

# WHEN LIGHTNING MEETS LAVA

WHOA! THIS ERUPTION IS OUT OF THIS WORLD!

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**Directions:** Decide whether a comma is needed before each bolded coordinating conjunction. If so, put a comma in the gray box.

## Jagged Bolt

Fiery red lava spews from the volcano as an enormous cloud of ash and gas shoots into the air. The eruption of Japan's Sakurajima volcano is a spectacular sight  **yet** it's about to become even *more* spectacular. Suddenly, a jagged bolt of lightning cracks across the sky!

You might assume a thunderstorm is passing by  **but** you would be mistaken. This lightning is actually caused by the eruption itself.

## Fire and Ice

Lightning occurs when static electricity builds up  **and** then gets released. (Think of walking on a carpet in your socks  **and** then getting a shock when you touch a door handle—but on a *massive* scale.)

Scientists believe the static electricity that leads to volcanic lightning comes from tiny bits of crushed rock or ice crashing together in an ash cloud. The lightning that results can be a single bolt  **or** strikes that go on for minutes, hours, or even days. Volcanic lightning has been observed at more than 150 volcanoes around the world.

## Exciting Possibilities

Researchers still have more to learn about volcanic lightning  **but** they are excited by what it could tell us. Volcanic lightning might, for example, be helpful in predicting the size of an eruption or the path of ash clouds, which can pose a danger to planes.

Meanwhile, like the rest of us, scientists will continue to look at volcanic lightning with awe  **for** it is a truly stunning example of the power of nature.

# Coordinating Conjunctions

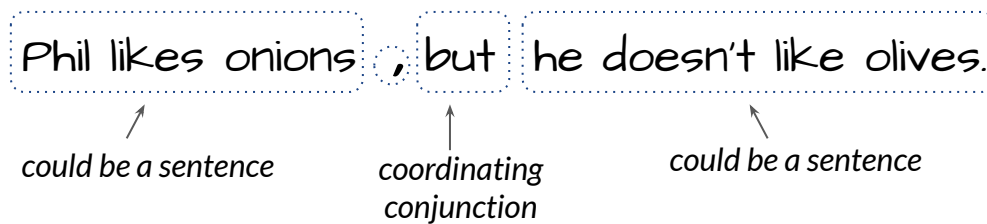
A coordinating conjunction is a word that joins words or groups of words within a sentence. A coordinating conjunction can also join two complete sentences to make a compound sentence. There are seven coordinating conjunctions in English—*for, and, nor, but, or, yet, so*—easy to remember by the acronym FANBOYS.

|     |  |   |
|-----|--|---|
| For | gives a reason or a cause  | <i>I stayed home from school, for I wasn't feeling well.</i>                  |
| And | joins two or more items or ideas without specifying a relationship between them; adds another item or idea | <i>The sun was shining brightly, and the birds were singing in the trees.</i> |
| Nor | similar to <i>or</i> , but connects negative ideas   | <i>Sarah doesn't like tea, nor does she enjoy coffee.</i>                     |
| But | introduces a contrast or an exception  | <i>Tim runs daily but never in the rain.</i>                                  |
| Or  | presents alternatives or choices   | <i>I'd like pizza or pasta for dinner.</i>                                    |
| Yet | adds a contrasting idea or a surprising result   | <i>The singer is very talented, yet she remains humble.</i>                   |
| So  | shows a consequence or a result  | <i>The weather was nice, so we decided to eat lunch outside.</i>              |

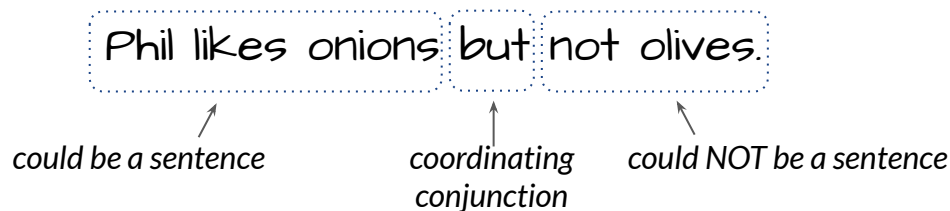
# Coordinating Conjunctions: Comma or No Comma?

Commas have quite a few uses in English, one of which is to separate two complete sentences that are joined with a coordinating conjunction to make a compound sentence. See how it's done below.  
(For more on what makes a sentence a sentence, see page 3 of this activity.)

**Not sure whether you need a comma before a coordinating conjunction (*for, and, nor, but, or, yet, so*)? If both what comes before and what comes after the conjunction can stand alone as sentences, the answer is yes:**



**If both what comes before and what comes after a coordinating conjunction *cannot* stand alone as sentences, the answer is no:**



**Directions:** Decide whether a comma is needed before each bolded coordinating conjunction. If it is, put a comma in the circle.

1. Do you like the taste of chocolate ☐ **or** vanilla better?
2. I enjoy playing soccer ☐ **for** it keeps me healthy.
3. Did you remember to bring your textbook ☐ **and** your calculator?
4. I got to the dance before Tim ☐ **but** after Zach.
5. Ayesha bikes to the park ☐ **and** plays basketball there almost every Saturday.
6. I warned her that the hot chocolate was *really* hot ☐ **yet** she took a big gulp and burned her tongue!

# What's a Sentence?

**For a group of words to be considered a sentence, it must have a subject and a predicate, and it must express a complete thought.**

## SUBJECT:

Kai watched the next episode.  
On Saturdays, Amy and Lucas go to dance class.

The subject is the person, place, idea, or thing that the sentence is about. It's who or what is performing the action or being described.

## PREDICATE:

Kai watched the next episode.  
On Saturdays, Amy and Lucas go to dance class.

The predicate is the part of the sentence that contains the verb and any other words that tell the reader what the subject does.

**Directions:** For each sentence below, circle the subject and underline the predicate.

1. The sun sets in the west.
2. Maria and her friends played kickball on the playground.
3. The old oak tree stood tall in the middle of the field.
4. After finishing his homework, Ty went to the arcade.
5. Our science teacher conducted an exciting experiment.

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

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

# Vocabulary

## "Escape From Darkness"

- 1. atrocity (uh-TRAW-suh-tee)** *noun*; An atrocity is a shockingly bad or horrific act or situation.
- 2. deport (dih-PORT)** *verb*; *Deport* means "to forcibly send a person away to another country."
- 3. empire (EM-peye-uhr)** *noun*; An empire is a large and powerful group of territories or countries that is controlled by one ruler or government. Empires typically have strong militaries and seek to keep growing. An empire grows by conquering or colonizing other places.  
  
In the ancient world, the Roman Empire spanned three continents and had a population of at least 65 million.
- 4. mar (mahr)** *verb*; To mar is to stain, damage, or spoil, as in "When Sandy missed school, she marred her otherwise perfect attendance record" or "By the end of the day, sweat and grime marred my new shirt."
- 5. occupier (AH-kyoo-peye-er)** *noun*; As it is used in the article, *occupier* means "a hostile military force from one nation that has taken control of another nation, area, or territory."
- 6. rampant (RAM-puhnt)** *adjective*; If something is rampant, it's everywhere—and spreading uncontrollably. If a rumor is rampant, that rumor has spread to many people.

- 7. refuge (REH-fyooj)** *noun*; A refuge is a safe place that provides comfort. A coffee shop would be a good refuge during a sudden rainstorm. A library can be a place of refuge in a noisy world, with its silence, cozy reading chairs, and great books.
- 8. refugee (REH-fyoo-jee)** *noun*; A refugee is a person forced to leave their home country to escape danger.

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

# Vocabulary Practice

## "Escape From Darkness"

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

**1. Which place is a refuge?**

- a. a protected forest for rare birds
- b. a skate park that stays open until 10 p.m.
- c. a bakery with the world's best brownies

**3. Which word is an antonym of *mar*?**

- a. mark
- b. encourage
- c. repair

**2. Which could be called a fashion empire?**

- a. Vintage Closet: a local store that sells gently used clothes
- b. Super Sol: a big corporation that owns fashion companies all over the world
- c. Love: a popular clothing label with stores in five states

**4. Which weeds are rampant?**

- a. weeds in a compost bin
- b. weeds that have grown over every lawn in the neighborhood and are springing up through cracks in the sidewalks
- c. weeds that have been removed permanently

**Directions:** Fill in each blank with a form of one of the words below.

refugee

empire

deport

occupier

- 5.** The series *Home* tells the story of three families who become \_\_\_\_\_ of the war. It follows the families as they each make a dangerous journey to safety and ultimately begin to rebuild their lives in their host countries.
- 6.** *Exile* is set in the near future, when some humans are being born with special abilities. Fearing that these so-called Specials will take over the world, the evil Authority seeks to \_\_\_\_\_ every Special to a colony on Mars. Now it's up to a band of courageous heroes to stop the Authority before it's too late.
- 7.** The new documentary *Reach* explores the Mongol \_\_\_\_\_ in the 13th and 14th centuries. At the time, Mongolia controlled half the world, acting as an \_\_\_\_\_ across most of Asia as well as parts of the Middle East and Eastern Europe.

## Video Discussion Questions

### Behind the Scenes: “Escape From Darkness”

- 1.** What was the Holocaust?
- 2.** What is the Museum of Jewish Heritage exhibit “Courage to Act” about? How do you think it helped author Allison Friedman write her article?
- 3.** Based on what Ellen Bari says at the end of the video, what lessons does the Museum of Jewish Heritage hope visitors will learn by visiting the exhibit “Courage to Act”?

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

# Close-Reading Questions

## "Escape From Darkness"

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**1.** Consider these lines: "Prejudice and hostility toward Jewish people, known as antisemitism, simmered for centuries. Then, in the 1930s, this prejudice boiled over into monstrous hatred and deadly violence." What does Friedman's use of figurative language in these lines help readers understand about antisemitism? (figurative language)

**2.** According to the article, how was Hitler able to gain so much support for his hateful ideas and beliefs? (cause and effect)

**3.** According to the article, besides smuggling Jewish Danes out of Denmark by boat, what other acts of resistance did individuals and groups in Denmark take against the Nazis? (key ideas and details)

**4.** Consider the numbers and statistics Friedman includes in the section "The Right Thing." Why does she include them? What do they help readers understand? (author's craft)

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

# Critical-Thinking Questions

## "Escape From Darkness"

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**1.** In literature, light is often a symbol of positivity, goodness, and life, while darkness is often a symbol of negativity, evil, and death. In this article, what is the "darkness" and what is the "light" that broke through it? How does Friedman weave images of darkness and light throughout her article?

**2.** Why is it important to study the Holocaust? In particular, why is it important to read about events such as the rescue of Jewish Danes?

