

Among vs. Between

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

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

Examples:

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

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

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

1) two people, places, or things

2) any number of distinct, individual items

Examples:

Between you and me, I still watch Sesame Street.

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

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

1. My birthday falls **among/between** Kristin's and Lauren's birthdays.
2. Brent had a hard time deciding **among/between** his many costume ideas.
3. Granny said that Hurricane Irene was **among/between** the most destructive hurricanes she'd ever seen.
4. Amy exclaimed in frustration, "How do you expect me to choose **among/between** playing pitcher and first base? You all know I want to play catcher!"
5. **Among/Between** all the chores she had to do, Korina disliked folding socks the most.
6. Mr. Kramer asked Samantha to explain the difference **among/between** frogs and toads.
7. Nancy and Liz vowed to keep the secret just **among/between** the two of them.

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

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

NONFICTION: “Don’t Touch the Water!” and “The Boston Molasses Flood of 1919” • SKILL: Compare and Contrast

Compare Two Disasters

Use the articles “Don’t Touch the Water!” and “The Boston Molasses Flood of 1919” to complete the chart below.

	West Virginia Chemical Spill of 2014	Boston Molasses Flood of 1919
type of accident		
damage done		
who and/or what was responsible		
how the responsible party reacted to the accident		
how the public and government responded to the accident		

Close-Reading Questions

"The Boston Molasses Flood of 1919"

1. In the first section, what is the purpose of the information about World War I and the influenza epidemic? (structure)
2. What aspects of the giant molasses tank bothered residents of the North End? Why didn't they complain? (cause and effect)
3. What effect does the repetition of "*rat, tat, tat, tat*" on page 9 create? (literary device)
4. How does the author describe the wave of molasses? What mood does she create? (descriptive language; mood)
5. On page 10, referring to the trial, the author writes, "For the poor immigrants of the North End, it was a big victory." Why was the trial a "big victory"? (inference)

NONFICTION: "Don't Touch the Water!" and "The Boston Molasses Flood of 1919" • SKILL: Nonfiction Reading

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Don't Touch the Water!" and "The Boston Molasses Flood of 1919." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading: Text Features

"Don't Touch the Water!"

1. Study the image on pages 4 and 5 and read the **caption**. Also read the **headline** and the introductory paragraph (the one that begins, "Schools, restaurants, and hotels shut down"). What is the relationship between the headline, the introductory paragraph, and the photo? Why do you think the editors chose that photograph for the article?

2. Write one or two sentences predicting what you think the article is mainly about.

"The Boston Molasses Flood of 1919"

3. Describe the illustration on pages 6 and 7. What mood does it create?

4. Examine the rest of the photos in the article and read their captions. What information does each provide?

5. 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

6. Consider this sentence from page 9: “Anthony looked up just as the molasses tank cracked apart like a massive egg, unleashing 2.3 million gallons of thick, sticky molasses.”

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

B. Why might the author have chosen *unleashing* instead of another, similar word? What does the author’s choice of *unleashing* tell you about how the molasses came out of the tank?

7. Check (✓) the statement that best describes how the author organizes information in the section “From Pies to Bombs.”

The author describes a series of causes and effects.

The author describes a problem and several possible solutions.

The author compares and contrasts molasses with other sweeteners.

8. What is the **tone** of the section “Violent Swirl”? Explain.

After Reading

9. Write a three- to four-sentence **objective summary** of “The Boston Molasses Flood of 1919.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

10. A **central idea** of “Don’t Touch the Water!” and two pieces of **supporting evidence** are below. In the space provided, write another piece of evidence from the story that supports the central idea.

Central Idea
Industrial companies can be both a blessing and a curse for a struggling community.

Evidence #1
“... a chemical called MCHM leaked out of a small hole in a steel storage tank belonging to Freedom Industries.”

Evidence #2
“MCHM ... is used in processing coal, the mining of which is a major industry in West Virginia.”

Evidence #3

11. Compare and contrast the structure and tone of “Don’t Touch the Water!” and “The Boston Molasses Flood of 1919.” Why is one called an informational text and the other a work of narrative nonfiction?

NONFICTION: "Don't Touch the Water!" and "The Boston Molasses Flood of 1919" • SKILL: Nonfiction Reading

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Don't Touch the Water!" and "The Boston Molasses Flood of 1919." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading: Text Features

"Don't Touch the Water!"

1. Study the photograph on pages 4 and 5. Describe it. What kind of mood does it create?

2. What is the relationship between the headline and the photograph?

3. What do you think you will learn from this article?

"The Boston Molasses Flood of 1919"

4. Describe the illustration on pages 6 and 7. What feeling does it evoke?

5. What does the As You Read box on page 6 tell you to think about?

6. Describe the images on pages 8 and 9. What do they show?

7. What do you think you will learn from this article?

During Reading

8. Consider this sentence from page 9: "Anthony looked up just as the molasses tank cracked apart like a massive egg, unleashing 2.3 million gallons of thick, sticky molasses."

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

releasing gradually

abandoning control of

delivering with pride

B. Why might the author have chosen *unleashing* instead of another, similar word? What does the author's choice of *unleashing* tell you about how the molasses came out of the tank?

9. The author organizes the section "From Pies to Bombs" by describing a series of causes and effects.

A: Read the following cause and write an effect in the space provided:

Cause 1: In the late 1800s, white sugar became affordable.

Effect 1: _____

B: Read the following effect and write a cause in the space provided:

Cause 2: _____

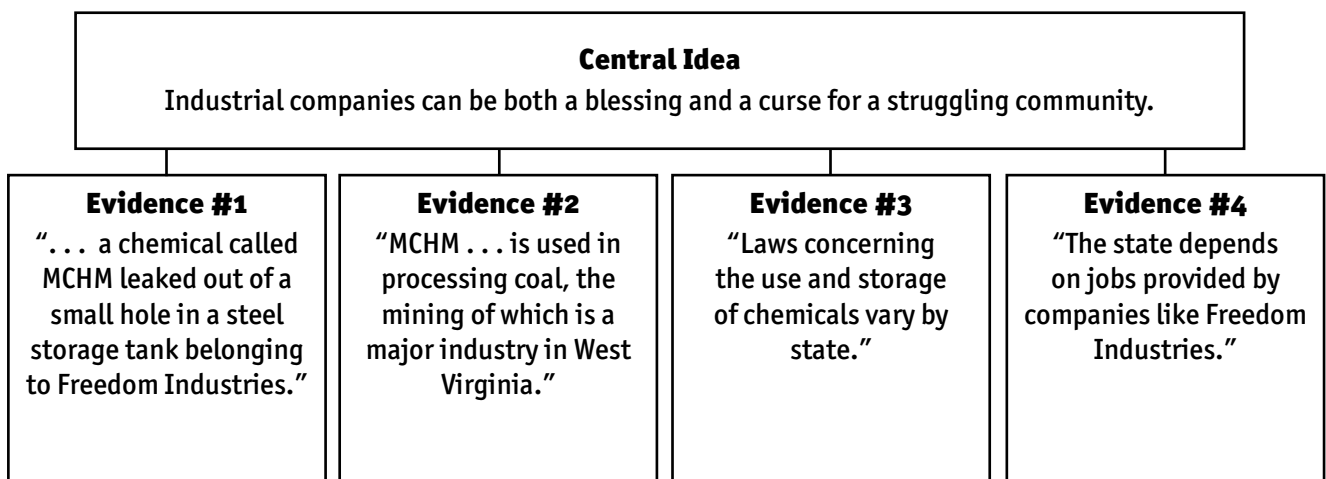
Effect 2: USIA built a massive storage tank in Boston Harbor.

After Reading

10. Below is a sample of an **objective summary** of "The Boston Molasses Flood of 1919." 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.

~~I'd never heard of the Boston Molasses Flood until I read it in this magazine.~~
 In the 19th century, white sugar was so expensive that molasses was the most popular sweetener. When the price of sugar dropped in the late 1800s, people found a new use for molasses. ~~You're not going to believe this:~~ It was used to make bombs. Yep. Molasses was turned into industrial alcohol and used to make explosives during World War I. Because millions of gallons of molasses were arriving in Boston Harbor, a company called USIA needed someplace to store it before it was shipped to distilleries. (If you didn't know, those are places where molasses is heated and turned into alcohol.) Anyways, USIA built an enormous storage tank in Boston's North End. The tank was built quickly. It was five stories high and super duper ugly. But the biggest problem was that it wasn't very sturdy. It started leaking right away and it made groaning noises (like my Grandpa makes when his knee is hurting). People were scared something bad would happen. One day, the tank busted open and more than 2 million gallons of molasses gushed out. Gross! It crushed houses and killed 21 people. Bummer.

