONCLUSION

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

Finish with a strong final sentence.

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

5

## READ AND REVISE

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

# DEBATE ESSAY KIT: TRANSITIONS

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Use the words and phrases below to help you write a powerful argument essay!

## Stating Your Claim

I think/I believe that  
I am confident/certain that  
I support/oppose  
In my opinion  
From my point of view  
It is clear that  
Without a doubt  
The fact is  
In truth

## Giving Your Reasons

First/Second/Third  
To begin with  
One reason is  
Next  
Besides  
Furthermore  
In addition  
Of course  
Finally

## Providing Evidence

For example/instance  
In fact  
As evidence  
In support of this  
Specifically  
In particular  
To illustrate  
This can be seen

## Introducing Another Side of the Argument:

Some will say  
Even though some claim  
Proponents/opponents contend that  
It may be that you support  
One might argue  
On the other hand  
Admittedly

## Explaining Why You Disagree:

However  
But I doubt  
Nevertheless  
Even so  
On the contrary  
While it's true that  
Yet I question  
While that may be the case

## Concluding Your Essay

For all these reasons  
In conclusion  
To summarize  
As you can see  
On the whole  
In short  
All in all  
As has been noted

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

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

# Vocabulary

## "Why Do We Like to Be Scared?"

1. **apprehensive** (ap-ri-HEN-siv) *adjective*; Someone who is feeling apprehensive is worried or fearful about something they are going to do or something that is going to happen. You might feel apprehensive about going to the dentist. A parent might feel apprehensive about letting their teenager drive.
2. **confront** (kuhn-FRUHNT) *verb*; To confront is to face up to or deal with a difficult situation or person. For example, someone who is afraid of snakes might confront their fear by holding a snake at the zoo. A father might confront his son about how much screen time he's been having lately.
3. **exhilaration** (ig-zil-uh-RAY-shun) *noun*; The adjective *exhilarating* (ig-ZIL-uh-rayt-ing) means "causing strong feelings of happiness; thrilling." An exhilarating experience awakens your senses and makes you feel energized.

Exhilaration is a feeling of happiness and excitement. Performing in a dance recital or climbing to the top of a mountain might fill you with exhilaration.

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

## Vocabulary Practice

### "Why Do We Like to Be Scared?"

---

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

1. What is something that makes you feel apprehensive? Why does it make you feel that way?
2. Choose a character from a book, TV show, or film who has to deal with a tough situation. Explain how the character confronts that situation.
3. What fills you with exhilaration? What is something you hope to do someday that you think would be exhilarating?
4. Write a sentence using any of the three vocabulary words: *apprehensive*, *confront*, *exhilaration*.

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

# THE SHORT WRITE KIT

**Directions:** Read "Why do We Like to Be Scared?" 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:

Scary movies and TV shows rake in millions of dollars every year. Based on information in this article, why might that be?

*We started you off by echoing the question.*

*To answer the prompt, complete this sentence.*



### Your claim:

Scary movies and TV shows rake in millions of dollars every year because

\_\_\_\_\_.

## 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 Margee Kerr, a fear researcher interviewed for Mackenzie Carro's article "Why Do We Like to Be Scared?", \_\_\_\_\_.

(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 "Why Do We Like to Be Scared?"

Section Title	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>
"Fight-or-Flight"		
"When Fear Is Fun"		

<b>Section Title</b>	<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>
"Who Wants to Be Scared?"		

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 "Why Do We Like to Be Scared?" We filled in one section for you as an example.

Section Title	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>
"Fight-or-Flight"	Fight-or-flight is a complex biological reaction that occurs when humans are faced with a potential threat.	<ul style="list-style-type: none"> <li>• The brain releases chemicals that quicken your heart rate and make your blood pump faster. You become stronger, quicker, more alert.</li> <li>• This response was an essential survival tool for our early ancestors, who regularly faced grave threats.</li> <li>• Today, this reaction is still so strong that it can be triggered even when we aren't in real danger.</li> </ul>
"When Fear Is Fun"		

<b>Section Title</b>	<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>
"Who Wants to Be Scared?"		

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: \_\_\_\_\_

## “Why Do We Like to Be Scared?” Quiz

**Directions:** Read “Why Do We Like to Be Scared?” from the October issue of *Scope*. Then answer the questions below.

---

1. Author Mackenzie Carro writes that people like to “watch horror movies or share bloodcurdling tales.” Based on context clues, what is the definition of *bloodcurdling*?
  - A. causing a feeling of great excitement or happiness
  - B. causing terror; horrifying
  - C. easing grief or trouble
  - D. vivid and lifelike
2. The section “When Fear is Fun” \_\_\_\_\_. Choose TWO.
  - A. describes the conditions under which being scared can be fun
  - B. examines why some people enjoy being scared more than other people
  - C. explains possible effects of sharing a scary experience with a friend
  - D. analyzes how the fight-or-flight response has helped humankind survive
3. What is the purpose of the graphic “Your Body on Fear”?
  - A. to help readers better understand the brain’s reaction and resulting physical changes during a fight-or-flight response
  - B. to compare our brains to the brains of our ancestors
  - C. to provide strategies for overcoming fear
  - D. to encourage people to share scary experiences with friends
4. All of the claims below can be supported by information in the article EXCEPT which?
  - A. Fear keeps you safe.
  - B. Fear is a powerful human emotion.
  - C. Some people enjoy being scared more than others.
  - D. Haunted houses are not scary if you visit them with a friend.

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

## Constructed-Response Question

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

---

5. The author writes, “When we emerged, our hearts were pounding and we were hoarse from screaming. But we were also smiling.” Using information from the article, explain why the author and her friend had this reaction to the haunted house.

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

## “Why Do We Like to Be Scared?” Quiz

**Directions:** Read “Why Do We Like to Be Scared?” from the October issue of *Scope*. Then answer the questions below.

---

1. Author Mackenzie Carro writes that many people like to “watch horror movies or share bloodcurdling tales.” What does *bloodcurdling* mean?
  - A. exciting
  - B. horrifying
  - C. calming
  - D. vivid
2. The section “When Fear is Fun” explains \_\_\_\_\_. Choose TWO.
  - A. the conditions under which a scary experience can be fun
  - B. why some people enjoy being scared more than other people
  - C. possible effects of sharing a scary experience with a friend
  - D. the purpose of the fight-or-flight response
3. The graphic “Your Body on Fear” expands on information from which section of the article?
  - A. “Fight-or-Flight”
  - B. “When Fear Is Fun”
  - C. the introduction
  - D. “Who Wants to Be Scared?”
4. All of the claims below can be supported by information in the article EXCEPT which?
  - A. Fear keeps you safe.
  - B. Fear is a powerful human emotion.
  - C. Some people enjoy being scared more than others.
  - D. Haunted houses are not scary if you visit them with a friend.

