

NONFICTION: "Malala the Powerful" • SKILL: Central Ideas and Supporting Details, page 1 of 2

# Malala's Big Ideas

A **central idea** is a main point that the author is making. It can always be supported with details from the text. In this activity, you will identify central ideas and text evidence in "Malala the Powerful."

## 1. Find a central idea.

Read the text evidence below. Decide what central idea it supports, and write it in the space provided.

CENTRAL IDEA: \_\_\_\_\_

TEXT EVIDENCE:

1. People around the world read Malala's blog. (p. 7)
2. "Malala was helping to focus attention on what was happening in Swat. Outrage grew, and many in Pakistan and around the world criticized the Pakistani government for allowing the Taliban to become so powerful." (p. 7)
3. "It seemed that by trying to silence her, the Taliban had unwittingly helped thousands more find a voice of their own." (p. 9)

## 2. Find text evidence.

Find three pieces of text evidence for the central idea below. Use section 1 as a model for how to paraphrase (put into your own words) text evidence and how to quote it directly (copy it exactly as it appears in the article). Be sure to include page numbers for the text evidence.

CENTRAL IDEA: Malala is a crusader for the right of all children everywhere to go to school.

TEXT EVIDENCE:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Find a central idea and text evidence.**

Identify another central idea in the article. Then write three pieces of text evidence for it. Remember to include page numbers.

CENTRAL IDEA: \_\_\_\_\_

\_\_\_\_\_

TEXT EVIDENCE:

1.
2.
3.

NONFICTION: “Malala the Powerful” • SKILL: Central Ideas and Supporting Details, page 1 of 2

# Malala’s Big Ideas

A **central idea** is a main point that the author is making. It can always be supported with details from the text. To decide whether an idea in a text is a central idea, ask yourself, “Does this idea come up again and again throughout the article?” If the answer is yes, it’s probably a central idea! On the other hand, if the answer is no—if it’s something the author mentions just briefly—it’s probably not a central idea.

In this activity, you will identify central ideas and text evidence in “Malala the Powerful.”

## 1. Identify text evidence.

Read the central idea below. Then place a check by the four pieces of text evidence that support it.

**CENTRAL IDEA:** Malala is a crusader for the right of all children to go to school.

**TEXT EVIDENCE:**

- ☐ 1. Malala was “ . . . not only a 15-year-old girl; she was also a crusader for girls’ right to go to school.” (p. 6)
- ☐ 2. In 2009, Malala started blogging for the BBC. She wrote about “her fierce determination to get the education she needed, no matter what the Taliban did or how afraid she was.” (p. 7)
- ☐ 3. Fewer than half the girls in rural Pakistan were able to receive any education. (p. 7)
- ☐ 4. Malala gave “powerful speeches to Pakistani kids” about the right to an education. (p. 8)
- ☐ 5. On a Pakistani talk show, Malala talked about the Taliban, saying, “Even if they come to kill me, I will tell them what they are trying to do is wrong, that education is our basic right.” (p. 8)
- ☐ 6. Some 132 million children and teens around the world do not attend school. (p. 9)

## 2. Identify a central idea.

Read the text evidence below. Then decide which of the ideas listed below is the central idea this evidence supports. Place a check by it.

### TEXT EVIDENCE:

1. People around the world read Malala's blog. (p. 7)
2. "Malala was helping to focus attention on what was happening in Swat. Outrage grew, and many in Pakistan and around the world criticized the Pakistani government for allowing the Taliban to become so powerful." (p. 7)
3. "It seemed that by trying to silence her, the Taliban had unwittingly helped thousands more find a voice of their own." (p. 9)

### CENTRAL IDEA (place a check by one):

- ☐ Many girls in Pakistan do not have the opportunity for an education.
- ☐ The Taliban is an oppressive organization.
- ☐ Malala has had an impact on the world.
- ☐ Malala wrote a blog about her experiences in Pakistan.

## 3. Find text evidence.

Write two more pieces of text evidence for the central idea below. Use the text evidence we provided in sections 1 and 2 as a model for how to paraphrase (put into your own words) text evidence and how to quote it directly (copy it exactly as it appears in the article). Be sure to include page numbers.

**CENTRAL IDEA:** The Taliban is an oppressive organization.

### TEXT EVIDENCE:

1. The Taliban killed people and left them on the streets as warnings to anyone who might disobey them. (p.6)

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Close-Reading Questions

## "Malala the Powerful"

1. Why do you think the author begins the article with Malala's shooting? (text structure)
2. On page 6, what details help you understand the meaning of *oppressive* in the sentence "Those who live in areas under Taliban control are forced to follow oppressive religious rules"? (context clues)
3. In the section "School Ban," what can you infer about Malala's family from their decision to keep the school open? (inference)
4. The author calls Malala's voice a "weapon." How is it a weapon? (figurative language)
5. On page 9 you read that protesters, many of them kids, carried signs that said "I Am Malala." What did these signs mean? (inference)

# Critical-Thinking Questions

## "Malala the Powerful"

1. Based on the article and the infographic, what can you conclude about access to education in the United States versus some other parts of the world? Does this change your view of your own education?
2. What were the Taliban's two goals in attacking Malala? How have their actions toward these goals backfired?
3. What role has technology played in Malala's crusade?

NONFICTION: "Malala the Powerful" • SKILL: Vocabulary Acquisition, page 1 of 3

# Vocabulary:

## "Malala the Powerful"

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

- 1. defy (dee-FYE)** *verb*; 1. to boldly resist or refuse to obey; 2. to challenge or dare someone to do something  
*example 1:* I don't dare defy my grandmother. If she tells me to stop texting, I stop!  
*example 2:* I defy you to find a more delicious sandwich than this one.
- 2. envision (en-VIZH-uhn)** *verb*; to picture in one's mind, especially some future event  
*example:* "How do I envision myself in 10 years? Living in an old farmhouse with a bunch of animals and a vegetable garden," said Jenny, dreamily.
- 3. oppressive (uh-PRES-iv)** *adjective*; 1. cruel or harsh; 2. causing discomfort by being excessive or intense  
*example 1:* The people suffered under the oppressive ruler.  
*example 2:* "Ugh," said Jillian. "This heat is oppressive. It's zapped all of my energy."
- 4. plague (pleyg)** 1. *verb*; to trouble, annoy, or torment in some manner; 2. *noun*; a widespread disease, affliction, calamity, or evil  
*example 1:* Jonathan was plagued by negative thoughts. An endless stream of worries ran through his mind.  
*example 2:* In history class, we learned about the Black Death, a disastrous plague that killed millions of people in 14th-century Europe.
- 5. pseudonym (SOOD-uh-nim)** *noun*; a false name used to conceal one's identity  
*example:* Samuel Langhorne Clemens, the author of *The Adventures of Tom Sawyer*, is better known by his pseudonym, Mark Twain.
- 6. refugee (REF-yoo-jee)** *noun*; a person who is forced to leave his or her home because of war, persecution, or a natural disaster  
*example:* The camp provided shelter for thousands of refugees who were displaced by the earthquake.

**7. rural (RUHR-al)** *adjective*; having to do with the countryside or farming

**example:** "I could never live in a place like New York City," Anne said. "I like the beauty and peacefulness of rural America."

**8. unwittingly (uhn-WIT-ting-lee)** *adverb*; not done on purpose; unknowingly

**example:** Though Ricardo didn't mean any harm with his joke, he unwittingly hurt my feelings.

**9. vigil (VIJ-uhl)** *noun*; 1. a period of keeping awake during the time usually spent asleep, especially to keep watch, pray, or mourn a loss; 2. an act or period of attentive watching

**example 1:** Numerous candlelight vigils were held across the city to honor the victims of the hurricane.

**example 2:** Joe kept vigil at the bedside of his sick father.

**10.** \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

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

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

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

NONFICTION: "Malala the Powerful" • SKILL: Vocabulary Acquisition, page 3 of 3

# Vocabulary Practice:

## "Malala the Powerful"

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

- |    |              |               |             |             |
|----|--------------|---------------|-------------|-------------|
| 1. | soothe       | pester        | plague      | harass      |
| 2. | oppressive   | merciless     | lenient     | harsh       |
| 3. | disregard    | defy          | comply      | disobey     |
| 4. | surveillance | neglect       | vigil       | supervision |
| 5. | deliberately | intentionally | consciously | unwittingly |
| 6. | conceive     | estimate      | imagine     | envision    |

**Directions:** Complete the sentences using a form of the vocabulary words listed in the Word Bank.

### WORD BANK

pseudonym	vigil	defy	refugee	envision
rural	unwittingly	plague	oppressive	

- No TV and no computer are a few examples of our babysitter's \_\_\_\_\_ rules.
- During the war, the U.S. allowed thousands of European \_\_\_\_\_ to enter the country.
- Authors sometimes write under a \_\_\_\_\_ to keep their identities unknown.
- "Those who choose to \_\_\_\_\_ the substitute teacher," Mrs. Winters warned, "will find themselves in detention."
- Poverty, hunger, and lack of proper medical care are problems that continue to \_\_\_\_\_ people in many parts of the world.
- "If you \_\_\_\_\_ yourself as a doctor someday, I suggest you volunteer at the hospital," Mom said.
- The economies of some \_\_\_\_\_ communities rely solely on farming and livestock.
- We attended a \_\_\_\_\_ in remembrance of military service members who died in combat.

NONFICTION: "Malala the Powerful" • SKILL: Test Prep

# "Malala the Powerful" Quiz

**Directions:** Read "Malala the Powerful." Then answer the multiple-choice questions below.

1. Which statement **BEST** summarizes the article?

- (A) The Taliban are a terrorist group.
- (B) Many children around the world do not have the opportunity to go to school.
- (C) The Taliban launched a campaign against girls in the Swat Valley.
- (D) At great personal risk, a teenage girl in Pakistan spoke out for her right to get an education.

2. You can infer that Malala and her classmates stopped wearing their uniforms because

- (A) they outgrew them.
- (B) they were evacuated from their homes.
- (C) their school had been closed.
- (D) they didn't want the Taliban to know they were going to school.

3. Consider this sentence from the article:

**"She was also a crusader for a girl's right to go to school."**

Context clues reveal that *crusader* means

- (A) soldier.
- (B) advocate.
- (C) teacher.
- (D) opponent.

4. How does the author organize the information in "School Ban"?

- (A) Information is compared and contrasted.
- (B) Events are presented in chronological order.
- (C) A place is described in detail.
- (D) A problem is explained, followed by solutions.

5. Which of the following best describes the way the author feels about Malala?

- (A) inspired
- (B) critical
- (C) disappointed
- (D) overjoyed

6. Which quote supports your answer to No. 5?

- (A) "Attendance at Malala's school dropped." (p. 7)
- (B) "The world waited, tense, furious." (p. 8)
- (C) "Malala is from Mingora, a city in the Swat Valley in northwestern Pakistan." (p. 6)
- (D) "Malala has become a powerful symbol of the struggle so many kids face." (p. 9)

7. How does the information in "Life Is Brutal" help to develop the article?

- (A) It tells why Malala's father kept his school open.
- (B) It describes how Malala felt about the Taliban.
- (C) It explains how the Taliban affected life in the Swat Valley.
- (D) It discusses different forms of Islam.

8. The photograph on page 7 shows all of the following **EXCEPT**

- (A) how violent the Taliban can be.
- (B) people's outrage after Malala's shooting.
- (C) how dedicated many girls in Pakistan are to learning.
- (D) how violence is a fact of life in Pakistan.

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

9. What impact has Malala had on the world? Use text evidence to support your claims.

10. The article states that school was a "luxury Malala never took for granted." Why might school be considered a "luxury" in Pakistan? How does this view differ from the way many see school in the U.S.? Use text evidence to support your answers.

