

Accept vs. Except

The words **accept** and **except** are often confused and misused. One way to figure which word you need is to determine whether your sentence calls for (1) a verb or (2) a preposition or conjunction.

If a verb is needed, most of the time the word you want is **accept**. It means *to take or receive something offered, or to agree/consent to, or to consider as true/believe in*.

Examples:

Jim **accepted** the award for Student of the Month.

The community **accepted** the proposal to build new stores and restaurants on Main Street.

Mr. Brownlow does not **accept** that ghosts exist.

If a preposition or conjunction is needed, you should use **except**. It means *but, leave out, or to exclude/omit*.

Examples:

Jason loves every ice cream flavor **except** vanilla.

Except for Susan, everyone is here.

Natalie would have arrived earlier, **except** her flight was delayed.

Want a super-simple tip to help you remember the difference between **accept** and **except**? Remember that **the prefix ex- means out**. So if you are talking about leaving something out, use **except**!

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

1. Sarah loves all music **accept/except** for heavy metal and country.
2. "Check out this video of Selena Gomez **accepting/excepting** her five Teen Choice awards," said Morgan.
3. Mr. Flynn was confident that Ethan would **accept/except** the challenge.
4. My sister **accepted/excepted** Devin's gift with a big smile.
5. The website would not **accept/except** Katelyn's password.
6. It was hard for Alex to **accept/except** the fact that Mark was moving.

Directions: Write a form of **accept** or **except** on each blank in the paragraph below.

I had just _____ my first community service assignment: working at an animal shelter. When I walked in on my first day, all of the dogs barked at me— _____ one. That dog sat quietly, staring straight into my eyes. She was all white _____ for a brown patch around her left eye. I knelt in front of her and _____ the paw that she offered me. Her name was Diva, and we quickly formed a bond. In fact, I would have adopted Diva that very day, _____ I had to get my parents' permission first. I must admit, it would have been hard for me to _____ "no" as an answer. Fortunately, I didn't have to! My parents came to meet Diva and they fell in love with her too. Diva is now a treasured part of our family.

NONFICTION: "I Survived the Boston Marathon Bombing" • SKILL: Central Idea

Applying a Central Idea

Directions: Answer the questions below to examine how the central idea of President Barack Obama's speech "We Summon the Strength" applies to Sydney Corcoran's experiences. Use your answers to help you respond to the writing prompt on page 9.

1. In your own words, explain what President Obama says in his speech about what we do in the face of tragedy.

2. According to Obama's speech, why do we respond to tragedy this way?

Based on your answers above, write the **central idea** of President Obama's speech in one sentence:

How is this central idea illustrated in Sydney Corcoran's story? Provide three examples from the article.

Example 1: _____

Example 2: _____

Example 3: _____

Close-Reading Questions

"I Survived the Boston Marathon Bombing"

1. Which details in the first three paragraphs show that the Boston Marathon is an event that brings people together? (text evidence)
2. In the first section, how does the author portray Sydney's experience when the bombs exploded? Why might the author have chosen the details she did? (craft)
3. In the section "Madness and Horror," the text says the bombs had one purpose: "to maim as many people as possible." Which detail supports this? (supporting detail)

Close-Reading Questions

"I Survived the Boston Marathon Bombing"

4. Read the paragraph on page 7 that starts “As Sydney fought for her life . . .” What can you infer about the nation’s reaction to the bombing? (inference)
5. What is the purpose of the section “A Terrorist Plot”? Why is it included in the article? (text structure)
6. How have Sydney and her mom helped each other recover? (key idea)

Close-Reading Questions

"We Summon the Strength"

1. In the first paragraph, what metaphor does President Obama use? What makes this metaphor powerful? (figurative language)

2. President Obama says that "a bomb can't beat us." What does he mean? (inference)

Critical-Thinking Questions

"I Survived the Boston Marathon Bombing"

1. What is one central idea of the article? Use examples from the text in your answer.

2. What other stories—fiction or nonfiction—have you read that demonstrate the resilience of the human spirit? How do those stories compare with the story of the Boston Marathon bombings?

NONFICTION: "I Survived the Boston Marathon Bombing" • SKILL: Nonfiction Reading

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "I Survived the Boston Marathon Bombing." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading: Text Features

1. Study the images on pages 4 and 5, and read the **headline**. What do the photographs show?

2. Why do you think the designer chose the particular letter sizes and colors that he used in the headline? What effect does the headline create?

3. Examine the other photos in the article and read the captions. What information do they provide?

4. 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

5. Consider this sentence from page 6:

"Sydney felt electrified as she scanned the sweaty faces passing by, trying to spot her aunt Carmen."

A. What does *electrified* mean in this sentence? (Use context clues to help you. Then check a dictionary.)

B. Why might the author have chosen *electrified* instead of a similar word, like *excited*?

6. Check (✓) the statement that best describes how the author organizes information in the section "Each Other's Team."

The author describes an event and then explains an effect caused by that event.

The author describes an event through a series of flashbacks.

The author describes a series of problems and steps that were taken to solve them.

7. What is the **structure** of the section "Where's Mom"? Explain.

8. A. Read President Barack Obama's speech "We Summon the Strength" on page 9. What metaphor does he use to characterize people dealing with a tragedy?

B. What can you infer about President Obama's view of the American people?

After Reading

9. Write a three- to four-sentence **objective summary** of "I Survived the Boston Marathon Bombing."
(Hint: Think about what you would say to a friend who asks, "What is this article about?")

10. A **central idea** of "I Survived the Boston Marathon Bombing" 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 People came together to help each other through the Boston Marathon tragedy.		
Evidence #1 "Others raced toward the injured, kneeling next to bleeding victims." (p. 6)	Evidence #2 "Through those painful weeks and months, mother and daughter drew strength from each other." (p. 8)	Evidence #3

11. Below are three pieces of **supporting evidence** for another central idea of "I Survived the Boston Marathon Bombing." In the space provided, write a **central idea** that this evidence supports.

Central Idea		
Evidence #1 "Sydney still has flashbacks from the bombing, moments when the sounds, sights, and smells of that day come rushing back with crippling intensity." (p. 9)	Evidence #2 "PTSD sufferers can have nightmares, depression, and trouble concentrating and sleeping." (p. 9)	Evidence #3 "She copes with her feelings by writing about them and by seeing a therapist." (p. 9)

NONFICTION: "I Survived the Boston Marathon Bombing" • SKILL: Nonfiction Reading

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "I Survived the Boston Marathon Bombing." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading: Text Features

1. Look at the different colors and sizes that the designer used for the words in the headline. Why do you think the designer chose to use these particular sizes and colors?

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

3. Look at the bottom edge of the main photograph on pages 4 and 5. Describe it. Why do you think the designer made it look this way?

4. Examine the images on pages 6 and 7. What do they show?

5. Look at the picture on page 8. What does it show?

6. What do you think this article will be mostly about?

During Reading

7. Consider this sentence from page 6:

"Sydney felt electrified as she scanned the sweaty faces passing by, trying to spot her aunt Carmen."

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

supplied with electric power

thrilled

injured by electricity

B. Why might the author have chosen *electrified* instead of another, similar word, like *excited*? What does the author's choice of *electrified* tell you about how Sydney felt?

8. The author organizes the section "Each Other's Team" by describing a series of problems and solutions.

A. Read the following problem and write a solution in the space provided:

Problem 1: Sydney's muscles had become weak from lack of use.

Solution: _____

B. Read the following solution and write a problem in the space provided:

Problem 2: _____

Solution: Sydney and her mother drew strength from each other.

9. A. Read President Barack Obama's speech "We Summon the Strength" on page 9. What metaphor does he use to characterize people dealing with tragedy?

B. What can you infer about President Obama's view of the American people?

After Reading

10. Below is a sample of an **objective summary** of "I Survived the Boston Marathon Bombing." 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.

In April 2013, two Islamic extremists planted bombs at the finish line of the Boston Marathon. The bombs injured more than 250 people, including teenager Sydney Corcoran and her mother. ~~Sydney's aunt Carmen was running the marathon.~~ Sydney was badly injured and was at risk of bleeding to death, ~~but some people were not hurt at all.~~ At the hospital, doctors removed large metal chunks from her leg, one of them might have been a nail, and worked to repair the gaping hole in her foot. It was probably really scary that Sydney didn't know if her family was alive or not. When she awoke from surgery, Sydney learned that both of her mother's legs had been amputated. I'm pretty sure a special doctor had to perform that surgery. Sydney and her mother spent weeks in the hospital and they helped each other get better. The men who planted the bombs were caught, but the people of Boston will never forget what happened. It's a bummer because Sydney still has flashbacks of that horrible day. But she and her mother are glad to be alive and feel lucky that they were able support each other during such a painful time.

