

ACTIVITY: "Grammar BFFs" • SKILL: Commonly Confused Words

Among vs. Between

The words **among** and **between** are frequently confused and misused. Figuring out which one to use is often as easy as determining how many people or things are in your sentence.

Use **among** if you're referring to a group.

Examples:

Speaking loudly is a common trait among the four brothers in that family.

The rose is my favorite among all the beautiful flowers at the botanical gardens.

Use **between** if you're referring to

- 1) two people, places, or things
- 2) any number of distinct, individual items

Examples:

Between you and me, I still watch Sesame Street.

Babbette couldn't decide between the mystery, the romance, or the science-fiction novel.

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

1. Halloween falls **among/between** Labor Day and Thanksgiving.
2. Andrew had a hard time deciding **among/between** his many dinner options.
3. Granny said that Hurricane Sandy was **among/between** the most destructive hurricanes she's seen.
4. Ashish exclaimed in frustration, "How do you expect me to choose **among/between** playing pitcher and first base? You all know I want to play catcher!"
5. **Among/Between** all the chores she had to do, Korina disliked folding socks the most.
6. Mr. Kramer asked Samantha to explain the difference **among/between** frogs and toads.
7. Nancy and Liz vowed to keep the secret just **among/between** the two of them.

Directions: For each sentence below, fill in the blank with **among** or **between**. Then write your own sentence using **among** or **between**.

8. Sioban couldn't decide _____ hot fudge, sprinkles, or nuts as a topping for her ice cream sundae.
9. _____ all the gods and goddesses on Mount Olympus, Zeus was the most powerful.
10. Aaron is sitting _____ Julia and Leslie.
11. _____ the many available colors, my favorites are light blue and purple.
12. _____

Helping Dolphins

In "Hunted for Fun, Left to Die," in the February 11, 2013, issue of *Scope*, you read about threats that dolphins have faced, as well as efforts people have made to help them. This activity will help you summarize information and respond to the writing prompt on page 9.

I. Read the prompt

To effectively respond to a writing prompt, you must first make sure that you understand what it asks you to do. Here's the writing prompt:

"In the story you just read, you learned that dolphins have faced many threats over the years. In two to three well-organized paragraphs, summarize these threats and explain at least three ways people have helped dolphins. Use evidence from the article and the interview to support your ideas."

➔ In the prompt above, underline what it asks you to summarize and explain.

II. Take notes from the article

Did you underline "threats" and "ways people have helped"? Great! Now reread the article, taking notes in the columns below. Remember, notes are to help you gather information, so they don't have to be full sentences.

Threats to Dolphins

- _____

- _____

- _____

Ways People Have Helped Dolphins

- _____

- _____

- _____

Threats (cont'd.)

- _____

- _____

Ways People Have Helped (cont'd.)

- _____

- _____

III. Respond to the prompt

The writing prompt asks you to summarize. Remember that the purpose of a summary is to *briefly describe* the main points of an article—NOT to retell all the details. Follow these steps to help you.

Paragraph 1

1. Write an introductory sentence. This sentence should introduce your entire response. Use the words of the writing prompt to craft a sentence stating the two topics (threats and efforts to help) you will discuss.

2. Provide information about threats. Threats to dolphins is your first topic. Explain what the threats are, using the notes you took. Write no more than one sentence per threat. Use words and phrases such as *another example, in addition, and furthermore* to connect your sentences.

Paragraph 2

1. Write a topic sentence for the paragraph. This sentence should explain that people have done various things to help dolphins.

2. Provide information about what people have done. Use your notes and, again, write no more than one sentence for each example.

Paragraph 3
Write a conclusion. Write one to two sentences restating the main ideas of your response.

IV. Create your final draft

Now reread what you wrote in Part III of this activity. Make sure all of your ideas are clearly stated. Check for spelling, punctuation, and grammar. Then copy your work over onto a separate sheet of paper. Remember to indent the beginning of each paragraph and write legibly.

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NONFICTION: "Hunted for Fun, Left to Die" • SKILL: Reading Comprehension

"Hunted for Fun, Left to Die" Quiz

Directions: Read "Hunted for Fun, Left to Die." Then answer the multiple-choice questions below.

1. What is this article mainly about?

- (A) two wild dolphins who were left to die
- (B) how dolphins around the world are in peril and a man raising awareness of their plight
- (C) how dolphins don't really smile
- (D) how harmful it is when people capture wild dolphins to be used in shows

2. Which line from the article BEST supports the author's claim that dolphins are intelligent creatures?

- (A) "Mothers lavished attention on their calves."
- (B) "Blue Fields made quiet, high-pitched whistling noises."
- (C) "Many die just after their capture."
- (D) "Moments later, the dolphin reappeared and dropped the T-shirt in front of Jones."

3. Consider this sentence from the article: "News of these hunts led Jones to travel to Japan, where he captured horrifying scenes of slaughter on film." As used in that sentence, the word *captured* most closely means

- (A) grabbed. (C) trapped.
- (B) expressed. (D) recorded.

4. Each of the following is a serious threat to dolphins EXCEPT

- (A) capture for swim-with programs.
- (B) overexposure to the sun.
- (C) pollution in the ocean.
- (D) hunting.

5. Information about how ocean pollution may be giving some dolphins cancer would BEST fit in which section?

- (A) An Extraordinary Bond
- (B) 7 Million Dead
- (C) 100 Miles a Day
- (D) the introduction

6. Which statement is NOT supported by information in the article?

- (A) Jones feels a deep connection with dolphins.
- (B) Some wild dolphins can survive in captivity.
- (C) Hunting dolphins is illegal in Japan.
- (D) The Nicaraguan government is dedicated to helping wild dolphins.

7. How does the section "An Extraordinary Bond" contribute to the article?

- (A) It provides details about Jones's early years as a filmmaker.
- (B) It demonstrates the impact that Jones's films have had throughout the world.
- (C) It proves how easy and safe it is for humans to swim with dolphins.
- (D) It describes Jones's deep bond with dolphins and explains his motivation for helping them.

8. Which statement BEST expresses the author's view of Hardy Jones?

- (A) He is passionate and persistent.
- (B) He is dedicated and shy.
- (C) He is outraged and discouraged.
- (D) He is daring and vicious.

Directions: Write your answers on the back of this paper or type them up on a computer.

9. How did Jones's films lead to a change in the fishing practices of some companies? Use details from the article in your answer.

10. Use evidence from the text to support your answer to question No. 8 above.

NONFICTION: "Hunted for Fun, Left to Die" • SKILL: Reading Comprehension, page 1 of 3

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Hunted for Fun, Left to Die." See the Glossary of Nonfiction Terms available at Scope Online for definitions of the words that appear in bold.

Before Reading: Text Features

1. Read the **headline**, or title, on pages 4-5. Write it here: _____

2. Look at the large photo on pages 4-5. What does it show? What mood does it convey?

3. Read the "As You Read" box on page 4. What does it tell you to think about as you read?

4. Look at the photo on page 6. What does it suggest about Hardy Jones?

5. Examine the two photos on page 8 and read the **captions**. Why do you think these two images were placed next to each other?

6. Consider the "How Dolphins 'See' With Sound" box on page 7 and read its **captions**. Why might the author have included this information?

During Reading: Text Structure

7. Answer the questions below after you read the section "7 Million Dead."

A. Place a check (✓) on the **text structure** that best describes how this section is organized.

Description

Sequence

Problem and
Solution

Cause and
Effect

Compare and
Contrast

B. Explain why you chose the **text structure** that you did. _____

After Reading

8. Write a three- to four-sentence **objective summary** of "Hunted for Fun, Left to Die." Think about what you would say to a friend who asks, "What is this article about?"