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

## Constructed-Response Question

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

---

5. The author writes, “When we emerged, our hearts were pounding and we were hoarse from screaming. But we were also smiling.” Using the information in the section “When Fear is Fun,” explain why the author and her friend felt this way as they were leaving the haunted house.

# Scope It Out!

## Podcast Transcript

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**Alex Lim-Chua Wee:** Welcome to the *Scope It Out* podcast!

I'm your host, Alex Lim-Chua Wee and I'm here with my fellow Scholastic editor, Anna Starecheski. Hey, Anna.

**Anna:** Hi, Alex.

**Alex:** Today, we'll be talking all about the science of fear. Anna, is there anything that really scares you?

**Anna:** So, I have kind of a weird phobia. It's called submechanophobia. And...

**Alex:** Ooh.

**Anna:** It's the fear of humanmade objects being underwater. So I can handle the ocean, I'm not afraid of sharks or fish or anything like that, but if there's like a rope going down into the water or like a sunken boat or a car under there, it makes my skin crawl.

**Sound effect:** *Woman's scream.*

**Anna:** What about you?

**Alex:** I'm actually really scared of bugs. I've been my whole life. And I know most of them are pretty tiny and the ones that I see around where I live aren't poisonous, but I don't know, I think it's just tiny little things with a lot of legs. But I'm super excited that we're talking to Margee Kerr today. Margee is a sociologist who studies fear. She wants to know what we're afraid of and why?

Hi Margee, how are you doing today?

**Margee:** Hi, I'm doing well, so good to be here.

**Alex:** So Margee, tell us about some things that you were scared of as a kid.

**Margee:** Oh gosh. One of my earliest memories and I don't even know how old I was, it must have been maybe four or five. I was in Florida visiting relatives and we were walking to whatever restaurant we were going to. And I had on the cute little outfit and I stepped into an ant hill and they were fire ants. And I remember the experience just in flashes of images in my brain, but the fire ants crawled all into my shoes and around my feet and they were biting me. And so after that, I wasn't so much afraid of ants specifically, but afraid of stepping in something that could come out of the ground and attack me.

**Alex:** Wow. That's so wild. Has your work helped you overcome a fear that you used to have, whether it was the ants or something else?

**Margee:** Yeah, my work really has. And I think the biggest way it's influenced me is by just giving me more motivation to go ahead and try the things that I'm afraid of and to really dig into the fear more and figure out what's underneath.

**Anna:** Margee, what I want to know is, did you always know that you wanted to study this kind of thing? How did you get into it?

**Sound effect:** *Hmmmm.*

**Margee:** I never, in a million years, thought that I would end up where I am now. I knew very early in life that I wanted to be a sociologist. I was fascinated with people, but people within social settings. And also just thinking about fear is, "Oh, fear is the thing that you want to avoid." And it wasn't until I was about 28, where it really struck me that, "Oh, wait, fear isn't all bad."

**Alex:** On that note. Why would you say your work is so important?

**Margee:** We just think that, "Oh, if we're afraid of something, it just is, that's the way it is." And I've learned that we don't have to just accept fear as a thing that is, that we do have more ability to craft how we experience fear and how fear works in our own lives.

**Alex:** You've helped design haunted houses before. Can you tell us a little about that?

**Margee:** Sure. It's really been so much fun to learn about the haunted house industry. What I try and do is use everything that I know about our body and our brain, and use that to inform fun, scary, scares. So, startling effects with light and sound and air, lots of disorientation, different ways to arrange an environment that just leaves you wondering which way is up. So that's been my favorite part of working with haunted houses is really getting to use science to scare people and to really engage all of our senses.

**Alex:** Why is it exactly then that people like to go to haunted houses or seek out scary movies or, you know, maybe ride roller coasters when they know that it's going to make their stomach drop?

**Margee:** Yeah, that is the exact question I had at the start of all of this. I teamed up with a cognitive neuroscientist, Greg Siegel at University of Pittsburgh. And we did conduct two years of study of customers going through a haunted attraction to try and figure this out. So we asked customers questions before and after, and we also measured their brain reactivity while they were viewing a lot of different types of images and tasked with doing different things.

**Margee:** And what we found is that people's mood did improve. So they came in and may have said that their mood rating was a five. And when they came out, it was an eight. Improved mood was related to how scary they felt the experience was, and whether they felt they challenged their fears and learned about themselves. You know, choosing to do something that is scary, but that ultimately you know is safe, allows you to push your boundaries in a stressful but safe way, and come out feeling like you have accomplished something.

**Sound effect:** *applause*

**Margee:** Another reason that we found people really like doing scary things too, is that they are usually very social activities. So going to a haunted house or an amusement, you're going with your friends, you're going with family, you're building really strong memories, you're bonding. And we're social creatures, you know, we do better together.

**Anna:** So what advice do you have for kids who want to face their fears?

**Margee:** I think a great way to face your fears and not just for kids, but into adulthood too, is to write a story about them and to draw them too. Both are really great ways to achieve a sense of control. And really the root of fear is a lack of control, not feeling like you have any ability to impact or change the situation to reduce that fear. Whether it's defeating the monster or teaming up, just writing a story does give you that sense of control.

**Alex:** I love that. Is there anything else that you wanted to share with our listeners?

**Margee:** One really critical thing that is so, so important whenever it comes to talking about fear, especially doing scary things on purpose, is that the benefits—all of the fun—come from choosing to do it. Going through a haunted house or seeing a scary movie because you felt shamed into it is not going to be fun. So, if you have a friend that says "This is not for me. I don't like it." Then that is fine. That's fine. I always encourage people to continue pushing their boundaries, but it has to be their own choice.

**Alex:** Well, this has been super fun. We've learned so much and really appreciate you sharing everything with us, Margee.

**Margee:** Thank you. It's been wonderful talking to you both.

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

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

# Vocabulary

## "Is This Mountain Cursed?"

1. **credible** (KRED-i-buhl) *adjective*; Someone or something that is credible can be trusted to be honest and accurate. It is important to get news from credible sources and to use credible websites when doing research. Otherwise, the information you find may be incorrect or misleading.
2. **drove** (drohv) *noun*; A drove is a large number of people or animals moving as a group. Every year, droves of monarch butterflies migrate to Mexico.
3. **ore** (or) *noun*; Ore is a rock or other solid material that contains a mineral or a metal that can be separated from it. When someone refers to "gold ore," they are talking about rock from which gold can be extracted.
4. **plunder** (PLUHN-der) *verb or noun*; To plunder is to steal things openly and by force, as in "Pirates plundered the ship, taking all the treasure."