11. Below is a **central idea** of "I Survived the Boston Marathon Bombing." Three of the pieces of evidence listed support it, but one of them does not. Cross out the one that does not.

Central Idea

People came together to help each other through the tragedy.

Evidence #1

"Others raced toward the injured, kneeling next to bleeding victims."
(p. 6)

Evidence #2

"As Sydney fought for her life, Americans across the country were glued to the news."
(p. 7)

Evidence #3

"Through those painful weeks and months, mother and daughter drew strength from each other."
(p. 8)

Evidence #4

"The strangers who saved her life are now her close friends; she turns to them when she needs to talk."
(p. 9)

Video-Discussion Questions

"After the Bombing"

Directions: Be sure to consider the narration, footage, images, and music as you answer the following questions.

1. What is the tone of the beginning of the video? When does the tone shift? Explain how the tones are conveyed through images, music, narration, etc.
2. What does Celeste mean when she says "Every achievement feels like I'm getting justice"?
3. What central idea from "I Survived the Boston Marathon Bombing" is reflected in the video?
4. Sydney says, "It's still pretty hard at times, but I feel like we're moving on." In which section of the article would this quote fit best? What does it reveal about Sydney's attitude toward her future?

NONFICTION: "I Survived the Boston Marathon Bombing" • SKILL: Test Prep

Boston Marathon Bombing Quiz

Directions: Read "I Survived the Boston Marathon Bombing" and the speech "We Summon the Strength." Then answer the multiple-choice questions below.

1. Which sentence BEST describes how the author organizes the article?

- (A) She describes the effects of the bombing.
- (B) She alternates between information about the Boston Marathon bombing in general and the personal experiences of Sydney and her mom.
- (C) She analyzes the motives of the bombers.
- (D) She explains how law enforcement worked.

2. Which of the following BEST expresses a central idea of the article?

- (A) The Boston Marathon is a beloved tradition.
- (B) Sydney's leg was badly injured.
- (C) People came together to help each other after the Boston Marathon bombing.
- (D) Boston has recovered from the bombing.

3. Which line from the article demonstrates the central idea?

- (A) "The wounded were everywhere."
- (B) "Yet amid the madness and the horror, many rushed to help one another."
- (C) "She copes with her feelings by writing about them and by seeing a therapist."
- (D) "She finds joy in taking life one day at a time."

4. The section "Madness and Horror" contributes to the article's central idea by ____.

- (A) describing how emergency responders and bystanders helped the wounded
- (B) comparing this tragedy with other bombings
- (C) explaining why spectators fled the area
- (D) highlighting the damage done by the bombs

5. On page 8, the author describes Boston as "eerily quiet as if the entire city was holding its breath." She is using personification to suggest that ____.

- (A) everyone in the city was watching the news
- (B) the residents of Boston were trying to prove their strength by holding their breath
- (C) the city was like a person hiding the bombers
- (D) the people of the city were united as one, anxiously awaiting the bombers' capture

6. Consider what Sydney says at the end of the article:

"We should be supportive of each other no matter what, because you never know what somebody is going through."

This quote reveals that Sydney ____.

- (A) is compassionate
- (B) is grateful to the doctors who operated on her
- (C) is angry about the bombing
- (D) thinks the city of Boston will never fully recover

7. Context clues reveal that *summon* means ____.

- (A) to order to appear in a court of law
- (B) to send for someone
- (C) to call into being
- (D) to give an overview

8. The main purpose of President Obama's speech is to ____.

- (A) show how people overcome their differences
- (B) encourage people to run marathons
- (C) announce the arrest of the bombers
- (D) comfort and encourage the people of Boston

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

9. Descriptive language helps the reader imagine how something looks, feels, sounds, or smells. How does the author use descriptive language to tell the story of the Boston Marathon bombing?

10. From which point of view is President Obama's speech told (first person, second person, third person, etc.)? What is the impact of his speaking that way? Use text evidence in your response.

NONFICTION: "I Survived the Boston Marathon Bombing" • SKILL: Vocabulary Acquisition

Vocabulary:

"I Survived the Boston Marathon Bombing"

Directions: Read the following definitions and example sentences.

- 1. atrophy (A-truh-fee)** 1. *noun*; a wasting away or decrease in size of a body part, especially from disease or lack of use; 2. *noun*; a wasting or gradual decline (of anything); 3. *verb*; to waste away or cause to waste away
example 1: If atrophy occurs while your arm is in the cast, don't worry—your muscles' strength and size should quickly return to normal after the cast comes off and you begin using your arm again.
example 2: Luis and Aaron were once very close, but now they rarely speak. What caused this atrophy of their friendship?
example 3: I'm worried that if I keep watching these stupid TV shows, my brain is going to atrophy!
- 2. cinch (sinch)** 1. *verb*; to fasten something tightly around something; 2. *noun*; something that is really easy to do
example 1: As a finishing touch, Edgar cinched a giant red ribbon around the gift he was wrapping.
example 2: Having spent hours studying, Maddie expected the French test to be a cinch.
- 3. creed (kreed)** *noun*; a system of beliefs or a guiding belief
example: The United States is made up of people of all different cultures and creeds.
- 4. debilitating (dih-BIL-ih-tey-ting)** *adjective*; weakening, crippling, or paralyzing
example: The star quarterback had to sit out Sunday's game after suffering a debilitating knee injury.
- 5. ferry (FEHR-ee)** 1. *verb*; to carry or move someone or something between two places with a vehicle; 2. *noun*; a boat or ship that regularly carries people across a stretch of water
example 1: After his recital, Brian thanked his parents for ferrying him to and from piano lessons for so many years.
example 2: The ferry from the mainland will be arriving at the island in 20 minutes.
- 6. forensic (fuh-REN-sik)** *adjective*; relating to the use of science in the investigation of a crime
example: Forensic scientists analyzed blood and hair samples taken from the crime scene.
- 7. superficial (soo-per-FISH-uhl)** *adjective*; near the surface; obvious; not thorough or complete
example: You shouldn't judge people only by superficial things like their appearance.
- 8. unprecedented (uhn-PRES-ih-den-ted)** *adjective*; never before done or experienced
example: The freezing temperatures are unprecedented for this time of year.

NONFICTION: "I Survived the Boston Marathon Bombing" • SKILL: Vocabulary Acquisition

Vocabulary Practice:

"I Survived the Boston Marathon Bombing"

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

- Which of the following health problems could best be described as **superficial**?
 (A) a heart attack (B) a cold (C) a headache (D) a paper cut
- Which of the following might be used for **ferrying**?
 (A) a credit card (B) a pickup truck (C) an air conditioner (D) Twitter
- Which word is an antonym of **debilitating**?
 (A) strengthening (B) infuriating (C) thrilling (D) entertaining
- Which of the following tasks is a **cinch** for most people?
 (A) tying shoelaces (B) climbing a mountain (C) winning the lottery (D) acing a final exam

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

WORD BANK			
atrophy	creed	ferry	superficial
cinch	debilitating	forensic	unprecedented

- The police hoped the _____ analysis would provide clues to the killer's identity.
- Laws prohibit employers from excluding candidates based on race or _____.
- When his belt suddenly snapped in two before the big dance, Walter looked around desperately for something to _____ his pants.
- Muscles begin to _____ after long periods of inactivity.
- "Kevin, I can't believe you're eating broccoli!" Kevin's shocked mother exclaimed. "This is _____!"
- When she returned from her trip to Europe, Shirley found her jet lag _____. She didn't get out of bed for two days.
- "To say that *The Strange Case of Dr. Jekyll and Mr. Hyde* is simply a horror story is a bit _____," the teacher said. "It has deep layers of meaning."
- Tim's car has only five seats, so it took two trips to _____ everyone to the zoo.

Boston Contest

What is the central idea of President Obama's speech?
How does it apply to Sydney's story? Use text evidence from the article and
speech to support your ideas. Five winners will each receive
Behind the Mountains by Edwidge Danticat.

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

ENTRIES MUST BE RECEIVED BY JUNE 1, 2014!

PAIRED TEXTS: "Throw Away Your Earbuds Now!" and "I Can't Hear You" • SKILLS: Integrating Knowledge

Integrating Knowledge

Directions: This activity will help you prepare for the writing prompt on page 13. Read "Throw Away Your Earbuds Now!" and "I Can't Hear You." Find details from each text to answer both parts of the prompt. Write three details in each box (we filled one in for you), then use them to respond to the prompt.

