

MEGALODON VS. GREAT WHITE

IT WAS AN EPIC BATTLE. AND YOU'LL NEVER GUESS WHO WON!

Directions: Circle the correct word in each bolded pair.

Meet the Meg

What could grow longer **than/then** a school bus, weigh seven times more **than/then** an elephant, and have a bite three times stronger **than/then** a *T. rex*? Answer: the megalodon.

The megalodon was a massive shark that prowled the oceans tens of millions of years ago. This giant predator is the biggest shark ever to have existed.

Mega Teeth

Staring into the giant mouth of a megalodon would have been pretty terrifying. Megs had more **than/then** 200 razor-sharp teeth, each as big as your hand. It's thanks to those teeth that we know as much about megs as we do.

When a meg lost a tooth, the tooth would sink to the ocean floor. **Than/Then**, over millions of years, the tooth would become a fossil. Such fossils have helped scientists learn where megs lived (in warm waters, close to shore) and what they ate (whales, large fish, and other sharks).

Serious Competition

Megalodons became extinct about 3.5 million years ago. Back **than/then**, many marine animals were dying off. But megs weren't just any animal—they were among the most powerful predators Earth has ever seen! So why didn't they survive?

Competition with great white sharks for food may have been a factor. Each meg needed a whopping 2,500 pounds of food daily, so megs may have struggled to find enough to eat. Because the great white was smaller, it needed less food. That may have helped it outlast the mighty meg.

Name: _____

Than or Then?

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

THAN

Use **THAN** when you're making a comparison:

*Simon is older **than** Sebastian.*

*Emily's video got more **than** 12 million views.*

The phrase **OTHER THAN** is used to mean "except" or "apart from":

Other than soccer practice, I have no plans.

THEN

Use **THEN** when you're talking about time. It can mean "next" or "at that time":

*First wash your hands, **then** set the table.*

*My life was a lot simpler back **then**.*

THEN is also used in "if/then" statements:

*If you don't finish that burger, **then** I will!*

Directions: Circle the correct boldfaced word in each sentence.

1. Luis saw his first violin concert when he was 3. Since **than/then**, he has been fascinated by stringed instruments.
2. Rachel says she would rather scrub the toilet **than/then** eat a single green bean.
3. Finish your homework, **than/then** we can go for a bike ride.
4. "Fluffy, no!" Mrs. Hall scolded, scooping up the cat. "You know better **than/then** to walk on the kitchen table."
5. Pete found that getting up an hour earlier was easier said **than/then** done.
6. "Don't forget," Sheena called, "we're meeting at the museum at 5 o'clock. I'll see you **than/then**!"
7. There was no one in the room other **than/then** Marc.
8. My little brother knows much more about Star Wars **than/then** I do.
9. If this is a scary movie, **than/then** I don't want to see it.

Directions: Combine each pair of sentences below into a single sentence using **than** or **then**.

10. Sam ran fast. Ashley ran faster.

11. Put a half cup of flour in a bowl. Add two eggs and stir until smooth.

12. I like playing baseball. I would rather play soccer.

Name: _____

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

Vocabulary

"Lost in Death Valley"

1. **addled (A-duhd)** *adjective*; To be addled is to be confused and unable to think clearly, as in "After getting only one hour of sleep, Elizabeth's brain was addled. She couldn't concentrate on anything."
2. **crude (krood)** *adjective*; As it is used in the article, *crude* means "rough or simple in design." If you were stranded on a desert island, you might construct a crude shelter made of driftwood.
3. **geological (jee-uh-LAH-jih-kuhl)** *adjective*; *Geological* means "related to geology," which is a branch of science that deals with the physical characteristics and history of Earth.

The geological features of the Grand Canyon include layers of red rock that were formed over millions of years.

4. **inferno (in-FUHR-noh)** *noun*; An inferno is a giant, blazing fire. The word *inferno* can also be used to refer to a place that is extremely hot. If it's 115 degrees, you might say, "It's an inferno outside today!"
5. **notorious (noh-TOR-ee-uhss)** *adjective*; *Notorious* means well-known for something bad or negative. If Jared is notorious for forgetting his keys, he is known for often forgetting his keys. If a river is notorious for flooding, it's known to flood frequently. Siamese cats are notorious for being noisy.

6. oppressive (uh-PREH-siv) *adjective*; Something oppressive causes you to feel weighed down, worried, or uncomfortable. *Oppressive* can also mean cruel or harsh. If the heat is oppressive, you might sit in front of a fan to cool off.

7. peril (PEH-ruhl) *noun*; If someone or something is in peril, it is in danger of injury, loss, or destruction. Someone on a sinking boat is in peril. A home located close to a forest fire is in peril.

Peril can also refer to something that puts someone or something in immediate danger. The perils of driving in the snow include slippery roads, poor visibility, and cold temperatures.

8. reclassify (ree-KLA-suh-fahy) *verb*; To classify something is to put it in or assign it to a particular class, group, or category. To reclassify something is to classify it again—in other words, to move it to a different class, group, or category.

Pluto was once classified as a planet. In 2006, it was reclassified as a dwarf planet. Scientists determined it did not meet all the criteria of a full-size planet.

Name: _____

Vocabulary Practice

"Lost in Death Valley"

Directions: Choose the best answer to each question.

1. Which of the following is **NOT** an example of an inferno?
 - a. a wildfire burning out of control
 - b. a desert in the middle of summer
 - c. a small campfire
2. Who would most likely be involved in geological research?
 - a. an expert in art history
 - b. a doctor who studies the brain
 - c. a scientist who studies volcanoes
3. Which word is **LEAST** similar in meaning to *reclassify*?
 - a. recategorize
 - b. discover
 - c. change
4. If Pete is addled, how does he feel?
 - a. dazed and confused
 - b. excited and joyful
 - c. focused and alert
5. Which of the following might someone be notorious for?
 - a. making delicious homemade pizza
 - b. being a great dancer
 - c. always being late
6. Which is an antonym for *oppressive*?
 - a. mild
 - b. harsh
 - c. cruel
7. Which of the following could be described as crude?
 - a. a cruise ship
 - b. a fancy yacht
 - c. a raft made of sticks
8. Which word is **MOST** similar in meaning to *peril*?
 - a. defense
 - b. hazard
 - c. warning

Close-Reading Questions

“Lost in Death Valley”

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- 4.** The section "Terribly Wrong" includes little description of the women's feelings, yet their emotions are easy to detect. How does Lewis achieve this? (author's craft)
- 5.** In the section "One in a Million," why does the author include the paragraph that starts "The human body is not made to withstand . . ." ? (text structure)
- 6.** What can you infer about how the three women helped one another survive? (inference)

Name: _____

Critical-Thinking Questions

"Lost in Death Valley"

1. What role did luck play in the women's survival? What choices did they make that also helped them survive?

2. What crucial role did other people play in helping the women to survive?

Video Discussion Questions

Behind the Scenes: “Lost in Death Valley”

- 1.** One central idea of the video is that Death Valley is dangerous, but it is also a spectacular natural wonder. How is this idea supported in the video?
- 2.** How might keeping a notebook during her trip (3:58 to 4:11) have helped author Kristin Lewis write descriptive passages in her article?
- 3.** What is the mood of the video during the final section (5:38 to 6:13)? Consider the narration, music, and visuals.

Name: _____

Featured Skill: Key Ideas and Details

Directions: Read "Lost in Death Valley." 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:

Survival stories often demonstrate the power of resilience and problem-solving. How did these traits help the women survive in Death Valley? Answer in a well-organized essay. Use text evidence.

The following questions will help you think through your response.

1. What is resilience? Look it up in a dictionary and record its definition. Then make a list of ways the women showed resilience.

resilience

part of speech:

definition:

Ways the women showed resilience:

2. What is problem-solving? Look it up in a dictionary and record its definition. Then list the ways problem-solving helped the women survive.

problem-solving

part of speech:

definition:

**Examples of the women’s
problem-solving abilities:**

CHOICE BOARD

"LOST IN DEATH VALLEY"

Survival stories often demonstrate the power of resilience and problem-solving. How did these traits help the women survive in Death Valley? Answer in a well-organized essay. Use text evidence.

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

The author writes that Death Valley is a place of extremes. In a well-organized paragraph, explain what makes that environment extreme. Use text evidence.

Create a guide book to Death Valley National Park. Be sure to include the park's must-visit attractions, an overview of the wildlife, and tips for staying safe. Decorate your book with photos and illustrations.

This article presents a classic conflict of humans versus nature. What important lessons, if any, do you think you can draw from it? Write an essay responding to this question. Consider factors that led to danger and survival in your response.

Summary of “Lost in Death Valley”

[illegible]

Name: _____

Summarizing

Directions: Fill in the blanks below to complete an objective summary of "Lost in Death Valley."

Author Kristin Lewis's narrative nonfiction article "Lost in Death Valley" is about

_____.

After taking a wrong turn, _____

_____.

The women were in serious danger because _____

_____.

They were also running out of food and water. Fortunately, the women found

_____.

Still, the extreme heat _____

_____.

But they managed to hold on until _____

_____.

Today, Gina says _____

_____.

Who is the article mainly about? What problem did they face?

