

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

# Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a "main idea.")

A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Up From Slavery."

**1. Reread the section "A Piece of Property." Which sentence below best expresses the central idea of this section?**

- Ⓐ Booker never knew his actual birthday.
- Ⓑ Slaves were denied basic human rights, including the right to an education.
- Ⓒ Most slaves lived in shacks while their owners lived comfortably in big houses.
- Ⓓ If a slave was caught reading, he could be whipped or killed.

**2. Read the central idea of the section "Truly Free?" stated in the box. Then read the details listed below it. Which detail does NOT support the central idea? Explain your choice on the lines provided.**

**Central idea: After the Civil War ended, Booker was motivated to get an education, but it was extremely difficult to do so.**

- Ⓐ "Their family needed every cent they could get, so instead of going to school, Booker spent long days in the dark mine."
- Ⓑ "Without an education, Booker realized, he'd never be truly free."
- Ⓒ "As he shoveled, he whispered his ABCs."
- Ⓓ "But there were not nearly enough schools and teachers to teach them."

I chose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3. Read the details from the section "A Fire Inside," which are listed below. In the box, write the central idea that the details support.**

**Central idea of "A Fire Inside":**

**Detail 1:** "It didn't matter that Hampton was 500 miles away or that it cost \$70 a year, a fortune for Booker's family."

**Detail 2:** "For two years, Booker worked and worked, saving every cent he could."

**Detail 3:** "When he awoke, he was ravenous and aching but determined."

- 4. Consider the central idea of the whole article "Up From Slavery." Write a supporting detail from each of sections listed below.**

**Central idea: Despite many hardships, Booker T. Washington led a successful life focused on educating himself and other former slaves.**

**Supporting detail from "A Piece of Property":**

**Supporting detail from "Truly Free?":**

**Supporting detail from "A Fire Inside":**

**Supporting detail from "An Inspiration":**

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

# Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

**Directions:** Answer the questions below to help you explore the text features in "Up From Slavery."

1. Describe the photographs on pages 4 and 5. What mood do they create?

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2. Which details in the text does the photograph on page 6 support?

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3. What additional information do the images on page 7 provide that is not included in the text?

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4. Describe the image on page 8. What is the mood of the image?

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5. Compare and contrast the photograph on page 9 with the photograph on page 6.

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

# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

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**Directions:** Answer the questions below and then write an objective summary of "Up From Slavery."

**1.** Who is the main character in the article? (It can be an individual or a group of people.)

\_\_\_\_\_

**2.** What details about this person/these people are significant to the article? (Consider the age of the characters, location, time period, etc.)

\_\_\_\_\_

\_\_\_\_\_

**3.** What problem did he/she/they face?

\_\_\_\_\_

\_\_\_\_\_

**4.** What caused the problem to occur?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5.** How did he/she/they handle the problem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6.** What happened afterward?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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# Summary of "Up From Slavery"

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

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

# Summarizing

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

**Directions:** Follow the prompts in the margins to complete the summary below.

## Summary of "Up From Slavery"

2. What did .....  
Booker want  
more than  
anything?  
What  
prevented  
him from  
achieving  
this goal?

4. What .....  
Kind of school  
was Hampton?

6. What kind .....  
of student was  
Booker?

8. What kind .....  
of training  
did he want  
these students  
to get? What  
would this allow  
them to do?

Booker T. Washington was born \_\_\_\_\_.  
\_\_\_\_\_. From a young age, Booker yearned for  
\_\_\_\_\_.  
\_\_\_\_\_. After the Civil War ended and  
slavery was outlawed, life was still difficult for Booker because \_\_\_\_\_.  
\_\_\_\_\_.  
\_\_\_\_\_. Booker knew that without an education,  
he would never be truly free. Then he heard about Hampton Institute, \_\_\_\_\_.  
\_\_\_\_\_. Booker was  
determined to go there. For two years, he saved every penny, then \_\_\_\_\_.  
\_\_\_\_\_. At Hampton, Booker \_\_\_\_\_.  
\_\_\_\_\_. As an adult,  
Booker dedicated his life to \_\_\_\_\_.  
\_\_\_\_\_. He did this by  
\_\_\_\_\_.  
\_\_\_\_\_.  
\_\_\_\_\_.

1. Where and  
when was he  
born? Into  
what kind of  
circumstances  
was he born?

3. Why  
couldn't  
Booker go to  
school? Where  
did he work?

5. What was  
Booker's  
journey like?

7. Who did  
Booker want  
to help?

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Up From Slavery.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading Text Features, Inference

1. Study the images on pages 4-5 and read the **headline** and **subheading** of the article. Describe the images. What do the red arrows tell you?

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2. Examine the images on pages 6-7. What do they show?

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3. Examine the images on pages 8-9. What do they show?

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4. Read the section titles throughout the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

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## During Reading

### Vocabulary, Text Structure, Mood, Tone, and Inference

5. Consider this sentence from page 6:

“He’d gaze through the window, mesmerized, watching the kids at their desks and straining to hear the teacher call out spelling words and math problems.”

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

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B. The author could have used another word instead of *mesmerized*. How does her choice of *mesmerized* affect the meaning of the sentence?

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6. Check ( ✓ ) the statement that BEST describes the **text structure**, or how the author organizes information, in the section “Broken Bodies.”

She lists who came to the schoolhouse to learn.

She explains how Booker solved the problem of not going to school because he had to work in the mine.

She describes the effects of working in a salt mine.

7. Describe the **mood** in the section “A Fire Inside.” What words or phrases contribute to this mood?

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8. Identify the **tone** of the section “An Inspiration.” What are some words and phrases that establish the tone?

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9. What can you infer about Booker from his quote “If you want to lift yourself up, lift someone else up”?