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

# Featured Skill: Key Ideas and Details

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

**The prompt at the end of the article says:**

The Holocaust was a time of great horror and tragedy. Yet there were also acts of courage and hope. Explain how the rescue of Jewish Danes was an act of courage and hope.

## BRAINSTORMING/PREWRITING

1. In your own words, what is **courage**?

2. In your own words, what is **hope**?

3. Reread the section "Their Only Hope." What was the first way that non-Jewish Danes helped protect Jewish Danes?

**4.** It soon became clear that the initial rescue efforts were a short-term solution. What was the second way that non-Jewish Danes helped protect Jewish Danes?

**5.** How were the acts you just described acts of courage? (Ask yourself: *Why was what the Danes were doing risky and dangerous?*)

**6.** How were the acts you just described acts of hope? (Ask yourself: *Why did the Danes decide to take the risks that they took? What kind of future were they fighting for?*)

## TIPS: ORGANIZATION

It's important to stay organized as you write. Though there are several ways you could organize your response, we suggest dividing it into two paragraphs.

### **PARAGRAPH 1:**

Describe the rescue of Jewish Danes to your readers. For this paragraph, you'll want to use a couple of quotes from the article. (Find tips for doing that below.)

### **PARAGRAPH 2:**

Explain how the rescue was an act of courage and hope.

## TIPS: QUOTING FROM THE ARTICLE

Including quotes in your response will make it stronger. Here are some suggestions for phrases that will help you seamlessly incorporate quotes.

Of course, you can come up with your own ideas for phrases as well.

**According to author Allison Friedman, [Quote]**

**Friedman explains, [Quote]**

**Friedman notes, [Quote]**



*The first time you mention an author, state their first and last names.  
After that, you can use just their last name.*

# CHOICE BOARD

## "ESCAPE FROM DARKNESS"

The Holocaust was a time of great horror and tragedy. Yet there were also acts of courage and hope. Explain how the rescue of Jewish Danes was an act of courage and hope.

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

Write a letter to Leo Goldberger explaining what you learned in the article.

Imagine that a new exhibit about Denmark during World War II is opening and you've been hired to give a speech at a special opening ceremony. Your speech should focus on the incredible boat rescues, like the one that saved Leo and his family. Record yourself giving your speech.

Write a journal entry reflecting on reading the article. Here are some questions you might want to explore in your reflection: What did you learn? What was most powerful? What was difficult?

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 From Darkness." (You do not need to respond in complete sentences.)

|  |  |
|--|--|
| 1. Who is the article mostly about?                  | 2. Why did they have to leave their home?            |
| 3. Where did they go?                                | 4. How did they (and thousands of others) get there? |
| 5. What was significant about the rescue operations? | 6. What lesson can be learned from the rescue?       |

## Summary of “Escape From Darkness”

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

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

# Summarizing

**Directions:** Fill in the blanks below to complete an objective summary of "Escape From Darkness."

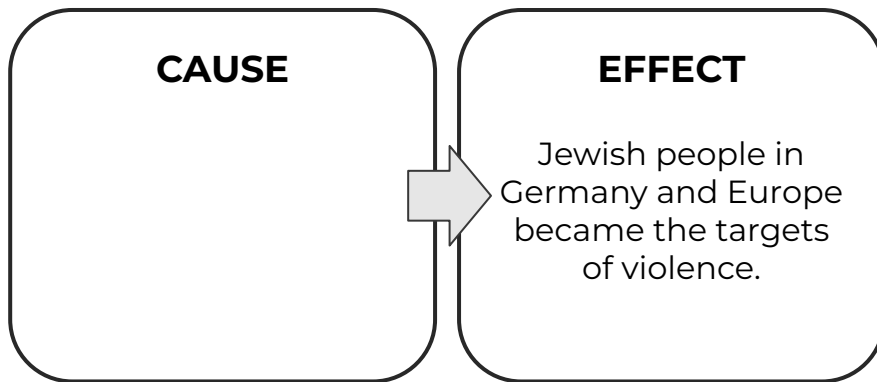
|   |  |
|---|--|
| <p>Author Allison Friedman's narrative nonfiction article "Escape From Darkness"</p>  | <p><i>Who is the article about?</i></p>                                      |
| <p>tells the story of _____</p>   | <p><i>Where was their home? Why did they have to leave their home?</i></p>   |
| <p>During World War II, they had to flee _____ because _____</p> <p>_____</p> <p>_____</p>  | <p><i>Where would they be able to survive the war? Why this country?</i></p> |
| <p>The only hope of survival for Jewish Danes was to escape to _____</p> <p>_____</p>   | <p><i>What actions did they take?</i></p>                                    |
| <p>Thousands of non-Jewish Danes took action to protect the Jewish people. They helped the Goldbergers and other refugee families to escape by _____</p> <p>_____</p>         | <p><i>What was significant about their actions?</i></p>                      |
| <p>By the war's end, more than 6 million Jewish people had been murdered in Europe. The actions of the non-Jewish Danes stand out because _____</p> <p>_____</p> <p>_____</p> | <p><i>What lesson can be learned from their actions?</i></p>                 |
| <p>Their actions show _____</p> <p>_____</p> <p>_____</p>   |  |

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

# Exploring Text Features

Authors use text features to bring attention to important details. Text features include titles, subheadings, photos, captions, charts, and maps. Answer the questions below to explore the text features in "Escape From Darkness."

1. Read the photo captions titled "The Rise of Hitler" and "Fanning the Flames." Then fill in the graphic organizer below.



2. Consider the photo and caption "Light After Darkness." Based on context clues, write your own definition for the verb *liberate*. Verify your definitions using a dictionary.

**liberate:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Make a list of 5 facts a reader could learn about Denmark based on the article's two maps.

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

## “Escape From Darkness” Quiz

**Directions:** Read “Escape From Darkness” from the March issue of *Scope*. Then answer the questions below.

1. The captions “The Rise of Hitler” and “Fanning the Flames” suggest Germany’s defeat in World War I \_\_\_\_\_.
  - A. had little effect on the German people
  - B. helped Hitler rise to power
  - C. made many Germans skeptical of Hitler
  - D. made many Germans fear Hitler
2. The author explains that prejudice and hostility toward Jewish people is known as antisemitism. Which is the definition of *hostility*?
  - A. care taken to avoid danger or mistakes
  - B. a lack of knowledge and information
  - C. the quality of being kind and generous
  - D. aggressive behavior; unfriendliness or opposition
3. In the caption “Fanning the Flames,” the author writes that Hitler “fanned the flames of these age-old prejudices.” The idiom “fan the flames” means \_\_\_\_\_.
  - A. to reveal a secret
  - B. to fight a battle you have no hope of winning
  - C. to deliberately worsen or intensify a problem
  - D. to engage in a risky activity
4. Which statement **CANNOT** be supported by information from the article’s map?
  - A. A significant portion of Europe was controlled by Nazi Germany in 1943.
  - B. A portion of Italy remained free of the Nazis in 1943.
  - C. During World War II, China was an Allied country.
  - D. Denmark borders Germany to the north.
5. Which sentence would be **MOST** important to include in a summary of the article?
  - A. Around Leo’s 13th birthday, his family held a celebration for his bar mitzvah.
  - B. On the night of their escape, Milan had to abandon his family’s suitcases in the water.
  - C. Leo’s father met Fanny Arnskov at a charity fundraiser.
  - D. Leo and his family were able to escape from Denmark.
6. Who organized and carried out the escapes from Denmark to Sweden?
  - A. the leader of the Danish government
  - B. the leader of the Swedish government
  - C. thousands of people, from government leaders to ordinary citizens
  - D. a German officer who disagreed with the Nazis’ plans

## Constructed-Response Questions

**7.** Before the Nazis came to power, how was life for Jewish Danes different from life for Jewish people in many other parts of Europe?

- 8.** How was Germany's occupation of Denmark different from its occupation of other countries—at least at first? What eventually caused Germany to change the way it operated within Denmark?

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

## “Escape From Darkness” Quiz

**Directions:** Read “Escape From Darkness” from the March issue of *Scope*. Then answer the questions below.

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- The captions “The Rise of Hitler” and “Fanning the Flames” suggest Germany’s defeat in World War I \_\_\_\_\_.**
  - had little effect on the German people
  - helped Hitler rise to power
  - made many Germans skeptical of Hitler
  - made many Germans fear Hitler
- The author explains that prejudice and hostility toward Jewish people is known as antisemitism. Hostility is \_\_\_\_\_ feelings or behavior directed toward someone.**
  - kind, respectful
  - cautious, guarded
  - thankful, appreciative
  - aggressive, unkind
- In the caption “Fanning the Flames,” the author writes that Hitler “fanned the flames” of antisemitism. She means that Hitler \_\_\_\_\_ antisemitism.**
  - started
  - calmed down
  - worsened
  - ignored
- According to the article’s map, \_\_\_\_\_ of the nations in Europe were controlled by Nazi Germany in 1943.**
  - few
  - half
  - most
  - none
- Which set of words would be MOST important to include in a summary of the article?**
  - water, beach, bushes, cold, dark
  - flashlight, suitcase, papers, photos, Milan
  - New York University, Canada, Copenhagen, synagogue, charity
  - Nazis, Jewish, Denmark, rescue, Sweden
- Who organized and carried out the escapes from Denmark to Sweden?**
  - the leader of the Danish government
  - the leader of the Swedish government
  - thousands of people, from government leaders to ordinary citizens
  - a German officer who disagreed with the Nazis’ plans



## Escape From Darkness Contest

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

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

Parent's or legal guardian's phone number: \_\_\_\_\_

Student's name: \_\_\_\_\_ Student's grade: \_\_\_\_\_

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

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

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the March 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

### What to Do

Ask students to respond to this prompt:

The Holocaust was a time of great horror and tragedy. Yet there were also acts of courage and hope. Explain how the rescue of Jewish Danes was an act of courage and hope. Entries must be submitted to **Escape From Darkness Contest** by a teacher, parent, or legal guardian.

Three winners will each get a copy of *Harboring Hope* by Susan Hood.