How far did they drive? What happened to the car?

What makes Death Valley a dangerous place?

What did the women find near the trees?

How did the heat affect the women?

Who came to save the women?

How did the experience change Gina?

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 "Lost in Death Valley."

1. Describe the images on pages 4-5. What mood do they create?

2. Study the map of Death Valley National Park. List at least two things this map helps you understand about Death Valley.

3. Study the two images of Death Valley on page 10. What do these images tell you about Death Valley's environment?

4. Based on the images on pages 4-10, what predictions do you have about what this article will be about?

Name: _____

Exploring Text Structure

Directions: Read "Lost in Death Valley." Then use the graphic organizers in this activity to organize information from the article.

PROBLEM AND SOLUTION

Fill in the problem/solution pairs below.

Problem 1

Sky did not know where her mother, Donna, was but sensed something was wrong.

Solution 1

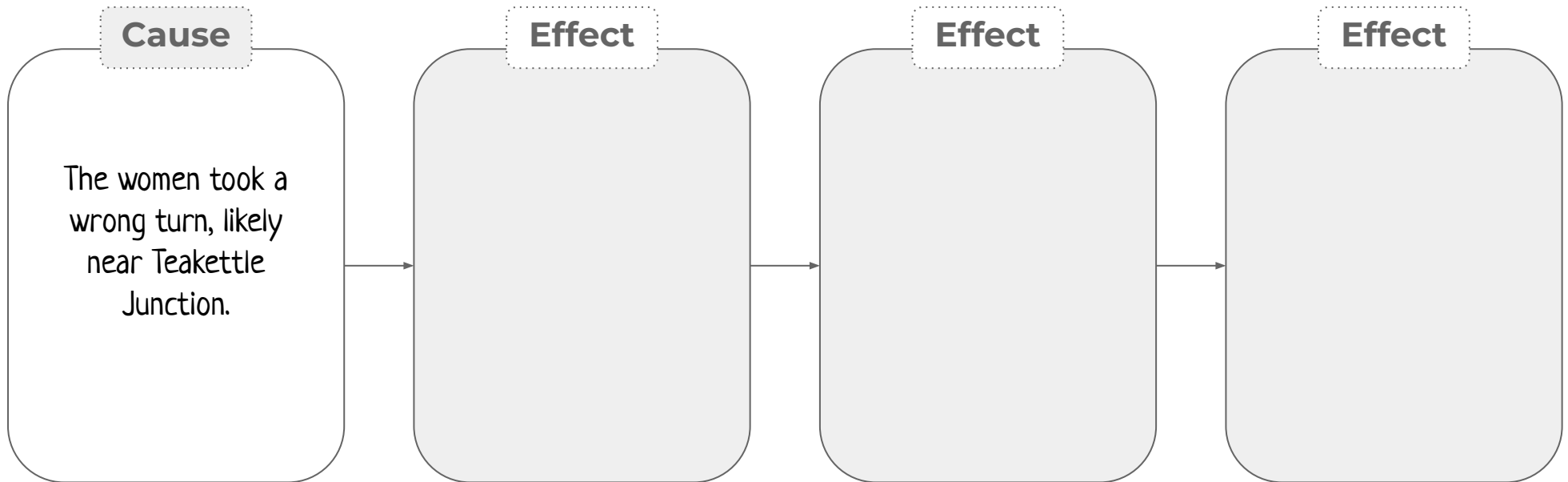
Problem 2

Donna, Gina, and Jenny were stranded without food and water.

Solution 2

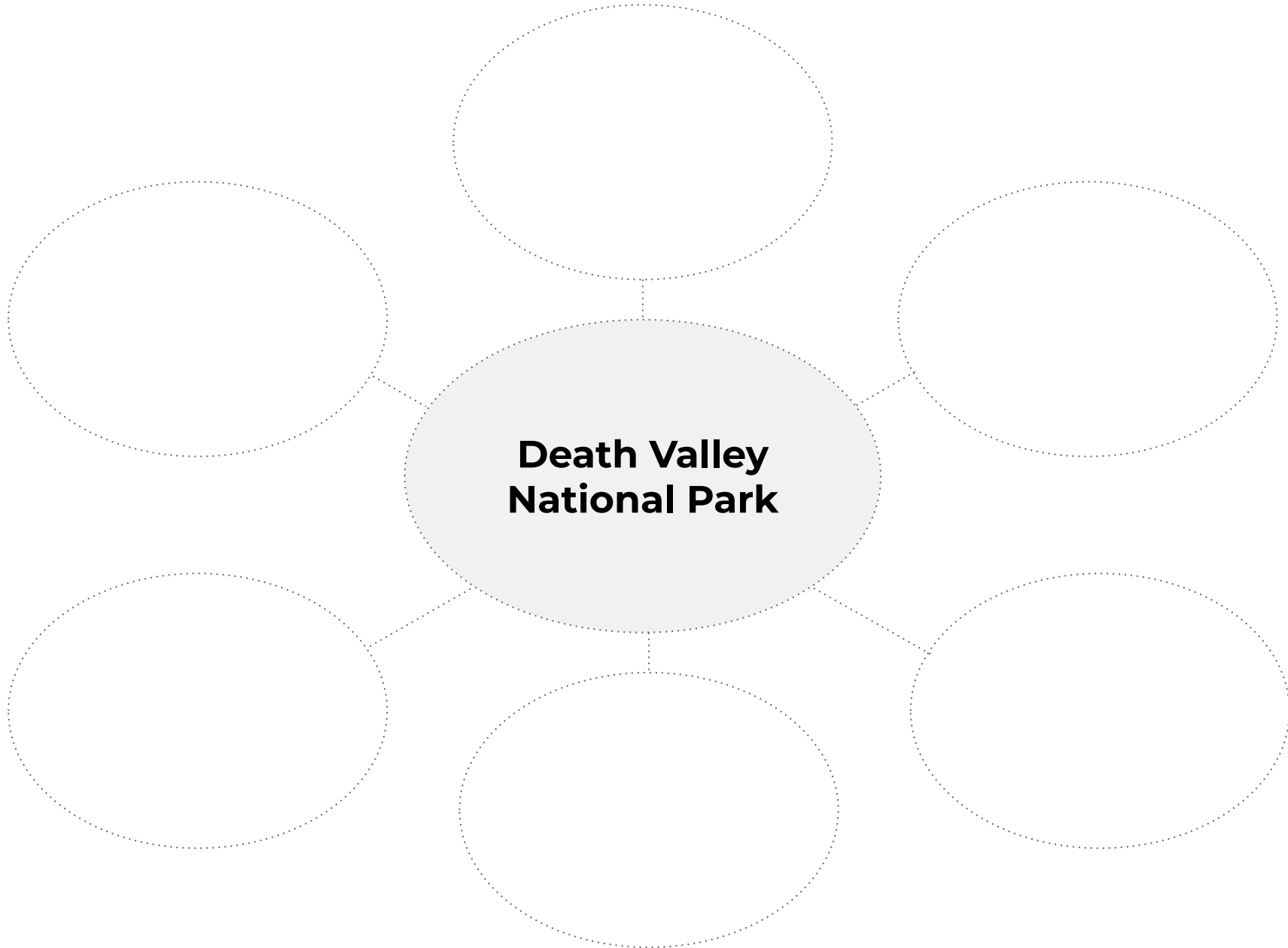
CAUSE AND EFFECT

Fill in the cause and effect relationship below.



DESCRIPTION

What did you learn about Death Valley National Park?
Fill in the graphic organizer below.



Name: _____

Exploring Text Structure

Directions: Read "Lost in Death Valley." Then use the graphic organizers in this activity to organize information from the article.

PROBLEM AND SOLUTION

Fill in the problem/solution pairs below.

Problem 1

Sky did not know where her mother, Donna, was but sensed something was wrong.

Solution 1

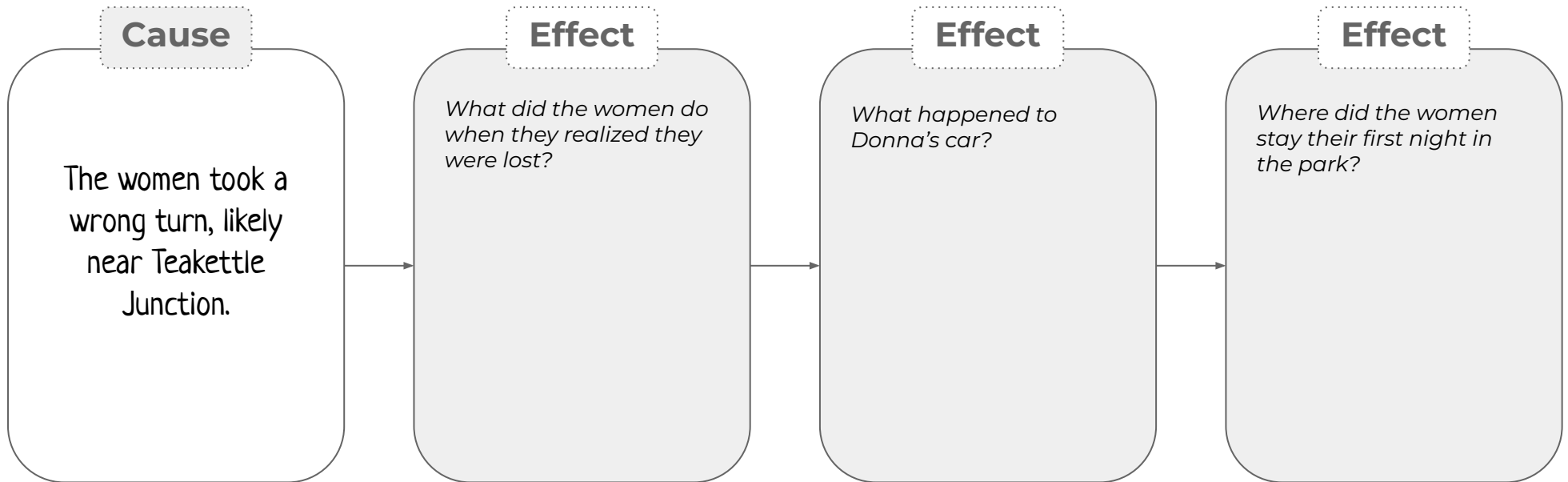
Problem 2

Donna, Gina, and Jenny were stranded without food and water.