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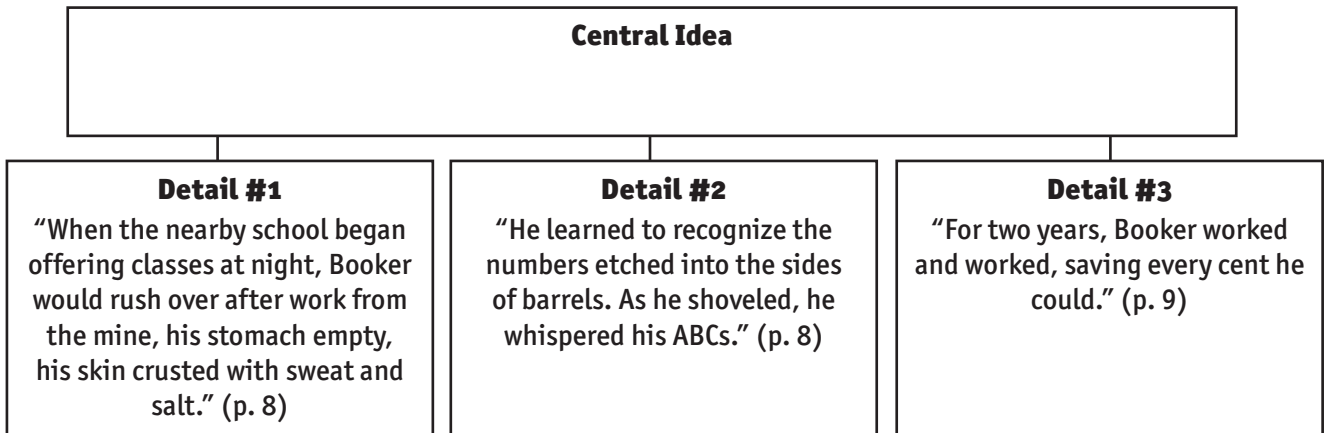
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## After Reading

### Central Ideas/Details and Objective Summary

10. Below are three **supporting details** for a central idea of “Up From Slavery.” In the space provided, write a **central idea** that these details support.



11. Write a five- to six-sentence **objective summary** of “Up From Slavery.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Up From Slavery.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading Text Features

1. Study the images on pages 4-5 and read the **headline** and **subheading** of the article. Describe the images. What do the red arrows tell you?

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2. Examine the images on pages 6-7. What do they show?

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3. Examine the images on pages 8-9. What do they show?

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4. What do you predict this article will be mostly about?

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## During Reading

### Vocabulary, Text Structure, Mood, Tone, and Inference

5. Consider this quote from page 6:

“He’d gaze through the window, mesmerized, watching the kids at their desks and straining to hear the teacher call out spelling words and math problems.”

- A. Check ( ✓ ) the box with the correct definition of *mesmerized* as it is used in the sentence above. (Use context clues to help you. Check a dictionary if you’re not sure.)

in secret

boldly

fascinated

- B. The author could have used another word instead of *mesmerized*. How does her choice of *mesmerized* affect the meaning of the sentence?

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6. The section “Broken Bodies” mainly uses a problem-and-solution structure. Read the following problem. Write its solution on the lines below.

**Problem:** Booker couldn’t attend school because he had to work in the salt mine to earn money for his family.

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

7. The **mood** in the section “A Fire Inside” could be described as determined. What words or phrases contribute to this mood?

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8. The **tone** of the section “An Inspiration” could be described as admiring and proud. What are some words and phrases that establish this tone?

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9. What can you infer about Booker from his quote “If you want to lift yourself up, lift someone else up”?

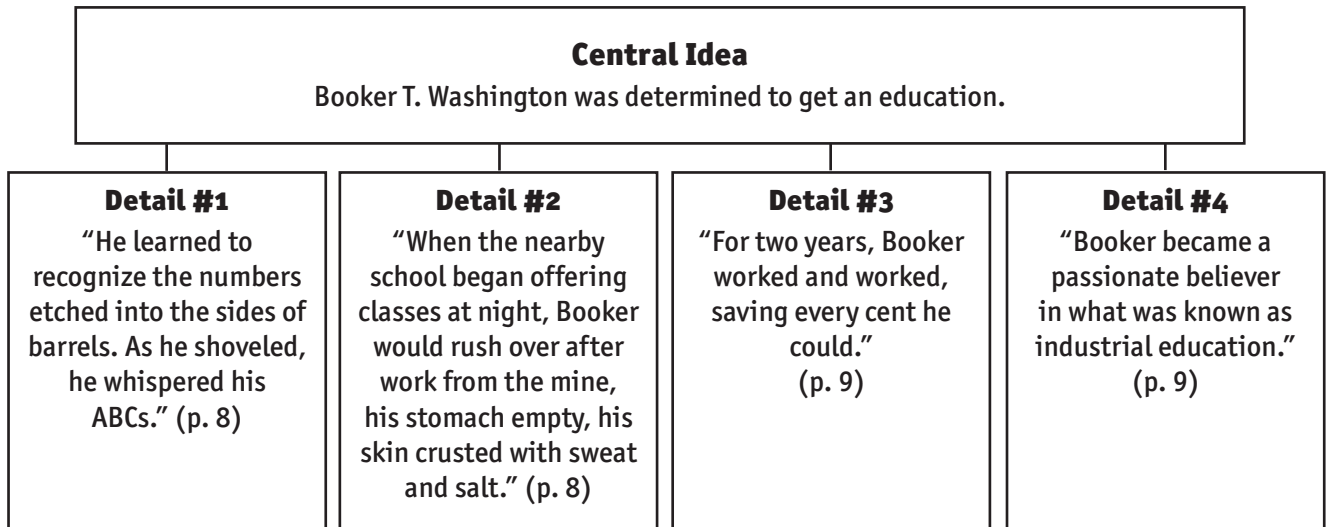
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## After Reading

### Central Idea/Details and Objective Summary

10. Below is a **central idea** of “Up From Slavery” and four supporting details. Three details DO support the central idea. Cross out the detail that does NOT.



