

ACTIVITY: "Grammar Gets to Work" • SKILL: Commonly Confused Words

Imply vs. Infer

The words **imply** and **infer** are often confused and misused. Although they are somewhat related, their meanings are nearly opposite. Here's what you need to know to use them correctly:

Imply means "to express indirectly, to hint, to indicate."

Examples:

"What is that supposed to mean?" asked Logan.

"Are you **implying** that I cheated?"

The puzzled look on Lisa's face **implied** that she wasn't expecting me.

Infer means "to come to a conclusion based on the evidence presented, to guess, to surmise."

Examples:

"I **infer** from that remark that you think I cheated," said Logan.

I **inferred** from the puzzled look on Lisa's face that she wasn't expecting me.

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

1. Christina winked, **implying/infering** that she was in on the joke.
2. I **imply/infer** from the fact that most people are wearing short sleeves that it is warm outside.
3. I can often **imply/infer** the meaning of an unfamiliar word from other information in the sentence.
4. Luis **implied/inferred** that I could come to his party if I helped him clean his room.
5. The end of the movie **implies/infers** that Andy's adventures are not over.
6. I **implied/inferred** from Nora's message—"Call me the *second* you get this!"—that Jared had finally called her.
7. "What can you **imply/infer** about the main character's family from this detail in the story?" asked Ms. Stevens.
8. I **implied/inferred** from Ricardo's expression that he wanted a slice of our pizza.

Directions: For each sentence below, fill in the blank with a form of **imply** or **infer**. Then write your own sentence using a form of **imply** or **infer**.

9. Emiko's outfit _____ that she was about to go running.
10. Jorge _____ from Elise's bored expression that she was not enjoying the movie.
11. Megan _____ that she would like to come to the play with Leslie and me.
12. Justin's smile _____ that he was satisfied with his present.
13. _____

NONFICTION: "Fighting Invisible Killers" • SKILLS: Reading for Information, Critical Thinking

What Can We Do?

Use "Fighting Invisible Killers" to complete the chart below. Follow the directions at the top of each column.
We filled in the first row for you.

Ways to Fight Superbugs	What I Can Do
<p>Directions:</p> <ul style="list-style-type: none"> • In each row, list a way that an individual or a group of people is working or could work to fight superbugs. • Quote from the article or write the ideas in your own words. • Write the page number where each piece of information appears. 	<p>Directions:</p> <p>Explain how each idea could apply to you. Think about what you can do right now as well as what you could do in the future. If there is something that doesn't seem to apply to you, is there a way you could encourage or support others? Be creative!</p>
Everyone can prevent the spread of infection by regularly washing his or her hands for at least 30 seconds with soap and water. (p. 8)	I can wash my hands this way; I can tell my friends and family members how important it is to wash their hands this way; I could ask my principal to put up signs in the school restrooms telling students and teachers the proper way to wash their hands.

Close-Reading Questions

"Fighting Invisible Killers"

1. What literary device does the author use in the first sentence of the article? Why do you think she chose to begin the article this way? (literary devices; craft and structure)
2. What is the structure of the section "Age-Old Problem"? Through this structure, what main idea does the author develop for this section? (text structure)
3. Consider this claim on page 7: "Human history changed on the morning of September 3, 1928." What evidence does the author provide to support this claim? (text evidence)
4. What is the tone of the section "The War on Superbugs"? Does it stay the same throughout the section or does it shift? Explain. (tone)

Critical-Thinking Questions

"Fighting Invisible Killers"

1. What is the purpose of the three sidebars ("Other Killers Through Time")? What do they suggest about deadly diseases?
2. How did humans contribute to the development of superbugs like MRSA? How can we stop superbugs?
3. Explain what you think the author's purpose was in writing this article.

NONFICTION: "Fighting Invisible Killers" • SKILL: Nonfiction Reading

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Fighting Invisible Killers." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading: Text Features

1. Read the **headline** and study the images on pages 4 and 5. What can you infer that the large image shows? What mood does the headline, together with the pictures, set for the article?

2. Examine the rest of the photos in the article and sidebars. What kinds of information do they provide?

3. Read the **subheads** throughout the article. Based on your preview of the article, write one or two sentences predicting what you think the article is mainly about.

During Reading

4. Consider this sentence from page 6: “Now the brutal infection was coursing through her bloodstream.”

A. What does *coursing* mean? (Use context clues to help you. Then check a dictionary.)

B. Why might the author have chosen *coursing* instead of another similar word? What does the author’s choice of *coursing* suggest about how bacterial infections spread in the body?

5. Check (✓) the statement that best describes how the author organizes information in the section “The War on Superbugs.”

The author lists a series of events in the order in which they happened.

The author compares and contrasts killer diseases.

The author asks questions about superbugs and answers them.

6. What is the **tone** of the section “The Last Resort”? Explain.

7. A. Look at the “Killers Through Time” sidebars on pages 6 and 8. Briefly summarize what they describe.

B. What do the sidebars suggest about humans and diseases? Why do you think the sidebars were included?

After Reading

8. Write a three- to four-sentence **objective summary** of "Fighting Invisible Killers." (Hint: Think about what you would say to a friend who asks, "What is this article about?")

9. Below is a **central idea** of "Fighting Invisible Killers" and two pieces of **supporting evidence**. In the space provided, write another piece of evidence from the story that supports the central idea.

<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">The widespread overuse of antibiotics has created deadly bacteria called superbugs.</p>		
<p style="text-align: center;">Evidence #1</p> <p>"What few people realized was that there was a consequence to the overuse of antibiotics. Some bacteria were fighting back, and they were getting stronger." (p. 7)</p>	<p style="text-align: center;">Evidence #2</p> <p>"Every time they encounter an antibiotic, they 'learn' a little bit more about how to beat it." (p. 7)</p>	<p style="text-align: center;">Evidence #3</p>

10. Below are three pieces of **supporting evidence** for another central idea of "Fighting Invisible Killers." In the space provided, write a **central idea** that this evidence supports.

<p style="text-align: center;">Central Idea</p>		
<p style="text-align: center;">Evidence #1</p> <p>"Antibiotics—medicines that destroy or slow down the growth of bacteria—were called wonder drugs." (p. 7)</p>	<p style="text-align: center;">Evidence #2</p> <p>"During World War II, penicillin saved hundreds of thousands of injured troops." (p. 7)</p>	<p style="text-align: center;">Evidence #3</p> <p>"For the next 50 years, antibiotics continued to open doors to incredible life-saving procedures." (p. 7)</p>

NONFICTION: "Fighting Invisible Killers" • SKILL: Nonfiction Reading

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Fighting Invisible Killers." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading: Text Features

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

2. Study the pictures on pages 4 and 5. Describe them.

3. What does the As You Read box on page 5 tell you to think about?

4. A. Consider the photographs on the top of page 6 and the bottom of page 9. What is the mood of each photo?

B. Look at the pictures in the sidebars on pages 6, 8, and 9. What do they show?

5. What type of information do you think you will learn in this article?

During Reading

6. Consider this sentence from page 6: "Now the brutal infection was coursing through her bloodstream."

A. Check (✓) the box with the correct definition of *coursing* as it is used in the sentence from the article. (Check a dictionary if you're not sure.)

twisting wildly

flowing freely

fighting violently

B. Why might the author have chosen *coursing* instead of another similar word? What does the author's choice of *coursing* suggest about how bacterial infections spread in the body?

7. The author organizes the section "The War on Superbugs" by asking questions and then answering them. Here is the first question she asks and a summary of the answer she provides:

Question 1: "How could the bacteria inside Addie resist the medicines that once killed them?"

Answer: Bacteria are resilient and have figured out ways to defend themselves against antibiotics. They can also pass their resistance to other, weaker bacteria.

What is the second question the author asks? Write it in the space provided. Then write one sentence that tells the answer she provides.

Question 2: _____

Answer: _____

8. A. Look at the "Killers Through Time" sidebars on pages 6 and 8. What do they describe?

B. What do the sidebars suggest about humans and killer diseases? Explain.

After Reading

9. Below is a sample of an **objective summary** of "Fighting Invisible Killers." It contains some information that it shouldn't, such as personal opinions and unnecessary details. Read the paragraph, then cross out any information that should not be included. We've crossed out two pieces of unnecessary information for you.