Solution 2

CAUSE AND EFFECT

Fill in the cause and effect relationship below.



DESCRIPTION

What did you learn about Death Valley National Park?
Fill in the graphic organizer below.

Psst! Check out the introduction and the sections "Devastating Extremes" and "One in a Million."

Death Valley National Park

Name: _____

“Lost in Death Valley” Quiz

Directions: Read “Lost in Death Valley” from the October issue of *Scope*. Then answer the questions below.

1. **The introduction and the section “Devastating Extremes” both _____. Choose TWO.**
 - A. help develop the idea that the women were in serious danger once they got lost
 - B. explain how the women got lost
 - C. explain how to survive in the desert
 - D. help readers understand what the environment of Death Valley is like

2. **Kristin Lewis writes, “Little did Donna know how essential her preparations would be.” Which literary device is the author using?**
 - A. metaphor
 - B. foreshadowing
 - C. hyperbole
 - D. personification

3. **Consider this line: “Death Valley National Park is a place of staggering beauty and devastating extremes.” Which sentence uses *staggering* in the same way?**
 - A. Staggering under the weight of the heavy boxes, Katie almost tripped down the stairs.
 - B. Staggering the times that the groups eat lunch will prevent the cafeteria from getting too crowded.
 - C. The museum’s staggering collection of ancient statues always impresses visitors.
 - D. The knights were staggering after the battle.

4. **Lewis writes: “They drove. And drove. And drove.” These lines _____. Choose TWO.**
 - A. convey the passage of time
 - B. emphasize the long distance the women traveled
 - C. tell you that Donna enjoys driving
 - D. evoke the beauty of Death Valley

5. **What is the main purpose of the section “Terribly Wrong”?**
 - A. to show how large Death Valley is
 - B. to explain how GPS works
 - C. to explain how the women got lost
 - D. to describe the Racetrack

6. **Which one of the following details would be LEAST important to include in a summary of the article?**
 - A. Gina, Donna, and Jenny got lost in Death Valley.
 - B. Death Valley is an extremely hot and dry place in the summer.
 - C. Two highway patrol pilots spotted Donna’s car and arranged to get the women out of the park.
 - D. The women spent a few hours at Scotty’s Castle.

Name: _____

Constructed-Response Questions

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

- 7.** Kristin Lewis describes Death Valley in great detail. What does information about Death Valley's environment contribute to the story?
- 8.** In what ways were Donna, Gina, and Jenny resourceful? Support your answer with text evidence.

Name: _____

“Lost in Death Valley” Quiz

Directions: Read “Lost in Death Valley” from the October issue of *Scope*. Then answer the questions below.

1. **The introduction _____. Choose TWO.**
 - A. helps develop the idea that the women were in serious danger
 - B. explains how the women got lost
 - C. explains how to survive in the desert
 - D. helps readers understand what the environment of Death Valley is like
2. **Kristin Lewis writes, “Little did Donna know how essential her preparations would be.” This line _____.**
 - A. helps you understand what kind of person Donna is
 - B. hints at the dangerous situation the women would soon find themselves in
 - C. emphasizes how prepared Donna was
 - D. tells you that Donna did not understand the danger they were in
3. **Consider the line “Death Valley National Park is a place of staggering beauty and devastating extremes.” As it is used here, *staggering* most closely means _____.**
 - A. unsteady
 - B. arranged in a zigzag order
 - C. amazing
 - D. violently rocking
4. **Lewis writes:**
“They drove.
And drove.
And drove.”
These lines _____. Choose TWO.
 - A. show the passage of time
 - B. emphasize the long distance the women were traveling
 - C. tell you that Donna enjoys driving
 - D. tell you how beautiful Death Valley is
5. **Which section explains how the women got lost?**
 - A. “One in a Million”
 - B. “Desperate Situation”
 - C. “Terribly Wrong”
 - D. the introduction
6. **Which of the following details would be most important to include in a summary of the article?**
 - A. Donna convinced Gina to eat some oatmeal.
 - B. Lizard Lee lives in Death Valley.
 - C. The women spent a few hours at Scotty’s Castle.
 - D. Death Valley is an extremely hot place in the summer.

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

7. Author Kristin Lewis describes Death Valley in great detail. What does information about Death Valley's environment help the reader understand about Gina, Donna, and Jenny's situation?
8. Being resourceful means dealing well with a difficult situation and finding solutions to problems. In what ways were Donna, Gina, and Jenny resourceful? Support your answer with text evidence.

Death Valley Contest

Survival stories often demonstrate the power of resilience and problem-solving. How did these traits help the women survive in Death Valley? Answer in a well-organized essay. Use text evidence. Send your work to Death Valley Contest. Three winners will each get *The Canyon's Edge* by Dusti Bowling.

Entries will be judged on:

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

Student's name: _____ Grade: _____

Parent's or legal guardian's email: _____

Parent's or legal guardian's phone number: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature:

X _____

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

ENTRIES MUST BE RECEIVED BY November 20, 2023.

**Entries must be submitted by a legal resident of the U.S. age 18 or older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

Vocabulary

The Legend of Sleepy Hollow

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

- 1. brood (brood)** *noun or verb*; A brood is a family of young animals, especially birds, born at the same time, as in “The mother hen watched over her brood.”

As a verb, *brood* describes the action of a bird sitting on its eggs in order to hatch them, as in “A robin is brooding in the nest above the door.”

Brood can also be used to describe something people do. To brood is to think long and anxiously or gloomily about something—in other words, to think deeply about something that makes you unhappy. You might brood over a mistake you made or not being allowed to go to the movies.
- 2. gangly (GANG-gee)** *adjective*; Someone who is gangly is tall and thin and moves in an awkward way. *Gangly* can also be used to describe animals, like a baby deer with long legs that it hasn’t quite figured out how to control.
- 3. laden (LAY-dn)** *adjective*; *Laden* means “heavily loaded or weighed down.” A student might be laden with a heavy backpack. Tree branches of an apple tree can be laden with apples.
- 4. musket (MUH-skuht)** *noun*; A musket is an old-fashioned firearm that was once used by soldiers. A musket is long, loaded from the muzzle (the front), and carried over the shoulder.
- 5. rickety (RIH-kuh-tee)** *adjective*; Something that is rickety is in poor physical condition—it’s likely to shake or even collapse.
- 6. tether (TEH-thuhr)** *noun or verb*; A tether is a rope or a chain that is fastened to something, such as an animal or a balloon, in order to restrict where it can go.

As a verb, *tether* means “to fasten or restrain using a tether.”
- 7. thicket (THIH-kuht)** *noun*; A thicket is a dense patch of bushes, shrubbery, or small trees.

Name: _____

Close-Reading Questions

The Legend of Sleepy Hollow

- 1.** Describe the mood of Scene 1. Which details help create this mood? (mood)
- 2.** At the end of Scene 1, why does Ichabod look up? How does this moment foreshadow what is to come? (inference, foreshadowing)
- 3.** Using details from the play, compare Ichabod's and Brom's appearances. What does the contrast in their appearances suggest about the differences in their personalities? (character)

4. In Scene 5, why does Yost tell the story about his encounter with the Headless Horseman? (inference)

5. Why are lines from Scene 5 repeated in Scene 6? (literary devices)

6. Consider the information in the text features about the American Revolution. How is this information reflected in the play? (setting)

Name: _____

Critical-Thinking Questions

The Legend of Sleepy Hollow

1. Is Ichabod a sympathetic character? That is, do you care about him? Do you like him?

2. What role does Katrina play in Ichabod's fate?

3. Why might people in 1790 have been more superstitious or more likely to believe in ghosts than people are today? Why do you think the villagers of Sleepy Hollow tell ghost stories?

4. Write a paragraph describing Ichabod's final night in Sleepy Hollow from Brom's point of view.

Name: _____

Featured Skill: Inference

Directions: Read *The Legend of Sleepy Hollow*. 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:

What do you think happened to Ichabod Crane? Answer this question in a well-organized paragraph. Support your ideas with details from the play.

