

# Who vs. Whom

The words **who** and **whom** are both pronouns (words that can take the place of nouns) and are often mixed up. Here's what you need to know to use them correctly:

Use **who** to refer to the subject of a sentence or clause. (The subject is the "doer," the person who is doing or being something.)

## Examples:

"**Who** wants more pie?" asked Sasha.

I'm the one **who** found my dad's keys.

Kai, **who** has a dog, two cats, and a bird, wants to be a veterinarian when he grows up.

Use **whom** to refer to the object of a sentence or clause. (The object is the person or thing receiving the action.)

## Examples:

"**Whom** did you invite?" asked Lulu.

My mom's cousin, **whom** we see only once a year, is coming for Thanksgiving dinner.

Anne, with **whom** I went to see *Catching Fire*, dressed as Katniss Everdeen for Halloween.

And here is a trick you can use to figure out whether to use **who** or **whom**:

## He = Who

If your sentence is a question and you can answer it with *he* (or *she*, *we*, *I*, or *they*) use **who**.

## Examples:

Who/Whom borrowed my computer?

**Answer:** He did.

**Correct:** Who/Whom borrowed my computer?

Who/Whom likes scary movies?

**Answer:** She does.

**Correct:** Who/Whom likes scary movies?

## Him = Whom

If your sentence is a question and you can answer it using *him* (or *her*, *us*, *me*, or *them*), use **whom**.

## Examples:

From who/whom did you catch a cold?

**Answer:** I caught it from him.

**Correct:** From who/whom did you catch a cold?

Who/Whom will I see at the party?

**Answer:** You will see them at the party.

**Correct:** Who/Whom will I see at the party?

If your sentence is not a question, you can still use this trick. Instead of answering a question, though, you'll need to restate your sentence so that it uses either *he/she* or *him/her*.

## Example:

Zena, who/whom sits next to me in geometry class, is my best friend.

**Restated:** She sits next to me in geometry class.

**Correct:** Zena, who/whom sits next to me in geometry class, is my best friend.

## Example:

Jackson had lunch with Alex, who/whom he knows from the skate park.

**Restated:** Jackson knows him from the skate park.

**Correct:** Jackson had lunch with Alex, who/whom he knows from the skate park.

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

1. Naoko, **who/whom** is from Japan, can speak four languages.
2. This weekend, I am going to a movie with Roxie, **who/whom** lives around the corner.
3. With **who/whom** are you going to play soccer?
4. Mrs. Kessler, **who/whom** I saw at the sporting goods store yesterday, will be our volleyball coach.
5. Ezra, **who/whom** can name all the states alphabetically, is a history buff.
6. The acrobats, **who/whom** were first in the show, performed an incredible trapeze routine.

**Directions:** Put a check mark next to the sentence that is grammatically correct.

7. **a** \_\_\_\_ Cooper is a person for who having ice cream is a rare occurrence.  
**b** \_\_\_\_ Cooper is a person for whom having ice cream is a rare occurrence.
8. **a** \_\_\_\_ Who is responsible for this mess?  
**b** \_\_\_\_ Whom is responsible for this mess?
9. **a** \_\_\_\_ Emma went to the concert with Simon, who she met at camp last summer.  
**b** \_\_\_\_ Emma went to the concert with Simon, whom she met at camp last summer.
10. **a** \_\_\_\_ The student who gets the most donations for the walkathon will receive a special prize.  
**b** \_\_\_\_ The student whom gets the most donations for the walkathon will receive a special prize.

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

11. "To \_\_\_\_\_ should I speak about returning this sweater?" Ally asked the sales clerk.
12. Evan, \_\_\_\_\_ has been saving his allowance money for six months, bought an iPod.
13. "\_\_\_\_\_ can tell me which country gave us the Statue of Liberty?" Mr. Abernathy asked.
14. The winner of the marathon, \_\_\_\_\_ is from Cleveland, used to be my babysitter.
15. "It is my pleasure to introduce my parents, two people I love and for \_\_\_\_\_ I have a huge amount of respect," said Austin.
16. \_\_\_\_\_  
\_\_\_\_\_

NONFICTION: “I Was Homeless” • SKILL: Synthesizing Information From Multiple Texts

# Homelessness in America

**Directions:** Read “I Was Homeless” (including the essay and the infographic) and watch the video “I Lived in a Truck.” Refer to the article and the video to fill in the boxes below. In the first box, list challenges facing homeless people in America. In the second box, list the ways our society helps the homeless. In the third box, write your ideas about other things society could do. You don’t need to write in complete sentences.

1. What challenges do the homeless face?

2. What does our society do to help the homeless?

3. What else could we do for the homeless?

# Video-Discussion Questions

## "I Lived in a Truck"

1. Describe Arielle. What does her attitude about her experience reveal about her personality?
2. What challenges did Arielle and her family face while living in the truck? How did they overcome these challenges?
3. Consider the style of the video. How does hearing from Arielle directly affect your understanding of the story? How would the video be different if the narrator spoke the whole time?
4. Compare Arielle Metzger's story with Kevin Liu's. What are the similarities and differences between their experiences of homelessness?
5. After reading "I Was Homeless," how does "I Lived in a Truck" add to your understanding of what it's like to be homeless?

# Close-Reading Questions

## "I Was Homeless"

1. What role does each text—the narrative nonfiction, the infographic, and the essay—play in helping you understand homelessness? (text structure)
2. Consider the last sentence of the first section: "They had no money, no jobs, and nowhere to go." What is the tone of this sentence? How do you know? (tone)
3. Although the author focuses on Kevin and his family, "I Was Homeless" isn't just about them. What other information does the article include? Where in the article does this information appear? (text structure)
4. Reread the last two paragraphs on page 8. How does their tone compare to the tone of the rest of the article? (tone; compare and contrast)

# Critical-Thinking Questions

## "I Was Homeless"

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1. What is the controlling idea, or theme, that unites these three texts? Use text details to support your answers.
2. Explain how society contributed to Kevin's family's becoming homeless and how it contributed to his family getting back on their feet.
3. Explain what you think the author's purpose was in writing this article.

NONFICTION: "I Was Homeless" • SKILL: Reading Comprehension, page 1 of 3

# Read, Think, Explain

## Identifying Nonfiction Elements

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

### Before Reading: Text Features

1. Read the **headline** and study the image on page 4. What do the image and headline suggest about Kevin Liu? What mood do they set for the article?

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2. Consider the infographic on page 7. Write a sentence summarizing the type of information it contains.

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3. 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 one or two sentences predicting what you think the article is about.

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## During Reading

4. Consider this sentence from page 6: “Over the past decade, the cost of homes in major American cities has skyrocketed.”

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

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B. Why might the author have chosen *skyrocketed* instead of another similar word? What does the author’s choice of *skyrocketed* suggest about the cost of American homes?

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5. Check ( ✓ ) the statement that best describes how the author organizes information in the section “Homeless, Not Hopeless.”

The author provides general information, then specific details, about programs that help the homeless.

The author compares organizations that help the homeless.

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

6. What is the **tone** of the section “A New Beginning”? Explain.

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7. Look at the infographic on page 7. Then read the claims below. For each, decide whether the claim is true or false. Explain your answer using **supporting evidence** from the infographic.

**Claim 1:** Homelessness declined in most states between 2011 and 2012.

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

**Explanation:** \_\_\_\_\_  
 \_\_\_\_\_

**Claim 2:** More homeless people live in Washington, D.C., than in the rest of the country combined.

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

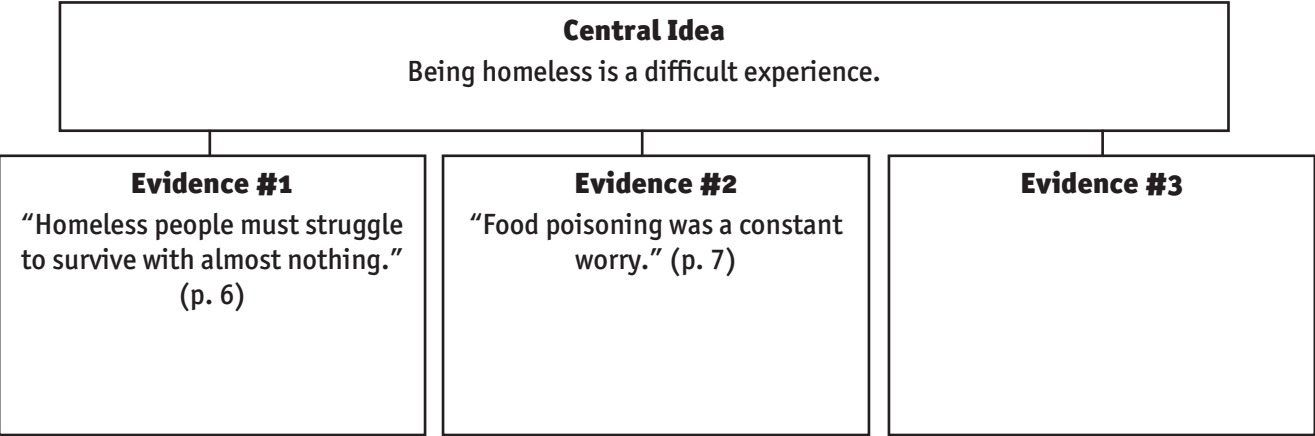
**Explanation:** \_\_\_\_\_  
 \_\_\_\_\_