Addie Rerecich was 11 years old when she was diagnosed with a serious bacterial infection called MRSA. ~~Addie is a softball player.~~ MRSA is a superbug, a type of bacteria that is resistant to most antibiotics. Since the discovery of penicillin in 1928, antibiotics have been used to save millions of lives. ~~The doctor who discovered it found mold on one of his gross dirty plates.~~ Thanks to antibiotics, people could be cured from deadly infections and complicated surgeries could be performed, like the one my grandmother had last week. Soon doctors were giving out antibiotics for almost anything. They should not have done that. They didn't realize that deadly bacteria are extremely resilient. They can "learn" how to defend themselves from antibiotics. As a result, medicines that used to cure people have stopped working. In Addie's case, she ended up in the hospital for five months. Her mother, Tonya, spent time on the Internet. One infection led to another until doctors finally found a medicine that worked, and Addie was able to have a life-saving lung transplant. Tonya is now a crusader against superbugs, spreading awareness and encouraging the development of new drugs that can kill these monsters.

10. Below is a **central idea** of "Fighting Invisible Killers." Three of the pieces of evidence listed support it, but one of them does not. Cross out the one that does not.

Central Idea
The widespread overuse of antibiotics has led to deadly bacteria called superbugs.

Evidence #1 "Antibiotics— medicines that destroy or slow down the growth of bacteria— were called wonder drugs." (p. 7)	Evidence #2 "What few people realized was that there was a consequence to the overuse of antibiotics." (p. 7)	Evidence #3 "Every time they encounter an antibiotic, they 'learn' a little bit more about how to beat it." (p. 7)	Evidence #4 "And the more antibiotics we take, the more resistant bacteria become." (p. 8)
--	--	---	---

NONFICTION: "Fighting Invisible Killers" • SKILL: Test Prep

"Fighting Invisible Killers" Quiz

Directions: Read "Fighting Invisible Killers." Then answer the multiple-choice questions below.

1. What is a central idea of the article?

- (A) Superbugs are causing a crisis that must be addressed.
- (B) Penicillin changed the world.
- (C) Bacteria are mostly good for you.
- (D) Tonya Rerecich refused to give up on her daughter.

2. Which line best supports this central idea?

- (A) "Addie was in for a terrifying fight against MRSA—and it was just beginning."
- (B) "Almost overnight, the world became a safer place."
- (C) "In the U.S., more than 2 million people get some kind of superbug every year."
- (D) "It turns out bacteria are smart—and resilient."

3. Select the best definition of *superbug*.

- (A) a microscopic organism that lines the intestines
- (B) a type of bacteria that is highly contagious and resistant to most medicines
- (C) a disease that requires an organ transplant
- (D) an infection that starts in your hip

4. Which of the following was NOT an effect of the discovery of antibiotics?

- (A) People began to survive infections that were once deadly.
- (B) Doctors were able to perform more surgeries.
- (C) Scientists discovered a cure for MRSA.
- (D) Some bacteria began to grow stronger.

5. The poster on page 7 supports which idea from the article?

- (A) Today's antibiotics are losing their power.
- (B) Alexander Fleming was a great man.
- (C) World War II was a terrifying period in history.
- (D) The discovery of antibiotics changed the world.

6. Context clues reveal that a "last resort" is

- (A) something that is usually poisonous.
- (B) a depressing situation.
- (C) a powerful and risky medication.
- (D) a course of action taken only if all other options have failed.

7. Which best supports the idea that you should take antibiotics only when you need them?

- (A) "The bacteria inside Addie were some of the strongest in the world."
- (B) "It's a last-resort antibiotic, basically poison."
- (C) "By the 1950s, doctors were handing out antibiotics like candy."
- (D) "The more antibiotics we take, the more resistant bacteria become."

8. With which statement would the author most likely DISAGREE?

- (A) It's important to post signs in public places reminding people to wash their hands.
- (B) If you start sneezing, ask your doctor for antibiotics immediately.
- (C) Pasteurization has saved lives.
- (D) We need to fund research into new antibiotics.

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

9. In what ways have antibiotics helped us? How have they harmed us? Use text evidence in your answer.

10. The author writes about bacteria as if they were self-aware. What words and phrases does she use to make bacteria seem self-aware? Why might she have chosen to describe them this way?

NONFICTION: "Fighting Invisible Killers" • SKILL: Vocabulary Acquisition

Vocabulary:

"Fighting Invisible Killers"

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

1. **trench (trench)** *noun*; a long, narrow ditch, either in the ground or in the ocean floor
example: We dug a six-inch-deep trench in the garden for the tomato plants.
2. **crucial (KR00-shuhl)** *adjective*; extremely important or necessary
example: The senator's support is crucial to getting this bill passed.
4. **deteriorate (dih-TEER-ee-uh-reyt)** *verb*; to become or make worse
example: This used to be one of my favorite restaurants, but the food has really deteriorated.
4. **administer (ad-MIN-uh-stur)** *verb*; 1. to manage or supervise; 2. to give something to someone
example 1: The mayor appointed an official to administer the new bike-safety program.
example 2: The nurse administered David's medicine at the same time each day.
5. **infectious (in-FEK-shuhss)** *adjective*; 1. able to be passed from person to person by germs 2. capable of spreading easily
example 1: The doctor said that Julian had contracted an infectious disease, probably by coming in contact with sick people in the hospital.
example 2: The happy mood was infectious, and soon all of the guests were smiling.
6. **traumatic (truh-MAT-ik)** *adjective*; 1. relating to or describing serious injury or shock to the body; 2. emotionally shocking and deeply upsetting
example 1: Katy suffered a traumatic injury in the car accident and had to be rushed to the hospital.
example 2: The death of a loved one is an example of a traumatic experience.
7. **obliterate (uh-BLIT-uh-reyt)** *verb*; destroy completely
example: The massive tsunami obliterated the coastal towns. There was nothing left of them.
8. _____ (_____) _____ ; _____

example: _____

9. _____ (_____) _____ ; _____

example: _____

NONFICTION: "Fighting Invisible Killers" • SKILL: Vocabulary Acquisition

Vocabulary Practice: "Fighting Invisible Killers"

Directions: In each row, cross out the word that does not belong.

1.	conduct	neglect	administer	manage
2.	contagious	infectious	harmless	transmittable
3.	thrive	grow	flourish	deteriorate
4.	unimportant	necessary	vital	crucial
5.	groove	trench	pit	hill
6.	shocking	traumatic	calming	alarming
7.	crush	create	obliterate	wreck

Directions: Complete the sentences using a form of the vocabulary words listed in the Word Bank. You will use each word once.

WORD BANK			
administer	deteriorate	obliterate	trench
crucial	infectious	traumatic	

- Chickenpox is a/an _____ disease. When one kid gets it, it's pretty much guaranteed that a whole bunch of his or her classmates are going to get it too.
- The goats got loose and _____ my vegetable garden. They ate everything!
- The tornado left massive destruction in its wake. It was a _____ event for the community.
- The patient's condition _____, so her doctors called in an expert.
- There was a _____ alongside the road to collect rainwater.
- "It's important to _____ the medicine to Mr. Bones every morning and night," said the vet.
- Adequate water and sunshine are _____ to the survival of plants.

Video-Discussion Questions

"Behind the Scenes: 'Fighting Invisible Killers'"

1. According to the author, what was her purpose in writing the article?
2. In the video, what is the purpose of mentioning diseases that have been cured?
3. Summarize the definition of a superbug.
4. Consider the following quote from writer Christian Nestell Bovee: "We fear things in proportion to our ignorance of them." What does this quote mean? Do you think Kristin Lewis would agree or disagree? Use evidence from the video in your answer.

Tracing an Author's Argument

Read Amanda Ripley's "Yes! It's Time to Scale Back" and Tim O'Shei's "No! Sports Are More Important Than Ever" in the *Scope* debate "Should Your School Get Rid of Sports?" Then complete the activity that begins below to trace and evaluate each author's argument. We've provided directions and filled in some information for you.

Claim: It's time to scale back school sports.
Author: Amanda Ripley

Reasons

►► Add at least one more piece of evidence the author uses to support Reason 1.

Reason 1: Sports interfere with learning.

Evidence:

- In a school in Premont, Texas, suspending sports resulted in better pass rates.

►► Add at least two pieces of evidence the author uses to support Reason 2.

Reason 2: Prioritizing sports has contributed to American students falling behind their peers in other countries academically.

Evidence:



▶▶ Write another reason the author gives and at least two pieces of evidence that support it.