Include this form with each student's entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

#### Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ use of key ideas and details
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

**ENTRIES MUST BE RECEIVED BY April 22, 2024.**

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

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

# Vocabulary

## "Secrets of a Slam Dunk Fail" and "How to Fail Like a Pro"

- 1. aspire (uh-SPAHYUHR)** *verb*; *Aspire* means "to have a strong desire to achieve something important or reach a particular goal." A student who enjoys science might aspire to become a doctor. (*Aspire* is often followed by *to*.)
- 2. counterintuitive (kown-tuhr-in-TOO-uh-tiv)** *adjective*; If something is counterintuitive, it goes against what you might expect. It might seem counterintuitive, but tiny tugboats can pull large ships effortlessly because of their massive engines. Going to bed early before a big test instead of staying up to study might seem counterintuitive. However, getting a good night's sleep before an exam is actually more helpful than hours of late-night cramming.
- 3. inevitable (ih-NEH-vuh-tuh-buhl)** *adjective*; Something that is inevitable is certain to occur or is impossible to avoid or prevent, as in "The twins had been best friends their entire lives, so it was inevitable that they would attend the same college" or "The thunder in the distance told me rain was inevitable."
- 4. intellect (IN-tuh-lekt)** *noun*; Someone's intellect is their ability to think, understand, and learn. *Intellect* can also mean "an intelligent or intellectual person."
- 5. reluctant (rih-LUHK-tuhnt)** *adjective*; *Reluctant* means "feeling unsure, unwilling, or hesitant to do something," as in "Standing at the edge of the diving board, Owen felt reluctant to jump into the pool. He was nervous about taking the plunge into the deep water."

- 6. visionary (VIH-zhuh-ner-ee)** *noun*; A visionary is someone with big, imaginative ideas about the future. They see possibilities that others might not, and they usually work toward making those ideas a reality.

For example, one of the most famous visionaries is Leonardo da Vinci, who made many sketches and notes about flying machines centuries before human flight was achieved.

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

# Vocabulary Practice

## "Secrets of a Slam Dunk Fail" and "How to Fail Like a Pro"

**Directions:** Using a form of a word from the word bank, fill in the blanks to finish each conversation.

aspire

counterintuitive

inevitable

intellect

reluctant

visionary

1.

I'm \_\_\_\_\_ to  
take sides in Abby and  
Gwen's argument.

Yeah, if I were you, I would  
stay out of it. You don't  
want to get caught in the  
middle.

2.

I'm so upset about my  
grade on the math test! 😞

Don't worry! Even for the  
best students, getting an  
occasional bad grade is  
\_\_\_\_\_.

3.

You did an amazing job in  
the play last night!

Thanks! I \_\_\_\_\_ to  
become an actor one day.  
In fact, I'm going to theater  
camp this summer.

4.

Have you met the new kid?  
What an \_\_\_\_\_!

Yes, and I agree. She joined  
my chess team, and I think  
we might be headed to the  
finals this year!

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

aspire

counterintuitive

inevitable

intellect

reluctant

visionary

**5.**

Who are some of the \_\_\_\_\_ you are learning about in science class these days?

We just learned about Albert Einstein, who was truly ahead of his time!

**6.**

The directions are taking us north, and Mom and I are confused. We thought you lived south of us?

Yeah, it's \_\_\_\_\_, but you have to go north before you can go south.

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

# Close-Reading Questions

## "The Power of Failure"

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### **"Secrets of a Slam Dunk Fail"**

1. Why does author Jessica Press wait to reveal Michael Jordan's name until the fifth paragraph of the introduction? (author's craft)
2. According to the article, how can being afraid to fail hold us back? (key ideas and details)
3. Why do leaders in the field of technology embrace making mistakes? (text evidence)

**4.** How does Steve Jobs's career path show that failure is part of being successful? (text evidence)

## **"How to Fail Like a Pro"**

**1.** How does each celebrity profile highlight a healthy way to cope with setbacks? (text evidence)

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

# Critical-Thinking Questions

## "The Power of Failure"

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**1.** Why is it important to learn about failure?

**2.** Think of a character from a film, book, or show who doesn't handle failure well. Based on information from the article and the infographic, how could that character have responded differently?

**3.** Have your ideas about failure changed after reading the article and the infographic? Why or why not?

**4.** The article states that "as a culture, we are obsessed with perfection." What do you think it would take for our culture to change, from one obsessed with perfection to one that embraces failure?

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

# Featured Skill: Synthesis

**Directions:** Read “Secrets of a Slam Dunk Fail” and “How to Fail Like a Pro.” Then use this planner to help you respond to the prompt that appears at the end of the article and infographic.

**The prompt at the end of the article and infographic says:**

Imagine your friend has experienced a failure: They didn’t get the lead in the school play. Write to your friend with advice about how to turn their failure into a positive experience, based on information from both articles.

## Choose Your Advice.

Using information from both articles, come up with three pieces of advice you will include in your letter to your friend.

Tip: It’s OK to be brief here. You can elaborate in your letter. Each piece of advice should build upon the last one. Does your order make sense? If not, you could rearrange it when you write the letter.

| Advice #1                                  | Advice #2                                  | Advice #3                                  |
|--|--|--|
| Summarize Advice #1 in one sentence:       | Summarize Advice #2 in one sentence:       | Summarize Advice #3 in one sentence:       |
| Give an example(s) of this advice working: | Give an example(s) of this advice working: | Give an example(s) of this advice working: |

**Start Your Letter: The Introduction**

**WHAT TO INCLUDE IN THE INTRODUCTION**

- **Start the letter with “Dear \_\_\_\_\_,” and invent a name for your friend.**
- **Write a short introduction in which you do the following:**
  - a) Express sympathy for what your friend is going through.**
  - b) Let them know that you have some advice you’d like to give them.**

**THE INTRODUCTION**

Tip: Keep your audience in mind. Since you’re writing to a friend, your letter does not need to be super formal!

**Continue Your Letter: Body Paragraph 1**

| WHAT TO INCLUDE IN BODY PARAGRAPH 1   | BODY PARAGRAPH 1 |
|---|------------------|
| <ul style="list-style-type: none"><li>• Summarize Advice #1 in one sentence.</li><li>• Give an example or examples that illustrate why it is good advice.</li><li>• Connect the advice and examples back to your friend's experience of not getting the lead.</li></ul> |                  |

**Continue Your Letter: Body Paragraph 2**

| WHAT TO INCLUDE IN BODY PARAGRAPH 2   | BODY PARAGRAPH 2 |
|---|------------------|
| <ul style="list-style-type: none"><li>• Summarize Advice #2 in one sentence.</li><li>• Give an example or examples that illustrate why it is good advice.</li><li>• Connect the advice and examples back to your friend's experience of not getting the lead.</li></ul> |                  |

**Continue Your Letter: Body Paragraph 3**

| WHAT TO INCLUDE IN BODY PARAGRAPH 3   | BODY PARAGRAPH 3 |
|---|------------------|
| <ul style="list-style-type: none"><li>Summarize Advice #3 in one sentence.</li><li>Give an example or examples that illustrate why it is good advice.</li><li>Connect the advice and examples back to your friend's experience of not getting the lead.</li></ul> |                  |

**End Your Letter: Conclusion and Signature**

| WHAT TO INCLUDE IN THE CONCLUSION   | THE CONCLUSION |
|---|----------------|
| <ul style="list-style-type: none"><li>The conclusion can be very short. You can encourage your friend to hang in there, give them some final words of wisdom, or summarize your 3 pieces of advice.</li><li>Remember to sign the letter (Sincerely, _____).</li></ul> |                |

# CHOICE BOARD

## "THE POWER OF FAILURE"

Imagine your friend has experienced a failure: They didn't get the lead in the school play. Write to your friend with advice about how to turn their failure into a positive experience, based on information from both articles.

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

Write a journal entry reflecting on a time you experienced a failure. How did you feel? What did you learn from it? What would you change, if anything, about how you responded?

Choose a character from TV, film, or literature who experiences failure. In a one-page essay, explain how that character fails, how they work through it, and what can be learned from their experience.

Helen Keller once said, "Failures become victories if they make us wise-hearted." In one paragraph, explain the meaning of the quote and how it connects to "Secrets of a Slam Dunk Fail" and "How to Fail Like a Pro."

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

# Finding and Using Text Evidence

**Directions:** Read "Secrets of a Slam Dunk Fail." Then complete this activity to practice finding text evidence.

**Imagine that you are writing a persuasive paragraph arguing that failure is good for you.**

1. **Which is the BEST topic sentence for your paragraph?**
  - A. During his NBA career, Michael Jordan missed more than 12,000 shots.
  - B. Experiencing failure can help you succeed.
  - C. You can't avoid failure.
2. **Which information from the article BEST supports the sentence you chose in Question 1?**
  - A. "Being afraid to fail can also prevent you from developing grit—the strength of mind that allows you to persevere through difficulties. And according to research by psychologist Angela Duckworth, it's grit—not talent or intellect—that is the most important factor when it comes to lifelong achievement." (p. 13)
  - B. "The fact is, failure is inevitable." (p. 13)
  - C. "Today he's known as one of the greatest basketball players of all time." (p. 12)
3. **Which of the following BEST explains why the text evidence you chose in Question 2 is relevant?**
  - A. It shows how failure helped Michael Jordan.
  - B. It explains how failure can help you develop qualities that lead to achievement, which supports the idea that failure can help you succeed.
  - C. It supports the idea that failure is unavoidable.

4. Choose ONE piece of text evidence from the article that BEST supports the statement below. Then complete the sentence to explain your choice.

**STATEMENT:**

*Grit is a valuable quality.*

- A. "In fact, these visionaries have their own name for grit." (p. 13)
- B. "And according to research by psychologist Angela Duckworth, it's grit—not talent or intellect—that is the most important factor when it comes to lifelong achievement." (p. 13)
- C. "The trick is to look at your setbacks as opportunities to learn and grow." (p. 13)

I chose \_\_\_\_\_ because \_\_\_\_\_

5. Choose the paragraph that shows the BEST use of text evidence from the article, in the form of a direct quotation and/or paraphrased.

- A. Michael Jordan is an example of how failure—if dealt with in the right way—can lead to success. As author Jessica Press explains, Jordan did not make the varsity basketball team in high school, but instead of giving up, he worked harder (12). Press writes, "The next year, he made varsity. Five years after that, he was playing in the NBA" (12). Clearly, Jordan did not let failure stop him. Instead, he used it to succeed.
- B. As author Jessica Press explains, Jordan did not make the varsity basketball team in high school, but instead of giving up, he worked harder (12). "The next year, he made varsity. Five years after that, he was playing in the NBA" (12). Clearly, Jordan did not let failure stop him. Instead, he used it to succeed.
- C. Michael Jordan is an example of how failure—if dealt with in the right way—can lead to success. Jordan did not make the varsity basketball team in high school, but instead of giving up, he worked harder (12). "The next year, he made varsity. Five years after that, he was playing in the NBA" (12).

On the back of this page, explain why the two answers you did NOT choose are NOT good examples of using text evidence.

**6. Now it's your turn. Write a paragraph explaining why failure is necessary. Your paragraph should include:**

- **a topic sentence**
- **at least one piece of text evidence in the form of a direct quotation**
- **a sentence that states how that evidence supports your central idea**

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

# Finding Text Evidence

**Directions:** Read "Secrets of a Slam Dunk Fail" and "How to Fail Like a Pro." Then complete this activity to practice finding text evidence.