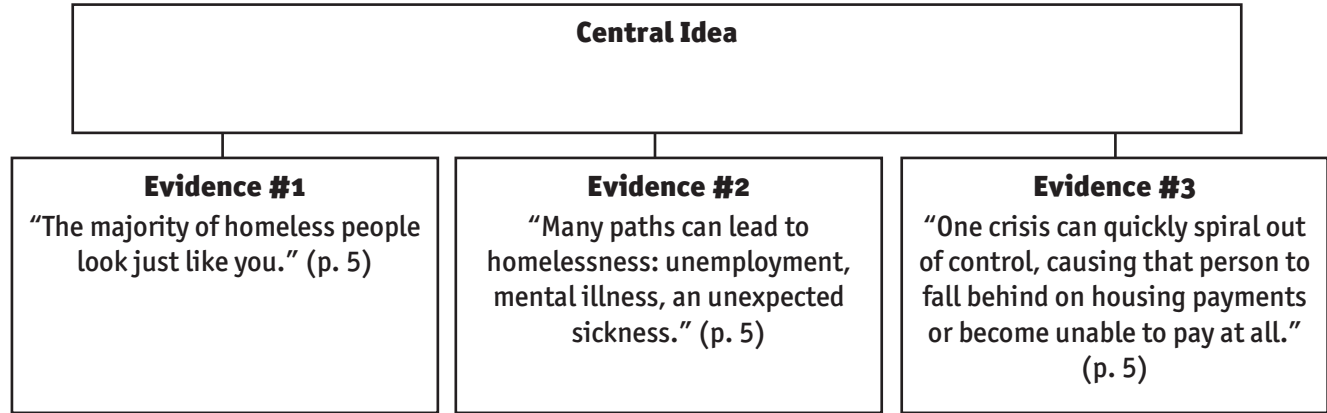
After Reading

8. Write a three- to four-sentence **objective summary** of “I Was Homeless.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

9. Below is a **central idea** of “I Was Homeless” and two pieces of **supporting evidence**. In the space provided, write another piece of evidence that supports the central idea.



10. Below are three pieces of **supporting evidence** for another central idea of “I Was Homeless.” In the space provided, write a **central idea** that this evidence supports.



NONFICTION: "I Was Homeless" • SKILL: Reading Comprehension, page 1 of 3

# Read, Think, Explain

## Identifying Nonfiction Elements

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

### Before Reading: Text Features

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

2. Study the main image on page 4. Describe it.

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3. What can you infer about Kevin Liu, based on the image and the headline?

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

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5. Consider the infographic on page 7. Which of the following best describes the type of information it contains? (check one)

- ☐ It compares homelessness in America with homelessness in other countries.
- ☐ It contains facts about homelessness in America.
- ☐ It contains facts about homeless teens in America.

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

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## During Reading

7. Consider this sentence from page 6: “Over the past decade, the cost of homes in major American cities has skyrocketed.”

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

to increase rapidly

to fly

to collapse

B. Why might the author have chosen *skyrocketed* instead of another, similar word? What does the author’s choice of *skyrocketed* suggest about the cost of American homes?

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8. The section “The Ordeal” describes several cause-and-effect relationships. Two effects described in the section are below. For each, write the cause.

**Effect 1:** “Life can be very lonely for kids in shelters.” (p. 7)

**Cause:** \_\_\_\_\_

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**Effect 2:** “Many families in the shelter system end up staying much longer than they intend.” (p. 7)

**Cause:** \_\_\_\_\_

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9. Look at the infographic on page 7. Then read the claim below. Decide whether the claim is true or false. Explain your answer using **supporting evidence** from the infographic.

**Claim:** Homelessness declined in most states between 2011 and 2012.

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

**Explanation:** \_\_\_\_\_

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After Reading

10. Below is a sample of an **objective summary** of “I Was Homeless.” It contains some information that it shouldn’t, such as personal opinions and unnecessary details. Read the paragraph, then cross out any information that should not be included. We’ve crossed out two pieces of unnecessary information for you.

“I Was Homeless” by Kristin Lewis tells the story of Kevin Liu, a teen from New York City whose family was homeless for a number of years. ~~Kevin seems like a really nice guy. I’m sorry about what happened to him.~~ The Lius lived in a comfortable apartment in Chinatown, ~~which is a neighborhood that includes many busy shops,~~ before they were suddenly and illegally evicted by their landlord. The family moved into a homeless shelter, where the living conditions were extremely poor. It sounds really awful. The stress and shame of living in the shelter caused Kevin’s grades and social life to suffer. Kevin’s mom bought a crockpot even though it was against the rules. The article also includes a lot of general information about homelessness in America and the safety net in place to help the homeless. Did you know that the number of homeless families in Washington, D.C., has doubled in the past five years? Eventually, after three very difficult years, Kevin’s family got an apartment of their own. Still, the United States faces many challenges in reducing homelessness.

11. Below is a **central idea** of “I Was Homeless.” Three of the pieces of evidence listed support it, but one of them does not. Cross out the one that does not.

<b>Central Idea</b> “Being homeless is a frightening and dehumanizing experience, characterized by uncertainty and trauma.” (p. 6)			
<b>Evidence #1</b> “Homeless people must struggle to survive with almost nothing.” (p. 6)	<b>Evidence #2</b> “Food poisoning was a constant worry.” (p. 7)	<b>Evidence #3</b> “One crisis can quickly spiral out of control, causing that person to fall behind on housing payments or become unable to pay at all.” (p. 5)	<b>Evidence #4</b> “[Homeless people] are frequent victims of robbery, even in shelters.” (p. 6)

NONFICTION: “‘I Was Homeless’” • SKILL: Test Prep

## “‘I Was Homeless’” Quiz

**Directions:** Read “‘I Was Homeless.’” Then answer the multiple-choice questions below.

- According to the article, what is the primary cause of homelessness today?
  - lack of privacy
  - unemployment
  - lack of affordable housing
  - hospital bills
- The author includes the section “Homelessness in America” mainly to
  - reveal how many homeless people there are.
  - tell you about one homeless family’s ordeal.
  - explain different causes of homelessness.
  - explain how to get help if you are homeless.
- In the sentence “The idea of taking their landlord to court seemed daunting and expensive,” the word *daunting* most closely means
  - frantic.
  - elaborate.
  - frightening.
  - shocking.
- Which sentence best supports the idea that Kevin is grateful to the Coalition for the Homeless?
  - “Just before Kevin started high school, he finally got the news he’d been so desperately waiting for.”
  - “Thanks to the Coalition, Kevin’s grades began to improve.”
  - “He spends his free time volunteering at the after-school program that helped him so much when he was in middle school.”
  - “Across the U.S., many communities do reach out to help their most needy.”
- According to the article, why do many people have a hard time getting out of homelessness?
  - They don’t make enough money to save up what they would need to rent or buy a home.
  - Landlords discriminate against them.
  - Some sort of crisis occurs in their lives.
  - They are afraid to leave the shelter.
- For Kevin, which of the following was an effect of living in the homeless shelter?
  - He couldn’t go to school.
  - His family couldn’t earn enough money.
  - His grades went down.
  - He got food poisoning.
- The phrase “safety net” in the essay on page 6 is a
  - simile comparing people living in poverty to acrobats who fall.
  - metaphor comparing programs that help the poor to nets that catch acrobats who fall.
  - hyperbole that exaggerates how much America helps its most needy.
  - direct quote from President Lyndon B. Johnson.
- According to “Homelessness in America: A Snapshot,” which of the following is true?
  - There are not enough shelters in the U.S.
  - Homelessness is on the rise because more people are getting ill.
  - The homeless rate in Washington, D.C., is more than six times the national average.
  - Some people spend years living on the streets.

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

- How does the author show how difficult life in a homeless shelter can be? Use details from the article in your answer.
- On page 6 is a quote by Mahatma Gandhi: “The measure of a civilization is how it treats its weakest members.” Explain what you think this quote means.