Reason 3:

Evidence:

Counterargument

▶▶ Explain how Ripley acknowledges and then refutes, or opposes, arguments on the other side of the debate.



Persuasive Strategies

▶▶ In the list below, place a check by the persuasive strategies that Ripley uses to try to convince you of her claim.

- She mentions research.
- She appeals to the reader's emotions.
- She uses the bandwagon technique, urging you to believe something because everyone else does.
- She uses a tone that makes her seem believable and trustworthy.
- She quotes experts.
- She includes data.
- She gives real-world examples.

▶▶ In your own words, briefly summarize the persuasive strategies Ripley uses. Support your answer with details from the article.

Evaluation

▶▶ What type of information could Ripley add to make her argument more convincing?

▶▶ Regardless of your personal opinion on the role of sports in American schools, do you find Ripley's argument convincing? Why or why not?

Claim: School sports are more important than ever.
Author: Tim O'Shei

Reasons

▶▶ Write a reason O'Shei gives for his argument and at least two pieces of evidence that support it.

Reason 1:

Evidence:

▶▶ Write another reason O'Shei gives for his argument and at least two pieces of evidence that support it.

Reason 2:

Evidence:

▶▶ Write a third reason O'Shei gives for his argument and at least two pieces of evidence that support it.

Reason 3:

Evidence:



Counterargument

►► Explain how O'Shei acknowledges and then refutes, or opposes, arguments on the other side of the debate.

Persuasive Strategies

►► In the list below, place a check by the persuasive strategies that O'Shei uses to try to convince you of his claim.

- He mentions research.
- He appeals to the reader's emotions.
- He uses the bandwagon technique, urging you to believe something because everyone else does.
- He uses a tone that makes him seem believable and trustworthy.
- He quotes experts.
- He includes data.
- He gives real-world examples.

►► In your own words, briefly summarize the persuasive strategies O'Shei uses. Support your answer with details from the article.



Evaluation

▶▶ What type of information could O'Shei add to make his argument more convincing?

▶▶ Regardless of your personal opinion on the role of sports in American schools, do you find O'Shei's argument convincing? Why or why not?

Tracing an Author's Argument

Read Amanda Ripley's "Yes! It's Time to Scale Back" and Tim O'Shei's "No! Sports Are More Important Than Ever" in the *Scope* debate "Should Your School Get Rid of Sports?" Then complete the activity that begins below to trace and evaluate each author's argument. We've provided directions and filled in some information for you.

Claim: It's time to scale back school sports.
Author: Amanda Ripley

Reasons

►► We filled this one in for you.

Reason 1: Sports interfere with learning.

Evidence:

- In a school in Premont, Texas, suspending sports resulted in better pass rates.
- During football season, in particular, the "focus shifts away from learning."
- Studies show students perform better when school starts later, but school continues to start early so athletes will be able to practice while it is still light outside.

►► Add at least one more piece of evidence the author uses to support Reason 2.

Reason 2: Prioritizing sports has contributed to American students falling behind their peers in other countries academically.

Evidence:

- More than 20 nations have better high school graduation rates than the U.S.



►► Add a reason that is supported by the evidence we provided.

Reason 3:

Evidence:

- A school in Premont, Texas, was in danger of being closed for "financial problems and academic failures," but it still funded teams in many sports.
- Suspending sports at Premont freed up money that was used to get the school out of debt.
- Schools must spend money on substitute teachers, travel for away games, upkeep of sports facilities, security for games, and more.

Counterargument

►► Find the sentence in the article where Ripley acknowledges the other side—where she acknowledges the good things about school sports. Write it here:

►► How does Ripley respond? What does she write to oppose the other side's arguments?



Persuasive Strategies

▶▶ In the list below, place a check by the persuasive strategies that Ripley uses to try to convince you of her claim.

- She mentions research.
- She appeals to the reader's emotions.
- She uses the bandwagon technique, urging you to believe something because everyone else does.
- She uses a tone that makes her seem believable and trustworthy.
- She quotes experts.
- She includes data.
- She gives real-world examples.

▶▶ In your own words, briefly summarize the persuasive strategies Ripley uses. Support your answer with details from the article.

Evaluation

▶▶ What type of information could Ripley add to make her argument more convincing?

▶▶ Regardless of your personal opinion on the role of sports in American schools, do you find Ripley's argument convincing? Why or why not?

Claim: School sports are more important than ever.
Author: Tim O'Shei

Reasons

►► Add one more piece of evidence O'Shei uses to support Reason 1.

Reason 1: Sports and learning go hand in hand.

Evidence:

- The ancient Greeks celebrated scholar athletes.
- Studies show that schools with big athletics programs tend to have lower drop-out rates.

►► Add at least one piece of evidence the author provides to support Reason 2.

Reason 2: School sports level the playing field.

Evidence:

►► Add another reason and at least one piece of evidence to support it.

Reason 3:

Evidence:



Counterargument

►► Find the sentence in the article where O'Shei acknowledges the other side—where he acknowledges the problems created by school sports. Write it here:

►► How does O'Shei respond? What does he write to oppose the other side's arguments?

Persuasive Strategies

►► In the list below, place a check by the persuasive strategies that O'Shei uses to try to convince you of his claim.

- He mentions research.
- He appeals to the reader's emotions.
- He uses the bandwagon technique, urging you to believe something because everyone else does.
- He uses a tone that makes him seem believable and trustworthy.
- He quotes experts.
- He includes data.
- He gives real-world examples.

►► In your own words, briefly summarize the persuasive strategies O'Shei uses. Support your answer with details from the article.



Evaluation

►► What type of information could O'Shei add to make his argument more convincing?

►► Regardless of your personal opinion on the role of sports in American schools, do you find O'Shei's argument convincing? Why or why not?

DEBATE: "Should Your School Get Rid of Sports?" • SKILL: Argument Writing

Write an Argument Essay

Directions: Read "Should Your School Get Rid of Sports?" on pages 10-13 of the January 2014 issue of *Scope*. Fill in the chart on page 13. Then follow the steps below to write an essay explaining your opinion on whether schools should continue to offer athletic programs.

STEP 1: DECIDE WHAT YOU THINK

Do the drawbacks of school sports outweigh the benefits? 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! Say goodbye to sports.

☐ No! Sports should stay.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 13 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 believe schools should eliminate sports, summarize the arguments of those who say school sports are important. If you think schools ought to keep sports programs as they are, summarize the reasons some say school sports are a problem.

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 your involvement in school sports helped or hindered you.
- 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 your reader to imagine school without any sports programs.

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 school sports are helpful or harmful to students.

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 or not schools should eliminate their sports programs. 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 school sports.
(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.

Vocabulary:

"Should Your School Get Rid of Sports?"

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

1. antidote (AN-tih-doht) *noun*; solution or cure

example: Kristin felt very stressed out; turns out, the antidote was just a good night's sleep.

2. beloved (bih-LUVD) *adjective*; deeply loved, valued, or appreciated

example: My sweet and generous grandmother is beloved in my family; there isn't anything we wouldn't do for her.

3. dictate (DIK-tayt) 1. *verb*; to command or give an instruction that must be strictly followed;
2. *verb*; speak aloud; verbalize; 3. *noun*; rule or principle

example 1: Uncle Steve dictated that we have to be home by 9 p.m.

example 2: Danielle dictated her notes to Brian over the phone.

example 3: According to the theater's dictates, all phones must be turned off during the show.

4. embed (em-BED) *verb*; to enclose or set solidly in

example: The zombie hunter embedded a locator beacon in his arm so his friends could track his progress through the abandoned city.

5. entrench (en-TRENCH) *verb*; 1. to establish an attitude, habit, or position so firmly that change is difficult; 2. place in a very strong defensive position

example 1: My parents entrenched in my mind the idea that hard work pays off.

example 2: The troops entrenched along the river have a tactical advantage.

6. rally (RAL-ee) *verb*; to unite or come together for a common purpose or cause

example: The entire school rallied around Patty after she broke her leg; there was always someone to carry her books, open doors, and help her get lunch.

7. _____ (_____) _____ ; _____

example: _____

8. _____ (_____) _____ ; _____

example: _____

ESSAY KIT/DEBATE: "Should Your School Get Rid of Sports?" • SKILL: Vocabulary Acquisition

Vocabulary Practice:

"Should Your School Get Rid of Sports?"