As a noun, *plunder* means "things that are stolen or taken by force," as in "The pirates divided the plunder equally among themselves."

5. **revelation** (rev-uh-LAY-shun) *noun*; A revelation is a secret and surprising fact that is revealed—in other words, made known.
6. **reverence** (REV-er-ens) *noun*; Reverence is a feeling of deep respect, honor, admiration, or awe.

People show reverence in places of worship. You might be filled with reverence when seeing the Grand Canyon. Visitors to a memorial might show reverence by speaking quietly and walking slowly.

7. **scant** (skant) *adjective*; *Scant* means "not quite to a full amount or extent" or "barely enough." If food becomes scant, bears will move to a new area with more to eat. If you pay scant attention, you are paying little attention. If you have a scant hour to finish mowing the lawn, you have less than an hour.
8. **shroud** (shrowd) *noun or verb*; As a noun, *shroud* refers to something that covers or hides something. If a shroud of mystery hangs over Miguel's past, little is known or understood about it. *Shroud* can also refer to a cloth placed over or around a dead body.

To shroud something is to hide or cover it, as in "fog shrouds the mountains."

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

## Vocabulary Practice

### "Is This Mountain Cursed?"

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

1. During the holidays, **droves/revelations** of people flock to stores.
2. A book about space written by the world's top astronomers is a **credible/scant** source.
3. The company is looking for experts to help it search for iron **ore/shrouds** on Mars.
4. The thief was caught after his **plunder/revelation** spilled out of his bag.
5. There is **scant/credible** food in the pantry, so we need to go to the grocery store.
6. The **revelation/ore** that Clark Kent is Superman did not surprise Lois Lane; she always suspected he was hiding something.
7. When I saw the giant pyramid pointing into the sky, I was filled with **reverence/plunder** for the ancient people who built it.
8. A **shroud/plunder** of secrecy surrounds the club; they don't reveal much information about themselves.

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

## DO NOW: LOOK AT LANGUAGE

The word *gold* is part of our everyday language, found in many common expressions and sayings. Consider the phrases below. For as many as you can, explain what the phrase means or use it in a sentence.

"heart of gold"	
"a gold mine"	
"good as gold"	
"All that glitters is not gold."	
"worth its weight in gold"	
"sitting on a gold mine"	
"golden age"	
"a golden touch"	
"Silence is golden."	
"gold standard"	
"to strike gold"	
"go for the gold"	
"golden ticket"	

***Together, what do these uses of gold in our language reveal? What does gold symbolize to us?***

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

# Close-Reading Questions

## "Is This Mountain Cursed?" and "Gold Fever"

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1. In her introduction, how does author Elise Broach transport you to Superstition Mountain? What kind of feelings do you get from "being there"? (author's craft)
2. What initially brought gold seekers to Superstition Mountain? (key ideas and details)
3. How does the section "A Secret Mine" contribute to the article? (text structure)
4. Broach writes, "But perhaps the curse reveals a deeper truth—a warning well worth heeding." What deeper truth is Broach referring to? (interpreting text)
5. Why is gold so valuable to humans? (summarizing)

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

## Critical-Thinking Questions

### "Is This Mountain Cursed?" and "Gold Fever"

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1. Consider the saying "Gold makes monsters of men." What do you think this means? What evidence from the articles supports this saying?

2. Do you think the risks associated with searching for gold are worth the reward? Use evidence from both texts to support your answer.

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

# The Lost Dutchman’s Mine

**Directions:** Read “Is This Mountain Cursed?” and “Gold Fever.” Then use this planner to help you respond to the prompt that appears at the end of the articles.

## Step 1

Gather evidence for and against the claim that the Lost Dutchman’s Mine is real. Fill in the chart below with details from “Is This Mountain Cursed?”

**The Lost Dutchman’s Mine is REAL.**

**The Lost Dutchman’s Mine is NOT REAL.**

## Step 2

Based on the evidence you gathered in Step 1, how likely do you think it is that the Lost Dutchman's Mine is real?  
 Put a check mark next to the sentence that best expresses your opinion, or write your own sentence.

- ☐ The Lost Dutchman's Mine is almost certainly real.
- ☐ The Lost Dutchman's Mine is likely real.
- ☐ There is about a fifty-fifty chance that the Lost Dutchman's Mine is real.
- ☐ The Lost Dutchman's Mine is likely not real.
- ☐ The Lost Dutchman's Mine is almost certainly not real.

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## Step 3

**A.** Based on the article "Is This Mountain Cursed?," why do you think people are compelled to keep looking for the mine?

**B.** Based on the article "Gold Fever," what can you conclude is another reason people keep looking for the mine?

## Step 4

It's time to write your first draft. Use the outline below to help you.

### **Paragraph 1: Stating your opinion**

Start with your statement from Step 2. Support your opinion with some of the evidence you found in Step 1.

### **Paragraph 2: Acknowledging the other side**

Give some of the evidence that you found in Step 1 that does NOT support your opinion. (For example, if you think the mine is almost definitely not real, give evidence that someone might use to support the claim that it is real.) Then explain why that evidence is not strong enough to convince you.

### **Paragraph 3: Explaining what compels people to keep searching**

Use the evidence you found in Step 3 to explain why people continue to search for the Lost Dutchman's Mine.

# CHOICE BOARD

## "IS THIS MOUNTAIN CURSED?" AND "GOLD FEVER"

How likely is it that the Lost Dutchman's Mine is real? What compels people to keep looking for it? Answer both questions in a short essay. Use text evidence from both articles.

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

Select one of the gold seekers in the article—the Dutchman, Julia Thomas, or Adolph Ruth. Write a series of diary entries from their point of view about their experience searching for gold on Superstition Mountain.

Imagine that you are the owner of a jewelry store. You are often asked questions about why gold is so special. Create a short video explaining why gold is so prized.

Imagine that you are invited on a trip to search for the Lost Dutchman's Mine. Write a letter explaining why you do or do not accept the invitation. Back up your opinion with details from one or both of the articles.

Imagine that you are a park ranger. Create a poster warning people about the dangers of hiking Superstition Mountain. (For an overview of the dangers, see the section "Gold Seekers.")

Write a poem about the mystery surrounding the Lost Dutchman's Mine.

Name:

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read “Is This Mountain Cursed?” and “Gold Fever.” 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

It's possible the Lost Dutchman's Mine real.

Claim

A. "Suddenly, the Lost Dutchman's Mine was drawing treasure hunters from every corner of the country."

B. "And a geological test on the mountain itself detected the presence of minerals in the ground—minerals that suggest there could be large stores of gold in the rocky soil."