# Vocabulary:

## "I Was Homeless"

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

1. **belittle (bee-LIT-uhl)** *verb*; to make someone or something seem less important  
*example:* Corina belittled Sean's science project, saying it looked like a first-grader had made it.
2. **daunting (DAWNT-ing)** *adjective*; causing people to feel afraid or less confident  
*example:* The thought of trying out for the varsity basketball team was daunting, but Angela decided to conquer her fears and go for it.
3. **dehumanizing (dee-HY00-muh-nahyz-ing)** *adjective*; made to feel like less than a human being  
*example:* Slaves in America were subjected to many dehumanizing experiences; one of the worst was the practice of separating mothers from their newborn children.
4. **eviction (ih-VIK-shun)** *noun*; the act of forcing someone to leave a place  
*example:* The Dodds were threatened with eviction from their home because they had not paid the rent for several months.
5. **minimum wage (MIN-uh-muhm weyj)** *noun*; the least amount of money that workers must be paid per hour according to the law  
*example:* Because she was earning only minimum wage at the frozen-yogurt shop, it took Kia a long time to save up for a bicycle.
6. **safety net (SAYF-tee neht)** *noun*; 1. a net placed below acrobats to catch them if they fall;  
2. something, such as a government program, that helps or protects someone in a difficult situation  
*example 1:* Despite the safety net below, Olga felt nervous as she practiced the new trapeze routine.  
*example 2:* Tamara felt lucky knowing that if she were to lose her job, her family would provide a safety net.
7. **shelter (SHEL-ter)** *noun*; 1. a structure that covers or protects people or things; 2. a place that provides temporary housing for people or animals in need  
*example 1:* The large tree provided shelter from the hot sun.  
*example 2:* Jessie and his family are volunteering to serve Thanksgiving dinner at the local shelter.

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

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

NONFICTION: "I Was Homeless" • SKILL: Vocabulary Acquisition, page 2 of 2

# Vocabulary Practice:

## "I Was Homeless"

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

1.	daunting	ongoing	frightening	overwhelming
2.	protection	safety net	security	agreement
3.	degrading	demeaning	dehumanizing	demanding
4.	humiliate	belittle	shrink	criticize
5.	remove	throw out	include	evict
6.	cover	threat	shelter	refuge

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

WORD BANK		
belittle	eviction	safety net
daunting	minimum wage	shelter

- After the hurricane, the high school gymnasium was used as a \_\_\_\_\_ for people who had lost their homes.
- An \_\_\_\_\_ notice on his front door told Josh that he had to move out of his apartment within 30 days.
- "Algebra may seem \_\_\_\_\_ at first," Mrs. Williams said, "but if you take it step by step, it becomes quite manageable."
- The debate turned ugly as the candidates took every opportunity to \_\_\_\_\_ each other.
- The government \_\_\_\_\_ is made up of many different programs, including job training, food assistance, child care, and housing assistance.
- California state leaders voted to raise the state's \_\_\_\_\_ from \$8 per hour to \$10 per hour by 2016.

DRAMA: *The Piece of String* • SKILLS: Characterization, Inference

## Analyze Hauchecorne

You can tell a lot about a character by what the character says and does, what the character looks like, and how others in the story react to the character. This is called *indirect characterization*. In this activity, you will analyze the indirect characterization of Hauchecorne. **Directions:** Read the lines from the play below and explain what they tell you about Hauchecorne. (We've done the first one for you.) In the last row, choose your own lines from the play to analyze.

Lines	What This Tells You About Hauchecorne
Madame Duroy, talking about the milk Hauchecorne is offering her: "Fresh this very morning? Like you said last time?" (p. 10)	Hauchecorne exaggerates the quality of his goods to make a sale.
Hauchecorne: "Don't mean to boast, but my wheat's doing just fine." Maufrigneuse: "That so? I heard your wheat was dead."(p. 10)	
Hauchecorne: "Well, my friends, it seems the mayor must need me for some important business!" N3: "The peasants roll their eyes as Hauchecorne and the gendarme leave together." (p. 11)	
Maufrigneuse, talking about Hauchecorne: "Remember when he claimed he had 50 cattle grazing on his land? It turned out to be five!" (p. 12)	
Hauchecorne: "What grieved me so much was not the accusation itself but the lying. Nothing so shameful as to be placed under a cloud on account of a lie." (p. 12)	

**Based on the above, what was Hauchecorne's reputation in Goderville before the string incident?**



# Close-Reading Questions

## *The Piece of String*

1. Reread the section of Scene 1 in which Hauchecorne picks up the piece of string. What can you infer about Hauchecorne? (characterization)
2. What is the mood in the tavern in Scene 2? (mood)
3. In Scene 3, the Mayor describes Malandain as having a “fine reputation.” How does Malandain’s reputation work against Hauchecorne? (inference)



# Critical-Thinking Questions

## *The Piece of String*

1. One theme of this play is that actions speak louder than words. How does the author develop this theme?
2. What is another theme of the play? Explain.
3. Now that you've read the play, has your answer to the question "How can your reputation help or harm you?" changed? How does the play answer this question?
4. What does *The Piece of String* suggest about human nature—do we tend to believe the best or the worst about each other? Do you agree?

DRAMA: *The Piece of String* • SKILL: Vocabulary Acquisition, page 1 of 2

# Vocabulary:

## *The Piece of String*

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

- 1. barter (BAR-tur)** 1. *verb*; to trade by exchanging goods or services instead of using money;  
2. *noun*; the act of bartering  
*example 1:* Millie bartered with Kevin: She gave him a bracelet, and he gave her a comic.  
*example 2:* In a barter, Alison agreed to cut Erika's hair, and Erika agreed to help paint Alison's room.
- 2. dodger (DAHJ-ur)** *noun*; a person who tries to avoid responsibility, especially through trickery  
*example:* Hiram, that dodger, disappeared before it was time to clean up.
- 3. indignant (in-DIG-nuhnt)** *adjective*; upset or annoyed because something is unfair  
*example:* Carlos was indignant when May presented their idea as if she had thought of it herself.
- 4. protestation (proh-tes-TAY-shun)** *noun*; a complaint, objection, or display of disapproval  
*example:* Tyler's parents ignored his protestations. "I'm sorry you don't want to come with us on Saturday," said his mom, "but you're coming."
- 5. rummage (RUM-ij)** 1. *verb*; to look for something by moving things around in an untidy or careless way; 2. *noun*; a collection of miscellaneous items; odds and ends  
*example 1:* Jessa rummaged through her closet in search of her green T-shirt.  
*example 2:* Chloe's mom spent the afternoon sorting through the rummage in the basement.
- 6. speculate (SPEK-yuh-layt)** *verb*; 1. to think or wonder about something; 2. to guess about something without knowing all the facts  
*example 1:* Jay stared at the night sky, speculating about the universe.  
*example 2:* Hillary's friends speculated on why she wasn't answering their texts.
- 7. stellar (STEL-ur)** *adjective*; 1. of or relating to the stars; 2. like a star; outstanding  
*example 1:* We walked through the garden at midnight, guided by the stellar light.  
*example 2:* Olivia gave a stellar performance as Wendy in our school's production of *Peter Pan*.
- 8.** \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_  
\_\_\_\_\_  
*example:* \_\_\_\_\_  
\_\_\_\_\_

DRAMA: *The Piece of String* • SKILL: Vocabulary Acquisition, page 2 of 2

# Vocabulary Practice:

## *The Piece of String*

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

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

- Ⓐ approve
- Ⓑ ponder
- Ⓒ criticize
- Ⓓ award

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

- Ⓐ Malcolm is paid \$20 for babysitting.
- Ⓑ Jenna creates a painting as a gift for Allie.
- Ⓒ Cole fixes Max's bike, and in return, Max teaches Cole to play guitar.
- Ⓓ Sophie forgets to pay back Lawrence for the money he loaned her.

**3. In which of the following situations would Mikel most likely utter protestations?**

- Ⓐ He is falling asleep during a movie.
- Ⓑ His friends are trying to convince him to see a movie he thinks sounds terrible.
- Ⓒ He is writing a glowing review of a movie.
- Ⓓ He is eating popcorn during a movie.

**4. Chose the phrase that best completes the following sentence: Brianna was indignant when Ian**

- Ⓐ accused her of eating the last cookie.
- Ⓑ offered her a ride home in the rain.
- Ⓒ loaned her a pen.
- Ⓓ called to ask why she had missed school.

**5. Which of the following might cause Rachel to call Sam a dodger?**

- Ⓐ He volunteered at an animal shelter.
- Ⓑ He tried to settle an argument.
- Ⓒ He pretended to be out of town when a friend asked for help painting her room.
- Ⓓ He sprinkled his ice cream with salt and pepper.

**6. Your friends have described a new pizza place in town as "stellar." What should you do?**

- Ⓐ give it a try
- Ⓑ avoid it at all costs
- Ⓒ expect to spend a lot of money if you go there
- Ⓓ report the place to the health department

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

7. The detectives **speculated/bartered** about who had committed the crime.
8. Despite the woman's **protestations/speculations** of innocence, the evidence proved that she was guilty.
9. Katy's **stellar/dodger** science project might win at the county science fair.
10. Emily **bartered/rummaged** under her bed for the library book.