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

1. ____ antidote, cure

3. ____ dictate, require

2. ____ beloved, abhorred

4. ____ rally, divide

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

5. "Is Joshua's iPhone his most **beloved** possession?" asked Amy. "He is always _____"

6. Brian's speech about endangered tigers **rallied** the class to _____

7. My little sister gets mad when I baby-sit her. She doesn't like it when I **dictate** _____

8. It's wise to have the **antidote** nearby when you _____

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

9. _____

10. _____

PAIRED TEXTS: "Off With Her Hair!" and "Hey Kids, Get a Haircut!" • SKILL: Integrating Key Ideas and Details

Integrating Knowledge and Ideas

Directions: Complete the chart below to compare the significance of the hairstyles mentioned in "Off With Her Hair!" and "Hey Kids, Get a Haircut!" We've filled in some boxes for you.

Hairstyle	Who Wore It and When	What It Symbolized to Those Who Wore It	Who Objected to It and Why
Marie Antoinette's decorated hair		status and wealth—only the rich could afford to follow the trend (and even then, many went into debt to keep up)	
perukes			George Washington and other Founding Fathers saw perukes as undemocratic and symbols of the world they had left behind.
long hair in the 1960s	young people—especially young men—in the mid-1960s		

Critical-Thinking Questions

"Off With Her Hair!" and "Hey Kids, Get a Haircut!"

1. What role do celebrities play in fashion?
2. What is a bigwig, and where did this term originate? Who or what might be called a bigwig today?
3. In "Off With Her Hair!" the author writes that for most of history, "only the rich and powerful could afford to follow fads." According to "Hey Kids, Get a Haircut!" were the fads of the 1960s only available to the rich and powerful?

PAIRED TEXTS: "Off With Her Hair!" and "Hey Kids, Get a Haircut!" • SKILL: Vocabulary

Vocabulary:

"Off With Her Hair!" and "Hey Kids, Get a Haircut!"

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

1. affix (uh-FIX) *verb*; to attach

example: Danielle affixed the Doctor Who poster to her bedroom wall.

2. allegiance (uh-LEE-junts) *noun*; loyalty or obedience to a nation, person, group, or belief

example: Katniss has no allegiance to the corrupt Panem; her loyalty is to her friends and family.

3. coif (KWAWF) *noun*; a style or manner of arranging hair

example: Jenna's Cinderella costume was amazing; her coif alone had hundreds of rhinestones!

4. deprive (dee-PRAHYV) *verb*; to take something away; to stop from having something

example: Be careful not to wake up Kristin; she gets very cranky when she is deprived of sleep.

5. flaunt (FLAWNT) *verb*; to show off or call attention to something

example: Have you noticed how Mr. Jenkins flaunts his wealth? He wears flashy jewelry, drives a really fancy car, and is always dropping the names of the expensive restaurants where he eats.

6. gallivant (GAL-ih-vant) *verb*; to travel or roam from place to place in the pursuit of fun

example: My cousin and I spent the summer gallivanting through California; we rode horses in the mountains, went kayaking in the Pacific Ocean, and saw Justin Bieber in Hollywood.

7. guillotine (GEE-uh-teen) *noun*; a machine once used to behead people

example: The new exhibit explores the role of the guillotine in the French Revolution.

8. lavish (LAH-vish) 1. *adjective*; spending or giving more than necessary; extravagant; 2. *verb*; to spend or give freely and often excessively

example 1: The lavish display of flowers at the party must have cost a bundle!

example 2: After Kevin's spectacular jazz solo, his music teacher lavished Kevin with praise.

9. status (STAH-tuhs) 1. *noun*; position or rank; standing; 2. *noun*; situation or condition

example 1: Paula tried to elevate her status at work by dressing in professional clothes.

example 2: What is the status of your essay? Are you almost done?

10. _____ (_____) _____ ; _____

example: _____

PAIRED TEXTS: "Off With Her Hair!" and "Hey Kids, Get a Haircut!" • SKILL: Vocabulary, page 2 of 2

Vocabulary Practice:

"Off With Her Hair!" and "Hey Kids, Get a Haircut!"

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

1. Choose the word closest in meaning to **gallivant**.

- Ⓐ shuffle
- Ⓑ hurry
- Ⓒ mope
- Ⓓ wander

2. Which of the following is an example of **allegiance**?

- Ⓐ Mark refused to go the party when he found out his best friend had not been invited.
- Ⓑ Tim's mom let him borrow her car.
- Ⓒ Lauren knit a hat for her pet turtle because he seemed cold.
- Ⓓ Sara painted her room blue, her favorite color.

3. Carrie is going to the prom. Which would she definitely NOT put in her **coif**?

- Ⓐ hair gel or hairspray
- Ⓑ a pretty barrette
- Ⓒ a pair of new shoes
- Ⓓ tiny flowers

4. Helen **flaunted** her knowledge of literature by

- Ⓐ politely correcting her friend when he mispronounced "simile."
- Ⓑ getting an A on the English test.
- Ⓒ joining a book club.
- Ⓓ talking about Edgar Allan Poe for 45 minutes straight, refusing to let anyone else speak.

5. Which is an example of **lavish** behavior?

- Ⓐ John couldn't sleep so he read a book.
- Ⓑ Alicia took a quick shower after the soccer game.
- Ⓒ Pierre hadn't eaten all day, so he wolfed down an apple, a burger, and three glasses of water.
- Ⓓ Gary's little sister loves dolls so Gary bought every doll in the store for her.

6. Which of the following items could be described as a "**status** symbol"?

- Ⓐ a family heirloom
- Ⓑ an expensive pair of trendy jeans
- Ⓒ a turkey sandwich
- Ⓓ a homemade belt

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

7. To celebrate the holidays, I **affixed/flaunted** a festive wreath to my front door.
8. My dad says he'll know the **status/guillotine** of the roof after he gets up there to see how badly the storm damaged it.
9. The soldiers demonstrated great **status/allegiance** to their commander.
10. Everytime I see my 1-year-old cousin, I can't help but **gallivant/lavish** attention on him; he's just so adorable!

PAIRED TEXTS: "Off With Her Hair!" and "Hey Kids, Get a Haircut!" • SKILL: Test Prep

Paired-Texts Quiz

Directions: Read "Off With Her Hair!" and "Hey Kids, Get a Haircut!" Then answer the questions below.

- Which of the following best states a central idea of "Off With Her Hair!" ?
 - Hairstyles are more than just fashion.
 - Hairstyles began when the first caveman tied back his hair to go hunting.
 - Marie Antoinette was the Queen of France.
 - Queen Nefertiti and Marie Antoinette had a lot in common.
- Which sentence helps develop that central idea?
 - "Finally, in 1789, the public had had enough."
 - "Whether long or short, curly or straight, our hair speaks volumes about us."
 - "Wigs were all the rage in 18th-century France."
 - "Today, you can do pretty much anything you want with your hair."
- In the sentence, "In fact, the word 'bigwig' was coined to describe the snobs who could afford them," what does *coined* mean?
 - copied
 - created
 - bought
 - approved
- Which statement best describes the section "Status Symbols"?
 - It proposes solutions to the problem of lice.
 - It conveys information about ancient Egypt through the use of quotes.
 - It gives a broad overview of hairstyles throughout history.
 - It compares hairstyles of the past and present.
- Which sentence below uses *classes* the same way it is used in this line from the article?

"By the 19th century, a simple, natural look was the style for men and women of all *classes* both in the U.S. and in Europe."

 - I love the classes I am taking this year.
 - Invite the classes of 2004 and 2005 to the party.
 - There are many classes of plants.
 - In ancient Egypt, peasants were the lowest of the classes.
- What does "Greatest Hair Hits" add to the article?
 - It provides additional examples of hairstyles with cultural or social significance.
 - It provides a contrasting point of view.
 - It connects history to fairy tales.
 - It explains why the mohawk became popular.
- In "Hey Kids, Get a Haircut!" the author probably included information about other hair battles to
 - show how unfair the Supreme Court was.
 - explain how fashion can lead to legal woes.
 - emphasize that having long hair was a big deal across the country, not in just one town.
 - make a comparison with the French Revolution.
- Which of the following statements is supported by details in BOTH articles?
 - Hairstyles can provide insight into an era.
 - Hairstyles can be a way to show off wealth.
 - Short hair conveys good manners.
 - Being a good person matters more than style.