11. An **objective summary** is a short statement or paragraph that tells what an article is about. An objective summary does not include minor details or the opinions of the person writing it. Draw a line through the three details below that should NOT be included in an objective summary of “Up From Slavery.”

1. Booker T. Washington was born a slave in Virginia in 1856.
2. Though it was illegal for slaves to read and write, Booker longed for an education.
3. One of Booker’s jobs was to swat flies off the food in the dining room.
4. Booker realized that without an education, he would never be free.
5. He saved money to attend the Hampton Institute, a special school that accepted former slaves.
6. The Hampton Institute was far away, and Booker must have missed his family when he went there.
7. Learning skills like sewing and playing musical instruments is extremely important.
8. As an adult, Booker dedicated his life to helping former slaves get an education that would help lift them out of poverty.



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

# Gathering Details From Multiple Sources

The writing prompt on page 9 asks two questions: "What challenges did Booker T. Washington face in getting an education?" and "Why was an education so important to former slaves?" In this activity, you will find details from three sources to help you respond to these questions.

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**Directions:** Answer the questions in this activity using evidence from the video "In the Time of Booker T. Washington," the article "Up From Slavery," and the poem by Andrea Davis Pinckney on page 8 of the February 2015 issue of *Scope*.

1. What challenges did Booker T. Washington face in trying to get an education *before* the Civil War?

a. According to the **video**:

b. According to the **article**:

2. What challenges did Booker T. Washington face in trying to get an education *after* the Civil War?

a. According to the **video**:

b. According to the **article**:

c. According to the **poem** (*Hint: You will need to infer the answer from the poem. Look at line 6 for a clue.*):

3. After the Civil War, what difficulties did many former slaves face?

a. According to the **video**:

b. According to the **article**:

c. According to the **poem**:

4. How could education help former slaves? What kind of education did Booker T. Washington think was important?

a. According to the **article**:

b. According to the **poem**:

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# Poetry Dive

After you listen to Andrea Davis Pinkney read her poem about Booker T. Washington (available at Scope Online), read the poem a few times yourself. Then read the annotations, or notes, on the copy of the poem below. Work with your classmates to answer the questions on the next three pages.

"Up from Slavery" is the title of Booker T. Washington's 1901 autobiography.

Grassroots means "of or relating to the common people."

Booker T. Washington became the first principal of Tuskegee Institute, now called Tuskegee University, in 1881. He was its director until his death in 1915.

*His hands dug*

2   ▲ *Up from Slavery.*

      Yanked the weeds

4    Sprouted from seeds

      sown on the Civil War's battleground:

6           *Once emancipated, stay enslaved to common labor.*

      ▲ But this grassroots griot

8    fed his people the true story.

      He believed black men and women could rise

10   by starting down on their knees

      to build, brick by brick,

12   the foundation for a school

      to call their own.

14   ▲ Tuskegee—

      the all-black Institute for an "industrial education."

16   A kind of learning that comes

      with Grade-A elbow grease

18       to teach

      its lessons.

20   Eager Educator.

      The "Great Accommodator."

22   Preached the Gospel According to Booker T.:

*To achieve racial harmony*

24       *Black people should take pride*

*in skilled service-work*

26                           *rendered with the utmost dignity.*

A griot [GREE-oh] is a traveling musician, poet, historian, and/or storyteller in West Africa.

This is a nickname Washington was called during his lifetime—and it wasn't meant in a nice way. Many African-American leaders criticized Washington for being too willing to cooperate with white people, too willing to tolerate discrimination as he helped black people learn job skills.

Dignity means worthy of honor or respect. If you have dignity, you have self-respect.

**1**

In the annotations, we defined some of the tricky words in the poem.  
Are there any other words you're not sure about? Look them up and briefly define each one here.

**2**

To whom does "His"  
refer in line 1?

How do you know? What clues in the poem tell you who it is about?

**3**

Reread lines 1–6.

Let's jump to line 6. What is "common labor"?

(Hint: Reread the section "Truly Free?" in *Scope's* "Up From Slavery.")

Put the idea of line 6 in your own words.

Now go back to line 3.

What are weeds (not the weeds in the poem—just regular weeds)? Why do people often dislike weeds?

The weeds in line 3 are a metaphor. What do they stand for? Why do you think the poet chose weeds for her metaphor, instead of plants or flowers?

**4**

Lines 7–8 state that Washington “fed his people the true story.” What was the false story they were being fed?

According to the poem, what is the true story that Washington told his people? Explain in your own words.

**5**

Reread lines 9–13

What ideas in these lines might seem contradictory?

Line 9 says, “He believed black men and women could rise.” Where else in the poem does the poet refer to rising?

**6**

Reread lines 14–19. Why do you think the poet describes lessons at the Tuskegee Institute as coming with “elbow grease”? What does she mean? (Hint: Consider what you read in *Scope*’s “Up From Slavery” about what students learned at Tuskegee. Also consider line 25 in the poem.)

**7****Reread lines 20–26.**

As the annotation for line 21 explains, some black leaders criticized Washington for not demanding full equality immediately. Washington believed that education and good jobs were what freedmen and freedwomen needed most immediately, and that having these was the first step on the path to equality.

Lines 22-26 say something about how Washington believed African-Americans should perform their jobs.

• • • • •

According to the poem, Washington said that black people should perform their skilled service work in what way?

As it is used in line 22, what does gospel mean?  
What does the phrase "Preached the Gospel According to Booker T." (line 22) tell you about Washington?

**8**

Notice that line 6 and lines 23–26 are indented and in italics.  
What is the connection between these lines?

