

ACTIVITY: "Grammar Gets Styled" • SKILL: Commonly Confused Words

Compliment vs. Complement

The words **compliment** and **complement** are frequently confused and misused. Here is what you need to know:

►► Both *compliment* and *complement* can be used as a noun and as a verb. ◀◀

When you **compliment** someone, you say something nice about that person.

A **compliment** is an admiring remark.

Examples:

On the tennis court, Ezra complimented Jackson on his powerful backhand.

Aya received many compliments on her art.

To **complement** something is to complete it or go well with it. A **complement** is something that completes something else.

Examples:

Liza's gold necklace complemented her outfit.

Vanilla ice cream is the perfect complement to warm apple pie.

►► Remember, *compliment* has an *i*, as in "I like to give *compliments*." ◀◀
The *e* in *complement* matches the *e* in *complete*.

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

1. Seth is so thoughtful. He is always giving **compliments/complements** to his classmates.
2. Ms. Rozett took it as a great **compliment/complement** that her book was on the best-seller list.
3. The lead singer's raspy voice **compliments/complements** the raw sound of the band.
4. Derek told Theresa that her strong opinions were a good **compliment/complement** to the quieter members of the planning committee. Theresa did not take that as a **compliment/complement**.
5. "Mr. LaTourelle wants me to play the solo in our violin recital," Tessa exclaimed. "That may be the nicest **compliment/complement** I've ever gotten!"
6. The new restaurant was designed to **compliment/complement** the existing architecture in the area.

Directions: For the sentences below, fill in the blanks with a form of **compliment** or **complement**. Then write your own sentence using **compliment** or **complement**.

7. I'm not surprised that Zola received so many _____ on her haircut. The style perfectly _____ the shape of her face.
8. The green form can be used for _____, complaints, or suggestions.
9. It feels good to pay someone a _____.
10. _____

NONFICTION: "The Boys Who Fought the Nazis" • SKILL: Central Idea, page 1 of 2

The Power of Information

Directions: Answer the questions below to identify the central idea in "The Boys Who Fought the Nazis." Be sure to write in complete sentences. When you are finished, you can use this activity to help you respond to the writing prompt on page 10.

Part I: Hitler and the Nazi Party

1. Answer the questions below to identify details about how Adolf Hitler and the Nazis used information.

a. What did Hitler tell Germans in speech after speech? Why did he say this?

b. What happened to people who spoke out against the Nazis?

c. What limits did the Nazis place on German newspapers and radio stations? What can you infer about how this affected what people believed?

d. Why was listening to foreign radio broadcasts banned?

e. What did children learn in the groups *Jungvolk*, the Hitler Youth, and the League of German Girls? Why do you think the Nazis created these groups?

2. Think about your answers to the questions above. What can you conclude about why it was important to the Nazis to control the information people received?

Part II: Karl, Rudi, and Helmuth

3. Answer the following questions to identify details in the article that show why and how Karl-Heinz Schnibbe, Rudi Wobbe, and Helmuth Hübener tried to resist the Nazis.

a. How did the boys receive information about what was happening in the war? What did they learn?

b. What method did the boys choose to resist the Nazis? Why do you think they chose this method?

c. Why do you think the penalties for their actions were so harsh?

d. Why do you think Helmuth made the final statement that he did before the judge?

4. Think about your answers to the questions above. What can you conclude about why information was important to Karl, Rudi, and Helmuth?

Conclusion

5. What central idea does the article express about the role of information in Nazi Germany?

NONFICTION: "The Boys Who Fought the Nazis" • SKILL: Central Idea, page 1 of 2

The Power of Information

Directions: Answer the questions below to identify the central idea in "The Boys Who Fought the Nazis."
Be sure to write in complete sentences. When you are finished, you can use this activity to help you respond to the writing prompt on page 10.

Part I: Hitler and the Nazi Party

1. Go back to the article and find details that describe how the Nazis tried to control what Germans believed about Jews and about Hitler. Think about what Hitler told people and how people got information as well as the laws that were in place. Write five details on the lines below.

a. _____

b. _____

c. _____

d. _____

e. _____

2. Why was controlling the information people received important to the Nazis?

Part II: Karl, Rudi, and Helmuth

3. Now find details in the article that show why and how Karl-Heinz Schnibbe, Rudi Wobbe, and Helmuth Hübener tried to resist the Nazis. Write four details on the lines below.

- a.
- b.
- c.
- d.

4. Why was distributing information important to Karl, Rudi, and Helmuth?

Conclusion

5. What central idea does the article express about the role of information in Nazi Germany?

NONFICTION: "The Boys Who Fought the Nazis" • SKILL: Reading Comprehension

"The Boys Who Fought the Nazis" Quiz

Directions: Read "The Boys Who Fought the Nazis." Then answer the multiple-choice questions below.

1. Which sentence BEST summarizes the article?

- (A) Not everyone in the Hitler Youth agreed with what the Nazis believed.
- (B) Hitler blamed the Jews for all of Germany's problems.
- (C) During World War II, one German boy lost his life trying to resist Hitler.
- (D) In Nazi Germany, three boys risked everything to spread the truth about Hitler.

2. The first three paragraphs of the article serve to

- (A) introduce the setting and build suspense.
- (B) explain the nature of Karl's secret mission.
- (C) illustrate how World War II started.
- (D) demonstrate the Nazis' control over Germany.

3. How does the author best emphasize the courage of Helmuth, Karl, and Rudi?

- (A) by explaining why they left the Hitler Youth
- (B) by describing the horrors of Hitler's regime
- (C) by showing photographs of Nazis
- (D) by indicating that they have no regrets

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

- (A) Most Germans did not have access to news from other countries.
- (B) Helmuth was killed for criticizing Hitler.
- (C) When he was young, Karl thought he might want to be a Nazi leader.
- (D) Helmuth is still considered a hero.

5. Consider this sentence from the article:

"In all of human history, few regimes have been more profoundly evil than Hitler's Nazi Germany."

Context clues reveal that *profoundly* means

- (A) slightly
- (B) intensely
- (C) intelligently
- (D) strictly

6. Based on information in the map on page 6, you can see that

- (A) the Nazis controlled most of Europe in 1942.
- (B) very few countries were neutral during the war.
- (C) Great Britain and the Soviet Union fought against the Nazis.
- (D) all of the above

7. Members of the Hitler Youth were expected to

- (A) speak only to one another.
- (B) fight in battles so Hitler could win the war.
- (C) spit on German Jews.
- (D) report people who were not loyal to the Nazis.

8. Which literary technique is used in the following passage from page 6?

"But embers of these old beliefs smoldered in German culture. Hitler easily fanned the flames."

- (A) hyperbole, to exaggerate Hitler's level of power
- (B) personification, to make flames seem human
- (C) metaphor, to show how beliefs spread like fire
- (D) simile, to compare Hitler to burning flames

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

9. Though Helmuth, Karl, and Rudi were not Jewish, growing up in Nazi Germany affected them greatly. Explain how. Use text evidence in your answer.

10. How do the photographs enhance your understanding of the article? What information do they contain that is not included in the text of the article?

NONFICTION: "The Boys Who Fought the Nazis" • SKILL: Reading Comprehension, page 1 of 3

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "The Boys Who Fought the Nazis." 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 two photos on pages 4-5. What does each show? Why do you think they were placed together?

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

4. Examine the map on page 6. What does it tell you about Nazi Germany?

5. Look at the photos on page 7 and read the caption. What was the Night of Broken Glass? Why do you think information about it was included in the article?

6. Consider the two photos on pages 8-9 and read their captions. What emotions does each photo evoke?

During Reading: Text Structure

7. Answer the following questions after you read the section "Three Friends, One Plan."

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

After Reading

8. Write a three- to four-sentence **objective summary** of "The Boys Who Fought the Nazis." Think about what you would say to a friend who asks, "What is this article about?"

9. Below are two pieces of **supporting evidence** for a **central idea** of "The Boys Who Fought the Nazis." In the space provided, write a central idea that this evidence supports. Then find a third piece of evidence.

