

ACTIVITY: "Grammar's Dream Team" • SKILL: Commonly Confused Words

Good vs. Well

Good and **well** are often confused and misused. Here's what you need to know to use them correctly:

GOOD is an adjective.

- ▶▶ Use **good** to modify nouns or pronouns.
*We saw a **good** movie last night.*
*Montana is a **good** softball player.*
- ▶▶ Also use **good** to modify sense verbs when they are being used to describe how someone or something *is*, rather than to describe an action.
*You look **good**.*
*That tastes **good**.*

WELL is an adverb.

- ▶▶ Use **well** to modify action verbs.
*She sings **well**.*
*Emily plays the part **well**.*
*Thanks to his new glasses, Ben sees **well**.*
- ▶▶ **Well** can also be used as an adjective to mean "in good health" or "satisfactory."
*Kate is **well** today.*
*All is **well** in the world.*

If someone asks you how you are, it is OK to say either "I'm well" or "I'm good." Saying "I'm well" means that you are healthy. Saying "I'm good" means that you are happy and everything is fine.

Directions: Write the correct word—*good* or *well*—in each blank below.

1. They danced _____ at the party.
2. "Why does a bagel with strawberry cream cheese taste so _____?" said Ann, taking another huge bite.
3. Brian and Jaslyn were happy to be partners again. They always work _____ together.
4. "No need to yell. I can hear you very _____," said Veronica's dad, holding the phone away from his ear.
5. The cookies and cream ice-cream sandwiches looked _____ to us.
6. Lindsay always has several _____ ideas for weekend plans.
7. Mrs. Shorter needed one more _____ picture for the yearbook.
8. Jacob did not feel _____, so he went home.
9. Alex got an A on her math test, which made her feel really _____.
10. "I hope everything goes _____ tomorrow," said Fran.

Directions: Write one sentence using *good* and one sentence using *well*.

11. _____

12. _____

Critical-Thinking Questions

"Hunting a Killer"

1. Why does the U.S. have a bear-justice system? Do you think it helps bears and humans share space?
2. Why has the grizzly bear population in the U.S. decreased so much?
3. Why has the monkey population in Delhi increased? What options exist to curb their numbers? Why do some people reject these options?
4. Why do you think the poem on page 7 is called "A Minor Bird"? If applied to our relationship with grizzly bears, what does the poem's last line suggest?
5. Which text do you think presents the most hopeful outlook on humans and animals sharing the planet? Why?

PAIRED TEXTS: "Hunting a Killer" • SKILL: Reading Comprehension

Paired-Text Quiz

Directions: Read "Hunting a Killer," "Indians Feed the Monkeys," and the poem "A Minor Bird." Then answer the multiple-choice questions below.

1. Which sentence best summarizes "Hunting a Killer"?

- (A) A grizzly bear in Yellowstone is found guilty of killing two hikers and sentenced to death.
- (B) Grizzly bears, once a prized symbol of the West, are in decline today.
- (C) A bear biologist describes a grizzly encounter.
- (D) Visitors to Yellowstone are risking their lives to catch a glimpse of the great grizzly.

2. Which word best describes the mood when Gunther kills the Wapiti sow?

- (A) heartbreaking
- (B) sweet
- (C) terrifying
- (D) peaceful

3. Which sentence best expresses the meaning of the headline "Indians Feed the Monkeys, Which Bite the Hand"?

- (A) Indians feed only monkeys that bite people.
- (B) When monkeys eat out of a person's hand, they may accidentally bite the person.
- (C) Monkey bites are a leading cause of emergency room visits in Delhi.
- (D) Monkeys are causing serious problems for the very people who feed them.

4. In "Indians Feed the Monkeys," the author says: *The two thieves sauntered away arrogantly.* What does *sauntered* mean?

- (A) crawled
- (B) raced
- (C) scurried
- (D) strolled

5. At the beginning of "Indians Feed the Monkeys," how does the writer characterize the monkeys?

- (A) as pranksters
- (B) as minor nuisances
- (C) as criminals
- (D) as innocent victims

6. What is the rhyme scheme of "A Minor Bird"?

- (A) AA, BB, CC, DD
- (B) AA, BB, AA, BB
- (C) AB, BC, CD, DA
- (D) AB, CD, AB, CD

7. Consider "A Minor Bird." Which word best describes the speaker's attitude toward the bird?

- (A) perplexed
- (B) delighted
- (C) murderous
- (D) irritated

8. Which of the following sentences is TRUE?

- (A) Both rhesus monkeys and grizzlies are overtaking major cities.
- (B) Both rhesus monkeys and grizzlies were nearly hunted and trapped into extinction.
- (C) Some grizzlies and rhesus monkeys fed by humans lost their fear of people.
- (D) Officials have created "justice systems" for both the bears in Yellowstone and the monkeys in Delhi.

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

9. Evaluate the reasons why the Wapiti sow was put down. Given these reasons, do you think the killing was justified? Use details from the article to support your opinion.

10. What are the potential consequences when humans and wild animals share space? Use details from at least two of the texts in your answer.

POETRY: "A Minor Bird" • SKILL: Reading Comprehension, page 1 of 2

Analyzing "A Minor Bird"

Directions: Below is Robert Frost's poem "A Minor Bird," which appears on page 7 of this issue of *Scope*. Use the poem to help you answer the questions below and on the next pages.

A Minor Bird

By Robert Frost

I have wished a bird would fly away,
2 And not sing by my house all day;

Have clapped my hands at him from the door
4 When it seemed as if I could bear no more.

The fault must partly have been in me.
6 The bird was not to blame for his key.

And of course there must be something wrong
8 In wanting to silence any song.

Multiple-Choice Questions

1. Which of the following best describes the speaker's reaction to the bird that sings outside his house?

- (A) He is irritated by the bird's singing.
- (B) He finds the bird's singing soothing.
- (C) The bird's singing fills him with joy.
- (D) He is so used to the bird's singing that he hardly notices it.