# Close-Reading Questions

## "Up From Slavery"

- PAGE 1 OF 2**

4. What motivated Booker to pursue an education? (key ideas)

5. Why was an educated slave seen as a threat? (key ideas)

6. What were the effects of Booker's education on him and on others? (inference, text evidence)



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# Critical-Thinking Questions

## "Up From Slavery"

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1. The poem calls education at the Tuskegee Institute "A kind of learning that comes with Grade-A elbow grease." Based on the article, what does this mean? Why did Booker think this kind of education was important?
2. Think about the word *enslaved* as it used in the article and poem. How could a freed man or woman still be enslaved after slavery was outlawed?
3. Today, getting an education is considered a right of all American children. Why is education so important?

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# Vocabulary:

## "Up From Slavery"

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

- 1. abolish (uh-BOL-ish)** *verb*; to officially put an end or a stop to something
  - **example:** Kristin thinks summer vacation should be abolished; her friends think that's a pretty awful idea.
- 2. dank (dangk)** *adjective*; unpleasantly wet or damp and chilly
  - **example:** It was wet and foggy in the forest, and we shivered in the dank tent.
- 3. griot (GREE-oh)** *noun*; a West African storyteller. Griots pass on the oral histories of their tribes or villages and provide entertainment in the form of stories, poems, songs, and dances.
  - **example:** The griot gathered the children around him and began telling a thrilling tale about a brave ancestor who saved his people from an evil sorcerer.
- 4. orator (AWR-uh-ter)** *noun*; a public speaker, especially one with great skill
  - **example:** Abraham Lincoln was a gifted orator; his speeches continue to inspire us today.
- 5. pragmatic (prag-MAT-ik)** *adjective*; dealing with things in a reasonable, practical, and sensible way
  - **example:** "I know you hate flying, but the pragmatic thing to do is to take a plane to London," Melissa said. "Crossing the Atlantic Ocean by boat will take days and days."
- 6. ravenous (RAV-uh-nus)** *adjective*; having an all-consuming desire for something
  - **example:** We were ravenous after hiking all day; we wolfed down our dinners!
- 7. tantalize (TAN-til-ahyz)** *verb*; to tease someone by presenting something attractive or desirable but continually keeping it out of reach
  - **example:** Marcy said I could not eat the bread cooling on windowsill because she was serving it with dinner—but, oh, how the smell tantalized me!
- 8. vehemently (VEE-uh-muhnt-lee)** *adverb*; forcefully expressed; showing strong feelings
  - **example:** My brother Josh vehemently opposes my idea of going to Los Angeles for our next family vacation: He thinks we'd all have a terrible time.

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

• *example:* \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_

• *example:* \_\_\_\_\_

\_\_\_\_\_

## Vocabulary Practice:

### "Up from Slavery"

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

- |    |             |              |              |             |
|----|-------------|--------------|--------------|-------------|
| 1. | ravenous    | starving     | satisfied    | voracious   |
| 2. | unrealistic | pragmatic    | logical      | practical   |
| 3. | dissolve    | prohibit     | allow        | abolish     |
| 4. | arid        | dry          | dank         | desert-like |
| 5. | vehemently  | aggressively | passionately | quietly     |
| 6. | griot       | scientist    | storyteller  | orator      |

**Directions:** Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear. For question 10, write your own sentence using any one of the other words listed on the first page of this activity.

7. Elizabeth is very **pragmatic**. When faced with a problem \_\_\_\_\_  
\_\_\_\_\_.
8. Mack didn't want to sleep in the **dank** basement because \_\_\_\_\_  
\_\_\_\_\_.
9. The firefighter spoke **vehemently** while lecturing our class about \_\_\_\_\_  
\_\_\_\_\_.
10. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

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

## “Up From Slavery” Quiz

**Directions:** Read “Up From Slavery.” Then answer the questions below.

**1. Which of the following best expresses a central idea of “Up From Slavery”?**

- (A) Booker T. Washington cared only about his own education.
- (B) In 1863, President Lincoln signed the Emancipation Proclamation.
- (C) Booker T. Washington worked in a salt mine.
- (D) Booker T. Washington showed perseverance in achieving his dream of getting an education.

**2. Which of the following lines best supports your answer to question 1?**

- (A) “To Booker, school seemed like paradise.” (p. 6)
- (B) “In 1861, when Booker was about 5, war broke out in America.” (p. 7)
- (C) “Booker became a passionate believer in what was known as industrial education.” (p. 9)
- (D) “For two years, Booker worked and worked, saving every cent he could.” (p. 9)

**3. On page 8, author Lauren Tarshis writes, “Across the South, former slaves were starving for education.” What is the metaphor in this line?**

- (A) Hunger is compared to education.
- (B) Education is compared to food.
- (C) Hope is compared to learning.
- (D) Slavery is compared to starvation.

**4. The photographs on page 7 support which line from the article?**

- (A) “Booker shivered in his threadbare clothes.” (p. 5)
- (B) “Booker *had* to go there.” (p. 8)
- (C) “Over the next three decades, Booker became one of the best-known figures in the U.S.” (p. 9)
- (D) “At Hampton, students didn’t only learn to read and write and do math problems.” (p. 9)

**5. How does the section “An Inspiration” contribute to the development of the article?**

- (A) It emphasizes why Booker became famous.
- (B) It tells what happened to Booker as an adult.
- (C) It explains how Booker was able to afford to go to the Hampton Institute.
- (D) It shows why education was so important to Booker: It enabled him to rise from poverty and help others do the same.