C. "These rumors were likely false and due to a misunderstanding."

D. "In the decades that followed, many treasure hunters disappeared or died on the mountain."

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

**Text Evidence 1:**

“It is a place of scant water and brutal heat; summer temperatures sometimes reach 120 degrees.”

**Text Evidence 2:**

“Hikers risk losing their way, running out of water, and being attacked by mountain lions or rattlesnakes.”

***Claim***

**A.** Superstition Mountain has inspired many legends.

**B.** Superstition Mountain is a treacherous place.

**C.** The Lost Dutchman’s Mine is unlikely to be real.

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

**Claim**

Gold is useful.

**Claim**

**Text Evidence:**

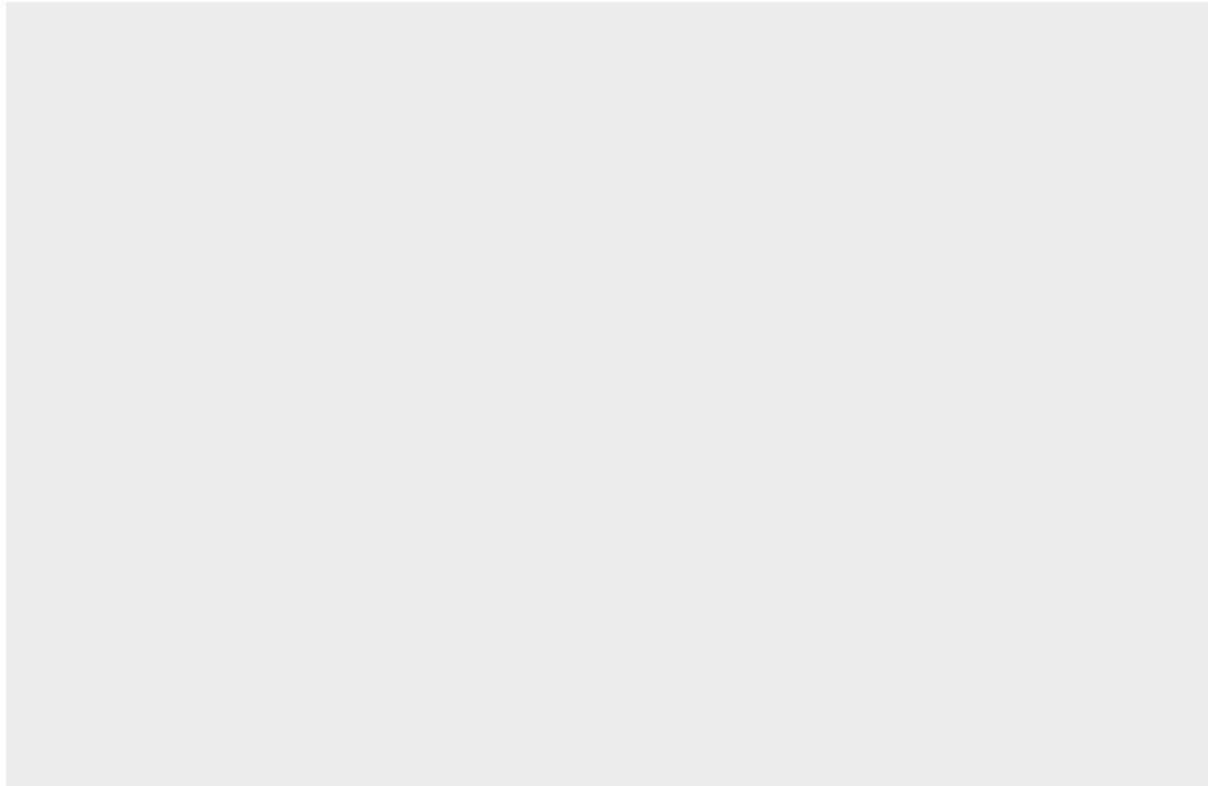
**B. What does the text evidence you chose reveal? How does it support the claim?**

**4. Now it's your turn! Write a short paragraph that answers this question:**  
*Is looking for gold on Superstition Mountain worth the possible reward?*

### Tips

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

### Your Paragraph



Name:

# FINDING TEXT EVIDENCE

**Directions:** Read "Is This Mountain Cursed?" and "Gold Fever." 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.

*Claim*

**It's possible the Lost Dutchman's Mine real.**

*Claim*

**A.** "Suddenly, the Lost Dutchman's Mine was drawing treasure hunters from every corner of the country."

**B.** "And a geological test on the mountain itself detected the presence of minerals in the ground—minerals that suggest there could be large stores of gold in the rocky soil."

**C.** "These rumors were likely false and due to a misunderstanding."

**D.** "In the decades that followed, many treasure hunters disappeared or died on the mountain."

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

**Text Evidence 1:**

“It is a place of scant water and brutal heat; summer temperatures sometimes reach 120 degrees.”

**Text Evidence 2:**

“Hikers risk losing their way, running out of water, and being attacked by mountain lions or rattlesnakes.”

***Claim***

**A.** Superstition Mountain has inspired many legends.

**B.** Superstition Mountain is a treacherous place.

**C.** The Lost Dutchman’s Mine is unlikely to be real.

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

**Claim**

Gold is useful.

**Claim**

**Text Evidence:**

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

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

## Paired Texts Quiz

**Directions:** Read “Is This Mountain Cursed?” and “Gold Fever” from the October issue of *Scope*. Then answer the questions below.

---

1. The section “Gold Seekers” helps readers understand \_\_\_\_\_.
  - A. how the Lost Dutchman’s Mine got its name
  - B. Jacob Waltz’s deathbed revelation
  - C. why gold is valuable
  - D. the dangers of visiting Superstition Mountain
2. Author Elise Broach writes that Indigenous peoples “have always viewed the mountain with awe and reverence.” She means they have always \_\_\_\_\_.
  - A. been scared of the mountain
  - B. regarded the mountain with respect
  - C. disliked the mountain
  - D. thought the mountain was dangerous
3. Broach writes, “Its steep, jagged cliffs tower 3,000 feet over a flat and barren desert, like spiny fingers pointing to the sky.” This \_\_\_\_\_ is used to \_\_\_\_\_.
  - A. simile; explain the legends of Superstition Mountain
  - B. simile; describe the dramatic appearance of the mountain
  - C. hyperbole; emphasize the dangers of the mountain
  - D. idiom; illustrate Arizona’s landscape
4. Which events fueled the rumors of treasure at Superstition Mountain? Choose TWO.
  - A. Jacob Waltz claimed to have found gold.
  - B. Adolph Ruth left a note saying “Have found the lost Dutchman.”
  - C. Locals warn of the dangers as people approach the mountain.
  - D. The Apache say the mountain contains a portal to a lower world.
5. The main purpose of “Is This Mountain Cursed?” is to \_\_\_\_\_, whereas the main purpose of “Gold Fever” is to \_\_\_\_\_.
  - A. encourage readers to search for gold; describe the modern uses of gold
  - B. compare and contrast different gold mines; describe the physical characteristics of gold
  - C. describe early legends associated with gold; show that gold has always been valued
  - D. tell the story of a legendary gold mine; explain why gold is valuable
6. Both articles support the idea that \_\_\_\_\_.
  - A. gold is less valuable than we think
  - B. the search for the Lost Dutchman’s Mine has led to many tragedies
  - C. gold is considered valuable by humans
  - D. gold is more valuable now than ever before

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

## Constructed-Response Questions

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

7. How does author Elise Broach support her claim that Superstition Mountain is dangerous?
8. Based on what you read, what do you think motivates some people to risk their lives in the pursuit of gold? Use evidence from both articles in your response.