DRAMA: *The Piece of String* • SKILL: Reading Comprehension

# The Piece of String Quiz

**Directions:** Read *The Piece of String*. Then answer the multiple-choice questions below.

1. Hauchecorne has a reputation as someone who
  - (A) has spent time in jail.
  - (B) has no friends.
  - (C) exaggerates and lies.
  - (D) is helpful and trustworthy.
2. Which line BEST supports your answer to No. 1?
  - (A) Duroy: Fresh this morning? Like you said last time?
  - (B) Fifi: What's 20 francs when you've got 500?
  - (C) Malandain: I watched you bend down in the road and pick it up.
  - (D) Mayor: Be warned, Hauchecorne. This is not over.
3. At the end of Scene 2, why do the peasants roll their eyes as Hauchecorne leaves the tavern?
  - (A) They are grossed out because Hauchecorne was impolitely talking with his mouth full.
  - (B) Hauchecorne is acting self-important, and they don't take him seriously.
  - (C) They don't trust him.
  - (D) They are frustrated that Hauchecorne is getting away with a crime.
4. In Scene 4, Hauchecorne says, "I didn't want him to belittle me, so I hid the string and went on my way." In this sentence, *belittle* means
  - (A) physically attack.
  - (B) make someone feel small and unimportant.
  - (C) embarrass publicly.
  - (D) suspect of wrongdoing.
5. In Scene 5, Fifi says, "Sure, Hauchecorne. We believe you." What does she *really* mean?
  - (A) She believes that Hauchecorne is being honest.
  - (B) She doesn't believe Hauchecorne at all.
  - (C) She is hoping that Hauchecorne will share some of the reward money.
  - (D) She thinks that Malandain is a liar.
6. Which detail would be MOST important to include in a summary of this play?
  - (A) Hauchecorne was known for his dishonesty.
  - (B) Hauchecorne lived by himself.
  - (C) Hauchecorne had never been to the mayor's office before.
  - (D) Hauchecorne's favorite food is leg of mutton.
7. Which of the following themes is BEST expressed in the play?
  - (A) You can't count on your neighbors.
  - (B) We are all innocent until proven guilty.
  - (C) If you are known for being a liar, no one will believe you even when you tell the truth.
  - (D) Reputations are easily destroyed.
8. The last two lines of the play suggest that
  - (A) Hauchecorne no longer cared if people believed him or not.
  - (B) Hauchecorne blamed the mayor for the misunderstanding about the pocketbook.
  - (C) Hauchecorne was so obsessed that even after death, he was still proclaiming his innocence.
  - (D) Hauchecorne had a large collection of string.

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

9. Do you think that Hauchecorne is truly a deceptive person? Explain your answer with evidence from the play.
10. The Roman author Publilius Syrus once said, "A good reputation is more valuable than money." What does this quote mean? How does it apply to *The Piece of String*? Support your answer with details from the play.

# *The Piece of String*

## Pronunciation Guide to French Names

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**Maître Hauchecorne:** mehtr ohsh-CORN

**Maître Malandain:** mehtr mahl-awn-DAN

**Mademoiselle Fifi:** mad-mwah-ZEHL fee-FEE

**Gendarme:** JAHN-dahrm

**Madame Dupont:** mah-DAHM dyew-POHN

**Madame Conteur:** mah-DAHM cohn-TUHR

**Madame Honette:** mah-DAHM oh-NEHT

**Monsieur Maufrigneuse:** muh-SYUH moh-free-NYUHZ

**Monsieur Valmont:** muh-SYUH vahl-MOHN

**Monsieur Poittevin:** muh-SYUH pwot-VAN

**Monsieur Passy:** muh-SYUH pah-SEE

Listen to these  
names pronounced  
aloud. Click here  
or go to Scope  
Online.

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

## Section 1: Characters

1. For the characters of Hauchecorne, Malandain, 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. HAUCHECORNE is a ☐ **major** ☐ **minor** (check one) character.

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

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

B. MALANDAIN 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 Hauchecorne.

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3. An **aside** is a remark spoken by an actor that is intended to be heard by the audience but not by the other characters in the play. Identify two asides in *The Piece of String*. What do they reveal about the character who speaks them?

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## Section 2: Setting

4. In what location does this play take place? \_\_\_\_\_

5. Does the story occur in the present day or in the past? How do you know? \_\_\_\_\_

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6. List five items that are bought or traded in the market. What do these things tell you about the townspeople?

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7. Is the **setting** a major or minor factor in this play? Why? \_\_\_\_\_

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8. How does the **setting** help you understand the characters' motives and behavior? \_\_\_\_\_

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### Section 3: Tone and Mood

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

### Section 4: Irony

11. **Dramatic irony** occurs when the reader or audience is aware of something that the characters are not aware of. What is an example of dramatic irony in the play?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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# Section 5: Plot

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

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

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

**1 OPENING:** What is the main problem?

**5 RESOLUTION:** What is the ultimate outcome?

FICTION: "Electric Summer" • SKILL: Analyzing a Dynamic Character/Inference

# Geneva and the Fair

**Directions:** Complete the graphic organizer below. In the column on the left, state one way in which going to the 1904 World's Fair in St. Louis affected Geneva. In the column on the right, list at least two details from the story that support your claim. We provided a claim and one supporting detail in the first row. Your job is to fill in the rest.

How going to the fair affected Geneva	How I know this
It expanded her knowledge of the world.	<ul style="list-style-type: none"> <li>• At the fair, Geneva sees many things that are not a part of her world at the farm, such as a Ferris wheel, automobiles, airships, and moving pictures (pp. 18-19).</li> <li>•</li> <li>•</li> </ul>

FICTION: "Electric Summer" • SKILL: Analyzing a Dynamic Character/Inference

# Geneva and the Fair

**Directions:** Complete the graphic organizer below. In each row, the column on the left should state one way in which going to the 1904 World's Fair in St. Louis affected Geneva. The column on the right should list details in the story that support that claim. We filled in the first row and the claim in the second row for you.

How going to the fair affected Geneva	How I know this
It expanded her knowledge of the world.	<ul style="list-style-type: none"> <li>• Geneva notes that her mother "hadn't been anywhere in her life" (p. 16); it seems unlikely that Geneva had been anywhere either.</li> <li>• At the fair, Geneva sees more people than she even knew existed (p. 17).</li> <li>• She sees many things at the fair that are not a part of her world on the farm, such as a Ferris wheel, automobiles, airships, and moving pictures (pp. 18-19).</li> <li>• After going to the fair, Geneva says, "The great world seemed to swing wide like the gates of the Fair . . ." (p. 19).</li> </ul>
It made her excited about the future.	

# Video-Discussion Questions

## "Time Machine: The Age of Optimism"

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1. According to the video, the years from 1900 to 1910 were known as the "age of optimism." Using context clues, what do you think *optimism* means? What evidence is given to support the claim that people were generally optimistic?
2. The narrator says, "Diseases were a constant worry." Why might that have been?
3. Using context clues, define *suffragette*.
4. Think about how the music, visuals, and narration work together to create mood. How does the mood of the section about the factory workers compare with the mood of the rest of the video?

# Close-Reading Questions

## "Electric Summer"

1. On page 15, Geneva says, "There were only four automobiles in town, and only one driven by a woman—my aunt Elvera Shumate." What does this detail tell you about the time period? What does it tell you about Elvera? (inference)
2. About how old is Geneva? How do you know? (inference)
3. Reread Geneva's description of the woman on the train who asks for directions to the restroom (page 17). What does Geneva mean when she says the woman was "painted up like a circus pony"? What is the tone of Geneva's description, and what does it suggest about Geneva and her mom's view of city people? (interpreting text)





# Critical-Thinking Questions

## "Electric Summer"

1. In the story, Geneva and her mother have many new experiences. In general, how do they respond to these experiences? Use text evidence to support your answer.
2. What is similar about what is happening in the U. S. in the summer of 1904 and what is happening to Geneva? What role does the World's Fair play in both events?

FICTION: "Electric Summer" • SKILL: Literary Elements and Devices, page 1 of 4

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

## Section 1: Characters

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

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

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

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

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

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

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

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

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

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

2. Consider the **characterization** of Mama.

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

B. Give an example of something Mama does. What does this action reveal about her character?

Section 2: Point of View

3. From which **point of view** is "Electric Summer" told? Check one:

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

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

Section 3: Setting

4. In the boxes below, list three details that describe Geneva's home. Then answer the question that follows.

Detail #1	Detail #2	Detail #3

Does Geneva's attitude toward her home change during the story? Explain.

5. In the boxes below, list three details that describe the train. Then answer the question that follows.

Detail #1	Detail #2	Detail #3

Does Geneva’s attitude toward the train change during the story? Explain.

6. In the boxes below, list three details that describe the fair. Then answer the question that follows.

Detail #1	Detail #2	Detail #3

Does Geneva’s attitude toward the fair change during the story? Explain.