9. Below are three pieces of **supporting evidence** for a **central idea** of "Hunted for Fun, Left to Die." In the space provided, write a central idea that this evidence supports.

Central idea: _____

Supporting piece of evidence 1: "Jones's films have helped save the lives of millions of dolphins, earning him a nickname worthy of a superhero: the dolphin defender." (p. 6)

Supporting piece of evidence 2: "When Jones started his work, tens of thousands of dolphins were dying every year." (p. 7)

Supporting piece of evidence 3: "The film he took of these hunts was shown on television around the world, sparking outrage and protests." (p. 7)

10. Below we have provided a **central idea** of "Hunted for Fun, Left to Die" and two pieces of **supporting evidence**. Your job is to find and fill in a third piece of supporting evidence. Include the page it came from.

Central idea: Being captured for swim-with programs is a serious threat to wild dolphins.

Supporting piece of evidence 1: "Nica and Blue Fields were in desperate condition—weak, starving, and terrified." (p. 6)

Supporting piece of evidence 2: "It's hard to imagine that such a free-roaming and social creature could ever be content in a concrete and Plexiglas enclosure." (p. 8)

Supporting piece of evidence 3: _____

11. Below are two claims one might make after reading "Our Animals Receive Excellent Care" on page 9. For each, write whether the claim is true or false. Then explain your answer by using the quote from Marilee Menard that provides **supporting evidence** proving that the claim is true or false.

Claim 1: Most dolphins in aquariums and marine parks are born in the wild.

This claim is ☐ **true** ☐ **false** (check one).

Supporting piece(s) of evidence: _____

Claim 2: Dolphins at SeaWorld are not forced to participate in swim-with programs.

This claim is ☐ **true** ☐ **false** (check one).

Supporting piece(s) of evidence: _____

12. Many people who watched Hardy Jones's films were so affected by what they saw that they were moved to act. Describe an experience you've had in which something you saw or read made you want to take action. Use **text evidence** in your answer.

13. What else have you read in which a character had strong feelings and took action like Hardy Jones has done? Explain. Use **text evidence** in your answer.

NONFICTION: "Hunted for Fun, Left to Die" • SKILL: Vocabulary Acquisition, page 1 of 3

Vocabulary:

"Hunted for Fun, Left to Die"

Directions: Read the following definitions and example sentences. Then add two or more words of your own to the list.

- 1. accredited (uh-KRED-ih-tid)** *adjective*; officially recognized or approved
example: To practice dentistry, one must obtain a diploma from an accredited university.
- 2. disoriented (dis-OHR-ee-en-tid)** *adjective*; lacking a sense of time or place; confused
example: During the summer months, many first-time travelers to Alaska become disoriented, because the sun remains in the sky until well after midnight.
- 3. dote (doht)** *verb*; to be excessive in attention, fondness, or affection
example: "The McDaniels dote on their puppy and give him food from their plates," gossiped Mrs. Evans. "I bet he is going to become one spoiled dog."
- 4. harpoon (hahr-POON)** *noun*; a barbed spear attached to a rope and thrown by hand or shot from a gun, used for hunting whales and large fish
example: In the classic novel *Moby Dick*, Captain Ahab orders a special harpoon to use in his hunt for the legendary great white whale.
- 5. harrowing (HAIR-oh-ing)** *adjective*; extremely distressing or agonizing
example: Our weekend getaway to the mountains quickly turned into a harrowing experience: Our car broke down, and we had no choice but to walk three miles uphill in the freezing cold.
- 6. hoist (hoist)** 1. *verb*; to raise or lift, especially by some mechanical device; 2. *noun*; a device for lifting something
example 1: There are many rules about hoisting and lowering the American flag.
example 2: We used a hoist to lift our new piano to the second floor.
- 7. lavish (LAV-ish)** 1. *verb*; to give or spend in a generous or excessive manner;
2. *adjective*; extravagant or luxurious; spent or given freely
example 1: "Aunt Tammy has never been one to lavish her nieces with expensive gifts," Phoebe said, "which is why I was astonished when she gave me a brand-new iPhone for my birthday."
example 2: Kevin was surprised and embarrassed by Natalie's lavish praise.

8. resonate (REZ-uh-nayt) *verb*; to produce or be filled with a deep, full, vibrating sound; 2. to relate in a harmonious way; to make sense

example 1: The music resonated throughout the auditorium.

example 2: Her advice really resonated with me; it has helped me through many hard times.

9. steward (STOO-urd) *noun*; someone who supervises or looks after someone else's property or financial affairs; caretaker; guardian

example: Garrett is an excellent restaurant steward. He manages the reservations and also assigns different parts of the dining room to the servers.

10. stringent (STRIN-juhnt) *adjective*; strict, precise, or severe

example: The military base has plans to put in place even more-stringent security measures than it has now.

11. _____ (_____) _____ ; _____

example: _____

12. _____ (_____) _____ ; _____

example: _____

13. _____ (_____) _____ ; _____

example: _____

14. _____ (_____) _____ ; _____

example: _____

NONFICTION: "Hunted for Fun, Left to Die" • SKILL: Vocabulary Acquisition, page 3 of 3

Vocabulary Practice:

"Hunted For Fun, Left to Die"

Directions: In the space provided before each of the following word pairs, write **S** if the words are synonyms and **A** if the words are antonyms.

- | | |
|---------------------------------|-------------------------------|
| 1. ____ lavish, extravagant | 5. ____ hoist, raise |
| 2. ____ harrowing, excruciating | 6. ____ dote, neglect |
| 3. ____ resonate, muffle | 7. ____ stringent, flexible |
| 4. ____ disoriented, settled | 8. ____ accredited, certified |

Directions: Complete each sentence using one of the vocabulary words listed on the first pages of this activity.

9. The Museum of Fishing and Whaling has a 300-year-old _____ that was once used by native peoples of the Arctic.
10. Despite weighing only 100 pounds, Fernando was able to _____ the heavy dog into the back of the truck.
11. Three rides on the Ferris wheel left Analeesa feeling nauseated and _____.
12. As an environmental _____, Zara strives to educate others about how our everyday decisions will affect the earth and environment for future generations.
13. You want to join our club? Okay, but I warn you, the requirements are quite _____.

Directions: Choose two of the vocabulary words listed on the first two pages of this activity. Write an example sentence for each one.

14. _____

15. _____

Critical-Thinking Questions

"Hunted for Fun, Left to Die"

1. Who helped save Nica and Blue Fields, and what role did each play?
2. What risk did Jones take by swimming with wild dolphins in the 1970s? What came of it? Do you think taking that risk was a good idea? Explain.
3. What effects have Jones's films had?
4. Referring to captive dolphins, the author states, "It's hard to imagine that such a free-roaming and social creature could ever be content in a concrete and Plexiglas enclosure." Do you agree? Explain.
5. Summarize the interview on page 9. Does it convince you that some interactive programs are not harmful to dolphins? Why or why not?

PAIRED TEXTS: "The Eruption of Mt. Vesuvius" • SKILL: Identifying Text Evidence, page 1 of 2

How Do People React?

In this activity, you will identify important ideas from "The Eruption of Mt. Vesuvius," "A Black and Dreadful Cloud," and "Staying Put When Disaster Strikes." You will also find direct quotes that support these ideas. When you are finished, you can use this worksheet to help you respond to the writing prompt on page 15.

79 A.D.

A. "The Eruption of Mt. Vesuvius"

Based on the article "The Eruption of Mt. Vesuvius," explain in your own words how the people of Pompeii reacted to signs that Mount Vesuvius was about to erupt and why they reacted that way.

Now find quotes from the article that support what you wrote above. Write them in the box. After each quote, write the page number where you found it in parentheses.

