

# FESTIVAL OF LIGHTS

WHAT HAPPENS DURING INDIA'S BIGGEST AND BRIGHTEST HOLIDAY, DIWALI?

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**Directions:** Circle the correct word in each bolded pair.

## Welcoming the New Year

This fall, more than 1 billion people in India and around the globe will celebrate Diwali (dee-WAH-lee). Spanning five festive days, Diwali marks the start of the Hindu new year and **is/are** a major holiday in the Hindu religion. Diwali **is/are** an important holiday in several other religions as well.

## Spreading Light

During Diwali—also known as the Festival of Lights—homes, businesses, and public spaces **is/are** decorated with small clay oil lamps called diyas (DEE-yahs). These lights symbolize two major themes of Diwali: the triumph of light over darkness and the triumph of good over evil.

Some believe diyas guide the Hindu goddess of wealth, Lakshmi, into people's homes so that she can provide prosperity in the new year. Others believe diyas guide the Hindu heroes Rama and his wife, Sita, back home from the forest, where they had been banished. For all, the lights **is/are** used to bring light and happiness into homes. Many families also donate to people in need as a way of spreading good fortune.

## Sweet Traditions

This year, Diwali begins on October 29. (The timing changes from year to year according to the Hindu lunar calendar.) On the first two days of Diwali, many people clean their homes to remove negativity and make room for positivity in the new year.

The third day is the main day of the festival. People enjoy sweet treats, light fireworks and diyas, and attend celebrations. The crowd in this photo, for example, **is/are** enjoying a laser light show. The final days of Diwali **is/are** for visiting family and friends and giving gifts.

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

# Subject-Verb Agreement

Subjects and verbs must agree with one another in number (singular or plural). In other words:

**If the subject is singular, use a singular verb. If the subject is plural, use a plural verb.**

Adam *sings* beautifully.

The fuzzy ducklings *were* waiting for their mother.

Sometimes it can be tricky to figure out whether the subject is singular or plural. Here are some tips:

**When the subject is composed of two or more nouns or pronouns connected by *and*, use a plural verb.**

Jay and Ellie *play* in the orchestra.

**Use a singular verb with sums of money or periods of time.**

Ten dollars *is* a lot of money for a sandwich!

Three hours *is* too long for a movie.

**When two or more singular nouns or pronouns are connected by *or* or *nor*, use a singular verb.**

Mom or Dad *is* going to take me to the mall tomorrow.

**Collective nouns often require a singular verb—but not always. Here's the deal:**

**When all the members of the group are doing the same thing, use a singular verb.**

Our group *performs* the best dance every year.

The crowd *is* cheering.

**When the members of the group are acting as individuals, use a plural verb.**

The majority of my classmates *are* going to the same high school next year.

The couple *are* taking separate cars.

**The words *anybody*, *anyone*, *each*, *each one*, *either*, *everybody*, *everyone*, *neither*, *nobody*, *no one*, *somebody*, and *someone* are singular and require a singular verb.**

Everyone *is* anxious to hear how you're feeling.

**Directions:** Circle the correct verb from the pair of bolded verbs in each sentence.

1. Mondays and Tuesdays **is/are** the best days for me to take after-school classes.
2. What flavors of ice cream **has/have** sold out?
3. Our team **is/are** currently in first place.
4. If everyone else **wants/want** to see the scary movie, then I'll go.
5. The other group members **is/are** waiting out front.
6. Each of the dogs **gets/get** a ball, a stuffed toy, and a bag of treats.

# CHOICE BOARD

## "ATTACK AT SEA"

Choose one element of the article to focus on: the *Lusitania*, the early 20th century, the German U-boat, or the torpedo. Compile a list of descriptive words, phrases, or lines the author uses for your chosen element. Then write a poem or create a visual art piece reflecting this powerful imagery and emotion.

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

A song that tells a story is called a ballad. Write a ballad that retells what happened to Elsie aboard the *Lusitania*. Then record yourself performing your ballad.

Research to find out more about the sinking of the *Lusitania*. What reasons did Germany give for torpedoing a passenger ship? What were the effects of the sinking? What are the stories of other survivors? Present your research in a poster or a slideshow.

In what ways is the sinking of the *Lusitania* similar to the sinking of the *Titanic*? In what ways is it different? Research and write a short essay or record a video comparing and contrasting the two disasters.

## Lusitania 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 October 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:

Choose one element of the article to focus on: the *Lusitania*, the early 20th century, the German U-boat, or the torpedo. Compile a list of descriptive words, phrases, or lines the author uses for your chosen element. Then write a poem or create a visual art piece reflecting this powerful imagery and emotion. Entries must be submitted to **Lusitania contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *Leviathan* by Scott Westerfeld.

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

### Entries will be judged on:

- ✓ use of descriptive language
  - ✓ clarity
  - ✓ creativity

**ENTRIES MUST BE RECEIVED BY November 18, 2024.**

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 "Attack at Sea."

**1.** Consider the illustration on pages 4-5, as well as the headline. What mood do these text features evoke?

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**2.** Read the caption titled "Dangerous Waters." What can you infer about the sinking of the *Lusitania* from this information?

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**3.** Read the caption titled "The Captain." What does the caption tell you about the man who was in charge of the *Lusitania*?

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**4.** What does the map titled "Europe 1915" show? Why might the author have included it?

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## Discussion Questions

### “Attack at Sea”

- 1.** Read the introduction of the article. How do the last two paragraphs differ from the first three? (mood)
- 2.** When Lewis writes that the German U-boat *U-20* “could creep up on any ship,” she is personifying the U-boat. That is, she is assigning it a human characteristic. Where else in the article does Lewis personify U-boats? What effect does this use of personification create? (figurative language)
- 3.** What is the mood of the section “A Nightmare”? How does the author create this mood? (mood)

4. Why do you think the passengers and crew of the *Lusitania* were so confident that the ship would be safe? (critical thinking)
5. Why is it important to study historic disasters like the sinking of the *Lusitania*? (critical thinking)

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

# Featured Skill: Key Ideas and Details

Read "Attack at Sea." Then use this guide to help you respond to the prompt that appears at the end of the article.

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

Choose one element of the article to focus on: the *Lusitania*, the early 20th century, the German U-boat, or the torpedo. Compile a list of descriptive words, phrases, or lines the author uses for your chosen element. Then write a poem or create a visual art piece reflecting this powerful imagery and emotion.

### 1. Circle one element to focus on.

the *Lusitania*

the early 20th  
century

the German  
U-boat

the torpedo

### 2. Comb through the article, making a list of the descriptive words, phrases, and lines the author uses to describe the element you chose.

(Or you could highlight or underline the text instead.)

**3. Now you're ready to write a poem or create a piece of artwork.**  
**Here are some tips:**

**POEM**

- Decide on a structure for your poem: Will it be free verse, a haiku, an acrostic, a sonnet?
- Use the words from your list to help you create vivid images in your reader's mind.
- Focus on emotion. For example, if you chose the torpedo, think about the fear and destruction it represents.
- After writing your poem, read it out loud. Are the imagery and emotion clear? Make adjustments as needed.

**VISUAL ART**

- Imagine how the descriptive words you gathered can be turned into visuals. For example, if focusing on the U-boat, think about the shape, stealth, and tension it evokes.
- Start with rough sketches. Experiment!
- Use colors and textures that reflect the mood of your chosen element. Dark, muted colors might convey danger, while bright colors might represent hope and grandeur.
- Add details and refine your piece to make more of an emotional impact. For example, add waves to symbolize power and shadows to symbolize mystery.