NONFICTION: "Malala the Powerful" • SKILL: Reading Comprehension, page 1 of 3

# Read, Think, Explain

## Identifying Nonfiction Elements

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

### Before Reading: Text Features

1. Read the **headline**, or title, on pages 4-5. Write it here: \_\_\_\_\_
2. Study the image on pages 4-5. What words describe Malala's expression or the mood of the photograph?  
\_\_\_\_\_  
\_\_\_\_\_
3. What does the "As You Read" box on page 5 tell you to think about as you read?  
\_\_\_\_\_  
\_\_\_\_\_
4. Look at the map on page 6 as well as the photos and **captions** on pages 7 and 8. From them, you can infer that this article is about a person or events in what country? \_\_\_\_\_
5. Consider the infographic on page 8. Write a sentence summarizing what type of information it contains.  
\_\_\_\_\_  
\_\_\_\_\_
6. Read the quote under the photo on page 9. You can infer that Malala is passionate about what issue?  
\_\_\_\_\_  
\_\_\_\_\_

## During Reading

7. Consider this sentence from page 6: “Those who live in areas under Taliban control are forced to follow oppressive religious rules.”

A. Check the box next to the definition of *oppressive*. (Check a dictionary if you’re not sure.)

☐ cruel or harsh without just cause      ☐ ancient or old-fashioned      ☐ discouraging

B. Instead of *oppressive*, the author could have chosen another word with a similar meaning. Why do you think she chose *oppressive*? What does her choice suggest about her attitude toward the Taliban?

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8. Answer the following question after you read the section “A Powerful Weapon.”

The **text structure** of the section “A Powerful Weapon” could be described as Problem and Solution. Two problems for which the section describes solutions are listed below. For each, write the solution.

**Problem:** Malala wanted to do something about the Taliban’s taking her freedoms away.

**Solution:** \_\_\_\_\_

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**Problem:** It was dangerous for Malala to speak out against the Taliban.

**Solution:** \_\_\_\_\_

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## After Reading

9. An **objective summary** of a text . . .

- . . . is short (3-5 sentences).
- . . . gives only the main points or ideas.
- . . . does *not* include the opinions of the person writing it.
- . . . answers the question “What is the article about?”

On the next page is a sample of an objective summary of “Malala the Powerful.” It contains some information that it shouldn’t—some of the writer’s opinions and details that are not necessary to tell the main ideas. Read the paragraph, then cross out any information that should not be included. We’ve crossed out one piece of unnecessary information for you.

This heartbreaking yet inspiring article is about how, when the Taliban took over the Swat Valley area of Pakistan in 2007, a girl named Malala Yousafzai took the risk of speaking out against them. She was particularly upset by the Taliban's order to close all girls' schools. Maybe that was because her father owned a school, or maybe she just realized how important it is to get an education. Sometimes I complain about having to go to school, but this article made me realize how lucky I am. Malala began blogging for the BBC, drawing the world's attention to what was happening in Pakistan. In 2012, the Taliban attempted to murder Malala by shooting her in the head. Two gunmen shot Malala while she was on a bus. The article says that the hours after Malala's shooting were "a nightmare." Though seriously injured, Malala survived and is now living in England, where she continues to crusade for the right of all children to go to school. I think Malala is amazing. Most people would be too afraid of the Taliban to speak out.

10. Below is a **central idea** of "Malala the Powerful." Three of the pieces of supporting evidence listed support that idea, but one of them does not. Cross out the one that does not.

**Central idea:** Malala Yousafzai is a crusader for the right of all children everywhere to go to school.

**Evidence #1:** "Malala was helping to focus attention on what was happening." (p. 7)

**Evidence #2:** "And indeed, fear was her constant companion." (p. 7)

**Evidence #3:** "Malala's crusade empowered her and other girls." (p. 8)

**Evidence #4:** "Today, Malala has become a powerful symbol of the struggle so many kids face." (p. 8)

11. Look at the chart on page 8. Then read the claim below. Decide whether the claim is true or false. Then explain your answer by providing the **supporting evidence** that proves the claim true or false.

**Claim:** In South and West Asia, and in North Africa, more girls than boys do not attend school.

This claim is ☐ true ☐ false (check one).

**Supporting piece(s) of evidence:** \_\_\_\_\_  
\_\_\_\_\_

NONFICTION: "Malala the Powerful" • SKILL: Reading Comprehension, page 1 of 3

# Read, Think, Explain

## Identifying Nonfiction Elements

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

### Before Reading: Text Features

1. Look at the image on pages 4-5. What are some words that describe Malala's expression or the mood of the photograph? The photo is very close up; how does this affect your reaction to it?

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2. Examine the other photos in the article. What is the mood of these photos? \_\_\_\_\_

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3. Consider the infographic on page 8. Write a sentence summarizing what type of information it contains.

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4. Read the **subheads** throughout the article and look at any **text features** you have not yet examined. Based on your preview of the article, write three to five sentences predicting what you think the article is about.

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## During Reading

5. Consider this sentence from page 6: “Those who live in areas under Taliban control are forced to follow oppressive religious rules.”

A. What does *oppressive* mean? (If you are not sure, can you figure it out from context clues? Can you identify the prefix, suffix, or root word? Check a dictionary to make sure your definition is right.)

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B. Instead of *oppressive*, the author could have chosen another word with a similar meaning. Why do you think she chose *oppressive*? What tone does this choice create? In other words, what does the author’s choice of *oppressive* suggest about her attitude toward the Taliban?

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6. A. Check ( ✓ ) the **text structure** that best describes how the section “A Powerful Weapon” is organized.

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

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## After Reading

7. Write a three- to four-sentence **objective summary** of “Malala the Powerful.” Think about what you would say to a friend who asks, “What is this article about?”

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8. Below is a **central idea** of "Malala the Powerful" and two pieces of supporting evidence. In the space provided, write a third piece of evidence. Include the number of the page where it appears.

**Central idea:** In defying the Taliban, Malala took an enormous risk.

**Evidence #1:** "Breaking these rules brings severe punishment, including public whipping or even execution." (p. 6)

**Evidence #2:** "And indeed, fear was her constant companion." (p. 7)

**Evidence #3:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Below are three pieces of **supporting evidence** for another central idea of "Malala the Powerful." In the space provided, write a **central idea** that this evidence supports.

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

**Evidence #1:** "Malala was helping to focus attention on what was happening." (p. 7)

**Evidence #2:** "Malala's crusade empowered her and other girls." (p. 8)

**Evidence #3:** "Today, Malala has become a powerful symbol of the struggle so many kids face." (p. 8)

10. Look at the chart on page 8. Then read the claims below. For each, decide whether the claim is true or false. Then explain your answer by providing the **supporting evidence** that proves the claim true or false.

**Claim 1:** More than half of school-age kids in the world do not go to school.

This claim is ☐ **true** ☐ **false** (check one).

**Supporting piece(s) of evidence:** \_\_\_\_\_  
\_\_\_\_\_

**Claim 2:** In South and West Asia, and in North Africa, more girls than boys do not attend school.

This claim is ☐ **true** ☐ **false** (check one).

**Supporting piece(s) of evidence:** \_\_\_\_\_  
\_\_\_\_\_

NONFICTION: “Malala the Powerful” • CORE SKILL: Tone and Mood, page 1 of 3

# Core Skill Activity: Tone and Mood

**Directions:** Read “Malala the Powerful” in the September 2013 issue of *Scope*, then fill in the requested information and answer the questions below.

## SECTION 1: TONE

In this section, you will analyze the author’s attitude toward Malala, the subject of the article.

1. In the box below, list words and phrases the author uses to describe Malala. Include the page numbers on which they appear. We listed two for you.

Words and phrases the author uses to describe Malala	
innocent (p. 6)	bright (p. 6)

Based on your list, how would you describe the author’s attitude toward Malala?

\_\_\_\_\_

2. Consider the following quote from the article: “Malala’s crusade empowered her and other girls. Her courage gave hope to thousands.” (p. 8)

What attitude toward Malala does this quote reveal? Explain your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Consider these two sentences from the section “To Serve Humanity”:

**“Fortunately, the physicians in Birmingham were able to control the swelling.” (p. 9)**

**“In the meantime, Malala’s father has been given a job that enables the family to remain in the U.K., where, hopefully, they will be safe from the Taliban, who have vowed to come after Malala again.” (p. 9)**

Note the words *fortunately* and *hopefully* in these sentences. How do these two words affect the tone? What do the words reveal about the author’s attitude?

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4. Consider this paragraph from page 9:

**Meanwhile, the world waited, tense and furious. The United Nations Special Envoy for Global Education immediately started a petition, calling on the President of Pakistan to make a place in school for every girl. Soon 1 million people had signed. Cards flooded Malala’s hospital room. In Pakistan, millions lifted up prayers for her. Candlelight vigils were held across the globe. Protesters marched, many of them kids carrying signs that read “I Am Malala.” It seemed that by trying to silence her, the Taliban had unwittingly helped thousands more find a voice of their own.**

What do the details the author includes in this paragraph reveal about her attitude toward Malala? Explain your answer.

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5. Circle the word in the following list that you think BEST describes the tone of the last paragraph of the article:

angry   cheerful   depressed   gleeful   hopeful   humorous  
pessimistic   suspicious   tragic   victorious

Explain your choice. What words or details did the author use to create that tone?

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## SECTION 2: MOOD

In this section, you will analyze the mood of certain sections of the article.

6. Reread the first three paragraphs of the article, ending with the sentence “Then the gunmen fled, leaving Malala to die” (p. 6). What is the mood of this opening section of the article? Explain using details from the text to support your answer.

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7. Reread the section “School Ban,” on page 7. What is the mood of this section? Explain using details from the text to support your answer.

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8. Reread the last paragraph of the article, on page 9. What is the mood of this section? Explain using details from the text to support your answer.

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# Core Skill Review: Tone and Mood

## Tone:

The author's attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *critical*. Tone is conveyed through the author's word choices and the details that he or she includes. A text may have more than one tone.

## Mood:

The feeling the reader gets from a work of literature. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you "walk into" a text, it too has an atmosphere that makes you feel a certain way. For example, the mood could be calm, creepy, romantic, sad, or tense. Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a text, or it can change.

# Malala Contest

A crusade is a campaign to change something. What makes Malala a crusader? What impact has her crusade had? Write two paragraphs answering both questions. Support your claims with details from "Malala the Powerful." Authors of the best five essays will each have a \$100 donation made in their names to the Malala Fund and receive *Words in the Dust* by Trent Reedy.

## 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 or legal guardian's signature: \_\_\_\_\_

Attach this sheet to your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
Or mail to: Malala Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY OCTOBER 25, 2013!**



DRAMA: *The Adventures of Tom Sawyer* • SKILL: Character Analysis, page 1 of 4

# Tom Sawyer: Static or Dynamic?

A **dynamic character** undergoes a significant internal change over the course of a story. A **static character** does not. This activity will help you determine whether Tom Sawyer is a dynamic or static character.

**Directions:** Fill in the empty spaces in each of the boxes below. In the column on the left, write details from the play that reveal something about Tom's character. You can include things Tom says and does, and things other characters say about Tom. In the column on the right, briefly state what each detail reveals about Tom. Note that some boxes are for just one scene, and others are for two or more scenes together.

SCENE 1	
Detail or quote from the play	What it reveals about Tom
Aunt Polly says, "Well, maybe next time you'll think twice before playing hooky from school!"	He's a troublemaker; he doesn't follow rules; he likes to have fun.
Aunt Polly says, "And don't you try any of your tricks, neither!"	He's mischievous.
Tom tricks his friends into doing his work for him.	

SCENE 2	
Detail or quote from the play	What it reveals about Tom
Tom goes to the cemetery at midnight with Huck, hoping to cure warts with a dead cat.	He's superstitious; he's adventurous.
Tom makes a pact with Huck not to tell anyone what they witnessed in the cemetery.	

SCENES 3 & 4	
Detail or quote from the play	What it reveals about Tom
Tom feels guilty for not speaking up about Muff's innocence.	
Tom runs away to an island with Joe and Huck.	
Tom feels bad that Aunt Polly thinks he is dead.	
	Tom puts his own interests first; he ignores his conscience for the sake of enjoying himself.
Aunt Polly says, "Oh, child, you never think of anything besides your own selfishness."	