2. Why does the speaker clap his hands at the bird (line 3)?

- (A) to applaud the bird's singing
- (B) to scare it away
- (C) to warn it that there is a cat nearby
- (D) to make it sing something else

3. Which of the following sentences uses *bear* in the same way that it is used in line 4?

- (A) I'm not sure this little chair can *bear* my weight.
- (B) That tree does not *bear* fruit.
- (C) We saw a *bear* in the woods.
- (D) I cannot *bear* another day in this horrible place!

4. Which of the following best describes how the speaker feels about having shooed away the singing bird?

- (A) victorious
- (B) unconcerned
- (C) regretful
- (D) relieved

Short-Answer Questions

5. In line 5, the speaker says, “The fault must partly have been in me.” What does he mean?

6. *Minor* means “lesser in size, importance, or value.” *Minor* is also a musical term; many people think that music in a minor key sounds sad or serious. Thinking about these definitions of *minor*, what are some possible meanings of the poem’s title? In what way or ways is the bird in the poem minor?

7. What emotions or qualities do people usually associate with birds singing?

8a. Consider the last two lines of the poem: “And of course there must be something wrong/In wanting to silence any song.” How does the word *any* affect the meaning of this line? (Think about how the meaning of the lines would have been different if Frost had written “a bird’s song” instead of “any song.”)

b. What bigger question than “How could I want to silence a bird?” is the speaker asking? (Consider the bigger or more symbolic meaning of *song*.)

PAIRED TEXTS: "Hunting a Killer" and "Indians Feed the Monkeys" • SKILL: Compare and Contrast

Compare Two Texts

Directions: Problems can arise when wild animals and humans interact. Use details from "Hunting a Killer" and "Indians Feed the Monkeys" to complete this chart. In each row, fill in the second and third columns. Decide whether the information is similar or different (or both) and put a check mark in the appropriate column.

	Grizzly bears	Monkeys	Similar	Different
Where people encounter them				
Size of their population				
Problem they pose to humans				
Human actions that caused the problem				
How people view them				
How officials deal with the problem				
_____ (Write your own.)				

On a separate sheet of paper, use what you entered in the chart to help you respond to the following:
Explain why the problems with grizzly bears in Yellowstone and monkeys in Delhi are so difficult to solve. Be sure to use at least two details from each article to support your opinion.

PAIRED TEXTS: "Hunting a Killer" • SKILL: Vocabulary Acquisition, page 1 of 2

Vocabulary:

"Hunting a Killer"

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

1. **abound (uh-BOUND)** *verb*; to exist in large numbers
example: Squirrels abound in the woods behind my house; they're all over the place!
2. **autopsy (AW-top-see)** *noun*; examination of a dead body to determine the cause of death
example: The doctor performed an autopsy and discovered the man had been poisoned!
3. **bison (BY-suhn)** *noun*; a large North American and European mammal with a shaggy mane, short horns, and a hump above the shoulders; a buffalo
example: Herds of American bison roam the western parts of the United States and Canada.
4. **carcass (KAHR-kuhs)** *noun*; the dead body of an animal
example: The butcher removes the meat from the cow carcass.
5. **elude (ee-LOOD)** *verb*; to escape with speed or skill
example: By hiding in a cave, the bank robber managed to elude capture for three days.
6. **encroach (en-KROHCH)** *verb*; to invade someone or something else's space or property
example: The sleeping man next to Michaela had slumped over, encroaching on Michaela's seat.
7. **interloper (IN-ter-loh-per)** *noun*; a person who interferes or meddles in the affairs of others
example: The nosy woman in the next aisle listened in as the sisters discussed their father's birthday present. "Maybe you should buy him a tie," the interloper said.
8. **mount (mount)** *verb*; 1. to increase; 2. to climb; 3. to plan and organize
example 1: Bradley's stack of homework mounts during his absence from school.
example 2: I mounted the staircase as quietly as possible so I didn't wake anyone upstairs.
example 3: This spring, the middle school will mount a full production of an original musical.
9. **sow** 1. **(sou)** *noun*; an adult female pig or bear, or the adult female of various other animals;
2. **(soh)** *verb*; to spread or plant seeds
example 1: The pig farmer decided to name the sow after his favorite aunt, Patricia.
example 2: To grow pumpkins in the fall, you need to sow the seeds in spring.
10. _____ (_____) _____ ; _____

example: _____

Vocabulary Practice:

"Hunting a Killer"

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

WORD BANK				
abound	autopsy	bison	carcass	elude
encroach	interloper	mount	sow	

1. Vanessa was frustrated by how her sister's growing wardrobe was beginning to _____ on her half of the closet space.
2. Our playful dog, Bubbles, has a knack for breaking free of his leash and hiding in the bushes. When he tries to _____ us, catching him is not easy!
3. The veterinarian hoped the _____ would reveal the disease that had wiped out the pigeon population.
4. When the interviewer asked me about the best part of being a rock star, I said, "I don't know where to begin. The reasons _____!"
5. Vultures circled the _____ of a raccoon that had been struck by a car.
6. As the snow began to _____, we wondered if school would be canceled tomorrow.
7. Gina was not excited to _____ seeds outside all day in this heat.
8. Because he didn't know anyone else at the party, Harold worried that he might feel like an _____, but the group quickly made him feel welcome.
9. I suggested we name our softball team The _____, after my favorite animal.

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

- | | | | | |
|-----|-----------|---------|---------|----------|
| 10. | abound | teem | crowd | lack |
| 11. | invade | disrupt | inquire | encroach |
| 12. | expand | mount | decline | swell |
| 13. | encounter | elude | dodge | avoid |

NONFICTION: "A Child Slave in California" • SKILL: Key Ideas and Details, page 1 of 2

Key Ideas and Details

Directions: Answer the questions below to identify key ideas and details in "A Child Slave in California." Be sure to write in complete sentences. When you are finished, you can use this worksheet to help you respond to the writing prompt on page 9.