Central idea: _____

Evidence #1: "Resisters were marked as traitors and swiftly killed." (p. 7)

Evidence #2: "Listening to foreign radio stations was forbidden, and the penalties were severe." (p. 7)

Evidence #3: _____

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10. Below is another **central idea** of "The Boys Who Fought the Nazis." Find three pieces of evidence that support this idea. Include the page numbers they come from.

Central idea: Karl, Helmuth, and Rudi demonstrated remarkable courage in their resistance to the Nazis.

Evidence #1: _____

Evidence #2: _____

Evidence #3: _____

11. Sequencing: In the space provided, write the year in which each event occurred. Then, on the lines below the boxes, number the events from 1 to 6, in chronological order.

Helmuth shows his short-wave radio to Karl. Year: _____	The Night of Broken Glass occurs. Year: _____	The Nazis come to power. Year: _____	Helmuth is executed. Year: _____	Karl and Rudi are arrested. Year: _____	Karl joins the <i>Jungvolk</i>. Year: _____
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12. Look at the map on page 6. Then read the claims below. For each, write whether the claim is true or false. Then explain your answer by providing the **supporting evidence** that proves the claim true or false.

Claim 1: Nazi Germany controlled Sweden in 1942.

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

Supporting piece(s) of evidence: _____

Claim 2: The distance from Hamburg to Berlin is greater than 500 miles.

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

Supporting piece(s) of evidence: _____

13. What else have you read in which a character has similar traits to those of Helmuth? Explain, using text details.

NONFICTION: "The Boys Who Fought the Nazis" • SKILL: Vocabulary Acquisition, page 1 of 2

Vocabulary:

"The Boys Who Fought the Nazis"

Directions: Read the following definitions and example sentences. Then add two additional words from the article in the spaces provided.

1. **haggard (HAG-erd)** *adjective*; looking exhausted or unwell
example: Gary looked haggard after two long nights of studying.
2. **interrogate (in-TEHR-uh-geyt)** *verb*; to question someone in detail, often about something private or secret
example: After I missed my curfew, my mom interrogated me about where I'd been.
3. **outlandish (owt-LAN-dish)** *adjective*; looking or sounding bizarre or unfamiliar
example: Ericka's fashion taste has been called outlandish; her favorite ensemble involves a pink fur coat, green striped socks, and a cowboy hat.
4. **regime (ruh-ZHEEM)** *noun*; 1. a form of government or rule, often an authoritarian one; 2. a system or planned way of doing things.
example 1: Hundreds of peasants suffered from hunger and poverty under the cruel king's regime.
example 2: Kristina's daily fitness regime involves running two miles and biking for 20 minutes.
5. **scapegoat (SKEYP-goht)** *noun*; a person or group made to take the blame for something
example: I hadn't touched my brother's iPod in weeks, but somehow I became the scapegoat for its disappearance.

6. _____ (_____) _____ ; _____

example: _____

7. _____ (_____) _____ ; _____

example: _____

NONFICTION: "The Boys Who Fought the Nazis" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"The Boys Who Fought the Nazis"

Directions: Complete the sentences using a form of the vocabulary words listed in the Word Bank.

WORD BANK

haggard

interrogate

outlandish

regime

scapegoat

- The police spent hours _____ their suspect, but he wouldn't say a word.
- Lady Gaga is known for her _____ costumes and music videos.
- A severe case of the flu left Maria looking pale and _____.
- In the novel *The Hunger Games*, Katniss inspires other to fight against President Snow's evil _____.
- Even though the entire team played poorly, the goalie became the _____ for losing the game because he was unable to make a save on the last play.

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

- _____ outlandish, mundane
- _____ regime, system
- _____ examine, interrogate
- _____ scapegoat, hero
- _____ haggard, healthy

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

- The **haggard** traveler had been _____
- I **interrogated** Lisa to discover _____
- As part of Dad's new nutritional **regime**, he plans to _____

Critical-Thinking Questions

"The Boys Who Fought the Nazis"

1. What factors contributed to Hitler's rise to power?
2. Why was Helmuth's short-wave radio a secret? How did it affect the boys?
3. What was the boys' form of resistance? Why do you think the Nazis found it so threatening?
4. What purpose did the Young Folk and Hitler Youth serve?
5. Consider the consequences Helmuth, Rudi, and Karl suffered for their resistance. Why do you think Karl said he would do it again?

Consider the role of information in Nazi Germany. How and why did the Nazis control information? How and why did Karl, Helmuth, and Rudi use information to fight the Nazis? Answer both questions in two to three well-organized paragraphs. Use text evidence. Five winners will each receive Susan Campbell Bartoletti's incredible book *The Boy Who Dared*, a novel based on the life of Helmuth Hübener.

My response:

[illegible]

Please continue on another sheet of paper if you need more room.

My name: _____

My home phone number: _____ **My grade:** _____

My teacher's name: _____ **My teacher's e-mail:** _____

School name: _____

School address: _____

City: _____ **State:** _____ **ZIP:** _____

School phone number:

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

Parent's or legal guardian's signature:

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
RESISTANCE CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **MAY 10, 2013!**

PLAY: *Oz the Great and Powerful* • SKILL: Reading Comprehension

Oz the Great and Powerful Quiz

Directions: Read *Oz the Great and Powerful*. Then answer the multiple-choice questions below.

1. In Scene 1, Oz whispers to May, "Remember, just like I told you." From this line, you can infer that
 - (A) Oz is a powerful magician.
 - (B) Oz's "magic" is fake.
 - (C) May doesn't trust Oz.
 - (D) Oz and May are about to run away.
2. Scene 2 can best be described as the play's
 - (A) rising action.
 - (B) falling action.
 - (C) resolution.
 - (D) climax.
3. You can infer that in Scene 3, Oz agrees to kill the Wicked Witch because
 - (A) he wants to bring peace to the Land of Oz.
 - (B) he wants to become rich.
 - (C) he is in love with Evanora.
 - (D) he suspects that Evanora is the Wicked Witch.
4. In Scene 7, Evanora says, "Glinda has sent soldiers. How sweet." The tone of this line indicates that Evanora
 - (A) is nervous about the battle.
 - (B) feels honored that Glinda wants to fight.
 - (C) does not see Glinda as a serious threat.
 - (D) all of the above
5. How did L. Frank Baum achieve greatness?
 - (A) He created "America's first fairy tale."
 - (B) He developed an active imagination.
 - (C) He bought a newspaper company.
 - (D) both B and C
6. Glinda says, "Stop worrying about being a wizard. Be what you are!" From this line, you can infer that Glinda thinks Oz
 - (A) should try harder to become a magician.
 - (B) has no hope of defeating Evanora's army.
 - (C) should con Evanora out of the treasure.
 - (D) should rely on his natural strengths.
7. What is the main structure of "Meet the Real Wizard of Oz"?
 - (A) A problem is presented and a solution is proposed.
 - (B) L. Frank Baum is compared and contrasted with the characters he created.
 - (C) The causes and effects of Baum's literary success are explained.
 - (D) The main events of Baum's life are presented in chronological order.
8. Consider this line from "Meet the Real Wizard of Oz": *He published the book that would define his career.* Which of the following sentences uses the same meaning of *define*?
 - (A) The coach used orange cones to *define* the boundaries of the soccer field.
 - (B) Winning the spelling bee was the moment that *defined* Phil's middle school years.
 - (C) The students disagreed on how to *define* the tricky word.
 - (D) When my mom *defined* my chores, scooping dog poop was definitely not on the list.

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

9. How are L. Frank Baum and Oz similar? How are they different? Use text evidence to support your answers.
10. What does Glinda mean when she says that goodness is better than greatness? Do you agree? Use text evidence to support your answers.

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 *Oz the Great and Powerful*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Oz, Evanora, 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. OZ is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. EVANORA 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. Give two examples of **indirect characterization** of Oz.

Section 2: Setting

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

4. Where does the play take place? Briefly describe the place where most of the action occurs.

Section 3: Genre

Below are some common characteristics of a fairy tale. Not every fairy tale will have all of these characteristics, but a story must have at least a few of them to be considered a fairy tale.