11. Below is a **central idea** of "Don't Touch the Water!" Three of the pieces of evidence listed support it, but one of them does not. Cross out the one that does not.



NONFICTION: “Don’t Touch the Water!” and “The Boston Molasses Flood of 1919” • SKILL: Test Prep

Nonfiction Quiz

Directions: Read the nonfiction articles on pages 4-10 of the March 2014 issue of *Scope*. Then answer the questions below.

1. Which sentence from “Don’t Touch the Water!” does the author use to support the claim that chemical safety laws are outdated?

- (A) “The first sign of trouble was a strange licorice smell emanating from sinks and showers.”
- (B) “Exposure to MCHM can cause throat and eye irritation. . .”
- (C) “Coal and chemicals inevitably bring risk.”
- (D) “Little is known about the long-term effects of MCHM on the human body.”

2. Choose the word that best describes the tone of “Don’t Touch the Water!”

- (A) impartial (C) uncertain
- (B) impassioned (D) inspired

3. In “Don’t Touch the Water!” the author explains how government regulation of businesses can create conflict between _____.

- (A) lawmakers and residents
- (B) chemical companies and water companies
- (C) the economy of West Virginia and the safety of its residents
- (D) Freedom Industries and coal miners

4. Which of the following is a central idea of “The Boston Molasses Flood of 1919”?

- (A) Molasses was a key ingredient in explosives.
- (B) Molasses tastes gross.
- (C) The breaking of a molasses tank resulted in one of American history’s strangest disasters.
- (D) Molasses was cheaper than white sugar.

5. The author of “The Boston Molasses Flood of 1919” most likely views the rupture of the molasses tank as _____.

- (A) unimportant (C) blameless
- (B) preventable (D) all of the above

6. Which of the following contains a simile?

- (A) “Like white sugar, molasses comes from the sugarcane plant, which grows in the Caribbean and other hot and humid regions.”
- (B) “Every time the tank was refilled with molasses, it rumbled and groaned, as though the steel walls were crying out in pain.”
- (C) “A killer wave of molasses crashed through a crowded neighborhood.”
- (D) “And then came a thundering explosion.”

7. Which sentence from the article best shows how powerful the wave of molasses was?

- (A) “Something terrible was about to strike Anthony’s neighborhood.”
- (B) “Some people living near the tank worried it was unsafe.”
- (C) “The first sign of disaster was a strange sound.”
- (D) “Within seconds, it had crushed several wooden houses and flattened a three-story fire station.”

8. Both authors would likely agree that _____.

- (A) aboveground storage tanks should be outlawed
- (B) corporations don’t care about individuals
- (C) disasters are unavoidable parts of life
- (D) some disasters are preventable

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

9. Imagine you are a reporter sent to West Virginia to investigate the chemical spill. Whom would you want to talk to? What questions would you ask? Use details from the article in your answer.

10. The author of “The Boston Molasses Flood of 1919” tells us that most residents of the North End were poor immigrants. How did this affect what happened there? Explain using text evidence.

NONFICTION: "Don't Touch the Water!" and "The Boston Molasses Flood of 1919" • SKILL: Vocabulary Acquisition

Vocabulary:

"Don't Touch the Water!" and "The Boston Molasses Flood of 1919"

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

1. **blot (BLOT)** 1. *noun*; a dark mark or stain; 2. *verb*; to erase or make something hard to see;
3. *verb*; to dry something by pressing paper or cloth over it
example 1: Kyle apologized to his teacher for the large ink blot on his math homework.
example 2: The night was especially dark because the clouds were blotting out the moon.
example 3: After Emma spilled fruit punch on the rug, she blotted it with a wet paper towel.
2. **colossal (kuh-LOS-uhl)** *adjective*; gigantic, huge
example: Mark looked tiny compared to the colossal trees in Sequoia National Forest.
3. **dingy (DIN-jee)** *adjective*; dirty and shabby
example: "It's a bit dingy," said Kai when he first saw the garage, "but I think we can clean it up and make it a great rehearsal space for our band."
4. **distillation (dis-tih-LEY-shuhn)** *noun*; 1. a process that makes a substance pure by heating it and collecting the vapors; 2. the process of keeping the most important parts of something
example 1: Distillation purified the water before we put it in our aquarium.
example 2: Anthony's poem is a distillation of his experiences in South America.
5. **emanate (EM-uh-neyt)** *verb*; to come out from a source
example: Delicious smells always seem to be emanating from Luisa's kitchen.
6. **federal (FED-er-uhl)** *adjective*; relating to the central government, as opposed to the individual state governments
example: It is a federal law that all cars must have rearview mirrors.
7. **leach (LEECH)** *verb*; to release a chemical (or other substance) when a liquid passes through
example: Studies show that some plastic water bottles leach chemicals into the water they hold.
8. **regulate (REG-yuh-leyt)** *verb*; 1. to make rules that control something; 2. to adjust the amount or degree of something
example 1: The Environmental Protection Agency regulates the ingredients allowed in pesticides.
example 2: You can regulate the heat in the room by adjusting the thermostat.

9. rivet (RIV-it) *noun*; a metal bolt or pin used to hold pieces of metal together

example: Many automobile factories use robots to attach the rivets in various car parts.

10. shoddily (SHOD-uh-lee) *adverb*; poorly done or made

example: Mia clearly spent a lot of time on her engineering project, unlike Evan, who waited until the last minute and turned in a shoddily built replica of the Golden Gate Bridge.

11. unsightliness (uhn-SAHYT-lee-ness) *noun*; the state of being ugly or unpleasant to look at

example: The McCanns were eager to move to a new home farther from the unsightliness of the city dump.

12. wary (WAIR-ee) *adjective*; cautious of danger or trouble

example: Sunita was wary of going through the haunted house; she tended to scare easily.

13. _____ (_____) _____ ; _____

example: _____

14. _____ (_____) _____ ; _____

example: _____

NONFICTION: "Don't Touch the Water!" and "The Boston Molasses Flood of 1919" • SKILL: Vocabulary Acquisition

Vocabulary Practice:

"Don't Touch the Water!" and "The Boston Molasses Flood of 1919"

Directions: Fill in each blank with one of the words from the word bank.

WORD BANK

blot	colossal	dingy	distillation	emanate	federal
leach	regulate	rivets	shoddily	unsightliness	wary

- Mom closed my door as she passed by, saying she wanted to spare herself the _____ of my messy bedroom.
- The wooden fence along the backyard was _____ made and had started to collapse.
- Our _____ government is divided into three branches: legislative, judicial, and executive.
- The sound of violins began to _____ from the rehearsal room next door.
- On Tuesday there's going to be an eclipse. The moon will _____ out the sun.
- Because of the drought, officials must _____ the amount of water we use.
- "You are making a _____ mistake by not going to the Beyoncé concert," Sienna said. "I think you'll really regret it."
- Our dog Bonkers fell into the pool when he was a puppy. Now he's _____ of going anywhere near water.
- Rob's essay was a _____ of the major themes of *To Kill a Mockingbird*.

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

- Our town library is really old and **dingy**, so the mayor decided to _____

- If salt spread on roads during the winter **leaches** into the water supply, it can cause _____

PAIRED TEXTS: "Is This You?" and "In China, the Test That Determines Your Life" • SKILL: Synthesizing Information

Stress Solutions

Imagine that you have a friend in China who is preparing to take the *gaokao* and is very stressed out about it. You are going to either write a letter or create a video for your friend, explaining what stress is and offering some advice on healthy ways for your friend to cope with the stress he or she is feeling. Before you get started, use this activity sheet to take notes on the information you will include.

Directions: Use "Is This You?" to fill in the boxes below and at the top of the next page. Be sure to draw on the sidebars as well as from the main article. You do not need to write in complete sentences.

STRESS DEFINED

Briefly explain what stress is. Tell what it prepares our bodies to do and why.