Explain in your own words the ways the people of Pompeii reacted during the eruption of Mount Vesuvius and why they reacted that way.

Now find quotes from the article that support what you wrote above. Write them in the box. After each quote, write the page number where you found it in parentheses.

B. "A Black and Dreadful Cloud"

Explain in your own words why Pliny the Younger did not flee from the eruption he witnessed.

Now find quotes from the excerpt on page 13 that support what you wrote above. Write them in the box.

Today

C. "Staying Put When Disaster Strikes"

Explain in your own words the difference between 79 A.D. and today in terms of what we know about when a natural disaster is about to strike.

Find quotes from the editorial on page 15 that indicate that people today often receive advance warning before a natural disaster. Write them in the box.

Find quotes from the editorial that explain why some people ignore these warnings. Write them in the box.

PAIRED TEXTS: "The Eruption of Mt. Vesuvius" • SKILL: Identifying Text Evidence, page 1 of 2

How Do People React?

In this activity, you will identify important ideas from "The Eruption of Mt. Vesuvius," "A Black and Dreadful Cloud," and "Staying Put When Disaster Strikes." You will also find direct quotes that support these ideas. When you are finished, you can use this worksheet to help you respond to the writing prompt on page 15.

79 A.D.

A. "The Eruption of Mt. Vesuvius"

In the article "The Eruption of Mt. Vesuvius," you read that the people of Pompeii did not flee in reaction to signs that Mount Vesuvius was about to erupt. Explain in your own words why this was so.

In the box below, we've provided one quote from the article that explains people's reaction. Find one more quote, and write it in the box.

1. "The people of Pompeii have no idea that a huge lake of magma is boiling under Vesuvius, steaming with poisonous, explosive gases." (p. 12)

2.

During the eruption of Mount Vesuvius, some people fled, but others stayed in their homes. Explain in your own words why some people stayed put.

In the box below, we've provided one quote from the article that explains why some people stayed. Find two more quotes, and write them in the box.

1. "Other people decide to stay behind to guard their homes and businesses." (p. 13)

2.

3.

B. "A Black and Dreadful Cloud"

Read the following quotes from Pliny the Younger’s letter on page 13 :

1. "We could never think of our own safety, we said, while we were uncertain of his."
 2. "But I refused to leave her."
 3. "My mother and I, notwithstanding the danger that still threatened us, had no thoughts of leaving, till we could receive some news of my uncle."

Based on the quotes above, explain in your own words why Pliny the Younger did not flee from the eruption he witnessed.

Today

C. "Staying Put When Disaster Strikes"

In the box below, we’ve provided one quote from the editorial on page 15 that shows that people today often receive advance warning before a natural disaster. Find another quote that shows this, and write it in the box.

1. "Scientists warned that an eruption was imminent."
 - 2.

What do these quotes suggest about the difference between natural disasters in 79 A.D. and today?

In the box below, we’ve provided one quote from the editorial that explains why some people ignore warnings about natural disasters. Find two more quotes, and write them in the box.

1. "Some people think they will be better off among neighbors who know and care for each other; or they stay to help friends."
 - 2.
 - 3.

PAIRED TEXTS: "The Eruption of Mt. Vesuvius" and "Staying Put When Disaster Strikes" • SKILL: Reading Comprehension

Mt. Vesuvius Quiz

Directions: Read "The Eruption of Mt. Vesuvius," "A Black and Dreadful Cloud," and "Staying Put When Disaster Strikes." Then answer the questions below.

1. In "The Eruption of Mt. Vesuvius," the author most likely included photos of "found" objects to
 - (A) build suspense.
 - (B) show readers how unfair it was that most girls in Pompeii did not receive an education.
 - (C) showcase the amazing artifacts archaeologists have found over the years.
 - (D) give readers more insight into what life in Pompeii was like.
2. Information about a fisherman whose stream has dried up would BEST fit into which section of "The Eruption of Mt. Vesuvius"?
 - (A) A Vanished World
 - (B) The Sky Turns Black
 - (C) The Volcano
 - (D) the introduction
3. Which text is written mainly in the second-person point of view, present tense?
 - (A) "Staying Put When Disaster Strikes"
 - (B) "The Eruption of Mt. Vesuvius"
 - (C) "A Black and Dreadful Cloud"
 - (D) all of the above
4. In "A Black and Dreadful Cloud," what does Pliny the Younger believe is happening?
 - (A) His mother has abandoned him.
 - (B) His uncle is being swept to sea.
 - (C) A volcano is erupting.
 - (D) The world is ending.
5. Which of the following quotes from the letter best supports your answer to Question 4?
 - (A) "But I refused to leave her."
 - (B) "We stood in the midst of a dangerous and dreadful scene . . ."
 - (C) "... not a sigh or expression of fear escaped me . . ."
 - (D) "... I was perishing with the world itself."
6. Based on "The Eruption of Mt. Vesuvius," you can infer that the "black and dreadful" cloud that Pliny describes is MOST likely
 - (A) pumice.
 - (B) magma.
 - (C) a plume.
 - (D) a crack in the crust.
7. Which line BEST supports the idea that author Kristin Lewis is sympathetic toward people who ignore evacuation orders?
 - (A) "... thousands of residents didn't have the resources to just pick up and go . . ."
 - (B) "Scientists warned that eruption was imminent."
 - (C) "Earthquakes rocked the area."
 - (D) "The 2,000 residents who followed evacuation orders were spared."
8. Which would make the best alternate headline for "Staying Put When Disaster Strikes"?
 - (A) "Why Do People Stay?"
 - (B) "What Would Pliny Say?"
 - (C) "Why You Should Follow Evacuation Orders"
 - (D) "Lessons From Pompeii"

Directions: Write your answers on the back of this paper or type them up on a computer.

9. Author Kristin Lewis describes obstacles to following evacuation orders some people face. Choose one obstacle and propose a solution—something that would enable or encourage those facing that obstacle to evacuate.
10. Today, millions of people live near Mt. Vesuvius. Is that really a good place for a city? Explain your answer in two paragraphs. Use supporting details from at least two of the three texts.

Vocabulary: "The Eruption of Mt. Vesuvius"

Directions: Read the definitions and example sentences below. Then add a word of your own to the list.

1. **calamity (kuh-LAM-ih-tee)** *noun*; a great misfortune or disaster
example: The Great Depression was the worst economic calamity in American history.
2. **consolation (kon-suh-LEY-shuhn)** *noun*; comfort received by a person after a loss or disappointment
example: Earning an "A" in her physics class was consolation to Sara after her less-than-stellar performance on the history exam.
3. **imminent (IHM-uh-nunt)** *adjective*; likely to occur at any moment; impending
example: The sound of a rattlesnake shaking its tail is a sign of imminent danger.
4. **mosaic (moh-ZEY-ik)** *noun*; a picture or pattern made of many smaller pictures, pieces, or parts
example: The mosaic at city hall is made up of thousands of stained-glass pieces in different colors—it's astonishing.
5. **plume (ploom)** *noun*; a feather or something resembling a feather in shape or appearance (commonly used when referring to smoke or vapor)
example: A plume of dark smoke rising above the treetops signaled to the hunters that campers were nearby.
6. **ransack (RAN-sak)** *verb*; to damage, steal, or cause disorder
example: "Burglars ransacked a home on Pine Street, breaking many windows and leaving no valuables behind," read the front page of the *Goldenville Gazette*.
7. **sulfurous (SUHL-fuhr-uhs)** *adjective*; 1. of or relating to sulfur; 2. having a yellowish color or unpleasant rotten-egg smell associated with sulfur
example: Though Luis enjoyed his stay in Yellowstone National Park, by the end of the week, he was quite relieved to get away from the sulfurous smell of the geysers.
8. **petrified (PEH-truh-fahyd)** *adjective*; 1. converted to stone or a stoney substance; 2. so frightened that one is unable to move
example 1: Archaeologists recently discovered a large number of petrified dinosaur bones in southern Colorado.
example 2: Eliza sat petrified as she watched an enormous spider scurry across the lunch table.
9. _____ (_____) _____ ; _____

example: _____

Vocabulary Practice:

"The Eruption of Mt. Vesuvius"

Directions: In each row, place an X on the word that does not belong.