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

## “Attack at Sea” Quiz

**Directions:** Read “Attack at Sea” from the October issue of *Scope*. Then answer the questions below.

- The author writes, “Silent and stealthy, it could creep up on any ship and sink it with a single torpedo.” This description of the U-boat that attacked the *Lusitania* \_\_\_\_\_.  
 A. helps you understand how slow the *Lusitania* was  
 B. explains how fast the U-boat was  
 C. helps show how dangerous the U-boat was  
 D. tells you how small the U-boat was
- The author writes, “The torpedo slithered through the water like a snake.” This line contains \_\_\_\_\_.  
 A. foreshadowing that hints that something terrible is about to happen  
 B. a metaphor suggesting that the torpedo may have the bite of a venomous snake  
 C. a simile that highlights the speed and stealth of the torpedo  
 D. a simile comparing the water to a snake
- The section “The Unsinkable Ship” \_\_\_\_\_. Choose TWO.  
 A. helps readers understand why a German U-boat attacked the *Lusitania*  
 B. describes some of the wonders of the *Lusitania*  
 C. explains why the warnings of an attack on the *Lusitania* were not taken seriously  
 D. illustrates the aftermath of the torpedo attack
- The author explains that the *Lusitania* sank “maddeningly” close to shore. To convey the same meaning, she could have described the distance as \_\_\_\_\_ close.  
 A. frustratingly  
 B. dangerously  
 C. surprisingly  
 D. alarmingly
- Information in the caption titled “Power and Luxury” would best fit into which section of the article?  
 A. the introduction  
 B. “An Agonizing Search”  
 C. “The Unsinkable Ship”  
 D. “The Horrors of War”
- Which detail should be included in a summary of the article?  
 A. People called the *Lusitania* a “floating palace.”  
 B. First-class passengers on the *Lusitania* ate oysters and caviar.  
 C. The *Lusitania* was torpedoed by a German U-boat.  
 D. After World War I, many world leaders agreed to ban the use of poison gas in warfare.

## Constructed-Response Questions

**7.** Describe the mood of the section “A Rapidly Changing World.” How does the author create this mood?

8. According to the article, many historians say that the sinking of the *Lusitania* was a “turning point.” What is a turning point? Why was the sinking of the *Lusitania* a turning point?

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

## “Attack at Sea” Quiz

**Directions:** Read “Attack at Sea” from the October issue of *Scope*. Then answer the questions below.

1. The author writes, “Silent and stealthy, it could creep up on any ship and sink it with a single torpedo.” Based on context clues, **stealthy** most closely means
  - A. invisible
  - B. small
  - C. sneaky
  - D. showy
2. The author writes, “The torpedo slithered through the water like a snake.” She likely included this line to \_\_\_\_\_.
  - A. help readers understand how snakes move
  - B. compare the water to a snake
  - C. highlight the speed and stealth of the torpedo
  - D. show that the *Lusitania* was attacked by snakes
3. The section “The Unsinkable Ship” \_\_\_\_\_.  
Choose TWO.
  - A. helps readers understand why a German U-boat attacked the *Lusitania*
  - B. describes some of the wonders of the *Lusitania*
  - C. explains why the warnings of an attack on the *Lusitania* were not taken seriously
  - D. illustrates the aftermath of the torpedo attack
4. The author explains that the *Lusitania* sank “maddeningly” close to shore. This means that the *Lusitania* sank \_\_\_\_\_.
  - A. very close to shore
  - B. somewhat far from shore
  - C. very far from shore
  - D. somewhat close to shore
5. Information in the caption titled “Power and Luxury” describes the *Lusitania* as \_\_\_\_\_.
  - A. an old, historic ship
  - B. an inexpensive ship
  - C. a fancy ship
  - D. a dangerous ship
6. Which detail should be included in a summary of the article?
  - A. People called the *Lusitania* a “floating palace.”
  - B. First-class passengers on the *Lusitania* ate oysters and caviar.
  - C. The *Lusitania* was torpedoed by a German U-boat.
  - D. After World War I, many world leaders agreed to ban the use of poison gas in warfare.

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

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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 "Attack at Sea" (You do not need to respond in complete sentences.)

<p><b>1.</b> Who is the article mostly about?</p>	<p><b>2.</b> What was happening in the world at the time this story takes place?</p>
<p><b>3.</b> What significant event does the article describe?</p>	<p><b>4.</b> What were the immediate effects of this event? How is the subject(s) affected?</p>
<p><b>5.</b> What happened after the event was over?</p>	<p><b>6.</b> Are there any other important details you haven't mentioned? Write them here.</p>

## Summary of “Attack at Sea”

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

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

# Summarizing

**Directions:** Fill in the blanks below to complete an objective summary of "Attack at Sea."

<p>Author Kristin Lewis's narrative nonfiction article "Attack at Sea" tells the story of</p> <p>12-year-old Elsie Hook, who survived _____.</p> <p>In 1915, Elsie and her family were traveling to England on the <i>Lusitania</i>. At the</p> <p>time, _____.</p> <p>The Germans warned that _____.</p> <p>_____.</p> <p>Many did not take the warning seriously because _____.</p> <p>_____.</p> <p>But a German U-boat _____.</p> <p>Elsie and her family survived, but _____.</p> <p>_____.</p> <p>The sinking of the <i>Lusitania</i> may have contributed to America's decision to</p> <p>_____.</p> <p>_____.</p>	<p><i>What disaster did Elsie experience?</i></p> <p><i>What historical event was occurring in 1915?</i></p> <p><i>What did the German embassy say in its notice?</i></p> <p><i>What did the crew say about the ship?</i></p> <p><i>What happened to the ship?</i></p> <p><i>How many passengers were lost?</i></p> <p><i>What did America do in 1917?</i></p>
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Name: \_\_\_\_\_

# Exploring Text Structure

**Directions:** Read "Attack at Sea." Then use the graphic organizers in this activity to organize information from the article.

## CAUSE AND EFFECT

Fill in the cause/effect chart below.

**Cause**

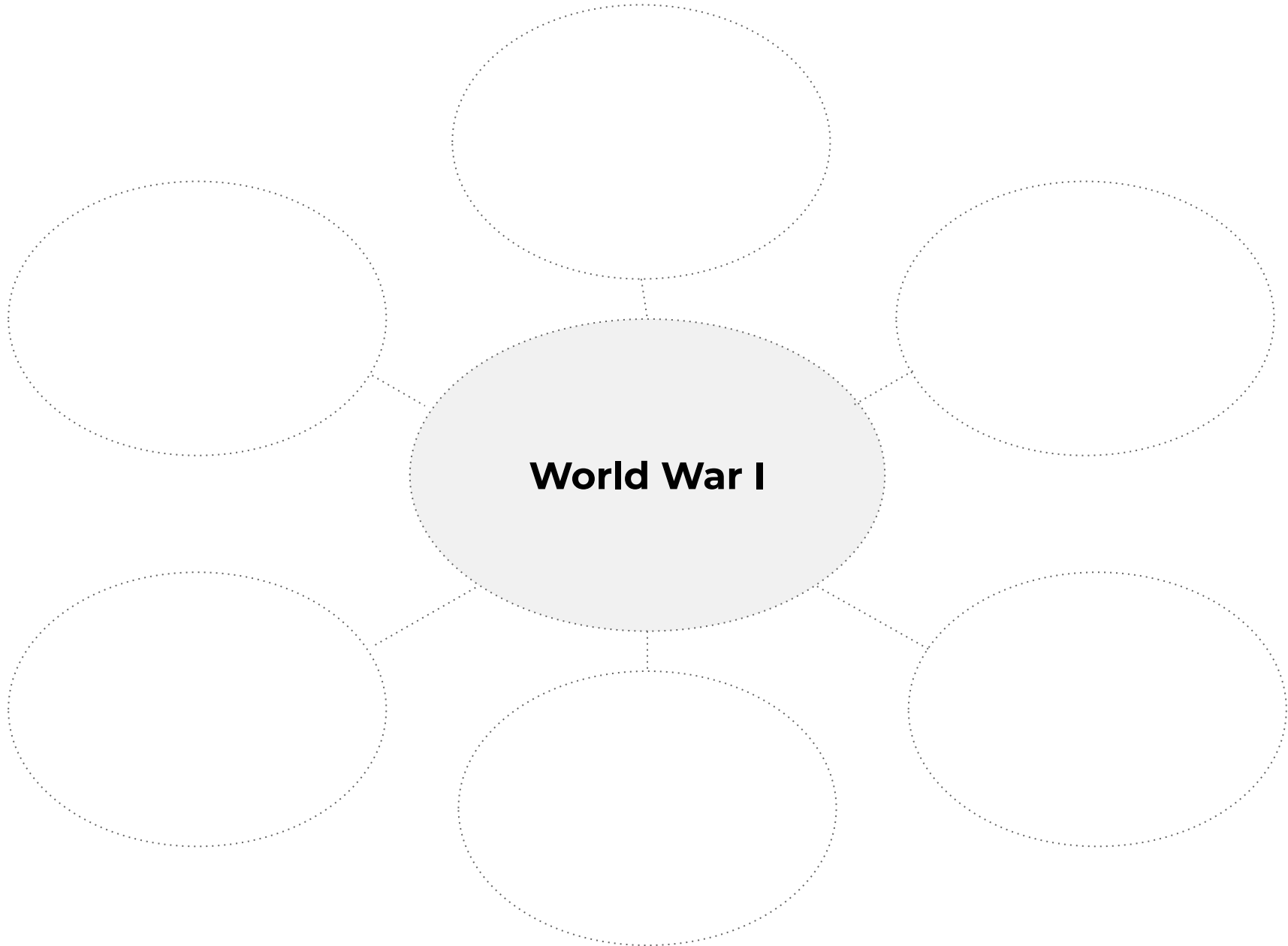
**Cause**

**Effect**

Passengers on the  
*Lusitania* did not take  
the warnings of a  
U-boat attack  
seriously.