**6. Consider this line from the poem: “*Once emancipated, stay enslaved to common labor.*” Which section of the article explores a similar idea?**

- (A) Truly Free?
- (B) The Civil War
- (C) A Piece of Property
- (D) An Inspiration

## Constructed-Response Questions

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

**7.** Booker T. Washington once wrote, “If you want to lift up yourself, lift up someone else.” In what ways did he follow his own advice? Use text evidence to support your ideas.

**8.** How do the poem and article support the idea that education gives a person power? Use text evidence to support your ideas.

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

## “Up From Slavery” Quiz

**Directions:** Read “Up From Slavery.” Then answer the questions below.

**1. Which of the following best expresses a central idea of “Up From Slavery”?**

- (A) Booker T. Washington cared only about his own education.
- (B) In 1863, President Lincoln signed the Emancipation Proclamation.
- (C) Booker T. Washington showed determination in achieving his dream of getting an education.
- (D) Booker T. Washington worked in a salt mine.

**2. Which of the following lines best supports your answer to question 1?**

- (A) “To Booker, school seemed like paradise.” (p. 6)
- (B) “In 1861, when Booker was about 5, war broke out in America.” (p. 7)
- (C) “Booker became a passionate believer in what was known as industrial education.” (p. 9)
- (D) “For two years, Booker worked and worked, saving every cent he could.” (p. 9)

**3. On page 8, author Lauren Tarshis writes, “Across the South, former slaves were starving for education.” In this sentence, Tarshis is comparing education to**

- (A) hunger.
- (B) food.
- (C) hope.
- (D) freedom.

**4. The photographs on page 7 support which line from the article?**

- (A) “Booker shivered in his threadbare clothes.” (p. 5)
- (B) “Booker *had* to go there.” (p. 8)
- (C) “Over the next three decades, Booker became one of the best-known figures in the U.S.” (p. 9)
- (D) “At Hampton, students didn’t only learn to read and write and do math problems.” (p. 9)

**5. As it is used in the article and poem, *emancipated* most closely means**

- (A) educated.
- (B) employed.
- (C) liberated.
- (D) discharged.

**6. Consider this line from the poem: “*Once emancipated, stay enslaved to common labor.*” Which section of the article explores a similar idea?**

- (A) Truly Free?
- (B) The Civil War
- (C) A Piece of Property
- (D) An Inspiration

### Constructed-Response Questions

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

**7.** Booker T. Washington once wrote, “If you want to lift up yourself, lift up someone else.” In what ways did he follow his own advice? Use at least two pieces of text evidence to support your ideas.

**8.** How does Lauren Tarshis’s article support the idea that education gives a person power? Use at least two pieces of text evidence to support your answer.

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# Video Discussion Questions

## "In the Time of Booker T. Washington"

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1. The narrator says that life for most enslaved people in the South was "brutal and hopeless" (1:17). Give two pieces of evidence from the video that support this statement.
2. What is likely the intended effect of including the segment about the Declaration of Independence (2:00–2:12)?
3. What is the mood of the video during the section about the end of slavery (3:45–4:41)? Consider the music, narration, and visuals. How does the mood change at 4:42? Explain what this mood shift conveys.
4. In your own words, describe a central idea of "In the Time of Booker T. Washington." Give two examples of segments from the video that support that idea.

# Booker T. Contest

What challenges did Booker T. Washington face in getting an education? Why was education so important to former slaves? Answer both questions in a short essay. Support your ideas with details from the article and (optionally) poem and video. Five winners will get a signed copy of *Hand in Hand* by Andrea Davis Pinkney.

**Entries will be judged on:**

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| ⇒ a clearly stated central idea | ⇒ good organization and transitions  |
| ⇒ use of supporting evidence    | ⇒ grammar, spelling, and punctuation |

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

**ENTRIES MUST BE RECEIVED BY March 15, 2015!**



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

# How to Use Text Evidence

When you write about something you have read, you need to use **text evidence**—that is, details from the text—to support the points you are making. You can use text evidence in the form of a direct quotation (the author’s exact words) or a paraphrase (a restatement of what the author wrote). You also need to explain WHY that text evidence is relevant.

## Here are some tips for using text evidence:

### 1. Quote or paraphrase.

When using a **direct quote**, copy down the exact words from a sentence. Surround a direct quotation with quotation marks.

To **paraphrase** is to put something written or spoken by someone else into your own words. You don’t change the meaning of what the other person wrote or said, just the wording. A paraphrase is not surrounded by quotation marks.

### 2. Make it clear where your evidence comes from.

Identify who wrote or said what you are quoting or paraphrasing. This is called “**citing your source**.” Include a page number.

#### Words to help you:

*according to (the author),  
(the author) claims,  
suggests, states, writes,  
reports, describes, implies,  
explains, argues, declares,  
observes, notes, reveals,  
remarks*

### 3. Explain why your text evidence is relevant.

Include a sentence that makes it clear how the text evidence supports your idea. Reread the information you quoted or paraphrased and ask yourself, “So what?”

#### Words to help you:

*(the author) says this  
because, this proves that,  
this exemplifies how, this  
confirms, demonstrates,  
describes, explains,  
illustrates, implies,  
suggests*

Now let's look at two sample paragraphs. The first uses text evidence correctly.  
The second uses text evidence incorrectly.

### SAMPLE 1

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to author Mario Martinez in his book Roller Coasters of the World, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle (18). "I have ridden hundreds of coasters," he writes. "But none of them were as terrifying as this one" (20). This suggests that Kingda Ka stands out among roller coasters as particularly intense.

This paragraph looks great! There are quotation marks around the direct quote, the writer tells us where the paraphrase and the quote came from, and the writer explains how her text evidence supports her statement that riding Kingda Ka is a unique experience. Hooray!

### SAMPLE 2

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to Mario Martinez, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle. "I have ridden hundreds of coasters. But none of them were as terrifying as this one."