The following questions will help you think through your response.

1. What do the villagers discuss at the party in Scene 5? What advice does Ichabod receive and from whom?

2. What happens to Ichabod on his way home from the party in Scene 6?

3. Do think it was *really* the Headless Horseman that Ichabod saw? If not, who was it? What makes you say so?

Write an awesome paragraph using this guide!

<p>Introduce the title, author, genre of the work you are discussing, and briefly tell readers what the story is about. (<i>Challenge: Do it in one sentence!</i>)</p>	
<p>Give readers background information about what happens at the end of the play. (<i>In Scene 5, the villagers tell Ichabod . . . In Scene 6, Ichabod . . .</i>)</p>	
<p>Make your claim. What <i>really</i> happened to Ichabod? (<i>However, it was actually . . .</i>)</p>	
<p>Give your reasoning. Why do you think so? Support your claim with details from the play.</p>	

CHOICE BOARD

THE LEGEND OF SLEEPY HOLLOW

What do you think happened to Ichabod Crane? Answer this question in a well-organized paragraph. Support your ideas with details from the play.

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

Retell the story in the form of a radio play. Use music and sound effects to bring the play to life.

Let's say that Ichabod Crane has an Instagram account. Create a series of posts he might have posted throughout the days leading up to his disappearance—and one post on the day *after* his disappearance.

Imagine that Brom Bones knows the true story of what happened to Ichabod Crane, and he has decided to tell a journalist. Create the interview between the journalist and Brom Bones. It can be in the form of a video, podcast, play scene, or written story.

Name: _____

The Legend of Sleepy Hollow Quiz

Directions: Read *The Legend of Sleepy Hollow* from the October issue of *Scope*. Then answer the questions below.

1. Which best describes the mood of Scene 1?
 - A. spooky
 - B. serene
 - C. joyful
 - D. terrifying
2. The playwright creates the mood you identified in Question 1 in all the following ways EXCEPT by _____.
 - A. describing Ichabod as tall with “gangly arms”
 - B. including the explanation of the Wailing Widow
 - C. describing the “crisp wind” and a “rickety bridge”
 - D. describing Sleepy Hollow as “a place of hauntings and superstitions”
3. In Scene 3, Hans says, “Brom may be rough, but he’s full of good humor.” Which of the following lines expresses a similar idea?
 - A. **Martha:** That Brom Bones looks ready for a fight.
 - B. **Ida:** Come, now. Brom is more mischievous than mean.
 - C. **Brom:** What is that gangly grasshopper doing here?
 - D. **Brom** (*coldly*): Ichabod.
4. In Scene 4, Brom “struts into the room” at the Van Tassels’ party. The author’s use of *struts* helps the reader understand that Brom _____.
 - A. enters the room with confidence
 - B. was running late and had to rush to get to the party
 - C. does not want to be at the party
 - D. walks into the room slowly and carefully
5. In Scene 4, Katrina glances slyly at Brom before accepting Ichabod’s invitation to dance. From this action, you can infer that Katrina _____.
 - A. is worried that Brom will be angry with her for dancing with Ichabod
 - B. likes Ichabod more than she likes Brom
 - C. wants to make Brom jealous by dancing with Ichabod
 - D. would rather be dancing with Brom
6. In Scene 6, SD2 says, “On his way home that night, Ichabod, pale as a tombstone, trots along on Gunpowder.” This line contains _____.
 - A. a simile that describes the color of a tombstone
 - B. a metaphor that tells the reader Ichabod is feeling sick after eating too many pastries
 - C. personification that shows Ichabod is scared
 - D. a simile that shows how scared Ichabod is

Name: _____

The Legend of Sleepy Hollow Quiz

Directions: Read *The Legend of Sleepy Hollow* from the October issue of *Scope*. Then answer the questions below.

1. **What is the mood of Scene 1?**
 - A. spooky
 - B. calm
 - C. joyful
 - D. terrifying
2. **Which of the following lines helps create the mood you identified in Question 1?**
 - A. **Martha:** That wasn't wind. That was the widow's ghost. She always shrieks when a terrible storm is coming.
 - B. **Ida:** You are quite absorbed in your book.
 - C. **Knickerbocker:** Ichabod was very tall, with long arms and hands that dangled a mile out of his sleeves.
 - D. **Martha:** Good day, Schoolmaster.
3. **In Scene 4, Ida says, "Come, now. Brom is more mischievous than mean." What does she mean?**
 - A. Brom gets into a lot of fights, but he laughs about them later.
 - B. Brom likes to joke around, but he isn't cruel.
 - C. Brom is a mysterious person.
 - D. Brom is a comedian.
4. **In Scene 4, Brom "struts into the room" at the Van Tassels' party. *Struts* means _____.**
 - A. walks proudly
 - B. tiptoes
 - C. walks shyly
 - D. dances
5. **In Scene 4, Katrina glances slyly at Brom before accepting Ichabod's invitation to dance. From this action, you can infer that Katrina _____.**
 - A. is worried that Brom will be angry with her for dancing with Ichabod
 - B. likes Ichabod more than she likes Brom
 - C. wants to make Brom jealous by dancing with Ichabod
 - D. would rather be dancing with Brom
6. **In Scene 6, SD2 says, "On his way home that night, Ichabod, pale as a tombstone, trots along on Gunpowder." This line contains a simile that _____.**
 - A. compares a tombstone to a horse
 - B. tells the reader Ichabod is feeling sick after eating too many pastries
 - C. compares Ichabod to Gunpowder
 - D. emphasizes how scared Ichabod is

Sleepy Hollow Contest

What do you think happened to Ichabod Crane? Answer this question in a well-organized paragraph. Support your ideas with details from the play. Send your paragraph to Sleepy Hollow Contest. Three winners will get

The Saturday Night Ghost Club by Craig Davidson.

Entries will be judged on:

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

Student's name: _____ Grade: _____

Parent's or legal guardian's email: _____

Parent's or legal guardian's phone number: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature:

X _____

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

ENTRIES MUST BE RECEIVED BY November 20, 2023.

**Entries must be submitted by a legal resident of the U.S. age 18 or older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____

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

Vocabulary

"Should We Clone Our Pets?"

1. **embryo (EM-bree-oh)** *noun*; An embryo is an animal or plant in its earliest stage of development. You were once an embryo inside your mother's womb. The images at left show an alligator embryo inside an egg and a bean embryo coming out of its seed.
2. **endangered (in-DAYN-juhrd)** *adjective*; As used in the article, *endangered* describes a species of plant or animal that is at high risk of going extinct—that is, of disappearing forever. By the 1960s, bald eagles were endangered, with just 500 left in the wild. (Today their numbers have been restored to more than 300,000.)
3. **ethical (EH-thih-kuhl)** *adjective*; Ethics (EH-thiks, always plural) is the study of moral principles—like honesty and fairness—and how they guide our choices and behavior. In other words, ethics deals with ideas about right and wrong, good and bad.

Ethical can mean "related to ethics." Deciding whether to get a haircut is not an ethical decision. Deciding whether to tell a cashier they gave you too much change is.

Ethical can also mean "right and good." An ethical person is honest and does what is fair and good.
4. **irreplaceable (eer-ih-PLAY-suh-buhl)** *adjective*; If something is irreplaceable, it cannot be replaced if it is lost or damaged because it is one of a kind. *Irreplaceable* is generally used to describe things that are valuable in some way. A handmade jewelry box that belonged to your great-great-great-grandmother would be irreplaceable. You might also consider a ticket stub from a Taylor Swift concert you attended to be irreplaceable.
5. **procedure (pruh-SEE-juhr)** *noun*; A procedure is a particular way of accomplishing something—a process or method used to complete a particular task. Replacing the batteries in a flashlight is a simple procedure. Filling cavities, applying fluoride, and extracting teeth are common dental procedures.

Name: _____

Vocabulary Practice

"Should We Clone Our Pets?"

Directions: Choose the best answer to each question.

1. **Which of the following would someone be LEAST likely to view as irreplaceable?**
 - a. a printed photograph of a grandparent
 - b. a can of tuna fish
 - c. a handwritten letter
 - d. a baseball from the 1956 World

2. **Which of the following could NOT be described as a procedure?**
 - a. a surgery to remove someone's tonsils
 - b. the removal of an ink stain from clothing
 - c. the replacement of a car battery
 - d. a description of what you had for dinner last night

3. **Which of the following is NOT an example of ethical behavior?**
 - a. Hector accidentally throws a ball through a window and offers to pay for the damage.
 - b. A friend tells Ray something private, so he doesn't repeat it to others.
 - c. Nadia helps her cousin with a project because she said she would—even though she really doesn't want to.
 - d. Kara steals \$10 from her older sister's wallet.

Directions: Match the imaginary book titles below with their descriptions. There is one title you will not use.

Book Titles

The Procedure

Endangered

The Embryo

Irreplaceable

4. Dr. Amanda West and her team are studying a strange egg that was found on a beach. The creature inside has only just begun to develop when Dr. West hears a small, musical voice coming from the egg.

Title: _____

5. Stunning photographs of animals on the brink of extinction are paired with essays about what we can do to save these magnificent creatures.