## DESCRIPTION

What did you learn about World War I?  
Fill in the graphic organizer below.



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

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

# Vocabulary

## "Attack at Sea"

- 1. hoist (hoist)** *verb*; To hoist something is to lift or raise it, especially by using ropes or machinery. A crane might hoist steel beams into place at a construction site. You might hoist yourself out of a swimming pool.
- 2. ingenious (in-JEEN-yuhs)** *adjective*; Something that is ingenious is very clever; it shows creativity and inventiveness.  
  
Some might say that the backpack was an ingenious invention—before it came along, kids had to lug their books around with a leather strap!
- 3. munitions (myu-NIH-shuhns)** *noun*; Munitions are weapons and ammunition used by the military.
- 4. optimism (AHP-tuh-mih-zuhm)** *noun*; Optimism is a belief that everything will turn out for the best—a sense of hopefulness and confidence about the future. If the Wildcats start the baseball season full of optimism, they start the season with confidence that they will be successful.
- 5. opulent (AH-pyuh-luhnt)** *adjective*; Something that is opulent is fancy and expensive; it displays wealth in a showy way. An opulent dining room, for example, might be decorated with expensive furniture, crystal chandeliers, and silk curtains.
- 6. torpedo (tor-PEE-doh)** *noun or verb*; A torpedo is an underwater weapon that is launched from a ship or submarine or dropped into the water from an aircraft. When it reaches its target, it explodes.

As a verb, *torpedo* means "to attack or sink a ship with a torpedo."

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

## Vocabulary Practice

### "Attack at Sea"

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**Directions:** Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

1. After the boat was **torpedoed**,
  2. Mia had never stayed in such an **opulent** hotel. The rooms
  3. Mateo started the school year full of **optimism**. He
  4. The factory produces **munitions** for the military. It is filled with
- 

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

- |  |   |
|--|---|
| <p>5. Which could be described as <b>opulent</b>?</p> <ul style="list-style-type: none"><li>a. a turkey sandwich</li><li>b. a king's throne covered in luxurious velvet and sparkling gemstones</li><li>c. a pink pencil that you've had for 5 years</li></ul> | <p>7. Which is the best synonym for <b>ingenious</b>?</p> <ul style="list-style-type: none"><li>a. new</li><li>b. simple</li><li>c. inventive</li></ul> |
| <p>6. If you <b>hoist</b> something, you are _____ it.</p> <ul style="list-style-type: none"><li>a. lowering</li><li>b. raising</li><li>c. tossing</li></ul>   |   |

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

# Exploring Text Structure

**Directions:** Read "Attack at Sea." Then use the graphic organizers in this activity to organize information from the article.

## CAUSE AND EFFECT

Fill in the cause/effect chart below.

### Cause

*What did passengers think about the idea of Germany attacking a civilian ship?*

### Cause

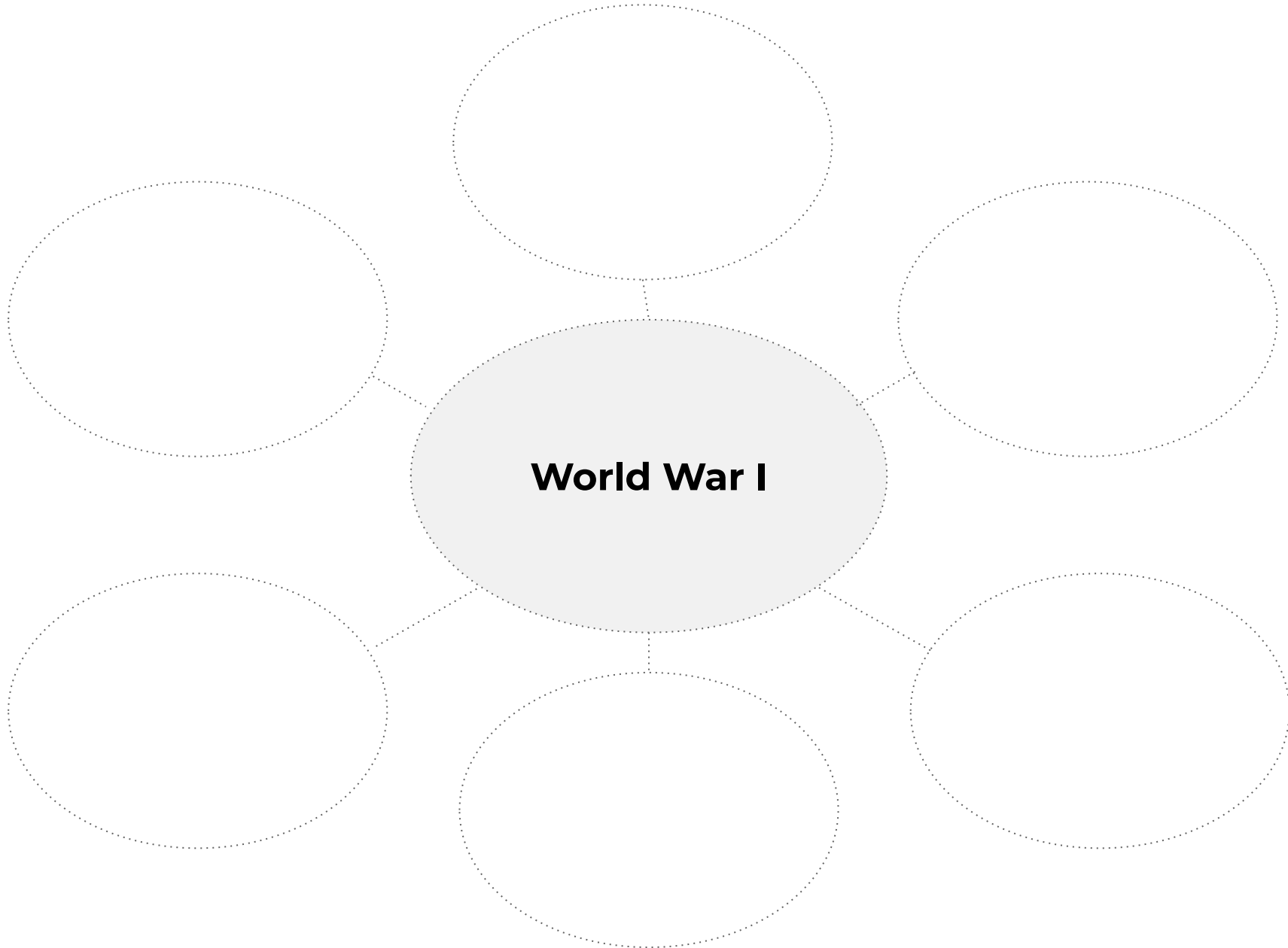
*What did the crew tell passengers about the Lusitania when they expressed concerns?*

### Effect

Passengers on the *Lusitania* did not take the warnings of a U-boat attack seriously.

## DESCRIPTION

What did you learn about World War I?  
Fill in the graphic organizer below.



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

## Video Discussion Questions

### Behind the Scenes: “Attack at Sea”

- 1.** Author Kristin Lewis says that her story about the *Lusitania* “was going to take a lot of research” (1:04-1:07). What research did Lewis do to prepare for writing “Attack at Sea”? Why might a story like this have to be researched so thoroughly?
- 2.** Lewis describes early 20th-century America as “a time of progress” (2:02-2:45). Give two pieces of evidence from the video that support this statement.
- 3.** What does the fact that Lewis wrote 12 drafts of her article tell you about the importance of the revision process?