Key Idea 1

1. What key idea is conveyed through the description of Shyima's daily responsibilities as a modern-day slave?

2. List three details from the article that support this idea.

a. _____

b. _____

c. _____

Key Idea 2

1. What key idea does the article contain about how slavery affects its victims' minds and emotions? _____

2. List three details from the article that support this idea.

a. _____

b. _____

c. _____

Key Idea 3

1. What is one key idea in the article about slavery in the world today? _____

2. List three details from the article that support this idea.

a. _____

b. _____

c. _____

Key Idea 4

1. What is the key idea of the passage from *The Life and Times of Frederick Douglass*? _____

2. List three details from the passage that support this idea.

a. _____

b. _____

c. _____

NONFICTION: "A Child Slave in California" • SKILL: Reading Comprehension

"A Child Slave in California" Quiz

Directions: Read "A Child Slave in California." Then answer the multiple-choice questions below.

1. Which statement is probably NOT one of the reasons the author wrote the article?
 - (A) to raise awareness about modern-day slavery
 - (B) to tell readers the incredible story of a former child slave
 - (C) to compare and contrast American and Egyptian cultures
 - (D) to provide readers with details about slavery in human history
2. On page 12, Kevin Bales says, "Slavery is like someone is mugging you and stealing your life." This statement contains
 - (A) a metaphor.
 - (B) personification.
 - (C) symbolism.
 - (D) a simile.
3. You can infer that Heba "stammered" because
 - (A) she didn't want to get Shyima in trouble with law enforcement.
 - (B) she couldn't remember Shyima's role in the house.
 - (C) she had been instructed to lie and couldn't remember what she was supposed to say.
 - (D) she was friends with Shyima.
4. Shyima could BEST be described as
 - (A) resilient.
 - (B) indifferent.
 - (C) ruthless.
 - (D) pessimistic.
5. Consider this sentence from the article: "The Ibrahims' *opulent* house had a beautiful fountain with two angels spouting water." What is a synonym for *opulent* as used in the sentence above?
 - (A) remodeled
 - (B) lavish
 - (C) enormous
 - (D) new
6. Chronologically, the events of which section occur last?
 - (A) "Into the Darkness"
 - (B) "Shaghala"
 - (C) "Admit the Truth"
 - (D) "Cut Off From Everyone"
7. The tone of the section "Who I Want to Be" is
 - (A) triumphant.
 - (B) vengeful.
 - (C) uncertain.
 - (D) bitter.
8. When Frederick Douglass wrote that "Gladness and joy, like the rainbow, defy the skill of pen or pencil," he meant that
 - (A) it is impossible to draw a rainbow.
 - (B) the feeling was so magnificent, it could not be expressed in words.
 - (C) he didn't have enough pens or pencils to write down everything he wanted to say.
 - (D) he doubted his abilities as a writer.

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

9. What was your opinion of Shyima's parents at the beginning of the article? Did the section "Cut Off From Everyone" change your opinion? Explain. Use details from the article to support your ideas.
10. What are the literal and figurative meanings of the subheading "Into the Darkness"? Use text evidence in your response.

Critical-Thinking Questions

"A Child Slave in California"

1. What details illustrate the quality of Shyima's life as a slave?
2. Why does the author include both narrative sections (sections that tell Shyima's story) and expository sections (sections that provide general information on slavery)?
3. On page 13, the writer states, "The price that Shyima paid, however, was immeasurable." What does she mean?
4. What are the literal and figurative meanings of the section title "Into the Darkness"? How does Frederick Douglass use imagery of light and darkness?
5. What does Shyima most value about her freedom from slavery?

NONFICTION: "A Child Slave in California" • SKILL: Reading Comprehension, page 1 of 2

Read, Think, Explain

Identifying Nonfiction Elements

Exploring the facts and ideas in a nonfiction article will help you understand it better. Use this worksheet to help you understand "A Child Slave in California" in the September 3, 2012, issue of *Scope*.

A. BEFORE READING

1. Read the headline, or title, of the article. Write it here: _____

Now look at the photographs and read the captions. What do you predict the story will be about? Check one or more of the choices below and explain your choice.

A person If so, whom? _____

An event If so, what? _____

Something else If so, what? _____

B. DURING READING

Read the subtitle, or heading, of each section. Then complete the following:

2. The **first section** is on page 11. It is the introduction. It is mainly about (summarize): _____

3. The **second section** is called _____. It is mainly about (summarize): _____

4. The **third section** is called _____. It is mainly about (summarize): _____

5. The **fourth section** is called _____. It is mainly about (summarize): _____

6. The **fifth section** is called _____. It is mainly about (summarize): _____

7. The **sixth section** is called _____. It is mainly about (summarize): _____

8. The **seventh section** is called _____. It is mainly about (summarize): _____

9. The **eighth section** is called _____. It is mainly about (summarize): _____

C. AFTER READING

10. Write down three facts in the article that you didn't know before you read it.

11. What is the MAIN purpose of the article? (check one)

**to provide a detailed
history of slavery in the
United States**

**to inform readers about
modern-day slavery
by telling the story of a
former child slave**

**to encourage readers
to take action to end
modern-day slavery**

12. Examine the map on page 13. Why do you think it is included with the article? _____

13. In your own words, summarize what Frederick Douglass expresses in the excerpt on page 14. _____

D. TEXT TO TEXT

14. How do you think Shyima would respond to the Frederick Douglass excerpt? Support your answer with details from the article. _____

E. MAKING CONNECTIONS

15. Here's how this article relates to (fill in at least two):

Something else I read: _____

Something else I know about: _____

Something in my own life: _____

Themed Vocabulary

slavery: *noun*; the condition of being controlled, often violently, by someone else and forced to work for no pay

PART I: Words in the Article

Slavery is the main topic of "A Child Slave in California." The words below, which appear in the article in bold, are important to know when reading, writing, and speaking about slavery.

captor *noun*; a person who has taken control of another person

domestic servitude *noun*; the condition of being forced to work as a household slave

enslave *verb*; to make a slave of

exploit *verb*; to use selfishly or unfairly for one's own advantage

free will *noun*; independent choice; control over yourself and your life

human trafficking *noun*; the buying, selling, or trading of human beings

involuntary servitude *noun*; another term for slavery; This term was used in the 13th Amendment to the U.S. Constitution, which outlawed slavery

protective custody *noun*; a term used by law-enforcement officials to describe when a person is taken to a safe place to protect him or her from harm

DIRECTIONS: Think about the vocabulary words on the previous page. Then answer these questions.