Section 4: Tone and Mood

7. List at least two adjectives that describe the **tone** of the story.

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

8. 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**

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

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FICTION: "Electric Summer" • SKILL: Test Prep

# "Electric Summer" Quiz

**Directions:** Read "Electric Summer" and "A Vision of the Future." Then answer the multiple-choice questions.

**1. Which of the following quotes suggests that the story is set in the past?**

- (A) "There were only four automobiles in town, and only one driven by a woman . . ." (p. 15)
- (B) "I took a bottle brush to the lamp shades and trimmed the wicks." (p. 16)
- (C) "My unforgiving Warner's Rust-Proof Corset had held me in a death grip all day . . ." (p. 18)
- (D) all of the above

**2. How does Geneva feel about going to the Fair?**

- (A) thrilled and confident
- (B) excited and apprehensive
- (C) stressed and overwhelmed
- (D) anxious and suspicious

**3. Which quote from the story best supports your answer to question 2?**

- (A) "My mind was miles off." (p. 16)
- (B) "Aunt Elvera's eyes narrowed, and I didn't believe Mama either." (p. 16)
- (C) "Hayseeds we might be, but we meant to be informed hayseeds." (p. 17)
- (D) "And all we learned about the Fair filled my heart to overflowing and struck me dumb with dread." (p. 17)

**4. On page 19, Geneva says, "On the train ride home we were seasoned travelers, Mama and I." Context clues reveal the word *seasoned* means**

- (A) slow-moving.                      (C) overheated.
- (B) experienced.                      (D) delirious.

**5. Which of the following is an example of *simile*?**

- (A) "Then a lady flounced up and perched on the seat opposite." (p. 17)
- (B) "My eyes began to drink deep." (p. 17)
- (C) "Now we were at one with the birds, like hawks hovering over the Fair." (p. 18)
- (D) "But you'd have to run hard not to be left behind." (p. 19)

**6. What is a theme of "Electric Summer"?**

- (A) Great new inventions take years of hard work.
- (B) The key to progress is to let go of fear.
- (C) The future is more important than the past.
- (D) Small towns make small minds.

**7. In what way is Mama a "mind reader" at the end of the story?**

- (A) Mama knows that Geneva wants to live at home and work on the farm forever.
- (B) Mama understands that Geneva wants to be rich like Aunt Elvera.
- (C) Mama senses that Geneva is thinking about her future.
- (D) Mama realizes that Geneva is eager to show her new hairstyle to her friends.

**8. What is the purpose of "A Vision of the Future"?**

- (A) to provide information about past world's fairs
- (B) to argue passionately for a new fair in New York
- (C) to detail the origins of the hot dog
- (D) to explain why world's fairs are not successful today

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

**9. What aspects of Geneva's life made the idea of visiting the Fair especially exciting? What aspects made her nervous?**

**10. Do world's fairs today have the same ability to surprise and thrill that they once did? Why or why not? Use details from both "Electric Summer" and "A Vision of the Future" in your answer.**

# Vocabulary:

## "Electric Summer"

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

**1. baleful (BEYL-ful)** *adjective*; threatening or harmful

**example:** Pete took one look at Helen's baleful expression and decided to drop the subject. She looked like she was ready to explode.

**2. bristle (BRISS-uhl)** 1. *verb*; to become stiff with anger; 2. *noun*; a short, stiff hair or fiber (such as a bristle on a brush)

**example 1:** Dad bristled when he saw that the car was not in the garage. My sister had taken it without asking.

**example 2:** My dentist told me to use a toothbrush with softer bristles.

**3. flounce (FLOUNS)** *verb*; to move with exaggerated motions, often for the sake of drawing attention to oneself

**example:** All eyes turned to Katie as she flounced into the room and threw herself onto the couch. "I guess she wants us to ask her what's wrong," whispered Sylvie.

**4. flush (fluhsh)** 1. *noun*; a rosy glow; blush; 2. *noun*; a sudden rise of emotion; 3. *verb*; to blush; to turn red and hot; 4. *verb*; to pour liquid over or through something as a way of cleaning it; 5. *verb*; to take flight or cause to take flight suddenly; 6. *adjective*; on an even level with a neighboring surface; 7. *adjective*; wealthy or well-supplied

**example 1:** The red in Gina's cheeks slowly disappeared, her flush fading as her breathing evened out and her heartbeat returned to normal.

**example 2:** Looking at his inbox, Matt felt a flush of excitement. Alison had written back!

**example 3:** Ben flushed with embarrassment.

**example 4:** If you get something in your eye, flush your eye with water.

**example 5:** Our dog flushed three birds out of the bushes.

**example 6:** Our new refrigerator is flush with the cabinets on either side of it.

**example 7:** The trees in the orchard were flush with apples.

**5. grandeur (GRAN-jer)** *noun*; the quality or state of being grand or awe-inspiring; magnificence

**example:** Years ago, this was a really fancy hotel, but over time it has lost much of its grandeur.

**6. novelty (NAHV-uhl-tee)** *noun*; something that is new, unusual, or unexpected

**example:** Colin cleaned his room without being asked? That's a novelty!

**7. pavilion (puh-VIL-yuhn)** *noun*; an open building that is used for shelter or recreation, or for a show or an exhibit, as in a park or at a fair

**example:** My mom reserved a picnic pavilion in Punderson State Park for our family reunion.

**8. peddler (PED-ler)** *noun*; a salesperson who sells from door to door or in the street

**example:** A peddler came to the door and tried to convince us to buy a box of steaks.

**9. tantamount (TAN-tuh-mount)** *adjective*; equal in value, meaning, or effect

**example:** "Remaining silent is tantamount to giving your approval," insisted Eric.

**10. trestle (TRES-uhl)** *noun*; 1. a type of framework in which a horizontal piece is supported by sloping legs at each end, used to support something (such as a tabletop); 2. a complex structure of wood or steel used to support railroad tracks over a river or valley

**example 1:** Ray is almost done with the table he is making. The trestle is finished; he just needs to attach the tabletop.

**example 2:** Julia looked down at the water, far below the tracks, as the train made its way across the trestle.

**11. voluminous (vuh-L00-muh-nuhs)** *adjective*; having great volume; full; large

**example:** Blow drying my hair upside down makes it more voluminous.

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

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

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

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



FICTION: "Electric Summer" • SKILL: Vocabulary Acquisition, page 3 of 3

# Vocabulary Practice: "Electric Summer"

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

- |    |           |             |                |                  |
|----|-----------|-------------|----------------|------------------|
| 1. | baleful   | threatening | deadly         | supportive       |
| 2. | original  | novelty     | disappointment | surprise         |
| 3. | big       | voluminous  | limited        | many             |
| 4. | plainness | simplicity  | grandeur       | unimpressiveness |
| 5. | flounce   | prance      | stride         | shuffle          |

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

## WORD BANK

bristle

grandeur

pavilion

tantamount

flush

novelty

peddler

trestle

6. The \_\_\_\_\_ of my hairbrush are all worn out.
7. Max was \_\_\_\_\_ with anger when he realized he had forgotten his keys.
8. Carrie bought sunglasses from a \_\_\_\_\_ on the sidewalk in Chicago.
9. The train blew its whistle as it sped across the \_\_\_\_\_.
10. Tim's smile was \_\_\_\_\_ to an admission: He was the one who had slipped the rubber spiders into Jill's backpack.
11. "See the \_\_\_\_\_ set up in that field?" asked Sarah, pointing through the car window. "That's the art fair I was telling you about."
12. At first, Alex's little brother was excited about the new toy. As the toy's \_\_\_\_\_ wore off, though, he lost interest in it.
13. Seth was surprised by the \_\_\_\_\_ of the party. He'd been expecting something low-key, but this was the kind of party he'd only ever seen in movies and on TV. It seemed that a celebrity might walk in at any moment!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Analyze the Predictions in "Welcome to the Future"

**Directions:** Explore the predictions in "Welcome to the Future" more deeply. In the chart below, write three of them and brainstorm how each prediction would affect society if it came true. We've done the first row for you. When you're finished, answer the question below.

Prediction	How would the prediction affect society if it came true?
Find a prediction about <b>health</b> :  Average life span will be more than 100 years.	<ul style="list-style-type: none"> <li>The human population on Earth would be higher.</li> <li>People would accomplish more in their lifetimes.</li> <li>People would get to watch their great-grandchildren grow up.</li> </ul>
Find a prediction about <b>communication</b> :	
Find a prediction about <b>food</b> :	
Find a prediction about <b>the environment</b> :	

Overall, do these predictions suggest a positive or a negative view of the future? \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Analyze the Predictions in "What May Happen in the Next 100 Years"

**Directions:** Explore the predictions in "What May Happen in the Next 100 Years" more deeply. In the chart below, write three of them, explain whether each prediction came true, and explain whether we're better off as a result. (You may need to do a little research.) We've done the first one for you. When you're finished, answer the question below.