- | | | | | |
|----|-------------|---------------|----------|----------|
| 1. | calamity | inconvenience | tragedy | disaster |
| 2. | pillage | ravage | assist | ransack |
| 3. | forthcoming | distant | imminent | looming |
| 4. | solace | consolation | support | distress |

Directions: Choose a word from the Word Bank that has **the same, or nearly the same, meaning** as the boldface word in each sentence. Write the word on the line that follows the phrase.

Word Bank		
ransack	petrified	imminent
calamity	mosaic	consolation

5. Lea was **paralyzed** with fear after riding the roller coaster. _____
6. Dark clouds often signal an **oncoming** storm. _____
7. Pirates prepared to **plunder** the village. _____
8. Lina offered words of **comfort** to her sister. _____
9. My **collage** is composed of hundreds of tiny photographs. _____
10. The sinking of the *Titanic* was an utter **catastrophe**. _____

Directions: Use each pair of words below in a sentence.

11. sulfurous, petrified _____

12. calamity, plume _____

Critical-Thinking Questions

"The Eruption of Mt. Vesuvius"

1. In "The Eruption of Mt. Vesuvius," how does the author make you feel as if you are in Pompeii at the time of the disaster?
2. What do we know today about Mount Vesuvius that the people of Pompeii didn't know? What signs could have helped them avoid disaster if they had understood them?
3. Why are the remains of Pompeii today a valuable source for learning about the past?
4. What is the tone, or author's attitude, in "A Black and Dreadful Cloud"? What words and details create this tone?
5. Did reading "Staying Put When Disaster Strikes" change your opinion of people who stay despite the impending danger of a natural disaster? Why or why not?

PLAY: *The Brave Boys of Greensboro* • SKILL: Text Evidence, page 1 of 2

What Is Strength?

In this activity, you will look for evidence of the strength shown by the Greensboro Four—Ezell Blair Jr., Joe McNeil, David Richmond, and Franklin McCain—in *Scope's* play *The Brave Boys of Greensboro*, and decide whether they have strength as defined by the civil rights leader Mohandas Gandhi of India.

Section 1

Here is what Gandhi said about strength:

“Strength does not come from physical capacity. It comes from an indomitable will.”

In your own words, explain what Gandhi meant. _____

Section 2

We’ve divided the obstacles the Greensboro Four faced in staging the sit-in into three categories. Below you’ll find some lines from the play that show the boys facing each of these obstacles. Your job is to find some more. You can quote the lines directly or paraphrase them (write them in your own words).

Category 1: Fears before starting the sit-in

Read what we wrote, then find two more lines or groups of lines that tell you something about the boys’ fears before they started the sit-in.

1. When the boys first discuss taking action against segregation, Ezell asks, “How can the four of us change the entire city of Greensboro?”

2. After Joe suggests the Woolworth’s sit-in, Ezell says, “They’ll beat us up!”

3. _____

4. _____

Category 2: How Woolworth’s employees treat the boys

Read what we wrote, then find two more lines or groups of lines that tell you about how Woolworth’s employees treat the boys during the sit-in.

1. When the boys start their sit-in, the waitress ignores them. Then she tells them to go to a separate area of the store where African-Americans are served, saying, “You can go to the stand-up counter downstairs.”
2. _____

3. _____

Category 3: Rude or threatening treatment the boys face during the sit-in (from people other than Woolworth’s employees)

Read what we wrote, then find two more lines or groups of lines that tell you about rude or threatening treatment of the boys during the sit-in.

1. A police officer comes to the Woolworth’s. Narrator 2 describes him as “menacingly slapping his nightstick into his palm.” This scares David, who whispers, “He could crack our skulls with that.”
2. _____

3. _____

Section 3

Now write a paragraph explaining how the boys reacted to the obstacles they encountered. Do you think it took an “indomitable will” for them to continue their sit-in? Explain.

PLAY: *The Brave Boys of Greensboro* • SKILL: Literary Elements and Devices, page 1 of 4

Back to Basics: Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand the play *The Brave Boys of Greensboro*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Ezell Blair Jr., Jo Spivey, and one character of your choice: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. EZELL BLAIR JR. is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

He is a ☐ **static** ☐ **dynamic** (check one) character. I think so because:

B. JO SPIVEY is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because:

C. is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

He/She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because:

2. Who is the **protagonist** of the play? (There can be more than one.) Explain your answer.

3. Who is the **antagonist** of the play? (There can be more than one.) Explain your answer.

4. What purpose does Jo Spivey serve in the play? Hint: Think about the kinds of information she provides.

Section 2: Setting

5. During what time period does the play take place? _____

6. What was happening in America at that time?

7. How is the **setting** a factor in the boys' rise to fame? That is, what about the time period may have contributed to their success?

Section 3: Conflict

8. One major **conflict** in this play is person versus society. Explain how this conflict is demonstrated in the play as well as how that conflict is resolved.

Section 4: Tone and Mood

9. List at least two adjectives that describe the **tone** of the play.

Now explain how the author established that **tone**. Which words and details tell you how the author feels about the characters and the subject matter?

10. What is the **mood** of the play? Does it stay the same throughout the play, or does it change? Explain.

Now explain how the author established the **mood**. Which **imagery**, words, ideas, and aspects of the **setting** or **plot** caused you to feel the way you did?

Section 5: Plot

3 CLIMAX: Describe the moment when the problem reaches its greatest intensity. What happens to make this a turning point?

2 RISING ACTION: What happens that causes the situation to escalate, or intensify?

4 FALLING ACTION: What is the solution to the problem? How is it carried out?

1 OPENING: What is the main problem?

5 RESOLUTION: What is the ultimate outcome?

PLAY: *The Brave Boys of Greensboro* • SKILL: Reading Comprehension

The Brave Boys of Greensboro Quiz

Directions: Read *The Brave Boys of Greensboro*. Then answer the multiple-choice questions below.

1. Which statement best summarizes the play?

- (A) In 1960, restaurants in Greensboro were segregated because “it’s just the way things are.”
- (B) Nonviolence is the only way to end racism.
- (C) The Greensboro Four were extremely brave.
- (D) In 1960, four black teens peacefully protested discrimination and became civil rights heroes.

2. Jim Crow laws prevented black Americans from

- (A) eating at certain restaurants.
- (B) riding in the front of a bus.
- (C) sitting wherever they wanted in movie theaters.
- (D) all of the above

3. In Scene 5, what does Franklin mean when he says “we turn the other cheek”?

- (A) If we are discriminated against, we demand equal treatment.
- (B) If someone hurts us, we get revenge in ways that are not violent.
- (C) If someone attacks or insults us, we remain calm and ignore them.
- (D) If we feel angry, we leave immediately.

4. The Greensboro Four would most likely agree with each of the following statements EXCEPT

- (A) a sit-in is a way of drawing attention to an injustice.
- (B) it can be difficult to change people’s beliefs.
- (C) in 1960, most people in Greensboro were racists.
- (D) creating social changes through nonviolence requires patience and determination.

5. Which best describes the boys’ tone as they speak to Mr. Harris?

- (A) carefree
- (B) confident
- (C) courteous
- (D) critical

6. What can you infer from the following lines? Police Officer: This will all blow over in a day or two.

Mr. Harris: I wouldn’t be too sure about that.