1. Describe how victims of human trafficking might be treated. _____

2. What is the difference between domestic servitude and involuntary servitude? _____

3. Why might free will be important? _____

PART II: Other Words Related to Slavery

DIRECTIONS: What other words that relate to slavery can you think of? Add them to the box.

WORD BANK

abolition *noun*; the termination (ending) of a practice, especially of slavery

bondage *noun*; slavery; captivity

emancipate *verb*; to set free, especially from slavery

Directions: Write three sentences. In each, use one of the vocabulary words in Part I or Part II.

1. _____

2. _____

3. _____

Lisa Yee's Favorite First Lines

Check out Lisa's favorite first lines from the books she has written, and her thoughts on what makes those lines work. Then try using Lisa's approach for your own first line.



“Marley was dead to begin with.”

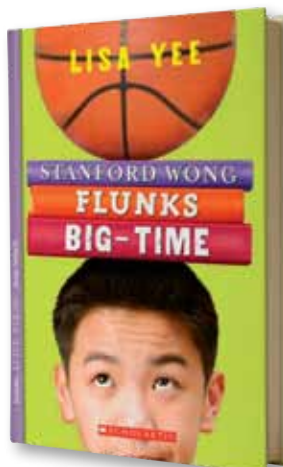
—*Warp Speed*

Lisa: This first line is a quote from *A Christmas Carol* by Charles Dickens. I used it for *Warp Speed* because the main character, Marley Sandelski, has been thinking about other Marleys—like the famous dog and the ghost in *A Christmas Carol*—and how his name reflects his not-so-wonderful life. I think it does a great job of setting the mood for the novel.

“I have been accused of being anal retentive, an overachiever, and a compulsive perfectionist, like those are bad things.”

—*Millicent Min, Girl Genius*

Lisa: This line immediately gives you a sense of the main character's fantastic voice—her unique way of speaking and thinking. It also packs in a bunch of information about Millie. How do other people see her? How does she see herself? What is her attitude toward others?



“Today's the last day of school, the only day of school I look forward to.”

—*Stanford Wong Flunks Big-Time*

Lisa: This first line provides a BIG clue about the protagonist. What can you infer about him?

PLAY: *The Monster in the Cave* • SKILL: Character Traits/Point of View, page 1 of 2

Epic Traits

In *The Monster in the Cave*, you met two memorable characters: Odysseus and Polyphemus. What are these characters like? Is each a good guy or a bad guy? How do you know? Use this graphic organizer to help you analyze the traits of each character. First, you will describe each character based on what you read in the play. Then you'll examine them again, based on what you'll see in the video "Cyclops: My Side of the Story."

Based on the Play *The Monster in the Cave*

Directions: For Odysseus and for Polyphemus, list two traits. Then provide evidence of each trait. Next, fill in a circle to show where you think each character falls on the "Villain/Hero Meter," with 1 being the vilest villain and 5 being the most admirable hero, and explain why you think the character deserves that score.

Odysseus	Polyphemus
Trait: Text Evidence:	Trait: Text Evidence:
Trait: Text Evidence:	Trait: Text Evidence:
<p style="text-align: center;">Hero/Villain Meter</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">① villain</div> <div style="text-align: center;">②</div> <div style="text-align: center;">③</div> <div style="text-align: center;">④</div> <div style="text-align: center;">⑤ hero</div> </div> Reason:	<p style="text-align: center;">Hero/Villain Meter</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">① villain</div> <div style="text-align: center;">②</div> <div style="text-align: center;">③</div> <div style="text-align: center;">④</div> <div style="text-align: center;">⑤ hero</div> </div> Reason:

Based on the Video “Cyclops: My Side of the Story”

Directions: Complete the graphic organizer below as you did for the “Based on the Play” section, but this time use evidence from the video “Cyclops: My Side of the Story” to draw and support your conclusions.

Odysseus	Polyphemus
<p>Trait:</p> <p>Text Evidence:</p>	<p>Trait:</p> <p>Text Evidence:</p>
<p>Trait:</p> <p>Text Evidence:</p>	<p>Trait:</p> <p>Text Evidence:</p>
<p>Hero/Villain Meter</p> <div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div> <p>villain hero</p> <p>Reason:</p>	<p>Hero/Villain Meter</p> <div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div> <p>villain hero</p> <p>Reason:</p>

Conclusion: Write one paragraph explaining why your analysis of these two characters did or did not change after you saw the video. Continue on a separate sheet of paper if needed.

PLAY: *The Monster in the Cave* • SKILL: Reading Comprehension

The Monster in the Cave Quiz

Directions: Read the play *The Monster in the Cave*. Then answer the multiple-choice questions below.

1. The role of the Greek Chorus is mainly to

- (A) advance the action of the play.
- (B) comment on the characters' inner thoughts.
- (C) explain the origin of Greek names.
- (D) make puns.

2. To say that a house is "cyclopean" is to say that

- (A) the house is cavelike.
- (B) the house is enormous.
- (C) the house is in a state of disrepair.
- (D) the house is for sheep.

3. Which line from Scene 1 foreshadows what happens later?

- (A) "Goats everywhere!"
- (B) "Odysseus leads his men to the beach."
- (C) "We are out of food."
- (D) "They say the Cyclopes are giants that enjoy the taste of human flesh. . . ."