SCENE 5	
Detail or quote from the play	What it reveals about Tom
Tom says he feels sorry for Muff and hates the mean way people talk about Muff.	

SCENES 6, 7 & 8	
Detail or quote from the play	What it reveals about Tom
Tom wants to explore an unfamiliar part of the cave.	
	Tom is brave and determined.
Tom reassures Becky that they will find a way out of the cave, even though “in truth, Tom isn’t so sure.”	

SCENE 9	
Detail or quote from the play	What it reveals about Tom

**Directions:** Look back over the observations you made about Tom’s character over the course of the play. Then answer the following questions.

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1. Does Tom change in some way over the course of the play? If so, how?

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2. Does Tom stay the same in some way over the course of the play? If so, how?

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3. Check one of the boxes to show whether you think Tom is static or dynamic.

I think Tom is . . . ☐ static. ☐ dynamic.

# Close-Reading Questions

## *The Adventures of Tom Sawyer*

1. What does Scene 1 reveal about Tom's character? Explain. (close reading)
2. In Scene 4, Aunt Polly says to Tom, "Oh, child, you never think—of anything besides your own selfishness." Why does she say this? What are other examples of Tom acting selfishly? (character)
3. Why does Tom break his vow to keep quiet about the murder? What hints does the author give you that Tom feels conflicted? (inference)
4. At the end of Scene 5, N1 says that Joe infests Tom's dreams. By using the word *infests*, what does the author tell you about the quality of Tom's dreams about Joe? (author's craft)
5. In Scene 7, Becky asks Tom to promise that "when the time comes," he will stay and hold her hand. What "time" is she talking about? (inference)
6. In Scene 8, Becky tells Tom he has gone "as white as a sheet." What literary device is being used? What does this line reveal about Tom's character? (figurative language/inference)

# Critical-Thinking Questions

## *The Adventures of Tom Sawyer*

1. What aspects of life in the 1840s that were presented in the video are reflected in the play?
2. What are some examples of dialect in the play? Why do you think the author included dialect? What does it add to the play?
3. Tom and Huck decide not to speak up about what they witnessed in the graveyard because they fear retaliation. Do you think Tom did the right thing by changing his mind and testifying? Under what circumstances is doing the right thing worth risking personal safety? Explain.

# Vocabulary:

## *The Adventures of Tom Sawyer*

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

**1. drove (drohv)** *noun*; 1. a herd, flock, or group of animals; 2. a large crowd of people

*example 1:* A thunderbolt lit up the sky, sending a drove of fearful sheep racing into the barn.

*example 2:* Drove of excited fans filled the football stadium on Super Bowl Sunday.

**2. muddle (MUHD-l)** 1. *verb*; to mix up or confuse things; 2. *noun*; a mess or confusion

*example 1:* Charlie muddled many of the facts in his biology presentation because he didn't prepare adequately.

*example 2:* Samie never bothers to organize her school supplies; her backpack is always a muddle of books, papers, and pens.

**3. rack (rak)** 1. *verb*; to cause to suffer torture, pain, sorrow, or ruin; 2. *verb*; to strain in mental effort; 3. *noun*; a framework, typically with rails, bars, hooks, and pegs, for holding or storing things

*example 1:* Following a grueling football practice, Tony's body was racked with pain.

*example 2:* Timmy racked his brain in an effort to remember where he had left his iPod.

*example 3:* Melissa stores all of her gymnastics trophies on a rack above her desk.

**4. reckon (REK-uhn)** *verb*; 1. to calculate or to count up; 2. to think or have an opinion of; 3. to deal with

*example 1:* Tom reckoned that his brother owed him \$20.

*example 2:* Tiffany reckons that our basketball team will easily win the tournament.

*example 3:* When I get home, I'll have many problems to reckon with.

**5. skiff (skif)** *noun*; a boat small enough to be sailed or rowed by one person

*example:* Ramsie's skiff was so light that even a gentle gust of wind could propel it across the water.

6. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

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

7. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

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

DRAMA: *The Adventures of Tom Sawyer* • SKILL: Vocabulary Acquisition, page 2 of 2

# Vocabulary Practice:

## *The Adventures of Tom Sawyer*

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

### WORD BANK

reckon

drove

skiff

muddle

racked

1. When the weather is nice, Roberto loves to take the \_\_\_\_\_ for a sail around the lake.
2. Being stuck in bed with the flu for a week can \_\_\_\_\_ one's sense of time.
3. Wilfred was \_\_\_\_\_ with guilt after he allowed his sister's guinea pig to escape.
4. A \_\_\_\_\_ of tourists blocked the entrance to the museum.
5. "I \_\_\_\_\_ we'll catch a great deal of fish today," Dad said.

**Directions:** For each pair of words below, write **S** if the words are synonyms (have the same or a very similar meaning) or **A** if the words are antonyms (have opposite meanings).

1. drove; mob \_\_\_\_\_
2. muddle; explain \_\_\_\_\_
3. reckon; guess \_\_\_\_\_
4. rack; distress \_\_\_\_\_

**Directions:** Choose two of the vocabulary words listed on page 1 of this activity. Write an example sentence for each one.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DRAMA: *The Adventures of Tom Sawyer* • SKILL: Test Prep

# *The Adventures of Tom Sawyer Quiz*

**Directions:** Read *The Adventures of Tom Sawyer*. Then answer the multiple-choice questions below.

1. Which of the following best describes Tom?

- (A) responsible
- (B) daring
- (C) generous
- (D) miserable

2. Which of the following of Tom's lines best supports your answer to No. 1?

- (A) "Afeard! 'Taint likely." (p. 12)
- (B) "Someone's got to be glad to see Huck." (p. 13)
- (C) "Let's swear to keep mum." (p. 13)
- (D) "I hate the mean way everybody talks about him." (p. 14)

3. The purpose of Scene 1 is to

- (A) introduce all of the play's most important characters.
- (B) establish Tom's character.
- (C) reveal crucial background information about Missouri.
- (D) explain how Tom got so many strange items, like a doorknob, marbles, and a one-eyed kitten.

4. In Scene 3, why doesn't Tom tell Aunt Polly he hasn't drowned?

- (A) He realizes that she doesn't believe he's dead.
- (B) He doesn't want to spoil things for Joe and Huck.
- (C) He thinks that she doesn't care about him.
- (D) He doesn't want to ruin the opportunity to attend his own funeral.

5. Consider Becky's line on page 15:

"Tom, you've gone as white as a sheet!"

Which of the following literary devices does this line contain?

- (A) a metaphor
- (B) a simile
- (C) personification
- (D) alliteration

6. The play's plot is presented

- (A) chronologically.
- (B) through numerous flashbacks.
- (C) through the memories of one character.
- (D) from multiple characters' points of view.

7. You can infer that Tom changes his mind about testifying against Joe because

- (A) Huck puts pressure on Tom.
- (B) Tom believes Muff will reward him.
- (C) Tom cares about Muff and feels guilty hiding the truth.
- (D) it's another chance for Tom to cause trouble.

8. The ending of the play suggests that

- (A) Tom and Huck have learned nothing over the course of the play.
- (B) Tom and Huck are foolish to think they will be able to find the treasure.
- (C) Tom and Huck will probably not be able to escape the cave.
- (D) Tom and Huck will indeed sneak into the cave to search for the treasure.

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

9. How is Tom able to convince his friends to whitewash the fence? Explain using text evidence to support your answer.

10. In what ways do you think Tom's story would be different if it were set in the present day? Use text evidence to support your ideas.

# Back to Basics: Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand the play *The Adventures of Tom Sawyer*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

## Section 1: Characters

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

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

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

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

\_\_\_\_\_

B. HUCK 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. Consider the **characterization** of Tom.

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

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

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3. At what points in the story does Tom feel guilty? In what way, if any, do you think Tom’s feelings of guilt affect his actions? Explain.

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4. Give two examples of **indirect characterization** of Aunt Polly.

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## Section 2: Setting

5. Where (city and state) and when does the play take place? \_\_\_\_\_
6. In how many specific locations does the play take place? List them.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
7. What can you infer from the play about life for kids in the days of Tom Sawyer compared with life for kids today?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
8. Does St. Petersburg, Missouri, seem like a big city or a small town? What makes you think so?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Section 3: Dialect

9. Dialect is a form of a language that is spoken in a particular area or by a particular group of people that includes some of its own words, grammar, and pronunciations.
- A. List three examples of dialect in the play, then rewrite those sentences or phrases in standard English.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- B. The dialect in the play comes from the Mark Twain novel on which the play is based. Why do you think Twain included dialect in his novel? What does it add to the story?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Section 4: Tone and Mood

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

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11. 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**. Which **imagery**, words, ideas, and aspects of the **setting** or **plot** caused you to feel the way you did?

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## Section 5: Plot

12. How many different adventures does Tom have in the play? Name them.

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13. Tom faces both an internal **conflict** and an external **conflict**.

A. What internal **conflict** does Tom face? How does he overcome it?

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B. What external **conflict** does Tom face? How does he overcome it?

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DRAMA: *The Adventures of Tom Sawyer* • CORE SKILL: Making Inferences, page 1 of 2

## Core Skill Activity: Making Inferences

Making an inference means you use clues from the text to reach a conclusion.

**Directions:** Read *The Adventures of Tom Sawyer* in the September 2013 issue of *Scope*, then make inferences to answer the questions below. We answered the first question for you.

1. In Scene 1, why is Aunt Polly making Tom whitewash the fence?

Tom has to whitewash the fence as a punishment for skipping school.

Explain how you know. Aunt Polly says, "Well, maybe next time you'll think twice before playing hooky from school!" I also know it's a punishment because Tom wants to get out of it.

2. In Scene 2, Injun Joe stabs Dr. Robinson with Muff's knife. Then Muff wakes up holding his bloody knife in his hand. What conclusion can you draw?

Explain how you know.

3. At the end of Scene 3, what can you infer Tom is feeling?

Explain how you know.

**DRAMA: *The Adventures of Tom Sawyer* • CORE SKILL: Making Inferences, page 2 of 2**

**4.** In Scene 4, Tom and Joe are being hugged by their families after entering the church. Tom notices Huck standing alone and says, “Aunt Polly, it ain’t fair. Someone’s got to be glad to see Huck.” What does this line tell you about Tom’s character?

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Explain how you know. \_\_\_\_\_

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**5.** In Scene 5, the lawyer announces, “Your honor, we call Tom Sawyer to the stand.” What can you infer happened between the beginning of Scene 5 and the day of the trial?

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Explain how you know. \_\_\_\_\_

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**6.** In Scene 7, Becky says to Tom, “Promise you’ll come back . . . and . . . when the time comes that you’ll stay and hold my hand?” What does Becky think is going to happen?

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Explain how you know. \_\_\_\_\_

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# Core Skill Review and Activity: Making Inferences

Writers don't always come right out and tell you what they mean. Often, you have to **INFER**, or draw a conclusion, based on clues in the text. This is sometimes called "reading between the lines."

**Example 1:** Sasha sees her friend in the hallway and says, "Lulu, can you even breathe in those jeans?"

Even though Sasha didn't come right out and say it, you can *make an inference* that she thinks Lulu's jeans are too tight.

**Example 2:** Kiyoshi stood on the mound practicing his fastball. His eyes narrowed as he saw the bright orange uniforms of the Ridgeville Rangers coming toward the field. *Not again*, Kiyoshi thought to himself. *Today, the trophy will be ours.*

Without expressly stating it, the writer gives clues that Kiyoshi is a pitcher warming up for a baseball game. You can *infer* that today is the championship game and the Ridgeville Rangers are a rival team that previously beat Kiyoshi's team.

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

1. Sophie wished she hadn't watched the news that morning. She felt ridiculous walking to school in galoshes on such a sunny day.

What can you infer?

