

ACTIVITY: "Grammar Pigs Out" • SKILL: Commonly Confused Words

# Less vs. Fewer

The words **less** and **fewer** are often confused and misused. Figuring out which one to use is often as easy as determining whether it's possible to count the people, places, or things to which you are referring.

Use **less** to refer to a quantity of something that you CANNOT count.

**Example:**

*Christa hopes there will be **less** snow this winter.*

**Less** is also used with words about TIME, MONEY, and DISTANCE.

**Example:** *They had **less** than four hours to drive the 270 miles from Las Vegas to Los Angeles.*

Use **fewer** to refer to things that you CAN count.

**Example:**

*Gregory was disappointed that his team won **fewer** basketball games this season than last season.*

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

1. Rhonda has **less/fewer** homework than Rico because she gets more of it done during school.
2. **Less/Fewer** people are in line for this movie than I was expecting.
3. Lisa was certain that the distance between Niagara Falls and Buffalo was **less/fewer** than her GPS claimed.
4. Dieter can swim across the lake in **less/fewer** than seven minutes! He's such a stud.
5. **Less/Fewer** students were at the assembly than usual. A nasty stomach virus kept many kids at home.
6. According to a recent study, kids buy **less/fewer** sugary drinks when nutritional warnings are posted nearby.
7. As her French improved, Martina became **less/fewer** dependent on her French-English dictionary.
8. Robert was overjoyed that clown camp cost **less/fewer** money than he had thought it would. He signed up immediately.
9. It would have taken **less/fewer** time to set up the party if we had been more organized.
10. Angel was thrilled that he had **less/fewer** cavities than last year.
11. I'll be surprised if I can finish this essay in **less/fewer** than three hours.

**Directions:** Write your own sentence using **less** or **fewer**.

12. \_\_\_\_\_  
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NONFICTION: "This Is a Face of War" • SKILL: Text Evidence, page 1 of 3

# Sacrifice and Healing

Use this activity sheet with our nonfiction package "This Is a Face of War" to explore the sacrifices that soldiers make and what helps them heal.

## Part I: "This Is a Face of War"

To *sacrifice* is to suffer a loss or give up something important for the sake of a cause or belief. As a soldier, Joey Paulk sacrificed for his country in many ways. Do the exercise below, using evidence from the text in your responses.

1. Describe how Joey changed physically as a result of the war.

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2. How did these physical changes affect his daily activities?

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3. How did Joey feel about himself and the world around him with respect to his physical changes? What details from the article tell you this? \_\_\_\_\_

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4. Use your answers above to explain what Joey Paulk sacrificed.

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After undergoing surgeries through Operation Mend, Joey started to heal. Use evidence from the text to describe his healing.

5. In what ways have the surgeries changed Joey's appearance?

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6. How has Joey's outlook changed since he first returned home from the war? What examples show this?

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7. What daily activities has Joey learned to do? What about his new outlook on life do you think has contributed to his ability to do these things? \_\_\_\_\_

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## Part II: "With Help From a Friend"

**Retired Army Ranger Richard Ruffert also sacrificed for his country, and he has started to heal too. Use text evidence to answer the questions below about Ruffert's experiences.**

8. What mental illness did Ruffert develop as a result of his service in Afghanistan? What are possible effects of this condition? \_\_\_\_\_

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9. What detail shows how seriously Ruffert was affected? What did he sacrifice?

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10. How has Ruffert's life changed since he got Millie?

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## Part III: Let Me Tell You Things

Rebecca Kai Dotlich's poem "Let Me Tell You Things" offers another portrait of a soldier who made sacrifices for his or her country. Answer the questions below to explore this sacrifice.

11. When the speaker says, "*That* moon haunted the skies," he or she is referring to the moon he or she saw while at war. What does this line suggest about the conditions a soldier has to endure at war?

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12. How do you think the soldier in the poem has changed since coming home from war? Explain what in the poem makes you think this.

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13. What do you think the soldier in the poem has sacrificed?

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# Sacrifice and Healing

**Directions:** Use this activity sheet with our nonfiction package, "This Is a Face of War," to explore how soldiers sacrifice and heal.

## Part I: "This Is a Face of War"

To *sacrifice* is to suffer a loss or give up something important for the sake of a cause or belief. As a soldier, Joey Paulk sacrificed for his country in many ways. Fill in the boxes in the left column below to tell what he sacrificed. Then fill in the boxes in the right column with details from the text that illustrate his sacrifices. We've filled in some of the information for you.

What Paulk sacrificed	I know because the text says . . .
	1) When he looked at himself in the mirror, he saw that his lower lip hung below his gums. 2) His left lower eyelid drooped. 3) His nostrils were squeezed shut. 4)
his hands	1) 2)
his ability to do everyday activities	1) He couldn't open his mouth wide enough to bite into a hamburger. 2)
	1) He rarely went outside. 2) When he did go out, he hid his face beneath a hooded sweatshirt, sunglasses, and a baseball cap.

After undergoing surgeries with Operation Mend, Paulk started to heal. Fill in the boxes below with details from the text to describe his healing.

What started to heal	I know because the text says . . .
his appearance	1) The surgeries Paulk had improved the placement of his eyelid and lower lip. 2) 3)
	1) He has learned how to dress himself. 2) He can play football and volleyball. 3)
his outlook and his confidence	1) 2) 3)

Part II: "With Help From a Friend"

Retired Army Ranger Richard Ruffert has also sacrificed for his country and started to heal. Fill in the boxes below with details from the text about Ruffert's experiences.

What Ruffert sacrificed	I know because the text says . . .
his mental health	1) He developed post-traumatic stress disorder. 2) 3)
his ability to lead a normal life	1)

Since getting his therapy dog, Millie, Ruffert has started to heal. Fill in the boxes below with details from the text to describe his healing.

How Ruffert has healed	I know because the text says . . .
He has overcome fear.	1) Ruffert is no longer afraid to go outside. 2)
He has gone back to living a normal life.	1) 2) 3)

Part III: "Let Me Tell You Things"

Rebecca Kai Dotlich’s poem “Let Me Tell You Things” offers another portrait of a soldier who made sacrifices for his or her country. We’ve filled in the box on the left to explain what the soldier in the poem has sacrificed. We also filled in the first item of text evidence from the poem. Your job is to complete the sentence we started for you in the second item of text evidence.

What the soldier in the poem sacrificed	I know because the text says . . .
a general sense of well-being or happiness	1) The soldier is troubled by memories of what it was like to be at war. The soldier says that the moon he or she saw while at war “haunted the skies, and even the stars.” 2) The soldier suggests that the way he or she sees the world was damaged by his or her experiences in the war when he or she says, “

NONFICTION: "This Is a Face of War" • SKILL: Reading Comprehension

# "This Is a Face of War" Quiz

**Directions:** Read the article "This Is a Face of War," the poem "Let Me Tell You Things," and the profile "With Help From a Friend." Then answer the multiple-choice questions below.

1. What is "This Is a Face of War" mainly about?

- (A) the difficulties that many soldiers have getting over their war experiences
- (B) how cosmetic surgery can help burn victims
- (C) one soldier's experience recovering from a disfiguring bomb blast
- (D) the dangers of war

2. Which detail BEST supports the idea that Joey Paulk felt isolated because of his facial burns?

- (A) Paulk could not eat a hamburger.
- (B) He couldn't play baseball—his favorite sport—and video games were a challenge.
- (C) "This is who I am now," he told himself.
- (D) He rarely went out. When he did, he hid beneath hooded sweatshirts and dark glasses.