4. In Scene 6, Cyclops 2 says, "Why are you making such a racket?" Which sentence uses *racket* in the same way?

- (A) A train racketed by, making it hard for me to hear what Jose was saying.
- (B) "Don't give your money to those guys," warned Ellen. "They're running a racket."
- (C) The racket in the kitchen woke the baby.
- (D) Jyll is looking forward to using her new racket when she plays tennis this afternoon.

5. Which of the following is NOT one of the ways Odysseus tricks the Cyclops?

- (A) He gives the Cyclops wine in a pretend display of friendship.
- (B) He orders the Cyclops to show hospitality.
- (C) He says his name is "Nobody."
- (D) He says his ship has been destroyed.

6. In Scene 3, which is the LEAST likely reason Odysseus says his ship has been destroyed?

- (A) He enjoys lying.
- (B) He doesn't want the Cyclops to steal or destroy the boat, trapping Odysseus and his men on the island.
- (C) He doesn't entirely trust the Cyclops.
- (D) He wants to elicit the Cyclops' sympathy.

7. The following line from Scene 6 contains which type of figurative language?

"The boiling blood bubbles."

- (A) allusion
- (B) simile
- (C) personification
- (D) alliteration

8. Cyclops is to Polyphemus as

- (A) butter is to bread.
- (B) President is to George Washington.
- (C) Justin Bieber is to awesome.
- (D) laughing is to crying.

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

9. Is Odysseus a static or dynamic character? Use details from the play to support your argument.

10. How does Odysseus's ego, or pridefulness, affect his fate and the fate of his men?

Critical-Thinking Questions

The Monster in the Cave

1. Give examples of Odysseus' cleverness.
2. Why does Odysseus ask the Cyclops to greet him and his men with hospitality? Is this a reasonable request? Why or why not?
3. Who do you think is responsible for six of Odysseus' men being eaten by the Cyclops?
4. What does Odysseus reveal about himself when he calls out to the Cyclops in Scene 7?
5. What does this myth say about the power of intelligence versus the power of physical strength?

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 Monster in the Cave*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

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

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

Description: _____

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

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

Description: _____

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

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

Description: _____

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

2. Describe the role of the Greek Chorus. What is their purpose in the play? _____

3. Describe the role of Homer. What is his purpose in the play? _____

4. Consider the **characterization** of Odysseus.

A. What is an example of **direct characterization** of Odysseus? _____

B. Give two examples of **indirect characterization** of Odysseus. _____

5. Consider the **characterization** of Polyphemus, and give two examples of **indirect characterization** of Polyphemus. _____

Section 2: Setting

6. Where and when does the play take place? _____

7. How does the **setting** help you understand the characters' behavior? _____

Section 3: Theme

8. One **theme** of this play is that when it comes to defeating an enemy, cleverness is more valuable than strength. Explain how the play illustrates this **theme**. Include at least three details to support your answer.

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? _____

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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?

Vocabulary:

The Monster in the Cave

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

1. **avenge (uh-VENJ)** *verb*; to take vengeance for an action or on behalf of a person
example: Montoya was determined to avenge his father's death.
2. **boil (boyl)** *noun*; a painful swollen area of the skin resulting from infection
example: To make the character look mean and grotesque, I gave him sharp teeth and large boils.
3. **colossal (kuh-LOS-uhl)** *adjective*; extraordinarily great in size; gigantic
example: I made the colossal mistake of telling my mom about her surprise birthday party.
4. **council (KOUN-suhl)** *noun*; a group of people assembled to provide consultation or advice
example: The neighborhood council meets this week to discuss the Labor Day parade.
5. **epic (EP-ik)** 1. *adjective*; unusually long or impressively great in size or scope; 2. *noun*; a long narrative poem about a legendary hero
example 1: Thousands of actors were hired for the epic battle scene near the end of the movie.
example 2: My older sister is reading the epic *Beowulf* in English class. It's about a warrior named Beowulf who travels great distances and battles several horrible monsters.
6. **singe (sinj)** *verb*; to burn slightly
example: I singed my shirt while I was ironing it. I guess I had the iron turned up too high.
7. **sufficient (suh-FISH-uhnt)** *adjective*; enough to achieve a goal or fill a need
example: Two boxes of graham crackers, four chocolate bars, and two bags of marshmallows will definitely be sufficient. We're going camping for only two nights!
8. **valiant (VAL-yuhnt)** *adjective*; boldly brave; done with courage
example: When my dad saw the puppy fall into the rushing river, he jumped right in after it. Thanks to my dad's valiant actions, the puppy survived.

9. _____ (_____) _____; _____

example: _____

PLAY: *The Monster in the Cave* • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

The Monster in the Cave

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

- | | | | |
|-------------|----------|------------|----------|
| 1. gigantic | colossal | small | enormous |
| 2. lacking | plenty | sufficient | adequate |
| 3. valiant | afraid | fearful | cowardly |

Directions: For each word on the left, write the letter of the word or phrase on the right with the most similar meaning.

- | | |
|---------------------|----------------------|
| 4. _____ epic | A. retaliate |
| 5. _____ council | B. scorch |
| 6. _____ avenge | C. brave |
| 7. _____ boil | D. long poem |
| 8. _____ singe | E. group of advisers |
| 9. _____ sufficient | F. skin infection |
| 10. _____ valiant | G. plenty |

Directions: Write two sentences. In each, use at least one of the vocabulary words listed on page 1 of this activity.

11. _____

12. _____

Write an Argument Essay

Directions: Read "Do Manners Matter?" on pages 20-21 of the September 3, 2012, issue of *Scope*. Fill in the chart on page 21. Then follow the steps below to write an essay explaining your opinion about the importance of good manners.

STEP 1: DECIDE WHAT YOU THINK

Are bad manners a big deal? Consider what you read in the article, as well as your own experiences.

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! Thank you for asking.

☐ No! *Burp.*

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" 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 bad manners are bad news, summarize the reasons some people think they're no big deal. If you believe manners don't matter, summarize the reasons some people think they do.