Why is it important to protect your hearing when you're young?

"THROW AWAY YOUR EARBUDS NOW!"

1. Hearing loss is cumulative;
damage you do to your ears at a
young age is permanent.
2. _____

3. _____

"I CAN'T HEAR YOU"

1. _____

2. _____

3. _____

What steps can you take to prevent hearing loss?

Find at least one detail from each text.

1. _____

2. _____

3. _____

Close-Reading Questions

“Throw Away Your Earbuds Now!”

1. Why does the author repeat the word *what* in the introductory paragraphs? (author’s craft)

2. Reread the second paragraph of the section “A Lot of Noise.” What kinds of questions does the author pose? What can you infer is the purpose of these questions? (author’s craft/inference)

Close-Reading Questions

“I Can’t Hear You”

1. Reread from the paragraph that begins “Losing my hearing . . .” to the paragraph that ends “. . . driving up the driveway.” What phrase is repeated? What effect does this repetition create? (author’s craft)

2. What idea about hearing loss does Bouton express in the last three paragraphs of the passage? Explain. (key ideas)

PAIRED TEXTS: "Throw Away Your Earbuds Now!" and "I Can't Hear You" • SKILL: Test Prep

Hearing-Loss Quiz

Directions: Read "Throw Away Your Earbuds Now!" and "I Can't Hear You." Then answer the questions below.

1. The author uses the story of Matthew Brady to show that _____.
 - (A) hearing loss is permanent
 - (B) it's possible to live a normal life after experiencing hearing loss
 - (C) MP3 players can contribute to hearing loss
 - (D) Brady noticed his hearing loss after running on a treadmill
2. Which of the following quotes represents a key idea of the section "A Lot of Noise"?
 - (A) "If you think through your day, you'll realize that almost every moment is filled with sound."
 - (B) "These cells do not heal, and they do not grow back."
 - (C) "Sound is measured in units called decibels."
 - (D) "Think about how old you'll be in five years."
3. The purpose of the chart on page 12 is to _____.
 - (A) help readers determine if they've already suffered hearing loss
 - (B) give readers an idea of the decibel levels of certain common sounds
 - (C) inform readers of how wearing earplugs decreases decibel levels
 - (D) show that MP3 players aren't as bad for your ears as jet engines
4. Both articles suggest that _____.
 - (A) iPods should be illegal
 - (B) it's impossible to know what causes hearing loss
 - (C) hearing loss can make social situations difficult
 - (D) loud noise is the only cause of hearing loss
5. What is the meaning of the word *cumulative* as it is used in the following sentence?

"It's also cumulative—so a slight loss at age 14 could put you on the path to needing a hearing aid by your 30s or 40s."

 - (A) increasing through a series of additions
 - (B) developing or spreading rapidly
 - (C) causing terror or strong worry
 - (D) unable to be stopped
6. With which of the following statements would the author of "Throw Away Your Earbuds Now!" likely agree?
 - (A) All personal media players should be banned.
 - (B) Personal media players have contributed to a rise in noise-induced hearing loss.
 - (C) It's better to go to concerts than to use personal media players.
 - (D) Companies that make personal media players are evil.
7. Katherine Bouton's use of the word *miraculous* to describe cochlear implants suggests that _____.
 - (A) she is impressed by cochlear implants
 - (B) she is disappointed by cochlear implants
 - (C) she has no idea how cochlear implants work
 - (D) she believes cochlear implants are overrated
8. Bouton's tone in "I Can't Hear You" is mostly _____.

(A) confused	(C) frustrated
(B) reflective	(D) outraged

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

9. How does the author of "Throw Away Your Earbuds Now!" support the claim that personal media players can cause hearing loss? Use details from the text in your response.
10. What recommendations do you think Katherine Bouton would make to Matthew Brady?

Words Related to Hearing and Sound

ambient

[AM-bee-uhnt]

Definition: (*adjective*) of the surrounding area or environment; *Ambient* is usually used to describe something in the environment that completely surrounds you, but in a quiet, peaceful way.

Example 1: Jackson often does his homework in a coffee shop. The ambient sound—the low hum of conversation, the hissing of the espresso maker, the soft clink of cups and saucers—helps him focus.

Example 2: The ambient light in this restaurant is not bright enough for me to read the menu. Do you have a flashlight?

cacophony

[kuh-KOF-uh-nee]

Definition: (*noun*) a harsh, unpleasant mix of sounds, often at a loud volume

Example 1: "How can you call this cacophony music?" asked my grandma.

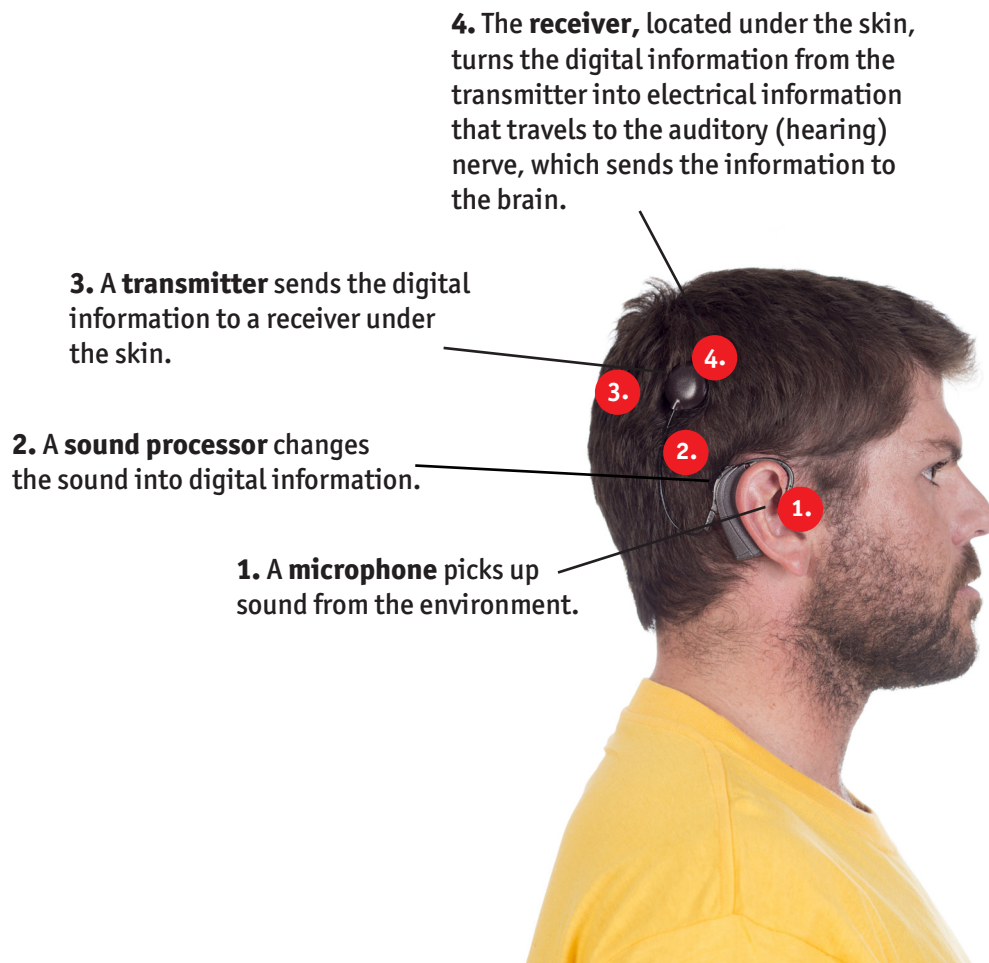
Example 2: Having grown up in a quiet village in the countryside, Andrew was overwhelmed by the cacophony of the city. The honking horns, the blaring sirens, the clattering of dumpsters being emptied, the rumble of the subway—it was all too much!

cochlear implant [KOH-klee-ur IM-plant]

Definition: (*noun*) The *cochlea* is a spiral-shaped tube that forms part of the inner ear. The cochlea's job is to carry information about sound to the brain.

A *cochlear implant* is a small electronic device that helps provide a sense of sound to a person who is deaf or who has suffered severe hearing loss. The device translates sound vibrations into signals that the brain can understand. (A hearing aid, by comparison, simply makes sounds louder.)