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

## Short Read Quiz

**Directions:** Read “How Spicy Is Too Spicy?” from the October issue of *Scope*. Then answer the questions below.

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1. The author writes, “It took him an agonizing six hours to recover from eating Pepper X.” *Agonizing* most closely means \_\_\_\_\_.
  - A. thrilling
  - B. pleasant
  - C. calm
  - D. painful
2. The author writes, “Jamaica’s sweet and smoky jerk chicken, for example, gets its heat from Scotch bonnet peppers. Thailand’s hot and sour tom yum soup is made with spicy bird’s eye chilies. India’s fiery vindaloo curry is made with dried red chilies.” Here, the author is using a \_\_\_\_\_ text structure to \_\_\_\_\_.
  - A. list; explain where chili peppers come from
  - B. description; explain what eating chili peppers feels like
  - C. list; show that chili peppers are used in many different dishes and places
  - D. cause and effect; explain how chili peppers affect the body
3. How does the author develop the idea that eating spicy food can be enjoyable for some people? Choose TWO.
  - A. She explains that eating super-spicy food triggers the release of feel-good chemicals in the brain.
  - B. She compares eating spicy food to the thrill of riding a roller coaster.
  - C. She explains how hot Pepper X is.
  - D. She describes how ill Currie felt after eating Pepper X.
4. The author writes, “Often these challenges end with stomach-churning reactions like the one Currie had.” This line \_\_\_\_\_.
  - A. refutes the idea that challenges to eat super-spicy foods are not a good idea
  - B. tells you that the author has tried a viral spicy food challenge before
  - C. helps explain why people participate in viral challenges
  - D. supports the idea that challenges to eat super-spicy foods are not a good idea

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

## Constructed-Response Question

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

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5. Why can eating spicy food be risky?

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

## Short Read Quiz

**Directions:** Read “How Spicy Is Too Spicy?” from the October issue of *Scope*. Then answer the questions below.

---

1. The author writes, “It took him an agonizing six hours to recover from eating Pepper X.” **Agonizing** most closely means \_\_\_\_\_.
  - A. thrilling
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  - D. painful
2. The author writes, “Jamaica’s sweet and smoky jerk chicken, for example, gets its heat from Scotch bonnet peppers. Thailand’s hot and sour tom yum soup is made with spicy bird’s eye chilies. India’s fiery vindaloo curry is made with dried red chilies.” These lines \_\_\_\_\_.
  - A. show how spicy food can be dangerous
  - B. explain where chili peppers come from
  - C. show that spicy foods are eaten in many different places
  - D. explain why people like spicy food
3. The main purpose of the section “Enjoying the Burn” is to \_\_\_\_\_. Choose TWO.
  - A. explain why foods with chili peppers taste hot
  - B. explain why some people like eating very spicy food
  - C. argue that spicy food should be banned
  - D. inform people about what happens when you eat too much spicy food
4. The author writes, “‘Sometimes it can be difficult to breathe, especially if capsaicin gets in the windpipe.’ Other side effects can include stomach cramps, vomiting, and headaches.” These lines help explain \_\_\_\_\_.
  - A. why chili peppers are so spicy
  - B. where chili peppers get their spiciness
  - C. why spicy food is so popular
  - D. why eating super-spicy foods can be dangerous

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

## Constructed-Response Question

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

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5. Why can eating spicy food be risky?

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

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

# Vocabulary

## "How Spicy Is Too Spicy?"

1. **ingest (in-JEST)** *verb*; To *ingest* is to take into the body or consume. *Ingesting* something usually means you are swallowing it, like a food, beverage, or medicine.
2. **perceive (per-SEEV)** *verb*; *Perceive* means to become aware of something through the senses, like sight, smell, or taste. *Perceiving* something means you are noticing its presence. You might walk into a room and perceive the smell of fresh-baked cookies.

Perceive can also mean to look at or interpret something in a particular way. After reading a book, you might perceive the main character's actions in one way. But your friend might perceive them totally differently!

3. **scalding (SKAWL-ding)** *adjective*; The adjective *scalding* describes something that is burning hot, like a cup of cocoa straight from the stove.

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

# Vocabulary Practice

## "How Spicy Is Too Spicy?"

**Directions:** Write a form of a word in the word bank in each blank to best complete each sentence.

Word Bank

ingest

perceive

scald

1. I am going to wait for my grilled cheese to cool down so I don't \_\_\_\_\_ myself.
2. Janelle \_\_\_\_\_ her fruit salad so quickly, she never put down her fork.
3. Suni \_\_\_\_\_ that the ocean was near from the strong smell of salt water.
4. Child safety caps help stop young children from \_\_\_\_\_ anything harmful that they shouldn't swallow.
5. Miguel \_\_\_\_\_ the world in a very positive way. He sees the good in everything!

# CHOICE BOARD

## "THE REASON I WILL LOVE JOHN MACFARLANE JR. UNTIL THE DAY I DIE"

Consider the story's title. Why *will* Jodie love John MacFarlane Jr. until the day she dies? Answer in a well-organized response with evidence from the story.

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

Write a conversation among Mackey and the other boys from the soccer team as they discuss their plans for Calvin's first day back at school.

Write a diary entry from the perspective of Calvin, Jodie, or Mackey. Describe what happened on Monday that made the school day different than you expected and how it made you feel.

Write a letter to the author of the story, Rachel Vail. Share what you liked about the story and which parts of it will stick with you most.

## John MacFarlane 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 October 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:

Consider the story's title. Why *will* Jodie love John MacFarlane Jr. until the day she dies?

Entries must be submitted to **John MacFarlane contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *Bad Best Friend* by Rachel Vail.

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

#### Entries will be judged on:

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

**ENTRIES MUST BE RECEIVED BY November 18, 2024.**

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

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

# Vocabulary

## "The Reason I Will Love John MacFarlane Jr. Until the Day I Die"

- 1. chemo (KEE-moh)** *noun*; Chemo is short for *chemotherapy* [kee-moh-THEHR-uh-pee], a medical treatment used to fight cancer. It uses special medicine to kill cancer cells or stop them from growing. The most common way to receive chemotherapy is directly into a vein, allowing the medication to enter the bloodstream quickly.
- 2. flank (flangk)** *verb*; As it's used in the story, *flank* means "to be on each or one side of." For example, a pop star might be flanked by security guards when she enters an arena before her show.
- 3. flinch (flinch)** *verb*; To flinch is to make a quick, nervous movement because you're scared, surprised, or in pain. You might flinch if you are startled by a loud sound, when you're getting a shot, or when you're watching a scary movie.
- 4. lope (lohp)** *verb*; To lope is to take long and relaxed strides. A football player might lope toward the field for practice. A horse might lope across a pasture, moving in a calm and natural way.
- 5. remission (rih-MIH-shuhn)** *noun*; Remission is a period of time in which the symptoms of a disease improve or go away completely. It doesn't always mean the disease is cured, but it means that the disease is not active and the person is feeling better.
- 6. terminal (TER-muh-nl)** *adjective*; As it is used in the story, terminal describes a type of illness that is very serious and cannot be cured.

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

# Vocabulary Practice

## "The Reason I Will Love John MacFarlane Jr. Until the Day I Die"

**Directions:** Fill in each blank with a word from the word bank to best complete the sentence.

flanked

flinch

lope

remission

terminal

1. I recently got my ears pierced at the mall. It hurt a little, but I made sure not to \_\_\_\_\_.
2. The patient was hopeful when he learned his \_\_\_\_\_ disease had an 80 percent chance of going into \_\_\_\_\_.
3. We watched a family of foxes \_\_\_\_\_ along the edge of a forested area of the state park.
4. As we walked through the park, tall trees \_\_\_\_\_ the path on each side.

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

# Discussion Questions

## “The Reason I Will Love John MacFarlane Jr. Until the Day I Die”

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1. Why has Calvin lost so much weight? (inference)
2. What does Jodie tell Mackey? How does her telling him this relate to what happens later? (text structure)
3. What do you think Jodie means when she says she’s not the girlfriend type? (critical thinking)

4. Explain what Jodie means when she says the walk with Mackey felt good but also bad. (character)

**5.** Describe how Jodie, Mom, and Dad are acting during breakfast. Why do you think they are acting this way? (character)

**6.** Why is Jodie hoping people will treat Calvin like he's invisible? (character)

**7.** How does Calvin feel at the end of the story? How does Jodie feel? How do you know? (character)

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

# Featured Skill: Character

Read "The Reason I Will Love John MacFarlane Jr. Until the Day I Die." Then use this writing guide to help you respond to the prompt that appears at the end of the story.

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

Consider the story's title. Why *will* Jodie love John MacFarlane Jr. until the day she dies?

**Reflect on the title.**

1. Who is John MacFarlane Jr.?
2. Write down your first impressions of the title. What did you think the story would be about before you read it?