- | | |
|---|---|
| * It begins with "once upon a time," "a long, long time ago," or something similar. It ends with "they lived happily ever after." | * It takes place in a castle, forest, or town. |
| * There is at least one character who is good and one character who is bad, and there is a struggle between good and evil. | * Some of the characters are imaginary creatures—goblins, elves, witches, fairies, etc. |
| * At least one of the characters is royalty (a king, queen, princess, or prince). | * There is magic. |
| | * There are talking animals or objects. |
| | * There is a problem that must be solved. |
| | * The story has a happy ending. |

5. Using the list above as a reference, explain why *Oz the Great and Powerful* is a fairy tale.

Section 4: Imagery

6. Give one example of **imagery** in the play. State which sense or senses it appeals to and what you think the author was trying to communicate or accomplish through it.

Section 5: Tone and Mood

7. 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?

8. What is the **mood** of the play? Does it stay the same throughout the play, or does it change? Explain how the author establishes the **mood**. Which **imagery**, words, ideas, and aspects of the **setting** or **plot** caused you to feel the way you did?

Section 6: Plot

9. Oz faces both an internal **conflict** and an external **conflict**. What internal **conflict** does Oz face? How does he overcome it? Does anyone help him?

What external **conflict** does Oz face? How does he overcome it? Does anyone help him?

10. What is the **climax** of the play? How do you know?

11. What is the **resolution** of the play?

Vocabulary:

Oz the Great and Powerful

Directions: Read the following definitions and example sentences. Then add one more word of your own.

1. **cower (KOW-ur)** *verb*; to shrink away or crouch down, as in fear
example: Beth cowered when she saw the dog running toward her, but it was just chasing a squirrel.
2. **hologram (HOL-uh-gram)** *noun*; a three-dimensional picture made by a complex pattern of light
example: In the future, video game consoles may be able to project holograms right into your living room. Just imagine seeing a life-size, 3D character from a game sitting on your couch!
3. **horde (hord)** *noun*; a huge crowd of people or animals
example: Hordes of shoppers swarmed the stores on Black Friday.
4. **ingenuity (in-juh-NOO-ih-tee)** *noun*; skill or cleverness in inventing, discovering, or planning
example: I admire Becka's ingenuity. She's always coming up with clever ideas.
5. **minion (MIN-yuhn)** *noun*; someone who obediently follows or serves a person in a position of power
example: "Be careful around Alison Collins," warned Hannah. "If you make her mad, she'll set her minions on you. Those girls worship the ground she walks on, and they'll do anything she says!"
6. **prophecy (PRAHF-uh-see)** *noun*; a foretelling of the future; prediction
example: In many ancient religions, priests or priestesses were said to deliver information from the gods in the form of prophecies.
7. **tinker (TING-ker)** *noun*; 1. a person who travels around mending pots, pans, and other household utensils; 2. someone skilled at a variety of minor mechanical work
example 1: "We'll have to ask the tinker to fix this pot next time he comes to our village," said William's mother.
example 2: I'm not sure Grandpa can fix the car. He's a tinker, not a professional mechanic.
8. **turret (TUR-it)** *noun*; a round tower on a building, usually on a corner
example: The castle we visited in Scotland had many turrets.

9. _____ (_____) _____ ; _____

example: _____

PLAY: *Oz the Great and Powerful* • SKILL: Vocabulary Acquisition, page 2 of 3

Vocabulary Practice:

Oz the Great and Powerful

Directions: Fill in the circle next to the best answer to each question.

1. Which of the following would most likely cause someone to **cower**?
 (A) a big sale at the mall
 (B) a hilarious comedy
 (C) a chocolate chip cookie
 (D) a killer zombie
2. In the woods, you might encounter a **horde** of which of the following?
 (A) mosquitoes
 (B) ponds
 (C) trail mix
 (D) trees
3. Given the definition of **prophecy**, you can guess that a **prophet** is
 (A) someone who makes pastries.
 (B) someone who makes a lot of money.
 (C) someone who speaks or claims to speak for God or a god, or someone who tells the future.
 (D) someone who uses magic to cure illness.
4. Diego is known for his **ingenuity**. In other words, he is known for
 (A) treating others with kindness.
 (B) his cleverness.
 (C) his sense of humor.
 (D) his honesty.
5. Which of the following would you most likely take to a **tinker**?
 (A) a sick pet
 (B) a question about your future
 (C) a tea kettle with a broken handle
 (D) a broken computer
6. “I am not your **minion**,” Ruth told her brother. Which of the following would it make the most sense for her to have said next?
 (A) “I would never judge you.”
 (B) “If you want a sandwich, make it yourself.”
 (C) “So if there is anything you need, anything at all, just let me know.”
 (D) “I’m afraid I don’t know the first thing about how to repair your bike.”

Directions: Underline the boldface word that correctly completes each sentence below.

7. Clayton was fascinated by the **hologram/turret** of the apple. It looked so real!
8. In a self-fulfilling **tinker/prophecy**, you believe something will happen and then you—whether you realize it or not—change your behavior to make it happen.
9. A forlorn princess gazed out from the castle’s highest **horde/turret**.
10. A **horde/minion** of tourists blocked the sidewalk.
11. No, the big boss man is not coming to the meeting. He’s sending one of his **minions/tinkers**.
12. Creating this combination alarm clock and dog feeder clearly required great **prophecy/ingenuity**.

PLAY PAIRING: "Meet the Real Wizard of Oz" • SKILL: Vocabulary Acquisition, page 3 of 3

Vocabulary: "Meet the Real Wizard of Oz"

Directions: Read the following definitions and example sentences. Then add one more word of your own.

1. **dreary (DREER-ee)** *adjective*; dull and miserable

example: What a dreary afternoon. This rain makes me want to crawl back into bed.

2. **elude (ee-LEWD)** *verb*; 1. to escape or get away from by being quick or tricky; 2. to escape the understanding of

example 1: The thief managed to elude the police for months, but they finally caught him.

example 2: I've spent an hour on this math problem, but the answer continues to elude me.

3. **saga (SAH-guh)** *noun*; a story of heroic deeds, or any long story with dramatic parts

example: How was my day? I'll tell you, but I hope you have some time—it's quite a saga!

4. **schemer (SKEE-mur)** *noun*; a person who *schemes*; that is, plans or plots to do something, especially something secret or dishonest

example: That Brian is quite a schemer; he's always cooking up some sort of secret plan.

5. _____ (_____) _____ ; _____

example: _____

Vocabulary Practice

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

1. "That movie was so **dreary**," said Sam. "It _____

2. Ella hopes to **elude** Rachel because _____

3. I wasn't expecting this novel to be such a **saga**. When I finished it, I felt like _____

4. Melanie is a **schemer**. I'm sure she will _____

Critical-Thinking Questions

Oz the Great and Powerful

1. In Scene 1, Oz refers to himself as “the Great Oz.” What does this name mean to him? How is the meaning of *great* different from its meaning when he later says, “Let me live, and I promise I will be a great man”?
2. What does Glinda mean when she tells Oz, “If you make my people believe, then you are wizard enough”? How does Oz achieve what Glinda is asking of him?
3. What are Oz’s flaws? How do they stand in his way?
4. How does Oz save the citizens of Oz?
5. At the end of the play, Glinda tells Oz that he has achieved goodness. By her definition, what is the difference between goodness and greatness? Which do you think Oz achieves?

Oz Contest

L. Frank Baum achieved greatness, but it took many years, not unlike a certain wizard he created. In the play, how does Oz achieve greatness? What obstacles does he have to overcome, and who helps him along the way? Answer these questions in two to three well-organized paragraphs. Use text evidence. Five winners will each receive a copy of Baum's *The Wonderful Wizard of Oz*.

My response:

[illegible]

Please continue on another sheet of paper if you need more room.

My name: _____

My home phone number: _____ **My grade:** _____

My teacher's name: _____ **My teacher's e-mail:** _____

School name: _____

School address: _____

City: _____ **State:** _____ **ZIP:** _____

School phone number: _____

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

Parent's or legal guardian's signature:

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
OZ CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **MAY 10, 2013!**

PAIRED TEXTS: “Goat Cheese and Big Macs” and “McTaco vs. Fried Crickets” • SKILL: Key Ideas and Details, page 1 of 2

McDonald’s Abroad: *Bonjour* or *Adiós*?