3. Both the article and the profile suggest that wounded veterans need

- (A) support.
- (B) humor.
- (C) reconstructive surgery.
- (D) beauty.

4. Which of these ideas about war is best supported by the article, the poem, and the profile?

- (A) People who haven't been to war will never understand what it's like for those who have.
- (B) Many soldiers have been injured in the wars in Iraq and Afghanistan.
- (C) Soldiers can be scarred by war in different ways.
- (D) Service animals can help soldiers heal from traumatic war experiences.

5. According to the article, why doesn't the Department of Veterans Affairs provide reconstructive surgery to all wounded soldiers?

- (A) It doesn't have time.
- (B) Its focus is on providing surgeries that are medically necessary.
- (C) It prefers that charities pay for cosmetic surgeries.
- (D) It doesn't want to be legally responsible for surgeries that might go wrong.

6. Read this sentence from the article:

"Since treating its first patient in 2007, Operation Mend has been a wild success."

Which meaning of *wild* is used in this sentence?

- (A) untamed
- (B) uncivilized
- (C) emotionally overcome
- (D) sensational

7. Complete the following analogy:

flashbacks : PTSD ::

- (A) fever : flu
- (B) scratch : infection
- (C) sneezes : tissue
- (D) wound : surgery

8. What can you infer about the speaker of the poem "Let Me Tell You Things"?

- (A) He was forced to come home.
- (B) He doesn't want to be a soldier anymore.
- (C) He is deeply troubled by his war experiences.
- (D) He is an astronomer.

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

9. Compare and contrast Paulk's thoughts and feelings at the beginning of the article with his thoughts and feelings at the end. Use details from the article to support your ideas.

10. Richard Ruffert says that his service dog, Millie, saved his life. In what ways did she do this?

# Critical-Thinking Questions

## "This Is a Face of War"

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1. Joey Paulk says of the scars on his face, "It's your military uniform, and you can't take it off." What does he mean?
2. What is an invisible scar? What invisible scars did Paulk and Richard Ruffert acquire as a result of war?
3. What do the photographs add to these articles?
4. What does Rebecca Kai Dotlich's poem suggest about a soldier's experience?
5. How are both Paulk's and Ruffert's stories hopeful in the end?

NONFICTION: "This Is a Face of War" • SKILL: Reading Comprehension, page 1 of 3

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with "This Is a Face of War" and "With Help From a Friend." 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 page 4. Write it here: \_\_\_\_\_

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

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Why do you think the editors decided to include the small photo on page 4 in addition to the large one?

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

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4. Look at the map on page 6. Why do you think it is included?

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5. Look at the photo on page 6 and read its **caption**. What does the photo show?

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6. Read the **headline** on page 9. Write it here: \_\_\_\_\_

Based on the headline and the photo on page 9, what do you think this profile might be about?

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## During Reading: Text Structure

7. Answer the questions below after you read the section "Operation Mend Begins."

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

<b>Description</b>	<b>Sequence</b>	<b>Problem and Solution</b>	<b>Cause and Effect</b>	<b>Compare and Contrast</b>
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B. Explain why you chose the **text structure** that you did. \_\_\_\_\_

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## After Reading

8. Write a 3-4 sentence **objective summary** of "This Is a Face of War." Think about what you would say to a friend who asks, "What is this article about?"

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9. Below, we have provided a **central idea** of "This Is a Face of War" and two pieces of **supporting evidence**. Your job is to fill in a third piece of supporting evidence. Include the page it came from.

**Central idea:** With the help of modern medicine and his resilient spirit, veteran Joey Paulk has begun to heal from the physical and emotional trauma he suffered in Afghanistan.

**Supporting piece of evidence 1:** "This is who I am now,' [Paulk] told himself." (p. 6)

**Supporting piece of evidence 2:** "The difference was remarkable." (p. 8)

**Supporting piece of evidence 3:** \_\_\_\_\_

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10. Below are three pieces of **supporting evidence** for a **central idea** of "With Help From a Friend." In the space provided, write a central idea that this evidence supports.

**Central idea:** \_\_\_\_\_

\_\_\_\_\_

**Supporting piece of evidence 1:** "After Ruffert returned from Afghanistan in 2007, his PTSD was so severe that he didn't leave his house for two years."

**Supporting piece of evidence 2:** "Millie, for example, senses when Ruffert is feeling fear or distress, and calms him by nudging him gently."

**Supporting piece of evidence 3:** "[Ruffert] is living his life again."

11. What do Joey Paulk and Richard Ruffert have in common? Use **text evidence** in your answer.

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12. Consider how Joey Paulk probably felt when he rode in the New York Veterans Day Parade. What experience have you had that might have made you feel something similar? Explain. Use **text evidence** in your answer.

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13. What else have you read that includes a character who experienced something similar to what either Joey Paulk or Richard Ruffert experienced? Explain. Use **text evidence** in your answer.

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NONFICTION: "This Is a Face of War" • SKILL: Vocabulary Acquisition, page 1 of 3

# Vocabulary: "This Is a Face of War"

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

- 1. appall (uh-PAWL)** *verb*; to shock with horror or fear  
*example:* Mom was appalled by the sight of chocolate dripping from pretty much every surface in the kitchen. (My brownie-making session with Dad got a bit out of control.)
- 2. debilitate (dih-BIL-ih-tayt)** *verb*; to reduce the strength of; to weaken  
*example:* Jessica was debilitated by the flu; she was in bed for two weeks.
- 3. deploy (dih-PLOY)** *verb*; to move, spread out, or place in position for some purpose;  
*deployment* is the noun form of *deploy*.  
*example:* It was difficult for my family when my brother was deployed to Afghanistan.
- 4. engulf (en-GUHLF)** *verb*; to flow over and cover or swallow up completely  
*example:* The waves engulfed the small boat, and it disappeared from sight.
- 5. indignity (in-DIG-ni-tee)** *noun*; an injury to a person's dignity or self-respect  
*example:* "Losing to anyone is bad," groaned Jacob, "but losing to Roryville is an indignity! They're the worst team in the league."
- 6. philanthropist (fi-LAN-thruh-pist)** *noun*; a person who helps others by giving time or money to causes and charities  
*example:* Kassie is a philanthropist. Last month she organized a coat drive in her neighborhood and collected more than one hundred coats to donate.
- 7. recluse (REK-loos)** *noun*; a person who lives alone, away from society  
*example:* Rachel's uncle is a bit of a recluse; it's hard to persuade him to come down from the cabin in the mountains where he lives by himself.
- 8. skeptical (SKEP-ti-kuhl)** *adjective*; having or showing doubt  
*example:* We told TJ he would do great in the writing competition, but he was skeptical. He doesn't realize what a talented writer he is.

**9. steel (steel)** *verb*; to prepare oneself by becoming determined and hard, like steel (the metal)

*example:* Camille steeled herself before looking at her new haircut in the mirror.