Title: _____

6. When the first AniYou clinics opened, Jax wasn't too worried. He was sure none of his friends or family members would want to have their mind transferred to the body of an animal. Jax was so wrong.

Title: _____

Name: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the writers of the letters in "Should We Clone Our Pets?" develop their arguments. We filled in two boxes for you.

	Alexander	Aunt Sara
line(s) that expresses the central claim	"Yes. Cloning Bean means we'll be together forever."	
two pieces of evidence that support the central claim	1. 2.	1. 2.
line(s) that expresses the counterclaim		"Now I suspect that you'll say that this has nothing to do with shelter dogs, that it's about keeping Bean with you forever."
line(s) that contains the rebuttal to the counterclaim		

Name: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the writers of the letters in "Should We Clone Our Pets?" develop their arguments. We filled in one box for you.

	Alexander	Aunt Sara
line(s) that expresses the central claim	"Yes. Cloning Bean means we'll be together forever."	
two pieces of evidence that support the central claim	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>

Name: _____

Write an Argument Essay

Directions: Read "Should We Clone Our Pets?" Complete the scavenger hunt at the end of the article. Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should we clone our pets?

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

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think we SHOULD clone our pets, one of your supporting details might be that some people believe that cloning is not all that different from breeding a specific kind of dog, like a golden retriever.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think we SHOULD clone pets, summarize the strongest arguments against pet cloning that Aunt Sara presents in her letter. If you think we SHOULD NOT clone pets, summarize the strongest arguments for cloning pets that Alexander presents in his letter.

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): Do you have any pets? What do they mean to you?

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

3. A rhetorical question (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question: "Imagine you have a cat that is very old and may not live much longer. What if you could _____?"

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 cloning pets. Finish it in the space provided.

Alexander knows his dog Bean won't live forever. He can't imagine life without his furry friend, so Alexander wants to have Bean cloned. Several private companies offer this service. Alexander's Aunt Sara thinks . . .

STEP 7: START WRITING

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

1

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether we should clone our pets. (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.**

Argument Terms

Position (or viewpoint): the central idea the author supports in their argument

Example: *School should start later.*

Opposing viewpoint: a position that is the opposite of another position

Claim: a statement that supports a position

Example: *If school started later, students could get more sleep.*

Evidence: facts, statistics, and examples that show why a claim should be believed; evidence supports and “holds up” a claim

Example: *A study by the Sleep Institute found that 47 percent of kids aren’t getting enough sleep.*

Reasoning: the process of showing how your evidence connects to and supports your claim

Example: *Not getting enough sleep can lead to negative health consequences that impact students’ ability to learn. Why not make it easier for students to get the 8 to 10 hours of sleep they need each night?*

Counterclaim: an acknowledgment of a concern or disagreement from those with opposing viewpoints

Example: *Some may argue that starting school later won’t help kids get more sleep, that they’ll just go to bed later.*

Rebuttal: an author’s direct response to an opposing viewpoint or claim (the “comeback” to a counterclaim)

Example: *Some may argue that starting school later won’t help kids get more sleep, that they’ll just go to bed later. ←[counterclaim] While that may be true in some cases, a 2018 study that looked at two schools in Seattle found that students’ sleep increased an average of 34 minutes each night after start times were moved nearly an hour later. ←[rebuttal]*

Argument: a position or viewpoint along with the claims and evidence used to support that position

Relevant: having to do with the matter being considered; important and connected. When writers use claims or evidence that is *irrelevant*, or not relevant, they weaken their argument.

Sufficient: enough; adequate. If writers don’t provide sufficient evidence and reasoning to support a claim, they weaken their argument.

Tracing an argument: identifying and exploring how an argument is made in an essay, a speech, or other text

Evaluate: to judge or calculate the quality of something

Rebut: to try to prove a statement, position, or claim is wrong or false

Refute: to prove a statement, position, or claim is wrong or false

Fallacy: a false or mistaken belief or claim, usually based on poor reasoning

Example: *All kids are tired because the kids in my class are tired.*

Ad hominem attack: an attack on a person rather than on his or her argument. An ad hominem attack is a fallacy (see definition) and weakens an argument.

Example: *Of course Carly says that school should start later. She’s just lazy and wants to sleep in.*

Emotional appeal: Writers rely on two means of persuasion: appealing to the reader’s common sense and appealing to the reader’s emotions. When writers use only emotional appeals, they do not provide facts or information to convince the reader to believe them. Instead, they hope to make the reader so upset, excited, or scared that the reader will agree with them.

Example: *Think of those sad, exhausted kids getting up at dawn every morning and shuffling to school half asleep!*

Name: _____

Go to Scope
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definitions read
aloud.

Vocabulary

"The Great Ticket Disaster"

- 1. demand (dih-MAND)** *noun*; As it is used in the article, *demand* refers to consumers' desire for—and willingness to pay for—a particular product or service. If demand for a new sneaker is high, a lot of people really want that sneaker and are willing to pay for it. If demand for the sneaker is low, not many people want to buy that sneaker. In general, high demand for a product or service increases its cost.
- 2. disclose (dihs-KLOHZ)** *verb*; To disclose is to make something known. If Mariana discloses a secret to her friend, she tells her friend that secret. If Benjamin doesn't disclose his birthday, he does not reveal when his birthday is.
- 3. glitchy (GLIH-chee)** *adjective*; If something is glitchy, it doesn't work well; it's having unexpected problems that are not too serious (but which can still be really annoying). *Glitchy* is most often used to describe technology or machines.

A glitchy website might have broken links and load slowly. If you're trying to stream a show and the app keeps freezing, that app is glitchy.
- 4. resale (REE-sayl)** *noun*; A resale is the sale of something that has been sold before. If you buy a ticket to a baseball game and then sell it to someone else, that is a resale. Resale clothing websites allow people to buy and sell used clothing.
- 5. venue (VEHN-yoo)** *noun*; A venue is a place where an event is held. A concert venue is a place where concerts are held. Madison Square Garden in New York City is a venue for a wide variety of sports as well as concerts, dog shows, and other events. If a circus performs at your school, your school is the venue for the circus performance.

Name: _____

Vocabulary Practice

"The Great Ticket Disaster"

Directions: Fill in each blank with one of the words from the Word Bank. There is one word you will not use.

Word Bank

demand

disclose

glitchy

resale

venue

1. This video game restarts itself every 10 minutes. It's so _____!
2. The _____ for dance classes was clearly high. A new dance studio opened, and after one day, all the classes were full and there was a waitlist.
3. That _____ is famous for bringing in popular Broadway shows like *Hamilton* and *Annie*.
4. When filling out the application, you are required to _____ your test scores.

Directions: Choose the best answer to each question.

5. For which of the following is there likely to be higher demand?

- a. surfboards in a town 500 miles from any beach
- b. delicious pastries from a bakery in a town that doesn't have any other bakeries

6. Which clothes are being sold in a resale?

- a. clothes on sale at a store's grand opening
- b. gently used clothes for sale at a secondhand shop

7. How might a glitchy app be fixed?

- a. by selling it to someone else
- b. by installing the most recent update to the app

8. Which word is most similar in meaning to *disclose*?

- a. reveal
- b. hide

Name: _____

The Short Write Kit

Directions: Read "The Great Ticket Disaster." 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:

What's one way the process of buying concert tickets could be made easier and more fair?

We started you off by echoing the question.



Your claim:

One way the process of buying concert tickets could be made easier and more fair would be to _____.

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 a way to do it: *As Mary Kate Frank explains
in her article "The Great Ticket Disaster,"*

_____.

(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: *Frank makes this clear
when she writes* _____.

(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 Great Ticket Disaster."

Section Title	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
"Swarming Bots"		
"Outraged Fans"		

Section Title	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
"Fixing the Problem"		

Now think about the central ideas and supporting details you wrote in the chart. What do they suggest the author wants you to know about the topic of the 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 Great Ticket Disaster." We started the first section for you.

Section Title	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
"Swarming Bots"	Obtaining an affordable concert ticket today is more difficult than it was in the past.	<p>- Resellers use computer programs called bots to buy hundreds of tickets in seconds. Then resellers sell those tickets for as high a price as possible.</p>
"Outraged Fans"		

Add two more supporting details

Section Title	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
<p>"Fixing the Problem"</p>		

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

Name: _____

“The Great Ticket Disaster” Quiz

Directions: Read “The Great Ticket Disaster” from the October issue of *Scope*. Then answer the questions below.