In this paragraph, neither the quote nor the paraphrase is cited correctly. Who is Mario Martinez? Which page in what book or article did the paraphrase and quote come from? The writer also fails to explain how her text evidence supports her statement that riding Kingda Ka is unique. She just plopped her text evidence into her paragraph.

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

# Finding and Using Text Evidence

**Directions:** Read "Should Kids Play Football?" by Jennifer Shotz. Then complete the activity below.

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**1. Imagine that you are writing a paragraph about why Isaiah quit football.**

**A. Which of the following is the best topic sentence for your paragraph?**

- Ⓐ Isaiah always dreamed of playing high school football.
- Ⓑ Isaiah knew he would probably get tackled again and get another concussion.
- Ⓒ Isaiah chose to quit football because he felt it was too risky to keep playing after his injury.

**B. Which of the following lines from "Should Kids Play Football?" provides the best text evidence to support the sentence you chose in part A above?**

- Ⓐ "Most concussions sustained in football happen during tackles."
- Ⓑ "'I understand what could have happened if I'd stayed on the team,' Isaiah says. 'Brain damage could have affected my entire life.'"
- Ⓒ "He still gets headaches once in a while, but for the most part, his symptoms have faded."

**C. Which of the following best explains why the text evidence you chose in question B is relevant?**

- Ⓐ It proves that youth football is extremely dangerous.
- Ⓑ It suggests that Isaiah was still experiencing symptoms from his concussion.
- Ⓒ It shows that Isaiah was aware that continuing to play football meant putting his brain in great danger.

2. Choose one piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.

**There are ways to make youth football safer.**

- Ⓐ "A single concussion, if treated properly, will likely heal without any long-term effects."
- Ⓑ "Yet with all the public attention on the concussion crisis, football seems to be getting safer every day."
- Ⓒ "Nationwide programs are training coaches, parents, and athletes to recognize and treat concussions."

I chose \_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. A. Choose three pieces of text evidence from "Should Kids Play Football?" that BEST support the statement below.

**Kids should not play football because it is too dangerous.**

- Ⓐ "An increasing number of kids are choosing not to play."
- Ⓑ "Football players of all ages have suffered permanent brain damage from repeated concussions."
- Ⓒ "For example, Pop Warner has limited the amount of practice time that includes tackling."
- Ⓓ "Several NFL players have stated that the game is so risky they wouldn't let their own kids play."
- Ⓔ "Every year, tens of thousands of youth-football players get concussions."
- Ⓕ "If we got rid of football, where would we draw the line?"

**B. Select one piece of INCORRECT evidence from above and explain why it does NOT support the statement.**

Evidence \_\_\_\_ does not support the statement because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Choose the sentence that correctly presents text evidence from "Should Kids Play Football?" in the form of a direct quotation.**

- Ⓐ There are benefits to playing football. For example, Jennifer Shotz in her article "Should Kids Play Football?" writes that football builds discipline, focus, and teamwork (11). In other words, the skills kids develop on the field will help them in other areas of their lives.
- Ⓑ There are benefits to playing football. For example, in her article "Should Kids Play Football?" Jennifer Shotz claims that "young athletes learn discipline, focus, teamwork—skills that will help them be successful later in life" (11). In other words, the skills kids develop on the field will help them in other areas of their lives.
- Ⓒ There are benefits to playing football. "Young athletes learn discipline, focus, teamwork—skills that will help them be successful later in life" (11).

Explain why the two answers you did not choose are incorrect: \_\_\_\_\_

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**5. Choose the sentence that correctly uses text evidence from "Should Kids Play Football?" in the form of a paraphrase.**

- Ⓐ If American kids stopped playing football, it would be a national tragedy. According to an essay I read, millions of kids play, the sport brings money to colleges and the NFL, and many communities view their youth-football players as heroes. This shows how football is part of our way of life. Losing football would mean losing a major part of our culture.
- Ⓑ If American kids stopped playing football, it would be a national tragedy. As Jennifer Shotz writes in her article "Should Kids Play Football?" millions of kids play, the sport brings money to colleges and the NFL, and many communities view their youth-football players as heroes.
- Ⓒ If Americans stopped playing football, it would be a national tragedy. As Jennifer Shotz writes in her article "Should Kids Play Football?" millions of kids play, the sport brings money to colleges and the NFL, and many communities view their youth-football players as heroes (11). This shows that football is part of our way of life. Losing football would mean losing a major part of our culture.

Explain why the two answers you did not choose are incorrect: \_\_\_\_\_

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**6. Now it's your turn to put it all together. Write a paragraph about what makes football dangerous. Your paragraph should include at least one piece of text evidence in the form of a paraphrase or a direct quotation, and a sentence explaining how the evidence supports your central idea. We've provided the topic sentence for you.**

Football is a dangerous sport because of the high risk of getting a  
concussion.

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

# Finding Text Evidence

**Directions:** Read "Should Kids Play Football?" by Jennifer Shotz, then read the questions below carefully. Some will ask you to select or find pieces of text evidence that support a statement we provide. Other questions will ask you to support your own statement with text evidence.

## 1. Choose three pieces of text evidence from "Should Kids Play Football?" that BEST support the statement.

**Kids should not play football because it is too dangerous.**

- Ⓐ "An increasing number of kids are choosing not to play."
- Ⓑ "Football players of all ages have suffered permanent brain damage from repeated concussions."
- Ⓒ "For example, Pop Warner has limited the amount of practice time that includes tackling."
- Ⓓ "Several NFL players have stated that the game is so risky they wouldn't let their own kids play."
- Ⓔ "Every year, tens of thousands of youth-football players get concussions."
- Ⓕ "If we got rid of football, where would we draw the line?"

.....

## 2. Choose one piece of text evidence that BEST supports the statement. Then complete the sentence to explain your choice.