A cochlear implant has both external and internal parts. That is, it has parts that go outside the body as well as parts that are placed under the skin through surgery. The diagram below shows how it works.



decibel

[DESS-uh-bel]

Definition: (*noun*) a unit for measuring the volume of sounds. The abbreviation for decibel is dB.

Example: A whisper is about 30 decibels; normal conversation is about 60 decibels.

hearing impairment

[HIHR-ing ihm-PAIR-ment]

Definition: To *impair* something is to cause it to become worse—to weaken it, to damage it, etc. *Impairment* is the state of being weakened or damaged. *Hearing impairment*, then, is damaged or weakened hearing.

Example: Mrs. Miller's hearing impairment has become more severe since you last saw her, so don't be surprised if she has trouble understanding you.

noise-induced hearing loss

[noiz in-DOOST HIHR-ing lawss]

Definition: To *induce* is to bring about or cause, so *noise-induced hearing loss* is hearing loss that is caused by noise.

Example: The doctor told Cody's dad that it was almost certainly his job in construction that caused his noise-induced hearing loss.

Quick Quiz

After you answer the questions, click to see the answers.

- Christine lost most of the hearing in her right ear as the result of an ear infection when she was little. Does she have **hearing impairment**, **noise-induced hearing loss**, or both? Explain.

She has hearing impairment, which means hearing loss. She does not have noise-induced hearing loss because her hearing loss was not caused by noise.

- In the room where Jason is reading, a ceiling fan is gently whirring, rain is softly tapping the windows, and his cat, Fred, is purring. Which better describes what Jason is hearing—**ambient** sound or **cacophony**?

ambient sound

- Sound A is 50 **decibels**. Sound B is 80 **decibels**. Sound C is 120 **decibels**. Based on this information, label each of the following sounds as A, B, or C.

___ a fireworks display ___ a quiet stream ___ an alarm clock

C a fireworks display **A** a quiet stream **B** an alarm clock

- Our modern word *cochlea* comes from the Latin word *cochlea*, which comes from the Greek word *kochlias*. Based on the definition of *cochlea*, you can guess that the Latin *cochlea* and the Greek *kochlias* referred to which of the following animals: a turtle, a horse, or a snail? Explain how you came to your conclusion.

The Latin and Greek terms were used to refer to a snail. You can come to this conclusion from the fact that the cochlea is a spiral-shaped tube, and a snail has a spiral shaped shell.

You Write the Caption

Choose one of the photos below. Write a 2-3 sentence caption about it using as many of the featured vocabulary words as you can. Use your imagination!



Featured vocabulary: ambient, cacophony, cochlear implant, decibel, hearing impairment, noise-induced hearing loss

Ears Contest

Why is it important to protect your hearing when you're young?
What steps can you take to prevent hearing loss? Respond in two to three paragraphs. Use evidence from both texts. Five winners will each receive
Hurt Go Happy by Ginny Rorby.

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

ENTRIES MUST BE RECEIVED BY JUNE 1, 2014!

FICTION: "People Call Me Crazy" • SKILL: Analyzing Conflict

What Are the Conflicts?

In literature, a conflict is a struggle between opposing forces. A conflict may be external (between the main character and another person, society, nature, or technology) or internal (a struggle within the main character). Use this activity to help you analyze the conflicts in "People Call Me Crazy."

Directions: Fill in the box below to analyze the conflict of Thatcher versus his fear of water. We've filled in some information for you.

CONFLICT: THATCHER VERSUS HIS FEAR OF WATER

<p>What type of conflict is this (person vs. self, person vs. nature, person vs. person, etc.)?</p>	
<p>How does this conflict affect Thatcher?</p> <ul style="list-style-type: none"> List three ways. For each way, provide at least one piece of text evidence. 	<p>1. Thatcher is afraid to participate in most of the activities at camp.</p> <p>Evidence: On the third day of camp, Thatcher goes on a hike because it is one of the few activities that doesn't involve being on or in the water. (p. 15)</p>
<p>How is this conflict resolved? Support your answer with text evidence.</p>	

Directions: Fill in the box below to identify and analyze one other conflict in the story.

CONFLICT:	
What type of conflict is this (person vs. self, person vs. nature, person vs. person, etc.)?	
Using details from the text, briefly describe the conflict.	
How is this conflict resolved? Support your answer with text evidence.	

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Close-Reading Questions

"People Call Me Crazy"

1. Compare the first sentence of the story with the sentence "I was nervous the moment I stepped off the bus at Camp Lakewood." How is Thatcher's voice different in the two lines? What clue does this give you about his character? (tone)
2. How does Thatcher describe the other campers as they cross the bridge? Why might he describe them this way? (figurative language/character)
3. How does Thatcher feel about his fear of water? How do you know? (character/text evidence)
4. Describing the moment right after he rescues Richie, Thatcher says, "My heart was pounding, but it wasn't from fear." What does he mean? (interpreting text)

Critical-Thinking Questions

"People Call Me Crazy"

1. Describe the relationship between Thatcher and Richie. How might the story be different if Richie and Thatcher had been best friends?
2. Douglas Horton, a Protestant minister, once said, "Action cures fear, inaction creates terror." What does he mean, and does how his quote apply to Thatcher?

FICTION: "People Call Me Crazy" • SKILL: Test Prep

"People Call Me Crazy" Quiz

Directions: Read "People Call Me Crazy." Then answer the questions below.

1. Which best describes the point of view from which this story is told?

- (A) It is told from the point of view of Thatcher, a boy who is about 12 years old.
- (B) It is told from the point of view of Thatcher, an adult—but most of the story is about something that happened to him when he was a kid.
- (C) It is told from the point of view of Thatcher, an adult—but most of the story is a diary entry Thatcher wrote as a kid.
- (D) It is told from the point of view of an omniscient narrator.

2. Choose the best meaning of *lagging* as it is used here: "As the day went on, Richie and I found ourselves lagging behind the others."

- (A) rushing to keep up
- (B) becoming lost
- (C) following directly
- (D) failing to keep up

3. Which is an example of foreshadowing?

- (A) "There was a time when I was afraid." (p. 15)
- (B) "Even the volleyball net was in the lake." (p. 15)
- (C) "Remember, the river is off limits without counselor supervision," he said. "The current is surprisingly strong." (p. 15)
- (D) "This was the worst day of my life." (p. 16)

4. At the beginning of the story, how does Thatcher feel about his phobia—his fear of water?

- (A) angry
- (B) embarrassed
- (C) accepting
- (D) amused

5. Which best shows Thatcher's feelings about his phobia?

- (A) "My chest tightened, and my shirt darkened with sweat." (pp. 15-16)
- (B) "It was dark and I'd never done it before." (p. 16)
- (C) "I tried to laugh it off, but Richie didn't seem convinced." (p. 16)
- (D) "I just couldn't go in the water anymore." (p. 16)

6. Which most likely led Thatcher to conclude that Richie was a good guy?

- (A) Richie volunteering to cross the river with Thatcher (p. 15)
- (B) the way Richie nodded after Thatcher explained his fear of water (p. 16)
- (C) Richie's face turning "watermelon red" (p. 16)
- (D) both A and B

7. Which can you infer from the story about how rescuing Richie affected Thatcher?

- (A) It made his fear of water even worse.
- (B) It led him to become best friends with Richie.
- (C) It set him on the path to his future career.
- (D) It gave him nightmares for years.

8. Which best supports your answer to question 7?

- (A) "Everyone who works in search and rescue has a story about why they do what they do." (p. 18)
- (B) "It wasn't something I liked to talk about." (p. 16)
- (C) "I watched him fall into the river, frame by horrible frame." (p. 17)
- (D) "People tell us we're crazy all the time." (p. 18)

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

9. When Thatcher explains his fear of water to Richie, he mentions that he used to love the water. Why is this detail important? How does it help make what happens later believable?

10. Explain how the author, Gary Paulsen, creates suspense and excitement during the climax of the story. Include at least three pieces of text evidence to support your ideas.

FICTION: "People Call Me Crazy" • 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 "People Call Me Crazy." See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Thatcher and Richie: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic**, then explain why.

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

Description: _____

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

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

Description: _____

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

2. Give two examples of **indirect characterization** of Richie.

3. How does Thatcher and Richie's relationship change over the course of the story?

Section 2: Point of View

4. From which **point of view** is "People Call Me Crazy" told? Check one:

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

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

5. 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 and Imagery

6. This story includes a lot of **imagery**. List three examples.

7. How do Thatcher’s feelings toward the setting change over the course of the story?

Section 4: Mood

8. 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 5: Plot

9. Most of this story occurs in an extended **flashback**. Write the sentences that begin and end the flashback.

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10. Why do you think the author chose to structure the story using a flashback? How does the first section of the story (before the flashback begins) affect the way you understand the rest of the story?