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 stated 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 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 good or bad manners—your own or someone else's—affected you in some way.
- 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 a surprising fact that is not included in the article.
- 3. RHETORICAL QUESTION:** Ask readers how they would feel if someone did something rude (something in particular that you describe) to them.

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, the debate over whether manners matter.

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 on whether bad manners are a big problem. 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 manners matter. (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

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



Finish with a strong final 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.

Conquer Verb-Tense Consistency

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

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

Incorrect: When my mom **goes** to the store, she **bought** a treat for everyone.
(*Goes* is in the present tense, and *bought* is in the past tense—and you don't have a good reason to change the tense you are using.)

Correct Option 1: When my mom **goes** to the store, she **buys** a treat for everyone.
(Both verbs are in the present tense.)

Correct Option 2: When my mom **went** to the store, she **bought** a treat for everyone.
(Both verbs are in the past tense.)

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

Correct: Lindsey **plays** field hockey now, but last year she **was** on the soccer team.
(You are describing something that is happening now, and you are also describing something that happened in the past.)

Correct: We **took** first place in the state competition; next week we **will compete** in the national competition. (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** _____ I picked up the cell phone quickly and dial the number.
b _____ I pick up the cell phone quickly and dialed the number.
c _____ I picked up the cell phone quickly and dialed the number.
2. **a** _____ Suddenly, the lights flickered and an uninvited guest enters the room.
b _____ Suddenly, the lights flicker and an uninvited guest enters the room.
c _____ Suddenly, the lights flicker and an uninvited guest entered the room.
3. **a** _____ When I was comfortable, I began my homework.
b _____ When I was comfortable, I begin my homework.
c _____ When I am comfortable, I began my homework.
4. **a** _____ Stephen is going to save his money so that he will be able to buy a drum set.
b _____ Stephen is going to save his money so that he was able to buy a drum set.
c _____ Stephen saves his money so that he was able to buy a drum set.

- 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!

[illegible]

THE LAZY EDITOR: "A Ship of Curses?" • SKILL: Avoiding Sentence Fragments

Fragment Fix

A sentence fragment is a group of words that does not contain both a subject and a verb, or does not express a complete thought. A sentence fragment does not make sense on its own. Some examples of fragments are below, along with possible ways to fix them. (The fragments appear in bold.)

Incorrect: I called Sue. **Because I wanted to hear about her vacation.**

Correct: I called Sue because I wanted to hear about her vacation.

Incorrect: Staying organized helps me succeed. **Which is why I properly file my papers every day.**

Correct: Staying organized helps me succeed, which is why I properly file my papers every day.

Incorrect: **Even though the first day of school did not go smoothly.**

Correct: Even though the first day of school did not go smoothly, I feel positive about the rest of the year.

Correct: I am in a good mood even though the first day of school did not go smoothly.

Directions: Write **F** for fragment or **S** for sentence on the line in front of each group of words below.

- _____ 1. Mr. Smith, who is my English teacher.
- _____ 2. Living alone in the city.
- _____ 3. After waiting an hour, I called my friend to see if he was still coming over.
- _____ 4. To give him encouragement to finish the race.
- _____ 5. Even though the sign stated that there were falling rocks.
- _____ 6. The baseball team scored five runs in the first inning of the game.
- _____ 7. A stack of boxes in the back of the warehouse.
- _____ 8. Excitedly, I stepped onto the stage to accept the award.

Directions: Rewrite the message below, changing all of the fragments into complete sentences.

I want to make plans. For Friday night. Can we meet at my house? At 7 p.m. Movie starts at 7:40. My mom said she would drive us. Don't forget. Bring a sweater. Because it's always cold in there. And licorice!

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 an informational essay on bats, 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: Rewrite each paragraph so that its tone and style are consistently formal.

Bats

There are like more than 1,000 different species of bats in the world. They range in size from the one-inch long Kittie's hog-nosed bat to the giant golden-crowned flying fox, which can grow to be—get this—a whopping 13.5 inches long. Whoa, now that is some big bat! Bats are the only mammals that can fly.

About 70 percent of bats eat insects, and most of the rest eat fruit. These bats are super important for pollination of flowers and the distribution of fruit seeds. A few bat species eat meat or fish. This is really gross, but there are actually three species of something called vampire bats, or bats that drink blood. OK, well, it's not human blood. Most vampire bats drink the blood of birds. One type of vampire bat drinks the blood of farmyard animals like pigs and cows. Yuck!

Bats live on every continent except Antarctica, and in almost every kind of habitat. The largest variety of bats are found near the equator, where the weather is like that of Florida, where my grandma lives. Can you guess where in the U.S. the largest number of bat species live? Give up? It's in the Southwest.

Pronoun Power

A *pronoun* is a word that replaces a noun. The noun or noun phrase to which the pronoun refers is the *antecedent*. Consider the following sentence:

George was racing down the street when he crashed and flew off his bicycle.

The pronouns *he* and *his* refer to *George*, so the antecedent is *George*.

A pronoun must agree with, or match, its antecedent in **number** (a singular pronoun replaces a singular noun; a plural pronoun replaces a plural noun), **person** (referring to first, second, or third person), and **gender** (*he*, *him*, or *his* replaces a masculine noun; *she*, *her*, or *hers* replaces a feminine noun).

There are a few situations that can trip you up if you are not careful. Watch out for:

1. Indefinite pronouns (pronouns that refer to unknown people, places, or things) as antecedents

These words are always replaced by
a **singular** pronoun:

<i>each</i>	<i>anybody</i>	<i>nothing</i>	<i>everyone</i>
<i>either</i>	<i>anything</i>	<i>someone</i>	<i>everybody</i>
<i>neither</i>	<i>no one</i>	<i>somebody</i>	<i>everything</i>
<i>anyone</i>	<i>nobody</i>	<i>something</i>	

Examples:

Each girl who danced wore a flower in her hair.

Everyone should proofread his or her work
before handing it in.

These words are always replaced by
a **plural** pronoun:

both *few* *many* *several*

Examples:

Many are still waiting for their lucky break.