POSITIVE EFFECTS OF STRESS

NEGATIVE EFFECTS OF STRESS

HEALTHY WAYS OF COPING WITH STRESS

UNHEALTHY WAYS OF COPING WITH STRESS

Directions: Use the article "In China, the Test That Determines Your Life" to fill in the box below.

THE STRESS OF THE GAOKAO

Briefly explain why a student might feel stressed out about taking the gaokao.

Now you are ready to prepare your letter or video!

Close-Reading Questions

"Is This You?"

1. Reread the section "The Science of Stress." What can you infer is the reason for the changes that take place in the body when the stress response is triggered? How do you know? (inference)
2. How does the information in the three "Problem/Solution" sidebars on pages 12 and 13 relate to the main article? If the information they contain were integrated into the main article, where would it go? (text structure)
3. Explain how the author uses the example of LeBron James on page 13. (key ideas and details)

Critical-Thinking Question

"Is This You?"

Consider the following claim: Stress can be useful. Would the author of "Is This You?" agree with this claim? Defend your answer with examples from the text.

Close-Reading Questions

"In China, the Test That Determines Your Life"

1. Consider this line from the article: "Widespread on the Internet were photographs taken in a classroom of students hooked up to intravenous drips of amino acids while cramming." These amino acids are meant to replenish energy. Why might the author have included this detail? (supporting detail)

2. Read the caption on the photo. What does "destiny-shaping" mean in the context of the sentence? (interpreting text; text feature)

PAIRED TEXTS: "Is This You?" and "In China, the Test that Determines Your Life" • SKILL: Test Prep

Stress Quiz

Directions: Read "Is This You?" and "In China. . . ." Then answer the multiple-choice questions below.

1. What is the purpose of the introductory paragraph of "Is This You?"

- (A) to make the reader feel stressed
- (B) to describe a stressful scenario that readers might relate to
- (C) to provide an example of how not to act when feeling stressed
- (D) to help readers figure out if they are stressed

2. The author of "Is This You?" would probably agree that ____.

- (A) stress is a normal part of life
- (B) if you're stressed, you should see a doctor
- (C) stress is never beneficial
- (D) there's no good way to reduce stress, so you might as well get used to it

3. Consider the following sentence from "Is This You?": "Out on the frontier, killer storms and wild animals posed constant threats." As used here, *frontier* most nearly means ____.

- (A) crowded urban areas
- (B) small mountain villages
- (C) coastal regions
- (D) land near the limits of civilization

4. The tone of the section "How to Cope" is ____.

- (A) cheerful
- (B) mocking
- (C) condescending
- (D) reassuring

5. Which of the following quotes supports the idea that, in some ways, life in America is more stressful today than it was in the past?

- (A) "Every kid is guaranteed the right to go to school through 12th grade."
- (B) "Technology allows kids to be 'on' 24/7, sharing, posting, and tweeting with legions of people."
- (C) "One hundred and fifty years ago, one in three kids didn't live past the age of 10."
- (D) "Life in America today is far safer."

6. Which of the following statements is true about the newspaper article on page 14?

- (A) The author is clearly opposed to the gaokao.
- (B) The author is clearly in favor of the gaokao.
- (C) The author does not reveal his personal opinion about the gaokao.
- (D) The author thinks the gaokao is no worse than standardized tests in other countries.

7. Complete this analogy:

gaokao : stress :: meditation : ____

- (A) silence
- (B) calmness
- (C) sleep
- (D) panic

8. Both articles support the idea that ____.

- (A) stress is a major part of young people's lives today
- (B) life in the past was more dangerous
- (C) spending time with friends relieves stress
- (D) American students are lucky they don't have to take the gaokao

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

9. How does the author support her claim that stress can be useful? Is her argument convincing? Explain.

10. What does the author of "Is This You?" suggest about the relationship between technology and stress? Support your answer with text evidence.

Name: _____ Date: _____

PAIRED TEXTS: "Is This You?" and "In China, the Test that Determines Your Life"

SKILL: Vocabulary Acquisition

Vocabulary:

"Is This You?"

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

1. chronic (KRAW-nik) *adjective*; constant; continuing a long time or recurring frequently

example: My chronic tardiness drives my friends nuts. Why is it so hard for me to be on time?

2. cultivate (KUL-tih-vayt) *verb*; 1. to prepare land for growing crops; 2. to grow (plants);
3. to improve or develop by careful attention or study; 4. to foster or encourage

example 1: This year, we are cultivating our fields for potatoes.

example 2: The coffee beans were cultivated in Costa Rica.

example 3: John spends every weekend on the slopes. He wants to cultivate his snowboarding skills and enter a competition next year.

example 4: Elizabeth is trying to cultivate a love of dystopic literature among her friends. She encouraged them to read The Hunger Games trilogy; now she is pressuring them to read *Divergent*.

3. endorphins (en-DOR-fins) *noun*; hormones (special chemicals that the body produces) that make the body less sensitive to pain

example: "My endorphins really kicked in at the end," Emma said after winning the cross-country race. "I pushed through the last two miles feeling great!"

4. fell (FELL) 1. *verb*; to beat or strike or knock down; 2. *adjective*; fierce, cruel, or savage

example 1: We felled our rival team with a school record of seven home runs!

example 2: Vampires are known for their fell deeds.

5. invigorate (in-VIG-uh-rayt) *verb*; to give life or energy to; enliven

example: Swimming in the lake invigorates Jane, especially after a long day.

6. lament (luh-MENT) *verb*; mourn or express sorrow for; grieve; regret

example: Mr. Collins lamented the loss of his beloved lemon tree, which was killed by the unseasonably cold weather.

7. rejuvenate (ree-JOO-vuh-nayt) *verb*; make new or youthful again; give new strength or energy to

example: For Mother's Day, my sister and I sent our mom on a yoga retreat to rejuvenate her.

8. _____ (_____) _____ ; _____

example: _____

Name: _____ Date: _____

PAIRED TEXTS: "Is This You?" and "In China, the Test that Determines Your Life"

SKILL: Vocabulary Acquisition

Vocabulary:

"In China, the Test That Determines Your Life"

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

1. amino acids (uh-MEE-noh AS-ids) *noun*; tiny substances that the human body needs for energy and many functions, including growth, healing, and digestion. Our bodies produce certain amino acids; we get others from food.

example: "It's important to eat foods rich in amino acids," the nutritionist said, "like eggs, nuts, fish, and beans."

2. intravenous (in-truh-VEE-nuhs) *adjective*; being within or entering by way of the veins

example: Lydia was so sick that the doctors administered intravenous antibiotics; fortunately they worked so well that she was feeling better after only a day!

3. tabulate (TAB-yuh-leyt) *verb*; to add up or calculate in an orderly way

example: Benn has decided to tabulate how many hours he spends listening to his iPod.

4. _____ (_____) _____ ; _____

example: _____

5. _____ (_____) _____ ; _____

example: _____

Vocabulary Practice:

"Is This You?" and "In China . . ."

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

1. Choose the word closest in meaning to **invigorate**.
 - Ⓐ debilitate
 - Ⓑ implore
 - Ⓒ initiate
 - Ⓓ energize
2. Which of the following could be described as **chronic**?
 - Ⓐ a tree that flowers in the spring
 - Ⓑ an enormous load of laundry
 - Ⓒ a list of all the movies you have ever seen
 - Ⓓ a cough that lasts for two years
3. How could Kendra **cultivate** her relationship with her little sister?
 - Ⓐ Kendra could make cookies with her sister.
 - Ⓑ Kendra could hog the bathroom.
 - Ⓒ Kendra could refuse to let her sister borrow clothes.
 - Ⓓ Kendra could hang out with her friends instead of helping her sister with her homework.
4. Which of the following might **fell** a tree?
 - Ⓐ lightning
 - Ⓑ sunshine
 - Ⓒ good soil
 - Ⓓ none of the above
5. Which of the following is definitely NOT a **rejuvenating** activity?
 - Ⓐ staying up all night
 - Ⓑ taking a bubble bath
 - Ⓒ going hiking with friends
 - Ⓓ listening to music
6. Which of the following would most likely cause **lamenting**?
 - Ⓐ After George's brother got his braces tightened, George brought him a bowl of ice cream.
 - Ⓑ Alex's favorite park is being destroyed to make room for a new highway.
 - Ⓒ Everyone in the movie theater cheered when the detective caught the criminal.
 - Ⓓ After studying hard, Jenna got an A on her test.