Prediction	Did the prediction come true? Explain.	Are we better off because the prediction did or did not come true? Explain.
Find a prediction about <b>health</b> :  Humans will live for 50 years.	Yes, sort of. Life span did increase but by a lot more. Today it's about 79 years in the U.S. (The World Bank)	<ul style="list-style-type: none"> <li>Yes, we are better off now that people are living longer.</li> <li>Advancements in medicine have increased humans' life span and have made us more healthy and comfortable.</li> </ul>
Find a prediction about <b>communication</b> :		
Find a prediction about <b>food</b> :		
Find a prediction about <b>the environment</b> :		

Overall, do these predictions suggest a positive or a negative view of the future? \_\_\_\_\_

# 1. Read "Welcome to the Future"

## Close-Reading Questions

1. How does the author seem to feel about the future? (tone)
2. How do the author and editors make this article easy for readers to follow? (text features)
3. The author suggests that in the future, we will have "solved the problems we have now" and that "new inventions will make our lives more convenient and interesting." How do the predictions support this idea? (text structure)

## Critical-Thinking Question

One theme of this article is that technology makes life easier. You could argue that technology can also have negative aspects. What are some possible negative aspects of the predicted developments in technology?

## 2. Read "What May Happen in the Next 100 Years"

### Close-Reading Questions

1. How would you describe the author's tone? (tone)
2. In the introduction, the author writes, "These prophecies will seem strange, almost impossible." What evidence, if any, does he offer to make the various predictions seem possible? (supporting details)

### Critical-Thinking Question

Though they were written more than a century apart, "Welcome to the Future" and "What May Happen in the Next 100 Years" have the same objective: forecasting how our world will change. Compare and contrast the two authors' approaches.

### 3. Read "What is yet to be is but a guess . . ."

#### Critical-Thinking Question

If an alien were to come to Earth and read these three texts, would he conclude that humans are generally pessimistic or optimistic? Why?

PAIRED TEXTS: "Welcome to the Future" • SKILL: Vocabulary Acquisition, page 1 of 2

# Vocabulary:

## "Welcome to the Future"

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

**1. arthritis (ahr-THRAHY-tis)** *noun*; a disease that causes joints to become swollen and painful

*example:* The arthritis in Grandma Gigi's hips is making it difficult for her to climb stairs.

**2. cartilage (KAHR-tul-ij)** *noun*; a strong but flexible tissue found in some parts of the body, such as the nose, the outer ear, and some joints

*example:* Professional soccer players often need treatment to repair torn cartilage in their knees.

**3. compulsory (kuhm-PUHL-suh-ree)** *adjective*; required, mandatory

*example:* Two back handsprings and a back tuck are compulsory in the new gymnastics routine.

**4. efficient (ih-FISH-uhnt)** *adjective*; able to do something without wasting time or energy

*example:* "Running the washing machine with only a few items in it is not efficient," Jade said. "You should wait until you have a full load."

**5. intrepid (in-TREP-id)** *adjective*; very brave, fearless

*example:* The intrepid climbers were not going to let a snowstorm stop them from reaching the top of the mountain.

**6. menagerie (muh-NAJ-uh-ree)** *noun*; a collection of animals, usually on display

*example:* With a lizard, two turtles, a snake, and a frog, Justin has quite a menagerie at home.

**7. strategic foresight (struh-TEE-jik FAWR-sahyt)** *noun*; the practice of considering the different possibilities of what may happen in the future and using that information to make choices that will affect the future in a positive way

*example:* The city council members used strategic foresight when making their disaster plans.

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

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

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

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

PAIRED TEXTS: "Welcome to the Future" • SKILL: Vocabulary, page 2 of 2

# Vocabulary Practice:

## "Welcome to the Future"

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

### WORD BANK

arthritis  
cartilage

compulsory  
efficient

intrepid  
menagerie

strategic foresight

1. In some countries military service is \_\_\_\_\_, but in America people have a choice.
2. The North Georgia Zoo features a \_\_\_\_\_ of rescued exotic animals.
3. People with \_\_\_\_\_ should try gentle forms of exercise, like stretching and swimming.
4. The \_\_\_\_\_ wildlife photographer followed the hungry leopard deep into the forest.
5. A \_\_\_\_\_ committee was put together to help the company do a better job of planning for the future.
6. Our new school registration process is quite \_\_\_\_\_. You can sign up online, and it takes only a few minutes.
7. Scientists are developing a material that can replace damaged \_\_\_\_\_ in certain joints.

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

8. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



POETRY: "What is yet to be is but a guess . . ." • SKILL: Text Analysis, page 1 of 3

# Analyzing Poetry

**Directions:** Below is Rebecca Kai Dotlich's poem "What is yet to be is but a guess . . ." which appears on page 25 of the November 2013 issue of *Scope*. Use the poem to help you answer the questions on the next two pages.

## What is yet to be is but a guess . . .

and so as the universe asks,  
2 we chant yes, yes, yes

to cracking open riddles,  
4 propping ladders to the sun,  
searching for seaglass cities.

6 As we are swept along by time,  
this chime repeats:  
8 wonder.  
From ancient ages,  
10 from everywhere to someday,  
there is both dreaming  
12 and waking in the dark

and the world watches  
14 the compass, the map,  
the microscope, the telescope,  
16 the sketch.

What mysteries come after today,  
18 existing in a place called faraway,  
with charts of galaxies scrawled  
20 and scratched with what-ifs . . .

what is yet to be is but a guess.

—By Rebecca Kai Dotlich

**Directions:** Follow the directions and answer the questions in the boxes below. You don't need to write in complete sentences; just jot down your ideas.

**1**

Who is the "we" in lines 2 and 6?

**2**

Lines 1 and 2 say that "as the universe asks, / we chant yes, yes, yes."  
**Underline the lines in the poem that say what the universe is asking.**

**In your own words, explain what the universe is asking.**

**3**

**What do you think the poet means by "there is both dreaming/and waking in the dark" in lines 11-12? What might the dark represent?**

**4**

The fourth stanza states that "the world watches" the compass, the map, the microscope, the telescope, and the sketch. **What kinds of items are these?**  
**What could the world learn from watching them?**

**5**

Circle the words and phrases in the poem that refer to the future.

Draw squares around words or phrases in the poem that refer to outer space.

What is the connection between the future and outer space? Why might the poet talk about space in a poem about "what is yet to be"?

**6**

Consider lines 19-20. Why do you think the poet chose the verbs *scrawled* and *scratched*? What feeling or idea do they convey?

**7**

The title and the last line of the poem are the same: "What is yet to be is but a guess." Put this idea into your own words.

**8**

What do you think the speaker's attitude about the future is? Explain.

PAIRED TEXTS: "Welcome to the Future" • SKILL: Reading Comprehension

# "Welcome to the Future" Quiz

**Directions:** Read the informational texts and the poem on pages 21-25. Then answer the questions below.

1. In the prediction about cars of the future, you can infer that car accidents today are caused mainly
  - (A) by texting while driving.
  - (B) by heavy traffic.
  - (C) by poorly constructed roads.
  - (D) by human error.
2. Matthew Hutson writes that holograms will eliminate the need for most travel. Context clues reveal that the prefix *holo* most likely means
  - (A) whole.
  - (B) fuzzy.
  - (C) sunny.
  - (D) against.
3. Most of the predictions in "Welcome to the Future" would
  - (A) help us get along better with each other.
  - (B) make our lives more convenient.
  - (C) eliminate diseases.
  - (D) help us forget the past.
4. You can infer that *stature*, which appears on page 24 in the prediction that begins "The American will be taller . . .," means
  - (A) weight.
  - (B) age.
  - (C) height.
  - (D) intelligence.
5. Which detail could John Watkins have used to support his claim that living in the suburbs would prolong people's lives?
  - (A) The air is cleaner in the suburbs.
  - (B) Cities have more restaurants than suburbs do.
  - (C) Suburbs are more dangerous.
  - (D) Trains can bring people into the city for work.
6. In "Welcome to the Future" and "What May Happen in the Next 100 Years," both writers predict what?
  - (A) Transportation will be automated.
  - (B) The life span of humans will increase.
  - (C) Refrigeration will be popular.
  - (D) Food will be tastier and healthier.
7. Which of the following BEST describes the mood of the poem?
 

(A) awestruck	(C) hopeless
(B) worried	(D) bitter
8. Which of the following BEST summarizes the central idea of the poem?
  - (A) Though we strive to know what the future will bring, it remains a mystery.
  - (B) We will use compasses, maps, and microscopes to solve the problems of the future.
  - (C) Innovation comes only from taking great risks.
  - (D) Dreams reveal the mysteries of our galaxy.

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

9. Consider the following claim: Life in the future will be better than life in the present. Explain whether author Matthew Hutson would agree with that statement, based on what he wrote in "Welcome to the Future."
10. Pick one prediction from pages 22-23. If it comes true, will it make our world a better place? Support your answer with details from the texts, as well as your own opinion.

# Write an Argument Essay

**Directions:** Read "Should Everyone Get a Trophy?" on pages 26-27 of the November 2013 issue of *Scope*. Fill in the chart on page 27. Then follow the steps below to write an argument essay.

## STEP 1: DECIDE WHAT YOU THINK

Should every kid get a trophy just for participating in a sport? 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! Trophies for all!

☐

No! Reward only the best.