- (A) Sophie's galoshes are a size too small.
- (B) Sophie was late to school because she was watching the news.
- (C) Sophie was carrying an umbrella.
- (D) Sophie heard a weather forecast that predicted rain.

2. Micah waited for the curtains to open. He could hear the audience shifting in their seats. He clutched the cello to his chest. Sweat trickled down his neck, and his heart beat wildly.

You can infer that

- (A) Micah can't play the cello.
- (B) Micah is nervous.
- (C) Micah's family is in the audience.
- (D) Micah has the flu.

3. Louise looked at the menu and sighed. Once again, her father had taken her to a steak house. It was like he never paid attention to anything she said. When the waiter came to the table, Louise mumbled, "I guess I'll just have a baked potato."

What conclusion can you draw?

- (A) Louise doesn't like going out to dinner.
- (B) Louise has never gotten along with her father.
- (C) Louise is probably a vegetarian.
- (D) Louise is not very hungry.

4. When Boomer heard the car pull into the driveway, he bounded off the couch and wagged his tail excitedly. The front door opened and Boomer leaped onto Eddie, licking his face and knocking him over onto his suitcase.

You can infer that Boomer is

- (A) upset that Eddie went away without him.
- (B) glad that Eddie is back from a trip.
- (C) hoping there's a treat for him in Eddie's suitcase.
- (D) always this happy when Eddie returns.

# Tom Sawyer Contest

In a “coming-of-age story,” the main character matures, or makes progress on the journey from childhood to adulthood. Do you think *The Adventures of Tom Sawyer* is a coming-of-age story? Write a paragraph answering this question, using text evidence to support your claim. Five winners will each get Neal Shusterman’s *The Schwa Was Here*.

## 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 or legal guardian’s signature: \_\_\_\_\_

Attach this sheet to your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
Or mail to: Tom Sawyer Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY OCTOBER 25, 2013!**

# Synonyms for *Delicious*

What to call something that tastes great:

## Featured Vocabulary

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### lip-smacking [LIHP SMAK-ing]

**Definition:** (*adjective*) To smack your lips is to close and open them quickly, making a sharp sound. This is often done as a sign of delight, especially over food. So if you say something is *lip-smacking*, you mean that you are either looking forward to it or recalling it with delight; you are saying it is so good it makes you smack your lips.

**Example sentence:** "Mmmm-mmmm!" exclaimed Uncle John. "Pass me another of those lip-smacking apple fritters."

### mouth-watering [MOUTH waw-tur-ing]

**Definition:** (*adjective*) When we see or smell food, particularly when we are hungry or when the food looks appealing, glands in our cheeks and jaw begin to produce more saliva, causing our mouths to "water." This happens because the brain senses that the body is about to begin digesting, and digestion requires extra saliva. To say that food is *mouth-watering* means that it is appetizing—that its appearance, aroma, or description makes you want to eat it.

**Example sentence:** I can hardly wait to try that mouth-watering strawberry cheesecake I saw in the refrigerator.

### piquant [PEE-kuhnt]

**Definition:** (*adjective*) pleasingly sharp, biting, spicy, or tart in flavor. Foods that might be described as *piquant* include garlic, strong cheese, barbecue sauce, and curries.

**Example sentence:** The sauce on the left is piquant; the one on the right is very mild.

## Featured Vocabulary

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### delectable

[dih-LEK-tuh-buhl]

**Definition:** (*adjective*) highly pleasing; delicious

**Example sentence:** This lasagna is delectable! I absolutely love it.

### scrumptious

[SKRUMP-shuhs]

**Definition:** (*adjective*) exceptionally rich or fine; very pleasing to the senses

**Example sentence:** "Oh my goodness," gushed Kate, "this pasta with lobster and cream sauce is scrumptious! There must be a whole stick of butter in here. It's soooooo good!"

### appetizing

[AP-ih-tahy-zing]

**Definition:** (*adjective*) Your appetite is your desire for food. Something that is *appetizing* is appealing to or stimulating to the appetite, especially in appearance.

**Example sentence:** "Ugh," said Jason, pulling out a moldy old peanut-butter-and-jelly sandwich from the bottom of his locker. "This does not look very appetizing."

## Discussion Questions: Shades of Meaning

**After you answer the questions, click below them to see *Scope*’s answers.  
Do you agree with us?**

1. Besides being synonyms for delicious, what do the words **lip-smacking** and **mouth-watering** have in common?

Both describe a physical reaction to good-tasting food.

2. Imagine you are standing in front of a glistening chocolate cake. You’ve never had this particular kind of chocolate cake before, but it looks and smells absolutely wonderful. Which of the featured vocabulary words (**lip-smacking**, **mouth-watering**, **piquant**, **delectable**, **scrumptious**, **appetizing**) could you use to complete the following sentence? Are there any that wouldn’t make sense? Explain.

“This cake is \_\_\_\_\_.”

Because the cake looks and smells appealing, but you have not tasted it yet, you could complete the sentence with *lip-smacking*, *mouth-watering*, or *appetizing*. All of these words can be used to describe something that appeals to you that you have not yet tried. You wouldn’t say that something is delectable or scrumptious without tasting it first—although you could certainly say that something *looks* delectable or scrumptious. Whether you’d tasted the cake or not, it would not make sense to refer to it as piquant (unless it was a really weird chocolate cake—topped with hot sauce or blue cheese, for instance).

3. **Lip-smacking**, **mouth-watering**, and **appetizing** have similar meanings. Which do you think is the least formal (that is, the most conversational)? Which is the most formal?

Lip-smacking is the least formal; appetizing is the most formal.

# Super-Short Stories

Choose one of the photos below. Write a super-short story (1-2 paragraphs) about it using as many of the featured vocabulary words as you can.



**Featured vocabulary: lip-smacking, mouth-watering, piquant, delectable, scrumptious, appetizing**

# Close-Reading Questions

## "Are These Chips Too Delicious?" and "A Bloody History"

1. Explain the headline "Are These Chips Too Delicious?" (inference/structure)
2. What do you think the author is implying at the end of "Are These Chips Too Delicious?" How is this ending a response to the question "Isn't it up to us to know when we've had enough?" (author's craft)
3. According to "A Bloody History," why could a person make a lot of money selling spices? (key ideas)

# Critical-Thinking Questions

## "Are These Chips Too Delicious?" and "A Bloody History"

1. Imagine you work for a food company, and you are in charge of developing a new kind of cookie. What factors do you need to consider?

2. Who do you think is responsible for Americans' habit of overeating?

PAIRED TEXTS: "Are These Chips Too Delicious?" and "A Bloody History" • SKILL: Compare and Contrast

# Compare and Contrast

**Directions:** In this issue's paired texts, you read about the secret world of food flavorists, as well as the history of the spice wars. Use text evidence to fill in the chart below comparing the modern food industry with the early spice trade.

	Modern Flavor Industry	Early Spice Trade
Describe when and why it started.		
What secrets are/were kept? Why?		
Is/Was it profitable? Explain.		
What are/were the pros?		
What are/were the cons?		

PAIRED TEXTS: "Are These Chips Too Delicious?" and "A Bloody History" • SKILL: Compare and Contrast

# Compare and Contrast

**Directions:** In this issue's paired texts, you read about the secret world of food flavorists, as well as the history of the spice wars. Use text evidence to complete the chart below comparing the modern food industry with the early spice trade.

	Modern Flavor Industry	Early Spice Trade
Describe when and why it started.	In the 1950s, processed foods became popular. They were bland, so food companies began looking for ways to improve their taste.	
What secrets are/were kept? Why?		The location of the spice islands was kept secret so the spice traders could control the industry and charge higher prices.
Is/Was it profitable? Explain.		
What are/were the pros?		People were exposed to new and exotic flavors that made their food taste better. They were able to stand the bad taste of cured meats.
What are/were the cons?	Ninety percent of the foods we eat are processed, and many of these foods are not healthy. Many people find certain processed foods irresistible and eat too much of them, which leads to obesity and other health problems.	

PAIRED TEXTS: "Are These Chips Too Delicious?" and "A Bloody History" • SKILL: Test Prep

# Flavor Now and Then Quiz

**Directions:** Read "Are These Chips Too Delicious?" and "A Bloody History." Then answer the questions below.

**1. Which of the following best states a central idea of "Are These Chips Too Delicious?"**

- (A) Tongues look like pink blobs.
- (B) Food companies spend a lot of time and money figuring out what consumers like to eat.
- (C) In the past, food had to be eaten right away before it spoiled.
- (D) If food tastes good, it's definitely bad for you.

**2. Which quote best supports your answer to No. 1?**

- (A) "Before the era of refrigeration, food spoilage was a big problem." (p. 19)
- (B) "Many of the foods we most love are the least healthy." (p. 18)
- (C) "A bitter berry? It will kill you!" (p. 18)
- (D) "They analyze our diets, question us in small focus groups, examine our buying habits, and hire experts in human behavior." (p.18)

**3. From the chart on p. 18, you can infer that**

- (A) more Americans are becoming vegetarians.
- (B) Americans eat about the same amount of produce now as they did 30 years ago.
- (C) people eat fewer cupcakes now than in the past.
- (D) there were more varieties of cheese in 1982.

**4. The author states that "our power to detect flavors is a critical survival tool." In this quote, the word *critical* most closely means**

- (A) fault-finding.
- (B) dangerous.
- (C) desperate.
- (D) very important.

**5. What brought an end to the spice wars?**

- (A) People discovered that nutmeg could be grown anywhere on Earth.
- (B) All the nutmeg trees were destroyed.
- (C) Nutmeg became cheaper and more available.
- (D) People lost interest in nutmeg.

**6. How are the two articles similar to each other?**

- (A) They both explain the health risks of spices.
- (B) They both discuss the importance of flavor and the effect flavor has had on society.
- (C) They both focus on the way our brains perceive flavor.
- (D) They both describe why we crave certain foods.

**7. Read the following sentence from "A Bloody History":**

**"Today, few people have heard of the Moluccas."**

**What claim does this sentence best support?**

- (A) The spice wars did not last for very many years.
- (B) Most people don't know the ingredients in a pumpkin pie.
- (C) Vasco de Gama is not as famous as Columbus.
- (D) The history of nutmeg is not widely known.

**8. Based on information in both texts, which statement is definitely true?**

- (A) Everyone loves a buttery soft cookie.
- (B) Satisfying the human desire for great flavors is a profitable business.
- (C) Food companies care more about making money than about consumers' health.
- (D) Nutmeg is the most delicious spice.

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

**9. What happened in the 1940s that changed the way Americans obtained their food? Use details from the text in your answer.**

**10. What motivated European leaders and explorers to search for the spice islands? Why was this so important to them? Use text evidence in your answer.**

NONFICTION: "Are These Chips Too Delicious?" • CORE SKILL: Finding and Using Text Evidence

# Core Skill Activity: Text Evidence

**Directions:** Read "Are These Chips Too Delicious?" in the September 2013 issue of *Scope*, then answer the questions below.

- Below is a claim about "Are These Chips Too Delicious?" It is followed by three possible pieces of supporting evidence. Underline the piece of evidence that BEST supports the claim. Then complete the sentence to explain why the evidence you chose supports the claim.

## Claim:

**Author Lauren Tarshis admires food flavorists.**

**Possible evidence 1:** "Today, 90 percent of the foods we eat are processed. Flavorists still strive to make these foods taste good." (p. 17)

**Possible evidence 2:** "They are experts at concocting flavors you will love, whether it's a lip-smacking berry for a sports drink or a mouthwatering chili-cheese coating for a pretzel." (p. 17)

**Possible evidence 3:** "They analyze our diets, question us in small focus groups, examine our buying habits, and hire experts in human behavior." (p. 18)

I chose evidence number \_\_\_\_\_ because \_\_\_\_\_

- Below is a central idea of "Are These Chips Too Delicious?" Find three pieces of evidence that support this idea. Include the page numbers they come from.