- (A) Mr. Harris wants the officer to arrest the boys.
- (B) Mr. Harris wants all restaurants in Greensboro to serve everyone, regardless of race.
- (C) Mr. Harris sees that the boys are committed to their cause and won’t give up easily.
- (D) Mr. Harris doesn’t think the lunch counter should be desegregated.

7. In Scene 3, the police officer asks, “Have they started any fights or said anything inflammatory?” The word *inflammatory* means

- (A) causing anger.
- (B) burning hot.
- (C) untrue.
- (D) illegal.

8. How does the author communicate the danger the Greensboro Four faced?

- (A) She has them discuss the reasons they want to take a stand against segregation.
- (B) She includes a quote by Martin Luther King Jr. about nonviolence.
- (C) She has them express their fears of being hurt or killed.
- (D) She shows how successful their sit-in was.

Directions: Write your answers on the back of this paper or type them up on a computer.

- 9. In Scene 3, Franklin “steels himself” for the elderly white customer’s harsh words. What assumption is Franklin making? Is he right or wrong about her?**

- 10. Consider Martin Luther King Jr.’s lines on page 18. How does this quote relate to the Greensboro sit-ins? Use details from the play in your answer.**

Critical-Thinking Questions

The Brave Boys of Greensboro

1. In Scene 1, why do the four boys feel nervous as they approach Woolworth's? Why do they continue anyway?
2. How does Mr. Harris justify not serving the boys at the counter? What does this tell you about the difficulty of making a change?
3. What characteristics did Ezell, Franklin, David, and Joe display as they continued to sit at the counter? Do you think just anyone could have done what they did?
4. What resulted from the Greensboro sit-in?
5. The photographs that accompany this play show examples of other nonviolent protests that took place in the 1950s and early 1960s. Why do you think these photos are included?

Let's Agree, Shall We?

A verb should agree with its subject. In other words:

If the subject is singular, use a singular verb, and if the subject is plural, use a plural verb:

Mia *speaks* quietly.

These bottles *are* almost empty.

Sometimes, it can be a bit 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:

Dan and Jake *are* late.

Use a singular verb with sums of money or periods of time:

Ten dollars *is* a good price for that ticket.

Three hours *is* a long time to wait.

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

Is Heather or Sam older?

Collective nouns are nouns that describe a group, such as *team*, *committee*, *class*, and *family*. When all the members of the group are doing the same thing, use a singular verb:

Our class *raises* the most money every year.

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

Everyone *is* wearing red.

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

The committee *disagree* on the issue of school uniforms. **(Note: This sentence would be better if it said "The committee members *disagree* on the issue of school uniforms.")**

Directions: In each sentence below, underline the subject and circle the correct verb from the pair of verbs in parentheses. We did the first one for you.

1. Either Tyler or Megan (is/are) probably going to win first prize in the science fair.
2. These postcards (is/are) from Megan.
3. I'm surprised that nobody (has/have) called about the wallet I found. I put up posters all over the place.
4. One of those remotes (is/are) broken.
5. I'm sorry to tell you this, but the chips you brought (was/were) kind of stale.

6. Call the police! Twenty-five dollars (are/is) missing from my piggy bank! Oh, wait. I spent that money at the mall last Saturday. Never mind.
7. Bryce, your family (is/are) waiting for you in the lobby.
8. If everyone else (want/wants) pizza, let's order pizza.
9. Unlike Melissa, neither Molly nor Paige (like/likes) scary movies.
10. No one in my family (watches/watch) that show.
11. Each (take/takes) a turn leading the group.
12. The use of cameras and cell phones (is/are) prohibited.

Directions: In each sentence below, circle the subject that agrees with the verb. We did the first one for you.

13. The (book/books) on that table needs to go back to the library.
14. (Alejandro/Alejandro and his brother) lives next door to my aunt.
15. (Nobody/My parents) wants dessert?
16. Your (sweater/clothes) are covered in mud.
17. In addition to Ms. Kane, (Mr. Duncan/Mr. and Mrs. Duncan) has promised to buy some raffle tickets.

Directions: For each sentence below, check one of the boxes to indicate whether the verb in *italics* is correct or incorrect. Then explain why that verb is correct or incorrect.

18. "Girls," said Ms. Singer, "*has* everyone finished her homework?" ☐ correct ☐ incorrect

Explanation: _____

19. Ben or Steven *are* probably going to join the team. ☐ correct ☐ incorrect

Explanation: _____

20. Each of those desserts *looks* delicious, but I'm full. ☐ correct ☐ incorrect

Explanation: _____

THE LAZY EDITOR: "Beware the Evil Eye!" • SKILL: Sentence Variation

Vary Your Sentences

When every sentence in a paragraph is the same length, the reader gets bored. When every sentence in a paragraph starts with the same words, the reader gets bored. When every sentence in a paragraph has the same rhythm, the reader gets bored. When every sentence . . . well, you get the point. To add some pizzazz to your writing, be sure to vary your sentence structure!

Here are four ways to add variety to your sentences:

1. Use an adverb at the beginning of a sentence:

Eli picked up his clothes off the floor and threw them in the closet.

Hurriedly, Eli picked up his clothes off the floor and threw them in the closet.

2. Move a prepositional phrase to the beginning of a sentence:

Grace mixed the batter with a large wooden spoon.

With a large wooden spoon, Grace mixed the batter.

3. Link two sentences to form a compound sentence:

The water was freezing cold. Sebastian and Pierre dove in anyway.

The water was freezing cold, but Sebastian and Pierre dove in anyway.

4. Combine two or more sentences by placing a clause in the middle of one of the sentences:

Siberian tigers are the world's largest cats. Siberian tigers are among the most-endangered species.

Siberian tigers, which are the world's largest cats, are among the most-endangered species.

Directions: Rewrite the paragraph below so that the sentences vary in length, opening words, and rhythm. Use the tips in the box above to help you.

My brother Ty and I made a pizza. We made the dough. We measured out flour. We measured the salt. We measured the yeast. We measured the water. We measured the olive oil. We combined the ingredients. We made a ball of dough. Ty kneaded the dough. I rolled out the dough. We put sauce on the pizza. We put toppings on the pizza. I put pepperoni on the pizza. Ty put mushrooms on half of the pizza. I don't like mushrooms. We covered it all with cheese. We baked it in the oven. We ate the whole thing in 15 minutes.

Colons (:) and Semicolons (;)

Colons and semicolons link sentences and word groups. Here are a few tips on how to use them:

1. **A colon is like a pause before introducing information. It directs attention to what comes after it.**

Example: There is only one thing I'm craving right now: a mint chocolate chip ice-cream sundae.

2. **The element before a colon must be a complete sentence. What comes after the colon can be a list, a sentence, a phrase, a quotation, or a single word. (If it's a complete sentence, start it with a capital letter.)**

Example 1: The movie takes place in four different countries: England, Ireland, France, and Spain.

Example 2: After much consideration, Eliza decided what she wants for her birthday: a bicycle.

Example 3: I have something to confess: I ate the plums that you were saving for breakfast.

3. **A semicolon links sentences that are closely related. The sentences could be separated by a period and stand on their own, but the semicolon shows that they have a connection.**

Example: I make an effort to be on time wherever I go; my brother is always late.

4. **A semicolon also links clauses using transition words like *therefore*, *however*, or *in addition*.**

Example: The movie theater was quite crowded; therefore, the only seats left were in the front row.

Example: Yi Ling is from Singapore; however, she lives in Toronto.

Directions: Add the missing colon or semicolon to the sentences below. Draw three short lines under any letters that should be capitalized.