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

**STATEMENT:**

*There are many benefits of failure.*

- A. "Being afraid to fail can also prevent you from developing grit—the strength of mind that allows you to persevere through difficulties." (p. 13)
- B. "When you're afraid of failing, you may choose to do only what you're good at rather than what interests you. . . . In other words, you may choose the safe path (think playing soccer for the 10th season) rather than pursuing what truly excites you (say, a budding interest in robotics)." (p. 12)
- C. "The fact is, failure is inevitable." (p. 13)

## 2. Choose ONE piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.

**STATEMENT:**

*Grit is a valuable quality.*

- A. "In fact, these visionaries have their own name for grit." (p. 13)
- B. "And according to research by psychologist Angela Duckworth, it's grit—not talent or intellect—that is the most important factor when it comes to lifelong achievement." (p. 13)
- C. "The trick is to look at your setbacks as opportunities to learn and grow." (p. 13)

I chose \_\_\_\_ because \_\_\_\_\_

3. Read the statement below. Then find a line from the article that supports it. Explain how the line supports the statement.

**STATEMENT:**

Failure can help you succeed.

Line or group of lines that supports the statement:

---

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How does this line or group of lines support the statement?

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

## Paired Texts Quiz

**Directions:** Read “Secrets of a Slam Dunk Fail” and “How to Fail Like a Pro” from the March issue of *Scope*. Then answer the questions below.

1. Which statement best expresses a central idea of “Secrets of a Slam Dunk Fail”?
  - A. Michael Jordan has failed many times.
  - B. Leaders in the field of technology feel that failure is valuable.
  - C. Learning from failure is an essential part of achieving success.
  - D. Success is not important.
2. Author Jessica Press writes, “But wait. Isn’t it the people who never fail who rise to the top?” What literary device is she using?
  - A. simile
  - B. rhetorical question
  - C. metaphor
  - D. foreshadowing
3. What is the purpose of the literary device you chose as your answer to Question 2?
  - A. to convince readers that failure is unacceptable
  - B. to support the idea that Michael Jordan was successful
  - C. to draw attention to a common misconception about failure
  - D. to emphasize the importance of success
4. Press writes, “And according to research by psychologist Angela Duckworth, it’s grit—not talent or intellect—that is the most important factor when it comes to lifelong achievement.” Press likely included this information to \_\_\_\_\_.
  - A. dispute the argument that people put too much pressure on themselves
  - B. show how a fear of failure can lead to achievement
  - C. support the idea that talent and intellect are important
  - D. emphasize the value of perseverance
5. The information about Vera Wang in “How to Fail Like a Pro” \_\_\_\_\_. Choose TWO.
  - A. supports the idea that failure is not always a bad thing
  - B. shows how failure can lead to new opportunities
  - C. shows how important it is to be successful
  - D. warns against being afraid to fail
6. Which statements can be supported by information in BOTH “Secrets of a Slam Dunk Fail” and “How to Fail Like a Pro”? Choose TWO.
  - A. Failure can be valuable.
  - B. Failure is looked at differently by those in the technology industry.
  - C. Harry Styles has failed before.
  - D. Grit is important.

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

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

## Paired Texts Quiz

**Directions:** Read “Secrets of a Slam Dunk Fail” and “How to Fail Like a Pro” from the March issue of Scope. Then answer the questions below.

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1. Which statement best expresses a central idea of “Secrets of a Slam Dunk Fail”?
  - A. Michael Jordan is one of the greatest basketball players of all time.
  - B. Leaders in the field of technology feel that failure is valuable.
  - C. Learning from failure is an essential part of achieving success.
  - D. Success is not important.
2. Author Jessica Press writes, “But wait. Isn’t it the people who never fail who rise to the top?” What literary device is she using?
  - A. simile
  - B. rhetorical question
  - C. metaphor
  - D. foreshadowing
3. What is the purpose of the literary device you chose as your answer to Question 2?
  - A. to show readers that failure is bad
  - B. to support the idea that Michael Jordan was talented
  - C. to point out a common idea people have about failure that is wrong
  - D. to show the importance of being the best
4. Press writes, “And according to research by psychologist Angela Duckworth, it’s grit—not talent or intellect—that is the most important factor when it comes to lifelong achievement.” This information \_\_\_\_\_.
  - A. explains why people put so much pressure on themselves
  - B. shows the importance of talent
  - C. proves that failure cannot be avoided
  - D. stresses the value of not giving up when things are difficult
5. The information about Vera Wang in “How to Fail Like a Pro” supports the idea that \_\_\_\_\_. Choose TWO.
  - A. failure can be a good thing
  - B. failure can lead to new opportunities
  - C. failure is never OK
  - D. figure skating is hard
6. Which statements can be supported by information in BOTH “Secrets of a Slam Dunk Fail” and “How to Fail Like a Pro”? Choose TWO.
  - A. Failure can be valuable.
  - B. Failure is looked at differently by those in the technology industry.
  - C. Harry Styles has failed before.
  - D. Grit is important.



## Failure Contest

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

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

Parent's or legal guardian's phone number: \_\_\_\_\_

Student's name: \_\_\_\_\_ Student's grade: \_\_\_\_\_

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

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

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the March 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

## What to Do

Ask students to respond to this prompt:

Imagine your friend has experienced a failure: They didn't get the lead in the school play. Write to your friend with advice about how to turn their failure into a positive experience, based on information from both articles. Entries must be submitted to **Failure Contest** by a teacher, parent, or legal guardian. Three winners will each get *Alebrijes* by Donna Barba Higuera.

Include this form with each student's entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

### Entries will be judged on:

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

**ENTRIES MUST BE RECEIVED BY April 22, 2024.**

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

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

# Vocabulary

## "Should Phones Be Banned at Concerts?"

1. **ensure (in-SHUR)** *verb*; To ensure is to make certain or to guarantee. To ensure you don't oversleep and miss the bus, you might set multiple alarms. Chefs taste the food they're preparing to ensure it meets their standards.
2. **immersive (ih-MUHR-siv)** *adjective*; If something is immersive, it is completely absorbing—you feel deeply involved in it and surrounded by it. An immersive video game might include music, realistic graphics, and sound effects to make you feel more like the character you are playing. If you're reading an immersive book, you're so into the story that you feel like you're right there, experiencing everything firsthand.
3. **incessantly (in-SEH-suhnt-lee)** *adverb*; If something happens incessantly, it happens constantly and without interruption. If someone whines incessantly, they won't stop whining. It might be hard to concentrate on your homework if your cat is meowing incessantly.
4. **intent (in-TEHNT)** *noun*; An intent is a plan, purpose, or aim, as in "The group's intent is to clean up every park in the county."
5. **publicity (puh-BLIH-suh-tee)** *noun*; Publicity is attention that someone or something gets in the media—TV, newspapers, radio, social media, magazines, etc.

Publicity for a new style of sneaker raises awareness about that sneaker. Publicity for the shoe might include ads, having influencers post about the sneaker on social media, and a special launch party with celebrity guests.

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

# Vocabulary Practice

## "Should Phones Be Banned at Concerts?"

**Directions:** Match each imaginary book summary with its title.

| Book Titles  |  |  |
|--|--|--|
| <i>Publicity Stunts</i>  | <i>What's Your Intent?</i>   | <i>Immersive Journeys</i>  |
| <p>1. In this best-selling guide, psychologist Anna Anders shares tips for figuring out what you want—and how to get it.</p> <p><b>Book title:</b></p> | <p>2. From accidentally turning a river hot pink to a fake UFO that caused a panic, this hilarious book tells the story of 50 advertising efforts that totally failed.</p> <p><b>Book title:</b></p> | <p>3. This book highlights the successes and failures in the making of Soar—a theme park focused on flight. Every ride makes riders feel like they are actually flying, with wind, graphics, and scents.</p> <p><b>Book title:</b></p> |

**Directions:** Finish each sentence in a way that makes the meaning of the bolded word clear.

4. The coach's **intent** with the new training program is to

5. The faucet in the kitchen sink drips **incessantly**, so

6. To **ensure** you're well-rested for the performance, be sure to

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the essays in "Should Phones Be Banned at Concerts?" develop their arguments. We filled in two boxes for you.

|  | Emma Orlov  | Kevin Young                 |
|--|---|-----------------------------|
| line(s) that expresses the central claim                 | "Field Music Hall's phone ban is a smart idea that will make going to concerts way more fun." |                             |
| lines that express the writer's reasons                  |   |                             |
| two pieces of evidence that support the writer's reasons | <div>1.</div> <div>2.</div>   | <div>1.</div> <div>2.</div> |

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

|   | Emma Orlov | Kevin Young  |
|---|------------|--|
| line(s) that expresses the counterclaim(s)                |            | "I understand that some concertgoers get annoyed when people are on their phones incessantly." |
| line(s) that contains the rebuttal to the counterclaim(s) |            |  |

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the essays in “Should Phones Be Banned at Concerts?” develop their arguments. We filled one box for you.

|  | Emma Orlov  | Kevin Young         |
|--|---|---------------------|
| line(s) that expresses the central claim                 | “Field Music Hall’s phone ban is a smart idea that will make going to concerts way more fun.” |                     |
| lines that express the writer’s reasons                  |   |                     |
| two pieces of evidence that support the writer’s reasons | <p>1.</p> <p>2.</p>   | <p>1.</p> <p>2.</p> |

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

# Write an Argument Essay

**Directions:** Read "Should Phones Be Banned at Concerts?" Complete the scavenger hunt at the end of the article. Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should phones be banned at concerts?

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

**Here's an example: If you think phones SHOULD NOT be banned at concerts, one of your supporting details might be that filming and sharing concert clips can support artists.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**STEP 3: ACKNOWLEDGE THE OTHER SIDE**

If you think phones **SHOULD** be banned from concerts, summarize the strongest arguments against banning phones that Kevin presents in his essay. If you think phones **SHOULD NOT** be banned from concerts, summarize the strongest arguments for banning phones that Emma presents in her essay.

**STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)**

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

**STEP 5: WRITE YOUR HOOK**

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

**1. An anecdote** (a very short story): Have you ever gone to a concert? Were a lot of people on their phones? Describe your experience. Was it positive or negative?

**2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.

**3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question: "Imagine you're finally seeing your favorite artist perform. But during the show, your view is blocked by a sea of phone screens. Wouldn't that be \_\_\_\_\_?"

**4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

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

**STEP 6: SUMMARIZE THE ISSUE**

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Below is the beginning of a summary of the debate over banning phones at concert venues. Finish it in the space provided.