Several promised me that they would be there.

2. Phrases that come after the antecedent. Don't let them confuse you! Identify the antecedent and make sure the pronoun agrees with it. For example:

A collection of paintings is on display at the museum. It will be there until June.

It refers to *collection*, and *collection* is singular.

The soccer team, made up of players from all over the state, won its final match.

Its refers to *team*, and *team* is singular.

An activity to test your pronoun power begins on the next page.

Directions: In each sentence or pair of sentences below, identify the antecedent to which the underlined pronoun refers. We did the first one for you.

1. If you are finished using those colored pencils, please put them back in the box.

antecedent: pencils

2. Somebody left her phone in the girls' locker room.

antecedent: _____

3. A few arrived early. They are waiting outside.

antecedent: _____

4. "If nobody raises his or her hand, I'm just going to pick someone," said Ms. Davis.

antecedent: _____

5. "I moved that pile of papers to your bedroom," said Kendra's mom. "I was tired of looking at it."

antecedent: _____

6. I'm hoping that either Sara or Kaylin will share her notes from yesterday with me.

antecedent: _____

7. At the beginning of this month, my family bought new juice glasses. Three of them are already broken!

antecedent: _____

Directions: Put a check mark next to the sentence or pair of sentences that is grammatically correct.

8. **a** ____ Everyone has a right to his or her own opinion.

b ____ Everyone has a right to their own opinion.

9. **a** ____ Where is that can of black beans we bought yesterday? I can't find them.

b ____ Where is that can of black beans we bought yesterday? I can't find it.

10. **a** ____ Neither Aaron nor Travis answered their phone.

b ____ Neither Aaron nor Travis answered his phone.

Directions: Fill in the blanks with the correct pronouns.

11. Many of Shannon's friends have already finished _____ homework.

12. There were five boys in the group, each with _____ own idea of what they should do first.

13. If nobody wants these last two cookies, I'm going to eat _____.

14. Someone left _____ phone on bus. I'm going to give _____ to the driver.

FICTION: "Ovatniah" • SKILL: Reading Comprehension

"Ovatniah" Quiz

Directions: Read "Ovatniah" and "The Rooster and the Jewel." Then answer the multiple-choice questions below.

1. Which of the following adjectives BEST describes Marie's mom?

- (A) creative (C) whimsical
(B) practical (D) lighthearted

2. Consider Aanaq's statement about her chess set: "I don't need to play to enjoy it." What does she mean?

- (A) She appreciates its value as a work of art.
(B) She thinks that using the chess set would lower its value.
(C) She enjoys watching other people play chess.
(D) She is too busy carving to learn to play chess.

3. You can infer that Marie initially wants to teach her grandmother to play chess because

- (A) Marie thinks that if she does, her grandmother will reveal the location of the ivory.
(B) the chess set reminds Marie of the tundra.
(C) playing chess reminds Marie of her father.
(D) Aanaq carves all day and Marie is bored.

4. What type of figurative language is used in the following line?

"The raven often accompanied her on these walks, flying far ahead, then circling back, and scolding her for being slow."

- (A) metaphor (C) hyperbole
(B) personification (D) simile

5. Complete the following analogy: *Raven* is to *transformation* as

- (A) *flag* is to *country*.
(B) *fable* is to *story*.
(C) *actress* is to *Selena Gomez*.
(D) *criminal* is to *police officer*.

6. Which detail does NOT show that Aanaq wants Marie to explore her Yup'ik heritage?

- (A) Aanaq tells Marie her Yup'ik name.
(B) Aanaq teaches Marie how to carve.
(C) Aanaq tells Marie about the yua in the fossil ivory.
(D) Aanaq had met Marie only twice before.

7. In the fable, you can infer that the rooster is unimpressed with the diamond because

- (A) it's covered in dirt from the field.
(B) it doesn't fulfill his immediate need.
(C) it doesn't belong to him.
(D) when he tried to peck it, he injured his beak.

8. What is the MOST likely reason Aanaq calls Marie by her Yup'ik name at the end of the story?

- (A) Aanaq wants to annoy Marie's mother.
(B) Aanaq wants to remind Marie of her heritage.
(C) Aanaq is trying to distract Marie's mom from the fact that Marie has been carving ivory.
(D) Aanaq forgot Marie's name.

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

9. How does Marie change over the course of the story? Use at least three pieces of text evidence to support your ideas.

10. How does the moral of "The Rooster and the Jewel" apply to "Ovatniah"? Use three pieces of text evidence in your answer.

Critical-Thinking Questions

"Ovatniah"

1. Why does Marie's mom want her to spend the summer in Two Rivers? What details show Marie's feelings about being there?
2. What can you infer about the relationship between Marie's mother and grandmother? What does their spat over the chess set show?
3. In what ways does learning to carve ivory change Marie?
4. What choice does Marie have to make at the end of the story?
5. How does the moral of the fable on page 31 apply to "Ovatniah"?

Back to Basics: Literary Elements and Devices

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

Section 1: Characters

1. For the characters of Marie, Aanaq, and Marie's mother: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including her appearance, age, personality, and background; (3) decide whether the character is **static** or **dynamic** and explain why.

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

Description: _____

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

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

Description: _____

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

C. **MARIE'S MOTHER** is a ☐ **major** ☐ **minor** (check one) character..

Description: _____

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

2. Consider the **characterization** of Aanaq. Explain what each of the following details suggests about what Aanaq is like as a person.

A. She raised a raven from a chick. _____

B. She is dressed in coveralls, an old T-shirt, rubber boots, and a wool stocking cap. _____

C. She refuses to sell her ivory chess set, even though she can't play chess. _____

D. She looks for the *yua*, or spirit, in the ivory. _____

E. She has gnarled hands. _____

F. She enters the mastodon cave "like an arctic hare." _____

G. She lets Marie teach her how to play chess. _____

List one more detail about Aanaq—the way she looks, something she says or does, the way she affects another character, etc.—and explain what it tells you about Aanaq's character.