1. Mrs. Addison works all day at the bank in addition, she takes classes in the evening.
2. There's something you should know about playing "hide-and-seek" with Ali she always hides under the bed.
3. I brought everything I needed to the swimming pool my bathing suit, a towel, sunscreen, and snacks.
4. Cleo stayed up past midnight as a result, she could barely keep her eyes open during algebra the next day.
5. I have not read the Hunger Games books however, I did see the Hunger Games movie.

Directions: Read each pair of sentences below. Place a ✓ in front of the sentence in which the colon or semicolon is used correctly.

6. ____ Alligators have lived on Earth for thousands of years: They are sometimes called "living fossils."
____ Alligators have lived on Earth for thousands of years; they are sometimes called "living fossils."
7. ____ We planted acorn squash, broccoli, and cauliflower: We will harvest them in the fall.
____ We planted acorn squash, broccoli, and cauliflower; we will harvest them in the fall.
8. ____ The student council voted unanimously: Money raised from the talent show will be donated to charity.
____ The student council voted unanimously, money raised from the talent show: will be donated to charity.

Keep It Consistent

Style and tone are closely related. *Tone* is the writer's attitude toward the subject matter or toward the reader. *Style* is the writer's "voice." A change in tone and style can jar or confuse the reader, so in general, good writers maintain a consistent tone and style throughout the essay, the story, or whatever they are writing.

Of course, sometimes a shift in tone or style is appropriate. For example, if a story moves from an exciting event to a more serious one, it makes sense for the tone to change. But imagine what it would be like if you were reading a funny letter from a friend and, suddenly, it started to sound like a textbook. And what would it be like if you were reading a scientific article and then, out of nowhere, the author became sarcastic? It would be confusing—and kind of weird!

.....
The passage below is a short, informational essay on carrier pigeons—the sort of essay you might write for a school assignment. Here are some guidelines for this type of academic writing:

- The style should be formal. It should not contain slang or abbreviations.
- It should be written from the third-person point of view.
- It should be focused on the facts, not the writer's opinion.
- The tone should be neutral.

Directions: On the lines provided, rewrite each paragraph so that its tone and style are consistently formal.

Carrier Pigeons

Carrier pigeons are homing pigeons (pigeons with the ability to find their way home over thousands of miles) that have been trained to carry messages and lightweight packages. Pretty crazy, don't you think? Historically, carrier pigeons have completed many important jobs, from spreading news of Olympic champions in Ancient Greece to delivering lifesaving messages during both World Wars. Hospitals, too, have used carrier pigeons to deliver vials of blood (ew!) and other samples to testing sites, or to deliver medication to sick patients. That's cool and all, but I'm not sure how I'd feel taking medicine that was delivered by a pigeon. I mean, it would just be, like, really weird, I guess.

[illegible][illegible]

Write an Argument Essay

Directions: Read "Would You Go to Mars?" on pages 24-26 of the February 11, 2013, issue of *Scope*. Fill in the chart on page 26. Then follow the steps below to write an essay arguing whether you're for or against a human mission to Mars.

STEP 1: DECIDE WHAT YOU THINK

Should NASA send humans to Mars? Consider what you read in the article, then take a position. **Check the box next to the point of view you will support in your essay, or write your own opinion in the space provided.**

- ☐ Yes! What are we waiting for? Let's go! ☐ No! Let's stick to the planet we have, thanks.
- ☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the columns on page 26 support your opinion? What are other points that support your opinion? List three to five supporting items here:

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think sending people to Mars would be a good idea, summarize the reasons that some might disagree. On the other hand, if you think it's dangerous and impractical, explain why some people support the idea.

STEP 4: CRAFT YOUR THESIS

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

The very 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 an anecdote (a very short true story), a fact, a quote, or a rhetorical question (a question to which you don't expect an answer). Here are three ideas for hooks that could work for this topic. **Choose one of the ideas below, or use your own idea, and write a hook on the lines provided (1-3 sentences).**

- 1. ANECDOTE:** Imagine what it would be like to live on Mars. Describe what a day there might be like.
- 2. 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. RHETORICAL QUESTION:** Ask readers if they've ever dreamed of visiting another planet.

Your hook: _____

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 very brief summary of the issue. In this case, explain that NASA is planning to send people to Mars, but some argue that it's not worth the risks.

Your summary of the issue: _____

STEP 7: START WRITING

Now that you have the key ingredients for your essay, you are ready to start writing. On the next page, you'll find guidelines for how to organize your ingredients, as well as hints about what else you'll need to add.

Directions: Follow the guidelines below to write a strong essay. You will use what you wrote on the first two pages of this activity.

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of sending humans to Mars.
(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.

BODY PARAGRAPH(S)

Here's where you 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 break them into three paragraphs.

It depends on how much you want to write about each point. Order your supporting points from weakest to strongest. Readers tend to remember best the details that are presented last.

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.

CONCLUSION

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



Finish with a strong sentence. Looking for an idea? Try referring to your hook, finding a quote, or inspiring your readers.

READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written.
Make any necessary changes and write a second draft.

Vocabulary:

"Would You Go to Mars?"

Directions: Read the definitions and example sentences below. Then add two words of your own to the list.

1. **astrophysicist (as-troh-FIZ-uh-sist)** *noun*; a scientist who studies the physical laws and behaviors of stars, objects in space, and the greater universe
example: Astrophysicists reclassified Pluto as a dwarf planet in 2006.
2. **atrophy (A-truh-fee)** 1. *noun*; the process of a body part or tissue wasting away; 2. *verb*; to decrease in size or waste away
example: David feared his leg muscles would atrophy after being in a cast for so long.
3. **deteriorate (dih-TEER-ee-uh-reyt)** *verb*; to become worse or inferior in quality or condition
example: "If you don't start to focus on your studies," Harriet's teacher warned her, "your grades will deteriorate."
4. **immunity (ih-MY00-nih-tee)** *noun*; a resistance to something harmful, especially a disease
example: Grandma explains that because she had already had the chicken pox, she now has an immunity to the disease.
5. **NASA (NA-sah)** *noun*; the National Aeronautics and Space Administration, an agency of the American government that is responsible for space exploration and research
example: In 1969, NASA's Apollo 11 mission became the first spaceflight to successfully land humans on the moon.

6. _____ (_____) _____ ; _____

example: _____

7. _____ (_____) _____ ; _____

example: _____

DEBATE: "Would You Go to Mars?" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"Would You Go to Mars?"

Directions: Complete each sentence using the words listed on the first page of this activity.

1. Without regular exercise and a nutritious diet, one's health will begin to _____.
2. Many years of study and research are necessary to become an _____.
3. My mom claims that playing video games all day long will cause _____ of the brain.
4. Margaret's childhood dream was to work for _____ and someday travel to the moon.
5. Clown fish are able to hide from predators among the tentacles of sea anemones because the fish have a natural _____ to the tentacles' sting.

Directions: In each row, put an X over the word or phrase that does not belong.

- | | | | | |
|----|---------------|----------------|----------------|------------|
| 6. | reinforce | atrophy | dwindle | weaken |
| 7. | vulnerability | susceptibility | immunity | frailty |
| 8. | deteriorate | regress | decline | improve |
| 9. | biologist | geologist | astrophysicist | accountant |

Directions: Write two sentences. In each, use at least one of the vocabulary words listed on page 1 of this activity (including the ones you chose).

10. _____

11. _____

POETRY: "Sweet Keepsake" • SKILL: Reading Comprehension, page 1 of 2

Analyzing "Sweet Keepsake"

Directions: Below is Rebecca Kai Dotlich's poem "Sweet Keepsake," which appears on page 31 of the February 11, 2013, issue of *Scope*. Use the poem to help you answer the questions below.