11. What is the **rising action** of the story? In other words, what happens to intensify the problem that the protagonist faces?

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

13. What can you infer about Thatcher from the last three paragraphs of the story?

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Call Me Crazy Contest

Great stories often have more than one conflict. What are the conflicts in this story? How are the conflicts resolved? Answer both questions in two to three paragraphs. Use evidence from the text to support your ideas. Five winners will each receive Gary Paulsen's wonderful novel *Woods Runner*.

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

ENTRIES MUST BE RECEIVED BY JUNE 1, 2014!

DRAMA: *The Strange Case of Dr. Jekyll and Mr. Hyde* • SKILL: Supporting a Claim With Text Evidence

The Dark and the Light

This activity will prepare you to respond to the writing prompt on page 24 of your May 2014 issue of *Scope*. Fill in the information requested below after you read *The Strange Case of Dr. Jekyll and Mr. Hyde* and Courtney Davidson's "Confessions of a Former Hazer."

"We all have light and dark within us. What matters is the part you choose to act on."

—the character Sirius Black in J. K. Rowling's *Harry Potter* series

Explain what Black means by *dark* and *light*. What other words could he have used to mean the same thing?

In your own words, explain Black's whole quote.

DR. JEKYLL

Do you think Jekyll would agree with Black? ☐ yes ☐ no (check one)

**Provide two reasons for your answer. Support each reason with text evidence.
Be sure to include the act and scene number for each piece of text evidence.**

Reason 1

Reason 2

Consider what happened to Dr. Jekyll's ability to control his dark side after he created Mr. Hyde. What does this suggest about *how* we are able to control our dark sides? How does this relate to Black's quote?

Answer

COURTNEY DAVIDSON

Do you think Davidson would agree with Black? ☐ yes ☐ no (check one)

Provide two reasons for your answer. Support each reason with text evidence.

Reason 1

Reason 2

Close-Reading Questions

The Strange Case of Dr. Jekyll and Mr. Hyde

1. What does the author reveal about Dr. Jekyll's personality in Act 1, Scene 5? Support your answer with details from the text. (characterization)
2. What do you think Jekyll means when he says, "Within each person, there is light and dark. It's a delicate balance." (interpreting text)
3. In Act 2, Scene 2, Poole says, "Why, I'm sorry, Mr. Utterson, but I'm positive we've had no deliveries today." What can you infer from this line? (inference)
4. At the end of the play, Jekyll's letter is read from offstage. How does this affect the mood of the scene? Consider how it would be for someone watching this play. (mood)

Close-Reading Questions

"Confessions of a Former Hazer"

1. Courtney Davidson calls hazing an awful tradition. How does she support that argument? (supporting details)

2. Which paragraphs in this essay include general information about hazing? Why do you think the writer chose to include these paragraphs, instead of keeping the whole essay focused on her personal experience? (author's purpose)

Critical-Thinking Questions

***The Strange Case of Dr. Jekyll and Mr. Hyde* and "Confessions of a Former Hazer"**

1. Jekyll's final letter states, "As Hyde, I felt pure, happy—free of the laws of morality." What does this comment suggest about human nature?
2. Courtney Davidson refers to herself as "a real-life Jekyll and Hyde." Explain what she means. Is her comparison accurate?

DRAMA: *The Strange Case of Dr. Jekyll and Mr. Hyde* • SKILL: Test Prep

Dr. Jekyll and Mr. Hyde Quiz

Directions: Read *The Strange Case of Dr. Jekyll and Mr. Hyde*. Then answer the questions below.

1. Which illustrates a central idea of the play?

- (A) UTTERSON: Well, if he be Mr. Hyde, I shall be Mr. Seek.
- (B) JEKYLL: This is the end of the unhappy life of Henry Jekyll.
- (C) HAWKINS: . . . he has a face you don't forget. There's something . . . disturbing about it.
- (D) JEKYLL: Within each person, there is light and dark. It's a delicate balance.

2. Act 1, Scene 3 contributes to the rising action of the plot by emphasizing ____ .

- (A) Hyde's ghastly appearance and rude behavior
- (B) Utterson's lack of social skills
- (C) Hyde's shyness
- (D) Jekyll's charity work

3. Which literary device is present in the line "A rather *fowl* comparison, Jekyll!"?

- (A) metaphor
- (B) alliteration
- (C) simile
- (D) pun

4. Choose the best meaning of the word **embodiment** as used in the following sentence:
"I created a potion that transformed me into an embodiment of my evil side."

- (A) opinion
- (B) representation
- (C) shadow
- (D) collection

5. You can infer that Jekyll's speech from offstage at the end of the play is ____ .

- (A) Jekyll's spirit speaking from the afterlife
- (B) the text of the letter Jekyll handed to Utterson
- (C) an excerpt from Jekyll's will
- (D) an audio recording Jekyll made before he died

6. What is the MAIN way that the author characterizes Mr. Hyde?

- (A) indirectly, by explaining how Utterson felt about him
- (B) indirectly, by having other characters describe him and witness his actions
- (C) indirectly, by showing him in conversation with others
- (D) directly, by having the narrators provide detailed descriptions of him

7. From reading "Confessions of a Former Hazer," which can you infer about Courtney Davidson?

- (A) She promoted anti-hazing laws in her state.
- (B) She was hazed in college.
- (C) She is no longer friends with people from camp.
- (D) She will never participate in hazing again.

8. What do both the play and the essay suggest about human nature?

- (A) Evil will forever triumph over good.
- (B) Powerful people always prey upon the weak.
- (C) Bad people cannot control their actions.
- (D) Even good people sometimes cannot resist urges to express their dark sides.

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

9. What clues does the author include throughout the play to suggest that Jekyll and Hyde are the same person? Use text evidence in your response.

10. Compare Dr. Jekyll and Courtney Davidson. How are their explorations of their dark sides similar and different? Use details from both the play and the essay in your response.

DRAMA: *The Strange Case of Dr. Jekyll and Mr. Hyde* • 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 Strange Case of Dr. Jekyll and Mr. Hyde*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Dr. Jekyll, Mrs. Enfield, 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. DR. JEKYLL is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. MRS. ENFIELD 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 Mr. Utterson.

3. Consider the **characterization** of Mr. Hyde.

A. How do characters in the play describe Mr. Hyde's physical appearance?

B. Describe something Mr. Hyde does. What does this reveal about his character?

4. What clues does the author give about Mr. Hyde's true relationship to Dr. Jekyll?

Section 2: Setting

5. Where and when does the play take place?

6. Consider the locations in Act 1.

A. What place is associated with Mr. Hyde? How is it described?

B. Where does the scene with Dr. Jekyll take place? How is it described?

C. Compare these two settings. How does each reflect the character it's associated with?

Section 3: Suspense

7. What is the central mystery, or **conflict**, of the play?

8. List three examples of ways the author creates suspense. Your examples can be lines, words, or events in the plot that add to the central mystery and tension of the play.

Section 4: Mood

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 what **imagery** or which 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. The play contains two examples of characters telling others about something they previously witnessed. List these examples.

11. Why do you think the author chose to separate the play into two acts? Why did the author put the act break where it is?

12. For most of the play, what does Utterson suspect is the relationship between Jekyll and Hyde? What leads him to this conclusion?

13. What is the purpose of Dr. Jekyll's letter to Mr. Utterson? What does it reveal?

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

DRAMA: *The Strange Case of Dr. Jekyll and Mr. Hyde* SKILL: Vocabulary Acquisition

Vocabulary:

The Strange Case of Dr. Jekyll and Mr. Hyde

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

1. **abominable (uh-BOM-uh-nuh-buhl)** *adjective*; disgusting or horrible
example: The abominable weather ruined my vacation in Florida.
2. **chaotic (kay-AH-tik)** *adjective*; completely confused or disordered
example: Tara's desk was a chaotic heap of papers, books, magazines, and who knows what else!
3. **decrepit (dih-KREP-it)** *adjective*; old and in bad condition or poor health; worn out
example: My dog Sammy may be a bit decrepit, but he still enjoys going for walks. He just walks a lot slower and takes more breaks than he used to.
4. **dilapidated (dih-LAP-ih-day-tid)** *adjective*; in very bad condition or fallen into partial ruin because of age or lack of care
example: We are pretty sure that the dilapidated house on the end of our street has been abandoned.
5. **sinister (SIN-uh-stur)** *adjective*; 1. evil; 2. threatening harm or danger
example 1: After reading the Hunger Games books, Alana had nightmares about the sinister President Snow.
example 2: The woman's sinister expression sent a chill down Jacob's spine.
6. **substantial (sub-STAN-shul)** *adjective*; 1. large in amount, size, or number; 2. enough to satisfy or nourish; 3. strongly made
example 1: A substantial number of people came to the fundraiser last night.
example 2: Be sure to bring a substantial lunch along with you on the field trip tomorrow.
example 3: That cheap furniture may look nice, but it's not very substantial. It would probably fall apart soon after you started using it.