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

- Compare and contrast long hair in the 1960s and perukes in the early days of the United States. What did these styles symbolize during their respective time periods? How did people react to these styles? Use text evidence to support your answers.
- Explain the role of the rich and powerful in the history of hairstyles. Support your answer with text evidence.

DRAMA: *"I Would Rather Die"* • SKILL: Analyzing Theme

What Is the Theme?

The theme of a story is its big idea. It's a message, lesson, or universal truth that goes beyond the literal events of the story. In other words, it's an idea that applies to people in general—not just the characters in the story. An author doesn't usually come right out and tell you what the theme is; as a reader, you need to infer it. A story can have more than one theme. In this activity, you will analyze the theme of the play *"I Would Rather Die."*

1. Who is the main character? _____
2. What is the main conflict? _____
3. In which scene does Freddy, as a child, have a revelation about the way to achieve his goal?
What is this revelation, and what leads him to it?

4. Explain the idea that Freddy expresses in Scene 7.

5. How is the main conflict of the story resolved?

6. How does what Freddy realizes as a child contribute to the resolution of the main conflict?

7. What big idea in the story applies to people in general, not just to the characters in the story? In other words, what is a theme of the story?

DRAMA: *"I Would Rather Die"* • SKILL: Analyzing Theme

What Is the Theme?

The theme of a story is its big idea. It's a message, lesson, or universal truth that goes beyond the literal events of the story. In other words, it's an idea that applies to people in general—not just the characters in the story. An author doesn't usually come right out and tell you what the theme is; as a reader, you need to infer it. A story can have more than one theme. In this activity, you will analyze the theme of the play *"I Would Rather Die."*

1. Who is the main character? _____

2. What revelation, or sudden understanding, does Frederick Douglass have in Scene 4?

3. Reread Scene 7. According to Freddy, why is it important for him and other slaves to read?
Use details from the text to support your answer.

4. How does reading help Freddy achieve his dream of escaping slavery?

5. What big idea in the story applies to people in general, not just to the characters in the story? In other words, what is a theme of the story?

DRAMA: *"I Would Rather Die"* • SKILL: Integrating Knowledge and Ideas

Compare Two Texts

The following excerpt is adapted from Frederick Douglass's autobiography *My Bondage and My Freedom*, which was published in 1885. In the excerpt, the mistress and master to whom Douglass refers are Sophy and Hugh Auld. Read the passage then, answer the questions on the next page. You will compare Douglass's writing with the *Scope* adaptation of his life story, the play *"I Would Rather Die"* by Spencer Kayden.

From *My Bondage and My Freedom* by Frederick Douglass

The frequent hearing of my mistress reading the bible, for she often read aloud when her husband was absent, soon awakened my curiosity in respect to this *mystery* of reading, and roused in me the desire to learn. Having no fear of my kind mistress before my eyes, (she had then given me no reason to fear,) I frankly asked her to teach me to read; and, without hesitation, the dear woman began the task, and very soon, by her assistance, I was master of the alphabet, and could spell words of three or four letters. My mistress seemed almost as proud of my progress, as if I had been her own child; and, supposing that her husband would be as well pleased, she made no secret of what she was doing for me. Indeed, she exultingly told him of the aptness of her pupil, of her intention to persevere in teaching me, and of the duty which she felt it to teach me, at least to read *the bible*. Here arose the first cloud over my Baltimore prospects, the precursor of drenching rains and chilling blasts.

Master Hugh was amazed at the simplicity of his spouse, and, probably for the first time, he unfolded to her the true philosophy of slavery, and the peculiar rules necessary to be observed by masters and mistresses, in the management of their human chattels. Mr. Auld promptly forbade continuance of her instruction; telling her, in the first place, that the thing itself was unlawful; that it was also unsafe, and could only lead to mischief. To use his own words, further, he said, "it would forever unfit him for the duties of a slave;" and "as to himself, learning would do him no good, but probably, a great deal of harm—making him

disconsolate and unhappy.” “If you learn him now to read, he’ll want to know how to write; and, this accomplished, he’ll be running away with himself.”

Such was the tenor of Master Hugh’s oracular exposition of the true philosophy of training a human chattel; and it must be confessed that he very clearly comprehended the nature and the requirements of the relation of master and slave. His discourse was the first decidedly anti-slavery lecture to which it had been my lot to listen. Mrs. Auld evidently felt the force of his remarks; and, like an obedient wife, began to shape her course in the direction indicated by her husband. The effect of his words, on me, was neither slight nor transitory. His iron sentences—cold and harsh—sunk deep into my heart, and stirred up not only my feelings into a sort of rebellion, but awakened within me a slumbering train of vital thought.

It was a new and special revelation, dispelling a painful mystery, against which my youthful understanding had struggled, and struggled in vain, to wit: the *white* man’s power to perpetuate the enslavement of the *black* man. “Very well,” thought I; “knowledge unfits a child to be a slave.” I instinctively assented to the proposition; and from that moment I understood the direct pathway from slavery to freedom. This was just what I needed; and I got it at a time, and from a source, whence I least expected it. I was saddened at the thought of losing the assistance of my kind mistress; but the information, so instantly derived, to some extent compensated me for the loss I had sustained in this direction.

Wise as Mr. Auld was, he evidently underrated my comprehension, and had little idea of the use to which I was capable of putting the impressive lesson he was giving to his wife. The very determination which he expressed to keep me in ignorance, only rendered me the more resolute in seeking intelligence. In learning to read, therefore, I am not sure that I do not owe quite as much to the opposition of my master, as to the kindly assistance of my amiable mistress. I acknowledge the benefit rendered me by the one, and by the other; believing, that but for my mistress, I might have grown up in ignorance.

Questions

1. To which scenes of the play does this excerpt most closely relate?
2. Explain how the playwright adapted Douglass's writing into a dramatic scene. How does she take Douglass's first-person description of what happened and turn it into a dialogue among characters? How does she communicate the ideas that Douglass expresses in the passage?
3. What do you learn from this excerpt that you do NOT learn from the play? Why do you think the playwright chose to leave out the details that she did?

Close-Reading Questions

"I Would Rather Die"

1. Describe the relationship between Scenes 1 and 10. What is the purpose of Scene 1? (craft and structure)
2. In Scene 7, Freddy says, "I am so tired and hungry. There is no time to think. I feel my dreams of freedom slipping away." What does he mean? Why would being tired and hungry ruin his dreams of freedom? (inference)
3. Reread Scene 8. Consider what the plantation owners say about the slaves. What does it reveal about the way the owners view slaves? (inference)
4. At the end of Scene 10, Freddy turns to stare "at the blue sky out the window." Why do you think the playwright included this detail? What might the blue sky symbolize? (literary devices)

Critical-Thinking Questions

“The Horror of Slavery” and “I Would Rather Die”

1. In Scene 4, Hugh Auld says that if Freddy learns to read, “It will make him forever unfit for the duties of a slave.” What did Auld mean? Was he right?
2. Unlike Frederick Douglass, most slaves did not rebel or attempt to escape. Why not? Support your answer with evidence from “The Horror of Slavery” and *“I Would Rather Die.”*

DRAMA: "I Would Rather Die" • SKILL: Vocabulary Acquisition

Vocabulary:

"The Horror of Slavery" and "I Would Rather Die"

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

1. abolitionist (ab-uh-LISH-uh-nist) *noun*; someone who works to put an end to a certain law or practice (The term commonly refers to people who sought to *abolish* slavery in the United States before the Civil War.)

example: Harriet Tubman escaped a life of slavery and became a prominent abolitionist.

2. amass (uh-MAS) *verb*; to collect, gather, or assemble over a period of time

example: Jen saved five dollars every week and, after 10 years, had amassed more than \$2,000.

3. impudent (IM-pyuh-duhnt) *adjective*; rude, bold, and lacking respect

example: Nathan's impudent remark to the principal landed him in detention.

4. infraction (in-FRAK-shuhn) *noun*; a violation of a rule or law

example: The soccer player was removed from the game after committing numerous infractions.

5. linger (LING-ger) *verb*; to stay or wait around

example: After the One Direction concert, thousands of fans lingered outside the arena, hoping to catch a glimpse of their favorite pop stars.

6. plight (plahyt) *noun*; a situation of great danger or hardship

example: The government created the Hunger Games to distract the poor from their plight.

7. relentless (rih-LENT-liss) *adjective*; endless, unyielding, determined

example: I admire Josephina's relentless pursuit of truth. She is a great journalist!