Directions: Together, the paired texts in this issue of *Scope* present different views on the presence of McDonald’s in other countries. In the activity below, you will identify details from both articles and summarize the two key ideas they present about McDonald’s.

Key Idea 1

1. Complete the chart with details from “Goat Cheese and Big Macs.”

	What is France known for?	How has McDonald’s adapted?
Food		
Dining traditions		

2. What details in “Goat Cheese and Big Macs” show that McDonald’s has been successful overseas? What are some examples of how McDonald’s has adapted in countries other than France?

3. In “McTaco vs. Fried Crickets,” what did the McDonald’s corporation claim it would do in Oaxaca?

4. Based on your answers to questions 1-3, summarize one key idea about McDonald’s.

Key Idea 2

5. Complete the chart with details from “McTacos vs. Fried Crickets: A Duel in the Oaxaca Sun.”

	In Oaxaca	At McDonald’s
Food, including ingredients and preparation		
Culture and architecture		

6. In “Goat Cheese and Big Macs,” what claim does José Bové make about McDonald’s?

7. Based on your answers to questions 5 and 6, summarize a key idea about McDonald’s that opposes the key idea you identified in question 4.

PAIRED TEXTS: "Goat Cheese and Big Macs" and "McTaco vs. Fried Crickets" • SKILL: Reading Comprehension

McDonald's Quiz

Directions: Read "Goat Cheese and Big Macs" and "McTaco vs. Fried Crickets." Then answer the questions below.

1. In "Goat Cheese and Big Macs," what is the author's attitude toward McDonald's?

- (A) She is upset that McDonald's is forcing American ways on other cultures.
- (B) She thinks the food at McDonald's in France is delicious.
- (C) She fears McDonald's is harming global health.
- (D) She believes that McDonald's can adjust to foreign customs.

2. Which quote best supports your answer to No. 1?

- (A) "At McDonald's in France, the mustard is spicier and the ketchup isn't so sweet."
- (B) "... the company's formula of adapting to local palates has been successful."
- (C) "Perhaps someday, when you look up into the sky, you'll see those golden arches on the moon."
- (D) "It isn't just the menus that are different in France."

3. "McTacos vs. Fried Crickets" suggests that some Oaxacans don't like McDonald's food because it is

- (A) not nutritious. (C) not vegetarian.
- (B) not traditional. (D) not affordable.

4. The purpose of the comparison of French and American school-lunch customs is probably

- (A) to persuade readers that American students should get longer lunch periods.
- (B) to warn readers of the health risks at cafeterias.
- (C) to support the idea that the French care deeply about their food traditions.
- (D) to explain how French *cantines* reduce waste by using glass plates.

5. The essay states, "No people are prouder of their tradition of elegant cuisine and fine dining than the French." Which sentence below uses the word *fine* in the same way it is used above?

- (A) A fine mist lies over the lake every morning.
- (B) It's fine with me if you want to leave the party.
- (C) For Thanksgiving, Mom uses the fine china.
- (D) Jacqueline brushed her fine, silky hair.

6. You can infer that the Oaxacan *zócalo*

- (A) contains many hip new Mexican restaurants.
- (B) features numerous examples of traditional Oaxacan architecture.
- (C) might be better suited to a Pizza Hut, rather than a McDonald's.
- (D) is the center of Oaxacan politics.

7. How do the article and the essay differ?

- (A) The tone of the article is more formal.
- (B) Only the essay contains a narrative.
- (C) The essay includes more direct quotes.
- (D) Only the author of the article directly addresses the reader.

8. Based on information in both texts, which statement is definitely true?

- (A) Some people are adamantly opposed to McDonald's opening in their country.
- (B) Most people support McDonald's because the company brings job opportunities.
- (C) McDonald's should open restaurants only in places where the local people want fast food.
- (D) The golden arches of McDonald's is the most recognized logo throughout the world.

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

9. How has McDonald's become successful in countries other than America? Use text evidence in your answer.

10. Protester José Bové said that McDonald's "is a threat to French culture and traditions." What did he mean by that? Use details from the article.

Vocabulary:

"Goat Cheese and Big Macs"

Directions: Read the following definitions and example sentences. Then add two other words from the article.

1. **cuisine (kwih-ZEEN)** *noun*; a style or manner of cooking or presenting food
example: Olive oil and garlic are common ingredients in Italian cuisine.
2. **cultural identity (KUHL-cher-uhl ahy-DEN-tih-tee)** *noun*; The *culture* of a group of people is their way of life, ideas, customs, and traditions. Your *identity* is who you are—the state of being you and not anybody else. *Cultural identity* can refer to the way a certain group sees itself or defines its culture, or it can refer to an individual's feeling of belonging to a particular culture.
example: Anthony expresses his American Indian cultural identity by attending powwows and making sand paintings.
3. **foreign investment (FOR-uhn in-VEST-muhnt)** *noun*; To *invest* is to give or lend money to something, such as a company, in the belief that you will get more money back in the future. (You might, for example, invest your money in a new restaurant with the belief that the restaurant will be successful and that you will make money from it.) An *investment* can refer to an act of investing, or to money that is invested. A *foreign investment* is an investment by a business in one country in a business in another country.
example: Canada's rich supply of oil draws a great deal of foreign investment.
4. **onslaught (ON-slawt)** *noun*; a fierce attack, or something resembling a fierce attack
example: Weakened by the onslaught of enemy soldiers, the rebel army was forced to surrender.
5. **palate (PAL-it)** *noun*; 1. a person's sense of taste; 2. the roof of the mouth
example 1: Crab Kitchen's enormous menu has a dish to satisfy almost anyone's palate.
example 2: The hot tea scalded Samantha's palate.
6. **sacred (SEY-krid)** *adjective*; 1. holy, or having to do with religion; 2. very important and deserving great respect
example 1: "This famous shrine," our professor explained, "is a sacred site for prayer and ritual."
example 2: My mom says the hour she spends reading on Sunday afternoons is sacred to her.
7. _____ (_____) _____; _____

example: _____

PAIRED TEXTS: "Goat Cheese and Big Macs" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"Goat Cheese and Big Macs"

Directions: Complete the sentences using a form of the vocabulary words listed in the Word Bank.

WORD BANK		
cultural identity	foreign investment	palate
cuisine	onslaught	sacred

1. Sean's Facebook post triggered an _____ of angry comments.
2. Sweet-and-sour tofu delights the _____ with its range of flavors.
3. In some religions, cattle are greatly respected and considered _____ animals.
4. Annual St. Patrick's Day parades are celebrations of Irish _____.
5. "Watch out!" Aunt Maggie warned. "Mexican _____ is often quite spicy."
6. As a leader in scientific and technological development, the United States receives a lot of _____.

Directions: For each pair of words or phrases listed below, write a sentence that uses BOTH words or phrases.

7. **onslaught, palate:**

8. **cuisine, cultural identity:**

Critical-Thinking Questions

"Goat Cheese and Big Macs"

1. What are examples of food items McDonald's offers in other countries that were created to appeal to local tastes or customs?
2. According to the article, how are mealtimes in France different from those in the United States? Do French meal customs appeal to you? Why or why not?
3. Jacqueline García says "Real food is not frozen meat. It's fresh cheese and crickets. McDonald's belongs in the United States, not our *zócalo*." How would you describe García's opinion of McDonald's? Explain.
4. Why did some people in Oaxaca support the McDonald's? If you were the mayor, which side of the argument would you take? Explain.
5. How does the tone of the two articles differ?

Fast Food Contest

What strategies does McDonald's use to attract customers in a new country? What traditions may be threatened by the spread of American fast food abroad? Use details from both texts in your answer. Five winners will each receive a copy of *Big Mouth* by Deborah Halverson.

My response:

[illegible]

Please continue on another sheet of paper if you need more room.