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

## Paired Texts Quiz

**Directions:** Read “Is This Mountain Cursed?” and “Gold Fever” from the October issue of *Scope*. Then answer the questions below.

---

1. The main purpose of the section “Gold Seekers” is to help readers understand how \_\_\_\_\_ Superstition Mountain is.
  - A. popular
  - B. hot
  - C. dry
  - D. dangerous
2. Author Elise Broach writes that Indigenous peoples “have always viewed the mountain with awe and reverence.” She means they have always \_\_\_\_\_.
  - A. been scared of the mountain
  - B. had respect for the mountain
  - C. disliked the mountain
  - D. thought the mountain was dangerous
3. Broach writes, “Its jagged, steep cliffs tower 3,000 feet over a flat and barren desert, like spiny fingers pointing to the sky.” This simile is used to \_\_\_\_\_.
  - A. explain the mountain’s legends
  - B. describe the appearance of the mountain
  - C. describe the dangers of the mountain
  - D. describe what fingers look like
4. Which events fueled the treasure rumors at Superstition Mountain? Choose TWO.
  - A. Waltz claimed to have found gold.
  - B. Adolph Ruth left a note saying “Have found the lost Dutchman.”
  - C. Locals warn visitors that the mountain is dangerous.
  - D. Broach and her daughter hiked Superstition Mountain.
5. The main purpose of “Gold Fever” is to \_\_\_\_\_.
  - A. encourage readers to search for gold
  - B. describe the physical characteristics of gold
  - C. show modern uses of gold
  - D. explain why gold is valuable
6. Both articles support the idea that \_\_\_\_\_.
  - A. gold is less valuable than we think
  - B. the search for the Lost Dutchman’s Mine has led to many tragedies
  - C. gold is considered valuable by humans
  - D. gold is more valuable now than ever before

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

## Constructed-Response Questions

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

7. Why is Superstition Mountain dangerous? Use text evidence to support your answer.
8. Why have people throughout history risked their lives in the pursuit of gold? Use text evidence from both articles in your response.

## Gold Contest

How likely is it that the Lost Dutchman's Mine is real? What compels people to keep looking for it? Answer both questions in a short essay. Use text evidence from both articles. Send your work to Gold Contest. Three winners will get  
*The Elements* by Theodore Gray.

### Entries will be judged on:

- ✓ a clearly stated central claim
- ✓ 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 November 14, 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

## "When It Rains"

1. **adrenaline** (uh-DREN-uh-lin) *noun*; Adrenaline is a chemical produced in your body. It prepares you to either face or run from a stressful, threatening, or exciting situation. A release of adrenaline might cause faster breathing, an increased heart rate, and a more alert brain. Getting lost, coming across a venomous snake in the woods, and going skydiving are situations in which your body might release adrenaline.
2. **bramble** (BRAM-bl) *noun*; A bramble is any tangled, prickly bush. Brambles have sharp thorns and often have edible fruits. Blackberries, raspberries, and roses grow on brambles. (*Bramble* is usually used in plural form, as in "My clothing snagged as I ran through the overgrown grass and brambles.")
3. **lash** (lash) *verb*; To lash is to hit something with force. Rain might lash the side of a house during a strong storm. It would be hard to see where you are going with rain lashing against your face.
4. **plaster** (PLAS-ter) *noun or verb*; Plaster is a kind of paste that hardens when it dries. Walls and ceilings are often covered with plaster. Broken bones are often held in place with casts made out of plaster.

As a verb, *plaster* can mean "to paste or fasten on as if with a coat of plaster, especially to cover."

You might plaster pictures of your favorite bands on your notebook or plaster signs around your neighborhood for a yard sale. You might have a smile plastered on your face after winning a soccer game.

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

## Vocabulary Practice

### "When It Rains"

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

1. After recess, Bianca's coat was plastered with mud.  
Which word could best replace *plastered* in the sentence above?
  - a. decorated
  - b. sprinkled
  - c. made
  - d. covered
  
2. In which situation would a person be most likely to experience a rush of adrenaline?
  - a. drinking a glass of water on a hot day
  - b. camping in the woods and hearing a growl just outside the tent
  - c. reading a book about frogs that live in rainforests
  - d. watching a funny video on YouTube
  
3. Which set of adjectives would NOT be used to describe brambles?
  - a. thorny, rough, sharp
  - b. smooth, fluffy, soft
  
4. The word *lashing* best describes the rain in which scenario?
  - a. Gemma and her dad were driving home when a light rain began to fall. It trickled down the window so softly that Gemma's dad didn't even need to use the windshield wipers.
  - b. Jorge squinted through his bedroom window, trying to see through the rain. The water thundered against the house, and Jorge had to shout to be heard over its roar.

**Directions:** Match each video description to its title by writing A-C in the boxes.

### VIDEO TITLES

- A. *Running On Adrenaline*
- B. *Plaster Made Easy*
- C. *My Father's Brambles*

5. YouTube star Brita Briggs shows you how to repair walls and ceilings with a flawless finish.

6. Three astronauts are stranded on a dangerous planet, where they face threats at every turn: spiders the size of buses, fields of lava, and flesh-eating plants. Will they escape before it's too late?

7. In this award-winning documentary, meet a farm family whose blackberry jam has won the grand prize at the county fair 35 years in a row.