☐

\_\_\_\_\_

## STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the columns on page 27 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 the way we reward young athletes should change, point out an argument that coaches, parents, and kids who like the current reward system might make. If you think the way we reward young athletes is fine the way it is, explain why some think otherwise.

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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 exaggeration (an outrageous statement about the topic), 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 (one to three sentences).**

- 1. EXAGGERATION:** Describe what the world might be like if kids got trophies for everything they did.
- 2. SURPRISING FACT:** Find a fact related to this topic 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 if everyone received the same rewards regardless of what they did at school, work, or in sports.

**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, it's that some people think kids get too many trophies.

**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 that relates your hook to the question of whether everyone should get a trophy. (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 one to three 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 two to three 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 compelling 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.

# Clarifying Colons

Confused about colons? Here's what to keep in mind:

1. **A colon is like a pause before introducing information. It directs attention to what comes after it.**

*Example:* At the animal shelter, Malik quickly found the dog he wanted: the white-and-tan beagle mix.

2. **The element before a colon must be a complete sentence. What comes after the colon can be a list, a sentence, a phrase, a quotation, or a single word. (If it's a complete sentence, start it with a capital letter.)**

*Example 1:* Cheetahs prey on a variety of animals: gazelles, deer, warthogs, zebras, and more.

*Example 2:* After graduation, Nico decided what he wanted to do: teach English in China.

*Example 3:* This is what happened: When Stu came out of the shop, his bicycle was gone.

**Directions:** Insert colons where they are missing in the sentences below. Draw three short lines under any letters that should be capitalized. If the sentence is correct, write "OK" after it.

1. There is only one rule in Mr. Owens's class treat others with respect.
2. Looking at the calendar, John suddenly remembered something: Yesterday was his grandpa's birthday.
3. Jarod liked everything on the pizza except olives and bell peppers.
4. Lincoln's Gettysburg Address begins with the following words "Four score and seven years ago."
5. You will need the following to make banana bread eggs, flour, sugar, baking soda, butter, and bananas.

**Directions:** In each pair of sentences below, place a ✓ in front of the sentence that is punctuated correctly.

6. \_\_\_\_ For Hanukkah, David wants: a new microscope.  
\_\_\_\_ For Hanukkah, David wants a new microscope.
7. \_\_\_\_ Our cat wakes up at the same time every morning: 6 a.m.  
\_\_\_\_ Our cat wakes up at the same time every morning, 6 a.m.
8. \_\_\_\_ Bennett sat at his desk, surrounded by: a cellphone, an iPad, a laptop, and a game system.  
\_\_\_\_ Bennett sat at his desk, surrounded by a cellphone, an iPad, a laptop, and a game system.
9. \_\_\_\_ The items Lana brought to the picnic were: napkins, forks, and paper plates.  
\_\_\_\_ The items Lana brought to the picnic were napkins, forks, and paper plates.
10. \_\_\_\_ We knew what Mom would say when she saw the mess: "I hope you don't expect *me* to pick this up!"  
\_\_\_\_ We knew what Mom would say when she saw the mess, "I hope you don't expect *me* to pick this up!"



# Parentheses Practice

Parentheses set off information that isn't critical but is still worth mentioning. You can think of the words inside the parentheses as comments, clarifications, or afterthoughts. Here are a few rules (and some tips) to help you use parentheses correctly.

- 1. Parentheses always appear in pairs (one before the start of the comment and one after the end).**  
*Example: We're expecting a big snowstorm (more than 10 inches) on Friday.*
- 2. Whatever is inside the parentheses is disposable. That is, the sentence should still make sense without it.**  
*Example: Mr. McCarthy (our English teacher's husband) chaperoned our field trip to the theater. Now read that sentence without the text in the parentheses. The sentence still makes sense.*
- 3. Numbers (such as dates, page numbers, and prices) are often put inside parentheses.**  
*Example: Fred found a leather jacket (\$15) and a copy of *The Giver* (\$1.99) at the thrift store.*
- 4. Parenthetical material can interrupt a sentence, or it can be written as a separate sentence. If parenthetical material interrupts a sentence, do not use a capital letter or period to punctuate it.**  
*Example: Dina has seen *Freaky Friday* (the original, not the remake) 14 times.*  
*Example: You're going to love this cake Shannon made (assuming you like chocolate).*  
**If the parenthetical material is written as a separate sentence, punctuate it as a separate sentence.**  
*Example: Lady Gaga has a great new album. (That girl has some crazy awesome hair!)*

**Directions:** Add the missing parentheses to the sentences below. Then write your own sentence that includes a set of parentheses.

1. One of our dogs Roxie, not Nala almost caught a squirrel in our backyard yesterday.
2. Mark grew up in a small town in Texas population, 1,800.
3. Avery's mom goes a little overboard at Thanksgiving four different kinds of pie but everything is always delicious.
4. Cary Grant whose real name was Archibald Leach starred in some of my favorite classic movies.
5. My brother thinks Kareem Abdul-Jabbar is the best basketball player of all time. I'd choose Michael Jordan.
6. I decided not to buy the sneakers I'd been admiring because they were so expensive. Who has \$170 for shoes?
7. We painted well, I painted and Jacqueline danced around with a brush our room.
8. \_\_\_\_\_  
\_\_\_\_\_

# Pronoun Power

A *pronoun* is a word that replaces a noun. The noun or noun phrase to which the pronoun refers is the *antecedent*. Consider the following sentence:

George was racing down the street when he crashed and flew off his bicycle.

The pronouns *he* and *his* refer to *George*, so the antecedent is *George*.

A pronoun must agree with, or match, its antecedent in **number** (a singular pronoun replaces a singular noun; a plural pronoun replaces a plural noun), **person** (referring to first, second, or third person), and **gender** (*he*, *him*, or *his* replaces a masculine noun; *she*, *her*, or *hers* replaces a feminine noun). There are a few situations that can trip you up if you are not careful. Watch out for:

## 1. Indefinite pronouns (pronouns that refer to unknown people, places, or things) as antecedents

These words are always replaced by a **singular** pronoun:

<i>each</i>	<i>anybody</i>	<i>nothing</i>	<i>everyone</i>
<i>either</i>	<i>anything</i>	<i>someone</i>	<i>everybody</i>
<i>neither</i>	<i>no one</i>	<i>somebody</i>	<i>everything</i>
<i>anyone</i>	<i>nobody</i>	<i>something</i>	

### Examples:

Each girl who danced wore a flower in her hair.

Everyone should proofread his or her work before handing it in.

These words are always replaced by a **plural** pronoun:

<i>both</i>	<i>few</i>	<i>many</i>	<i>several</i>
-------------	------------	-------------	----------------

### Examples:

Many are still waiting for their lucky break.

Several promised me that they would be there.

## 2. Phrases that come after the antecedent. Don't let them confuse you! Identify the antecedent and make sure the pronoun agrees with it. For example:

A collection of paintings is on display at the museum. It will be there until June.

*It* refers to *collection*, and *collection* is singular.

The soccer team, made up of players from all over the state, won its final match.

*Its* refers to team and *team* is singular.

**Directions:** In each sentence or pair of sentences below, circle the antecedent to which the underlined pronoun refers. We did the first one for you.

---

1. If you are finished using those colored pencils please put them back in the box.
2. Somebody left her phone in the girls' locker room.
3. A few arrived early. They are waiting outside.
4. "If nobody raises his or her hand, I'm just going to pick someone," said Ms. Davis.
5. Phil and Jay went to see the movie *The Three Stooges* on Friday. They saw it at the theater on Green Road.
6. "I moved that pile of papers to your bedroom," said Kendra's mom. "I was tired of looking at it."
7. I'm hoping that either Sara or Kaylin will share her notes from yesterday with me.
8. At the beginning of this month, my family bought new juice glasses. Three of them are already broken!

**Directions:** Put a check mark next to the sentence or pair of sentences that is grammatically correct.

---

9. **a** \_\_\_\_ Everyone has a right to his or her own opinion.  
**b** \_\_\_\_ Everyone has a right to their own opinion.
10. **a** \_\_\_\_ Where is that can of black beans we bought yesterday? I can't find them.  
**b** \_\_\_\_ Where is that can of black beans we bought yesterday? I can't find it.
11. **a** \_\_\_\_ Both look delicious! I'm sure the Wilsons will enjoy them.  
**b** \_\_\_\_ Both look delicious! I'm sure the Wilsons will enjoy it.
12. **a** \_\_\_\_ Neither Aaron nor Travis answered their phone.  
**b** \_\_\_\_ Neither Aaron nor Travis answered his phone.

# Let's Agree, Shall We?

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

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

Jason *sings* beautifully.

The lion cubs *were* waiting for their mother.

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

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

Alex and Emma *run* fast.

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

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

Three hours *is* a long time to wait.

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

Grandma or Grandpa *is* going to pick me up tonight.

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

Everyone *is* looking forward to Saturday.

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

Our class *raises* the most money every year.

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

The majority of my friends *are* arriving tomorrow.