**10. taunt (tawnt)** *verb*; to provoke or challenge in a mocking or insulting manner

*example:* My friends taunted me for weeks after my mom showed them my baby pictures.

**11.** \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_

**12.** \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_

**13.** \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_

NONFICTION: "This Is a Face of War" • SKILL: Vocabulary Acquisition, page 3 of 3

# Vocabulary Practice: "This Is a Face of War"

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

1. A *philanthropist* could be described as all of the following EXCEPT  
 (A) humane. (B) stingy.  
 (C) generous. (D) kind.
2. Select the sentence that uses the word *steeled* correctly.  
 (A) Steven steeled the car into the left lane as quickly as he possibly could.  
 (B) I steeled the cookies from the kitchen counter.  
 (C) Jackie steeled with joy when she saw the pile of gifts.  
 (D) David steeled himself against the cold.
3. Which of the following activities would a *recluse* be likely to enjoy?  
 (A) sightseeing with a group of people  
 (B) a team-building exercise at work  
 (C) planning a party  
 (D) none of the above
4. Jeff is a *skeptical* person. He needs to learn to  
 (A) express his opinions more clearly.  
 (B) treat others with respect.  
 (C) trust people and ideas.  
 (D) listen to others.
5. The principal said she was *appalled* by the students' behavior. It is most likely that the students  
 (A) got into a massive food fight in the cafeteria.  
 (B) won the football game.  
 (C) raised a large sum of money for charity.  
 (D) were suffering from a stomach virus.
6. Another word for *taunted* is  
 (A) praised.  
 (B) mocked.  
 (C) respected.  
 (D) complimented.

**Directions:** In each group of words, cross out the word that does not belong and explain why.

7.            **comfort**                                      **appall**                                      **encourage**                                      **reassure**

Why it doesn't belong:

8.            **debilitating**                                      **weakening**                                      **energizing**                                      **exhausting**

Why it doesn't belong:

9.            **honor**                                      **embarrassment**                                      **indignity**                                      **humiliation**

Why it doesn't belong:

10.            **deploy**                                      **arrange**                                      **spread out**                                      **engulf**

Why it doesn't belong:

# Medical Terms Glossary for "This Is a Face of War"

**anesthesia (an-uhs-THEE-zhuh)** *noun*; loss of bodily sensation, with or without also losing consciousness. An *anesthetic* is a drug or gas given to people before an operation to prevent them from feeling pain.

**coma (KOH-muh)** *noun*; a sleeplike state of unconsciousness caused by disease, injury, or poison

**consciousness (KON-shuhs-nis)** *noun*; the state of being aware of one's own existence, sensations, thoughts, surroundings, etc.

**cosmetic surgery (koz-MET-ik SUR-juh-ree)** *noun*; surgery done to change the way a person looks

**gauze (gawz)** *noun*; a surgical bandage of loosely woven cotton

**infect (in-FEKT)** *verb*; to affect or contaminate (a person, organ, wound, etc.) with disease-producing germs

**medically induced coma (MED-i-kuhl-ee in-DOOST KOH-muh)** *noun*; result of a procedure in which a doctor uses drugs to put a patient into a deep yet temporary state of unconsciousness. Such comas are used to protect the brain during brain surgery, and as a last resort when the brain has been injured and is not responding to other treatment. A medically induced coma reduces the amount of energy the brain needs, which protects it as it heals. Medically induced comas, unlike some regular comas, are reversible.

**mental illness (MEN-tul IL-nis)** *noun*; any condition that affects a person's mood, behavior, or thoughts in a way that is distressing or interferes with the person's ability to function

**operation (op-uh-REY-shuhn)** *noun*; a procedure performed on someone's body to repair a damaged part or remove a diseased part

**prosthetic (pros-THET-ik)** *adjective*; of or related to a *prosthesis*, an artificial device that replaces a missing part of a body

**reconstructive surgery (ree-kuhn-STRUHK-tiv SUR-juh-ree)** *noun*; surgery to correct any physical feature that is deformed or abnormal by accepted standards. The abnormality may be the result of a birth defect, illness, or injury.

**scar tissue (skahr TISH-oo)** *noun*; In the body, a *tissue* is a mass of similar cells that form a particular part or organ. *Connective tissue* is tissue that connects or supports the structures of the body. *Scar tissue* is dense, fibrous (that is, tough and stringy) connective tissue that forms over and/or around a healed wound. Scar tissue can form on the inside or the outside of the body.

**silicone (SIL-i-kohn)** *noun*; a chemical compound that is used in many different products, including glass, waterproof coatings, and cleaners. Silicone is also used in many medical devices including tubing, syringes, and contact lenses. In plastic and reconstructive surgery, silicone is often used to make solid implants for reconstructing or changing the shape of the cheeks, chin, and jaw.

**skin graft (skin graft)** *noun*; skin transferred from a donor area to grow new skin at a place where the skin has been destroyed or stripped away, or the procedure by which such a piece of skin is removed and transferred to a new area

**surgeon (SUR-juhn)** *noun*; a physician who specializes in surgery (see *surgery*)

**surgery (SUR-juh-ree)** *noun*; medical treatment that involves repairing, removing, or replacing injured or diseased parts of the body. Surgery is done by cutting the patient open or by using lasers.

**tissue (TISH-oo)** *noun*; a mass of similar cells that form a particular part or organ of an animal or a plant, as in *muscle tissue*

**transplant (trans-PLANT)** *verb*; to transfer an organ or tissue from one part of the body to another, or from one individual to another

POETRY: "Let Me Tell You Things" • SKILL: Reading Comprehension, page 1 of 3

# Analyzing "Let Me Tell You Things"

**Directions:** Below is Rebecca Kai Dotlich's poem "Let Me Tell You Things," which appears on page 8 of the November 12, 2012, issue of *Scope*. Use the poem to help you answer the questions below and on the next pages.

## Let Me Tell You Things

By Rebecca Kai Dotlich

That moon wasn't this moon;  
2 *that* moon haunted the skies,  
and even the stars.

4 And even the stars  
that followed me home  
6 are broken.

Even the stars.

## Multiple-Choice Questions

Note: The speaker of this poem could be a woman or a man. In the questions below, we refer to the speaker as "he" just to make things simpler.

1. Which of the following BEST expresses the theme of the poem?

- Ⓐ Never lose your sense of wonder.
- Ⓑ A traumatic experience can affect the way you see the world.
- Ⓒ Your point of view changes depending on where you are.
- Ⓓ The stars are broken.

2. What in the poem indicates that the speaker is talking about something he experienced away from home?

- Ⓐ The title of the poem is "Let Me Tell You Things."
- Ⓑ He contrasts "that" moon and "this" moon.
- Ⓒ He refers to "the stars that followed me home."
- Ⓓ both B and C

3. The speaker says, "that moon haunted the skies, and even the stars." He MOST likely means which of the following?

- Ⓐ It was the most beautiful moon he'd ever seen.
- Ⓑ The moon made him feel sorrowful and anxious.
- Ⓒ The moon was so bright that he couldn't see the stars.
- Ⓓ He thought the moon was a ghost.

4. Which of the following BEST describes the speaker's tone?

- Ⓐ devastated, reflective
- Ⓑ furious, passionate
- Ⓒ courageous, triumphant
- Ⓓ optimistic, determined

## Pencil to the Poem

5. Repetition is a common poetic device. The element that repeats can be a sound, a word, a phrase, a line, or even an entire stanza. On the copy of the poem on page 1 of this activity, circle the element that repeats throughout the poem.