## Central idea:

**Processed food is a blessing and a curse.**

**Evidence 1:** \_\_\_\_\_

**Evidence 2:** \_\_\_\_\_

**Evidence 3:** \_\_\_\_\_

## Core Skill Review: Text Evidence

If you are writing about something you have read, you need to use supporting evidence to back up whatever point you are making. Most of your supporting evidence will be details from the text you are writing about, which you can quote directly or paraphrase (see below). Supporting evidence that comes from the text you are writing about is also sometimes called “text evidence” or “supporting details.”

**Direct quotation:** A copy of the exact words an author or speaker uses. If you are writing an essay about a book that you read, for example, and you copy into your essay a phrase or sentence from the book, that is a direct quotation. Quotation marks must always surround a direct quotation to indicate to the reader that it is a direct quotation.

*Example of a direct quotation:* Lauren Tarshis writes that “your tongue is pretty lost without your nose” (p. 18).

**Paraphrase:** To paraphrase is to put something written or spoken by someone else into your own words. (The word *paraphrase* can be used as a verb meaning “to reword,” or as a noun to refer to text that has been paraphrased.) A paraphrase is *not* surrounded by quotation marks.

*Example of a paraphrase:* Lauren Tarshis explains that our sense of taste is very dependent on our sense of smell (p. 18).

NONFICTION: "A Bloody History" • CORE SKILL: Summarizing

## Core Skill Activity: Summarizing

An objective summary is a short statement or paragraph that tells what an article is about. An objective summary does not include irrelevant details or the opinions of the person writing it.

**Directions:** Below is a sample of an objective summary of "A Bloody History" from the September 2013 issue of *Scope*. It contains some information that it shouldn't. Cross out the unnecessary sentences and phrases.

### Summary of "A Bloody History"

The spice trade has a violent history. Seriously. I never would have guessed that many years ago people actually killed for nutmeg. In Europe, spices were used not only for flavoring, but also to ward off the plague. The plague was a very deadly disease that killed millions of people and kind of scares me. At first, only spice traders knew where spices came from, so they were able to charge a lot of money. In the 1500s, the Portuguese discovered the Spice Islands north of Australia. As other European explorers arrived, bloody battles were fought over control of the spice trade. No one bothered to just sit on the beach and enjoy the waves. The spice wars finally ended when people figured out how to grow spices closer to home, which made them more affordable. I'm really glad because pumpkin pie without nutmeg is no pie at all. So yeah.

# Core Skill Review and Model Text: Summarizing

*Objective* means “not influenced by personal feelings or interpretation.” A summary is a short statement that gives the main points or ideas of something. So an objective summary is a short statement or paragraph that tells what something is about but does not include irrelevant details or your opinions.

Below is a model of an objective summary of the article “Are These Chips Too Delicious?” from the September 2013 issue of *Scope*.

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## Summary of “Are These Chips Too Delicious?”

In America, 90 percent of the foods we eat are processed, meaning preservatives and other chemicals have been added to try to make the foods taste more appealing. Food companies turn to professional food flavorists to help ensure that their products fly off the shelves. Food companies spend extraordinary amounts of time and money researching what people like to eat and trying to come up with tempting combinations of flavor and texture. There is some concern that food companies have gone too far in attempting to make their products irresistible. Research shows that eating large quantities of processed foods can lead to health problems. But ultimately, it is up to consumers to make choices about what to eat and how much.

# Spice Contest

In two paragraphs, compare the early spice trade to the modern flavor industry. What is similar? What is different? Be sure to use text evidence from "Are These Chips Too Delicious?" and "A Bloody History." Five winners will each receive *Cold Cereal* by Adam Rex.

## 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 or legal guardian's signature: \_\_\_\_\_

Attach this sheet to your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
Or mail to: Spice Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY OCTOBER 25, 2013!**

# Understanding the Theme of "The Space Rock"

## Section 1: What is Theme?

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

.....

Fables can be useful when you are learning about theme. They have a special kind of theme called a moral, which is a short, clear lesson. Unlike other kinds of themes, morals *are* often directly stated, usually at the end of a story, either by one of the characters or by the narrator.

**Directions:** Read the following fable by Aesop. Its moral, or theme, appears at the end.

### THE TORTOISE AND THE HARE

One day, a hare was bragging about how fast he could run. He bragged and bragged and bragged. While he was bragging, he laughed at the tortoise, who was very slow. In response, the tortoise challenged the hare to a race, which made the hare laugh even harder. But the hare agreed, and the forest animals got together and mapped out a course. The race began and the hare, being a swift runner, soon left the tortoise behind. About halfway through the course, it occurred to the hare that he had plenty of time to beat the slow tortoise. So the hare decided to play in the meadow for a while. When he finished playing, he decided he had time to take a nap. He curled up under a tree and fell asleep. The tortoise, meanwhile, continued to plod on, taking one slow step after another. Finally, the hare woke up from his nap. "Time to get going!" he thought. And off he went, faster than he had ever run before, until he reached the finish line, where he met the tortoise, who was patiently awaiting his arrival.

*Slow and steady wins the race.*

## Section 2: Matching

**Directions:** Read the themes below, and the Aesop's fables below and on the next page. Decide which theme goes with each fable and write the theme in the box provided.

### THEMES

*A liar will not be believed, even when he speaks the truth.*

*There is strength in numbers.*

*Don't let your words be larger than your deeds.*

### THE BOY WHO CRIED WOLF

There was once a boy who tended his sheep near a dark forest. Alone all day, he was rather bored, so he thought up a plan to get a little company and some excitement. He ran toward the village calling out, "Wolf! Wolf!" The villagers rushed out to meet him. This pleased the boy so much that a few days later he tried the same trick—and again the villagers hurried out to help him. A few days after that, a wolf actually did come out from the forest. The boy of course cried, "Wolf! Wolf!" and ran to the village. But the villagers, who had been fooled twice before, thought the boy was again deceiving them, and nobody came to help. So the wolf made a good meal off the boy's flock.

**Moral:**

### THE BUNDLE OF STICKS

An old man on his deathbed gave his sons some final advice. He presented them with a bundle of sticks, and said to his eldest son, "Break it." The eldest son strained and strained, but with all his strength was unable to break the bundle. The other sons also tried, but none of them was successful. "Now untie the bundle," said the father, "and each of you take a stick." When the sons had done as instructed, the father said, "Now each of you break your stick." Each stick was easily broken.

**Moral:**

THE BOASTING TRAVELER

Upon returning home, a man who had traveled in foreign lands boasted of the many wonderful and heroic feats he had performed in the different places he had visited. Among other things, he said that when he was on the island of Rhodes, he had leaped such a distance that no man could leap anywhere near as far. There were, he said, many people in Rhodes who saw him do it and whom he could call as witnesses. One of the bystanders said, "Now, my good man, if this be all true, there is no need of witnesses. Suppose this to be Rhodes, and leap for us."

Moral:

Section 3: "The Space Rock"

**Directions:** After you read "The Space Rock," answer the questions below. Then write the theme of the story in the box. Below it, explain why you think what you wrote is the theme.

Who is the main character? \_\_\_\_\_

What is the main conflict? \_\_\_\_\_

How is the main conflict resolved? \_\_\_\_\_

What big idea in the story applies to people in general, not just to the characters in the story?

\_\_\_\_\_

\_\_\_\_\_

The theme of "The Space Rock" is:

I think so because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Comparing Two Texts

You just read two texts—"The Space Rock" and "Space Attack"—that deal with the same topic: meteorites. In this activity, you will compare how their authors portray meteorites. **Directions:** Fill in the chart below. Then answer the question at the end.

	the meteorite that lands on the family's farm in "The Space Rock"	the Chelyabinsk fireball as described in "Space Attack"
what the moment of the meteorite entering Earth's atmosphere is like		
physical characteristics of the meteorite (size, weight, color, etc.)		
damage or injuries caused by the meteorite		
who sees or hears the meteorite land		

	the meteorite that lands on the family’s farm in “The Space Rock”	the Chelyabinsk fireball as described in “Space Attack”
how people react to the meteorite		
the value of the rocks in the meteorite’s debris path		
additional information the author provides about meteorites in general		
how the author reveals the general information about meteorites		

**On your own piece of paper, answer the following question:**  
Based on what you learned in “Space Attack,” how realistic is Roland Smith’s portrayal of the meteorite in “The Space Rock”? Use text evidence to support your answer.

# Close-Reading Questions

## "The Space Rock"

1. Which details at the beginning of the story show you that Karl's family is struggling? How does this struggle affect them? (inference)
2. Reread the passage on page 22 that begins "Lucky it didn't hit Karl." Why does Karl's dad hug him? (inference)
3. What effect does the author create at the end of the story by having Daddy count the rocks the way he does? (author's craft)

# Critical-Thinking Question

## "The Space Rock"

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What does Daddy mean when he says, "Getting what you need out of something is better than getting all that you can out of something"? Do you agree?

# Close-Reading Questions

## "Space Attack"

1. In the first section, how does the author create suspense? (author's craft)
2. Reread the paragraph on page 27 that begins "These rocks. . . ." What figurative language is used? What is its effect? (author's craft)
3. Find an example in "The Space Rock" of the type of figurative language you identified in the previous question. Explain what it communicates. (author's craft)
4. What is the purpose of the paragraph on page 27 that begins "Each day, Earth is bombarded by some 100 tons of debris"? (structure)

# Critical-Thinking Questions

## "Space Attack"

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1. What do you think the author's attitude is about the danger of space rocks? Explain why you think so.

2. Do you think it's important to invest in an asteroid-detecting satellite like *Sentinel*?

FICTION: "The Space Rock" • SKILL: Test Prep

## "The Space Rock" Quiz

**Directions:** Read "The Space Rock" and "Space Attack." Then answer the multiple-choice questions below.

1. Which of the following best describes Daddy?

- (A) strict
- (B) wise
- (C) courageous
- (D) pessimistic

2. Which of the following sentences from the story best supports your answer to number 1?

- (A) "You don't disturb Daddy when he's talking to his truck." (p. 21)
- (B) "'We can sell it, or we can keep it.'" (p. 24)
- (C) "Daddy looked at Brother like he had lost his mind." (p. 23)
- (D) "'Getting what you need out of something is better than getting all that you can out of something.'" (p. 25)

3. What is the purpose of the quotation at the beginning of the story?

- (A) It explains why meteorites are so valuable.
- (B) It gives a hint about the ending of the story.
- (C) It suggests a theme of the story.
- (D) It provides the perspective of Seneca, an important character in the story.

4. Consider this sentence from page 21:

"The day the rock fell from outer space I was feeling melancholy."

Context clues reveal that *melancholy* means

- (A) energetic.                      (C) enraged.
- (B) gloomy.                         (D) anxious.

5. You can infer that the town of Rock Creek

- (A) is definitely in South Dakota.
- (B) has a very unpopular mayor.
- (C) has a small, close-knit community.
- (D) was once a large, bustling city.

6. On page 24, what point does Daddy make with his speech about where the meteorite landed?

- (A) The meteorite's landing location was random and could have easily been somewhere else.
- (B) Their family has the largest property in town.
- (C) He is furious about where the meteorite landed.
- (D) The neighbors have demanded to share in the profits from selling the meteorite.

7. Which of the following quotes from the article best represents a central idea of "Space Attack"?

- (A) "Ever look up at the night sky and see a shooting star? Beautiful, yes?"
- (B) "Asteroids are part of the universe. There's nothing we can do about that, but we do have the technology to prepare for future impacts."
- (C) "Each day, Earth is bombarded by some 100 tons of debris."
- (D) "Fortunately, no one in Chelyabinsk was killed, and most injuries were minor."

8. How does the introduction of "Space Attack" differ from the rest of the article?

- (A) It is fiction.
- (B) It is written in the present tense.
- (C) It is written in a narrative style.
- (D) It contains dialogue.

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

9. What does the poem at the end of "The Space Rock" reveal about the narrator's feelings about the events of the story? Use text evidence to support your answer.