1. **The main purpose of the introduction is to _____.**
 - A. compare ticket purchasing today with ticket purchasing in the 1960s
 - B. explain how problems with ticket purchasing could be solved
 - C. introduce readers to Taylor Swift's biggest fan
 - D. set up the central idea of the article: Ticket purchasing systems have problems
2. **Which sentence BEST states the main problem that bots cause?**
 - A. Bots are out of control.
 - B. Bots cause websites to get glitches.
 - C. Bots make it harder for humans to get affordable tickets.
 - D. Bots lower ticket prices.
3. **Which lines from the article best support your answer to Question 2? Choose TWO.**
 - A. “These bots swarm a website the moment tickets go on sale and can scoop up hundreds of tickets in seconds.”
 - B. “But yikes—the service and delivery fees are steep.”
 - C. “Sometimes there simply aren’t enough tickets to go around.”
 - D. “And if lower-priced seats are available, automated computer programs often buy them up instantly.”
4. **If concert tickets are in high demand, _____.**
 - A. a large number of people want to buy them
 - B. a large number of people tried to buy them and failed
 - C. the number of them that are for sale is greater than the number of people who want to buy them
 - D. a large number of people are asking the artist to add additional performances
5. **If there is competition among businesses, those businesses must _____.**
 - A. spend more money
 - B. offer free tickets to events
 - C. work to be better than other businesses that sell the same or similar products in order to get customers
 - D. have all the power

Name: _____

Constructed-Response Question

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

6. How has technology made purchasing concert tickets easier? How has it made it harder?

Name: _____

“The Great Ticket Disaster” Quiz

Directions: Read “The Great Ticket Disaster” from the October issue of *Scope*. Then answer the questions below.

1. **The main purpose of the introduction is to _____.**
 - A. compare ticket purchasing today with ticket purchasing in the 1960s
 - B. explain how to make buying tickets easier
 - C. introduce readers to Taylor Swift
 - D. show that it’s hard to buy concert tickets today
2. **Which sentence BEST states a main problem that bots cause?**
 - A. Bots are out of control.
 - B. Bots add extra fees to tickets.
 - C. Bots buy tickets before humans can.
 - D. Bots lower ticket prices.
3. **Which lines from the article best support your answer to Question 2? Choose TWO.**
 - A. “These bots swarm a website the moment tickets go on sale and can scoop up hundreds of tickets in seconds.”
 - B. “But yikes—the service and delivery fees are steep.”
 - C. “Sometimes there simply aren’t enough tickets to go around.”
 - D. “And if lower-priced seats are available, automated computer programs often buy them up instantly.”
4. **If concert tickets are in high demand, a large number of people _____.**
 - A. want to buy concert tickets
 - B. already bought concert tickets
 - C. tried to buy concert tickets and failed
 - D. asked the artist to add more shows
5. **Pizza World sells pizza in the town of Glenfield. In Glenfield, Pizza World has a lot of competition. In other words, _____.**
 - A. Pizza World is the only store that sells pizza in Glenfield
 - B. compared with other stores, the pizza at Pizza World isn’t very good
 - C. Pizza World is one of many stores that sell pizza in Glenfield
 - D. of all the stores in Glenfield, Pizza World is the best

Name: _____

Constructed-Response Question

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

6. What are two ways that technology has made buying concert tickets more difficult?

Name: _____

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

Vocabulary

"Courage in the Fields"

1. **advocate (AD-vuh-kuht)** *noun*, **(AD-vuh-kayt)** *verb*; An advocate is a person who supports or argues for the interests of another person, group, or cause. Advocates often speak, write, or take action to defend something they believe in. Dr. Martin Luther King Jr. was a passionate advocate for civil rights.

As a verb, *advocate* means "to support, recommend, or argue for something or someone—to act as an advocate." Someone might advocate for the environment by writing letters to their state representatives, giving presentations to their community, or marching to raise awareness, for example.

2. **boycott (BOI-kaht)** *verb or noun*; To boycott is to join with others in refusing to buy something or take part in something as a way of expressing your disapproval of it. For example, you might boycott a company that tests its nail polish on animals by refusing to buy any of that company's products.

As a noun, *boycott* refers to the act of refusing to buy something or take part in something. If enough people take part in the boycott, the company will suffer and may stop testing its nail polish on animals.

3. **migrant (MAHY-gruhnt)** *noun or adjective*; A migrant is a person who regularly moves from place to place, especially to find work, such as harvesting crops. Migrants might move from one country to another or from one place to another within the same country.

Migrant can also be used as an adjective, as in "Many of the fruits and vegetables grown in the United States are harvested by migrant workers."

- 4. retaliate (rih-TA-lee-ayt)** *verb*; To retaliate is to insult or harm someone to get back at them for insulting or harming you.

If Lara smashes a pie in Todd's face, Todd might retaliate by smashing a pie in Lara's face.

- 5. strike (strahyk)** *noun or verb*; In a strike, workers refuse to do their work until the owners of the company where they work agree to certain demands. Workers might, for example, demand better pay or safer facilities.

Strike can also be used as a verb, as in "The workers are striking for more paid sick days."

Name: _____

Vocabulary Practice

"Courage in the Fields"

Directions: Fill in each blank with a form of one of the words from the Word Bank.**Word Bank**

advocate

boycott

migrant

retaliate

strike

1. Though I was tempted to push my friend into the lake, I was concerned he might _____ by pulling me in after him.
2. In France, transportation workers often go on _____, refusing to work until they get higher pay.
3. In her speech, Sophia said that as student body president, she would _____ for extended recess.
4. When my mom read in the newspaper that the ice cream company mistreats its workers, she decided our family would _____ its products.
5. In June, many _____ move into our town to pick strawberries.

Directions: Choose the word or phrase that is most similar in meaning to the word in bold.**6. strike**

- a. get a raise
- b. walk out of a job in protest

7. retaliate

- a. forgive
- b. get even

8. boycott

- a. reject
- b. approve

9. migrant

- a. a person who travels somewhere to work
- b. a person who travels somewhere on vacation

10. advocate

- a. supporter
- b. opponent

Name: _____

Close-Reading Questions

"Courage in the Fields" and "March"

"Courage in the Fields"

1. In the first two sections of the article, how does the author characterize working on a grape farm? How does she characterize owning a grape farm? (compare and contrast)
2. Dolores Huerta and César Chávez nicknamed the National Farm Workers Association "La Causa," meaning "The Cause." In your own words, what cause was the NFWA fighting for? (key ideas and details)
3. What is a strike and what is the purpose of a strike? What challenges did farmworkers face when they went on strike? (key ideas and details)

4. A tactic is a method or system for achieving a specific end. What tactics did the growers use in response to the workers' strike? What tactics did the farmworkers use to expand their movement? (compare and contrast)

5. What did the workers gain as a result of the strike? What did the nation gain? What did the growers gain? (cause and effect)

"March"

1. Consider the last line of the second stanza: "A seed bundle of hope." What is being compared in this metaphor? Why is this a good comparison? (figurative language)

Name: _____

Critical-Thinking Questions

"Courage in the Fields" and "March"

1. Why do you think the growers resisted the workers' demands?
2. Consider the saying "There's power in numbers." What does it mean? How does it apply to the Delano Grape Strike?
3. How would you react if you learned that workers were being mistreated in the making of your favorite food or product?

Name: _____

Featured Skill: Synthesis

Directions: Read "Courage in the Fields" and "March." Then use this planner to help you respond to the prompt that appears at the end of the article and poem.

The prompt at the end of the article and poem says:

Consider the last line of the poem. How did working together help people achieve the goals of the Delano Grape Strike? Answer in a well-organized paragraph. Use details from the article to support your ideas.

The following prompts will help you think through your response.

1. What were the goals of the Delano Grape Strike? Summarize the goals in ONE sentence.

The goals of the strike were to get . . .

2. Use bullet points to record at least three ways that people worked together to achieve the goals of the strike.

Ways people worked together:

Write the paragraph below!

<p>Topic Sentence <i>Express the main idea of the paragraph.</i></p>	
<p>Way #1 people worked together</p>	
<p>Way #2 people worked together</p>	
<p>Way #3 people worked together</p>	
<p>Concluding Sentence <i>Restate the topic sentence in different words.</i></p>	

CHOICE BOARD

"COURAGE IN THE FIELDS" AND "MARCH"

Consider the last line of the poem. How did working together help people achieve the goals of the Delano Grape Strike? Answer in a well-organized paragraph. Use details from the article to support your ideas.

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

Tell the story of Dolores Huerta and the Delano Grape Strike in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

Make a list of all the people and groups who worked together to make the Delano Grape Strike a success.

Imagine the story of the Delano Grape Strike is being turned into a movie. Design the movie poster. Don't forget a title.

Find and play your favorite rendition—or perform your own version—of the song mentioned in the poem, "De Colores." Translate the lyrics for your classmates and explain the significance of this song to Spanish-speakers around the world.

Make a timeline of events from "Courage in the Fields" beginning with 1930 and ending in 2012. Use signal words in the article to guide you. (*"in 1962," "on September 20," "six months into the strike," "in 1970," "today," etc.*)

Name: _____

Finding and Using Text Evidence

Directions: Read "Courage in the Fields." Then complete this activity to practice finding and using text evidence.

Imagine that you are writing a paragraph explaining the ways in which striking was challenging for Delano farmworkers.

1. **Which is the BEST topic sentence for your paragraph?**
 - A. Grape growers threatened Dolores Huerta and her family at their home.
 - B. Going on strike did not come without difficulty for the farmworkers in Delano.
 - C. Doctors volunteered medical care to striking workers.