## Short-Answer Questions

6. What is the effect of the repetition you found in question 5?

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7. Think about stars. Consider:

- the multiple meanings of the word "star"
- songs, poems, or nursery rhymes about stars
- traditions, superstitions, or beliefs about stars
- expressions that mention the stars

What ideas, emotions, situations, or concepts do we associate with stars? Are these associations mostly positive or negative?

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8. Thinking about what we associate with stars, what is the poet suggesting about the speaker when he or she says "even the stars" are broken? In other words, what might the stars symbolize in this poem?

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9. Consider the title of the poem, “Let Me Tell You Things.”

A. What is the impact of the words “let me” in the title?

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B. How does the word “you” in the title affect the title’s meaning or tone?

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10. We asked Rebecca Kai Dotlich to write a poem about a soldier who has returned home from war. The poem she wrote, “Let Me Tell You Things,” could also apply to another type of person or situation. Explain.

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PLAY: *Seabiscuit* • SKILL: Text Evidence

# Seabiscuit's Fans

In the play *Seabiscuit*, the Orens, like millions of other Americans, adored Seabiscuit and his jockey Red Pollard because they felt a connection to these unlikely champions. This activity will help you explore that connection.

**Directions:** Complete the chart below with specific details from the play to support your answers.

	Seabiscuit and Red	The Orens
At the beginning of the play, why do they seem unlikely to succeed?		
What hurdles, including injuries, must they have overcome during the play?		
How do they respond to setbacks?		

**Your turn!** Using details from the above chart, write one paragraph on a separate sheet of paper explaining how the Orens were similar to Seabiscuit and Red.

PLAY: *Seabiscuit* • SKILL: Reading Comprehension

# Seabiscuit Quiz

**Directions:** Read the play *Seabiscuit*. Then answer the multiple-choice questions below.

**1. Why did the Orens move to California?**

- (A) Pa heard there was plenty of land, and he could have his own farm.
- (B) Pa wanted to start over and forget about the death of his wife.
- (C) Pa thought he could find work and provide a better life for his children.
- (D) Pa wanted to be closer to the racetracks.

**2. Which line from the play BEST shows Pa's feeling of hopelessness?**

- (A) "My only pair of pants and there's another rip."
- (B) "It doesn't do no good to dream."
- (C) "Those kids have been through enough."
- (D) "I can't take that money from you."

**3. Consider Red Pollard's line from Scene 2:**

"I've got 27 cents to my name. I'm at the end of my rope, George."

**What does Red mean by the phrase *at the end of my rope*?**

- (A) He has come to the end of his life.
- (B) His nerves are frayed like the end of a rope.
- (C) He is in trouble and has run out of options.
- (D) He has lost control of a horse's reins.

**4. What does Scene 7 reveal about Red Pollard?**

- (A) He feels sorry for himself because he is blind in one eye.
- (B) He's not sure if he can be a champion.
- (C) He is not a person who gives up easily.
- (D) He is worried that he'll be homeless again.

**5. What made Seabiscuit such a hero during the Great Depression?**

- (A) Many families had lost their homes, and horse racing helped them forget their troubles.
- (B) Most Americans were rooting for other horses and were surprised when Seabiscuit won.
- (C) Ordinary Americans who were suffering admired Seabiscuit because he was a scrappy horse that triumphed despite great odds.
- (D) Millions of people dreamed of winning \$100,000 at the Santa Anita racetrack.

**6. Red Pollard had to overcome each of the following obstacles to become a winning jockey EXCEPT**

- (A) his height.
- (B) his injuries.
- (C) his sight impairment.
- (D) his determination.

**7. Frankie could be described as caring. Which line from the play BEST demonstrates this trait?**

- (A) "Can you imagine being at one of those races?"
- (B) "I won't let anything happen to you, Dot."
- (C) "Here's 25 cents, Pa. I made it in the fields today."
- (D) "I can't believe we're here!"

**8. Which theme is common to both the play *Seabiscuit* and the editorial "Why We Love an Underdog"?**

- (A) Don't judge a book by its cover.
- (B) Love conquers all.
- (C) Be careful what you wish for.
- (D) Happiness comes from within.

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

- 9.** At the end of the play, there are tears in Pa's eyes as he smiles and hugs his children. How might Seabiscuit's win have affected him? Support your answer with details from Pa's experiences.

- 10.** What does Jason McElwain have in common with Red and Seabiscuit? Use details from both the play and the editorial in your answer.

# Critical-Thinking Questions

## *Seabiscuit*

1. What problems does Red face at the beginning of the play? How is he like Seabiscuit?
2. In Scene 3, why does Pa say of Red, “Sounds like one of us”?
3. What does Scene 5 reveal about Pa? How do you think Pa’s feelings and experiences reflect those of other Americans at that time? Use details from the photos and captions in your answer.
4. At the end, Seabiscuit and Red make a comeback. What does this symbolize to the Orens and many others?
5. What main point does the editorial “Why We Love an Underdog” make? Do you agree? Explain.

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

## Section 1: Characters

1. For the characters of Pa Oren and Red Pollard, 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. PA OREN is a ☐ **major** ☐ **minor** (check one) character.

Description: \_\_\_\_\_

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

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

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

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3. Besides calling the horse races, what purpose do the announcers serve in the play? What kinds of information do they provide?

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

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## Section 2: Setting

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

6. What was happening in America during that time period?

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7. How is the **setting** a factor in Seabiscuit's fame? That is, what about the time period contributed to Seabiscuit's popularity?

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Section 3: Imagery

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

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Section 4: Tone and Mood

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

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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?

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

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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

11. This play has not one but two main story lines. What are they? How does reading these alternating stories affect your experience as a reader?

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12. Give a specific example of when the two stories seem to parallel each other—that is, when similar things happen in both stories.

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13. What is the **primary conflict** in each of the two stories in the play?

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

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15. What is the **resolution** of the play? What do you imagine happens to the Orens after the play ends?

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# Vocabulary: *Seabiscuit*

**Directions:** Read the definitions and example sentences below. Then add two other words from the play.

1. **contender (kuhn-TEN-dur)** *noun*; a competitor or challenger  
*example:* Atlee spent many hours at practice this week; he knew he would be facing some tough contenders in the upcoming wrestling tournament.
2. **gingerly (JIN-ger-lee)** *adverb*; very cautiously or carefully  
*example:* Lexi gingerly placed the baby bird back in its nest.
3. **ornery (OR-nuh-ree)** *adjective*; having an irritable or unpleasant disposition; grouchy  
*example:* Marissa shut her dog in her bedroom during the party. He's old and ornery, and she didn't completely trust him not to bite someone.
4. **photo finish (FOH-toh FIN-ish)** *noun*; a finish of a race in which the contestants are so close that a photograph of them crossing the finish line has to be examined to determine the winner; a close contest  
*example:* At the last second, Amber caught up to Danielle for a photo finish.
5. **scrawny (SKRAW-nee)** *adjective*; excessively thin; skinny; poorly nourished  
*example:* Darrius looked scrawny on the court in comparison to the other players, who were tall and muscular, but no one could match his ability to shoot the ball.
6. **tempestuous (tem-PES-choo-uhs)** *adjective*; violent or stormy  
*example:* Shane and Claire have a tempestuous relationship. They constantly argue.
7. **whinny (WIN-ee)** *verb*; to neigh (that is, to make the sound a horse makes), especially in a low or gentle manner  
*example:* Julia's horse Zero whinnied when I started to walk away. I think he was saying, "Please stay!"

8. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_

9. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_

PLAY: *Seabiscuit* • SKILL: Vocabulary Acquisition, page 2 of 2

# Vocabulary Practice: *Seabiscuit*

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

1. Gavin is very **ornery** today. When I asked him what he was doing this weekend, he \_\_\_\_\_  
\_\_\_\_\_
2. At the swim meet yesterday, the men's 200-meter freestyle was a **photo finish** between Bryce and Tanner. As it turned out, Tanner beat Bryce by \_\_\_\_\_  
\_\_\_\_\_
3. A **tempestuous** wind swept through town. When I looked outside, \_\_\_\_\_  
\_\_\_\_\_

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

- |                       |                       |
|-----------------------|-----------------------|
| 4. _____ contender    | A. crabby             |
| 5. _____ scrawny      | B. neck-and-neck race |
| 6. _____ ornery       | C. opponent           |
| 7. _____ tempestuous  | D. delicately         |
| 8. _____ photo finish | E. skin-and-bones     |
| 9. _____ gingerly     | F. raging             |

**Directions:** Write two sentences. In each, use one of the vocabulary words you added to the list on page 1 of this activity.

10. \_\_\_\_\_  
\_\_\_\_\_
11. \_\_\_\_\_  
\_\_\_\_\_

# Video Discussion Questions

## *"Scope Time Machine: The 1930s"*

1. What event preceded the Great Depression? How did that event affect many Americans?
2. The narrator says that in the 1930s, there was a "feeling of hopelessness and despair" in the country. What evidence supports this idea? When writing your answer, think about the narration and the images.
3. What is a headline?
4. What did people do to forget their worries during the Great Depression?

# Themed Vocabulary: Stinky Words



*Scope's* paired texts “The History of Stink” and “What’s That Smell?” are packed with *great* words to describe *bad* smells. This fun lesson—which includes a Stink-O-Meter as well as a caption-writing activity—will help your students master those words. So take a deep inhale and prepare to teach “Stinky Words”!

## MAIN OBJECTIVES

- to build vocabulary
- to understand the nuances that distinguish similar words
- to work in small groups
- to participate in class discussion

## MATERIALS

Click the links below.

- November 12, 2012, issue of *Scope*
- articles **"The History of Stink"** and **"What's That Smell?"** to project
- **student pages 1-8**: 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 STINK

**Project student page 1.** Ask a volunteer to read aloud the definition of *stink*.



### 2 BRAINSTORM

Ask students to brainstorm words that describe a bad smell (nouns, verbs, and adjectives). Have them write the words in the space provided on the interactive PDF. *Tip: Students can write their words by typing them into the text box or using the whiteboard pen.*

### 3 IDENTIFY STINKY WORDS IN THE ARTICLE

Project "The History of Stink" and "What's That Smell?" Have students read the articles, then ask volunteers to circle words that describe a bad smell—those that appear on the list they brainstormed as a class, as well as those that don't. Go back to the class word list and add any circled words from the articles 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 2-3,** which list seven challenging "stinky words" from the article. Then:

- (1) Tell students to locate the first word on the list, *putrid*, in the article (page 17). Ask a student to read aloud the sentence in which it appears.
- (2) Have a volunteer read the example sentence for *putrid* provided on student page 2.
- (3) As a class, discuss what students think *putrid* means, based on context clues.
- (4) On the projected PDF, click to reveal the definition of *putrid*.



Repeat the above for the next three featured vocabulary words: *stench*, *funky*, and *fetid*.

Then divide students into four small groups.

For *reek*, *pungent*, and *noxious*:

- (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 context clues (this time from just the article).
- (3) On the projected PDF, click 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 and write one of the sentences on the PDF.

vocabulary words.

When students are finished, invite several volunteers, or each group, to share their captions. Write one or more of students' captions below each image on the PDF.

## 5 RANK THE FEATURED VOCABULARY

**Project student page 4.** As a class, follow the directions to rank the items listed from weakest (least smelly) to strongest (most smelly). Encourage students to explain their choices—why do they think, for example, that something funky is less offensive than something putrid? There are no absolute right or wrong answers; the objective is to get students thinking about the nuances that distinguish the featured vocabulary words.



**Tip:** You or student volunteers can write the words on the PDF with a whiteboard pen or by typing them. If students are viewing the student pages on computers, they can complete this activity in small groups.

## 6 APPLY KNOWLEDGE

**Project student pages 5-8.** Have students read the caption we provided for the first photograph, then have them work individually or in their groups to write captions for the other three images.



Tell students that each caption must:

- be one to three sentences;
- describe what is going on in the photo (which they should use their imaginations to determine);
- include at least one of the featured

# Stinky Words

## stink

**Definition:** (*verb*) to give off or cause to have an unpleasant smell;  
(*noun*) a strong unpleasant smell

### Words with similar meanings:

## Featured Vocabulary

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### putrid [PYOO-trid]

**Definition:** (*adjective*) 1. in a state of decomposition, usually giving off a foul smell; rotten; 2. having the characteristics of something rotten; 3. morally corrupt or worthless

**Example sentence:** That putrid meat makes me feel like I'm going to vomit. It smells horrendous, and on top of that, it's full of squirming maggots. Ugh!

### stench [stench]

**Definition:** (*noun*) a very disagreeable smell; stink

**Example sentence:** "I wouldn't go in that porta potty if I were you," warned Nick. "The stench is pretty intense."

### funky [FUHNG-kee]

**Definition:** (*adjective*) having a bad smell

**Example sentence:** Eric's mom wouldn't let him bring his funky sneakers into the house. She made him leave them in the backyard.

### fetid [FET-id]

**Definition:** (*adjective*) having a strong unpleasant odor

**Example sentence:** Ryan left his sweaty gym clothes in his locker over the weekend, and on Monday they were utterly fetid.