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

7. After the swim coach **tabulated/felled** the costs involved in building a new pool, he realized they would need to have a fund-raiser.
8. Mom says that the best way to get **amino acids/endorphins** is through a healthy diet.
9. A fresh coat of paint will **cultivate/rejuvenate** that old table.
10. When the nurse said I needed **chronic/intravenous** medication, I got nervous; I get so queasy around needles!

DRAMA: *The Corpse-Maker* • SKILL: Inference

Beowulf: A Hero of His Time

You can learn a lot about a period of history from stories written or set during that time. *Beowulf* was composed during the Middle Ages. In this activity, you will analyze *The Corpse-Maker*—the *Scope* play based on *Beowulf*—and make inferences about the qualities of a warrior that were valued and admired in Beowulf's day.

Directions: Provide the information requested for each category below. (We've filled in some information for you.) Keep in mind that Beowulf, the hero of the story, is an example of a great warrior—so if Beowulf possesses a particular quality, you can assume that it was admired!

Social Class

Consider these lines from the play:

WULFGAR: My lord, they appear well-born and worthy of respect—especially Beowulf.

HROTHGAR: Beowulf? I have heard that name before. They say he is a nobleman with the strength of 30 men in each hand! Send them in. (Scene 3)

From these lines, what can you infer about Wulfgar's and Hrothgar's beliefs about Beowulf's social class?

Wulfgar and Hrothgar respect Beowulf for being "well-born."

Consider these lines from the play:

BEOWULF: Greetings, King Hrothgar. I am Beowulf, the nephew of the king of the Geats. (Scene 3)

From these lines, what can you infer about Beowulf's social class or family background? Is it important? Beowulf's family background is important—that's why he tells Hrothgar that he, Beowulf, is related to a king.

Consider these lines from the play:

WULFGAR: You appear to be a strong and noble warrior, but I advise you to tell me who you are and why you came—immediately. (Scene 2)

From these lines, what can you infer about how Wulfgar regards nobility? Does it matter to him whether or not Beowulf is a nobleman?



Briefly summarize the importance of a warrior's social class.

Belief in God

Consider these lines from the play:

BEOWULF: You will not lose me. But if Grendel does defeat me—if he carries off my bloody corpse—well then, we must see it as God’s plan. (Scene 3)

From these lines, what can you infer about Beowulf’s beliefs?

What other line(s) give you information about warriors and their belief in God? Note the scene.

What can you infer from this line/these lines?

Briefly summarize the beliefs about God that a warrior was expected to have.

Strength

Consider these lines from the play:

HROTHGAR: Beowulf? I have heard that name before. They say he is a nobleman with the strength of 30 men in each hand! Send them in.

From these lines, what can you infer about Hrothgar’s view of Beowulf’s strength? Does Hrothgar admire Beowulf’s strength?

What other line(s) give you information about strength and warriors? Note the scene.

What can you infer from this line/these lines?

Briefly summarize how important it was for a warrior to possess strength.

Attitude Toward Death

Consider these lines from the play:

HANDSCIO: I am not afraid. I just wanted to say, if I am slain and you survive—(Scene 5)

From these lines, what can you infer about Handscio's attitude toward death?

What other line(s) give you information about warriors' attitude toward death? Note the scene.

What can you infer from this line/these lines?



Briefly summarize how a warrior was expected to regard death.

Character Traits

Consider these lines from the play:

BEOWULF: I have been soaked in the blood of my enemies many times. I have raided a nest of trolls and slaughtered sea monsters! Now, with your permission, I intend to rid this land of Grendel forever! (Scene 3)

From these lines, what can you infer about Beowulf's personality?

Consider these lines from the play:

BEOWULF: Grendel murders with his own hands, never with swords or shields. So tonight, I will lay my sword aside. If the fiend dares face me, he will find me unarmed. (Scene 5)

From these lines, what can you infer about Beowulf's personality?

What other line(s) give you information about Beowulf's character? Note the scene.

What can you infer from this line/these lines?



Briefly summarize the personality/character traits that were admired and valued in a warrior.

Close-Reading Questions

The Corpse-Maker

1. How does Scene 1 illustrate the problem that the Danes in the play face? (conflict)
2. In Scenes 2 and 3, what words does Wulfgar use to describe Beowulf? Why might he make note of these qualities? (character/inference)
3. Reread Beowulf's lines in Scene 3 that start "You will not lose me. . . ." What do they show about the way he sees himself and the world? (inference)

Critical-Thinking Questions

The Corpse-Maker

1. Beowulf was written many centuries ago, yet it is widely read and celebrated today. Why might it appeal to modern readers?
2. Think about the qualities that make Beowulf admirable in his time. Do you think he would be likable today? Explain.

DRAMA: *The Corpse-Maker* • SKILL: Test Prep

The Corpse-Maker Quiz

Directions: Read *The Corpse-Maker*. Then answer the questions below.

1. What motivates Beowulf to come to Denmark?

- (A) He wants to marry King Hrothgar's daughter.
- (B) He thinks Grendel will be easy to kill.
- (C) He defeated all the monsters in Geatland.
- (D) His mission as a warrior is to battle enemies.

2. Read this sentence from Scene 1 of the play:

"A horrible monster springs from the shadows."

In which of the following sentences does *spring* have the same meaning as in the sentence above?

- (A) Peter offered to spring for dessert.
- (B) The wolf lurked nearby, ready to spring.
- (C) The weeds seemed to spring up overnight.
- (D) Did Charlie's old boat spring another leak?

3. During the play, Unferth's attitude toward Beowulf changes from _____ to _____.

- (A) boastful, gloomy
- (B) jealous, wavering
- (C) critical, admiring
- (D) vicious, heroic

4. Which line from the play BEST shows how much the people of Hrothgar's kingdom have suffered?

- (A) EMBLA: Now, Heorot sits quiet and empty every night.
- (B) BEOWULF: Many tales of the corpse-maker who terrorizes you have reached our ears.
- (C) QUEEN: Entire families have been murdered. We have lost nearly all of our best warriors.
- (D) HANDSCIO: Beowulf is powerful, but I fear no man is a match for this monster.

5. Read this line from Scene 3 of the play: "It is

terrible to think of the violence these walls have seen." What literary device is used in this sentence?

- (A) simile, comparing walls to warriors
- (B) metaphor, representing walls as violent
- (C) hyperbole, exaggerating the abilities of walls
- (D) personification, giving a human characteristic to walls

6. In Scene 3, when Beowulf offers to slay Grendel, King Hrothgar's initial response implies that

- (A) he does not believe Beowulf is a great warrior.
- (B) he thinks Grendel can't be defeated.
- (C) he has lost several family members to Grendel.
- (D) he doesn't want help from an outsider.

7. In Scene 4, dialogue reveals that Embla, Gudrun, and Oddmar feel _____ the events that took place in Scene 1.

- (A) cautious of
- (B) excited by
- (C) hopeless about
- (D) frightened by

8. Which idea is NOT supported by the play?

- (A) Victory should be rewarded with riches.
- (B) Good triumphs over evil.
- (C) Heroes are remembered for their deeds.
- (D) For a warrior, humility is more important than strength.

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

9. What details from the play reveal that this story takes place in medieval times? Consider aspects of the setting, language, and character behaviors in your response.

10. In Scene 4, Beowulf says, "Sometimes, fate rewards men for their courage." What does he mean? Does fate "reward" Beowulf for his courage?

Video-Discussion Questions

"In the Age of Beowulf"

1. The narrator says that life was hard in the Middle Ages. What evidence does she give to support this claim?
2. How did the world change after the fall of the Roman Empire?
3. What is the mood of the video? How does the video create that mood? Consider the music, narration, images, and video clips.
4. The narrator says that legends about the triumphs of warriors were reassuring for the people of the Middle Ages. What do you think she means?

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 Corpse-Maker*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Beowulf and Hrothgar, and one other 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. BEOWULF is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. HROTHGAR 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. When Beowulf is first presented to Hrothgar, in Scene 3, Beowulf makes a short speech. He says, “I have been soaked in the blood of my enemies many times. I have raided a nest of trolls and slaughtered sea monsters! Now, with your permission, I intend to rid this land of Grendel forever!”