2. **Which information from the article BEST supports the sentence you chose in part A?**
 - A. "And on September 20, more than 1,000 Mexican American workers joined the strike in Delano." (p. 24)
 - B. "If they were staying on a grower's property, they would be kicked off." (p. 24)
 - C. "These shelters were small and in disrepair." (p. 23)

3. **Which of the following BEST explains why the text evidence you chose in part B is relevant?**
 - A. It describes how difficult it was to work on a grape farm.
 - B. It explains the cause of the strike.
 - C. It provides an example of a risk farmworkers faced by going on strike: losing their shelter.

4. Choose the piece of text evidence from "Courage in the Fields" that **BEST** supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

The general public supported the Delano Grape Strike.

- A. "By 1965, the NFWA had grown to 1,200 members." (p. 24)
- B. "Suddenly, the Delano Grape Strike was national news." (p. 25)
- C. "Thousands of Americans around the country picketed outside grocery stores." (p. 25)

I chose ____ because _____

5. Choose **THREE** pieces of text evidence from the article "Courage in the Fields" that **BEST** support the statement below.

STATEMENT:

Working on grape farms was difficult and dangerous.

- A. "Gnats bit their skin. Sweat soaked their shirts. Their bosses pushed them to move faster." (p. 23)
- B. "The vineyards were sprayed with toxic chemicals, called pesticides, to control bugs. The pesticides sickened workers." (p. 23)
- C. "Grapes from Delano were shipped all over the world, from New York City to Hong Kong." (p. 23)
- D. "Families of six or more often crammed into metal sheds without indoor plumbing." (p. 23)
- E. "In winter, the workers picked lettuce, broccoli, and cauliflower near the state's southern border." (p. 23)

6. Select one piece of evidence from above and explain why it does **NOT** support the statement "working on grape farms was difficult and dangerous."

Evidence ____ does not support the statement because _____

7. Choose the paragraph that correctly uses text evidence from “Courage in the Fields” in the form of a direct quotation.

- A.** Dolores Huerta’s leadership helped the farmworkers’ cause. Author Mary Kate Frank writes, “With Huerta leading the charge, the group launched a national boycott, calling on Americans to stop buying grapes. . . . In major cities, grape sales fell by more than 50 percent” (26). Clearly, Huerta’s leadership was effective. She organized not only farmworkers, but also the general public to take action against grape growers, and their actions were successful.
- B.** Dolores Huerta’s leadership helped the farmworkers’ cause. Author Mary Kate Frank writes, “With Huerta leading the charge, the group launched a national boycott, calling on Americans to stop buying grapes. . . . In major cities, grape sales fell by more than 50 percent” (26).
- C.** Dolores Huerta’s leadership helped the farmworkers’ cause. “With Huerta leading the charge, the group launched a national boycott, calling on Americans to stop buying grapes. . . . In major cities, grape sales fell by more than 50 percent.” Clearly, Huerta’s leadership was effective. She organized not only farmworkers, but also the general public to take action against grape growers, and their actions were successful.

Explain why the two answers you did NOT choose are incorrect:

8. Now it’s your turn. Write a paragraph explaining how the Delano Grape Strike changed life for farmworkers. 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**

Name: _____

Finding and Using Text Evidence

Directions: Read "Courage in the Fields." Then complete this activity to practice finding and using text evidence.

1. Choose **TWO** pieces of text evidence from "Courage in the Fields" that **BEST** support the statement below.

STATEMENT:

Grape growers responded to the strike with violence.

- A. "A proud grape grower might have offered you a sample." (p. 23)
- B. "When she and other strikers stood near the fields with signs, the growers sprayed them with pesticides." (p. 25)
- C. "Sometimes people would even arrive at her house at night, threatening her and her family." (p. 25)
- D. "They simply brought in other workers to pick grapes." (p. 24)

2. Choose **ONE** piece of text evidence from "Courage in the Fields" that **BEST** supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

Striking was risky for farmworkers.

- A. "Gnats bit their skin. Sweat soaked their shirts. Their bosses pushed them to move faster." (p. 23)
- B. "The farmworkers would have to go without pay. If they were staying on a grower's property, they would be kicked off." (p. 24)
- C. "Grapes from Delano were shipped all over the world, from New York City to Hong Kong." (p. 23)

I chose _____ because _____

3. Below are a statement and two pieces of supporting evidence from "Courage in the Fields." Find one more piece of evidence from the article and write it on the lines below.

STATEMENT:

Many groups and individuals contributed to the success of the Delano Grape Strike.

- A. "Across the country, supporters handed out flyers and stood in front of grocery stores with signs." (p. 26)
- B. "Church leaders, college students, and other unions began donating food, clothing, and money to help keep the strikers going." (p. 25)
- C. _____
- _____

4. Read the lines from "Courage in the Fields" below. Then write a statement that they all support.

STATEMENT:

- A. "Gnats bit their skin. Sweat soaked their shirts. Their bosses pushed them to move faster." (p. 23)
- B. "The vineyards were sprayed with toxic chemicals, called pesticides, to control bugs. The pesticides sickened workers." (p. 23)
- C. "Kneeling in the dirt beside the vines, men, women, and children harvested grapes in the blazing heat." (p. 23)

Name: _____

Paired Texts Quiz

Directions: Read “Courage in the Fields” and “March” from the October issue of *Scope*. Then answer the questions below.

1. **The purpose of the introduction is to _____.** Choose **THREE**.
 - A. help readers understand what life was like for migrant farmworkers
 - B. introduce readers to the setting
 - C. provide information about Dolores Huerta’s early life
 - D. introduce readers to Dolores Huerta
2. **In the section “Joining Together,” author Mary Kate Frank asks several rhetorical questions: “Where would they live? Who would pay their bills? How would they eat?” The purpose of these questions is to show _____.**
 - A. farmworkers’ excitement about striking
 - B. why the NFWA members decided to strike
 - C. that the idea to strike was foolish
 - D. farmworkers’ concerns about striking
3. **Frank writes, “In the coming months, the two unions involved in the strike merged.” Which of the following is the definition of *merge*?**
 - A. to be unsuccessful in achieving one’s goal
 - B. to come to an agreement
 - C. to combine or join together
 - D. to speak angrily; to disagree
4. **What steps did Dolores Huerta take to make things better for farmworkers? Choose **THREE**.**
 - A. She helped launch a national grape boycott.
 - B. She organized a strike.
 - C. She retaliated against grape growers.
 - D. She co-founded a union for farmworkers.
5. **The main purpose of the article is to _____, whereas the main purpose of the poem is to _____.**
 - A. show readers the dangers of farmwork; reveal the speaker’s sadness as she leaves her family behind
 - B. teach readers about California farms; emphasize the distance between Delano and Sacramento
 - C. teach readers about the Delano Grape Strike of 1965; show the excitement and hope strikers felt
 - D. teach readers how grapes are grown; express feelings about picking grapes
6. **Both the article and the poem support the idea that _____.**
 - A. farmworkers across the U.S. today no longer face difficult working conditions
 - B. working together helps people achieve their goals
 - C. California farms produce much of the country’s fruits and vegetables
 - D. the Delano Grape Strike did not make a difference in the lives of farmworkers

Name: _____

Constructed-Response Questions

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

7. In the section "Walking Into History," Dolores Huerta tries to persuade the new farmworkers to join the strike, crying, "Walk the street with us into history!" What does she mean by this?
8. What actions did the farmworkers take in their fight for better working conditions? How did these actions help them gain power? Use details from the text to support your answer.

Name: _____

Paired Texts Quiz

Directions: Read “Courage in the Fields” and “March” from the October issue of *Scope*. Then answer the questions below.

1. The introduction helps readers understand that being a migrant farmworker in California in the 1960s was _____. Choose **THREE**.
 - A. unfair
 - B. difficult
 - C. rewarding
 - D. dangerous
2. In the section “Joining Together,” author Mary Kate Frank asks several questions: “Where would they live? Who would pay their bills? How would they eat?” These questions show the farmworkers felt _____ about striking.
 - A. excited
 - B. confident
 - C. calm
 - D. concerned
3. Frank writes, “In the coming months, the two unions involved in the strike merged.” To merge is to _____.
 - A. agree
 - B. harvest
 - C. combine
 - D. argue
4. What steps did Dolores Huerta take to make things better for farmworkers? Choose **THREE**.
 - A. She helped launch a national grape boycott.
 - B. She organized a strike.
 - C. She attacked grape growers.
 - D. She co-founded a union for farmworkers.
5. The purpose of the poem is to show _____.
 - A. the dangers of farmwork
 - B. the speaker’s sadness as she leaves her family behind
 - C. the excitement and hope strikers felt as they marched to Sacramento
 - D. the importance of agriculture in California
6. Both the article and the poem support the idea that _____.
 - A. today, farmworkers in the U.S. no longer face difficult working conditions
 - B. working together helps people achieve their goals
 - C. California farms produce much of the country’s fruits and vegetables
 - D. the Delano Grape Strike did not make a difference in the lives of farmworkers

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

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Dolores Huerta Contest

Consider the last line of the poem. How did working together help people achieve the goals of the Delano Grape Strike? Answer in a well-organized paragraph. Use details from the article to support your ideas. Send your response to Dolores Huerta Contest. Three winners will each get *A Seed in the Sun* by Aida Salazar.