**reek**  
[reek]

**Definition:** (*noun*) 1. a strong or disagreeable fume or odor; 2. vapor or steam; (*verb*) 1. to have a strong or unpleasant smell; 2. to be spread throughout with some unpleasant quality or feature, as in "His apology reeked of insincerity." 3. to give off steam or smoke

**Example sentence:**

**pungent**  
[PUHN-juhnt]

**Definition:** (*adjective*) causing a sharp or irritating sensation, particularly to the sense of taste or smell

**Example sentence:**

**noxious**  
[NOK-shuhs]

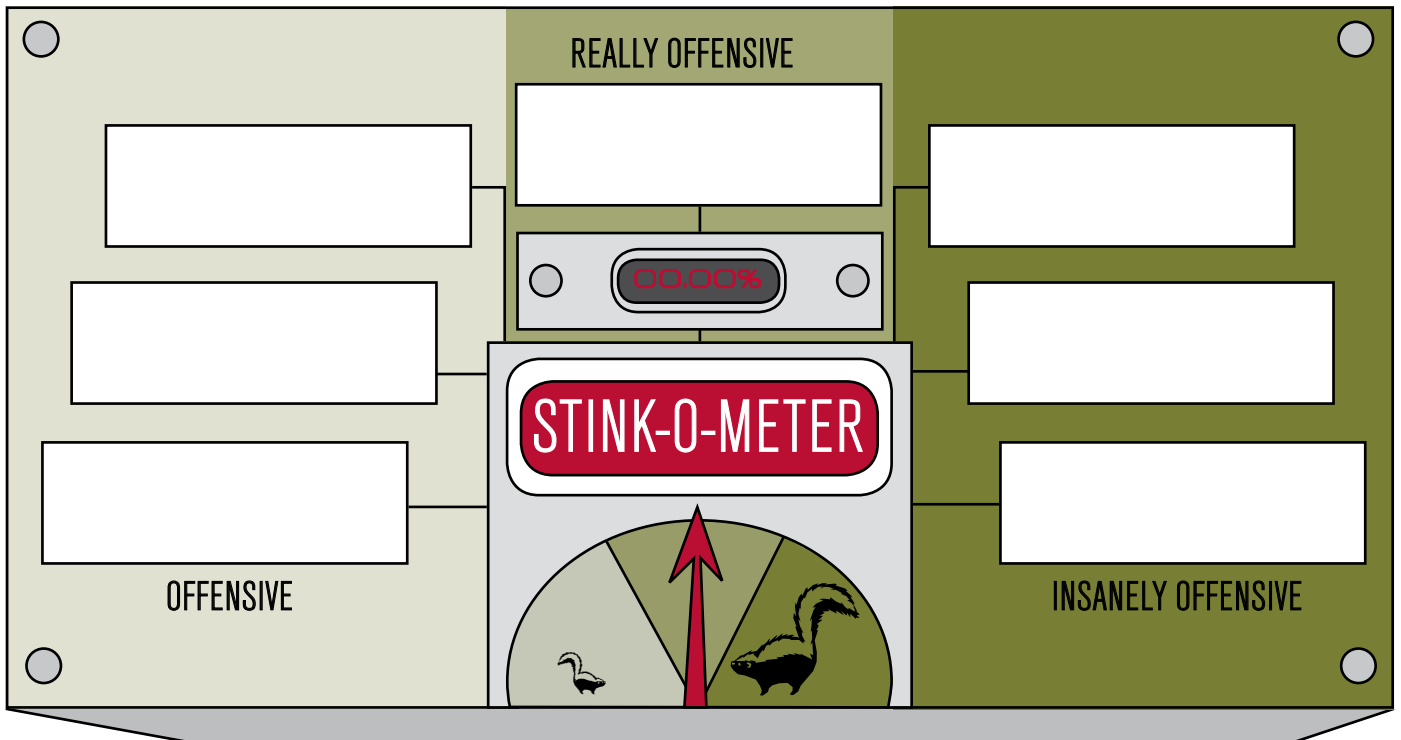
**Definition:** (*adjective*) 1. poisonous or harmful to health; 2. harmful to the mind or morals; corrupting

**Example sentence:**

# Rank the Stink

**Directions:** Write the items listed in the box in the Stink-O-Meter, ordering them from weakest (least offensive) on the bottom left to strongest (most offensive) on the bottom right.

something putrid      something funky      something that reeks      something noxious  
a stench      something fetid      something pungent



## Write the Caption



**Scope's caption:** Andrew looked at his socks accusingly, as though *they*—not he—were responsible for their stench.

## Write the Caption



**Your caption:**

## Write the Caption



**Your caption:**

## Write the Caption



**Your caption:**

PAIRED TEXTS: "The History of Stink" and "What's That Smell?" • SKILL: Reading Comprehension

# A Stinky Quiz

**Directions:** Read "The History of Stink" and "What's That Smell?" Then answer the questions below.

1. Which of the following quotes from "The History of Stink" suggests that Edna Murphey influenced hygiene in America?
  - (A) "For Edna Murphey, that putrid smell meant success." (p. 17)
  - (B) "Edna quickly realized [Odorono] could be used on smellier places, like armpits." (p. 17)
  - (C) "Cue Edna Murphey and Odorono." (p. 18)
  - (D) "By the end of the expo, Edna had thousands of customers." (p. 18)
2. Read this quote from page 17: "... in the oppressive heat, it was hard to get excited." As used here, *oppressive* most nearly means
  - (A) unjustly harsh.
  - (B) causing discomfort by being excessive.
  - (C) record-breaking.
  - (D) painful.
3. The statement "Humans have a long and complicated history with body odor" is best supported by the fact that
  - (A) the Black Death killed millions of Europeans.
  - (B) most Americans didn't have running water until the 19th century.
  - (C) ancient Romans bathed all the time, but Europeans in the Middle Ages hardly ever did.
  - (D) Odorono was invented for surgeons' hands.
4. The tone of "What's That Smell?" is mostly
 

(A) admiring.	(C) critical.
(B) earnest.	(D) lighthearted.
5. Which of the following is the best alternate title for the section "Sweat Stopper"?
  - (A) Just Like Brushing Teeth
  - (B) Seems Unhealthy
  - (C) Eating Through Clothing
  - (D) Flowery Gas
6. How does the section "America Cleans Up" help develop the article?
  - (A) It proves that Americans smelled just as bad as Europeans.
  - (B) It tells how and when attitudes about hygiene began to change in America.
  - (C) It explains Louis Pasteur's research in detail.
  - (D) It emphasizes the significance of bathtubs.
7. "What's That Smell?" suggests that boys in middle school and high school wear body spray for all the following reasons EXCEPT
  - (A) it makes them feel confident.
  - (B) it drives their parents crazy.
  - (C) the products' advertising is cool and creative.
  - (D) it allows them to skip showering.
8. From reading "What's That Smell?" you can infer that author Kathy Satterfield believes that
  - (A) Axe's advertising campaigns are offensive.
  - (B) no one under age 16 should wear body spray.
  - (C) it's unnecessary for many young boys to wear body spray.
  - (D) all body sprays should be banned from middle and high schools.

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

9. Throughout history, how has our understanding of germs and illnesses influenced hygiene practices? Use details from the text to support your answer.
10. Imagine you are Edna Murphey at the 1912 expo. Write a one-paragraph pitch to potential customers, explaining why they should buy Odorono. Use details from "The History of Stink."

PAIRED TEXTS: "The History of Stink" and "What's That Smell?" • SKILL: Key Ideas and Details, page 1 of 2

# What and Why?

**Directions:** Use the articles "The History of Stink" and "What's That Smell?" to fill in the boxes below. For each group of people named in the far-left column, list their hygiene practice or practices, then state the reason or reasons for each practice. In some cases, the articles provide this information. In other cases, they don't. If the articles don't tell you why a particular practice came to be, you will need to infer the reason. (To infer is to conclude based on evidence.) Write INF after anything you infer. We filled in some of the information for you.