H. Detail: _____

What it reveals about her: _____

Section 2: Setting

3. Briefly describe the **setting**. _____

Section 3: Point of View

4. From what **point of view** is "Ovatniah" told? Check one:

- ☐ first-person ☐ third-person limited ☐ third-person omniscient

Use details from the story to support your answer. _____

Section 4: Tone and Mood

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

Now explain how the writer establishes that **tone**. Which words and details tell you how the author feels about the characters, the subject matter, and the readers? _____

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

Now explain how the writer establishes the **mood**. Which **imagery**, words, ideas, and aspects of the **setting** or **plot** caused you to feel the way you did while reading? _____

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? What questions remain unanswered?

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Ethan Jamieson into an article.

- 1** The headline "Becoming 'That Kid From *The Hunger Games*'" tells you the main idea of the interview—and what the main idea of your article should be. **Write the main 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 Ethan says. We did the first paragraph for you. (The first paragraph should include important information from the photo caption as well.)

Paragraph 1: Ethan Jamieson, 14, from Raleigh, North Carolina, played the boy tribute from District 4 in the film version of *The Hunger Games*. He got the part two weeks after submitting a video audition.

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Paragraph 6: _____

Paragraph 7: _____

Paragraph 8: _____

Paragraph 9: _____

3

Choose two sentences from what Ethan said in the interview to use as direct quotes in your article.

A direct quote is a report of 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. "It was intense," Ethan says about filming the first fighting scene.
2. Ethan reflects, "This was my first big-deal movie. I was just thinking, 'There I am!'"
3. "There's food everywhere," Ethan exclaims. "I ate too much candy!"

4 Pick out the information that you find most interesting in the interview. You might choose, for example, Ethan's description of the "prank gang" he formed with some of the other actors.

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:

- Use your first sentence to grab the reader's attention. You can do this by stating 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 main idea of the article.

Body Paragraphs:

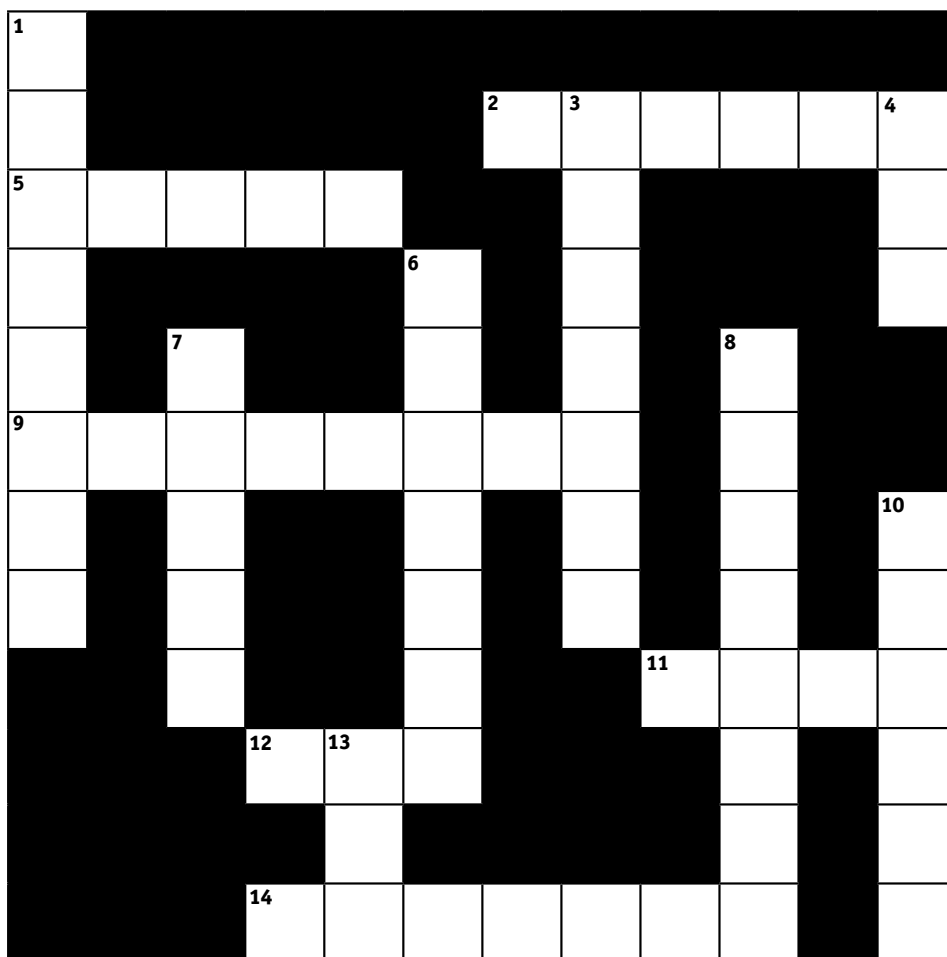
- Your paragraphs should flow smoothly from one to the next. You may need to write transition sentences at the beginnings of some paragraphs.
- Don't forget to include the direct quotes that you chose in Step 3.

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 September 3, 2012, issue of *Scope* to help you complete the crossword.



ACROSS

2. Marie's mother left her tiny hometown of Two ____ at the age of 16.
5. Robert ____ is the author of "A Minor Bird."
9. Marie's Yup'ik name
11. Shyima Hall held a tiny ____ as she took the oath of citizenship.

12. Cyclopes have only one.

14. Some experts worry we're becoming a nation of people without these.

DOWN

1. An object mysteriously missing from the *Mary Celeste*

3. Shyima Hall was kept as a slave by the ____ family.

4. Yellowstone officials searched for the "Wapiti ____."

6. Ethan Jamieson played one in *The Hunger Games*.

7. a lovable *Modern Family* character (first name)

8. Frederick ____ wrote about his escape from slavery.

10. According to Mikon, it would take a ____ of men to move the stone Polyphemus uses to seal his cave.

13. Aanaq's word for "spirit"