My name: _____

My home phone number: _____ **My grade:** _____

My teacher's name: _____ **My teacher's e-mail:** _____

School name: _____

School address: _____

City: _____ **State:** _____ **ZIP:** _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
FAST FOOD CONTEST, c/o *SCOPE*, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **MAY 10, 2013!**

Write an Argument Essay

Directions: Read "Is Bottled Water Really Better?" on pages 20-21 of the April 8, 2013, issue of *Scope*. Fill in the chart on page 21. Then follow the steps below to write an argument essay.

STEP 1: DECIDE WHAT YOU THINK

Should your community ban bottled water? 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! It causes many problems.

☐

No! It has its place.

☐

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the columns on page 21 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 bottled water is perfectly fine, summarize the reasons some people might disagree with you. On the other hand, if you think bottled water is downright disastrous, explain why others may oppose banning it.

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:** Describe a time when you purchased bottled water. Did you recycle the bottle? Why or why not?
- 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 their opinion on the quality of tap versus bottled water.

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 the controversy surrounding bottled water.

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 whether bottled water is better than other options. (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.

Earth Words

environment

Definition: *noun*; *Environment* means "surroundings"—all the things that influence your life, such as the area where you live, your family, and the things that happen to you. But we also use the word *environment* to refer to the natural environment: the world of the land, sea, and air. When we say something is *environmentally friendly*, we mean that it is not damaging to the natural world.

environmentalism

Definition: *noun*; advocacy for, or work toward, protecting the natural environment from destruction or pollution

Words related to the natural environment and environmentalism:

Featured Vocabulary

biodegradable

[bahy-oh-dee-GRAY-duh-buhl]

Definition: (*adjective*) capable of decomposing naturally, in a reasonable amount of time, to become part of the earth without doing it any harm. Biodegradable products include those that consist of food waste, paper, wood, and fabric.

A banana peel is biodegradable because when it is exposed to light and air, it will decompose in about two months. Once the peel has decomposed, there will be no trace of it. A Styrofoam cup, on the other hand, is not biodegradable, because it may *never* decompose. It may eventually break into tiny, tiny pieces, but it will never completely decompose.

Roots: *bio* (life, living organism) + *degrade* (reduce, weaken) + *able* (having the ability to)

Example sentence: Plastic bags are not biodegradable, but paper bags are.

landfill

[LAND-fil]

Definition: (*noun*) a large area of land where garbage is stacked and covered with earth; To create a modern landfill, a giant hole is dug in the earth. This hole is lined with a layer of clay and/or a layer of plastic. These linings are there to prevent waste and *leachate*, a liquid formed by decomposing waste, from leaking into the ground or groundwater. On top of the linings, alternating layers of compacted garbage and soil are placed in the hole. The soil is there to reduce odors and pests, and to prevent the wind from blowing the garbage around.

Example sentence: Landfills have replaced most of the open dumps to which garbage was sent in the past.

Featured Vocabulary

leach [leech]

Definition: (*verb*) to have a liquid pass through and carry off the substances that can be dissolved in water; (if chemicals have leached from a plastic bottle into the water it holds, it means water has entered tiny cracks and crevices in the bottle and washed chemicals from the plastic into the water.)

Example sentence: Landfills are designed to prevent toxic chemicals from leaching into the ground.

recycle [ree-SAHY-kuhl]

Definition: (*verb*) to process old items such as glass, plastic, newspaper, and metal so that they can be used to make new products

Example sentence:

reusable [ree-Y00-zuh-buhl]

Definition: (*adjective*) able to be used again

Example sentence:

Fill in the Blank

Word Bank

biodegradable/biodegrade
recycle/recycles/recycled/recycling
landfill/landfills

leach/leaches/leached/leaching
reuse/reuses/reused/reusable

The benefits of _____ include a reduction in the amount of waste that is sent to _____ and a reduction of the amount of new materials we consume. In addition, it often requires less energy to create a product from _____ materials than from new materials.

• • • • • • • • • • • • • • • •

Americans produce garbage at a rate of 4.4 pounds per person, per day. Fifty-four percent of that garbage is sent to _____, 34 percent is recycled or composted, and about 12 percent is burned at combustion facilities.

• • • • • • • • • • • • • • • •

It is not a good idea to refill disposable plastic bottles. There is a danger of bacteria growing in them, and there is also a danger of chemicals from the plastic _____ into what you are drinking.

• • • • • • • • • • • • • • • •

When _____ products are dumped in a _____, they often do not break down as they would in nature. This is because in a _____, they are not exposed to air and moisture. For example, a newspaper will _____ in six weeks in nature, but it can take 50 years for it to do so in a _____.

Write About . . .



a refrigerator
dumped in a field



a bag of garbage



an apple core



a reusable
shopping bag



a bottle of water

Word Bank

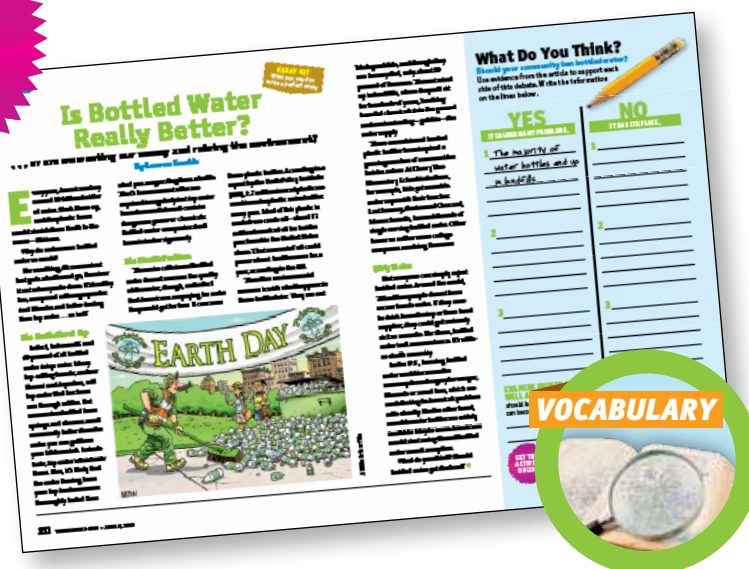
environment
environmentalism
biodegradable/biodegrade

recycle/recycles/recycled/
recycling
landfill/landfills

leach/leaches/leached/
leaching
reuse/reuses/reused/reusable

Themed Vocabulary: Earth Words

**Perfect
for
Earth Day!**



In the *Scope* debate “Is Bottled Water Really Better?” your students consider the pros and cons of bottled water. Continuing the environmental theme of the debate, this activity will help your students master vocabulary connected to the environment and environmentalism.

MAIN OBJECTIVES

- to build vocabulary
- to understand the relationships among multiple forms of a word
- to work in small groups and with partners
- to participate in class discussion

MATERIALS

Click the links below.

- April 8, 2013, issue of *Scope*
- article **“Is Bottled Water Really Better?”** to project
- **student pages 1-5**: interactive PDFs to project

DIRECTIONS

Note: Instead of projecting the student pages, as directed below, you may wish to have students view them on tablets or other computers.

1 DEFINE ENVIRONMENT

Project student page 1. As a class, discuss what students think *environment* means. Then click the PDF to reveal our definition of the word. Ask a volunteer to read it aloud. Repeat for *environmentalism*.



2 BRAINSTORM

Have students brainstorm words or phrases associated with the natural environment and environmentalism. Write them in the space provided on the PDF. *Tip: Students can write their words by typing them into the text box or by using the whiteboard pen.*

3 IDENTIFY ENVIRONMENTAL WORDS IN THE ARTICLE

Project “Is Bottled Water Really Better?” Have students read the article. Then ask volunteers to circle words and phrases in the article associated with the environment and environmentalism—those that appear on



the list they brainstormed, as well as those that don't. (*Note: Only some of these words appear in boldface type.*) Go back to the class word list and add any circled words from the article that aren't already on it. *Tip: Students can use the whiteboard pen to circle words on the projected PDF, or they can circle words in their magazines.*

4 EXPLORE THE FEATURED VOCABULARY

Project student pages 2 and 3. Then:

- (1) Tell students to locate the first word on the list, *biodegradable*, in the article (page 21). Ask a student to read aloud the sentence in which it appears.
- (2) Have a volunteer read the example sentence for *biodegradable* provided on student page 2.
- (3) As a class, discuss what students think *biodegradable* means, based on context clues or prior knowledge.
- (4) Click the PDF to reveal the definition.