	Hygiene Practice(s)	Reason for the Practice(s)
Ancient Egyptians and Ancient Greeks	<ul style="list-style-type: none"> <li>• Ancient Egyptians rubbed their armpits with cinnamon and citrus oil.</li> <li>• Ancient Greeks scraped their skin with a strigil.</li> </ul>	(There is not enough information in the articles to infer the reasons.)
Ancient Romans		
Europeans in the Middle Ages		
Early Americans		<ul style="list-style-type: none"> <li>• They carried on the practices and beliefs that they had learned in Europe. (INF)</li> </ul>

	Hygiene Practice(s)	Reason for the Practice(s)
Americans from the Civil War through the 19th century	<ul style="list-style-type: none"> <li>Americans started to be more concerned about being clean.</li> </ul>	
Americans in 1912	<ul style="list-style-type: none"> <li>Americans started wearing deodorant.</li> </ul>	<ul style="list-style-type: none"> <li>Edna Murphey introduced a large number of people to deodorant at an exposition in Atlantic City.</li> <li>The summer Murphey introduced deodorant happened to be very hot, so people were extra stinky.</li> </ul>
Americans in the 1930s		
Americans in 2012		

# Write an Argument Essay

**Directions:** Read "Is the Cafeteria Ruining Your Life?" on pages 20-21 of the November 12, 2012, issue of *Scope*. Fill in the chart on page 21. Then follow the steps below to write an essay that makes the case for or against assigned seating in the school lunchroom.

## STEP 1: DECIDE WHAT YOU THINK

Is assigned seating in the cafeteria a good idea? 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! Cafeterias are out of control.

☐

No! I support the right to free seats!

☐

\_\_\_\_\_

## 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 assigned seating would improve behavior in the cafeteria, summarize the reasons that some might disagree. On the other hand, if you're all for choosing your own seats, explain why some support the idea of assigning them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 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 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 lunchroom disaster you've witnessed—a food fight, a humiliating incident, or an example of exclusion, for instance.
- 2. SURPRISING FACT:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. RHETORICAL QUESTION:** Ask readers if they can imagine that assigned seating—words they might normally cringe at—could actually improve their school day.

**Your hook:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a very brief summary of the issue. In this case, explain that many schools, despite students' outrage over the idea of assigned seating, have implemented it in order to make the cafeteria a less intimidating environment.

**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 assigned cafeteria seating.  
(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 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.

THE LAZY EDITOR: "Taken By the Sea" • SKILL: Using Commas

# Get Comfortable With Commas

Good writers use commas. Here are a few rules to help you use commas correctly:

1. Use a comma before a conjunction (*for, and, nor, but, or, yet, so*) to join two independent clauses.

*Example:* I was planning to ride my bike, but it's pouring outside.

2. Use a comma after an introductory phrase.

*Example:* When I asked Amanda who was on the phone, she blushed.

3. Use commas to separate items in a series of three or more things.

*Example:* Frank has broken his nose, his right arm, his left thumb, and his left ankle.

4. Use a pair of commas in the middle of a sentence to set off words or phrases that are not essential elements of the sentence.

*Example:* This pizza, which we ordered from Baba Louie's, is delicious.

**Directions:** Read each pair of sentences below. Place an **X** in front of the one in which the commas are used correctly.

1. a. \_\_\_\_ Spiders terrify me, so I'm afraid you'll have to ask someone else to pet-sit your tarantula.  
b. \_\_\_\_ Spiders terrify me so, I'm afraid you'll have to ask someone else to pet-sit your tarantula.
2. a. \_\_\_\_ Before you eat that, there is something you should know.  
b. \_\_\_\_ Before, you eat that there is something you should know.
3. a. \_\_\_\_ Jared is wearing black pants, a red sweater, and a blue-and-white striped hat.  
b. \_\_\_\_ Jared is wearing black pants, a red sweater, and, a blue-and-white striped hat.
4. a. \_\_\_\_ Alisa, whom I've never met, is going to meet us at the restaurant.  
b. \_\_\_\_ Alisa whom I've never met, is going to meet us at the restaurant.
5. a. \_\_\_\_ Paige and Lorenzo disagree about almost, everything, yet they are really good friends.  
b. \_\_\_\_ Paige and Lorenzo disagree about almost everything, yet they are really good friends.

**Directions:** Insert the missing commas in each sentence below.

6. Zachary put up his tent climbed inside and went to sleep.
7. I stayed home with the flu four days last week so I have a lot of work to do to catch up.
8. Monica who is Alondra's best friend lives next door to Luke.
9. When I think of fun things to do raking leaves does not come to mind.
10. I'm looking forward to eating lots of food hanging out with my cousins and listening to my uncle's stories.

THE LAZY EDITOR: "Taken By the Sea" • SKILL: Eliminating Unnecessary Words

# Actually, Is It Really Necessary?

It's tempting to fill your writing with common conversational words, but these words add little or no meaning. In fact, they diminish the quality of your writing. Consider the following paragraph:

Abraham Lincoln actually grew up in a log cabin and most always loved to read. Basically, he sort of preferred learning to playing outside. Lincoln fully became a lawyer and U.S. representative while living in Illinois. After he became president in 1861, many Southern states totally seceded from the Union, and the Civil War began. Lincoln worked really really hard to end slavery in our country. Many consider him to absolutely be America's greatest president ever.

Using that language is OK when you are chatting with a friend, but in writing, all those extra words can make your writing less powerful. What can you do to make your writing more concise and mature? Always reread what you write, and when you see a common word that doesn't need to be there, eliminate it. Read the paragraph again with those unnecessary words gone:

Abraham Lincoln grew up in a log cabin and loved to read. He preferred learning to playing outside. Lincoln became a lawyer and U.S. representative while living in Illinois. After he became president in 1861, many Southern states seceded from the Union, and the Civil War began. Lincoln worked hard to end slavery in our country. Many consider him to be America's greatest president.

Better, right?

**Directions:** Read the advertisement below. Then cross out any unnecessary words and read it again.

**Dear Neighbors,**

**Do you totally worry about your Welsh terrier while you're away at work? Do you fully fret about your pet ferret while you're on vacation? Like, who will feed your fish while you're gone? Never fear, Paulie Peterson is here!**

**I am so completely excited to announce my new pet-care business, Peterson's Pet Patrol. As many of you know, I am a really really devoted animal lover. I have the way good fortune to live with three cats, two dogs, a turtle, a bearded dragon lizard, and a dwarf bunny. I love to take care of them all, and now I'd be very very happy to do the same for your pets!**

**Basically, I will walk your dog and feed and play with your pets. I'll even clean the tanks, cages, and litter boxes. Contact me for sure to set up a complimentary home visit. I actually look forward to hearing from you!**

**Sincerely,  
Paulie Peterson**

THE LAZY EDITOR: "Taken By the Sea" • SKILL: Using Dashes

# Dealing With Dashes

You can use two dashes to set off or emphasize a phrase in the middle of a sentence, as in these two examples:

**My brother's book report—which I helped him with—got a very good grade.**

**Marcos and his father—who was a famous pilot—flew together to California.**

Or you can use a single dash to create a pause in the middle of a sentence, as in these two examples:

**Apples are my favorite fruit—I think they're delicious!**

**Angela is a real pest, but I still love her—after all, she's my baby sister.**

Dashes are used in place of other punctuation marks, such as commas, parentheses, semicolons, and colons. They are less formal than these other types of punctuation. So though you can use dashes to add flair to your writing, be careful not to *overuse* them, especially in formal writing.