**There are ways to make youth football safer.**

- Ⓐ "A single concussion, if treated properly, will likely heal without any long-term effects."
- Ⓑ "Yet with all the public attention on the concussion crisis, football seems to be getting safer every day."
- Ⓒ "Nationwide programs are training coaches, parents, and athletes to recognize and treat concussions."

I chose \_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Below is a conclusion drawn from "Should Kids Play Football?" along with two pieces of supporting evidence. Find one more piece of evidence and write it on the lines below.**

**Isaiah feared if he kept playing football, he could end up with permanent brain damage.**

- Ⓐ "For two weeks, Isaiah had to rest in a dark, quiet room so his brain could heal. Then, for two miserable months, he felt foggy and had trouble answering questions."
- Ⓑ "But as Isaiah slowly recovered from his injury, he began to think hard about the risks of the game he loved."

Ⓒ \_\_\_\_\_  
\_\_\_\_\_

.....  
**4. Read the lines from the article below. Write a statement that they support.**

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

- Ⓐ "Young athletes learn discipline, focus, teamwork—skills that will help them be successful later in life."
- Ⓑ "[Football players] also reap the benefits of being physically active."
- Ⓒ "Football can even help with college."

.....  
**5. Now it's your turn. Write a statement based on the article. Then list three pieces of text evidence that support that statement.**

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

Ⓐ \_\_\_\_\_

\_\_\_\_\_

Ⓑ \_\_\_\_\_

\_\_\_\_\_

Ⓒ \_\_\_\_\_

\_\_\_\_\_



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

## “Should Kids Play Football?” Quiz

**Directions:** Read “Should Kids Play Football?” Then answer the questions below.

- Based on information in the article, with which statement would Isaiah most likely agree?**
  - The risks of playing football exceed the rewards.
  - The rewards of playing football exceed the risks.
  - There is nothing beneficial about football.
  - Tackling should be banned in the NFL.
- The second paragraph of “Can Football Be Safe?” states, “Even the NFL has altered some of its rules.” How does this line add to the paragraph?**
  - It supports the central idea of the paragraph: that the NFL is safer than youth football.
  - It supports the central idea of the paragraph: that efforts to make football safer have failed.
  - It supports the central idea of the paragraph: that football will always be dangerous.
  - It supports the central idea of the paragraph: that efforts to make football safer are under way.
- Which of the following sentences uses *rake* as it is used on page 11?**
  - John’s Vines of yelling goats always **rake** in a lot of likes.
  - The fire crackles when we **rake** the coals.
  - Don and Jenna **rake** their room for evidence that the cat had been snooping around.
  - I found the main character to be a total **rake**: His behavior is awful!
- The author most likely included the photo and caption on page 12 to**
  - contrast how concussions affect kids versus professionals.
  - provide information about how professional players are affected by concussions.
  - explain a rare type of brain injury.
  - describe how CTE is diagnosed.
- Why is the section “Life After Football” important to the development of ideas in the article?**
  - It summarizes the reasons for and against kids playing football.
  - It emphasizes how much Isaiah regrets his decision to quit.
  - It shows that kids who choose not to play football can still lead active lives.
  - It shows how painful quitting football can be.
- Which line from the article best supports your answer to question 5?**
  - “He stays connected to football by photographing games for his school yearbook.”
  - “‘I understand what could have happened if I’d stayed on the team.’”
  - “He still gets headaches once in a while.”
  - “Since quitting football, he has thrived.”

### Constructed-Response Questions

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

- What does Isaiah’s story add to the article? Why might the author have included it? Use text evidence to support your answer.
- In the article, the author presents arguments for and against kids playing football. Does the author show a bias toward one side of the debate? Explain your answer using text evidence.

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

## **“Should Kids Play Football?” Quiz**

**Directions:** Read “Should Kids Play Football?” Then answer the questions below.

**1. Based on information in the article, with which statement would Isaiah most likely agree?**

- (A) The risks of playing football exceed the rewards.
- (B) The rewards of playing football exceed the risks.
- (C) There is nothing beneficial about football.
- (D) Tackling should be banned in the NFL.

**2. In the second paragraph of the section “Can Football Be Safe?” the author writes, “Even the NFL has altered some of its rules.” How does this sentence contribute to the paragraph?**

- (A) It supports the central idea of the paragraph: that the NFL is safer than youth football.
- (B) It supports the central idea of the paragraph: that efforts to make football safer have failed.
- (C) It supports the central idea of the paragraph: that football will always be dangerous.
- (D) It supports the central idea of the paragraph: that efforts to make football safer are under way.

**3. Context clues in the caption on page 12 reveal that an *autopsy* is**

- (A) a brain injury.
- (B) a physical exam performed on a dead body.
- (C) a machine that takes brain scans.
- (D) a rare disorder found in professional football players.

**4. Which of the following lines from the article is an example of a rhetorical question?**

- (A) “But do these measures go far enough?”
- (B) “Do the rewards of football outweigh the risks?”
- (C) “So is it time for us to give up our most beloved sport?”
- (D) all of the above

**5. What is the purpose of the section “Life After Football”?**

- (A) It summarizes the reasons for and against kids playing football.
- (B) It emphasizes how much Isaiah regrets his decision to quit.
- (C) It shows that kids who choose not to play football can still lead active lives.
- (D) It shows how painful quitting football can be.

**6. Which line from the article best supports your answer to question 5?**

- (A) “He stays connected to football by photographing games for his school yearbook.”
- (B) “‘I understand what could have happened if I’d stayed on the team.’”
- (C) “He still gets headaches once in a while.”
- (D) “Since quitting football, he has thrived.”