7. _____ (_____) _____ ; _____

example: _____

8. _____ (_____) _____ ; _____

example: _____

DRAMA: *The Strange Case of Dr. Jekyll and Mr. Hyde* • SKILL: Vocabulary Acquisition

Vocabulary Practice:

The Strange Case of Dr. Jekyll and Mr. Hyde

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

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

- Ⓐ serious
- Ⓑ sincere
- Ⓒ menacing
- Ⓓ mean

2. An antonym of **decrepit** is ____.

- Ⓐ weak
- Ⓑ old
- Ⓒ dilapidated
- Ⓓ sturdy

3. Your friend tells you that she went somewhere **chaotic** over the weekend. To which of the following places did she most likely go?

- Ⓐ a loud, busy restaurant
- Ⓑ a botanical garden
- Ⓒ a ballet
- Ⓓ an art museum

4. Choose the phrase that best completes the following sentence:

That **dilapidated** building ____.

- Ⓐ looks like it could collapse at any moment
- Ⓑ is my dream home
- Ⓒ was built a few months ago
- Ⓓ is very safe

5. Which of the following is definitely NOT a **substantial** meal?

- Ⓐ a hamburger and fries
- Ⓑ a cracker
- Ⓒ a sandwich, pasta salad, and an apple
- Ⓓ a big bowl of chili and some corn bread

6. Which of the following would you be most likely to find at an **abominable** restaurant?

- Ⓐ beautiful decorations
- Ⓑ delicious food
- Ⓒ clean bathrooms
- Ⓓ rude waiters and waitresses

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

7. It looks like someone is fixing up that **chaotic/dilapidated** farm house on River Road.
8. A **decrepit/sinister** grin spread over Dr. Zander's face as he revealed his evil plan.
9. That is a(n) **abominable/substantial** building. It looks like it could withstand just about any kind of storm.
10. A squirrel got into the cafeteria and things quickly became **chaotic/sinister**. Kids were screaming, jumping up on chairs, and spilling food all over the place!

Tracing and Evaluating Arguments

▶ A HANDY KIT ◀

In writing, an argument expresses an author's position about a topic. Your job as a reader is to decide whether the author's argument is strong or weak.

In this activity, you will evaluate two authors' arguments. You will identify the claims and evidence the authors use to support their positions.

Use the checklist and glossary on pages 6-7 of this kit to help you.

Directions: Fill in the boxes below to trace and evaluate Frances Hannan’s argument. (We filled in some boxes for you.) Use “Evaluating Arguments: A Checklist” on page 6 of this kit to help you.

AUTHOR’S POSITION: Justin Bieber should be deported.

AUTHOR’S CLAIM 1

Justin Bieber is a brat.

AUTHOR’S EVIDENCE

1. He is spoiled.
2. He is smirking in his mug shot.

YOUR EVALUATION

This is a weak claim because it is an emotional appeal and is not relevant to the issue. Just because you don’t like someone or you think he or she is a brat does not mean that person should be deported. It’s the writer’s opinion that Bieber is smirking in his mug shot, and the writer’s opinion is not relevant to the issue. The writer seems more concerned with making the reader angry than with presenting compelling facts.

AUTHOR’S CLAIM 2

He broke the law.

AUTHOR’S EVIDENCE

1. He was allegedly driving drunk without a valid driver’s license.
2. He allegedly threw eggs at someone’s house, causing \$20,000 in damage.

YOUR EVALUATION

AUTHOR’S CLAIM 3

AUTHOR’S EVIDENCE

YOUR EVALUATION

Counterargument

Does the author, Frances Hannan, address the opposing viewpoint?
Does she do a good job arguing against it? Explain.

Overall, is Frances Hannan’s argument weak or strong? How could her argument be improved? Explain.

Directions: Fill in the boxes below to trace and evaluate Jane Bianchi's argument. (We filled in some boxes for you.) Use "Evaluating Arguments: A Checklist" on page 6 of this kit to help you.

AUTHOR'S POSITION: Justin Bieber should NOT be deported.

AUTHOR'S CLAIM 1

Justin Bieber is not guilty of a deportable crime.

AUTHOR'S EVIDENCE

1. In the United States, people are considered innocent until proven guilty; Bieber has been accused of a crime, not convicted, so he is technically not guilty.
2. Crimes that result in deportation tend to be very serious, including felonies like murder and assault. Bieber hasn't been accused of any such crimes.

YOUR EVALUATION

This claim is well-supported with evidence. It is logical and clear. The evidence is further strengthened by the fact that Bianchi had an immigration expert consult on her essay.

AUTHOR'S CLAIM 2

If Justin Bieber were deported, the United States would lose money.

AUTHOR'S EVIDENCE

YOUR EVALUATION

AUTHOR'S CLAIM 3

AUTHOR'S EVIDENCE

YOUR EVALUATION

Counterargument

Does the author, Jane Bianchi, address the opposing viewpoint?
Does she do a good job arguing against it? Explain.

Overall, is Jane Bianchi's argument weak or strong? How could her argument be improved? Explain.

Evaluating Arguments: A Checklist

When evaluating the strength of an argument, ask yourself these questions. If the answers are mostly *yes*, it's a strong argument. If the answers are mostly *no*, it's a weak argument.

- ✓ Does the author support his or her claims with evidence?
- ✓ Are the claims and evidence relevant?
- ✓ Are facts and statistics used? If so, are they used properly?
- ✓ Does the author rely on facts and information rather than personal opinions?
- ✓ Does the author avoid manipulating or misinterpreting information?
- ✓ Does the author avoid unnecessarily biased or emotionally charged language?
- ✓ Is the argument well-reasoned—that is, does it make logical sense?
- ✓ Does the author refute opposing viewpoints with logic and relevant evidence?

Evaluating Arguments

Glossary of Terms

Ad hominem attack: an attack on a person rather than on his or her argument. An ad hominen attack is a fallacy (see definition) and weakens an argument.

Example:

Kristin: I think school should start later so kids will be more rested at school.

Steve: Of course you'd say that. You just want to sleep in.

Argument: a position or viewpoint along with the claims and evidence used to support that position

Claim: a statement that supports a position

Example: If school started later, kids would get more sleep.

Counterargument: a rebuttal, or argument against, an opposing viewpoint or claim

Example: Starting school start later won't actually help kids get more sleep because kids will just stay up later at night.

Emotional appeal: Writers rely on two means of persuasion: appealing to the reader's common sense and appealing to the reader's emotions. When writers use only emotional appeals, they do not provide facts or information to convince the reader to believe them. Instead, they hope to make the reader so upset, excited, or scared that the reader will just agree with them.

Example: Think of those poor, exhausted kids getting up at dawn every morning and shuffling to school half asleep!

Evidence: facts, statistics, examples, and comparisons that show why a claim should be believed

Example: A 2012 study by the National Sleep Institute found that 47 percent of kids aren't getting enough sleep.

Fallacy: a false or mistaken belief or claim, usually based on poor reasoning

Example: All kids are tired because the kids in my class are tired.

Opposing viewpoint: a position that is the opposite of another position

Position (or viewpoint): the central idea the author is trying to support in his or her argument; thesis

Example: School should start later.

Rebut: to claim or prove that something is untrue or false

Refute: to prove a statement, position, or claim is wrong or false

Relevant: having to do with the matter being considered; pertinent. When writers use claims and evidence that is irrelevant, or not relevant, they weaken their argument.

Tracing an argument: identifying and exploring how an argument is made in an essay, a speech, or other text

DEBATE: "Should Justin Bieber Be Deported?" • SKILL: Argument Writing

Write an Argument Essay

Directions: Read "Should Justin Bieber Be Deported?" on pages 25-29 of the May 2014 issue of *Scope*. Fill in the chart on page 29. Then follow the steps below to write an essay explaining your opinion on whether Bieber should be allowed to stay in the United States.