10. After reading about the science of space rocks in "Space Attack," does the portrayal of the meteorite in "The Space Rock" seem realistic? Use text evidence to support your claim.

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

## Section 1: Characters

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

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

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

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

B. DADDY 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. Give two examples of **indirect characterization** of Karl.

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3. Give two examples of **indirect characterization** of Daddy.

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4. What are the main characteristics of Sister and Brother? How does the narrator differ from them?

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Section 2: Setting

5. Where does the story take place? Describe the **setting**.

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6. How does the family feel about where they live? What clues does the author give about this?

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### Section 3: Point of View

7. From which **point of view** is "The Space Rock" told? Check one:

☐

**first person**

☐

**third-person limited**

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

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8. How might the story be different if told from the **third-person omniscient** perspective?

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### Section 4: Tone and Mood

9. List at least two adjectives that describe the **tone** of the story. \_\_\_\_\_

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Explain how the author established that **tone**. Which words and details tell you how the author feels about the characters and the subject matter?

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

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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?

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## Section 5: Plot

11. There are three jumps forward in time in the story. Where do they occur?

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12. How does the family's financial situation affect the plot of the story?

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

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

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15. Based on the poem on page 24, what can you infer happens in Rock Creek after the story ends?

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SKILL: Vocabulary Acquisition, page 1 of 4

# DIY Vocabulary

Welcome to do-it-yourself vocabulary! We’re leaving it to you to teach yourself the meanings of new words you encounter in a *Scope* article or story.

**Directions:** First, in the space provided, write the name of the article or story you are working on. Then find three to seven words in that article or story that are new to you, or whose meanings you are not sure about. Write each word in one of the gray tabs, followed by the page number where it appears. Then write what you think the word means, based on context clues. After that, look up the word in a dictionary and write down its dictionary definition. Finally, use the word in a sentence.

Article or Story:

	page:
What I think the word means, based on context clues:	
Dictionary definition:	
Example sentence:	

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means based, on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

INFORMATIONAL TEXT: "Space Attack" • CORE SKILL: Central Ideas and Details

## Core Skill Activity: Central Ideas and Details

**Directions:** Read "Space Attack" on pages 26-27 of the September 2013 issue of *Scope*. Then answer the questions below.

1. Below is a central idea of "Space Attack." Find three pieces of text evidence that support it. Write the page number each one comes from.

**Central idea:**

Large space rocks have the potential to seriously damage Earth.

**Evidence 1:** \_\_\_\_\_

\_\_\_\_\_

**Evidence 2:** \_\_\_\_\_

\_\_\_\_\_

**Evidence 3:** \_\_\_\_\_

\_\_\_\_\_

2. Below are three pieces of text evidence. Write a central idea that this evidence supports.

**Central idea:**

\_\_\_\_\_

\_\_\_\_\_

**Evidence 1:** "The B612 Foundation, founded by former astronauts, is building a satellite called *Sentinel* that will serve as our planet's eyes, hunting for asteroids as it orbits the sun." (p. 27)

**Evidence 2:** "If we spot a large asteroid zooming toward Earth, we could alter its path by crashing an unpiloted spacecraft into it." (p. 27)

**Evidence 3:** "We're creating windows for Spaceship Earth." (p. 27)

## Core Skill Review: Central Ideas

### What is a central idea?

A central idea is a main point that the author is making (also called a main idea). In other words, it's what the article is about—similar to an objective summary but even more basic. You can think of a central idea as a thesis statement: one sentence that states what the rest of the article is about. A text may have more than one central idea. A central idea can always be supported with details from the text, which can be in the form of a direct quotation or it can be paraphrased (put in your own words).

# Meteorite Contest

In what ways can the extraordinary natural event of a meteorite landing on Earth affect people? (Think about how it can affect individuals as well as communities.) How would you react if a meteorite landed in your town? Answer both questions in two paragraphs, using text evidence from "The Space Rock" and "Space Attack." Five winners will each get a copy of Roland Smith's great new book *Chupacabra*.

## 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 or legal guardian's signature: \_\_\_\_\_

Attach this sheet to your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
Or mail to: Meteorite Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY OCTOBER 25, 2013!**

# Write an Argument Essay

**Directions:** Read "Should Kids Be on Reality TV?" on pages 28-29 of the September 2013 issue of *Scope*. Fill in the chart on page 29. Then follow the steps below to write an argument essay.

## STEP 1: DECIDE WHAT YOU THINK

Should kids be on reality TV? Consider what you read in the article, then take a position. **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! What an opportunity!

☐

No! What an outrage!

☐

\_\_\_\_\_

## STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the columns on page 29 support your opinion? What are some other points that support your opinion? List three to five supporting items here:

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## STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think it's perfectly fine for children and teens to appear on reality-TV programs, summarize the reasons some people might disagree with you. On the other hand, if you think kids should stay off such programs, explain what others might say in defense of kids being on reality TV.

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### STEP 4: CRAFT YOUR THESIS

The thesis is where you tell readers what the essay is going to be about. It should be a clear, strong statement of the opinion you expressed in Step 1. The rest of your essay should support your thesis.

**Your thesis:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### STEP 5: WRITE YOUR HOOK

The very beginning of your essay is called the hook because it "hooks" your readers' attention. The hook should relate to the topic of your essay, but it can take many forms. It can be an anecdote (a very short true story), a fact, a quote, or a rhetorical question (a question to which you don't expect an answer). Here are three ideas for hooks that could work for this topic. **Choose one of the ideas below, or use your own idea, and write a hook on the lines provided (1-3 sentences).**

- 1. ANECDOTE:** Describe an embarrassing incident or situation you saw on reality TV.
- 2. SURPRISING FACT:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. RHETORICAL QUESTION:** Ask readers what it would be like to experience a meltdown on national television, the way Rachel Crow did.

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

### STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a very brief summary of the issue. In this case, explain that some people are concerned that it is harmful to kids to appear on reality-TV shows.

**Your summary of the issue:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### STEP 7: START WRITING

Now that you have the key ingredients for your essay, you are ready to start writing. On the next page, you'll find guidelines for how to organize your ingredients, as well as hints about what else you'll need to add.

**Directions:** Follow the guidelines below to write a strong essay. You will use what you wrote on the first two pages of this activity.

## INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether kids should appear on reality TV. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

## BODY PARAGRAPH(S)

Here's where you write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details. You can put your supporting points and detail sentences together in one paragraph, or you can break them into three paragraphs.

It depends on how much you want to write about each point. Order your supporting points from weakest to strongest. Readers tend to remember best the details that are presented last.

## ACKNOWLEDGE THE OTHER SIDE

Now it's time to recognize the other side of the argument. Use what you wrote in Step 3. Then explain why you think the opposing point of view is wrong.

## CONCLUSION

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



Finish with a strong sentence. Looking for an idea? Try referring to your hook, finding a quote, or inspiring your readers.

## READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written. Make any necessary changes and write a second draft.

# Vocabulary:

## "Should Kids Be on Reality TV?"

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

- 1. exploitation (ek-sploi-TAY-shuhn)** *noun*; 1. treating someone or something unfairly in order to benefit from their effort or work; 2. making use of and benefiting from resources, land, etc.  
*example 1:* "Forcing workers to endure 12-hour shifts at the factory without adequate pay is pure exploitation!" one protester declared.  
*example 2:* Exploitation of natural coal supplies led to our country's mining industry.
- 2. hound (hound)** 1. *verb*; to chase, urge, or harass (a person) to do something; 2. *noun*; any of the various kinds of dogs trained to hunt either by sight or scent  
*example 1:* David's mother hounded him until he finally cleaned his room.  
*example 2:* Hounds are known for their remarkable sense of smell.
- 3. potential (puh-TEN-shuhl)** 1. *noun*; ability to achieve something or develop into something better; 2. *adjective*; possible but not yet actual or real  
*example 1:* According to her coach, Alana has the potential to become a professional ice skater.  
*example 2:* Diana spent the weekend seeking out potential donors for her charity project.
- 4. psychiatrist (sahy-KAHY-uh-trist)** *noun*; a medical doctor who practices psychiatry, the branch of medicine concerned with identifying and treating emotional and mental illnesses  
*example:* With the help of his psychiatrist, Miguel overcame his fear of flying on airplanes.
- 5. psychologist (sahy-KOL-uh-jist)** *noun*; an expert or specialist in psychology, the scientific study of the human mind, its function, and its behavior. Psychologists are similar to psychiatrists but have a different educational background; unlike psychiatrists, psychologists typically do not prescribe drugs  
*example:* Psychologists recommend that teenagers get seven to nine hours of sleep each night.
- 6. rave (rayv)** 1. *noun*; an extremely enthusiastic recommendation or review; 2. *verb*; to talk or write with extravagant enthusiasm; 3. *verb*; to talk endlessly, wildly, or in a way that cannot be understood  
*example 1:* The author's new book received raves from critics and sold out almost instantly.  
*example 2:* Fans raved on Twitter about Taylor Swift's latest album.  
*example 3:* "If you would stop your raving and listen for a moment," said Eric, "I will explain everything."

**7. tabloid (TAB-loid)** *noun*; a newspaper that contains brief articles and many pictures. The pictures and articles are often intended to stir up interest or excitement by focusing on sensational aspects of a story.

**example:** "You can't believe all the gossip you read in tabloids," Mom insisted.

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

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

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

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

DEBATE: "Should Kids Be on Reality TV?" • SKILL: Vocabulary Acquisition, page 3 of 3

# Vocabulary Practice: "Should Kids Be On Reality TV?"

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

1. Which of the following is an antonym of *rave*?

- Ⓐ praise                      Ⓒ criticize  
Ⓑ commend                Ⓓ acclaim

2. Which of the following people might seek out a *psychiatrist* or *psychologist*?

- Ⓐ an athlete with a broken bone  
Ⓑ a student with a bad cold  
Ⓒ a woman with severe anxiety  
Ⓓ a man with a toothache

3. Jonathan felt *exploited*. In other words, he felt

- Ⓐ excluded.                Ⓒ taken advantage of.  
Ⓑ grateful.                Ⓓ lazy.

4. Dr. Jensen said that food poisoning was a *potential* cause of Ed's illness. In other words,

- Ⓐ Ed ate something rotten.  
Ⓑ Ed's food had nothing to do with his illness.  
Ⓒ Ed's illness may have resulted from something he ate.  
Ⓓ none of the above

5. Where would you go to find a *tabloid*?

- Ⓐ a shoe store  
Ⓑ a newsstand  
Ⓒ a high school English classroom  
Ⓓ a church

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

6. Usually Sergey doesn't like anything he reads, but he can't stop **hounding/raving** about the Hunger Games trilogy.

7. Pretending to be Jim's friend in order to copy his homework is not only **exploitation/potential**—it's just plain mean!

8. "**Tabloids/Psychologists** keep me up-to-date on all the celebrity news," Kim informed us.

9. A degree in medicine and years of training are required to become a(n) **psychiatrist/exploitation**.

10. In the event of a fire, the back door is a **potential/rave** escape route.

11. Reporters and camera crews **hounded/raved** the President as he exited the courthouse.

**Directions:** Choose two vocabulary words from page 1 of this activity and use them in a sentence.

12. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SKILL: Essay Writing

# Great Transitions

Transitions are like bridges between your ideas—they help your readers move from one idea to the next. Here are some transition words and phrases you may wish to use in your essay. Keep in mind that they can be used at the beginning of a sentence or within a sentence.

## If you are adding information or showing similarity between ideas:

- additionally
- besides
- so too
- first of all/secondly/thirdly
- in addition
- also
- likewise
- to begin with
- as well as
- another
- furthermore
- finally

## If you are showing that one idea is different from another:

- however
- even though
- in contrast
- on the one hand/on the other hand
- yet
- despite
- still
- some people say/other people say
- but
- although
- in spite of
- regardless

## If you are showing that something is an example of what you just stated:

- for example
- to illustrate
- this can be seen
- for instance
- namely
- specifically

## If you want to show cause and effect:

- as a result
- consequently
- so
- it follows that
- therefore
- eventually

## If you want to add emphasis:

- in fact
- of course
- truly
- even
- indeed

# Conquer Verb-Tense Consistency

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

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

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

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

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

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

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

**Correct:** We **took** first place in the state competition; next week we **will compete** in the national competition. (You are describing something that happened in the past, and you are also describing something that will happen in the future.)