Sweet Keepsake

By Rebecca Kai Dotlich

Along with marbles,
2 small quartz and rubber bands
I keep an old chocolate
4 wrapped in foil
in a treasure box.

6 Who wants an old chocolate,
you ask. I do.
8 It wasn't much
when it was just
10 a piece of candy.

12 A piece of candy
(smushed a little)
wrapped in foil

14 still dreams of dancing
just like me.

Multiple-Choice Questions

1. Who is the speaker of the poem?

- Ⓐ Dori from "Good Enough"
- Ⓑ Rebecca Kai Dotlich
- Ⓒ an old piece of chocolate
- Ⓓ someone who is keeping an old piece of chocolate

2. You can infer that the treasure box referred to in line 5 is probably

- Ⓐ a pirate's trunk the speaker found on the beach.
- Ⓑ a box in which the speaker keeps items that are meaningful to him or her.
- Ⓒ a jewelry box.
- Ⓓ an almost-empty candy box.

POETRY: "Sweet Keepsake" • SKILL: Reading Comprehension, page 2 of 2

3. Which lines contain an example of personification?

- Ⓐ "I keep an old chocolate/wrapped in foil/in a treasure box."
- Ⓑ "Who wants an old chocolate,/you ask."
- Ⓒ "It wasn't much when it was just/a piece of candy."
- Ⓓ "A piece of candy/(smushed a little)/wrapped in foil/still dreams of dancing/just like me."

4. The lines "It wasn't much/when it was just/a piece of candy" also tell you that although the chocolate used to be just a piece of candy, now it is something else. Which of the following best expresses what the chocolate is now?

- Ⓐ an antique that has been passed down through generations of the speaker's family
- Ⓑ a symbol of some meaningful event in the speaker's life
- Ⓒ a piece of jewelry
- Ⓓ a friend—the speaker is playfully referring to one of his or her friends as a piece of chocolate

Short-Answer Questions

5. Explain the double meaning of the word *sweet* in the poem's title, "Sweet Keepsake."

6. At the end of the poem, the speaker gives us a hint about why he or she is keeping the piece of chocolate but does not explain it completely. What is this hint? What does it tell you?

7. What is the effect of the fact that the speaker does not reveal exactly why he or she is keeping the chocolate? There are no right or wrong answers—just think about how reading this vague reference affects you, and how the poem would be different if the speaker were specific about where he or she got the chocolate and why he or she is keeping it.

FICTION: "Good Enough" • SKILL: Analyzing Symbolism, page 1 of 2

Exploring Symbolism

Directions: Read the story "Good Enough" and the poem "Sweet Keepsake." Then, below, answer the question about the poem and fill in the missing information on the chart.

"Sweet Keepsake"

The speaker says of the chocolate, "It wasn't much when it was just a piece of candy." What is the chocolate now? How do you know?

"Good Enough"

a real Orion shirt	
What it symbolizes to Dori	Text evidence
popularity/ acceptance	<ol style="list-style-type: none"> 1. "Every morning I hear her and Carleen and their friends complimenting each other on their Orion shirts—and on their hair, their homework, their ice-skating, their singing, everything." (p. 29) 2. "They are the A-group, the most popular girls in school." (p.29) 3.

the fake Orion shirt	
What it symbolizes to Dori	Text evidence
1.	<div><div>1.</div><div>2.</div><div>3.</div><div>4.</div></div> <p>1. “My stomach dropped. It was a fake, a cheap imitation. . . .” (p. 30)</p> <p>2. “And it was worse than no Orion shirt at all. It was the fakeness that was so awful.” (p. 30)</p> <p>3. “I opened my mouth to protest, but no words came. Just shame.” (p. 30)</p>
2.	<div><div>1.</div><div>2.</div><div>3.</div></div> <p>1. “I imagined my mother standing at the display at the Price Club. I pictured her rubbing the material, adding up how much it would cost with tax, how much it would subtract from how little we had. Then I imagined her picking up the shirt anyway and carrying it proudly to the checkout for her daughter.” (p. 31)</p>

Back to Basics: Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand "Good Enough." See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Dori, Dori's mom, and one character of your choice: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. DORI is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because _____

B. DORI'S MOM is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because _____

C. is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

He/She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because _____

2. Describe Lisa and Carleen. How are they different from each other?

3. Give two examples of **indirect characterization** of Dori.

4. Give two examples of **indirect characterization** of Dori's mom.

Section 2: Setting

5. The story takes place in two major settings. What are they?

6. How does each of the two settings affect how Dori feels about herself?

7. What can you infer about Dori's family's financial status and how it affects the family? What clues does the author give about these things?

Section 3: Point of View

8. From which **point of view** is “Good Enough” told? Check one:

- ☐ **first person** ☐ **third-person limited**

How do you know? Support your answer with evidence from the text.

9. How might the story be different if told from the **third-person omniscient** perspective?

Section 4: Tone and Mood

10. List at least two adjectives that describe the **tone** of the story. _____

Explain how the author established that **tone**. Which words and details tell you how the author feels about the characters and the subject matter?

11. What is the **mood** of the story? Does it stay the same throughout the story, or does it change? Explain.

Explain how the author established the **mood**. Which **imagery**, words, ideas, **characters**, and aspects of the **setting** or **plot** caused you to feel the way you did?

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Section 5: Plot

12. Most of the story takes place in an extended **flashback**. Where in the story does this flashback begin? Where does it end? List the specific lines that indicate the beginning and the end of the flashback.

13. Arrange the following plot points chronologically. Write a number, 1–5, next to each event below to show the order in which the events occurred.

- ___ Dori cries in the bathroom.
- ___ Dori overhears Lisa and Carleen comparing the colors of the Orion shirts they have.
- ___ Dori asks her mom for an Orion shirt.
- ___ Dori's mother tells Dori, "You are so loved."
- ___ Dori's father's union goes on strike.

14. What is the **climax** of the story? How do you know?

15. What is the primary **conflict** in the story? Is it **internal** or **external**? Explain.

FICTION: "Good Enough" • SKILL: Reading Comprehension

"Good Enough" Quiz

Directions: Read "Good Enough" by Rachel Vail. Then answer the multiple-choice questions below.

1. Why is having an Orion shirt important to Dori?

- (A) She wants people to think she is rich.
- (B) She is overly concerned about what she wears.
- (C) She thinks the shirt will make her feel worthy of the A-group's approval.
- (D) She thinks it will prove that her mom loves her.

2. Which line from the story supports your answer to question 1?

- (A) "Then I imagined her picking up the shirt anyway and carrying it proudly to the checkout for her daughter."
- (B) "I shrugged, to show I don't care about surface things like what I wear, and walked away."
- (C) "I shook my head and kept on crying, ready for the humiliation and punishment I knew I deserved."
- (D) "I was fantasizing what it might feel like, to look good enough."

3. Dori says, "Lisa smiled sympathetically, which is what made me feel bad." The word *sympathy* comes from the Greek root *pathos*, meaning *feeling*, and the prefix *syn*, which means

- (A) *beyond*. (C) *without*.
- (B) *together*. (D) *new*.

4. What is the main conflict of the story?

- (A) Dori's family vs. society
- (B) Dori vs. her mother
- (C) Dori vs. herself
- (D) rich vs. poor

5. Each of the following are clues the author gives about Dori's family's financial situation EXCEPT

- (A) "My mom had come home between shifts at the diner."
- (B) "I was still using last year's notebooks, trying to write small—to not use too much paper."
- (C) "'I've seen a lot of girls wearing those at the diner.'"
- (D) "'Well, maybe the strike will end soon.'"

6. What can you infer about Dori from the following line from the story?

"Lisa even whispers 'hi' to me sometimes."