STEP 1: DECIDE WHAT YOU THINK

Should Justin Bieber be deported? 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! Bye-bye, Bieber.

☐ No! Let the Biebs stay.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 29 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 Bieber should be sent back to Canada, summarize the strongest arguments of those who think he should stay. Alternatively, if you think Bieber ought to be allowed to stay in the United States, summarize the main reasons why some disagree with you.

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 an anecdote (a very short story), a fact, a quote, or a rhetorical question (a question to which you don't expect an answer). **Choose one of the ideas below, or use your own idea, and write a hook on the lines provided (1-3 sentences).**

- 1. ANECDOTE:** Describe a time when you or someone you know acted out while under pressure.
- 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 fact that is not in the article.
- 3. RHETORICAL QUESTION:** Ask your readers a question that reflects your point of view about Bieber. You could structure your question like this: "Should we _____ everyone who _____?"

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, Justin Bieber's recent run-ins with the law and the controversy over whether he should be deported.

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 Bieber should be deported. 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 Bieber's deportation.
(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.

Close-Reading Questions

"Should Justin Bieber Be Deported?"

1. Reread the passages in both texts in which the authors describe Bieber's arrest in Miami. How does each author describe the scene? Why might the authors describe the scene differently? (tone)

2. How does Hannan characterize Bieber? (tone)

3. How does Bianchi characterize Bieber? (tone)

Close-Reading Questions

"Should Justin Bieber Be Deported?"

4. Look at the images in each text. How does each image support the argument in the essay with which it appears? (text features)
5. How does Hannan use the fact that millions of people are waiting for a green card to argue that Bieber should be deported? (supporting detail)
6. How does Bianchi counter Hannan's argument about those waiting for a green card? (identifying a counterargument)

DEBATE: "Should Justin Bieber Be Deported?" • SKILL: Test Prep

"Should Justin Bieber Be Deported?" Quiz

Directions: Read "Should Justin Bieber Be Deported?" Then answer the questions below.

1. Which of the following details is mentioned in both essays?

- (A) Justin Bieber resisted arrest.
- (B) Many people want to immigrate to the U.S., but only a limited number receive permission.
- (C) Justin Bieber is good for gossip websites.
- (D) Justin Bieber is not an immigrant.

2. Jane Bianchi states that the petition to deport Bieber "probably started out as a joke." She probably included this detail to ____.

- (A) comment on what Americans find funny
- (B) explain what the petition says
- (C) make the petition seem less important
- (D) express her disapproval of petitions

3. In the section "It's Hard Being Famous," context clues reveal that *scrutinized* means ____.

- (A) carefully examined (C) celebrated
- (B) criticized (D) imitated

4. Reread the first paragraph of the section "Bieber's Got Talent (Not)" in Frances Hannan's essay. The purpose of this paragraph is to ____.

- (A) point out that there is a shortage of talented people in the U.S.
- (B) explain why Bieber's music is extraordinary
- (C) list the reasons people immigrate
- (D) imply that others are more worthy of Bieber's type of visa than he is

5. How does Bianchi support her claim that Bieber makes money for the U.S.?

- (A) She says that he packs stadiums.
- (B) She predicts what would happen if the U.S. didn't have immigration laws.
- (C) She explains how much Bieber pays in taxes.
- (D) She lists the types of business owners who benefit from his concerts.

6. Which of the following lines is part of a counterargument?

- (A) "But actually, he isn't getting special treatment."
- (B) "The kid is a spoiled brat."
- (C) "Deportation laws are vague."
- (D) "Being famous is hard."

7. With which of the following statements would Bianchi most likely agree?

- (A) Bieber is completely innocent.
- (B) Celebrities should receive special treatment.
- (C) Bieber deserves compassion.
- (D) Immigration laws are too strict.

8. Which line from the text best supports your answer to question 7?

- (A) "Besides, Bieber *can't* be deported—not legally."
- (B) "He isn't even an immigrant."
- (C) "If convicted, he may go to jail, pay fines, or do community service."
- (D) "All that stress could make any person crack."

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

9. Why do you think Frances Hannan included the chart "Immigration by the Numbers" in her essay? Does the information it contains support her argument? Explain.

10. How does Jane Bianchi support her claim that "being famous is hard"? Use details from the text in your response.

Vocabulary:

"Should Justin Bieber Be Deported?"

Directions: Read the following definitions and example sentences. Then add one more word from the article.

1. abysmal (uh-BIZ-muhl) *adjective*; extremely bad

example: Our vacation was great except for the abysmal weather. So much rain!

2. allegedly (uh-LEJ-id-lee) *adverb*; reportedly; supposedly

example: After Kyle borrowed my textbook, he allegedly put it back in my locker—but I don't see it anywhere.

3. deport (dih-POHRT) *verb*; to force a noncitizen to leave a country

example: Authorities deport people found to be living in this country illegally.

4. felony (FEL-uh-nee) *noun*; a serious crime (such as murder or theft), usually punishable by more than one year in jail

example: Those who have been convicted of a felony are not legally allowed to vote in elections.

5. immigrate (IM-ih-greyt) *verb*; to come to a new country in order to live there

example: Jackie's family immigrated to the United States from Europe three generations ago.

6. incriminating (in-KRIM-uh-neyt-ing) *adjective*; causing someone to appear guilty of something

example: The trail of dirty footprints leading right to Kevin's bedroom was pretty incriminating evidence of who had tracked in the mess.

7. labyrinth (LAB-uh-rinth) *noun*; 1. a maze or place with a confusing layout; 2. something that is very complicated or hard to understand

example 1: "This mall is a labyrinth!" Mom exclaimed with frustration. "Where's the exit?"

example 2: Football has a labyrinth of rules that some people find really confusing.

8. turpitude (TUR-pih-tood) *noun*; an evil act or behavior

example: The whole community was shocked by the turpitude of whoever had vandalized the playground.

9. _____ (_____) _____ ; _____

example: _____

DEBATE: "Should Justin Bieber Be Deported?" • SKILL: Vocabulary Acquisition

Vocabulary Practice:

"Should Justin Bieber Be Deported?"

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

WORD BANK

abysmal

deport

immigrate

labyrinth

allegedly

felony

incriminating

turpitude

1. The security-camera footage proved to be highly _____ evidence.
2. Jack invited me to his house, _____ to play video games—but it turned out to be a surprise birthday party.
3. Marissa, a new student, got lost on her way to class in the school's _____ of hallways.
4. "Sorry we're late," Hannah said as she opened the door. "The traffic was _____!"
5. The _____ of the movie's villain contrasted with the goodness of the hero.
6. Toby was glad he had _____ to the U.S. to start a new life.
7. If you've ever been found guilty of a _____, it can be difficult to find a job.
8. Noncitizens who commit serious crimes in the United States are at risk of being _____.

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

9. _____

10. _____

Puzzling Pronouns

Think about the following sentence:

When my sister met Taylor Swift, she was really happy.

Who is happy? You can't tell, because it's not clear whom the pronoun *she* refers to. Because of this, the sentence is ambiguous, or open to more than one meaning. Here is one way to make the sentence clear:

It made my sister really happy to meet Taylor Swift.

Directions: Place a check (✓) next to the CLEAR sentence in each group. We did the first one for you.

1. **a** _____ Nicholas went to see the lion, and he started roaring.
b ☒ The lion started roaring when Nicholas went to see him.
2. **a** _____ Jenny emptied the trash out of her car and washed it.
b _____ Jenny washed her car and emptied the trash out of it.
3. **a** _____ Aaron's brother wondered how tall Aaron was going to be.
b _____ Aaron's brother wondered how tall he was going to be.
4. **a** _____ The teachers assured the students that they would all pass the test on Friday.
b _____ The teachers assured the students, "You will all pass the test on Friday."
5. **a** _____ Evan called Jon every day when he was at camp.
b _____ When Jon was at camp, Evan called him every day.

Directions: Revise the following sentences so that their meanings are clear. We did the first one for you.

6. Noel and Aurelia are twins, but she has always been taller.

Noel and Aurelia are twins, but Noel has always been taller.

7. Tara gave Jennifer a new book that she couldn't put down.

8. The pictures Lucas took of Victor are still on his camera.

9. My aunts blamed my uncles for their loss at the family volleyball tournament.

10. I left my running clothes at Grandma and Grandpa's house. They were gone when I went back.

Information Overload!