**Some artists and venues have begun banning phones at concerts. They believe that taking photos and videos interferes with the concert experience. 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 phones should be banned at concerts. (See Scope's handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

## BODY PARAGRAPH(S)

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

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

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

3

## ACKNOWLEDGE THE OTHER SIDE

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

Use what you wrote in Step 3.

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

4

## CONCLUSION

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

Finish with a strong final sentence.

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

5

## READ AND REVISE

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

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

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

# Vocabulary

## "Gone Again"

1. **agonizing (A-guh-nahy-zing)** *adjective*; Agony (A-guh-nee) is intense physical or mental pain. The verb *agonize* means "to spend a long time thinking or worrying about something." Your older sister might agonize over which college to attend next fall.

The adjective *agonizing* means "causing agony." An agonizing decision is one that is extremely difficult and painful to make. Waiting for an important phone call could be agonizing—in other words, it could fill you with worry or feel like torture.

2. **plummet (PLUH-meht)** *verb*; To plummet is to drop or fall quickly and by a great amount. Ratings for a hit TV show might plummet if the beloved star of the show quits. If a cold front rushes in, temperatures can plummet by 30 degrees or more in just 24 hours.

3. **reckoning (REH-kuh-ning)** *noun*; As it is used in the story, *reckoning* refers to a calculation or summing up of something. After a reckoning of all the T-shirts in your closet, you may decide to donate some of them.

4. **slog (slawg)** *noun or verb*; The verb *slog* means "to walk slowly, usually with heavy steps" or "to keep doing something, even though it is difficult; to work at something in a steady, determined way."

As a noun, *slog* means "a prolonged and difficult task or effort." Washing a large stack of dishes might feel like a slog.

- 5. tantalizing (TAN-tuh-lahy-zing)** *adjective*; The verb *tantalize* means "to tease or torment by showing or promising something while keeping it out of reach." You could tantalize a dog by holding a piece of cheese in front of her nose without letting her eat it. (That would be mean, though.)

The adjective *tantalizing* means "tempting or appealing." If something is tantalizing, you want it. Your mouth might water as you consider the tantalizing array of cakes at a bakery.

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

# Double-Entry Journal

**Story title:** \_\_\_\_\_

|   |   |
|---|---|
| <p style="text-align: center;"><b>QUOTATION</b></p> <p>Record lines that jump out at you—<br/>lines that feel important, intriguing,<br/>moving, puzzling</p> | <p style="text-align: center;"><b>YOUR THOUGHTS ON THE QUOTATION</b></p> <p>Record your reactions to these lines—<br/>thoughts, questions, connections,<br/>predictions</p> |
|   |   |

## Discussion Questions

### “Gone Again”

- 1.** What is your first clue that Kiera is unhappy?
- 2.** The story begins with a seemingly happy moment—with the delicious smell of lasagna, Kiera’s favorite dish. Why is Kiera trying not to cry?
- 3.** In one part of the story, Kiera lists her lost belongings and describes what she has imagined happened to each of them. What does what she imagines tell you about her?

**6.** What does the last line tell you? What can you infer about Kiera's attitude?

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

# Critical-Thinking Questions

## "Gone Again"

---

**1.** Has a joyful or happy memory ever made you sad, like Kiera's memories of lasagna?

**2.** Do you think it's harder to leave someone behind or to be the one left behind—or do you think it's about the same? Explain.

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

# Featured Skill: Character

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

**The prompt at the end of the story says:**

Think about how Kiera’s attitude about her new home changes over the course of the story and why. Then imagine you’re Kiera. Write an email to Chris about your new home.

## PREWRITING: CHARACTER DEVELOPMENT

Your email should convey how Kiera’s attitude about her new home has changed. Answering the questions below will help you to more deeply understand Kiera’s shift in perspective.

| Questions   | For each question, record a quote from the text to support your answer. |
|---|---|
| 1. What is Kiera’s attitude about her new home at the beginning of the story? |   |
| 2. What is Kiera’s attitude about her new home at the end of the story?       |   |
| 3. What causes Kiera’s attitude to change?                                    |   |

## PREWRITING: POINT OF VIEW

Remember, you are Kiera writing to Chris. The tone of your email should reflect this. In other words, an email to a friend will look very different from an email to, say, a school principal.

### Questions

4. What memories does Kiera have of Chris? Record at least one memory.
5. What can we infer about Chris and Kiera's relationship from these memories?

## TIME TO WRITE

As you write your email, keep in mind your answers to the prewriting questions on the previous slides. Your knowledge of Kiera's shift in attitude and her friendship with Chris should guide you as you write the email.

You can organize your email however you'd like. Here's one possibility:

**Paragraph 1:** Touch base with Chris and find out how he is doing.

**Paragraph 2:** Tell Chris that you moved. Include your initial thoughts about your new home.

**Paragraph 3:** Explain your current thoughts on your new home and why they changed.

**TIP: Emails to friends and family can be informal. In other words, they don't need to be super serious. You can write in a relaxed and casual style.**

# CHOICE BOARD

## "GONE AGAIN"

Think about how Kiera's attitude about her new home changes over the course of the story and why.

Then imagine you're Kiera. Write an email to Chris about your new home.

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

How does Kiera change over the course of the story? Answer this question in a well-organized paragraph. Use text evidence.

Retell the story in the form of a graphic novel. Be sure to include illustrations, captions, and speech and thought bubbles to convey the events of the story as well as the characters' internal thoughts and feelings.

Imagine that the story is being turned into a movie. Create a trailer that will inspire people to go see it. Your trailer should be no longer than two minutes.

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

## “Gone Again” Quiz

**Directions:** Read “Gone Again” from the March issue of *Scope*. Then answer the questions below.

1. Which word best describes Kiera at the beginning of the story?
  - A. optimistic
  - B. exhausted
  - C. nervous
  - D. miserable
2. Which line from the story supports your answer to Question 1?
  - A. “Their new neighbors, Ron and Anna, looked so pleased with themselves . . .”
  - B. “She’d moved five times in her 14 years.”
  - C. “Kiera squeezed her fingernails into her palms as hard as she could—willing the tears in her eyes to go away.”
  - D. “The tantalizing smell of basil, tomatoes, and garlic filled her nose.”
3. Kiera imagines what happened to her lost belongings. What is one way this section contributes to the plot?
  - A. It emphasizes the importance of being organized.
  - B. It tells readers that Chris and Kiera remain close.
  - C. It shows Kiera’s creativity.
  - D. It helps reveal Kiera’s internal conflict: Like her treasures, Kiera too feels lost and abandoned.
4. Kiera says that there is “no way” she is going to “savor” the lasagna. What does she mean?
  - A. She is refusing to let herself enjoy the lasagna because she is worried it will be better than hers.
  - B. She is refusing to let herself enjoy her favorite dish because she’s too upset about the move.
  - C. She knows she’s not going to like how it tastes.
  - D. She’s lost her appetite because of how upset she is about the move.
5. Which statement expresses a main conflict in the story?
  - A. Kiera isn’t sure how to deal with the gross stuff she finds in her family’s new home.
  - B. Kiera struggles to cope with having moved yet again.
  - C. Kiera feels abandoned by her friends and her own family.
  - D. Kiera, who prides herself on her lasagna, must deal with a neighbor whose lasagna is better.
6. How does the lasagna help resolve Kiera’s conflict?
  - A. The taste triggers a flood of precious memories—which helps Kiera realize what is good in her life.
  - B. By eating the lasagna, Kiera shows good manners to Ron and Anna.
  - C. The lasagna helps Kiera express her sadness and anger about the move.
  - D. The lasagna forces Kiera to accept that she isn’t the only chef.

## Constructed-Response Questions

**7.** Why doesn't Kiera seem to want to enjoy the dinner at Ron and Anna's house?

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

## "Gone Again" Quiz

**Directions:** Read "Gone Again" from the March issue of *Scope*. Then answer the questions below.

---

1. Which word best describes Kiera at the beginning of the story?
  - A. hopeful
  - B. tired
  - C. shy
  - D. unhappy
2. Which line from the story supports your answer to Question 1?
  - A. "Their new neighbors, Ron and Anna, looked so pleased with themselves . . ."
  - B. "She'd moved five times in her 14 years."
  - C. "Kiera squeezed her fingernails into her palms as hard as she could—willing the tears in her eyes to go away."
  - D. "The tantalizing smell of basil, tomatoes, and garlic filled her nose."
3. What does Kiera's list of lost items add to the story?
  - A. It emphasizes the importance of being organized.
  - B. It tells readers that Chris and Kiera remain close.
  - C. It reveals Kiera's creativity.
  - D. It shows the deep loss Kiera feels with each move.
4. Kiera says that there is no way she is going to "savor" the lasagna. Context clues reveal that "savor" means \_\_\_\_\_.
  - A. dislike
  - B. enjoy
  - C. eat
  - D. smell
5. What is the main conflict in the story?
  - A. Kiera isn't sure how to deal with the gross stuff she finds in her new house.
  - B. Kiera struggles to cope with having moved yet again.
  - C. Kiera feels abandoned by her friends.
  - D. Kiera, who prides herself on her lasagna, must deal with a neighbor whose lasagna is better.
6. How does the lasagna help resolve the conflict?
  - A. The taste triggers a flood of precious memories, which helps Kiera see what is good in her life.
  - B. By eating the lasagna, Kiera shows respect to Ron and Anna.
  - C. It helps Kiera express her sadness and anger to her family.
  - D. The lasagna forces Kiera to accept that she isn't the only talented chef.

## Constructed-Response Questions

**7.** Why doesn't Kiera seem to want to enjoy the dinner at Ron and Anna's house?

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## Gone Again Contest

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

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

Parent's or legal guardian's phone number: \_\_\_\_\_

Student's name: \_\_\_\_\_ Student's grade: \_\_\_\_\_

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

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

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the March 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

### What to Do

Ask students to respond to this prompt:

Think about how Kiera's attitude about her new home changes over the course of the story and why. Then imagine you're Kiera. Write an email to Chris about your new home. Entries must be submitted to **Gone Again Contest** by a teacher, parent, or legal guardian.

Three winners will each get a *Scope* notebook.