Repeat the above for *landfill* and *leach*. Then have students look back at the definition of *landfill*. What do they notice about the word *leachate*? Can they break it into a base word and suffix? (*leach* + *—ate*.) (*Note: For more*

information on landfills, download the EPA's Teacher Fact Sheet on Landfills: www.epa.gov/osw/education/quest/chapb-4.htm)

Divide students into four small groups. For *recycle* and *reusable*:

- (1) Tell students to locate the vocabulary word in the text.
- (2) As a class, discuss what students think the vocabulary word means, based on prior knowledge or context clues (this time from just the article).
- (3) Click on the projected PDF to reveal the definition of the word.
- (4) Have students work in their groups to write their own sentences using the word.
- (5) Invite each group to share its sentence with the class. Write one of the sentences on the PDF.

6 APPLY KNOWLEDGE

Project student page 5. Have students work with a partner to choose three of the five objects pictured on the PDF. For each, the pairs should write a sentence that uses *at least* one of the words listed in the bank. Invite several pairs of students to share their best sentences with the class.



5 TEST KNOWLEDGE

Project student page 4. For each paragraph, have students work in their groups to decide which words from the bank should go in the blanks. Alert students that the bank contains various forms of each of the five featured vocabulary words. Let students know that they will not use every word in the bank, and that they may use some words more than once. After a few minutes, come together as a class to discuss the answers. If there is any disagreement as to which words go in the blanks, encourage students to discuss their ideas with one another. Then click the PDF to reveal the answers.



SKILL: Essay Writing

Great Transitions

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

If you are adding information or showing similarity between ideas:

- additionally
- besides
- so too
- first of all/secondly/thirdly
- in addition
- also
- likewise
- to begin with
- as well as
- another
- furthermore
- finally

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

- however
- even though
- in contrast
- on the one hand/on the other hand
- yet
- despite
- still
- some people say/other people say
- but
- although
- in spite of
- regardless

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

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

If you want to show cause and effect:

- as a result
- consequently
- so
- it follows that
- therefore
- eventually

If you want to add emphasis:

- in fact
- of course
- truly
- even
- indeed

FICTION: "Girl Can't Dance" • SKILL: Reading Comprehension

"Girl Can't Dance" Quiz

Directions: Read "Girl Can't Dance" and "Surviving YouTube." Then answer the multiple-choice questions below.

1. Each of the following lines from the story is an example of foreshadowing EXCEPT
 - (A) "I did two out of three of those things."
 - (B) "That should have been my clue that my world was about to turn inside out."
 - (C) "I had something important to tell her."
 - (D) "'You'll be sorry,' he warned."
2. As it is used on p. 25, *surpassed* means
 - (A) reached.
 - (B) transcended.
 - (C) exceeded.
 - (D) outperformed.
3. On the Gary Larry show, Jackson Jax saunters up to the microphone. The word *saunters* tells you
 - (A) that Jax is distracted and bored.
 - (B) that Jax is irritated by his eager fans.
 - (C) that Jax is extremely nervous.
 - (D) that Jax is confident and used to the attention.
4. On p. 26, Julian cringes at Emma, indicating that
 - (A) he liked her better before she was famous.
 - (B) he doesn't remember who she is.
 - (C) he is embarrassed for her.
 - (D) he never liked her dance video.
5. Emma says, "I was famous for not being talented. And if that was my 15 minutes of fame, I had wasted it." These lines reveal Emma's
 - (A) ongoing desire for fame.
 - (B) remorse for her behavior.
 - (C) sense of humor about the UrTube video.
 - (D) determination to become a better dancer.
6. How are Emma and Rebecca Black MOST similar?
 - (A) Fame was their main goal.
 - (B) They both realized that friendship is more important than fame.
 - (C) They both became famous for performing badly.
 - (D) Fame made them arrogant and stuck-up.
7. What is a theme of both "Girl Can't Dance" and "Surviving YouTube"?
 - (A) Not everyone can handle the pressure of fame.
 - (B) Becoming famous is not a worthwhile goal.
 - (C) Fame destroys friendships.
 - (D) Fame is fleeting.
8. An *allusion* refers to something without mentioning it directly. This line from the story contains an allusion: "As quickly as I had become a celebrity, I had turned back into a pumpkin." What is the allusion and what does it mean?
 - (A) *The Wizard of Oz*. Like the wizard, Emma feels lost in her new world of fame and popularity.
 - (B) *Cinderella*. Emma became her ordinary self again, like Cinderella's carriage became a pumpkin again.
 - (C) Thanksgiving. Emma wanted to be popular, like the pumpkin pies that are popular during the holidays.
 - (D) Halloween. Emma felt that fame had turned her into something scary and sinister, like a jack-o'-lantern.

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

9. How does Emma change over the course of "Girl Can't Dance"? Compare her thoughts and actions at the beginning, middle, and end of the story.
10. What is the difference between fame and success? Can you have one without the other? Answer both questions. Support your ideas with details from "Girl Can't Dance" and "Surviving YouTube."

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 "Girl Can't Dance." See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Emma, Aubree, 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**, then explain why.

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

Description: _____

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

B. AUBREE 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 Theo. What is his role in the story?

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

4. Give two examples of **indirect characterization** of Aubree.

Section 2: Setting

5. Lisa Yee includes many fictional references that seem very similar to real people and things in today's pop culture. List as many of these references and their possible real-world parallels as you can. (We've included an example for you.)

Jackson Jax (Justin Bieber)

6. Why do you think Yee includes these references? What effect do they have on the story?

Section 3: Point of View

7. From which **point of view** is "Girl Can't Dance" told? Check one:

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

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

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

Section 4: Tone and Mood

9. 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?

10. 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?

Section 5: Plot

11. Where in the story does the **flashback** begin? Write down the specific line.

12. The story contains numerous examples of **foreshadowing**. List two.

13. What effect do the flashback and foreshadowing have on the story? In other words, how would the story be different if it was told chronologically?

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

15. What do you think happens to Emma after the story ends? Explain.

Critical-Thinking Questions

"Girl Can't Dance"

1. Emma tells Aubree that what she wants most is fame. What do you think fame means to Emma? Why do you think she wants it? Explain.
2. How does Emma change between when her video goes viral and her appearance on *Gary Larry*? Use text evidence in your answer.
3. On page 24, Julian tells Emma, "You're a star!" On page 25, he says, "You're amazing." What is the difference in tone between these comments? What does this shift reveal?
4. What do you think Andy Warhol's comment that everyone will be famous for 15 minutes means? How does it apply to Emma and Rebecca Black?
5. Reread the last paragraph of "Surviving YouTube." What does it suggest about Black's success?

SKILL: Vocabulary Acquisition, page 1 of 4

DIY Vocabulary

Welcome to do-it-yourself vocabulary! We're leaving it to you to teach yourself the meanings of new words you encounter in a *Scope* article or story.

Directions: First, in the space provided, write the name of the article or story you are working on. Then find three to seven words in that article or story that are new to you, or whose meanings you are not sure about. Write each word in one of the gray tabs, followed by the page number where it appears. Then write what you think the word means, based on context clues. After that, look up the word in a dictionary and write down its dictionary definition. Finally, use the word in a sentence.

Article or Story:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means based, on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

Lisa Yee Contest

What do “Girl Can’t Dance” and “Surviving YouTube” say about fame today? In your opinion, is fame a worthy goal? In two to three well-organized paragraphs, explain your answers to both questions, using text evidence to support your ideas. Five winners will each receive a copy of Lisa’s awesome book *Warp Speed*.

My response:

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

Please continue on another sheet of paper if you need more room.