When you’re writing, each paragraph should have a main idea, and all the sentences in the paragraph should support that main idea. *Extraneous information* is unrelated to your main idea—and it doesn’t belong in your writing! **Directions:** Read the following article and cross out any sentences that don’t relate to the main idea of the paragraph in which they appear. Note that not every paragraph contains extraneous information.

A CIVILIZED CLASSROOM

What if you went to a school where *you* wrote the rules? Eighth-graders at the Santa Fe School for the Arts and Sciences in New Mexico do exactly that. Every year, the eighth-graders create their own constitution—a handful of schoolwide laws. In addition to helping write the constitution, each eighth-grader chooses a mentor who works in a career field of interest to the student.

The student lawmakers all agree that their goal is to make their school a safer and more comfortable place to learn. But sometimes, deciding exactly how to do that can take a bit of time. Before a law is added to the constitution, the lawmakers vote on it—and the vote must be unanimous for a law to be approved. Discussions about proposed laws can go on for days or even weeks. To come to an agreement, the students must master the art of compromise. Because the school is arts-focused, students sometimes write and perform their own plays or stories based on important events in history.

Once the constitution is final, copies of it are posted along the walls of the school so that the students’ promises to one another are never out of sight.

The middle-school students also work to help make the school more energy-efficient. These students have the power to turn their school into a sanctuary, and they gladly accept the challenge. Each week, students do two hours of community service. “If there’s a law that we regret later,” says a student named Vincent, “we have only ourselves to blame.”

Which vs. That

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

Use **which** before a nonrestrictive clause—part of a sentence that adds detail but could be left out without changing the meaning of the sentence.

*Place a comma before **which**.

Examples:

*English, **which** is my favorite class, is taught by Mr. Green.* (Taking out "which is my favorite class" would not change the meaning of the rest of the sentence.)

*Mom made spaghetti for dinner, **which** is my favorite meal.* (Taking out "which is my favorite meal" would not change the meaning of the rest of the sentence.)

Use **that** before a restrictive clause—part of a sentence that *is* necessary for the sentence to keep its meaning or to make sense.

*Do not place a comma before **that**.

Examples:

*Dogs **that** bark loudly scare Peter.* (Without "that bark loudly," the sentence would have a different meaning. It would mean that all dogs scare Peter, not just the ones that bark loudly.)

*The ring **that** was on the table was stolen.* (Without "that was on the table," the sentence would have a different meaning. It would not be clear which ring was stolen.)

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

1. I like cars **that/which** are small and go fast.
2. I spilled my milk all over the table, **that/which** didn't make my mother happy.
3. The Empire State Building, **that/which** is in New York City, is 1,250 feet tall.
4. Pets **that/which** are quiet and clean are the best kind to own.
5. Miguel purchased all the ingredients **that/which** are required for the recipe.
6. The fossil we found, **that/which** dates back to prehistoric times, will be donated to a museum.
7. Jane bought shoes **that/which** matched her dress.
8. This summer, our family is finally taking the trip **that/which** we've been planning for the past year.

Directions: Write one sentence that uses **which** and one sentences that uses **that**.

9. _____

10. _____

THE LAZY EDITOR: "Sinkhole!" • SKILL: Meaningless Words and Phrases

Actually, Is It Really Necessary?

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

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

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

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

Better, right?

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

Dear Neighbors,

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

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

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

**Sincerely,
Paulie Peterson**

YOU WRITE IT: "A Change Is Growing" • 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 Denzel Thompson into an article.

1 The headline "A Change Is Growing" 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 Denzel says. We did the first paragraph for you. (The first paragraph should include important information from the photo caption as well.)

Paragraph 1: Nineteen-year-old Denzel Thompson of Philadelphia, Pennsylvania, made a
difference in his community by creating an urban garden. He felt inspired to bring a
garden to his community after building one in New Orleans while he was on a service trip.
Over the past four years, Denzel and a few friends have worked hard to find land,
clean it up, and transform it into a place to grow food.

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Paragraph 6:

Paragraph 7:

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3 Choose two sentences from what Denzel 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. Denzel recalls, "When I was 14, I went on a service trip to New Orleans."
2. "There is crime and violence," explains Denzel, "and everybody used to see it as a place where there's nothing to do."
3. "It's made a big difference in the neighborhood," Denzel 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 highlight Denzel's belief that "food is connected to everything."

The information I find most interesting is:

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

Opening Paragraph:

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

Body Paragraphs:

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

Conclusion:

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

You Write It Contest

Read our interview with Denzel Thompson. Choose a central idea and write a three-paragraph article about Denzel 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.

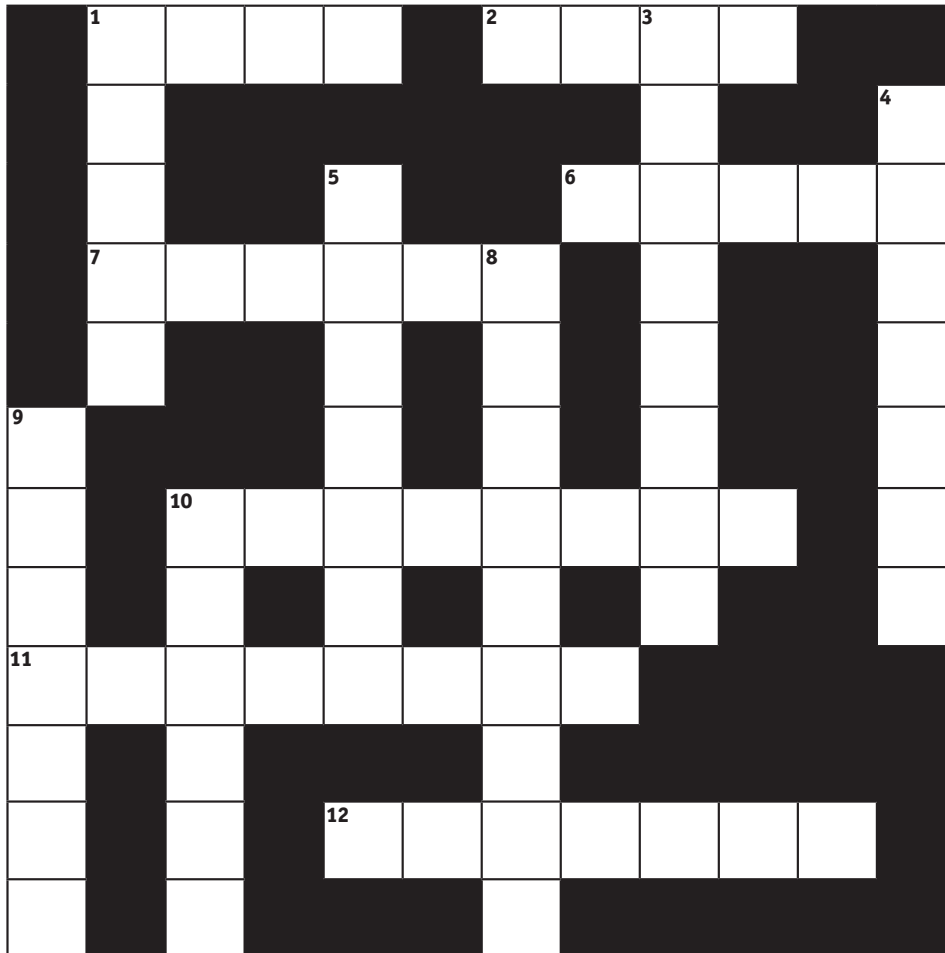
Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY JUNE 1, 2014!

Scope Crossword Puzzle

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



ACROSS

1. The condition that causes Sydney Corcoran to have flashbacks.
2. Justin Bieber is able to live and work in the U.S. because he was granted a special ____.
6. Denzel Thompson started an urban garden because there wasn't much ____ food in his neighborhood.
7. I like every lollipop flavor ____ lime. (accept/except)
10. Mr. Hyde started to become ____ than Dr. Jekyll.
11. You can use ____ to protect your hearing in loud environments.
12. Thatcher and the other campers were warned about the river's strong ____.

DOWN

1. Courtney Davidson thought that hazing junior campers would restore some of her ____.
3. The bombs set off at the Boston Marathon were filled with ____.
4. You can infer that rescuing Richie ____ the course of Thatcher's life.
5. Sydney Corcoran's ____ artery was ruptured.
8. One in five ____ suffer from hearing impairment.
9. Katherine Bouton's hearing loss ____ (affects/effects) many aspects of her life.
10. Some people excuse Justin Bieber's bad behavior by saying he's under a lot of ____.