Include this form with each student's entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

#### Entries will be judged on:

- ✓ creativity
- ✓ understanding of character
- ✓ clarity
- ✓ grammar, spelling, and punctuation

**ENTRIES MUST BE RECEIVED BY April 22, 2024.**

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

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

# Vocabulary

## *The Midnight Ride of Sybil Ludington*

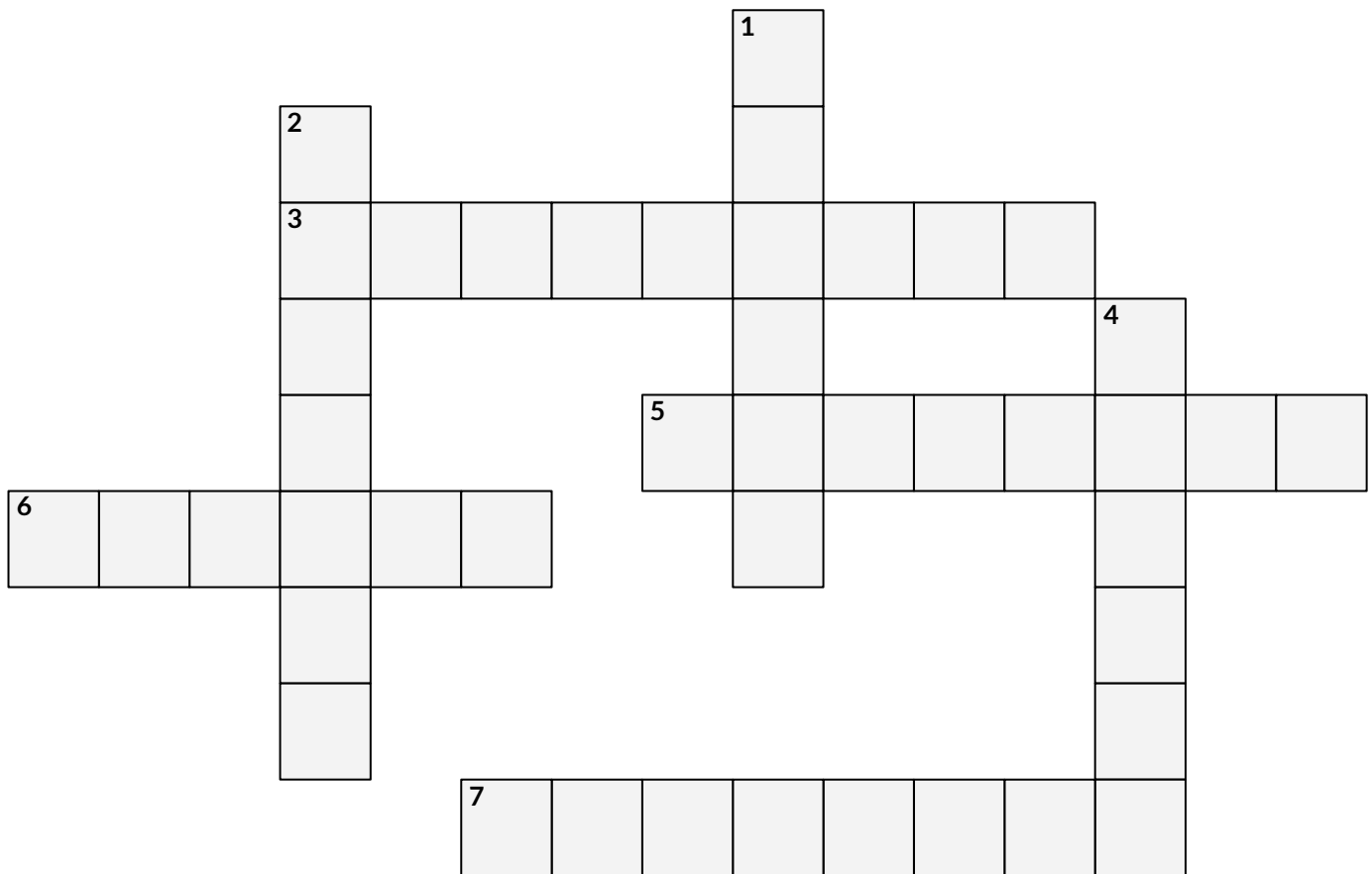
- 1. Continental soldiers (kahn-tuh-NEN-tuhl SOHL-juhrs)** *noun*; During the American Revolution, Continental soldiers (or just “Continental”) were soldiers who fought for the Continental Army—the army of the 13 Colonies that fought to win freedom from Great Britain. They were also known as revolutionaries or rebels.
- 2. incursion (in-KUHR-shuhn)** *noun*; An incursion is a sudden invasion or attack. During a war, soldiers might make an incursion into enemy territory. A movie might tell the story of an alien incursion on Earth.
- 3. militia (muh-LIH-shuh)** *noun*; During the American Revolution, a militia was a group of ordinary American citizens who came together to act as a kind of volunteer army. Unlike a regular army, which is made up of professional soldiers, these militias were made up of people like farmers and craftspeople. They formed local groups to defend their communities, fight in battles, and support the American cause for independence.
- 4. musket (MUH-skuht)** *noun*; A musket is an old-fashioned firearm that was once used by soldiers.
- 5. muster (MUH-stuhr)** *verb*; Originally, *muster* meant “to gather soldiers for battle.” Today *muster* has a more general meaning of “gather up.” You could muster your friends for a basketball game or muster up your courage before doing something scary.
- 6. Redcoats (RED-kohts)** *noun*; *Redcoats* was a term used to describe the British soldiers. Colonists called them Redcoats because they wore red coats as part of their uniforms.
- 7. regiment (REH-juh-muhnt)** *noun*; In the military, a regiment is a large group of soldiers, often 1,000 or more.

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

# Vocabulary Practice

## *The Midnight Ride of Sybil Ludington*

**Directions:** Complete the crossword puzzle below.



### Across

- 3.** an attack or invasion
- 5.** a large group of soldiers
- 6.** gather or assemble soldiers
- 7.** British soldiers

### Down

- 1.** old-fashioned weapon
- 2.** local citizens trained as soldiers
- 4.** what people called Continental soldiers

# Close-Reading Questions

## *The Midnight Ride of Sybil Ludington*

- 1.** In the prologue, 1777 is described as “a dangerous and violent time.” How is this statement supported in Scene 1? (author’s craft)
- 2.** In Scene 1, Sybil says, “One cannot be brave if one is fearless, Mr. Crosby.” What does she mean? (interpreting text)
- 3.** Why does the Colonel agree to let Sybil raise the militia? (character)
- 4.** Which events in the play show that Sybil is both mentally and physically tough? (character)

# Critical-Thinking Questions

## *The Midnight Ride of Sybil Ludington*

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

# Featured Skill: Summarizing

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

**The prompt at the end of the play says:**

It's May 1777, and you are a reporter for *The Patriot Gazette*. Write an article about what Sybil Ludington did, the outcome, and what was special about her actions.

## ORGANIZING YOUR ARTICLE

As you write your article, it's important to stay organized. You can do this by dividing the article into three different sections.

**Section 1:**            **2-4 Paragraphs**  
These paragraphs will focus on what Sybil Ludington did.

**Section 2:**            **1 Paragraph**  
This paragraph will focus on the outcome of Sybil's actions.

**Section 3:**            **1 Paragraph**  
This paragraph will focus on what was special about Sybil's actions.

### PLANNING YOUR ARTICLE: SECTION 1

Record 5 bullet points summarizing what Sybil did on the night of April 26th and the morning of April 27th in 1777. Focus on Scenes 3-6.

**PLANNING YOUR ARTICLE: SECTION 2**

Summarize the outcome of Sybil’s actions in 1-2 sentences. Focus on Scene 7.

**PLANNING YOUR ARTICLE: SECTION 3**

Summarize what was special about Sybil’s actions in 1-2 sentences. Draw on information from the play as well as the caption “Women in Wartime” and the sidebar “The Legend of Sybil Ludington.”

## DON'T FORGET ABOUT VOICE!

The way a writer expresses their ideas is referred to as their “voice.” As you write your article, try to stay in the voice of a Patriot reporter from the 1700s!

Remember that you write for the *PATRIOT Gazette*—not the *LOYALIST Gazette*. In other words, it’s OK to express that you support the Patriots and want them to win the war!

Try using some words specific to the article, such as *militia*, *muster*, and *siege*. You could also try incorporating some of the following words, which were commonly used in the 1700s:

**Alas:** an expression of grief, pity, or concern  
**In sooth:** in truth, indeed  
**Henceforth:** from this point forward  
**Moreover:** additionally, furthermore  
**Notwithstanding:** despite, nevertheless  
**Perchance:** perhaps, maybe

TIP: Though it’s fun to use 18th-century words, there’s no need to go overboard. Using just a few of these words will make your article stand out!

## TIME TO WRITE

Complete the following steps to write your article in a separate document.

### WRITE SECTION 1

**Directions:** Write 2-4 paragraphs about Sybil Ludington’s actions on the night of April 26th and the morning of April 27th in 1777. Use the bullet points you recorded on page 2 to help you. (Of course, you’ll want to elaborate.) \*Tip: Start with a creative headline that summarizes your article!\*

### WRITE SECTION 2

**Directions:** Write one paragraph about the outcome of Sybil’s actions. Use the summary you wrote on page 2 to help you. Remember to elaborate.

### WRITE SECTION 3

**Directions:** Write one paragraph about what was special about Sybil’s actions. Use the summary you wrote on page 2 to help you. Remember to elaborate. \*Tip: When you’re finished writing, read your draft aloud. It’s easier to check for mistakes that way than by reading it in your head.\*

# CHOICE BOARD

## *THE MIDNIGHT RIDE OF SYBIL LUDINGTON*

It's May 1777, and you are a reporter for *The Patriot Gazette*. Write an article about what Sybil Ludington did, the outcome, and what was special about her actions.

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

Write a one-paragraph summary of the play. Be sure to include only the most important information.

Imagine that the play is being turned into a movie, and you've been hired to create the soundtrack. Choose at least five songs that should be included. For each song, state which scene it goes with and why you chose it.

Research the famous ride of Paul Revere. Familiarize yourself with who Paul Revere was and his role in the American Revolution. Then create a podcast in which you interview Sybil Ludington and Paul Revere.

Read the poem "Paul Revere's Ride" by Henry Wadsworth Longfellow. Then write a poem about Sybil Ludington, in Longfellow's voice.

Choose one dramatic moment in the play and create a comic that illustrates it.

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

# Making Inferences

Making an inference means using clues in a text in addition to what you already know to figure out something the author doesn't tell you directly.