**Directions:** Following our example, show where the missing dash or dashes belong in each sentence.

1. Tyrese my favorite cousin always lets me play his video games.
2. I dreaded apologizing to my brother I hate to admit that I'm wrong!
3. I can hardly wait to get to the park which is about an hour away and start playing soccer!
4. I need to start training soon my swim meet is in less than a month.
5. Ann who rarely complains about anything said that she was having a horrible time and urged that we leave.

**Directions:** Read each pair of sentences below. Place an **X** next to the one in which the dashes are used correctly.

6. a. \_\_\_\_ My best friend—Fiona who is also—my sister loves the color green.  
b. \_\_\_\_ My best friend, Fiona—who is also my sister—loves the color green.
7. a. \_\_\_\_ I took my dog—who is always full of energy—for a long run on the beach.  
b. \_\_\_\_ I took my dog who is always full of energy for—a long run on the beach.
8. a. \_\_\_\_ Professor Snape is my favorite character in the Harry Potter books—although he can be scary!  
b. \_\_\_\_ Professor Snape is my favorite character—in the Harry Potter books although he can be scary!
9. a. \_\_\_\_ The pool which is always crowded—was especially crowded—today.  
b. \_\_\_\_ The pool—which is always crowded—was especially crowded today.
10. a. \_\_\_\_ I knew I'd done pretty well on the test—but I was surprised by my perfect score!  
b. \_\_\_\_ I knew I'd done pretty well—on the test—but I was surprised by my perfect score!

# You Write It

## Turning an Interview Into an Article

**Directions:** Follow the steps below to turn our interview with Kevin Curwick into an article.

**1** The headline "Twitter Takeover" tells you about 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.**

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**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 Kevin says. We did the first paragraph for you. (The first paragraph should include important information from the photo caption as well.)

**Paragraph 1:** Kevin Curwick, an 18-year-old from Osseo, Minnesota, is taking a stand  
against cyberbullying. He created a Twitter account that he uses to post compliments  
about his classmates.

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**Paragraph 2:** \_\_\_\_\_

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**Paragraph 3:** \_\_\_\_\_

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**Paragraph 4:** \_\_\_\_\_

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**Paragraph 5:** \_\_\_\_\_

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**Paragraph 6:** \_\_\_\_\_

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**Paragraph 7:** \_\_\_\_\_

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

**Direct Quote 1:** \_\_\_\_\_

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**Direct Quote 2:** \_\_\_\_\_

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*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. "People send me direct messages on Twitter with a compliment for someone," Kevin explains, "and then I post them."
2. "Random acts of kindness work well on the Internet," Kevin says.
3. Kevin's advice to victims of cyberbullying? "Don't respond. Instead, focus on your positive qualities."

**4** Pick out the information that you find most interesting in the interview. You might include, for example, that many schools have been inspired by Kevin and have created their own "nice pages" on Twitter.

**The information I find most interesting is:** \_\_\_\_\_

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**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:**

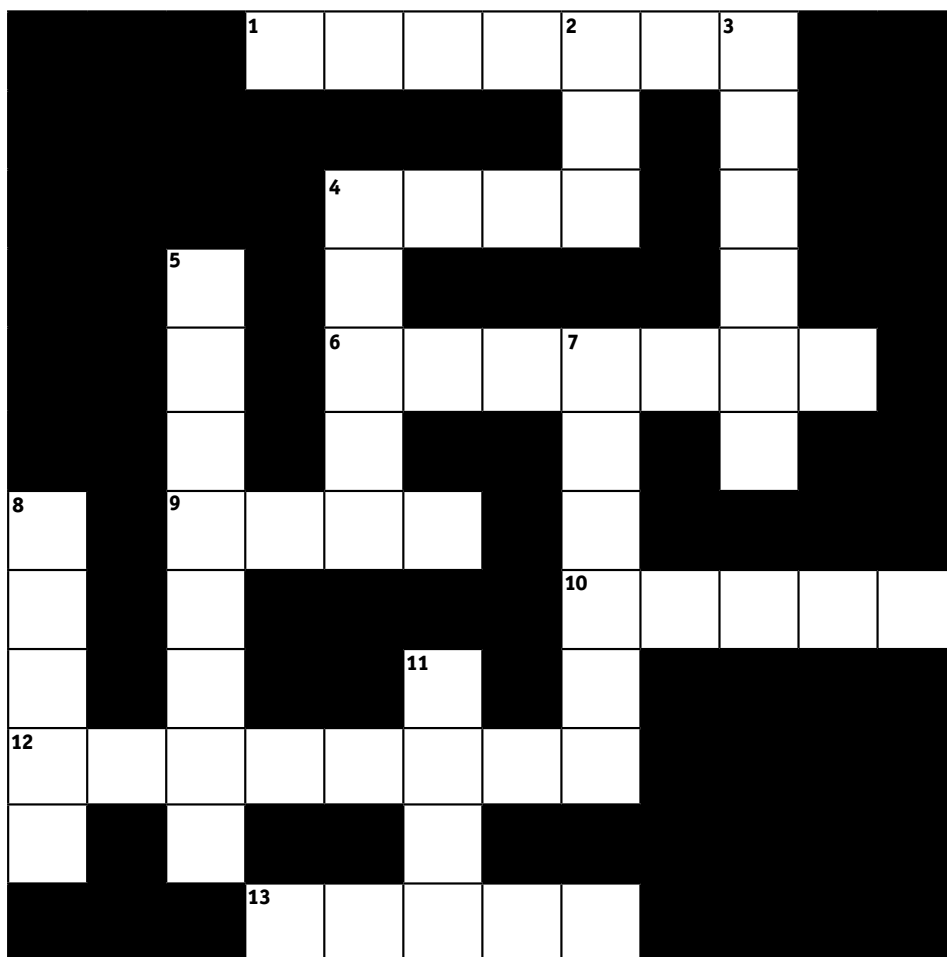
- Your paragraphs should flow smoothly from one to the next. You may need to write transition sentences at the beginning of some paragraphs.
- Don't forget to include the direct quotes that you chose in Step 3.

**Conclusion:**

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

# Scope Crossword Puzzle

**Directions:** Use the November 12, 2012, issue of *Scope* to help you complete the crossword.



## ACROSS

1. the natural disaster that swept Misaki's ball away
4. Underdogs are expected to \_\_\_\_.
6. \_\_\_\_ workers, like the Orens, travel from place to place to find jobs.

9. Richard Ruffert feels \_\_\_\_ anxiety when he's with his dog Millie.

10. Seabiscuit was the champion of the 1940 Santa \_\_\_\_ Handicap.
12. Kevin Curwick's tweets are random acts of \_\_\_\_.
13. Most burn injuries in Afghanistan are caused by roadside \_\_\_\_.

## DOWN

2. The \_\_\_\_ at which boys start to use body sprays has been dropping.
3. Edna Murphey did not \_\_\_\_ Odorono. Her father did.
4. Operation Mend now provides wounded soldiers with prosthetic \_\_\_\_.

5. Some schools have assigned seating during lunch to help reduce \_\_\_\_.

7. Ancient \_\_\_\_ spent a lot of time in bathhouses.

8. The military doesn't pay for surgery to fix how a soldier \_\_\_\_.

11. synonym for *microbe*