A. What does this speech reveal about Beowulf’s character?

B. How does Hrothgar respond to Beowulf’s speech? What does Hrothgar’s reaction tell you about Beowulf?

3. Consider the characterization of Grendel.

A. Grendel never speaks a word; how does the author reveal his character? Provide three details from the play that help establish Grendel’s character.

B. Does the author portray Grendel as at all sympathetic? In other words, does the author provide any information that helps the reader understand why Grendel is the way he is, or that causes the reader to feel concern for Grendel? Explain.

Section 2: Setting

4. Briefly describe the **setting**.

5. Name three things you could infer about medieval Scandinavia from this play.

Section 3: Figurative Language

6. Consider the following line from Scene 4:

PRINCESS (*to Unferth*): Perhaps next time, Unferth, you will shut your lips against your jealous tongue, hmm?

A *synecdoche* [sih-NEK-duh-kee] is a figure of speech in which a part is used to represent the whole, or a whole is used to represent a part. For example, referring to the alphabet as “the ABC’s” is a synecdoche: part of the alphabet is used to refer to the whole alphabet. Identify and explain the synecdoche in the line above.

Section 4: Foreshadowing

7. How does the author **foreshadow** Handscio’s death in Scene 5? Why do you think the author chose to foreshadow Handscio’s death—in other words, how does the foreshadowing affect the story?

Section 5: Mood

8. How does the author use the crowd to help establish the **mood** at different points throughout the play?

Section 6: Plot

3

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

2

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

4

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

1

OPENING: What is the main problem?

5

RESOLUTION: What is the ultimate outcome?

DRAMA: *The Corpse-Maker* • SKILL: Vocabulary Acquisition

Vocabulary:

The Corpse-Maker

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

1. **cavernous (KAV-er-nuhs)** *adjective*; resembling a cave in being deep and hollow
example: The old mansion had many dark, cavernous rooms.
2. **mead (meed)** *noun*; a fermented, alcoholic beverage made of water, honey, malt, and yeast
example: The king and his men were singing and drinking mead all night at the banquet.
3. **pompous (POM-puhs)** *adjective*; conceited or arrogant; having an overly high opinion of oneself
example: Mary found it hard to tell people about her achievements without sounding pompous.
4. **swig (swig)** 1. *noun*; an amount of liquid drunk at one time; 2. *verb*; to drink in large gulps, usually from a bottle or other container
example 1: May I have a swig of your soda to wash down these french fries?
example 2: The thirsty hiker was constantly swigging water while on his way up the mountain.
5. **loathsome (LOH-th-suhm)** *adjective*; causing feelings of hatred or disgust
example: Beth shrieked as the loathsome creature emerged from the murky pond.
6. **fitful (FIT-fuhl)** *adjective*; not regular or steady; restless
example: Alison slept for only a few fitful hours after watching a terrifying horror movie by herself.
7. **wrench (rench)** 1. *verb*; to pull something suddenly and forcefully; 2. *verb*; to injure yourself by twisting a part of your body; 3. *noun*; a tool used for tightening or loosening bolts
example 1: The little boy's older sister wrenched her tennis racket from his grasp.
example 2: My dad wrenched his back while trying to move the couch.
example 3: The plumber used a wrench to fix the leaky sink.
8. **mortally (MOR-tuhl-lee)** *adverb*; 1. in a deadly or fatal manner; 2. to an extreme degree
example 1: After being mortally wounded by a sword, the brave warrior died on the battlefield.
example 2: The politician, mortally afraid of offending any potential voters, spoke very carefully.

9. _____ (_____) _____ ; _____

example: _____

DRAMA: *The Corpse-Maker* • SKILL: Vocabulary Acquisition

Vocabulary Practice:

The Corpse-Maker

Directions: In the spaces provided, write **S** if the words are synonyms or **A** if the words are antonyms.

- | | |
|-------------------------------|--------------------------|
| 1. ____ fitful, constant | 4. ____ wrench, twist |
| 2. ____ loathsome, horrendous | 5. ____ vast, cavernous |
| 3. ____ humble, pompous | 6. ____ mortally, mildly |

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

7. The movie's villain was such a **loathsome** character that _____

8. The football player sounded very **pompous** when he _____

9. After mowing the lawn in the hot sun, I took a **swig** from _____

10. Cellphone service is **fitful** in this area, so I _____

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

11. _____

12. _____

FICTION: "Freddie in the Shade" • SKILL: Theme

Comparing Themes

The story "Freddie in the Shade" and the poem "Nothing Gold Can Stay" both express ideas about change. In this activity, you will explore what those ideas are and how they are similar and different. **Directions:** Answer the questions that follow.

"Freddie in the Shade"

1. What changes occur in Freddie's life?

2. How does Freddie initially react to these changes? Why do you think he reacts that way?

3. What do Freddie's experiences in the story teach him about change? Use specific examples in your answer.

4. What do you think is the theme of "Freddie in the Shade"?

"Nothing Gold Can Stay"

5. What things change in the poem?

6. In what ways do these things change?

7. What is the tone, or the speaker's attitude, toward these changes? Which words show this?

8. What do you think is the theme of "Nothing Gold Can Stay"?

Both Texts

9. In what ways are the themes of the story and poem alike?

10. In what ways are the themes different?

Close-Reading Questions

"Freddie in the Shade"

1. Read this line from page 22: "The sunglasses went on and stayed on." Why does Freddie wear sunglasses? What do they symbolize, or represent? (inference/symbolism)
2. Does Freddie manage to hide from Amy behind his sunglasses? Explain, using details from the text. (text evidence)
3. On page 24, the author states what Freddie likes about working at the bakery. What else does he like about working there? (inference)
4. What is Amy's attitude toward change? (analyzing character)

Close-Reading Questions

"Nothing Gold Can Stay"

1. What is meant by the poem's first line, "Nature's first green is gold"? (interpreting text)

2. What big idea do the first two couplets (sets of rhyming lines) share? (theme)

3. What idea is expressed in lines 5, 6, and 7? Think about how *flower*, *Eden*, and *dawn* change in the poem. (theme)

Critical-Thinking Questions

"Freddie in the Shade" and "Nothing Gold Can Stay"

1. What is a theme of "Freddie in the Shade"? How does the story support this theme?

2. What idea about change does Robert Frost express in "Nothing Gold Can Stay"?

3. How are the themes of the story and poem similar or different?

FICTION: "Freddie in the Shade" • SKILL: Test Prep

"Freddie in the Shade" Quiz

Directions: Read "Freddie in the Shade." Then answer the multiple-choice questions below.

1. At the beginning of the story, Freddie is upset because
 - (A) his dad got remarried.
 - (B) his stepmother is having a baby.
 - (C) his family is moving to Minneapolis.
 - (D) all of the above.
2. Which word best describes the author's attitude toward Freddie?
 - (A) judgmental
 - (B) fascinated
 - (C) devoted
 - (D) sympathetic
3. On page 22, Freddie considers a black hooded sweatshirt in the clothing store window, indicating that
 - (A) black is the only color he wears.
 - (B) it is colder in Minneapolis than in San Diego.
 - (C) even though he is miserable, he still likes shopping.
 - (D) he is drawn to things that might shield him from the world.
4. What is the meaning of the word *wistful* as it appears in the sentence "There was something wistful and sincere about Amy's questions..."?
 - (A) hopeless
 - (B) full of longing
 - (C) careful
 - (D) unnerving
5. Which line best demonstrates a theme of "Freddie in the Shade"?
 - (A) "She was nice enough, but things changed last year after Dad and Maggie got married."
 - (B) "He had no interest in Minneapolis or anyone who lived there."
 - (C) "'Stuff changes all the time,' she said. 'How are sunglasses going to stop it?'"
 - (D) "Freddie was surprised at how much he looked forward to his job at the bakery."
6. Freddie finally takes off his sunglasses because
 - (A) Amy tells him to.
 - (B) he realizes they won't protect him from change.
 - (C) he can't see very well when he wears them indoors.
 - (D) he doesn't want Amy to leave.
7. Based on the story's ending, you can infer that
 - (A) Amy moved back to Minneapolis for good.
 - (B) Freddie has never built a snowman before.
 - (C) Freddie is fond of his new baby sister.
 - (D) Freddie still works at the bakery.
8. Which word best describes the tone of the poem?
 - (A) reflective
 - (B) soothing
 - (C) critical
 - (D) mysterious

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

9. How does Freddie feel about change at the beginning of the story? How does he feel about it at the end? Use text evidence in your answer.
10. The Greek philosopher Heraclitus said, "There is nothing permanent except change." How does this quote apply to the story and the poem? Your answer should include details from both texts.