**Directions:** Read *The Midnight Ride of Sybil Ludington*. Then answer the questions or follow directions to fill in the chart.

| Clues  | Inference   |
|--|---|
| <p>1. Record lines that support the inference at right.</p>  | <p><i>Within her family, Sybil is a leader and protector.</i></p> |
| <p><b>Consider these lines from Scene 2:</b></p> <p><b>Sybil:</b> Loyalist scoundrel! He must be after the reward for Father. If they find out Father isn't here, they will be bolder. They will loot the house—maybe even set it on fire.</p> <p><b>SD1:</b> Sybil goes inside and wakes up her siblings.</p> <p><b>Sybil:</b> Everyone! Light candles and walk back and forth in front of the windows. We must make it look like this house is full of men.</p> <p><b>SD2:</b> Prosser's men approach and take positions behind the trees. They see figures pacing behind the windows.</p> <p><b>Prosser:</b> The colonel is well guarded tonight.</p> | <p>2. What characteristics does Sybil show here? Explain.</p>     |

| Clues   | Inference   |
|---|---|
| 3. Record lines that support the inference at right.  | <i>The colonel has confidence in his daughter.</i>          |
| 4. Record lines that support the inference at right.  | <i>Sybil is brave.</i>                                      |
| <p><b>Consider these lines from Scene 7:</b></p> <p><b>Washington:</b> Forty miles in the dead of night! It was a feat worthy of my best men.</p> <p><b>Sybil:</b> I am honored to have served our cause. And I hope I have shown you that it is not only the best men who can fight for freedom.</p> | 5. What point is Sybil trying to make to George Washington? |

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

## ***The Midnight Ride of Sybil Ludington Quiz***

**Directions:** Read *The Midnight Ride of Sybil Ludington* from the March issue of *Scope*. Then answer the questions below.

1. **The purpose of the prologue is to \_\_\_\_\_.**  
**Choose THREE.**
  - A. explain why Sybil can't join the militia
  - B. introduce the play's setting
  - C. introduce Sybil Ludington
  - D. explain who the Patriots and Loyalists are
2. **In Scene 5, Sybil tells Mr. Prosser that he has "truly lost all honor." She means that Mr. Prosser has lost all \_\_\_\_\_.**
  - A. thanks and praise
  - B. awards and accomplishments
  - C. sense and reason
  - D. respect and integrity
3. **Why does Colonel Ludington agree to let Sybil muster the militia?**
  - A. He is following orders from General George Washington.
  - B. There is no one else around to do it.
  - C. He has confidence in Sybil's abilities.
  - D. He doesn't realize how far Sybil will have to ride.
4. **Which line supports your answer to Question 3?**
  - A. **Colonel:** But my men are scattered over many miles. It will take all night to alert them!
  - B. **Sybil:** I will go, Father.
  - C. **Colonel:** You do not know my Sybil.
  - D. **Mr. Hopkins:** We cannot let Danbury fall!
5. **In Scene 5, Sybil encounters a group of Loyalist bandits. What does this scene add to the play? Choose THREE.**
  - A. It develops Sybil's character as brave and tough.
  - B. It creates drama and excitement.
  - C. It develops the idea that there was a lot of anger between the Loyalists and the Patriots.
  - D. It shows that Sybil is a Loyalist.
6. **Which of the following statements best summarizes the play?**
  - A. George Washington leads the Continental Army to defend Danbury.
  - B. A teenage Patriot outsmarts a group of Loyalist bandits.
  - C. A teen girl raises a militia in the middle of the night during the Revolutionary War.
  - D. After Britain imposes new taxes, protests break out in the American Colonies.

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

## Constructed-Response Questions

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

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7. Find an example of suspense in the play, and explain how the playwright created that feeling.

8. In what ways could Sybil Ludington be an inspiration to others? Use text evidence from the play to support your ideas.

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

## ***The Midnight Ride of Sybil Ludington Quiz***

**Directions:** Read *The Midnight Ride of Sybil Ludington* from the March issue of *Scope*. Then answer the questions below.

1. The prologue explains \_\_\_\_\_. Choose **THREE**.

- A. why Sybil can't join the militia
- B. the play's setting
- C. who Sybil Ludington is
- D. who the Patriots and Loyalists are

2. In Scene 3, the messenger says, "I've ridden 20 miles, and I am utterly spent." As used in this sentence, what does *spent* mean?

- A. out of money
- B. out of time
- C. terrified
- D. drained of energy

3. Why does Colonel Ludington agree to let Sybil muster the militia?

- A. He is following orders from General George Washington.
- B. There is no one else around to do it.
- C. He has confidence in Sybil's abilities.
- D. He doesn't realize how far Sybil will have to ride.

4. Which line supports your answer to Question 3?

- A. **Colonel:** But my men are scattered over many miles. It will take all night to alert them!
- B. **Sybil:** I will go, Father.
- C. **Colonel:** You do not know my Sybil.
- D. **Mr. Hopkins:** We cannot let Danbury fall!

5. Consider these lines from Scene 5:

**Sybil** (*staring up*): So you've joined the bandits now, Mr. Prosser? You have truly lost all honor.

**Prosser:** Silence, traitor!

**Sybil** (*standing*): If you think you will get away with this, you are gravely mistaken.

**SDI:** Sybil jabs wildly at the bandits with her stick.

- These lines \_\_\_\_\_. Choose **THREE**.

- A. show that Sybil is brave and tough
- B. create drama and excitement
- C. show the anger that was felt between the Patriots and Loyalists
- D. show that Sybil is a Loyalist

6. Which of the following should definitely be included in a summary of the play?

- A. Sybil has a brand-new horse.
- B. The messenger rode 20 miles to get to the Ludingtons' house.
- C. Sybil Ludington and her family are Patriots.
- D. Sybil's mother's name is Abigail.

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

## Constructed-Response Questions

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

---

7. Suspense is a sense of anxiety and uncertainty about what will happen next. Find an example of suspense in the play, and explain how the author created that feeling.

8. In what ways could Sybil Ludington be an inspiration to others? Use text evidence from the play to support your ideas.

## Sybil Ludington Contest

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

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

Parent's or legal guardian's phone number: \_\_\_\_\_

Student's name: \_\_\_\_\_ Student's grade: \_\_\_\_\_

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

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

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the March 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

### What to Do

Ask students to respond to this prompt:

It's May 1777, and you are a reporter for *The Patriot Gazette*. Write an article about what Sybil Ludington did, the outcome, and what was special about her actions. Entries must be submitted to **Sybil Ludington Contest** by a teacher, parent, or legal guardian.

Three winners will get *Scar* by J. Albert Mann.

Include this form with each student's entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

#### Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

**ENTRIES MUST BE RECEIVED BY April 22, 2024.**

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

# Analyzing Poetry:

## "Famous" by Naomi Shihab Nye

---

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

1. Think about the relationship between a fish and the river in which it lives. What do you think poet Naomi Shihab Nye means in the first line of the poem when she writes, "The river is famous to the fish"?
  
  
  
  
  
  
  
  
  
  
2. In the second stanza, the poet refers to loud voices and silence.
  - A. What are some ideas, feelings, experiences, and/or kinds of people often associated with loud voices? How about with silence?
  
  
  
  
  
  
  
  - B. Which do you think usually gets more attention or has more power—loud voices or silence?
  
  
  
  
  
  
  
  - C. What idea about loud voices and silence do you think the poet is expressing in the second stanza? What do you think her message might be?

**3.** Now consider the third stanza. Why would a cat be "famous" to nearby birds?

**4.** In the fourth stanza, Nye writes that the tear is famous "briefly" to the cheek. Why would the tear be famous only briefly?

**5.** Consider the fifth stanza. What does the poet mean when she describes an idea "you carry close to your bosom" as "famous" to your bosom?

**6.** Why would a boot be more famous to the earth than a dress shoe, as Nye writes in the sixth stanza?

**7.** Explain what you think the poet is saying in the seventh stanza. Why would a photograph be famous to the person who carries it but not to the person who is pictured?

**8.** How are the last two stanzas of this poem different from the first seven? (Hint: Take a look at how the stanzas begin.)

**9.** In your own words, explain what the poet says in the second-to-last stanza.

**10.** In the last stanza, the poet says she wants to be famous in the way that a pulley or a buttonhole—that never forgets “what it could do”—is famous. What do you think the poet means? What kinds of things might she never want to forget she can do?

# CHOICE BOARD

## "FAMOUS"

Fame is thought of as grand, public recognition, but in this poem, fame is something different. Explain what being famous means in this poem.

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

Create a list of small things that may go unnoticed but have a meaningful effect on others—actions, objects, ideas, people, nature, etc.

Optionally, use Naomi Shihab Nye's poem as a model to write your own "Famous" poem.

Go to Scope Online to listen to the story "[Girl Can't Dance](#)" by Lisa Yee, along with the poem that follows the story, "Fame is a bee" by Emily Dickinson.

What are Yee and Dickinson expressing about the topic of fame? How does this compare to the idea expressed about fame in Shihab Nye's poem? Answer both questions in a well-organized paragraph.

Choose one of the options below to create a piece of art inspired by the poem:

- Create a collage using magazine images, words, and phrases that reflect the message the poet is trying to convey.
- Use paints, pencils, or pastels to represent your interpretation of the poem.
- Choose your own preferred art medium to interpret and express the themes and emotions conveyed in the poem.

## Famous Contest

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

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

Parent's or legal guardian's phone number: \_\_\_\_\_

Student's name: \_\_\_\_\_ Student's grade: \_\_\_\_\_

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

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

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the March 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

## What to Do

Ask students to respond to this prompt:

Fame is thought of as grand, public recognition, but in this poem, fame is something different.

Explain what being famous means in this poem. Entries must be submitted to **Famous Contest** by a teacher, parent, or legal guardian. Three winners will each get a *Scope* notebook.

Include this form with each student's entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

**Entries will be judged on:**

- ✓ creativity
- ✓ clarity

**ENTRIES MUST BE RECEIVED BY April 22, 2024.**

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

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

# Vocabulary

## "The Story of Adorable"

1. **array (uh-RAY)** *noun*; An array is an assortment or variety. If your school has baseball, volleyball, basketball, and football, your school has an array of sports.
2. **obtain (uhb-TAYN)** *verb*; To obtain is to get or acquire, as in "After looking everywhere for the book, I finally obtained a copy from the library."
3. **savvy (SA-vee)** *adjective*; A savvy person has practical knowledge or understanding of something. A savvy person is often described as being clever and smart. If Jeremy makes smart business decisions, he is a savvy businessperson. If Jane is comfortable using a variety of digital tools and platforms and picks up new technologies easily, she is tech-savvy.
4. **venture (VENT-shuhr)** *noun or verb*; As a noun, *venture* means "an undertaking that has risk or uncertainty." If you team up with a friend to start a pet photography company, you are embarking on a business venture together.

As a verb, *venture* means "to go ahead in spite of risk or danger," as in "Shay ventured into the storm."

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

# Vocabulary Practice

## "The Story of Adorable"

**Directions:** Finish each conversation by filling in the blank with a word from the box below.

array

savvy

obtain

venture

1.

Ice cream or cake at your party? I vote ice cream. 🎉

Vanilla 🍦 plus an \_\_\_\_\_ of toppings . . . nuts, strawberries, fudge, AND caramel sauce.

2.

I'm doing my career presentation on pilots. Didn't your cousin just \_\_\_\_\_ her pilot's license?

Yeah! Want to talk to her? I'll start a group chat.

3.