**Connect the title to the story.**

**3.** What is the central conflict in the story? In other words, what is Jodie struggling with?

**4.** What is the reason Jodie will love Mackey until the day she dies? In other words, what does he do that is so admirable and that makes Jodie love him so much?

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

## Fiction Quiz

**Directions:** Read “The Reason I Will Love John MacFarlane Jr. Until the Day I Die” from the October issue of *Scope*. Then answer the questions below.

1. The author writes, “Life bumps hard up against Calvin.” This line tells you that \_\_\_\_\_.
  - A. Calvin is clumsy
  - B. Jodie worries about Calvin
  - C. Calvin’s life has been easy
  - D. Calvin’s life has been challenging
2. Consider this line: “I slapped my cheeks to snap myself out of it and slid down the banister, determined not to be grim.” Based on context clues, *grim* means \_\_\_\_\_.
  - A. dark and somber
  - B. tired and slow
  - C. upbeat and positive
  - D. angry and intense
3. The author writes, “I was scaring them both, I could tell, with my jack-o’-lantern grin and wide-open eyes.” This line \_\_\_\_\_. Choose TWO.
  - A. tells you that Jodie’s family found her behavior strange
  - B. tells you that Jodie was happy and excited
  - C. contains a metaphor that describes how big and unnatural Jodie’s smile was
  - D. contains a simile that emphasizes how big and unnatural Jodie’s smile was
4. Consider the line: “What Calvin had whispered to me had torn a hunk out of my heart, and I wasn’t even sure why.” Jodie means that what Calvin said \_\_\_\_\_.
  - A. scared her
  - B. made her angry
  - C. deeply upset her
  - D. confused her
5. Which detail would be MOST important to include in a summary of the story?
  - A. Calvin plays video games.
  - B. Jodie is 19 months older than Calvin.
  - C. Mackey and Jodie have dated for almost a year.
  - D. Calvin has cancer, and treatment for his illness made him lose his hair.
6. At the end of the story, Jodie says she “couldn’t move” while watching Calvin walk into school with Mackey and his friends. You can infer that in this moment, Jodie was \_\_\_\_\_.
  - A. terrified
  - B. overcome with emotion
  - C. offended and angry
  - D. confused and not sure what to do next

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

## Constructed-Response Questions

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

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7. Consider these lines in which Jodie describes herself on the morning of Calvin's first day back at school: "I smiled to show I was psyched, definitely pumped up about getting a ride. Oh yes, this day is going surprisingly well! Everything is great!" How is Jodie feeling at this moment? How can you tell? Use text evidence to support your answer.
8. Based on details in the story, what kind of a person is Mackey?

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

## Fiction Quiz

**Directions:** Read “The Reason I Will Love John MacFarlane Jr. Until the Day I Die” from the October issue of *Scope*. Then answer the questions below.

1. The author writes, “Life bumps hard up against Calvin.” This line tells you that \_\_\_\_\_.
  - A. Calvin gets injured a lot
  - B. Jodie worries about Calvin
  - C. Calvin’s life has been easy
  - D. Calvin’s life has been hard
2. Consider this line: “I slapped my cheeks to snap myself out of it and slid down the banister, determined not to be grim.” Jodie means that she was determined not to be \_\_\_\_\_.
  - A. gloomy
  - B. tired
  - C. upbeat
  - D. angry
3. The author writes, “I was scaring them both, I could tell, with my jack-o’-lantern grin and wide-open eyes.” This line \_\_\_\_\_. Choose TWO.
  - A. tells you that Jodie was trying hard to look happy and excited
  - B. tells you that it was Halloween
  - C. contains a metaphor that expresses how big Jodie’s smile was
  - D. emphasizes how happy and excited Jodie was
4. Consider the line: “What Calvin had whispered to me had torn a hunk out of my heart, and I wasn’t even sure why.” Jodie means that what Calvin said \_\_\_\_\_.
  - A. scared her
  - B. made her angry
  - C. made her sad
  - D. confused her
5. Which detail would NOT be important to include in a summary of the story?
  - A. Mackey and Jodie are dating.
  - B. Jodie is worried about Calvin’s first day back at school.
  - C. Calvin has cancer, and treatment for his illness made him lose his hair.
  - D. Calvin plays video games.
6. At the end of the story, Jodie says she “couldn’t move” while watching Calvin walk into school with Mackey and his friends. Why couldn’t Jodie move?
  - A. She was scared to walk into school with Calvin.
  - B. She was too overcome with emotion after seeing what Mackey did for Calvin.
  - C. The front of the school was too crowded.
  - D. She couldn’t remember which way to go.

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

## Constructed-Response Questions

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

---

7. Consider these lines from the morning of Calvin's first day back at school: "I smiled to show I was psyched, definitely pumped up about getting a ride. Oh yes, this day is going surprisingly well! Everything is great!" Does Jodie really think that everything is great? Use text evidence to support your answer.

8. Based on details in the story, what kind of a person is Mackey?

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

# Featured Skill: Synthesis

Read “Long Journey to the Stars” and “Invictus.” Then use this writing guide to help you respond to the prompt that appears beneath “Invictus.”

**The prompt says:**

What does “I am the master of my fate, I am the captain of my soul” mean? Based on the article, how is José Hernández the master of his fate and the captain of his soul? Answer both questions. Use text evidence to support your ideas.

## 1. Interpret the meaning of the quote

Think about what the words “master” and “captain” imply. Then re-write the line in your own words. (HINT: It might be helpful to look up definitions of the words *fate*, *soul*, *master*, and *captain* first.)

**2. Relate the quote to José Hernández**

Reread the article, finding moments in Hernández’s life where he is the master of his fate and the captain of his soul. You can record bullet points here or highlight key passages in the text.

**Write your response.**  
**Here’s a structure strip to use:**

- Paragraph 1:**  
-Introduce the poem, poet, and quote.  
-Explain what it means.
- Paragraph 2:**  
-Introduce Hernández and the article.  
-Explain how the quote relates to Hernández.  
-Provide text evidence from the article.
- Paragraph 3:**  
-Write a short conclusion, summarizing how Hernández’s life reflects the meaning of the quote.

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

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

# Vocabulary

## “Long Journey to the Stars” and “Invictus”

1. **astronomy** (uh-STRAH-nuh-mee) *noun*; Astronomy is the branch of science that studies space—stars, moons, planets, galaxies, and the universe as a whole. Astronomers study space from Earth using telescopes and other tools. Astronauts travel to space to explore and work in spacecraft or space stations to further knowledge in this field.
  
2. **din** (din) *noun*; A din is a loud, continuous, unpleasant noise. It might be hard to hear your family over the din of other diners at a restaurant. The din of construction work outside your house might wake you up earlier than you’d like.
  
3. **humble** (HUHM-buhl) *adjective*; As it is used in the article, *humble* means “having little money and being very simple.” If someone had a humble childhood, they grew up with little money and lived simply without luxuries.  
  
*Humble* can also describe someone who does not think they are better than others. *Humble* is the opposite of *proud* or *boastful*. A humble athlete might talk about their team’s performance instead of just their own. A humble artist might acknowledge the people who helped them develop their skills.
  
4. **lean** (leen) *adjective*; As it is used in the article, *lean* means “having less or barely enough of something; containing little excess.” Your outfit options might be lean if you haven’t done laundry in a while.

*Lean* can also mean “containing little or no fat,” as in “The cat was so lean that you could see its ribs when it lay down” or “Lean meats are healthier to eat than those that are high in fat.”

**5. lunar (LOO-nuhr)** *adjective*; *Lunar* means "related to the moon." A lunar mission helps scientists learn more about the moon. When Earth's shadow covers the moon, it is called a lunar eclipse. The Lunar New Year is a holiday based on the lunar calendar, which is based on the monthly cycles of the moon's phases.

**6. malfunction (mal-FUHNG-shuhn)** *verb or noun*; If something malfunctions, it breaks, stops working, or fails. A malfunctioning washing machine might leak soapy water. A malfunctioning car might lead to an accident.

As a noun, *malfunction* means "a failure to work or function properly." Malfunctions can range from annoying to costly to dangerous.

**7. migrant (MY-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 often move to find employment. 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."

**8. persevere (per-suh-VIR)** *verb*; To persevere is to continue working toward something even when it is difficult. You might persevere by continuing your clarinet solo after making a mistake. A track star might persevere by getting back into their sport after an injury.