FICTION: "Freddie in the Shade" • 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 "Freddie in the Shade." See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Freddie, Amy, 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. FREDDIE is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. AMY 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 Freddie. What do they reveal about his character?

A. _____

B. _____

3. Give an example of something Mr. Fieldstone does. What does this tell you about him?

4. What does Amy reveal about herself at the end of the story? Why had she kept this information private?

Section 2: Point of View

5. From which **point of view** is "Freddie in the Shade" 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 it were told from each of the two points of view you did NOT select above?

Section 3: Setting

7. Where and when (what time of year) does this story take place?

8. How does Freddie feel about his new hometown? Use text evidence to explain.

9. List three details the author includes to describe the bakery.

10. How does Freddie come to feel about the bakery? What does it represent to him?

Section 4: Symbolism

11. What do Freddie’s sunglasses symbolize?

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Section 5: Mood

12. What is the **mood** of the story? Does it stay the same throughout the story, or does it change? 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 6: Plot

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

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

15. What does the last line of the story suggest about what happens to Freddie after the main events of the plot?

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POETRY: "Nothing Gold Can Stay" • SKILL: Text Analysis

Analyzing Poetry

Section 1: Definitions

Follow the directions in the boxes. Check a dictionary for the definitions and an encyclopedia for the allusion. (For now, ignore the circles and lines you see drawn on the poem.)

Briefly explain this allusion.
What is Eden?

Nothing Gold Can Stay

By Robert Frost

Nature's first green is gold,
2 Her hardest hue to hold.
Her early leaf's a flower;
4 But only so an hour.
Then leaf subsides to leaf,
6 So Eden sank to grief,
So dawn goes down to day
8 Nothing gold can stay.

Define *hue*.

Define *subsides*.

Section 2: Sound Devices

Write on the poem above to answer the questions in this section.

1. We circled the first set of rhyming words (*gold* and *hold*). **Circle the others.**
2. *Alliteration* is when two or more words that are near each other start with the same sound. We've underlined the first case of alliteration (*green* and *gold* in line 1). **Underline two more.**
3. *Assonance* is when two or more words that are near each other contain the same vowel sound, as in the sentence "Jenny bent down and petted the hen." We've double-underlined two cases of assonance in the poem (*nature* and *first* in line 1, and *her* and *early* in line 3). **Double-underline two more.**

Section 3: Line-By-Line

In this section, you will analyze the poem mostly one or two lines at a time. There are no “right” answers to many of these questions; you just need to support your interpretation with text evidence.

Lines 1-4

4. In line 1, what is “nature’s first green”? *Hint*: Think about what happens in the spring.
5. The speaker says that nature’s first green “is gold.” What are some words, ideas, images, or emotions that we associate with gold? Are these associations mostly positive or negative?
6. Considering your answer to question 5, what is the speaker saying about “nature’s first green” when he calls it “gold”?
7. Think of another meaning for the first line. How could “nature’s first green” *literally* be gold (the color)? *Hint*: Reread line 3.
8. In line 2, the speaker says that gold is nature’s “hardest hue to hold.” As it is used in this line, what does *hold* mean?
9. In lines 3 and 4, the speaker says that nature’s early leaf is a flower that lasts only for “an hour.” Do you think he means this literally—that the flower dies after one hour? If he doesn’t mean it literally, what is the speaker saying here?
10. In your own words, briefly summarize what the speaker is saying in lines 1 to 4.

Lines 5-8

11. One could say that a flower *grows* into a leaf, or that a leaf *replaces* a flower, but in line 5, the poet uses the word *subsides* to describe the change from the early leaf (or flower) to the mature leaf. How does this word choice affect the meaning or tone of this line?
12. Identify a word or phrase in line 6 and a word or phrase in line 7 similar in meaning to *subsides*.
13. The title and last line of the poem state that “nothing gold can stay.” In lines 6 and 7, what is “gold” that does not “stay”?
14. Consider the three things in the poem that change: a bud, Eden, and dawn. What do these three things have in common?

Section 4: The Big Picture

Again, there is no “right” answer; you should answer according to *your* interpretation of the poem. Just be sure to support your ideas with text evidence.

15. What message or idea about change does the speaker express in “Nothing Gold Can Stay”? Explain, using text evidence to support your answer.

DEBATE: "Should We Live Forever?" • SKILL: Argument Writing

Write an Argument Essay

Directions: Read "Should We Live Forever?" on pages 26-27 of the March 2014 issue of *Scope*. Fill in the chart on page 27. Then follow the steps below to write an essay explaining your opinion on whether humans should seek immortality.

STEP 1: DECIDE WHAT YOU THINK

Should we seek immortality? Consider what you read in the article, as well as your own viewpoints.

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! Let's live on and on and on . . .

☐

No! All good things must end.

☐

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 27 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 living forever sounds like a great idea, summarize the strongest arguments of those who think otherwise. Alternatively, if you believe living forever is not a good idea, summarize the main reasons some say immortality would be a good thing.

STEP 4: CRAFT YOUR THESIS

The thesis is where you tell readers what your 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 a fact, a quote, or a rhetorical question (a question to which you don't expect an answer). You can even drop your reader into a scene that relates to the topic. 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. 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.
- 2. RHETORICAL QUESTION:** Ask your reader a question about living forever.
- 3. DROP YOUR READER INTO A SCENE:** Evoke an imaginary world of the future in which humans are immortal. What would life be like?

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 possibility that future technologies will enable humans to live extremely long (or even endless) lives.

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 humans should seek immortality. 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 immortality.
(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 several 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 We Live Forever?"

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

1. Alzheimer's (AHLTS-hahy-merz) *noun*; a disease of the brain that can occur in middle or old age, causing people to gradually lose their memories and mental abilities

example: As a neurologist, Tim's father treats patients with Alzheimer's and other brain diseases.

2. arthritis (ahr-THREYE-tis) *noun*; long-term painful inflammation or stiffness of the joints

example: Thanks to her new arthritis medication, Grandma is experiencing much less pain in her fingers. She's even able to knit again.

3. contraption (kuhn-TRAP-shuhn) *noun*; a machine or device, especially one that appears strange or complicated

example: Tiffany stared in amazement at the test tubes, microscopes, and other contraptions that lined the shelves of the laboratory.

4. inevitable (in-EV-ih-tuh-buhl) *adjective*; certain to happen; unavoidable

example: Though we wanted those sunny days of lounging on the beach to last forever, we knew the end of our vacation was inevitable.

5. innovation (in-uh-VEY-shun) *noun*; a new method, idea, or product

example: Recent NASA innovations have increased the possibility that humans may live on Mars someday.

6. radically (RAD-ik-lee) *adverb*; in a thorough, complete, or fundamental way

example: Melissa was nervous about starting middle school, but the first day of sixth grade radically exceeded her expectations: She made a new friend and joined the basketball team!

7. _____ (_____) _____ ; _____

example: _____

8. _____ (_____) _____ ; _____

example: _____

DEBATE: "Should We Live Forever?" • SKILL: Vocabulary Acquisition

Vocabulary Practice:

"Should We Live Forever?"

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

WORD BANK		
Alzheimer's	contraption	innovations
arthritis	inevitable	radically

- After the team's undefeated season, their victory in the championship seemed _____.
- Before the invention of electricity, daily life was _____ different than it is today.
- The development of antibiotics was among the most important medical _____ of the 20th century.
- Excessive strain on the joints can aggravate one's _____.
- Memory loss is among the numerous symptoms of _____.
- For his science fair project, Toby constructed a battery-operated _____ that could fly across the football field.

Directions: Choose two of the vocabulary words listed in the Word Bank. Write an example sentence for each one.

- _____

- _____

DEBATE: "Should We Live Forever?" • SKILL: Test Prep

"Should We Live Forever?" Quiz

Directions: Read "Should We Live Forever?" Then answer the questions below.