## Discussion Questions

### “When It Rains”

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4. Mylo says he listened to the rainfall "drown out the world" and that the rain "made the whole world blurry." How might his words have more than one meaning?  
(interpreting text)
5. Consider this line: "Dad sighed, the anger drizzling out of him." What is interesting about the author's word choice in this line? (word choice)
6. Consider this line: "'Lukas was just teaching me about rain,' I replied, giving my brother a wink." What does Lukas teach Mylo about the rain? How does he teach him? Finally, why do you think Mylo winks at Lukas? (inference)
7. What character traits would you use to describe Mylo? (character)

# DOUBLE-ENTRY JOURNAL

Story title:

<p>QUOTATION</p> <p>Record lines that jump out at you—lines that feel important, intriguing, moving, puzzling</p>	<p>YOUR THOUGHTS ON THE QUOTATION</p> <p>Record your reactions to these lines—thoughts, questions, connections, predictions</p>

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

# Character Thinking Tool

The questions in this activity are about the character of

## Mylo

1. What emotions does Mylo seem to be feeling in the first section of the story?  
How do you know?

2. Consider these lines from the second section of the story:

*He's not a fan of eye contact at the best of times, let alone when he's being yelled at.*

*I sighed and sat down next to him—close enough for him to know that I wasn't really mad, without intruding on his personal space.*

What do these lines reveal about Mylo?

3. At the end of the story, Mylo tells Dad, "Lukas was just teaching me about rain." What does Lukas teach Mylo about rain?

4. How does Mylo feel at the end of the story compared with how he felt at the beginning?

5. In your opinion, what makes someone a good sibling?

6. Based on Mylo's thoughts, actions, words, and interactions, what character traits would you use to describe him? Come up with at least two. *\*Think beyond words like good or nice. Feel free to use the character trait word bank below. (If you're unsure about a word's meaning, use a dictionary or go online to find its definition.)*

### Character Traits

caring  
reckless  
selfish  
brave

compassionate  
inventive  
mischievous  
cooperative

understanding  
considerate  
unselfish  
impatient

# CHOICE BOARD

## "WHEN IT RAINS"

What kind of brother is Mylo? What makes you say so? Answer this question in a short response. Use text evidence.

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

Imagine that you are Mylo. Write a journal entry about the events of the day. Focus on how you felt and what you learned rather than only summarizing what happened.

Write a poem in which you borrow and rearrange words, phrases, or lines from "When It Rains." Start by underlining those you find particularly interesting or meaningful. You may want to write them on slips of paper so that you can easily move them around until you are satisfied with your poem.

At the end of the story, Mylo says, "Lukas was just teaching me about rain." Imagine that you are Mylo, and write a poem about what you learned from Lukas about rain.

# When It Rains Contest

What kind of brother is Mylo? What makes you say so? Answer both questions in a short response. Send your work to When It Rains Contest.

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

## Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ use of supporting text evidence
- ✓ 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 November 14, 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

## *Dr. Jekyll and Mr. Hyde*

1. **balderdash** (BAHL-der-dash) *noun*; Balderdash is complete nonsense. A headline reading “Cat Swallows Helium Balloon and Starts to Float Away” might prompt you to say, “That’s balderdash!”
2. **corruption** (kuh-RUHP-shuhn) *noun*; The adjective *corrupt* (kuh-RUPT) means “dishonest or immoral.” A corrupt leader may do things that are dishonest or illegal to gain power or make money.  
  
Corruption is dishonest or illegal behavior, especially by powerful people.
3. **decrepit** (dih-KREH-pit) *adjective*; If something is decrepit, it is worn out or wasted away. A decrepit bridge would not be safe to cross because it would be rotting or falling apart. A couch that is ripped and stained is decrepit.
4. **exasperated** (ig-ZAS-puh-rey-tid) *adjective*; If someone is exasperated, they are frustrated or annoyed by what is happening. You might be exasperated by the finale of a TV show if something bad happens to your favorite character. Or you might feel exasperated if your baby brother pulls the puzzle you’ve been working on for days onto the floor.
5. **ghastly** (GAST-lee) *adjective*; Something that is ghastly is frightening, gruesome, or shocking. A ghastly nightmare might involve having to eat a bowl of live worms. You might close your eyes during a ghastly scene in a movie or move quickly past a ghastly wall of skulls in a haunted house.
6. **odious** (OH-dee-uhs) *adjective*; Something that is odious is extremely unpleasant, offensive, and hateful. A crime might be described as odious. Posting cruel comments about others online could be described as odious behavior.

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

## Vocabulary Practice

### *Dr. Jekyll and Mr. Hyde*

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

1. Describe a scenario that might make you feel exasperated.
  
  
  
  
  
  2. Invent a ghastly creature and describe it here.
- 

**Directions:** Choose the best ending to each sentence.

3. A decrepit playground is \_\_\_\_\_.  
a. brand-new  
b. old, neglected, and worn-out
  
4. Superhero movies are full of odious characters who \_\_\_\_\_.  
a. try to save the world  
b. try to destroy the world
  
5. A company known for its corruption has a \_\_\_\_\_.  
a. bad reputation  
b. good reputation
  
6. The ghastly face on the screen filled her with \_\_\_\_\_.  
a. joy  
b. horror



# Theme Anticipation Guide

## *Dr. Jekyll and Mr. Hyde*

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

	Agree	Disagree
1. Everyone has a “dark side.”		
2. Interfering with nature can have terrifying results.		
3. Science can solve all the world’s problems.		
4. A good friend will support you even if you are doing something they disagree with.		
5. Sometimes you have to lie to protect other people.		
6. It is human nature to want to be what we are not.		

# Close-Reading Questions

## *Dr. Jekyll and Mr. Hyde*

1. What does Act 1, Scene 1 reveal about Mr. Hyde as a person? What does it reveal about his relationship to Dr. Jekyll? (character)
2. In Act 1, Scene 2, Utterson says, "Well, if he is Mr. Hyde, I shall be Mr. Seek." What is funny or clever about this line? What does Utterson mean by this? (interpreting text)
3. In Act 1, Scene 5, the reader learns about Dr. Jekyll's charity work. What does this information tell you about Dr. Jekyll's character? How does Dr. Jekyll compare with Mr. Hyde? (character, compare and contrast)

4. In Act 2, Scene 1, Inspector Newcomen says, “An eyewitness claims Hyde is the murderer. We also found the murder weapon, or half of it anyway. (holding up the broken cane) What’s wrong, Mr. Utterson? You’ve gone quite pale.” Utterson responds, “I . . . I . . . Have you found this Mr. Hyde?” Why does Mr. Utterson turn pale and have difficulty responding to Newcomen? (inference)

5. In Act 2, Scene 4, Utterson finds an all-revealing letter. According to this letter, what was the experiment Dr. Jekyll attempted? What went wrong with the experiment? (summarizing)

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

# Critical-Thinking Questions

## *Dr. Jekyll and Mr. Hyde*

---

1. Dr. Jekyll believes that “all people are a mix of both good and evil.” Do you agree or disagree? Explain.

2. The play ends with Mr. Hyde escaping from the laboratory and locking Poole and Utterson inside. What do you think would happen next if the story continued?