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

# Vocabulary Practice

## "Long Journey to the Stars" and "Invictus"

**Directions:** Fill in each blank with a word from the word bank to best complete each sentence. There is one word you will not use.

astronomy

humble

lean

migrant

persevered

1. Our family checked out a(n) \_\_\_\_\_ exhibit at our local science museum. It was out of this world!
2. The \_\_\_\_\_ families moved frequently, looking for better job opportunities.
3. Hamza was \_\_\_\_\_ when he won first place in the community science fair. He acknowledged the help he'd received from his parents and local businesses.
4. Stella stumbled on the balance beam, but she steadied herself and \_\_\_\_\_ to the end of the routine.

**Directions:** Below are imaginary newspaper headlines. Write the first line of each article in a way that makes the meaning of the bolded word clear.

5. "Traffic **Din** Found to Affect Wildlife"
6. "Worker Pool **Lean** as Students Return to School"
7. "Scientists Launch New Study on **Lunar** Craters"
8. "Satellite **Malfunctions** Cause Internet Service Disruptions"

# CHOICE BOARD

## "LONG JOURNEY TO THE STARS" AND "INVICTUS"

What does "I am the master of my fate, I am the captain of my soul" mean? Based on the article, how is José Hernández the master of his fate and the captain of his soul? Answer both questions. Use text evidence to support your ideas.

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

Review the sidebar "How to Reach for the Stars." Complete steps 1-3 on your own paper or document, creating your own detailed plan for how you can make a dream of yours come true.

Come up with a list of interview questions you would like to ask José Hernández if you had the opportunity. Then work with a partner to role-play the interview. Answers should be based on what you read and what you can infer from the article.

Imagine José Hernández's story is being made into a movie. Create a movie trailer that will make viewers want to see it. Focus on Hernández's dedication and perseverance.

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

# Discussion Questions

## “Long Journey to the Stars”

---

**1.** The author writes that when Hernández was sitting on *Discovery*’s launch pad, “A thought flashed in his mind: *How did I get here?*” How *did* Hernández get there? What key character traits enabled him to arrive at that moment? (key ideas and details)

**2.** What people played a role in Hernández becoming an astronaut? How did they contribute to his achieving his dreams? (key ideas and details)

**3.** Hernández says that he hopes his story inspires other people—especially kids—to reach for the stars. What does it mean to “reach for the stars”? (figurative language)

**4.** Have your ideas about failure or rejection changed after reading this article? Explain. (critical thinking)

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

# Poetry Analysis

Below is William Ernest Henley's poem "Invictus." With a partner, read the poem a few times, along with our additional annotations. Then discuss the questions that follow.



## "Invictus" by William Ernest Henley

*Invictus*  
is Latin for  
"unconquerable"  
or "undefeated."

1 Out of the night that covers me,  
Black as the pit from pole to pole,  
3 I thank whatever gods may be  
For my unconquerable soul.

Here, *fell* is used  
as an adjective to  
mean "cruel."

5 In the fell clutch of circumstance  
I have not winced nor cried aloud.

In spite of the  
tough times, the  
speaker's head is  
not lowered in  
defeat.

7 Under the bludgeonings of chance  
My head is bloody, but unbowed.

To bludgeon is to  
beat with a heavy  
stick or other object.

If something is  
looming, it  
appears in a dim  
or shadowy  
form—and it is  
threatening to do  
harm.

9 Beyond this place of wrath and tears  
Looms but the Horror of the shade,

*Wrath* means anger.

By *shade*, the speaker  
means death.

11 And yet the menace of the years  
Finds and shall find me unafraid.

A menace is a threat.

This is an allusion to a  
passage from the  
Bible about the path  
to heaven being  
narrow and difficult.

13 It matters not how strait the gate,  
How charged with punishments the scroll,  
15 I am the master of my fate,  
I am the captain of my soul.

- 1.** What is the poem's rhyme scheme, or pattern of rhymes? Use an example to support your description.
- 2.** Find two examples of alliteration, the repetition of consonant sounds at the beginning of two or more neighboring words.
- 3.** Take turns listening to your partner reading the poem aloud. What feelings do the rhymes and rhythm of the poem create for you?
- 4.** The poem describes difficult and painful experiences the speaker endures.
  - a.** Find an example of Henley using metaphor to describe the speaker's hardships.
  - b.** Find an example of Henley using personification to describe the speaker's hardships.

5. Choose one of the following word pairs to describe the speaker's tone in this poem: cheerful and amused, depressed and doubtful, defiant and determined, bitter and disappointed. What words, phrases, or lines contribute to the tone you chose?
6. What phrase does the speaker repeat in the final stanza? What does this repetition emphasize the importance of?
7. *Invictus* means "unconquerable" or "undefeated" in Latin. How does the title "Invictus" relate to the overall message and mood of the poem?
8. As a child, Henley (1849-1903) suffered from tuberculosis, a disease that affected his bones and required the amputation of one of his legs when he was 16. He wrote "Invictus" during an almost two-year stay in the hospital. How might the poet's personal experiences relate to the poem's message?

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

## Paired Texts Quiz

**Directions:** Read “Long Journey to the Stars” and “Invictus” from the October issue of *Scope*. Then answer the questions below.

1. **When José Hernández thought “How did I get here?” while sitting aboard the space shuttle *Discovery*, what was he reflecting on?**
  - A. the nervousness he felt about the upcoming space mission
  - B. the technical difficulties he might encounter during the flight
  - C. the long and challenging journey it took for him to become an astronaut
  - D. the physical discomfort from the 90 pounds of gear he was wearing
2. **Which people played a role in Hernández’s becoming an astronaut? Choose THREE.**
  - A. Franklin Chang-Díaz, a Hispanic American astronaut
  - B. his elementary school classmates
  - C. his family
  - D. his second-grade teacher
3. **Which words best describe the mood of the last section, “Space and Beyond”?**
  - A. anxious and fearful
  - B. hopeless and frustrated
  - C. calm and carefree
  - D. triumphant and motivating
4. **Which of the following lines from the article best support your answer to Question 3? Choose TWO.**
  - A. “Hernández had traveled 5.7 million miles—and landed not far from where he had, as a boy, stood amid the endless rows of crops and gazed up at the stars in wonder.”
  - B. “But the hard work was just starting.”
  - C. “After a decades-long journey, he had made it at last.”
  - D. “Whatever might unfold on a mission, they would need to stay calm and work together.”
5. **Consider these lines from the poem: “In the fell clutch of circumstance/I have not winced nor cried aloud./Under the bludgeonings of chance/My head is bloody, but unbowed.” From these lines, you can infer that the speaker feels \_\_\_\_\_.**
  - A. emotional
  - B. determined
  - C. humble
  - D. uncertain
6. **Both Hernández and the speaker of the poem “Invictus” could be described as \_\_\_\_\_.**
  - A. resilient
  - B. scared
  - C. shy
  - D. timid



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

## Paired Texts Quiz

**Directions:** Read “Long Journey to the Stars” and “Invictus” from the October issue of *Scope*. Then answer the questions below.

---

1. **When José Hernández thought “How did I get here?” while sitting aboard the space shuttle *Discovery*, what was he reflecting on?**
  - A. the nervousness he felt about the upcoming space mission
  - B. the technical difficulties he might encounter during the flight
  - C. the long and challenging journey it took for him to become an astronaut
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  - A. Franklin Chang-Díaz, a Hispanic American astronaut
  - B. his elementary school classmates
  - C. his family
  - D. his second-grade teacher
3. **Which word best describes the mood of the last section, “Space and Beyond”?**
  - A. fearful
  - B. hopeless
  - C. unsettling
  - D. triumphant
4. **Which of the following lines from the article best support your answer to Question 3? Choose TWO.**
  - A. “The first time he stepped into his flight suit with its red, white, and blue NASA patch, he felt a thrill. He’d made it!”
  - B. “But the hard work was just starting.”
  - C. “After a decades-long journey, he had made it at last.”
  - D. “Whatever might unfold on a mission, they would need to stay calm and work together.”
5. **Which word best describes the speaker in the poem “Invictus”?**
  - A. emotional
  - B. determined
  - C. humble
  - D. uncertain
6. **Both Hernández and the speaker of the poem “Invictus” could be described as \_\_\_\_\_.**
  - A. strong
  - B. scared
  - C. shy
  - D. timid

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

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# CHOICE BOARD

## *THE FALL OF THE HOUSE OF USHER*

As a group, act out one scene from the play. Include costumes and sound effects. Be sure to create an eerie mood! Make a video of your scene to enter the contest.