8. _____ (_____) _____ ; _____

example: _____

9. _____ (_____) _____ ; _____

example: _____

DRAMA: *"I Would Rather Die"* • SKILL: Vocabulary Acquisition

Vocabulary Practice:

"The Horror of Slavery" and *"I Would Rather Die"*

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

- | | |
|----------------------------------|-----------------------------------|
| 1. ____ predicament, plight | 4. ____ linger, dawdle |
| 2. ____ relentless, intermittent | 5. ____ transgression, infraction |
| 3. ____ amass, scatter | 6. ____ impudent, disrespectful |

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

7. "You know what I think is most inspiring about the **abolitionists**?" asked Lizzie. "It's that _____"

8. Kelly **amassed** a great deal of information for her paper on ancient Greek poetry by _____

9. The principal told us, "Don't **linger** in the cafeteria after lunch because _____"

10. Fred came off as being rather **impudent** when he _____

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

11. _____

12. _____

DRAMA: “*I Would Rather Die*” • SKILL: Test Prep

“*I Would Rather Die*” Quiz

Directions: Read “The Horror of Slavery” and “*I Would Rather Die*.” Then answer the questions below.

1. Which statement best describes a major theme of the play?

- (A) Good always triumphs over evil.
- (B) The needs of the many outweigh the needs of the few.
- (C) Millions of men, women, and children were enslaved in the United States.
- (D) Knowledge is a path to freedom.

2. Which line from the play best helps develop that theme?

- (A) “I am a slave for life—unless I run.”
- (B) “Go by land, their dogs will hunt us down. Go by water, we freeze or drown.”
- (C) “If knowledge made me unfit to be a slave, then I suddenly understood the pathway to freedom.”
- (D) “He is a bad sheep who is spoiling our flock.”

3. What is the purpose of this sentence in Scene 6: “Just keep your head down and do your work”?

- (A) It shows how grueling field work was.
- (B) It reveals how much William has changed.
- (C) It demonstrates how slaveowners used the threat of punishment to control slaves.
- (D) It explains why Freddy was sent back to Baltimore.

4. What other line serves a similar purpose?

- (A) “Thinking like that will only bring you trouble.”
- (B) “Go, Freddy. Go and be free.”
- (C) “Freedom? Are you crazy?”
- (D) “Knowledge is freedom.”

5. What is the meaning of the word *spare* in the following sentence: “If I ever catch you reading again, I will not spare the whip.”

- (A) allow
- (B) refrain from using
- (C) protect
- (D) let go of

6. Why is Scene 7 important to the play?

- (A) It provides background information about Freddy’s escape.
- (B) It explains why Freddy is tired.
- (C) It demonstrates how determined Freddy was to better himself and help other slaves.
- (D) It introduces the character of the conductor.

7. Which claim from “The Horror of Slavery” is supported by evidence from the play?

- (A) Some slaveowners taught slaves to read.
- (B) Slaveowners treated their slaves like property.
- (C) Slaves could not call the police.
- (D) The life of a slave on a plantation was very different from the life of a slave in a city.

8. In the informational text on page 18, which of the following techniques does the author use to convey the horrors of slavery?

- (A) The author uses many metaphors and similes.
- (B) The author gives examples of what a “trash gang” does.
- (C) The author speaks directly to the reader by writing in the second person.
- (D) The author describes the circumstances that finally ended slavery in America.

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

9. At the end of Scene 4, Old Frederick says, “If knowledge made me unfit to be a slave, then I suddenly understood the pathway to freedom.” What does he mean? Use text evidence in your answer.

10. In “The Horror of Slavery,” the author says that slaveholders wanted slaves to feel “isolated and dependent.” What evidence in the play supports this claim? Use text evidence in your answer.

DRAMA: *"I Would Rather Die"* • SKILL: Literary Elements and Devices

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 *"I Would Rather Die."* See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Freddy, Sophy, 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. FREDDY is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

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

Description: _____

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

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

Description: _____

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

2. Consider the **characterization** of Freddy.

A. Give an example of something Freddy says. What does this line reveal about his character?

B. Give an example of something Freddy does. What does this action reveal about his character?

3. How does Sophy change during the play? What causes this change?

4. Describe the role of the Old Frederick. What is his purpose in the play?

Section 2: Setting

5. Where and when does this play take place?

6. What was happening in America during this time?

Section 3: Conflict

7. What major **conflict** in the play fits into the category of person versus society? Is the conflict resolved? How? Explain.

Section 4: Tone and Mood

8. List at least two adjectives that describe the **tone** of the play. Then explain how the author establishes that **tone**. Which words and details tell you how the author feels about the characters and the subject matter?

9. What is the **mood** of the play? Does it stay the same throughout the play, or does it change? Explain how the author establishes the **mood**. (Hint: Think about which **imagery**, words, ideas, and aspects of the **setting** or **plot** caused you to feel the way you did while reading the play.)

Section 5: Plot

10. Most of the play takes place in an extended **flashback**. In which scene does this flashback begin? In which scene does it end?

11. During the **rising action**, Freddy has a revelation. What is it? How does it change his life?

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

13. Write a number, 1 to 6, next to each event below to show the events' chronological order—that is, the order in which they occurred in time.

- ___ Freddy dresses as a sailor.
- ___ Sophy teaches Freddy to read.
- ___ Freddy advises President Lincoln.
- ___ Freddy becomes a field hand.
- ___ Sophy snatches the newspaper from Freddy.
- ___ Freddy teaches other slaves to read.

14. Why do you think the author included an epilogue? What purpose does it serve?

Humans and Animals

Complete this activity after reading "Animal Distress Calls" and "Meet the Amazing Eliot Schrefer."

"Any glimpse into the life of an animal quickens our own and makes it so much the larger and better [in] every way." —John Muir

In the space below, explain what the quote means. (In this context, *quicken* means to stimulate—to cause to become more alive or full of energy and vigor.)

Julia

Briefly describe her encounter with the ostrich. Where does it occur, and what happens?

What emotions does Julia's encounter with the ostrich evoke in her?

How does Julia's encounter with the ostrich change her state of mind?

In one to three sentences, explain how the John Muir quote applies to Julia.

Eliot Schrefer

What animal encounters does he describe?

How did those encounters make him feel?

How does he characterize the way humans relate to animals?

In one to three sentences, explain how the John Muir quote applies to Schrefer.

Close-Reading Questions

"Animal Distress Calls"

1. In the beginning of the story, why is Julia angry? In what ways does she express her anger toward her mother? (inference)
2. Compare Julia's reaction to hearing the wolf in the alley with her reaction to seeing the ostrich. (compare and contrast)
3. When Julia first speaks to the vet, on page 27, why does she avoid his eyes? How does she change when she finally looks in his eyes, on page 28? (analyzing character)
4. As Julia sits with Josie, what thoughts does she have about her mom? What does this reveal about how she may have changed? (analyzing character)
5. What personal experiences did Eliot Schrefer bring into his story? (text connections)

Critical-Thinking Questions

"Animal Distress Calls"

1. Think about the title of the story. Who is in distress? How are the "distress calls" answered?
2. The author mentions eyes many times in the story. Find examples, and explain how the author uses eyes to show Julia's feelings.
3. In the interview, Schrefer says that "humans might judge you based on your words, but animals judge you based on your actions." How could this quote apply to Julia?

FICTION: "Animal Distress Calls" • SKILL: Test Prep

"Animal Distress Calls" Quiz

Directions: Read "Animal Distress Calls." Then answer the multiple-choice questions below.

1. Which of the following BEST describes the structure of the story?

- (A) Events are revealed through one long flashback.
- (B) Events are revealed from the point of view of a sick animal.
- (C) Events are told in mainly chronological order, with one flashback.
- (D) Events are told in chronological order.

2. The following line from the story reveals that Julia is feeling what?

"Gasping, I whirled and saw him behind the bars of his enclosure, gray-white and looking like a big dog with no cuddle in him."

- (A) energized
- (B) safe
- (C) intimidated
- (D) motivated

3. Julia says that she speaks to her mother in rapid English "to punish her, I guess," suggesting that

- (A) Julia's mother won't let her go to the zoo.
- (B) Julia's mother has difficulty understanding English.
- (C) Julia does not speak Tagalog.
- (D) all of the above

4. Which detail should NOT be included in a summary of "Animal Distress Calls"?

- (A) The vet's shoes had shiny buckles.
- (B) Julia listens to music when she's upset.
- (C) Julia's mom makes bread pudding.
- (D) all of the above

5. What is the meaning of the word *stole* as it appears in the following sentence?

"As I stole along, I heard parrots shriek and something grunt, and felt a weird mix of scared and guilty."