**Directions:** In each group of sentences or paragraphs below, place a ✓ in front of the sentence or paragraph that correctly uses verb tenses.

1. **a** \_\_\_\_\_ I picked up the cell phone quickly and dial the number.  
**b** \_\_\_\_\_ I pick up the cell phone quickly and dialed the number.  
**c** \_\_\_\_\_ I picked up the cell phone quickly and dialed the number.
2. **a** \_\_\_\_\_ Suddenly, the lights flickered and an uninvited guest enters the room.  
**b** \_\_\_\_\_ Suddenly, the lights flicker and an uninvited guest enters the room.  
**c** \_\_\_\_\_ Suddenly, the lights flicker and an uninvited guest entered the room.
3. **a** \_\_\_\_\_ When I was comfortable, I began my homework.  
**b** \_\_\_\_\_ When I was comfortable, I begin my homework.  
**c** \_\_\_\_\_ When I am comfortable, I began my homework.
4. **a** \_\_\_\_\_ Stephen is going to save his money so that he will be able to buy a drum set.  
**b** \_\_\_\_\_ Stephen is going to save his money so that he was able to buy a drum set.  
**c** \_\_\_\_\_ Stephen saves his money so that he was able to buy a drum set.

We were all snuggled up on the couch to watch a movie as the rain pounds against the window. Then there was a tremendous rumble of thunder, and the electricity goes out. We slowly walked into the kitchen to get some flashlights and candles. We decide to play a game of Clue by candlelight. We played five games before the lights come back on. I must say, it was pretty fun!

# Ramblers and Run-ons

A run-on sentence combines two or more independent clauses incorrectly. (An independent clause is a group of words that contains a subject and verb, and expresses a complete thought—in other words, a sentence.) Consider the following run-on sentence:

The new *Hunger Games* movie is coming out soon, I want to see it.

"The new *Hunger Games* movie is coming out soon" and "I want to see it" are both independent clauses—each could stand on its own as a sentence. A comma is not enough to join two independent clauses together. Here are three ways to correct a run-on sentence:

1. Divide it into separate sentences.

*Example:* The new *Hunger Games* movie is coming out soon. I want to see it.

2. Use a comma and a conjunction such as **for**, **and**, **nor**, **but**, **or**, **yet**, or **so**.

*Example:* The new *Hunger Games* movie is coming out soon, and I want to see it.

3. Use a semicolon and a transitional word or phrase such as **however**, **what's more**, **furthermore**, **as a result**, **consequently**, **meanwhile**, **first**, **next**, **finally**, or **in addition**.

*Example:* The new *Hunger Games* movie is coming out soon; what's more, I want to see it.

**Directions:** Rewrite the following run-on sentences, using one of the solutions above.

1. I know fruit is healthy, there aren't many kinds of fruit that I like.

*Correct:* \_\_\_\_\_

2. This weekend is supposed to be warm and sunny, it will be perfect for our canoe trip.

*Correct:* \_\_\_\_\_

3. There is an adorable black-and-white puppy on the animal shelter's website, I can't stop looking at him.

*Correct:* \_\_\_\_\_

4. Leslie and Kari watched a scary movie, both of them had nightmares for a week.

*Correct:* \_\_\_\_\_

5. Four species of monkeys are native to Costa Rica, we saw all four on our trip there last spring.

*Correct:* \_\_\_\_\_

6. Liz invited me to go to a movie on Friday, I can't go because my brother's recital is that evening.

*Correct:* \_\_\_\_\_

7. I talked to Gavin, and he was excited about the plan, I haven't talked to Sophia yet.

Correct: \_\_\_\_\_

8. Every Tuesday and Thursday, Hannah goes to rehearsal, she has a performance coming up in June.

Correct: \_\_\_\_\_

Related to run-on sentences are rambling sentences. Rambling sentences may technically follow the rules of grammar, but they are still a problem because they ramble—that is, they go on and on in an aimless way. Rambling sentences contain TOO MANY independent clauses joined by conjunctions such as **for**, **and**, **nor**, **but**, **or**, **yet**, or **so**. For example:

My dad and I went hiking on Saturday, and when we started, the sun was shining and it was a beautiful day, but around 12:30 some dark clouds started to appear, and pretty soon it started to rain, so my dad, who is always prepared for anything, quickly put on his rain gear, but I had not packed mine, so I got really wet, but at least it wasn't too cold outside.

Oof! That's an awful lot to pack into one sentence! It would be much easier to read if you turned it into a few shorter sentences. Here's one way to do it:

My dad and I went hiking on Saturday. When we started, the sun was shining and it was a beautiful day. Around 12:30, however, some dark clouds started to appear, and pretty soon it started to rain. My dad, who is always prepared for anything, quickly put on his rain gear. I had not packed mine, though, so I got really wet. At least it wasn't too cold outside.

**Directions:** Rewrite the Rambler below. Break it into several shorter sentences.

Last week was my mom's birthday, and the whole family came over to celebrate, so my sister Leah made a chocolate-chip cheesecake, which is my mom's favorite dessert, and it looked absolutely wonderful, yet as soon as we tasted it, it was clear that something had gone wrong, because it tasted awful, and Leah realized that she had forgotten to add the sugar!

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# Perfect Apostrophes

Here are some rules to remember when you use apostrophes to create **contractions** and **possessives**:

1. To form a **contraction**, use an apostrophe to replace the letters you remove. For example, you form *don't* by combining *do* and *not*, and replacing the *o* in *not* with an apostrophe.
2. **Possessives** show ownership. To make a **singular noun** (like *artist*) possessive, add 's to the end of the noun. For example: *the artist's painting*. Here, the possessive shows that the painting belongs to one artist. Add the 's even if the noun ends with s: *Chris's trophy*.
3. To make a **plural noun** (like *animals*) possessive, add an apostrophe after the s that is already at the end of the noun. For example: *the animals' toy*. Here, the possessive shows that the toy belongs to more than one animal. If the plural noun doesn't end in s, add an apostrophe and an s. For example: *the children's markers*.
4. Don't add apostrophes to **possessive pronouns**. For example: *the bike is hers; its tires were flat; that is ours*.
5. To make a **compound noun** possessive, add 's to the end of the last word. For example: *my sister-in-law's apartment*. If **two or more people or things** possess the same item, add 's to the last person or thing only. For example: *Jason and Emily's vacation*.

**Directions:** For each sentence below, circle the word that needs an apostrophe. Then write the word, with the apostrophe added, on the line. If no apostrophe is needed, write NA for "no apostrophe" on the line.

- \_\_\_\_\_ 1. Would you please gather up the babys toys?
- \_\_\_\_\_ 2. The childrens parents will be arriving soon.
- \_\_\_\_\_ 3. The hurricane damaged many families homes.
- \_\_\_\_\_ 4. The airport security officers need to check everyones passport.
- \_\_\_\_\_ 5. That is my grandparents dog, so you should ask them if it is OK to give her treats.
- \_\_\_\_\_ 6. Its too bad Shondra and James could not come to the movies with us.
- \_\_\_\_\_ 7. Have you seen the pictures from Emily and Jasons trip?
- \_\_\_\_\_ 8. The yellow shovel is ours, but the green one is yours.

**Directions:** The following letter contains nine apostrophe errors. Circle them. Then rewrite the letter, correctly, on a separate piece of paper.

Dear Mom and Dad,

Im having a great time with Aunt Kim and Uncle Dave. It's so beautiful here! I spend all of my day's outside canoeing and hiking. On Sunday, we went whitewater rafting at Mendenhall Glacier. I learned that one half of the worlds glaciers' are in Alaska. Before I get home, I will have cruised through Alaskas Inside Passage. Youll love the picture's Im sending you, which we took with Aunt Kim's and Uncle Dave's fancy new camera. See you soon!

Love, Sofia

# Fragment Fix

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

*Incorrect:* Eva wants to come with us to the mall. **After she finishes her chores.**

*Correct:* Eva wants to come with us to the mall after she finishes her chores.

*Incorrect:* The movie theater is on Vista Avenue. **Which is just past Downing Street.**

*Correct:* The movie theater is on Vista Avenue, which is just past Downing Street.

*Incorrect:* **Unless Taylor cleans his room.**

*Correct:* Unless Taylor cleans his room, he won't be able to come play basketball tonight.

*Correct:* Taylor has to stay home tonight, unless he cleans his room.

**Directions:** Write **F** for fragment or **S** for sentence on each line below.

- \_\_\_\_ 1. Don't judge a book by its cover.
- \_\_\_\_ 2. After completing her homework, Sofia sat down to watch her favorite show, *The Voice*.
- \_\_\_\_ 3. While Michelle, who had been voted this year's Homecoming Queen, was in gym class.
- \_\_\_\_ 4. Please stop shouting.
- \_\_\_\_ 5. Even though Ryan's family had adopted the most adorable puppy I'd seen in my entire life.
- \_\_\_\_ 6. Mark Twain, who wrote *The Adventures of Huckleberry Finn*.
- \_\_\_\_ 7. Josefina, who excels in math, aced last week's algebra test.
- \_\_\_\_ 8. Unless Allyson decides to come camping with us over the weekend.

**Directions:** Rewrite the paragraph below, turning all the fragments into complete sentences.

Among the most well-known and fascinating kinds of sharks are the hammerheads. Which includes nine separate species. While most hammerheads, because of their small size, are considered harmless to humans. Some can be extremely dangerous. For example, the great hammerhead. Able to grow to more than 20 feet long and weigh up to 1,000 pounds. Beware!

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# You Write It

## Turning an Infographic Into a Paragraph

**Directions:** Follow the steps below to turn our infographic about eating insects into a paragraph.

**1** It is important to have a clear understanding of the claim you are going to support. The directions on page 32 of your *Scope* tell you what your claim should be. Reread them, and write your claim:

**CLAIM**

**2** The next step is to make sure you take in all the information the infographic has to offer. Some information is presented in complete sentences, such as "Farming insects takes up a lot less space and is less polluting than raising cows, sheep, or pigs," but other information is presented through images or single words. Consider, for example, the arrows with words in the category "Nutritious." What do the arrows tell you about fiber, protein, minerals, and fat?

**For each of the five categories on the infographic, write one to three sentences summarizing what the text and images tell you. A good way to approach this is to think of how you would tell someone else this information. We wrote a summary of "Plentiful" for you as an example.**

**PLENTIFUL**

With about 1,900 species of edible insects on Earth, there are plenty-and a wide variety-of insects available to eat.

**EARTH-FRIENDLY**

**POPULAR**

**NUTRITIOUS**

**DELICIOUS**

# 3

### Beginning:

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

### Middle:

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

**End:**

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

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

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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

# "You Write It" Model Text

The title clearly states what the article is about. It also includes the central idea.

## Why Pigs Make Great Pets

The first sentence hooks the reader's attention. This is where you can have some fun. Be creative. Think about what type of hook would make you keep reading.

The second sentence is the thesis statement. It states the reasons pigs make great pets. The rest of the paragraph provides supporting evidence for the five reasons mentioned in the thesis.

An adorable potbellied pig may be the perfect pet for you! Not only are potbellied pigs incredibly intelligent, but these cute oinkers also have great personalities, are easy to care for, won't trigger allergies, and live a long time. Potbellied pigs are loyal, curious animals, and they are friendly and affectionate—qualities that make them beloved companions. One of the most amazing things about pigs is that they can be trained just like dogs. A pig can be taught to sit, roll over, and stay. (In fact, pigs are ranked among the top five smartest animals on the planet.) What's more, pigs are exceptionally clean (despite their reputations) and have very flexible diets. They can eat just about anything, from flies to burritos. Pigs also don't produce dander, so they are a great choice for anyone with dog or cat allergies. So find a breeder or rescue organization and adopt a potbellied pig today. Given that potbellied pigs live 12 to 18 years on average, you can expect to have a long and happy friendship with your new pal.