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

Write the newspaper article that Alex pulls out of the journal at the end of the play. In addition to answering the “five Ws” (Who? What? Where? When? Why?), include some quotes from neighbors or other people who might have known the Usher family.

Imagine your school is going to put on a full production of *The Fall of the House of Usher*. Create a promotional video for students, staff, and community members that will make them want to come see the play. Be sure to explain what the play will be about.

Write one of the entries in Charlie Nelson’s journal. Be sure to describe not only what happened on the day you are describing, but also your own thoughts and feelings. Feel free to invent details that are not mentioned in the play!

## Usher 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 October 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:

As a group, act out one scene from the play. Include costumes and sound effects. Be sure to create an eerie mood! Make a video of your scene to enter the contest. Entries must be submitted to **Usher contest** by a teacher, parent, or legal guardian. Three winners will get a copy of *It Found Us* by Lindsay Currie.

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
- ✓ effort
- ✓ commitment

**ENTRIES MUST BE RECEIVED BY November 18, 2024.**

# Discussion Questions

## *The Fall of the House of Usher*

1. Edgar Allan Poe's short story "The Fall of the House of Usher" was published in 1839. Clearly, the modern-day teens in Jennifer Dignan's play were not in Poe's original story. Why do you think Dignan might have added the teens for her adaptation? (author's craft)
2. In Scene 2, how does the setting help create an eerie mood? (mood)
3. Besides the setting in Scene 2, what is something else in the play that helps create an eerie mood? (mood)

- 4.** In Scene 3, why is the detail that Madeline's illness causes her to go into trancelike states important? (text structure)
- 5.** Poe decided to call his story "The Fall of the House of Usher," and the Usher family house definitely plays a big part in the story. You might even think of it as a character. Describe what the house is like and why it's so important to the story. (key ideas and details)
- 6.** What do you think kills Roderick and Madeline at the end? (critical thinking)

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

# Featured Skill: Prepare Your Scene

Read *The Fall of the House of Usher*. Then use this guide to help you respond to the prompt that appears at the end of the play.

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

As a group, act out one scene from the play. Include costumes and sound effects. Be sure to create an eerie mood! Make a video of your scene to enter the contest.

*Pssst!*  
 Eerie means  
 "strange or  
 mysterious in a way  
 that makes you feel  
 frightened or  
 uneasy; spooky."

## First, let's review mood.

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way. When you "walk into" a story, it too has an atmosphere that makes you feel a certain way. Watch the "What's the Mood?" video at Scope Online to learn more.

## Plan your scene.

First, choose which scene you will perform. Then, as a group, discuss how the playwright created the eerie mood in the scene. Use these guiding questions for your discussion:

**Setting:** *Where does this scene take place? What makes it such an eerie place?*

**Plot:** *What is happening in this scene that creates a feeling of unease or eeriness?*

**Dialogue:** *Think about what the characters say and how they say it. How does the dialogue help create an eerie mood?*

**Word Choice and Imagery:** *What vivid words bring this scene to life? Does the playwright use sensory details (details that appeal to the reader's five senses)?*

How can you and your group bring these elements to life? Discuss how you will create your setting, costumes, sound effects, etc. Have fun!

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

# Making Inferences

Making an inference means using clues to figure out something the author doesn't tell you directly. Read *The Fall of the House of Usher*. Then make inferences using the clues on the following slides.

**Directions:** Read *The Fall of the House of Usher*. Then answer the questions or follow directions to fill in the chart.

Clues	Inference
<p><b>1. Consider these lines from Scene 1:</b></p> <p><b>Jordyn:</b> Why, did he kill someone or something?</p> <p><b>Alex:</b> What? No! Just listen. Charlie gets a letter from a childhood friend he hasn't seen in years, Roderick Usher. Roderick says he's suffering from some kind of sickness and asks Charlie to come visit to cheer him up. And y'all—</p> <p><b>SD2:</b> Alex leans forward, her eyes wide.</p> <p><b>Alex:</b> —what happens is <i>crazy</i>.</p>	<p><b>Why do Alex's eyes widen?</b></p>
<p><b>2. Consider these lines from Scene 3:</b></p> <p><b>Charlie:</b> It is awful to see you suffering this way, Roderick.</p> <p><b>Roderick</b> (<i>quietly, half to himself</i>): It is to be expected after so many years in this house.</p>	<p><b>What can you infer about Roderick's feelings toward the house?</b></p>

Clues	Inference
<p><b>3. Consider these lines from Scene 5:</b></p> <p><b>Charlie:</b> Look—her cheeks are flushed.</p> <p><b>Roderick:</b> On account of her illness, no doubt.</p> <p><b>Charlie:</b> Yes, that must be it. I say, she almost appears to be smiling.</p>	<p><b>What can you infer about Madeline? Explain.</b></p>
<p><b>4. Consider these lines from Scene 7:</b></p> <p><b>SD1:</b> Charlie closes the window. He leads Roderick to a chair, then sits down and, with shaking hands, picks up a book.</p> <p><b>Charlie:</b> The storm has unsettled our nerves. Let us just calm down.</p>	<p><b>What can you infer about Charlie's feelings in this moment? What has changed in him?</b></p>

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

## ***The Fall of the House of Usher Quiz***

**Directions:** Read *The Fall of the House of Usher* from the October issue of *Scope*. Then answer the questions below.

1. **What purpose do the three modern-day teens serve in the play? Choose TWO.**
  - A. They help the Ushers achieve their goals.
  - B. They set the story up for readers in Scene 1 and wrap it up in Scene 8.
  - C. They provide important background information about Madeline's illness.
  - D. They provide a bit of lightness and humor in an otherwise intense story.
2. **What is the overall mood of the play?**
  - A. joyful and light
  - B. dark and creepy
  - C. exciting and adventurous
  - D. romantic and dreamy
3. **Consider this line from Scene 3:**  
**Roderick:** Oh Charlie, I am as jumpy as a cat.  
**This line contains a \_\_\_\_\_.** 
  - A. metaphor that highlights Roderick's excitement about Charlie's visit
  - B. simile that describes Roderick's curiosity
  - C. simile that shows how nervous Roderick is
  - D. metaphor that describes Roderick's determination to figure out the mystery of the house
4. **In Scene 3, Roderick says, "It's not just that. I can eat only the blandest food. I can stand only the softest fabrics against my skin. The smell of flowers makes me ill, and I am tormented by even the faintest light." Which is the best definition of *tormented*?**
  - A. faced with difficulty or uncertainty about what to say, think, or do
  - B. experiencing extreme physical or mental suffering
  - C. feeling satisfaction or delight
  - D. feeling or showing rage
5. **Which pair of words best describes Roderick's reaction to Madeline's death in Scene 4?**
  - A. shock and confusion
  - B. relief and peacefulness
  - C. guilt and shame
  - D. distress and sorrow
6. **Which of the following lines from the play best supports your answer to Question 5?**
  - A. **Charlie:** Roderick, I am so sorry.
  - B. **SDI:** In his parlor, Roderick stands at an easel, painting.
  - C. **Roderick:** Oh Charlie, I feel as though my heart has been wrenched from my chest.
  - D. **Roderick:** The house would not like that.

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

## Constructed-Response Questions

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

- 7.** Choose one scene from the play and describe that scene's mood. Identify the details the playwright includes that help create the mood.
- 8.** In Scene 3, Roderick explains that Madeline has an illness that causes her to go into trancelike states. Why is this detail important to the story?

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

## ***The Fall of the House of Usher Quiz***

**Directions:** Read *The Fall of the House of Usher* from the October issue of *Scope*. Then answer the questions below.