**Directions:** In each sentence below, underline the subject and circle the correct verb. We did the first one for you.

1. The president and his adviser **is/are** meeting in the Oval Office.
2. Ina **isn't/aren't** coming with us to the park because her grandparents are visiting.
3. My parents **has/have** already bought 10 raffle tickets.
4. What classes **do/does** Jess have after lunch?

5. A school of bright-colored fish **was/were** swimming past us while we were snorkeling.
6. One of Emma's little brothers **has/have** seen every Harry Potter movie 10 times.
7. A few of Sajit's cousins **was/were** at the reunion.
8. Everybody **hope/hopes** the Cougars will win on Saturday.
9. The freckles on Annie's face **seem/seems** to have multiplied.
10. My brother's swim coach **want/wants** him to practice before school every morning.
11. I'm not sure if Brett or Sam **is/are** going to play the lead role on Saturday.
12. Twenty minutes **is/are** about the standard amount of time to wait for a delivery.

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

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13. My nose/nose and throat is itchy.
14. **One/Many** of Ellie's friends plays drums in the marching band.
15. The **kitten/kittens** like to play in the laundry basket.
16. **She/They** has \$20 to spend at the bookstore.
17. Jeremy's **family/brother and sister** is really nice.
18. When the bell rings, **the class/the students** leap up from their seats.
19. **Nobody/Two of my friends** likes scary movies.
20. **Rufus/Rufus and Frannie** meow at me every time I walk by.

# You Write It

## Turning an Interview Into an Article

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

**1** The headline "Rushing to the Rescue" tells you about the central idea of the interview—and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

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

**Paragraph 1:** Fourteen-year-old Marcos Ugarte was doing homework in his hometown of Troutdale, Oregon, when he heard yelling. He and his dad looked out from their porch and saw flames coming from the home of one of their neighbors, the Mas.

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

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

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

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

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

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

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**Paragraph 8:** \_\_\_\_\_

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

*Note that when you include direct quotes in your article, you must put them in quotation marks, and you must make clear who is saying them. Here are three examples of how to do that:*

1. Marcos explains, "It all happened in about three minutes."
2. "The chief congratulated me," recalls Marcos, "and every firefighter shook my hand."
3. "If there's a life that needs to be rescued, act as fast as you can," Marcos says.

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

\_\_\_\_\_

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

\_\_\_\_\_

**4** Pick out the information that you find most interesting in the interview. You might choose, for example, that Marcos was interviewed on *The Ellen DeGeneres Show*, and what the experience was like for him.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**Opening Paragraph:**

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

**Body Paragraphs:**

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

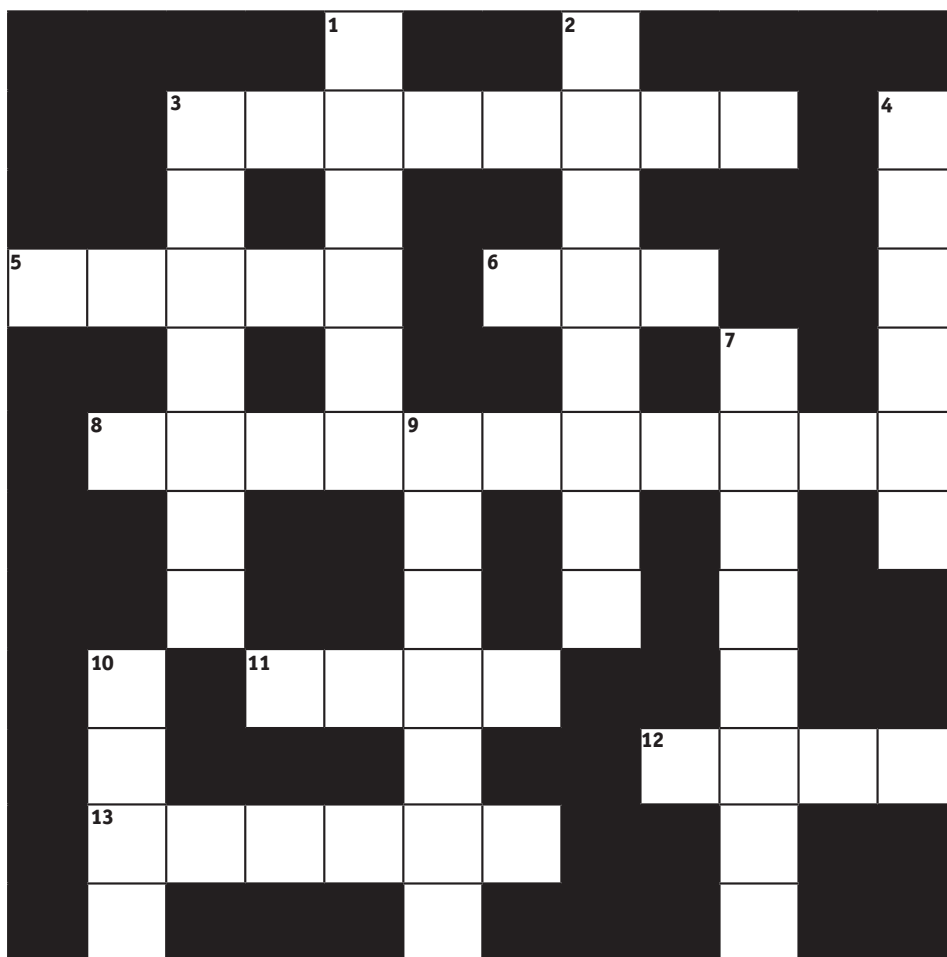
**Conclusion:**

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



# Scope Crossword Puzzle

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



## ACROSS

3. World's fairs display the \_\_\_\_ of civilization.
5. An \_\_\_\_ is a line spoken directly to the audience.
6. The most likely explanation for Death Valley's "sailing stones" is melting \_\_\_\_.
8. Some people believe that young athletes

should do more than just \_\_\_\_ to get a trophy.

11. Nuclear fusion would be an improvement over our current sources of \_\_\_\_.
12. \_\_\_\_ birds are now extinct.
13. Geneva's mother was most excited to see the \_\_\_\_ clock at the Fair.

## DOWN

1. Hauchecorne was known for not being \_\_\_\_.
2. Marcos Ugarte was praised for his quick \_\_\_\_ when rescuing a neighbor from a fire.
3. A lack of \_\_\_\_ is one of the hardships of living in a homeless shelter.
4. Experts say students

who play team sports get \_\_\_\_ grades.

7. In the future, \_\_\_\_ will travel inside your body and make repairs.
9. In 1900, John Watkins Jr. predicted that selling stale fruit would become \_\_\_\_.
10. Homeless kids need an after-school program that is quiet and \_\_\_\_.

# Homelessness Contest

Think about the state of homelessness in America. What challenges do the homeless face? In what ways does society help and how could we do more? Write two to three paragraphs answering these questions. Use text evidence from “I Was Homeless,” the infographic, and the essay to support your ideas. Send your response to HOMELESSNESS CONTEST. Five winners will each receive a copy of *Money Hungry* by Sharon G. Flake. See page 2 for details.

## Entries will be judged on:

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

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

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

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

**ENTRIES MUST BE RECEIVED BY DECEMBER 20, 2013!**

# String Contest

Why didn't the people of Goderville believe that Hauchecorne was innocent? Do you think that Hauchecorne got what he deserved? Answer both questions in two to three paragraphs. Use details from *The Piece of String* to support your ideas. Send your response to STRING CONTEST. Five winners will each receive *Nothing But the Truth* by Avi. See page 2 for details.

## Entries will be judged on:

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

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

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

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

**ENTRIES MUST BE RECEIVED BY DECEMBER 20, 2013!**

# World's Fair Contest

How did going to the 1904 World's Fair affect Geneva? If the U.S. hosted another world's fair today, do you think it would have the same impact on kids? Answer both questions in two to three paragraphs, using details from "Electric Summer" and "A Vision of the Future" to support your claims. Send your response to WORLD'S FAIR CONTEST. Five winners will each receive *Fair Weather* by Richard Peck. See page 2 for details.

## Entries will be judged on:

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

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

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

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

**ENTRIES MUST BE RECEIVED BY DECEMBER 20, 2013!**

## Future Contest

Predictions about the future reveal a lot about us—about our values, our worries, and our hopes and dreams. Based on these three texts, what do our visions of the future say about us? Support your answer with details from all three texts. Send your response to FUTURE CONTEST. Five winners will each receive *FEED* by M.T. Anderson. See page 2 for details.

### Entries will be judged on:

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

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

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

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

**ENTRIES MUST BE RECEIVED BY DECEMBER 20, 2013!**

## You Write It Contest

Read the interview with Marcos Ugarte on page 32. Then write an article about Marcos in your own words. Use quotes from the interview, and make sure you stay focused on the central idea. Your article should be 250 to 500 words long. Three winners will each receive a \$25 Visa gift card. See page 2 for details.

### Entries will be judged on:

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

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

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

Include this sheet with your written entry and send both to: [scopemag@scholastic.com](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 DECEMBER 20, 2013!**