1. Which sentence best expresses the central idea of the first two paragraphs?

- (A) "... experts say major innovations are just around the corner."
- (B) "Dying has always been kind of a bummer."
- (C) "But now, the idea of living for a very long time has moved from the pages of science fiction to laboratories around the world."
- (D) "Perhaps that's why immortality has fascinated humans since ... well, forever."

2. Which of the following details does the author use to support this central idea?

- (A) Immortality appears in stories across human history.
- (B) New anti-aging technologies are coming soon.
- (C) All death is tragic.
- (D) both A and B

3. Consider this line from the article:

"Even Google is investing in anti-aging technology."

The author uses the word *even* to imply which of the following?

- (A) The Internet keeps us young.
- (B) Google wants its employees to live forever.
- (C) Google is leading the way in anti-aging technology.
- (D) Many companies are exploring how to slow or stop the aging process.

4. Which sentence best describes the way the information in the article is presented?

- (A) The arguments in favor of immortality are presented first, followed by arguments against immortality.
- (B) Arguments for and against immortality are interwoven throughout.
- (C) An explanation of the aging process is followed by tips on how to live a long life.
- (D) A description of how boring immortal life would be is juxtaposed with an explanation of cryonics.

5. Reread this line from the article:

"If babies continue to be born but no one dies, population growth—already straining Earth's resources—will accelerate."

From this sentence, you can infer that

- (A) overpopulation is a problem today.
- (B) immortal people would have large families.
- (C) the author does not like babies.
- (D) in the future, babies will not age.

6. What is the purpose of the cartoon?

- (A) to entertain you by presenting an absurd and silly scenario involving immortality
- (B) to use humor to convince you that immortal humans should not celebrate birthdays
- (C) to depict the hazards of long life
- (D) to present a realistic idea of what families would be like if we "cured" death

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

7. Do you think this article is balanced? In other words, does it present both sides of the argument with equal weight, or does it favor one side more than the other? Use text evidence to support your answer.

There, Their, and They're

The words **there**, **their**, and **they're** are often confused and misused. Here's what you need to know:

Use **there** to refer to a place or to the existence of something.

Examples:

*Ann found her dropped book over **there**, behind the oak tree.*

*Ted promised that **there** will be free ice cream at the Scoop Shop's grand opening.*

Use **their** to indicate that something belongs to certain people, animals, or things.

Examples:

*The Kroebers brought **their** new baby home today.*

*The dogs fought over **their** tennis balls during the whole car ride.*

Use **they're** as a contraction of "they are."

Examples:

*Ben and Gabriel say **they're** trying out for the baseball team.*

*I love hanging out with Kim and Carli. **They're** so funny!*

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

1. The Petersons have lived in Madrid for three years, but **there/their/they're** moving back to Seattle next month.
2. Megan already left for the party. Priscilla is meeting her **there/their/they're** after dinner.
3. Anthony carried the twins' birthday cake, and I carried **there/their/they're** presents.
4. Tyler said **there/their/they're** are four kittens sleeping in a box under the porch.
5. The Barrett boys explained that **there/their/they're** parrot flew away when they opened the window.
6. Leo prefers Honeycrisp apples because **there/their/they're** sweeter and crispier than McIntosh apples.

Directions: Write either **there**, **their**, or **they're** on each blank in the paragraph below.

Yesterday, my little sisters challenged me to a game of Scrabble. Usually, I avoid playing games with them because _____ terrible cheaters. But _____ pleading wore me down, and it was raining, so I agreed. We set up the board on the dining-room table, removing Princess, the cat that likes to sleep _____. Then we picked our tiles. _____ are only two blank tiles, and I got them both! Things were looking good. The girls obviously didn't like _____ tiles: They kept trying to sneak _____ hands into the tile bag for new ones. _____ is not much else to say about the game, except that it went on and on and on. When it finally ended, I was more than ready to get out of _____. The score? Lisa: 311. Janet: 296. Me: 64. Ugh. My sisters, of course, had a great time. _____ already begging me to play again.

THE LAZY EDITOR: "When Killer Mice Attack" • SKILL: Parallelism

Practicing Parallelism

Parallelism means using the same pattern of words to show that two or more ideas are equally important. Parallel structure can be used with words, phrases, or clauses:

Example 1: **Incorrect:** Hala likes swimming, playing volleyball, and to hike.
(*Swimming* and *playing* end in -ing, so the third verb in the list should also end in -ing.)

Correct: Hala likes **swimming**, **playing** volleyball, and **hiking**.

Example 2: **Incorrect:** After the fire drill, the teacher praised her students for paying attention and their orderly behavior.
(*Paying attention* and *orderly behavior* are not the same grammatical forms. One of them needs to change to match the other.)

Correct Option 1: After the fire drill, the teacher praised her students for their attentiveness and orderly behavior.

Correct Option 2: After the fire drill, the teacher praised her students for paying attention and behaving in an orderly fashion.

Example 3: **Incorrect:** When buying new sneakers, Joshua makes sure they have good arch support, breathable fabric, and that the soles are sturdy.
(*Good arch support* and *breathable fabric* have an adjective-followed-by-a-noun structure, but *the soles are sturdy* does not.)

Correct: When buying new sneakers, Joshua makes sure they have good arch support, breathable fabric, and sturdy soles.

Directions: In each pair of sentences below, place a ✓ in front of the sentence that has correct parallelism.

1. **a** ____ The new soccer coach is both enthusiastic and he has really good skills.
b ____ The new soccer coach is both enthusiastic and highly skilled.
2. **a** ____ In Leesa's lifeguard course, she learned injury prevention, first aid, and rescue skills.
b ____ In Leesa's lifeguard course, she learned injury prevention, first aid, and also about rescue skills.
3. **a** ____ Eating too much sugar can make you hyper as well as to cause tiredness.
b ____ Eating too much sugar can make you hyper as well as tired.
4. **a** ____ Ed and Ted spent the day arguing with each other rather than work together to clean their room.
b ____ Ed and Ted spent the day arguing with each other rather than working together to clean their room.
5. **a** ____ Dolphins have large brains, thick skin, and swim fast by using their tails.
b ____ Dolphins have large brains, thick skin, and tails that help them swim fast.

Directions: In each sentence below, fill in the blank with a parallel word or phrase.

6. Wesley's favorite after-school snacks are yogurt, mixed nuts, and _____

7. Samantha goes to ballet at 3:30, softball at 5:00, and _____

8. Before a race, runners should not only stretch but also _____

9. At my annual checkup, the doctor listened to my heartbeat, looked down my throat, and _____

10. Abraham Lincoln is famous for being the first president to have a beard, for delivering the Gettysburg Address, and for _____

Directions: Rewrite each of the following sentences, correcting any parallelism errors.

11. Giving is better than to receive.

12. Before the sun comes up, Avery feeds the chickens, milks the cows, and has to clean the horse stalls.

13. Leo asked his mom to either roll down the car windows or if she would turn on the air-conditioner.

14. To make an omelet, crack three eggs into a bowl, stir, pour the mixture into a heated, oiled pan, and after that you can add the other ingredients, fold it in half, and let it cook.

15. The Sheridans' new car runs on electricity instead of using gasoline.

THE LAZY EDITOR: "When Killer Mice Attack" • SKILL: Word Choice in Context

Which Word Works?

Yes, the thesaurus is your friend. It can help you find all sorts of interesting words to spice up your writing. But be careful when you use it. Words that are synonyms often have different shades of meaning. This exercise will help you choose words that make sense in context. For example:

Consider this sentence: *We always avoided the old, creepy house on Elm Street.*

Here are some synonyms our thesaurus gave us for *old*: aged, ancient, decrepit, elderly, tired, senior
Do they all work with the sentence? Well, some do and some don't.

Successful: *We always avoided the decrepit, creepy house on Elm Street.* (That sounds good, right?)

Unsuccessful: *We always avoided the elderly, creepy house on Elm Street.* (Huh? The house is a senior citizen?)

Directions: Read the following paragraph and circle eight words that don't work in context. Write each word in a space below and then find a synonym that makes more sense. We've done the first one for you.

If you're looking for thrills, you may want to roam to the Wild West Theme Park in Texas. There you will find The Outlaw, a brisk roller coaster that takes you on a rollicking journey through an old-fashioned frontier town. Adhere yourself in and hold on rigidly as you accelerate to 100 miles per hour in 5 seconds. You'll inaugurate 100 feet into the air before flying through mind-boggling twists and turns. Watch out for the sheriff; he intellectualizes you robbed the bank and he wants justice. This is your likelihood to feel like a real outlaw of the Wild West! The ride is so fun, it's worth waiting in the extensive line.