- (A) grabbed secretly
- (B) glided casually
- (C) sneaked quietly
- (D) stepped boldly

6. Which detail helps you understand the meaning of *stole* in that sentence?

- (A) "I heard parrots shriek and something grunt"
- (B) "apparently I'd gotten boring"
- (C) "the day had turned cloudy and windy"
- (D) "it was clearly not a place for visitors"

7. The reader can infer that the vet looks at Julia with a "strange expression" because

- (A) he recognizes Julia from somewhere.
- (B) he is afraid for Josie.
- (C) he is surprised to see a kid in the animal clinic.
- (D) he dislikes birds.

8. From reading the interview you can infer that Eliot Schrefer

- (A) prefers animals to people.
- (B) thinks animals and people have a lot to offer each other.
- (C) takes care of animals for a living.
- (D) writes only about endangered species.

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

9. Empathy is the ability to understand what someone else is feeling. Explain the role of empathy in "Animal Distress Calls."

10. At the end of the story, why does Julia start thinking about her mom? Use text evidence to support your answer.

FICTION: "Animal Distress Calls" • SKILL: Literary Elements and Devices

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 "Animal Distress Calls." See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

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

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

Description: _____

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

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

Description: _____

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

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

Description: _____

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

2. Give two examples of **indirect characterization** of Julia. What do they reveal about her character?

A. _____

B. _____

3. How is the veterinarian described? What conclusion does Julia draw about him?

4. List the animals that Julia encounters during the story. How does she feel about each of them? Do her feelings change throughout the story?

Section 2: Point of View

5. From which **point of view** is "Animal Distress Calls" told? Check one:

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

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

6. How might the story be different if told from another point of view? Explain.

Section 3: Setting

7. In the boxes below, list three details that describe the zoo. Then answer the question that follows.

Detail #1	Detail #2	Detail #3

Does Julia's attitude toward the zoo change during the story? Explain.

Section 4: Tone and Mood

8. List at least two adjectives that describe the **tone** of the story. Then explain how the author established that **tone**. Which words and details tell you how the author feels about the characters and the subject matter?

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

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

Section 5: Plot

11. This story contains a **flashback**. Write the sentences that begin and end the flashback.

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

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

14. What major questions does the story leave unanswered?

THE LAZY EDITOR: “Monster of Doom?” • 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 it’s 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 rarely a complainer said that she was having a horrible time and urged that we leave.

Directions: Read each pair of sentences below. Place a ✓ 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!

Vary Your Sentences

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

Here are four ways to add variety to your sentences:

1. Add an adverb to the beginning of a sentence:

Maribel tiptoed into the dining room.

Stealthily, Maribel tiptoed into the dining room.

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

Mrs. Abernathy takes a yoga class at the beginning of the week.

At the beginning of the week, Mrs. Abernathy takes a yoga class.

3. Link two sentences to form a compound sentence:

My little brother didn't start talking until he was almost 3. Now he won't stop!

My little brother didn't start talking until he was almost 3, but now he won't stop!

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

Zhu Li's grandmother is coming for a visit. She lives in Beijing.

Zhu Li's grandmother, who lives in Beijing, is coming for a visit.

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

We went to the mountains last weekend. We brought a lot of stuff. We brought skis. We brought hot cocoa. We brought snow boots. We brought firewood. We brought board games. My mom put sunscreen all over us. My mom said you can get a sunburn in winter. You get burned when the sun reflects off the snow. My mom said that it's important to protect our skin. My mom used the kind of sunscreen that doesn't blend into your skin. The sunscreen stayed white on our skin. We all felt like dorks. We had a lot of fun anyway.

THE LAZY EDITOR: "Monster of Doom?" • SKILL: Commas to Set Off Nonessential Elements of a Sentence

Commas and Clauses

Commas are commonly used in good writing and have many uses. This exercise focuses on commas used in the middle of a sentence to set off words or phrases that are not essential elements of the sentence. This means the words and phrases within the commas can be removed without changing the meaning of the sentence. For example:

Example 1: *The flute, which is my favorite instrument, has the most harmonious sound.*

Example 2: *Madame Ducroix, our French teacher, took us on a field trip to a museum.*

Directions: Add the missing commas to the sentences below.

1. Escargot which I'm eager to taste is a French delicacy of cooked snails.
2. Alisa's dad whom I've never met is going to meet us at the restaurant.
3. I never knew that Michael Jordan who played for the Chicago Bulls is six-and-a-half feet tall!
4. Reyna couldn't wait to get to the theme park which is about an hour away and start riding roller coasters!
5. Devon's soccer team hoping to win the tournament this year has practice four days a week.

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

6. **a** ____ This pizza, which we ordered from Baba Louie's, is delicious.
b ____ This pizza which we ordered from Baba Louie's, is delicious.
7. **a** ____ Lanky, the clown who performed at my birthday party, just got a big part in a movie.
b ____ Lanky the clown who performed at, my birthday party, just got a big part in a movie.
8. **a** ____ The pool which is open all week, is always crowded, in the afternoon.
b ____ The pool, which is open all week, is always crowded in the afternoon.
9. **a** ____ I took, Mazie, the golden retriever with endless energy for a long run through Washington Park.
b ____ I took Mazie, the golden retriever with endless energy, for a long run through Washington Park.
10. **a** ____ I have to admit that *Frozen*, which is my little sister's new favorite movie, was pretty funny.
b ____ I have to admit, that *Frozen*, which is my little sister's new favorite movie was pretty funny.

Let's Agree, Shall We?

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

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

Mia *speaks* quietly.

These bottles *are* almost empty.

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

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

Dan and Jake *are* late.

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

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

Three hours *is* a long time to wait.

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

Is Heather or Sam older?

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

Our class *raises* the most money every year.

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

Everyone *is* wearing red.

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

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

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

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

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

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

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

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

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

Explanation: _____

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

Explanation: _____

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

Explanation: _____

Name: _____ Date: _____

YOU WRITE IT: "Is Facebook Dead?" • SKILL: Understanding Visual Text

Analyzing the Infographic

Use information from the infographic "Is Facebook Dead?" to answer the questions below.

Directions: Indicate whether each statement is true (T) or false (F) in the space provided.

1. The percent of teens who have Twitter accounts tripled from 2011 to 2012. _____
2. In 2013, Twitter was named by teens as the most important social media site. _____
3. The growing number of adults who use Facebook is a reason some teens dislike it. _____
4. Only 3 percent of teens said Instagram was the most important social media site in 2013. _____

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

5. The section "The sites teens say they use most" suggests that

- Ⓐ Facebook is the most commonly used social media site.
- Ⓑ Instagram has become very popular lately.
- Ⓒ Twitter poses no threat to Facebook.
- Ⓓ Facebook use is on the decline.

6. The word *drama* in "Too much 'drama'" likely refers to

- Ⓐ postings about school plays.
- Ⓑ TV-show spoilers.
- Ⓒ social conflicts.
- Ⓓ status updates from celebrities.

7. Together, the facts that 94 percent of teens have Facebook accounts and that 81 percent of teens say they use Facebook more than any other social media site suggest that

- Ⓐ 13 percent of teens don't use their Facebook accounts.
- Ⓑ Facebook is still the dominant social media site.
- Ⓒ 19 percent of teens have forgotten their Facebook password.
- Ⓓ Twitter will soon top Facebook in total use.

Directions: Indicate whether each of the following has increased (I) or decreased (D) during the periods shown.

8. Percent of teens who have a Facebook account _____
9. Percent of teens who have a Twitter account _____
10. Percent of teens who name Facebook as the most important social media site _____
11. Percent of teens who name Twitter as the most important social media site _____
12. Percent of teens who name Instagram as the most important social media site _____

Directions: Use evidence from the infographic to defend the statement below.

13. The social media site that teens surveyed consider most important isn't necessarily the one they use most.

You Write It

Using an Infographic to Write a Paragraph

Directions: Follow the steps below to turn our infographic about social media into a paragraph.