My name: _____

My home phone number: _____ **My grade:** _____

My teacher's name: _____ **My teacher's e-mail:** _____

School name: _____

School address: _____

City: _____ **State:** _____ **ZIP:** _____

School phone number:

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

Parent's or legal guardian's signature:

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
LISA YEE CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **MAY 10, 2013!**

THE LAZY EDITOR: "Hello? Hello?" • SKILL: Quotations

Quotation Punctuation

We use quotation marks to show where a quotation, or the exact words of a speaker, begins and ends. Here are some basic rules about the punctuation and capitalization of quotations:

- 1. Quotation marks ALWAYS come in pairs, at the beginning and end of the quotation. If a quote is more than one sentence, use closing quotation marks at the end of the last sentence only.**

Example 1: Wayne said, "I don't find this situation funny at all, sir." Then he burst out laughing.

Example 2: Paul said, "I am so hungry. If I don't eat soon, I'm going to faint!"

- 2. A quotation begins with a capital letter.**

Example: Morgan yelled, "Don't eat that!"

- 3. If a quoted sentence is divided into two parts by words that tell who is speaking (like *he says* or *I asked*), the second part of the quoted sentence begins with a lowercase letter.**

Example: "That sweater you're wearing," said Lisa, "is an odd color."

- 4. The quotation's ending punctuation goes inside the closing quotation marks.**

Example: Carrie said, "Who asked you?"

- 5. A comma separates the quotation from the words that tell who is speaking. When appropriate, a question mark or an exclamation point can be used in place of the comma.**

Example 1: "Let's have lunch," said Brian.

Example 2: "Should we have lunch?" asked Brian.

Example 3: "We must have lunch now!" said Brian.

- 6. Use single quotation marks for quotations within quotations.**

*Example: "Did you hear that?" said Mike. "Manuel just said, 'I hope no one was planning to eat that.' I think it was pretty obvious that someone *was* planning to eat it, given that it was on my plate!"*

Directions: Correct the punctuation and capitalization in the sentences below.

1. "I'm sorry, but I can't make it to your party. I'm going to watch my dad's band that night." said Jason.
2. "You're telling me that your dog licked this plate? Ana said, horrified. I ate off this plate! Ew!"
3. "Don't look now" whispered Logan "but Paige Pendelton is staring at us, and she looks really mad."
4. "I remember it very clearly," said Bailey. "He said, "I will meet you at 2 p.m. in front of the movie theater."
5. "Here comes Mom! Turn off the television" said Richard, "we're supposed to be doing our homework."
6. "Everyone, listen up! shouted Mr. Prusky."
7. "Taylor Lautner," said Madison, "Is soooooo dreamy. It's, like, out of control!"
8. "Can I borrow \$15"? Monica asked her mom. "I accidentally used up my allowance".

Conquer Verb-Tense Consistency

A verb's *tense* indicates when the action that it describes takes place—in the past (I sang), in the present (I sing), or in the future (I will sing).

The verb tense you use should remain *consistent*, or the same, throughout sentences, throughout paragraphs, and throughout the entire body of whatever you are writing—unless you have a good reason to change it. For example:

Incorrect: After we **play** soccer, Dad **took** us out for pizza.
(*Play* is in the present tense, and *took* is in the past tense—and there is no good reason to change the tense you are using.)

Correct Option 1: After we **play** soccer, Dad **takes** us out for pizza.
(Both verbs are in the present tense.)

Correct Option 2: After we **played** soccer, Dad **took** us out for pizza.
(Both verbs are in the past tense.)

So what IS a good reason to change the verb tense you are using? Change tenses when you are describing events that happen at different times. For example:

Correct: Trixie's hair **is** blonde, though it **was** brown last week.
(You are describing something that is happening now, and you are also describing something in the past.)

Correct: I **packed** my suitcase last night because I **will be flying** to New York tomorrow.
(You are describing something that happened in the past, and you are also describing something that will happen in the future.)

Directions: In each group of sentences or paragraphs below, place a ✓ in front of the sentence or paragraph that correctly uses verb tenses.

1. **a** _____ The conductor lifted his arms and signals the orchestra to begin.
b _____ The conductor lifts his arms and signaled the orchestra to begin.
c _____ The conductor lifted his arms and signaled the orchestra to begin.
2. **a** _____ Frogs have smooth, clammy skin, whereas toads have dry, bumpy skin.
b _____ Frogs had smooth, clammy skin, whereas toads have dry, bumpy skin.
c _____ Frogs have smooth, clammy skin, whereas toads had dry, bumpy skin.
3. **a** _____ Carmina takes gymnastics on Tuesdays; now she goes on Thursdays instead.
b _____ Carmina took gymnastics on Tuesdays; now she went on Thursdays instead.
c _____ Carmina took gymnastics on Tuesdays; now she goes on Thursdays instead.
4. **a** _____ Shayur asked for a skateboard for his birthday, but he gets a scooter instead.
b _____ Shayur asked for a skateboard for his birthday, but he got a scooter instead.
c _____ Shayur is asking for a skateboard for his birthday, but he got a scooter instead.

5. **a** _____ Jamie's birthday party will be a blast. First, we stuff ourselves with tacos and quesadillas. Then we turned on the karaoke machine. I was laughing so hard when Jamie sang "Fireworks"!
- b** _____ Jamie's birthday party was a blast. First, we stuff ourselves with tacos and quesadillas. Then we turn on the karaoke machine. I will be laughing so hard when Jamie sang "Fireworks"!
- c** _____ Jamie's birthday party was a blast. First, we stuffed ourselves with tacos and quesadillas. Then we turned on the karaoke machine. I was laughing so hard when Jamie sang "Fireworks"!
6. **a** _____ For the past three months, Jackson has been shooting hoops every day after school. He has been planning to try out for the basketball team on Friday. I really have been hoping he has been making it. He has been deserving it!
- b** _____ For the past three months, Jackson has been shooting hoops every day after school. He is planning to try out for the basketball team on Friday. I really hope he makes it. He deserves it!
- c** _____ For the past three months, Jackson shot hoops every day after school. Basketball tryouts were this coming Friday. I really hoped he made it. He was deserving it!

Directions: Rewrite the paragraph below so that the verb tense is consistent. If you change the verb tense at any point, make sure you have a good reason to do so!

Last weekend, my dad and I went to Go-Kart World. We are having an awesome time! Go-Kart World has all kinds of different tracks you can zoom around. I feel like a real race-car driver. My dad's favorite was the Super Track, which has two levels. My favorite will be the Turbo Track because it had a lot of twists and turns. The bumper cars were fun too. I hope I will be able to go back there someday.

The Lazy Editor: "Hello? Hello?" • SKILL: Apostrophes

Perfect Apostrophes

Here are some rules to remember when using apostrophes to create **contractions** and **possessives**:

1. To form a **contraction**, use an apostrophe to replace the letters you remove. For example, you form *don't* by combining *do* and *not*, and replacing the *o* in *not* with an apostrophe.
2. **Possessives** show ownership. To make a **singular noun** (like *artist*) possessive, add 's to the end of the noun. For example: *the artist's painting*. Here, the possessive shows that the painting belongs to one artist. Add the 's even if the noun ends with s: *Chris's trophy*.
3. To make a **plural noun** (like *animals*) possessive, add an apostrophe after the s that is already at the end of the noun. For example: *the animals' toy*. Here, the possessive shows that the toy belongs to more than one animal. If the plural noun doesn't end in s, add an apostrophe and an s. For example: *the children's markers*.
4. Don't add apostrophes to **possessive pronouns**. For example: *the bike is hers; its tires were flat; that is ours*.
5. To make a **compound noun** possessive, add 's to the end of the last word. For example: *my sister-in-law's apartment*. If **two or more people or things** possess the same item, add 's to the last person or thing only. For example: *Jason and Emily's vacation*.

Directions: In each sentence below, circle the word that needs an apostrophe. Write the correct form of that word on the line provided. If the sentence needs no changes, write the letter "C" for correct.

- _____ 1. The puppys whimper was so constant that I took it out of its crate.
- _____ 2. The presidents speech was both hopeful and motivating.
- _____ 3. The hurricane did not damage many families homes too severely.
- _____ 4. The airport security officer needed to check everyones passport.
- _____ 5. The tour guide repeated that no one should touch the birds nests.
- _____ 6. Its too bad Shondra couldn't come with us to the Museum of Natural History.
- _____ 7. Have you seen the pictures from Emily and Jasons trip?
- _____ 8. The yellow shovel is ours, but the green one is yours.