	Word from above	More appropriate word
1.	roam	travel
2.		
3.		
4.		
5.		
6.		
7.		
8.		

THE LAZY EDITOR: "When Killer Mice Attack" • SKILL: Avoiding Redundancy

The Worksheet on Redundancy Worksheet

To keep your writing clear and effective, it is important to avoid *redundancy*, or unnecessary repetition. For an example, check out the title of this worksheet! Here is another example:

Incorrect: In my opinion, I think the Seahawks are the best team.

Correct Option 1: In my opinion, the Seahawks are the best team.

Correct Option 2: I think the Seahawks are the best team.

In the first sentence, *In my opinion* and *I think* mean the same thing. It is not necessary to use both.

Directions: Rewrite the following sentences so that they are no longer redundant.

1. Shayur's alarm was set for 7 a.m. in the morning.

2. The burglar returned back to the scene of the crime.

3. At the end of the concert, the crowd rose to its feet and gave the musicians a standing ovation.

4. We all need to cooperate together, or we will never make any progress.

5. For most people, riding in a hot-air balloon is a unique, once-in-a-lifetime opportunity.

6. The troops advanced forward toward the village.

7. Have you ever at any time spilled cranberry juice on a white carpet?

8. Many famous celebrities attended the Grammy Awards.

9. Mrs. O'Connor asked Tanya to circulate the sign-up sheet around to all the students in the classroom.

YOU WRITE IT: "What Keeps Me Going" • SKILLS: Central Idea and Details/Summarizing

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Winter Vinecki into an article.

1 The headline "What Keeps Me Going" tells you about the central idea of the interview, and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

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

Paragraph 1: Fifteen-year-old Winter Vinecki of Park City, Utah, is the youngest person ever to run a marathon on all seven continents. She's also the founder of Team Winter, an organization that raises money to fight cancer. When her father was diagnosed with prostate cancer, she began raising money for cancer research. While Winter initially aspired to raise \$10,000, she has now raised almost \$500,000.

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Paragraph 6:

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

A direct quote is another person's exact words.

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. Winter remembers, "I knew I had to do something to help."
2. "When I started," explains Winter, "my goal was to raise \$10,000."
3. "When I'm having a hard time during a race, I think about my dad," Winter says.

Direct Quote 1: _____

Direct Quote 2: _____

4 Pick out the information that you find most interesting in the interview. You might choose, for example, to mention that Winter ran the Inca Trail Marathon in South America, which takes competitors to an elevation of 14,000 feet.

The information I find most interesting is:

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

Opening Paragraph:

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

Body Paragraphs:

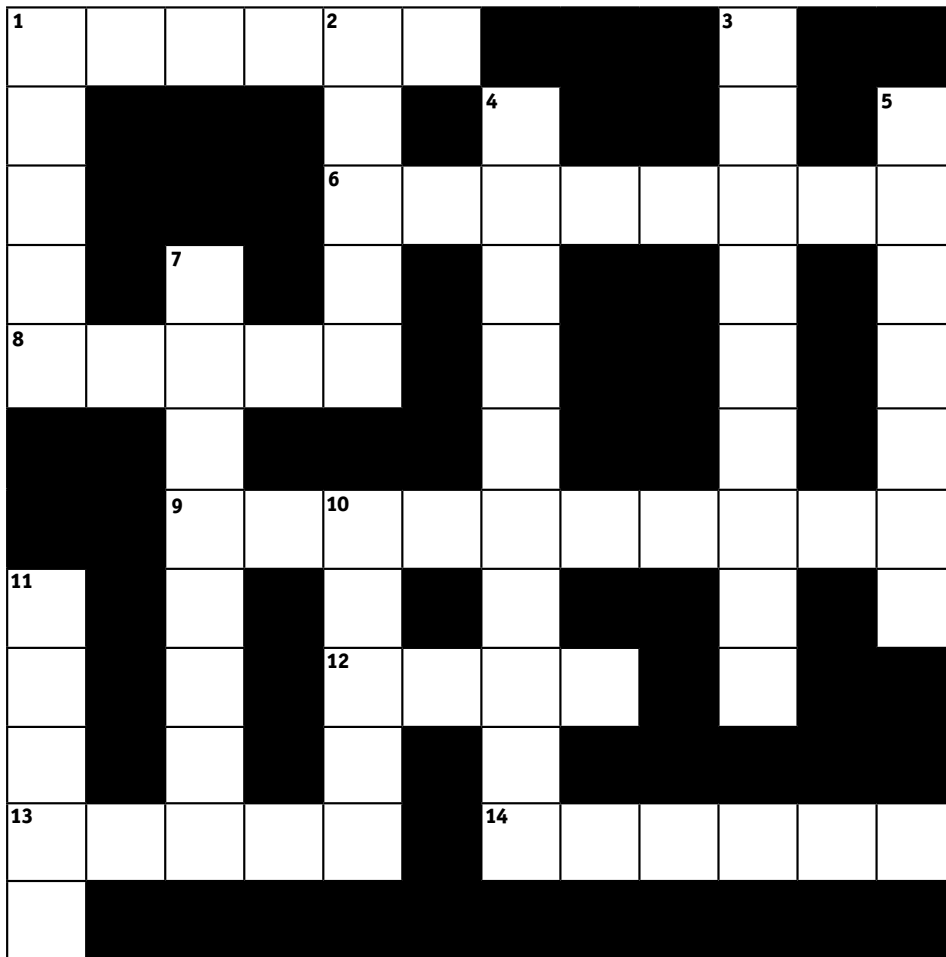
- Your paragraphs should flow smoothly from one to the next. You may need to write transition sentences at the beginning of some paragraphs.
- Don't forget to include the direct quotes that you chose in Step 3.

Conclusion:

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

Scope Crossword Puzzle

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



ACROSS

1. Many people think it's time to ___ outdated chemical-safety laws.
6. Anti-aging technologies could someday make people ___.
8. The ___ of the bakery made Freddie feel safe.
9. Exercise releases hormones called ___.

12. The chemical spill affected ___ counties in West Virginia.
13. Brown tree snakes have killed many species of ___ in Guam.
14. Beowulf decided to fight Grendel without a sword or ___.

DOWN

1. Winter Vinecki's hardest race brought her to Machu Picchu, Incan ___.
2. Many people could not use their water for days after the chemical ___.
3. Advances in medicine and ___ have led to a longer human life span.
4. Most people in Boston's North End were ___.

5. Chronic stress can weaken the immune system, increasing the risk of a serious ___.
7. Warriors like Beowulf performed daring deeds so people would ___ their names.
10. King Hrothgar's people
11. Molasses was used to make ___.

Molasses Contest

Compare and contrast the disasters in Boston and West Virginia. How are they similar and different? What lessons can be learned from them? Respond in two to three paragraphs, using text evidence to support your answer. Five winners will each receive *The Great Molasses Flood* by Deborah Kops.

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: Molasses Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY APRIL 15, 2014!

De-Stress Contest

Imagine you have a friend who lives in China. He is about to take the gaokao, and he is REALLY stressed. Write a letter to or make a video for your friend, explaining what causes stress as well as healthy ways to cope with it. Draw on information in both articles. Five winners will each get *Page by Paige* by Laura Lee Gulledge.

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: De-Stress Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY APRIL 15, 2014!

Beowulf Contest

Beowulf reflects the customs and values of medieval Europe. What can you infer from this story about the qualities that were valued and admired in a warrior? Five winners will each receive *The Sea of Trolls* by Nancy Farmer.

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: Beowulf Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY APRIL 15, 2014!

Freddie in the Shade Contest

Consider the following statement: Change is an inevitable part of life. How do “Freddie in the Shade” and “Nothing Gold Can Stay” support this statement? Five winners will each receive a copy of Pam Muñoz Ryan’s novel *The Dreamer*.

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: Freddie in the Shade Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY APRIL 15, 2014!

You Write It Contest

Read our interview with Winter Vinecki. Choose a central idea and write a three-paragraph article about Winter in your own words. Be sure to use quotes from our interview. 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

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