Entries will be judged on:

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

Student's name: _____ Grade: _____

Parent's or legal guardian's email: _____

Parent's or legal guardian's phone number: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature:

X _____

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

ENTRIES MUST BE RECEIVED BY November 20, 2023.

**Entries must be submitted by a legal resident of the U.S. age 18 or older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____

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

Vocabulary

"The Storm"

1. **glower (GLOW-uhr)** *verb*; To glower is to scowl or stare in an angry way.
2. **roiling (ROY-ling)** *adjective*; When moving water or other liquid is described as roiling, its movement is rapid, swirling, and even violent.
3. **stow (stoh)** *verb*; To stow something is to put it away in a secure compartment. On an airplane, luggage is stowed in overhead bins that close tightly.
4. **swell (swel)** *noun*; A swell is a long rolling wave or series of waves in an ocean or other large body of water. Often, swells do not crest—in other words, they rise and fall without crashing over.
5. **taut (tawt)** *adjective*; If something is taut, it's stretched tight. To produce the right kind of sound, the strings on a guitar must be taut—they can't be loose or sagging. Dental floss should be held taut while flossing.
6. **tiller (TIH-luhr)** *noun*; On a boat, a tiller is a lever that is used for steering. (Some boats are steered with a wheel, while others are steered with a tiller.)

Name: _____

Vocabulary Practice

"The Storm"

Directions: Fill in each blank with one of the words from the Word Bank. There is one word you will not use.

Word Bank

roiling

tiller

swells

stow

glowering

1. When camping, it's important to _____ food in bear-proof containers.
2. Grace put the banana, ice cream, and chocolate into the blender and watched the _____ liquid with excitement. Yum!
3. The _____ made everyone on the boat feel seasick.
4. I tried to ignore my _____ sister after I beat her in chess. She was really mad that I ruined her winning streak.

Directions: Choose the best answer to each question.

5. Which body of water is roiling?

- a. a stream that trickles gently through the woods
- b. a fast-moving river that people go rafting on

6. Which word below is most similar in meaning to stow?

- a. unload
- b. store

7. A tiller is most similar to

- a. a steering wheel.
- b. an engine.

8. Which rope could be described as taut?

- a. a rope pulled tightly between two tree trunks
- b. a rope dangling from a tree branch

DOUBLE-ENTRY JOURNAL

Story title: _____

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

Discussion Questions

"The Storm"

- 1.** How has Noah and Emma's friendship changed recently? How do each of them feel about their changing relationship?
- 2.** Scavenger Hunt! Find at least three examples of personification (a literary device in which the author gives human characteristics to something that is not human). What is being personified in the examples you found? Place parentheses around it. Then underline the human characteristics it has been given.
- 3.** Consider the examples of personification you found in Question 2. What does the author's use of personification help readers understand? What element of the story does it develop (e.g., character, conflict, plot, setting)?

4. Reread the lines of dialogue. What's interesting about the last line of dialogue in the story? How does it change the story's mood?

5. Analyze the story's title and tagline.

6. Do you think anything will change in Noah and Emma's friendship after the storm?

Name: _____

Featured Skill: Conflict

In literature, conflict is a struggle between opposing forces that drives the action of the plot forward. A conflict may be external or internal. A story can contain many conflicts, but there is always one central conflict.

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

Examples:

A ship captain struggles to survive on a desert island after a storm sinks his ship. (character vs. nature)

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

An eighth-grader named Dave bullies Tim on the school bus every afternoon. (character vs. character)

In the Hunger Games series, Katniss Everdeen leads a rebellion against the government of Panem. (character vs. society)

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

Examples:

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

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

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

After winning the Hunger Games, Katniss feels guilty about what she had to do to survive.

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

Conflict 1	Conflict 2
<p>1. Identify a struggle between opposing forces in "The Storm." What/who are the forces?</p>	<p>4. Identify another struggle between opposing forces in "The Storm." What/who are the forces?</p>
<p>2. What type of conflict is this, external or internal? If it's external, which type of external conflict?</p>	<p>5. What type of conflict is this, external or internal? If it's external, which type of external conflict?</p>
<p>3. Is the conflict resolved? If so, how? If not, explain.</p>	<p>6. Is the conflict resolved? If so, how? If not, explain.</p>

Name: _____

Story Planner

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

→ THE SETTING ←

Where and when does the sequel take place?

→ THE CHARACTERS ←

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

→ THE CONFLICT ←

Will the conflict between Noah and Emma be resolved? Did what happened on the boat affect their relationship? If so, how?

↪ THE PLOT ↩

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

BEGINNING:

MIDDLE:

END:

↪ THEME ↩

Consider the theme topic of "The Storm": friendship. What will your story say about friendship? Come up with your own theme statement, or brainstorm by finishing the sentences below.

True friends _____.

Friendship is _____.

Sometimes, friendship requires _____.

CHOICE BOARD

"THE STORM"

Write a sequel that takes place on Emma and Noah's first day back at school. How does what happened on the boat affect their relationship?

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

Analyze the title and the tagline. Both refer to the literal storm that Emma and Noah get caught in. What else might they refer to? Answer this question in a well-organized paragraph.

Choose another friendship from a TV show, novel, story, or movie that undergoes a change. Compare that friendship to Noah and Emma's.

Create a three-minute podcast episode with Emma and Noah as your guests. Be sure to ask them about their experience in the storm and how they're doing now.

The Storm Contest

Write a sequel that takes place on Emma and Noah's first day back at school. How does what happened on the boat affect their relationship? Send your sequel to The Storm Contest. Three winners will get a Scope notebook.

Entries will be judged on:

- ✓ creativity
- ✓ use of key ideas and details
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade: _____

Parent's or legal guardian's email: _____

Parent's or legal guardian's phone number: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature:

X _____

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

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**Entries must be submitted by a legal resident of the U.S. age 18 or older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____

Write Like a Pro Challenge

Read "How 3-D Printing Is Changing the World." Then take the challenge below.

Compose a detailed note to a friend who is helping you plan a surprise birthday party. Your message should:

- Explain what tasks your friend needs to accomplish.
- Use transitions to help your friend understand the order in which these tasks should be done.
- Use a transition to emphasize any super-important information your friend needs to know.

Great Transitions

Transitions are like bridges between your ideas—they help your readers move from one idea to the next. Here are some transition words and phrases you can use in your writing. Keep in mind that they can be used at the beginning of a sentence or within a sentence.

If you want to add emphasis:

- in fact
- of course
- especially
- truly
- obviously
- in particular
- indeed
- certainly
- furthermore

If you want to show sequence/order:

- first, second, third...
- next
- finally
- then

If you want to show time:

- after
- before
- during
- later
- meanwhile
- simultaneously
- then
- at last
- earlier

If you are showing that something is an example of what you just stated:

- for example
- for instance
- namely
- to illustrate
- specifically
- this can be seen

If you want to show cause and effect:

- as a result
- therefore
- due to
- so
- eventually
- hence
- consequently
- because
- thus

If you are showing that one idea is different from another:

- however
- yet
- but
- though
- on the contrary
- although
- in contrast
- still
- in spite of

If you are showing similarity between ideas:

- in the same way
- just as
- also
- so too
- likewise
- similarly

If you are adding support or evidence:

- additionally
- again
- also
- moreover
- in addition
- as well
- equally important
- furthermore

If you want to conclude:

- finally
- in brief
- in sum
- in conclusion
- to conclude
- to summarize
- in the end
- on the whole

Name: _____

Root Power

PART 1: MEANING

In this issue's "Root Power," you learned the roots *ambi* and *amphi*, which can mean *both*, *on both sides*, or *around*. Did you figure out the meanings of the words containing these roots? 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 roots *ambi* and *amphi*.



**ambi &
amphi**

WORD	MEANING
ambivalent (am-BIV-uh-luhnt; <i>adjective</i>)	
ambience (AHM-bee-uhnss; <i>noun</i>)	
amphitheater (AM-fuh-thee-tur; <i>noun</i>)	
ambidextrous (am-bee-DEK-struhss; <i>adjective</i>)	
amphisbaena (am-fuhs-BEE-nuh; <i>noun</i>)	

**PART 2:
PRACTICE**

Answer the questions below.

1. Being ambidextrous would be helpful for which activity?
 - a. karate
 - b. singing
2. Draw a picture of an amphitheater.
3. List three things someone might use to create a Halloween party's ambience.

4. Which word is a synonym for *ambivalent*?
 - a. excited
 - b. unsure
5. What would be the wisest action if you came face-to-face with an amphisbaena?
 - a. run away
 - b. give it a hug

**PART 3:
ROOT
CHALLENGE**

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

1. Think of another word that contains either the root *ambi* or *amphi*. Write it below.

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

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

Root Power Contest

Read “The Magical Teen Talent Show.” Then follow these steps: 1. Write down the meaning of each word in purple. Use context clues or, if needed, a dictionary. 2. Think of another word that contains *ambi* or *amphi*. 3. Write a sentence using that word and draw a picture that shows the word’s meaning. 4. Send your finished product to Root Power Contest. Three winners will each get a \$20 Scholastic gift card.

Entries will be judged on:

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

Student’s name: _____ Grade: _____

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Parent’s or legal guardian’s phone number: _____

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