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

# Dr. Jekyll and Mr. Hyde

**Directions:** Read *Dr. Jekyll and Mr. Hyde*. Then use this planner to help you respond to the prompt that appears at the end of the play.

## 1. Make Your Claim.

Did Dr. Jekyll succeed in making himself completely good?

- ☐ YES, Dr. Jekyll succeeded in making himself completely good.
- ☐ NO, Dr. Jekyll did not succeed in making himself completely good.

## 2. Find Evidence.

Find two quotations or details in the play that support your claim.

**Evidence 1**

**Evidence 2**

### 3. Put it all together in this graphic organizer.

<p><b>CLAIM</b>          Make your claim. (Answer the question in the prompt.)  <i>1 Sentence</i></p>	
<p><b>EVIDENCE #1</b>          Include your first quote or detail.</p>	
<p><b>ANALYSIS OF EVIDENCE #1</b>          Analyze the quote or detail.          (Explain how your quote or detail supports your claim.)  <i>1-2 Sentences</i></p>	
<p><b>EVIDENCE #2</b>          Include your second quote or detail.          (Make sure to introduce your second piece of evidence with a transition, so that it does not feel abrupt.)</p>	
<p><b>ANALYSIS OF EVIDENCE #2</b>          Analyze the quote or detail.          (Explain how your quote or detail supports your claim.)  <i>1-2 Sentences</i></p>	
<p><b>RESTATED CLAIM</b>          Finish with a concluding sentence that sums everything up.  <i>1 Sentence</i></p>	

# CHOICE BOARD

## *DR. JEKYLL AND MR. HYDE*

Dr. Jekyll attempted to make himself completely good. Do you think he succeeded? Answer this question in a short response. Give evidence to support your opinion.

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

Use your imagination to create two posters: one that shows the heart of Mr. Hyde and one that shows the heart of Dr. Jekyll. Your drawing should show their figurative rather than literal hearts. What would their hearts look like? What would be inside?

Write an imaginary letter from Mr. Hyde to Dr. Jekyll, or from Dr. Jekyll to Mr. Hyde. What would they have to say to each other?

Dr. Jekyll states his belief that “all people are a mix of both good and evil.” Though this is debatable, it is true that most people have both positive and negative traits.

Write a journal entry reflecting on your own personality. What qualities about yourself do you admire? What qualities would you like to improve?

A text feature on pages 26-27 explains how many characters (the Hulk, Spider-Man, Stargirl, and Black Panther) have alter egos. Pretend you are a Hollywood scriptwriter planning a new movie. Create a character that has an alter ego. Give them a name, write a character description (be sure to describe their double life), and draw a picture of them.

Mr. Hyde has been called to stand trial for murdering Sir Carew. Write the scene of this trial. Be sure to include testimony from Miss Nancy Hawkins, Mr. Utterson, and/or Mr. Poole.

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

# MAKING INFERENCES

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

**Directions:** Read *Dr. Jekyll and Mr. Hyde*. Then fill in the chart below by responding to the prompts that appear in italics.

Clues	Inference
<p>1. In Act 1, Scene 2, Utterson reads Jekyll's will aloud:</p> <p><b>Utterson</b> (<i>reading</i>): "In case of the death, disappearance, or unexplained absence of Dr. Henry Jekyll, all his possessions shall pass into the hands of his friend . . . Edward Hyde."  <i>(to himself)</i> I knew I'd heard that name before. Why would Jekyll leave all his belongings to this awful Mr. Hyde?</p>	<p><i>Why does Jekyll leave all his belongings to Hyde?</i></p>
<p>2. <i>Find a piece of text evidence that supports the inference on the right.</i></p>	<p>Jekyll is a kind and generous person.</p>

Clues	Inference
<p>3. In Act 1, Scene 5, Jekyll says in response to Utterson's concern about his relationship with Hyde:</p> <p><b>Utterson:</b> You can trust me. I can help you. Whatever you owe this Hyde—</p> <p><b>Jekyll:</b> My dear Utterson, put your good heart at rest. The moment I choose, I can get rid of Mr. Hyde. Now, please, this is a private matter.</p> <p><b>Utterson:</b> I suppose you are right.</p> <p><b>Jekyll:</b> Listen, Hyde told me you saw him. I fear he may have been rude. But I have great interest in that man, however odious he may be. Promise you will look after him if anything should happen to me, just as my will says?</p>	<p><i>How does Jekyll view his relationship with Hyde at this time?</i></p>
<p>4. Consider how Utterson responds to Inspector Newcomen in Act 2, Scene 1:</p> <p><b>Newcomen:</b> Do you also happen to know a Mr. Hyde?</p> <p><b>Utterson:</b> Hyde?! <i>(collecting himself)</i> I've . . . heard of him.</p> <p><b>Newcomen:</b> An eyewitness claims Hyde is the murderer. We also found the murder weapon, or half of it anyway. <i>(holding up the broken cane)</i> What's wrong, Mr. Utterson? You've gone quite pale.</p> <p><b>Utterson:</b> I . . . I . . . Have you found this Mr. Hyde?</p>	<p><i>Why does Utterson have to "collect himself"? How is he feeling in this moment?</i></p>

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

## ***Dr. Jekyll and Mr. Hyde Quiz***

**Directions:** Read *Dr. Jekyll and Mr. Hyde* from the October issue of *Scope*. Then answer the questions below.

1. In Act 1, Scene 1, Mrs. Enfield says of Mr. Hyde, “But we told the man he must pay for his crime or we would make his name stink across London!” By “make his name stink,” she means they’ll \_\_\_\_\_.  
 A. turn Hyde in to the police  
 B. publish Hyde’s name in the paper  
 C. destroy Hyde’s reputation  
 D. run Hyde out of town
2. At the beginning of Act 1, Scene 5, how is Dr. Jekyll characterized?  
 A. wicked and dangerous  
 B. shy and self-conscious  
 C. disorganized and distracted  
 D. generous and compassionate
3. Which line supports your answer to Question 2?  
 A. **SD1:** Jekyll and his guests sit at an elegant dining table. The room is bathed in candlelight.  
 B. **Jekyll:** Oh, I wouldn’t want to bore everyone.  
 C. **SD2:** The mood is festive, with guests chatting cheerfully while they eat.  
 D. **Mrs. Bates:** Bravo, Henry! You continue to outdo yourself in your charity work.
4. In Act 2, Scene 4, Jekyll says, “As Hyde, I felt powerful—gleefully unrestrained by the laws of morality.” Based on context clues, laws of morality are laws concerning \_\_\_\_\_.  
 A. the government  
 B. what kind of behavior is good or bad, or right or wrong  
 C. science  
 D. nature
5. The purpose of Jekyll’s letter at the end of the play is to \_\_\_\_\_. (choose THREE)  
 A. show that Mr. Poole was the evil one all along  
 B. explain Jekyll’s experiment  
 C. end the play on a dark, dramatic note  
 D. reveal that Jekyll’s evil side prevailed over his good side
6. What is a theme of the play?  
 A. Meddling with nature has consequences.  
 B. Love can help us be our best selves.  
 C. Trust is hard to achieve and easily broken.  
 D. Power is a tool that can be used for good.