- 1 It is important to have a clear understanding of the claim you are going to support. After analyzing the infographic on page 32 of the January 2014 issue of *Scope*, decide whether or not the evidence suggests Facebook will continue to rule the world of social media.

CLAIM

- 2 The next step is to make sure you take in all the information the infographic has to offer. The information is presented through percentages, a graph, words, and symbols.

For each of the four sections of the infographic, write one to three sentences summarizing what the text and images tell you. A good way to approach this is to think of how you would tell someone else this information. We wrote a summary of "What teens dislike about Facebook" for you as an example.

PERCENT OF TEENS WHO HAVE AN ACCOUNT

THE SITES TEENS SAY THEY USE MOST

WHAT TEENS DISLIKE ABOUT FACEBOOK

When asked what they don't like about Facebook, teens' top complaints were that there are too many adults using the site, too much "drama," and too much sharing.

WHAT TEENS NAME AS THE MOST IMPORTANT SOCIAL MEDIA SITE

3

Beginning:

- Your first sentence should be a hook—that is, it should grab the reader’s attention.
- After your hook, present a thesis statement. This is a sentence that tells your reader what your paragraph is going to be about—in other words, your central idea. In argument writing, the thesis is where you make your claim and briefly state the reasons your claim is true. (Your claim is what you wrote in Step 1, and the reasons it’s true are what you wrote in Step 2.) A good way to approach your thesis is to ask yourself, “How can I summarize my whole paragraph in one sentence?”

Middle:

- The middle of your paragraph is where you present evidence for the reasons you stated in your thesis. (This evidence is what you wrote in Step 2; here, you give more detail than you gave in your thesis.)
- Use transition words to make your sentences flow smoothly from one to the next.
- Vary the length and structure of your sentences to keep your writing lively.

End:

- Conclude your paragraph with a strong sentence that will give your readers something to think about.

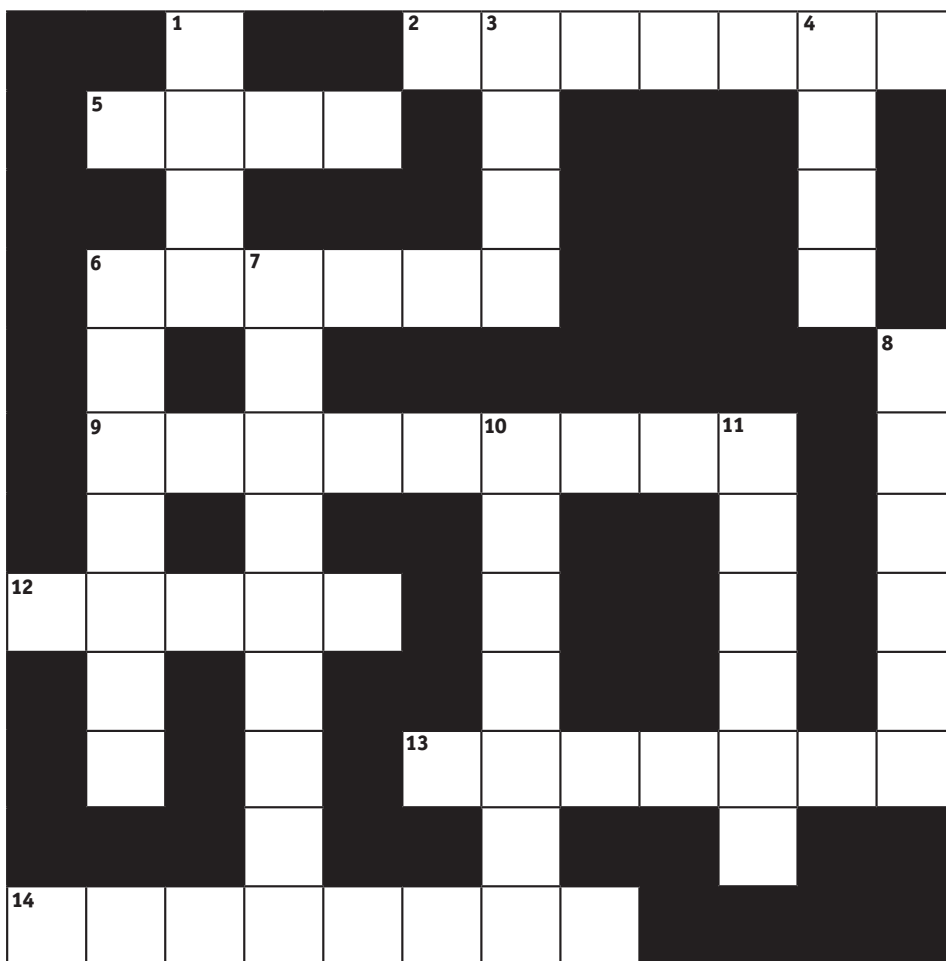
Write a first draft of your paragraph on the lines below. On the top line, give your paragraph a title that clearly states what it is mainly about.

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

Read your paragraph. Did you follow the guidelines at the top of this page? Is there anything you could express more clearly or in a more interesting way? Write a second draft of your paragraph on a separate sheet of paper, making any necessary improvements. Then proofread that draft, fixing any spelling, punctuation, and grammar errors.

Scope Crossword Puzzle

Directions: Use the January 2014 issue of *Scope* to help you complete the crossword.



ACROSS

2. understanding another person's (or an animal's) experiences and feelings
5. Principal Howard suspended boys whose hair was too ____.
6. Millions of people were kidnapped from ____ and forced into slavery.
9. Bacteria are very strong

in ____ because of the high use of antibiotics.

12. Your completing this puzzle will ____ that you read *Scope* carefully! (imply/infer)
13. Studies have shown that a student who is an ____ is likely to score higher on tests.
14. ____ states fought to sustain slavery.

DOWN

1. Julia's perception of the ____'s howl changes after she meeting Josie.
3. Addie Rerecich was diagnosed with _____. (abbreviation)
4. Our ____ can say a lot about our values.
6. Julia felt ____ when she paid for the field trip with a bag of quarters.

7. Bacteria are ____; they can defend themselves from antibiotics.
8. another word for *wig*
10. ____ might become more popular than Facebook.
11. Some believe that animals' heightened ____ allow them to predict earthquakes.

Superbugs Contest

Write an essay explaining three ways you can help in the fight against superbugs. Use text evidence from “Fighting Invisible Killers” in your response. Five winners will each receive a copy of *Invincible Microbe* by Jim Murphy.

Entries will be judged on:

- | | |
|--|-------------------------------------|
| ⇒ a clear central idea | ⇒ good organization and transitions |
| ⇒ effective use of supporting evidence | ⇒ originality |
| | ⇒ grammar |

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your written entry and send both to: scopemag@scholastic.com
Or mail to: Superbugs Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY MARCH 1, 2014!

Frederick Douglass Contest

Explain the role that reading played in Frederick Douglass's journey to freedom. Use details from *"I Would Rather Die"* to support your ideas. Five winners will each receive *Day of Tears* by Julius Lester.

Entries will be judged on:

- | | |
|--|-------------------------------------|
| ⇒ a clear central idea | ⇒ good organization and transitions |
| ⇒ effective use of supporting evidence | ⇒ originality |
| | ⇒ grammar |

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your written entry and send both to: scopemag@scholastic.com
Or mail to: Frederick Douglass Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY MARCH 1, 2014!

Ostrich Contest

Consider this quote from naturalist John Muir: "Any glimpse into the life of an animal quickens our own and makes it so much the larger and better [in] every way." In two paragraphs, explain whether you think Eliot Schrefer and Julia from "Animal Distress Calls" would agree with Muir's statement. Use details from the story and interview to support your ideas. Five winners will each receive a signed copy of Eliot Schrefer's amazing new novel, *Threatened*.

Entries will be judged on:

⇒ a clear central idea

⇒ effective use of supporting evidence

⇒ good organization and transitions

⇒ originality

⇒ grammar

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your written entry and send both to: scopemag@scholastic.com

Or mail to: Ostrich Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY MARCH 1, 2014!

You Write It Contest

Is Facebook dying? Explain your answer in one paragraph. Be sure to use supporting evidence from the infographic “Is Facebook Dead?” Three winners will each get a \$25 Visa gift card.

Entries will be judged on:

- ⇒ effective use of supporting evidence
- ⇒ good organization and transitions
- ⇒ grammar

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your written entry and send both to: scopemag@scholastic.com
Or mail to: You Write It Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY MARCH 1, 2014!