- (A) Dori thinks she and Lisa could be friends.
- (B) Dori is aware that she is not in the same social group as Lisa.
- (C) Dori thinks Lisa strongly dislikes her.
- (D) Dori is ashamed of wearing hand-me-downs.

7. The reader learns about Dori mostly through

- (A) her dialogue. (C) what others say.
- (B) her thoughts. (D) her actions.

8. How does the story relate to the poem on p. 31?

- (A) They both involve someone feeling sad about not having something.
- (B) They both suggest that some objects bring back lots of memories.
- (C) They both involve an inanimate object that is meaningful to someone.
- (D) They both concern having an awareness of what is most important in life.

Directions: Write your answers on the back of this paper or type them up on a computer.

9. Compare how Dori feels at the beginning of the story with how she feels at the end. In what ways does she change?

10. Writer George Orwell said, "Happiness can exist only in acceptance." What did he mean? How does this quotation apply to "Good Enough"?

Critical-Thinking Questions

"Good Enough"

1. In the beginning, Dori is trying to hide her tears from her mother and the rest of her family. What does this detail reveal about her character?
2. On page 29, why does Lisa's sympathetic look in the hallway make Dori feel bad? What does the Orion shirt symbolize to Dori at that moment?
3. What is the climax, or turning point, of the story? What prompts Dori to arrive at this point?
4. What does the "fake" Orion shirt symbolize to Dori at the end of the story? Why do you think the author chose hearts as the design on the knockoff shirt?
5. What does "Good Enough," the title of the story, mean?

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Joshua Colas into an article.

- 1** The headline "Keep Your Eyes on the Board" tells you about the central idea of the interview—and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

- 2** Rewrite each question-and-answer pair as one paragraph. Your paragraphs should be written from the third-person point of view (using *he*, *she*, or *they* to refer to people—never *I* or *we*). You should paraphrase, or rewrite in your own words, what Joshua says. We did the first paragraph for you. (The first paragraph should include important information from the photo caption as well.)

Paragraph 1: Fourteen-year-old Joshua Colas from White Plains, New York, is one of the youngest chess "masters" in history. When he was just 7 years old, his father took him to a chess tournament and taught him how to play. Joshua has loved the game ever since.

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Paragraph 6: _____

Paragraph 7: _____

Paragraph 8: _____

Paragraph 9: _____

3 Choose two sentences from what Joshua said in the interview to use as direct quotes in your article.
A direct quote is another person's exact words.

Direct Quote 1: _____

Direct Quote 2: _____

Note that when you include direct quotes in your article, you must put them in quotation marks, and you must make clear who is saying them. Here are three examples of how to do that:

1. "The key is to keep your eyes on the board," says Joshua.
2. "When I make a bad move," Joshua explains, "I can't let my opponent know."
3. According to Joshua, "Video games can be great practice for strategic thinking."

4 Pick out the information that you find most interesting in the interview. You might choose, for example, that Joshua is one of approximately 13 people in the United States to have earned the title of chess master before the age of 14.

The information I find most interesting is: _____

5 Now it's time to put it all together. Write your article on a separate sheet of paper or type it up, following the guidelines below.

Opening Paragraph:

- Your first sentence should be a hook—that is, it should grab the reader's attention. One option is to state something that is surprising, interesting, or moving. *Hint:* What did you write in Step 4?
- Be sure to let readers know what the article is going to be about. In other words, state the central idea of the article.

Body Paragraphs:

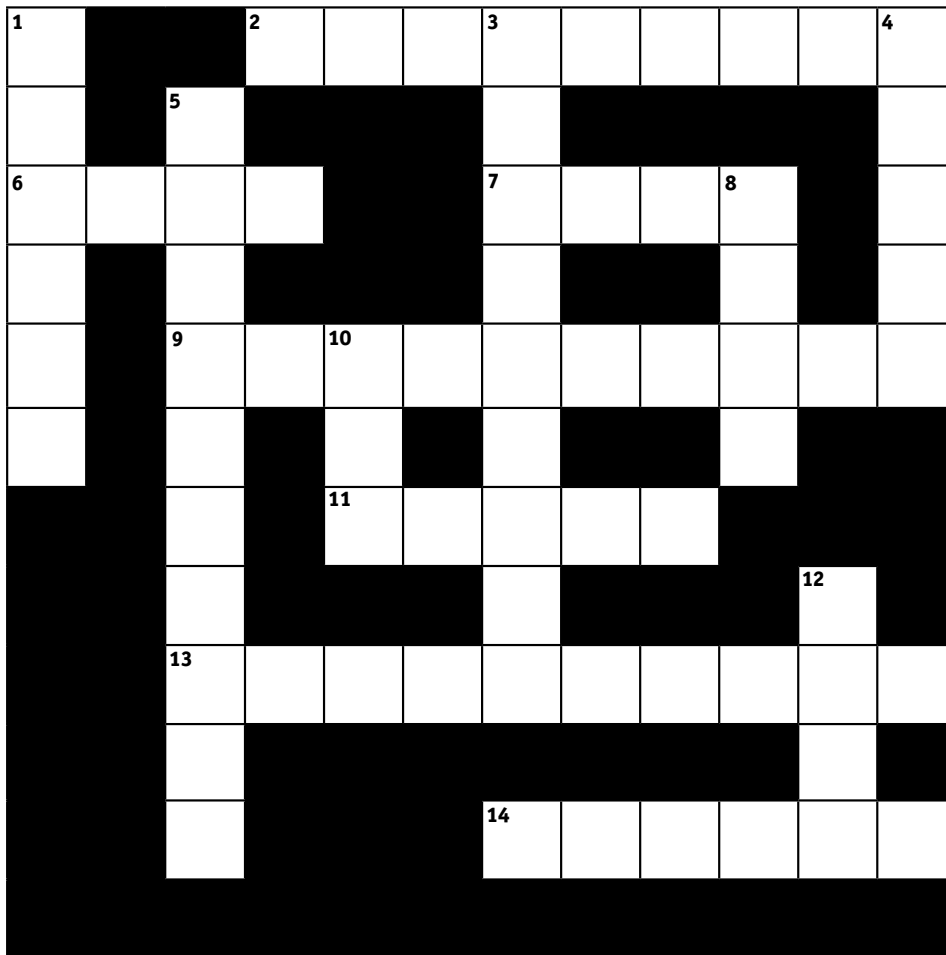
- Your paragraphs should flow smoothly from one to the next. You may need to write transition sentences at the beginning of some paragraphs.
- Don't forget to include the direct quotes that you chose in Step 3.

Conclusion:

- Wrap it all up. End your article with a strong sentence that will give your readers something to think about. One option is to end with a quote. Another is to refer to your hook from the opening paragraph.

Scope Crossword Puzzle

Directions: Use the February 11, 2013, issue of *Scope* to help you complete the crossword.



ACROSS

2. Hardy Jones's films have brought global ____ to dolphins in danger.
6. Jim ____ laws promoted segregation.
7. In the past, many dolphins were accidentally caught in nets meant for ____.
9. Will we need to colonize Mars because of over-____ on Earth?
11. The Greensboro Four received ____ threats during the sit-ins.
13. Joshua Colas tries to maintain a neutral ____ during chess matches.
14. Magma is ____ rock under Earth's surface.

DOWN

1. Dori imagines that the A-group will ____ her if she has an Orion shirt.
3. to do harm back to those who hurt you (Hint: Nonviolent protesters promise not to do this.)
4. The oldest cave drawings of evil eyes were found here.
5. Some cultures believe it will bring misfortune if you ____ a baby.
8. The Roman Empire included parts of this continent.
10. a group of dolphins
12. Dori realizes that her family's ____ is more important than anything she wears.