1. Which statement best describes how the setting changes throughout Scene 2?  
Choose TWO.
  - A. There's a jump forward in time.
  - B. The Usher house appears.
  - C. An antique store in Massachusetts appears.
  - D. There's a jump backward in time.
2. What is the overall mood, or feeling, of the play?
  - A. joyful and light
  - B. dark and creepy
  - C. exciting and adventurous
  - D. romantic and dreamy
3. Consider this line from Scene 3:  
  
**Roderick:** Oh Charlie, I am as jumpy as a cat.  
  
 This line contains a simile to describe how \_\_\_\_\_ Roderick is.
  - A. curious
  - B. angry
  - C. nervous
  - D. sad
4. In Scene 3, Roderick says, "It's not just that. I can eat only the blandest food. I can stand only the softest fabrics against my skin. The smell of flowers makes me ill, and I am tormented by even the faintest light."  
**Tormented most closely means \_\_\_\_\_.**
  - A. embarrassed
  - B. pained
  - C. pleased
  - D. bored
5. When Roderick learns the news of Madeline's death in Scene 4, he feels \_\_\_\_\_.
  - A. calm
  - B. relieved
  - C. excited
  - D. distressed
6. Which of the following lines from the play best supports your answer to Question 5?
  - A. **Charlie:** Roderick, I am so sorry.
  - B. **SD1:** In his parlor, Roderick stands at an easel, painting.
  - C. **Roderick:** Oh Charlie, I feel as though my heart has been wrenched from my chest.
  - D. **Roderick:** The house would not like that.

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

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

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

# Vocabulary

## *The Fall of the House of Usher*

- 1. acute (uh-KYOOT)** *adjective*; As it is used in the play, *acute* means very perceptive and sensitive. Someone with acute hearing might hear sounds that others do not. Dogs are known for their acute sense of smell. They can pick up and recognize the scent of other animals very easily.
- 2. causeway (KAWZ-way)** *noun*; A causeway is a raised pathway over water or soggy ground. Some causeways are meant to be walked over while others are made for driving. Causeways act like a bridge, helping people get from one place to another.
- 3. wrench (rench)** *noun or verb*; As a verb, *wrench* means “to twist and pull something away with force.” Your parents might try to wrench your phone away when you are supposed to be doing homework. You might wrench a toy rope away from your dog while playing with it.

A wrench is a tool used to twist objects to loosen or tighten them.

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

# Vocabulary Practice

## *The Fall of the House of Usher*

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**Directions:** Respond to the prompts below.

1. Harper wrenched her little brother's teddy bear away from their dog before it could get damaged. What did Harper do with the teddy bear?
  
  
  
  
  
  
  
  
  
  
2. The rabbit's speed and acute sense of hearing helped it escape the coyote. Describe the rabbit's sense of hearing.
  
  
  
  
  
  
  
  
  
  
3. *Complete the following sentence:* They drove across the causeway to get

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

- |   |  |
|---|--|
| <p>4. Which word below is most similar in meaning to <i>wrench</i>?</p> <ul style="list-style-type: none"><li>a. grip</li><li>b. yank</li></ul> | <p>6. A causeway is best described as a road or path that</p> <ul style="list-style-type: none"><li>a. twists around something.</li><li>b. crosses over something.</li></ul>                                       |
| <p>5. Which is a synonym of <i>acute</i>?</p> <ul style="list-style-type: none"><li>a. sharp</li><li>b. dull</li></ul>                          | <p>7. Which situation involves wrenching something out?</p> <ul style="list-style-type: none"><li>a. Jayla tugged the weeds out of the ground.</li><li>b. Liz gently lifted the inchworm off her sleeve.</li></ul> |

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

# Write an Argument Essay

**Directions:** Read "Should Students Wear Uniforms?"  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should students wear uniforms?

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

☐

**Yes!**

☐

**No!**

☐

\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

**Here's an example: If you think students should not wear uniforms, one of your supporting details might be that some school uniforms don't fit well and are uncomfortable.**

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think students **SHOULD** wear uniforms, summarize the strongest arguments against school uniforms that Malcolm Richardson presents in his essay. If you think students **SHOULD NOT** wear uniforms, summarize the strongest arguments in favor of school uniforms that Esther Speidel presents in her essay.

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

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

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### STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Does your school have uniforms? If so, what has your experience been? If not, how would you feel if you had to wear a uniform?
- 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: "Many teens agonize about what to wear to school. Wouldn't it be nice if \_\_\_\_\_?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

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

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## STEP 6: SUMMARIZE THE ISSUE

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

**Some students think that wearing a uniform would be a relief. They say not having to figure out what to wear each day could take some pressure off. 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 students should wear uniforms. (See Scope's handout "Essay Kit: 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 "Evaluating Arguments Checklist" to evaluate and edit what you have written.**

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the essays in “Should Students Wear Uniforms?” develop their arguments. We filled in two boxes for you.

	Esther Speidel	Malcolm Richardson
line(s) that expresses the central claim	"Uniforms would be a relief."	
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: \_\_\_\_\_

	Esther Speidel	Malcolm Richardson
line(s) that expresses the counterclaim(s)		“Supporters of uniforms tend to point out that uniforms can improve punctuality, reduce behavior issues, and help students learn.”
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 Students Wear Uniforms?” develop their arguments. We filled one box for you.

	Esther Speidel	Malcolm Richardson
line(s) that expresses the central claim	"Uniforms would be a relief."	
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: \_\_\_\_\_

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

# Vocabulary

## "Should Students Wear Uniforms?"

- 1. conducive (kuhn-DOO-siv)** *adjective*; *Conducive* means having the conditions that are likely to lead to success. Exercise and a balanced diet are conducive to good health. Paying attention in class and studying are conducive to getting good grades.
- 2. impede (im-PEED)** *verb*; *Impede* means to block something from moving or happening. A closed road might impede your dad from driving you to your friend's house. Not getting enough sleep might impede you from performing your best on the soccer field.
- 3. superficial (soo-puhr-FIH-shuhl)** *adjective*; *Superficial* means surface level. Something that is not deep or thorough is superficial.  
  
Superficial can be used to describe the way a person looks at things. For example, someone who cares only about appearances can be described as superficial.

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

# Vocabulary Practice

## "Should Students Wear Uniforms?"

**Directions:** Rewrite each sentence using a form of a word from the word bank.

### Word Bank

conductive

impede

superficial

1. Ouch! Terrell got a paper cut. Good thing it was only skin deep.
2. Running and stretching is really going to be helpful to me making the track team.
3. Nothing was going to get in the way of Caroline singing her song at the talent show.

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

4. What would impede you from getting to school on time? Choose TWO.

- a. the school bus getting a flat tire
- b. sunny weather
- c. sleeping past your alarm clock

5. What is conducive to drawing well?

- a. practicing piano
- b. studying art at a museum
- c. chatting with friends

6. Which is the best synonym for *superficial*?

- a. shallow
- b. well-rounded
- c. helpful

## 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 October 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 Invitation." Then follow these steps: **1.** Write down the meaning of each word in orange. Use context clues or, if needed, a dictionary. **2.** Find another word that contains the root *ven*. **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 November 18, 2024.**

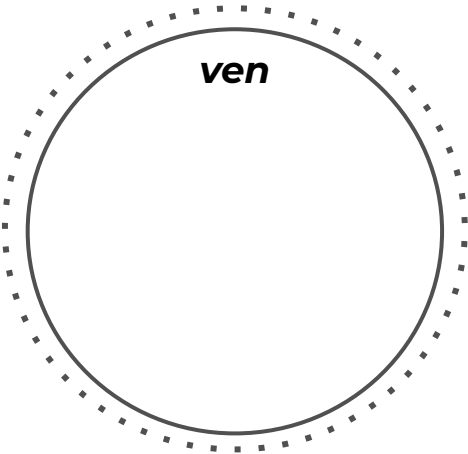
Name: \_\_\_\_\_

# Root Power

**PART 1:**  
**MEANING**

In this issue’s Root Power, you learned the Latin root *ven*, which means “come.” 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 *ven*.



WORD	MEANING
<b>eventually</b> (ee-VEN-choo-uh-lee; <i>adverb</i> )	
<b>invented</b> (in-VEHN-tid; <i>verb</i> )	
<b>event</b> (ih-VENT; <i>noun</i> )	
<b>prevent</b> (prih-VENT; <i>verb</i> )	
<b>adventure</b> (uhd-VEN-chur; <i>noun</i> )	

**PART 2:  
PRACTICE**

Fill in each blank with one of the words listed here to best complete each sentence: ***eventually, invented, event, prevent, adventure.***

1. Justin wanted to \_\_\_\_\_ his little sister from riding her bike without a helmet because that would be unsafe.
2. Emilia knew that moving across the country would be an \_\_\_\_\_, but she didn't realize how exciting it would be!
3. Even though he's short now, Lyle knows that he'll \_\_\_\_\_ be tall because both his parents are over 6 feet.
4. Shanna looks forward to the town fair every fall; it's her hometown's main \_\_\_\_\_.
5. Marie \_\_\_\_\_ a brand-new game to play with her friends when they got bored.

**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 *ven*. Write it below.

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

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