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

## Constructed-Response Questions

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

7. In the last scene of the play, the audience finds out that Jekyll and Hyde are the same person. Explain how the playwright foreshadows this information throughout the play.
8. The caption “What Could Go Wrong?” explains that the late 19th century was a time of scientific and technological advancement and that “some people feared the consequences of all this progress—and what might happen if we interfered with nature.” Answer the question at the end of the caption: How does the story of Jekyll and Hyde reflect those fears?

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

## ***Dr. Jekyll and Mr. Hyde Quiz***

**Directions:** Read *Dr. Jekyll and Mr. Hyde* from the October issue of *Scope*. Then answer the questions below.

1. In Act 1, Scene 1, Mrs. Enfield says of Mr. Hyde that “he chilled me to the bone.” She means that Mr. Hyde was \_\_\_\_\_.  
 A. kind  
 B. rude  
 C. frightening  
 D. cold to the touch
2. The beginning of Act 1, Scene 5, reveals that Dr. Jekyll is a \_\_\_\_\_ person.  
 A. dangerous  
 B. shy  
 C. disorganized  
 D. kindhearted
3. Which line supports your answer to Question 2?  
 A. **SD1:** Jekyll and his guests sit at an elegant dining table. The room is bathed in candlelight.  
 B. **Jekyll:** Oh, I wouldn’t want to bore everyone.  
 C. **SD2:** The mood is festive, with guests chatting cheerfully while they eat.  
 D. **Mrs. Bates:** Bravo, Henry! You continue to outdo yourself in your charity work.
4. In Act 2, Scene 3, Mr. Utterson says, “The police are offering a substantial reward for Mr. Hyde, but he seems to have vanished.” Based on context clues, *substantial* means \_\_\_\_\_.  
 A. small  
 B. large  
 C. new  
 D. unimportant
5. The purpose of Jekyll’s letter at the end of the play is to \_\_\_\_\_. Choose THREE.  
 A. show that Mr. Poole was the evil one all along  
 B. explain Jekyll’s experiment  
 C. end the play on a dark, dramatic note  
 D. reveal that Jekyll’s evil side prevailed over his good side
6. Which of the following statements does this play support?  
 A. Interfering with nature has dangerous consequences.  
 B. Love can help us be our best selves.  
 C. Trust is hard to achieve and easily broken.  
 D. Power is a tool that can be used for good.

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

## Constructed-Response Questions

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

7. In the last scene of the play, the audience finds out that Jekyll and Hyde are the same person. Find at least two clues the playwright includes earlier in the play that hint at this.
8. Does the play reflect a positive or negative view of scientific experimentation? Support your answer with ideas from the play.

# Jekyll and Hyde Contest

Dr. Jekyll attempted to make himself completely good. Do you think he succeeded?

Answer this question in a short response. Give evidence to support your opinion.

Send your work to Jekyll and Hyde Contest. Three winners will each get

*Rise of the School for Good and Evil* by Soman Chainani.

## Entries will be judged on:

- ✓ a clearly stated central claim
- ✓ use of supporting text evidence
- ✓ 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 November 14, 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: \_\_\_\_\_

## POETRY ONE-PAGER

**Directions:** Create a poetry one-pager for "Cultivo una rosa blanca." (A one-pager is a single page that displays your understanding of a topic or a text using a mix of handwriting, drawings, shapes, and other visual elements of your choosing.) Below is a checklist of what your one-pager should include. You can decide where things are placed on the page.

☐

**Title:** Include the title in Spanish and English.

☐

**Poet:** Include the poet's full name.

☐

**Illustrations:** Illustrate key imagery and symbols in the poem. Be sure to explain what each of the following symbols represents: a white rose, July, January, thistle, and weed. (If you're unsure what thistles are, do some research!)

☐

**Connections:** Make connections to this poem—to your own life, to other texts, and/or to the world. Record these in complete sentences.

☐

**Topic/Theme:** Write the topic of the poem in a word or phrase. Then write a theme statement: a sentence that explains what this poem suggests about that topic.

☐

**Favorite or most important line:** Spotlight a line that you find particularly meaningful, important, or striking. Write it in both Spanish and English.

☐

**Poem summary:** Summarize the poem in your own words.

## White Rose Contest

What does the white rose represent? Who will the speaker give it to? Answer both questions in a short response. Send your work to White Rose Contest. Three winners will each get a \$20 gift card to the online Scholastic store.

### Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ 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 November 14, 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.*

# LINKING WORDS

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Transition words and phrases, also called linking words, link together different ideas in your writing. They help the reader follow your ideas by expressing the relationship between different sentences. Here are some for you to try out!

## EMPHASIS

Indeed  
Obviously  
Particularly  
Importantly  
Without a doubt  
Especially  
Clearly

## ADDITION

Also  
Too  
Furthermore  
Moreover  
Besides  
Additionally  
What's more  
Along with

## CONTRAST

However  
Whereas  
While  
On the other hand  
Unlike  
Alternatively  
Conversely  
Differing from

## COMPARISON

Similarly  
Just as  
In the same way  
Likewise  
Much like  
Equally  
Both

## ORDER

Previously  
Following  
First/Firstly  
Second/Secondly  
Third/Thirdly  
At this time  
Subsequently  
Lastly

## CONSEQUENCE

As a result  
Thus  
So  
Therefore  
That's why  
Eventually  
Consequently

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

# USING PRECISE WORDS

Choosing words that are precise and descriptive helps you communicate your ideas clearly.  
It will also make your writing more interesting.

## 1. Consider this paragraph:

A form of "run" appears six times!

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

## 2. How could the paragraph be improved?

### ✓ Look for places where the language could be more specific.

Was Cal sprinting, speeding, or racing? Did the speaker rush or tear after him? Did the dog dart, bolt, or trot away? Think about how each of these words conveys a different meaning.

### ✓ Use a thesaurus to find other words for **run**.

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

## 3. Now read it. Better, right?

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

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

I had a **great** time with my family on Saturday. My dad made us a **great** breakfast of blueberry pancakes. Then we all went to the park. The weather was **great**, and our dog, Robert, had a **great** time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was **great**! For supper, we ordered pizza from Joe's. Their pizza is **great**!