Transition words and phrases connect ideas.

Using different sentence lengths and structures makes the writing lively.

Ends with a call to action and a promise that the reader won't regret getting a pet pig.

# **“You Write It” Model Text**

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## **Why Pigs Make Great Pets**

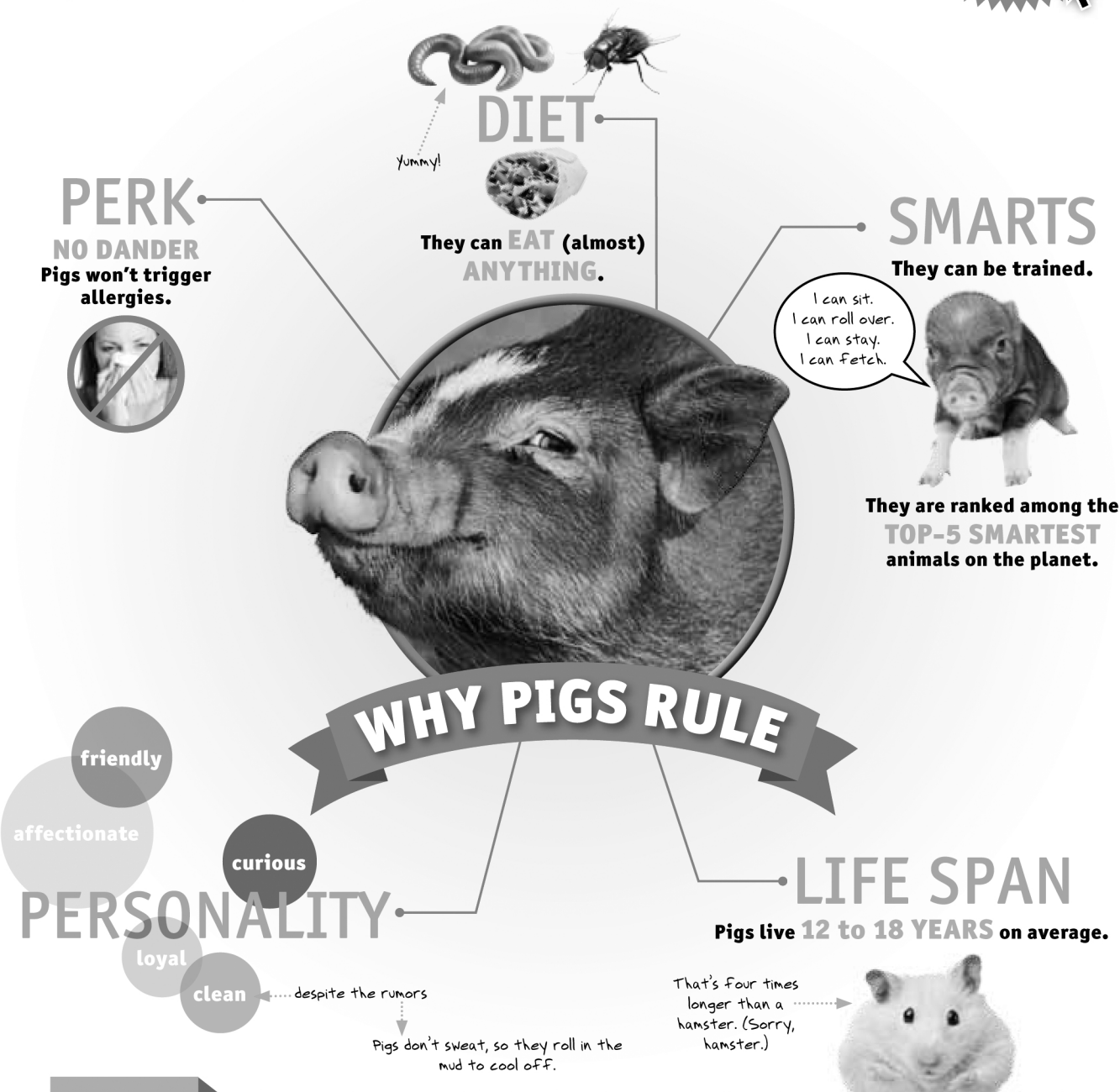
An adorable potbellied pig may be the perfect pet for you! Not only are potbellied pigs incredibly intelligent, but these cute oinkers also have great personalities, are easy to care for, won't trigger allergies, and live a long time. Potbellied pigs are loyal, curious animals, and they are friendly and affectionate—qualities that make them beloved companions. One of the most amazing things about pigs is that they can be trained just like dogs. A pig can be taught to sit, roll over, and stay. (In fact, pigs are ranked among the top five smartest animals on the planet.) What's more, pigs are exceptionally clean (despite their reputations) and have very flexible diets. They can eat just about anything, from flies to burritos. Pigs also don't produce dander, so they are a great choice for anyone with dog or cat allergies. So find a breeder or rescue organization and adopt a potbellied pig today. Given that potbellied pigs live 12 to 18 years on average, you can expect to have a long and happy friendship with your new pal.

# You Write It

We did the research.  
You write the story.

DON'T MISS OUR  
AWESOME GUIDED-  
WRITING ACTIVITY  
AND MODEL TEXT  
AT SCOPE ONLINE!

**HERE'S THE DEAL:** The Swiners Society is trying to make the case that potbellied pigs make great pets. But they need data to support their claim. This is what they found.



## CONTEST

**YOUR TASK:** The Swiners Society has asked YOU for help. Write a paragraph, using the information above, to make the case that potbellied pigs make good pets. Then send it to the **You Write It Contest**. Three winners will each get a **\$25 Visa gift card**. Entries will be judged on: **1. a clear central idea; 2. effective use of supporting evidence; 3. good organization and transitions; 4. originality; 5. grammar.**

## You Write It Contest

Use the information from the infographic “The Perfect Meal” to write a paragraph in which you try to convince the owner of the Scope Bistro to let you add a few bug dishes to the menu. Three winners will each get a \$25 Visa gift card.

### 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 or legal guardian's signature: \_\_\_\_\_

Attach this sheet to your written entry and send both to: [scopemag@scholastic.com](mailto: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 OCTOBER 25, 2013!**

# Then vs. Than

The words **then** and **than** are often confused and misused. Here's how to decide which word to use:

**Then** is used to describe time. It can mean "next" or "at that time."

**Examples:**

*First wash your hands, **then** set the table.*  
*My life was a lot simpler back **then**.*

**Then** is also used in *if/then* statements.

**Example:**

*If you can't finish that, **then** I'll eat it!*

**Than** is used to make a comparison.

**Examples:**

*Simon is taller **than** Sebastian.*

*Our math teacher said, "Geometry is more important **than** you might think."*

*I would rather have pizza **than** burritos.*

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

1. Avi saw his first violin concert when he was 3 years old. Since **than/then**, he has been fascinated by stringed instruments.
2. Yanni would rather eat 20 pieces of broccoli **than/then** touch a single green bean.
3. Finish your homework, **than/then** we can go for a bike ride.
4. "Fluffy, no!" Mrs. Hall scolded, scooping the cat up. "You know better **than/then** to walk on the kitchen table."
5. For some people, staying away from chocolate is easier said **than/then** done.
6. "Don't forget," Shawna called, "we're meeting at the museum at five o'clock. I'll see you **than/then**!"
7. My little brother knows so much more about Star Wars **than/then** I do.

**Directions:** For each line below, combine the sentences into a single sentence using the word **then** or **than**.

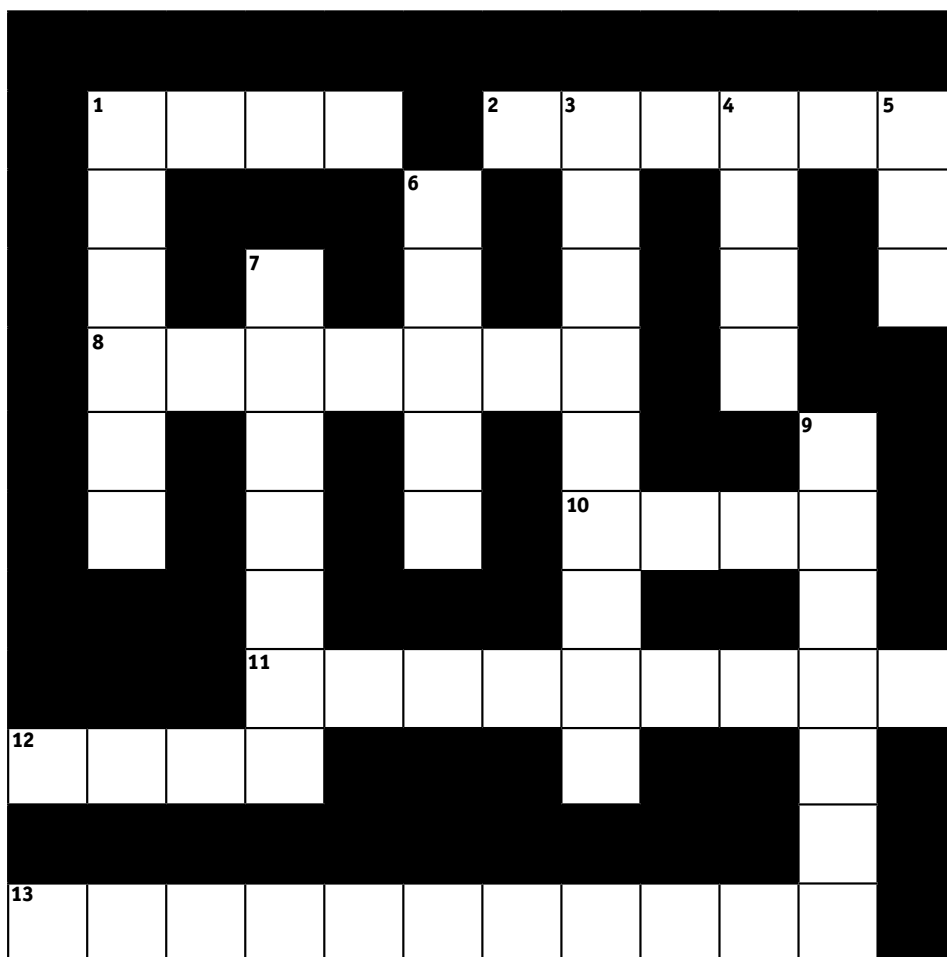
8. Siri ran fast. Aisha ran faster.

9. Put a half cup of flour in a bowl. Add two eggs. Stir until smooth.

10. I like playing baseball. I would rather play soccer.

# Scope Crossword Puzzle

**Directions:** Use the September 2013 issue of *Scope* to help you complete the crossword.



## ACROSS

1. Ray is taller \_\_\_\_ (then/ than) Jay.
2. Experts worry that some kids aren't \_\_\_\_ enough to handle the pressures of being on reality TV.
8. Some residents of the Swat Valley supported the Taliban because the Pakistani government was \_\_\_\_.

10. Many traders who brought spices to Europe were from \_\_\_\_.
11. Preservatives are \_\_\_\_ that are added to foods to keep them fresh.
12. What Tom and his friends use to reach the island
13. Russian city where a meteor strike occurred

## DOWN

1. Tom Sawyer \_\_\_\_ his friends into whitewashing the wall.
3. The Spice Islands are located north of \_\_\_\_.
4. Pakistan's official language
5. *Entomophagy* comes from the Greek *entomo*- meaning *insect* and

-*phagy* meaning \_\_\_\_.

6. Members of the Taliban do not believe women are \_\_\_\_ to men.
7. Child labor laws do not necessarily \_\_\_\_ kids on reality TV.
9. Millions of people visit the Hope Diamond each year, even though it is rumored to bring \_\_\_\_ (two words)