SOS. My Chromebook is DEAD. I've tried everything. It won't even turn on. 😞

Ask Ms. Ennis. She is so \_\_\_\_\_ with this stuff. She actually builds computers in her garage.

4.

You should see my sister's latest \_\_\_\_\_: glow-in-the-dark gum she's selling on Etsy.

Haha. I would totally buy that. Your sister is the best.

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

# The Short Write Kit

**Directions:** Read "The Story of Adorable." 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:

In your opinion, what key factors enabled hamsters to join the ranks of America's most popular pets? Answer this question in a well-organized paragraph. Use text evidence.

*We started you off by echoing the question.*



### Your claim:

Hamsters were able to join the ranks of America's most popular pets because of

*To state your claim, complete this sentence.*

**Step 2: FIND YOUR TEXT EVIDENCE**

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

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

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

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

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

**Text Evidence 1****Commentary**

**Text Evidence 2**

**Commentary**




**Text Evidence 3**

**Commentary**




## Step 3: WRITE YOUR PARAGRAPH

**Start with your claim.**



**Present your first piece of text evidence.**  
**Be sure to cite it.**

Here's one way to do it: As authors Kristin Lewis and Melanie Abrahams explain in their article "The Story of Adorable," \_\_\_\_\_.  
(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 one way to do it: The authors go on to say that \_\_\_\_\_.  
(Finish the sentence with your text evidence. Follow each piece of text evidence with commentary.)



**Finish with a concluding sentence that sums everything up.**



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

# Central Ideas and Details

A **central idea** of a text is one of the main points the author is making. A central idea can be supported with details from the text. **Directions:** Fill in the chart below with information from "The Story of Adorable."

| Section Title        | Central Idea<br><i>Write one sentence telling what the section is mainly about.</i> | Supporting Details<br><i>Give two or three details that support the central idea.</i> |
|----------------------|---|---|
| "Part of the Family" |   |   |
| "Getting to Work"    |   |   |

| Section Title    | Central Idea<br><i>Write one sentence telling what the section is mainly about.</i> | Supporting Details<br><i>Give two or three details that support the central idea.</i> |
|------------------|---|---|
| “Hamster Craze”  |   |   |
| “A Favorite Pet” |   |   |

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

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 "The Story of Adorable." We started the first section for you.

| Section Title        | Central Idea<br><i>Write one sentence telling what the section is mainly about.</i>                                  | Supporting Details<br><i>Give two or three details that support the central idea.</i>                                     |
|----------------------|--|---|
| "Part of the Family" | Americans' attitudes toward animals have changed over time. <div> <div>Add two more supporting details.</div> </div> | <div> <div>- For most of history, people kept animals for their ability todo work: to hunt, herd sheep, etc.</div> </div> |
| "Getting to Work"    |  |   |

| Section Title    | Central Idea<br><i>Write one sentence telling what the section is mainly about.</i> | Supporting Details<br><i>Give two or three details that support the central idea.</i> |
|------------------|---|---|
| "Hamster Craze"  |   |   |
| "A Favorite Pet" |   |   |

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

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

## “The Story of Adorable” Quiz

**Directions:** Read “The Story of Adorable” from the March issue of *Scope*. Then answer the questions below.

---

1. According to the article, Albert Marsh believed “hamsters belonged not only in laboratories but also in the loving hands of America’s children.” The authors mean that Marsh believed that \_\_\_\_\_.
  - A. using animals in labs was wrong
  - B. hamsters did not make good lab animals
  - C. adults would dislike hamsters
  - D. hamsters would make good pets for kids
2. The section “Part of the Family” \_\_\_\_\_. Choose TWO.
  - A. describes how attitudes toward animals have shifted throughout history
  - B. examines why some people choose to have pets while others do not
  - C. explains why the idea of keeping animals in the home as pets caught on
  - D. analyzes why pet shops in the U.S. were unpopular until very recently
3. The authors write that Marsh “had ignited a hamster craze.” As it is used here, *ignite* means \_\_\_\_\_.
  - A. to prevent something from happening
  - B. to form mental images of things that are not currently present or real
  - C. to cause something to catch fire
  - D. to spark or set something in motion
4. The authors write, “At one point, Marsh was bringing in \$4,000 a week—about \$47,000 in today’s money.” This detail supports the idea that \_\_\_\_\_. Choose TWO.
  - A. Marsh’s business was a success at first
  - B. Marsh’s idea that hamsters would make great pets caught on
  - C. hamsters were expensive
  - D. Marsh’s business was in trouble
5. According to the article, why was Marsh successful when he started his business?
  - A. Hamsters have many qualities that make them good pets, and Marsh knew how to market them.
  - B. Hamsters are closely related to rats.
  - C. Hamsters are useful for research.
  - D. Marsh was skilled at breeding hamsters.
6. The main purpose of the article is to \_\_\_\_\_.
  - A. explore the many reasons hamsters make excellent pets
  - B. explain how the hamster became a popular pet in the U.S.
  - C. highlight the problems that can arise when keeping hamsters as pets
  - D. detail the life of Albert Marsh

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

## Constructed-Response Question

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

---

7. How did Americans' changing attitudes toward animals in the 1800s affect Albert Marsh's hamster business? Use text evidence to support your answer.

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

## “The Story of Adorable” Quiz

**Directions:** Read “The Story of Adorable” from the March issue of *Scope*. Then answer the questions below.

---

1. According to the article, hamsters were first brought to the U.S. for \_\_\_\_\_.
  - A. farming
  - B. pet stores
  - C. Albert Marsh
  - D. medical research
2. The section “Part of the Family” \_\_\_\_\_. Choose TWO.
  - A. describes how attitudes toward animals have shifted throughout history
  - B. examines why some people choose to have pets while others do not
  - C. explains why the idea of keeping animals in the home as pets caught on
  - D. analyzes why pet shops in the U.S. were unpopular until very recently
3. The authors write that Marsh “had ignited a hamster craze.” They mean that \_\_\_\_\_.
  - A. Marsh had become obsessed with hamsters
  - B. Marsh had caused people to fear hamsters
  - C. Marsh had bred too many hamsters
  - D. Marsh had made hamsters extremely popular in America
4. The author writes, “At one point, Marsh was bringing in \$4,000 a week—about \$47,000 in today’s money.” This detail supports the idea that \_\_\_\_\_. Choose TWO.
  - A. Marsh’s business was a success at first
  - B. Marsh’s idea that hamsters would make great pets caught on
  - C. hamsters were expensive
  - D. Marsh’s business was in trouble
5. According to the article, Marsh was successful when he started selling hamsters because hamsters \_\_\_\_\_ and Marsh was \_\_\_\_\_.
  - A. make good pets; a smart businessman
  - B. are useful for research; a pet lover
  - C. are clean; a good breeder
  - D. are prone to disease; a smart businessman
6. The main purpose of the article is to help readers understand why hamsters \_\_\_\_\_.
  - A. make great pets
  - B. became a popular pet in the U.S.
  - C. can be unhealthy
  - D. are easy to breed

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

## Constructed-Response Question

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

---

7. The authors write: "By the time Marsh won his hamster in 1946, the country was dotted with pet shops." What does this fact have to do with the success of Marsh's hamster business?

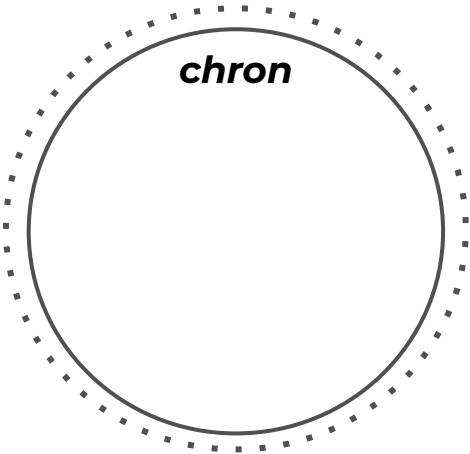
Name: \_\_\_\_\_

# Root Power

**PART 1:  
MEANING**

In this issue's Root Power, you learned the Greek root *chron*, which means *time*. Did you figure out the meanings of the words containing this root? Look at the comic again. Then write the meanings of the words below. Use a dictionary as needed.

Draw a picture that helps you remember the meaning of the root *chron*.



| WORD   | MEANING |
|--|---------|
| <b>chronicle</b><br>(KRAW-nih-kuhl; <i>noun</i> )                  |         |
| <b>synchrony</b><br>(SIN-kruh-nee; <i>noun</i> )                   |         |
| <b>chronometer</b><br>(kraw-NAH-meh-tur; <i>noun</i> )             |         |
| <b>synchronized</b><br>(SIN-kruh-nayzd; <i>verb or adjective</i> ) |         |
| <b>chronically</b><br>(KRAW-nih-klee; <i>adverb</i> )              |         |

**PART 2:  
PRACTICE**

Fill in each blank with a form of one of the words listed here to best complete each sentence: *chronically, chronicle, chronometer, synchronized, synchrony*.

1. My mom and I \_\_\_\_\_ all the clocks in the house so now they all show the same time—down to the second.
2. My brother is a fan of anything Star Wars. He actually wrote his own 100-page \_\_\_\_\_ of the rise and fall of the Empire.
3. The wind is so strong here that it's always knocking down power lines; as a result, we \_\_\_\_\_ lose electricity.
4. Every member of the band played in perfect \_\_\_\_\_. It was magnificent.
5. While training for the race, Clara wears a \_\_\_\_\_ on her wrist so she can measure her time with great accuracy.

**PART 3:  
ROOT  
CHALLENGE**

Follow the directions below to create a "Root Power"-style panel of your own.

1. Find another word that contains the root *chron*. Write it below.

---

2. Using that word, write a sentence that makes the meaning of the word clear. (For example, the sentence "Here is a chronicle" does not make the meaning of *chronicle* clear. Give some context clues!)

---



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3. Draw a picture that shows the word's meaning.

## Root Power Contest

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

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

Parent's or legal guardian's phone number: \_\_\_\_\_

Student's name: \_\_\_\_\_ Student's grade: \_\_\_\_\_

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

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

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the March 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

## What to Do

Ask students to respond to this prompt:

Read "The Time Capsule." Then follow these steps: **1.** Write down the meaning of each word in green. Use context clues or, if needed, a dictionary. **2.** Find another word that contains the root *chron*. **3.** Write a sentence using that word and draw a picture that shows the word's meaning. **4.** Entries must be submitted to **Root Power Contest** by a teacher, parent, or legal guardian. Three winners will each get a *Scope* notebook.

Include this form with each student's entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

**Entries will be judged on:**

- ✓ creativity
- ✓ clarity and comprehension
- ✓ grammar, spelling, and punctuation

**ENTRIES MUST BE RECEIVED BY April 22, 2024.**