Directions: The following letter contains 10 apostrophe errors. Add apostrophes where they are missing.

Dear Mom and Dad,

Im having a great time with Aunt Kim and Uncle Dave. Youll love the pictures Im sending you. (Kim and Daves camera broke, so were using mine.) On Sunday, we went whitewater rafting at Mendenhall Glacier. I learned that one half of the worlds glaciers are in Alaska. Its so beautiful here; I spend all of my days outside canoeing and hiking. Our tour guide even pointed out a bears den! Before I get home, I will have cruised through Alaskas inside passage: Sitka, Juneau, Skagway, and Ketchikan. Ill see you soon!

Love, Sofia

THE LAZY EDITOR: "Hello? Hello?" • SKILL: Using Commas With Introductory Clauses and Phrases

Don't Forget the Comma!

Introductory clauses and phrases do what they sound like they do: They introduce something. In other words, they set the stage for the main action in a sentence. Introductory clauses and phrases cannot stand alone; their meaning is dependent on the rest of the sentence. Here are some examples:

These are introductory **clauses** because they have both a subject and a verb.

- When Melanie arrived at the hotel, she headed straight to the pool.
- If Nick hits one more home run this year, he'll break a school record.

These are introductory **phrases** because they DO NOT have both a subject and a verb.

- To get to the library, drive down Main Street and turn left on 16th.
- After visiting California, Claudia decided she wanted to move there.

Introductory phrases and clauses should be followed by a comma. Look again at the examples above. See how a comma follows each underlined phrase or clause?

Directions: Insert the missing comma after the introductory clause or phrase in each sentence below.

1. If you hope to star in the school musical I suggest you practice your lines before auditioning.
2. Determined to earn an A on her chemistry exam Jules began studying a week in advance.
3. Because she was deathly afraid of spiders Lauren refused to walk within 15 feet of the web.
4. Before sitting down to eat dinner you should always wash your hands.
5. Excited by her basketball team's victory Regina couldn't stop smiling.
6. Despite being a first-time bowler Jenny made three strikes during her first game.
7. Even though she got caught in traffic Gloria arrived at the theater on time.
8. After searching for two hours Joey finally found his pet hamster behind the couch.
9. To get accepted to Harvard you'll need excellent test scores.
10. Once you've had your driver's permit for a whole year you can get your driver's license.

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Orren Fox into an article.

1 The headline "Crusading for Chickens" 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 Orren says. We did the first paragraph for you. (The first paragraph should include important information from the photo caption as well.)

Paragraph 1: Sixteen-year-old Orren Fox from Newburyport, Massachusetts, is the writer of a popular blog devoted to educating readers about raising chickens. Orren's interest in chickens dates back to fourth grade, when he began volunteering at a local farm. Today, he has 32 chickens of his own.

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Paragraph 6: _____

Paragraph 7: _____

Paragraph 8: _____

3 Choose two sentences from what Orren 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. Orren explains, "Getting others involved is part of my goal."
2. "Later I got to go on a tour of the White House," says Orren, "which was unbelievable!"
3. "You shouldn't let other people affect your interests," Orren insists.

4 Pick out the information that you find most interesting in the interview. You might choose, for example, that Orren was invited to a United States Department of Agriculture discussion in Washington, D.C.

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.

You Write It Contest: April 8, 2013

Read the interview with Orren Fox on page 32. Think about the headline we wrote—this will tell you what the central idea of your article should be. Then write an article about Orren in your own words. Use quotes from the interview, and make sure you stay focused on the central idea. Your article should be 250 to 500 words long. Three winners will each receive a \$25 Visa gift card, and their entries will be published on Scope Online.

My article:

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

Please continue on another sheet of paper if you need more room.

My name: _____

My home phone number: _____ **My grade:** _____

My teacher's name: _____ **My teacher's e-mail:** _____

School name: _____

School address: _____

City: _____ **State:** _____ **ZIP:** _____

School phone number: _____

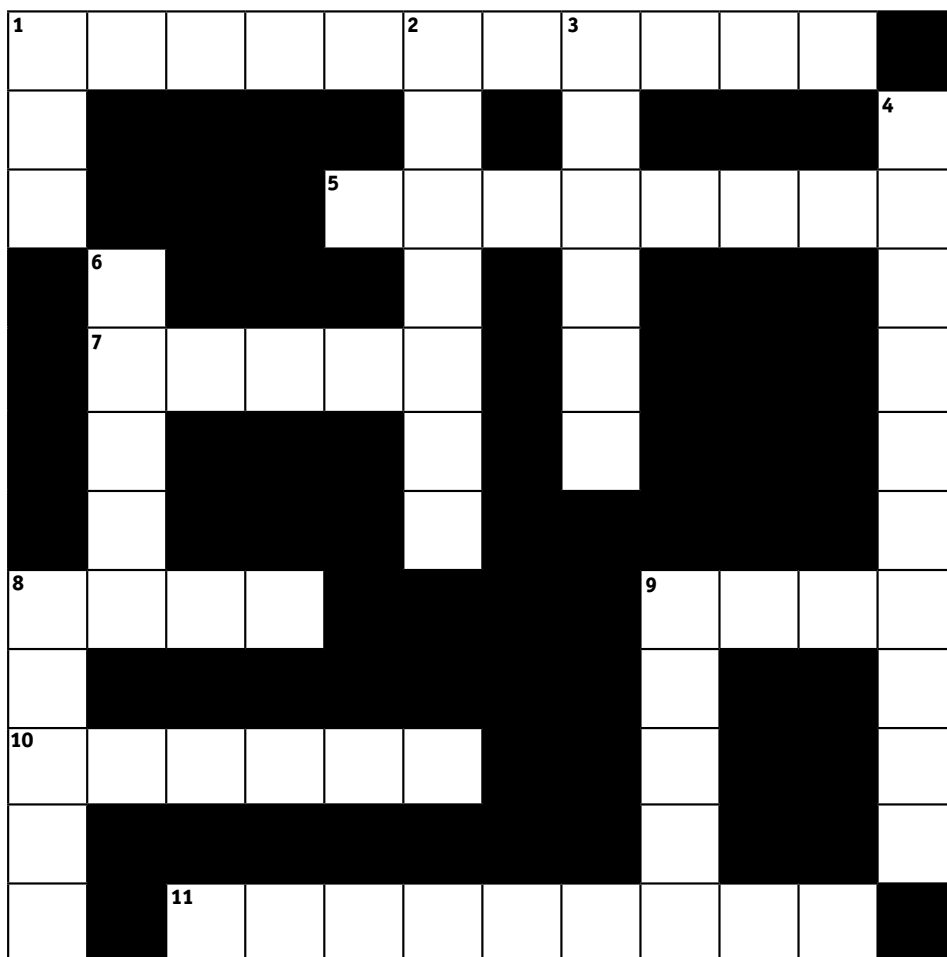
My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature: _____

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
YOU WRITE IT CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **MAY 10, 2013!**

Scope Crossword Puzzle

Directions: Use the April 8, 2013, issue of *Scope* to help you complete the crossword.



ACROSS

1. "Do you like how my hat ____ (complements/compliments) my shoes?" Kim asked.
5. Helmuth was a ____ to the Nazi Party.
7. McDonald's plans to open vegetarian restaurants in this country.

8. Oaxaca is known for its ____-cooked food, quite the opposite of McDonald's style.
9. Bottled water is tested ____ often than tap water.
10. The Nazis' view of Jewish people was ____.
11. where most plastic water bottles end up

DOWN

1. Oz refers to himself as a ____ man.
2. French McDonald's look like ____ restaurants.
3. the man responsible for the way we answer the phone (last name)
4. Emma finally realized that fame is not as important as ____.

6. Rebecca Black's video went ____ after comedians shared it.
8. Evanora realizes too late that Glinda's soldiers are made of ____.
9. Chicken farmer Orren Fox encourages people to buy food from ____ farmers.