### **Constructed-Response Questions**



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

**7. Should tackling be banned from football? Answer this question in a well-organized paragraph. Use evidence from the article to support your opinion.**

**8. In the article, the author presents arguments for and against kids playing football. Which side of the argument does Isaiah’s story support? Explain your answer using text evidence.**

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

# Vocabulary:

## "Should Kids Play Football?"

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

- 1. enrollment (en-ROHL-ment)** *noun*; entering as a participant or member of something
  - **example:** Enrollment in debate club doubled; everyone wanted to join after we won state!
- 2. lapse (LAPS)** 1. *noun*; a temporary slip that often leads to a mistake or error; 2. *noun*; a passage of time; 2. *verb*; to stop or suspend, usually for a brief period of time
  - **example 1:** Don showed a lapse in judgment when he went for a jog in the freezing rain; he slipped and sprained his ankle.
  - **example 2:** The movie resumed after a lapse of 10 minutes; we just needed to reset the Wi-Fi.
  - **example 3:** Brian's magazine subscription lapsed because he forgot to renew it.
- 3. rake (RAYK)** 1. *noun*; a garden tool with metal teeth, often used to collect leaves or grass cuttings. 2. *verb*; to collect or gather
  - **example 1:** I love my new rake; it is sturdy and light and does a great job on the leaves!
  - **example 2:** My little sister's lemonade stand raked in nearly \$300 after just one day!
- 4. reap (REEP)** *verb*; 1. to cut or gather a crop; 2. to get as a result of something you have done (often as a reward)
  - **example 1:** The new machine allows the farmer to reap the barley in half the time.
  - **example 2:** The gymnast reaped the benefits of her hard work when she took home the gold.
- 5. sustain (suh-STAYN)** *verb*; 1. to keep something going; 2. to suffer something
  - **example 1:** Bradley brought delicious sandwiches to sustain us on the day-long hike.
  - **example 2:** The building sustained only minor damage during the earthquake.
- 6. thrive (THRIVE)** *verb*; to do well and flourish
  - **example:** My basil plant is thriving; it's three times the size it was when I bought it.

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

• **example:** \_\_\_\_\_

## Vocabulary Practice:

### "Should Kids Play Football?"

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

- |    |            |           |            |             |
|----|------------|-----------|------------|-------------|
| 1. | enlistment | admission | enrollment | dismissal   |
| 2. | lapse      | error     | goof       | achievement |
| 3. | accumulate | rake      | disperse   | collect     |
| 4. | weaken     | support   | sustain    | bolster     |
| 5. | prosper    | thrive    | dwindle    | blossom     |

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

#### WORD BANK

enrollment    lapse    rake  
reap    sustain    thrive

6. The thrilling adventure book \_\_\_\_\_ Mike's interest during the entire three-hour bus ride; he couldn't put it down!
7. Robert is \_\_\_\_\_ at his new school; he joined the chess club, has made many new friends, and is getting As and Bs in all his classes.
8. Carlos was sure he would \_\_\_\_\_ in the most votes for class president after he announced his plans to overhaul the cafeteria menu.
9. Attention all aspiring clowns, trapeze artists, and jugglers: The \_\_\_\_\_ period for Circus Camp ends tomorrow.
10. The company \_\_\_\_\_ large profits from a thrilling new version of its most popular game.
11. The conversation \_\_\_\_\_ into silence, and we stared at our feet awkwardly.

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

# Write an Argument Essay

**Directions:** Read "Should Kids Play Football?" Complete the essay kit on page 12. Then follow the steps below to write an argument essay.

## STEP 1: DECIDE WHAT YOU THINK

Should kids play football? Consider what you read in the article, as well as your own viewpoints. **Check the box next to the point of view you will argue in your essay. Or write your own opinion in the space provided.**

☐ Yes! The rewards outweigh the risks.

☐ No! It's way too dangerous.

☐ \_\_\_\_\_

## STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 12 support your opinion? What are other points that support your opinion? List at least three supporting details here:

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## STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think kids should NOT play football, summarize the strongest arguments of those who disagree with you. Alternatively, if you think kids SHOULD play football, summarize the main reasons that some people think the sport is too dangerous.

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### STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

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

### STEP 5: WRITE YOUR HOOK

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

- 1. ANECDOTE:** Describe a personal experience with the sport. Do you know anyone who plays? Have you seen players (professional or otherwise) get injured while playing?
- 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 your readers a question that reflects your point of view about kids playing football. One way you could structure your question is like this: "Is football important enough to risk \_\_\_\_\_?"

**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, that people disagree over whether kids should play football.

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

### STEP 7: START WRITING

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

**Directions:** Follow the guidelines below to write a strong essay on whether or not kids should play football. 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 play football. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

## BODY PARAGRAPH(S)

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

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

## ACKNOWLEDGE THE OTHER SIDE

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

## CONCLUSION

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



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

## READ AND REVISE

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

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



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

# Making Inferences

Making an inference means using clues from the text to figure out something the author doesn't tell you directly.

**Directions:** Complete the chart so that clues from *The Legend of Robin Hood* are listed on the left, and inferences you can make from those clues are listed in the column on the right. We have provided some of the clues and inferences; answer the questions or follow the directions that appear in italics to fill in what's missing.

Clues	Inference
<ul style="list-style-type: none"> <li>After Little John offers to attack the Sheriff, Robin responds, "Nay, we can injure him using our brains as well as our brawn." (Scene 1)</li> </ul>	<i>What can you infer about Robin from this line?</i>
<ul style="list-style-type: none"> <li>Referring to the peasant whose necklace Sir Guy took, Marian says, "It is not her fault she is poor. She was not born into nobility as we were." (Scene 2)</li> </ul>	<i>What does this line tell you about Marian's character?</i>
<i>Find two lines from the play that support the inference on the right.</i>	<ul style="list-style-type: none"> <li>Sir Guy and the Sheriff did not consider the suffering of the poor.</li> </ul>

Clues	Inference
<ul style="list-style-type: none"> <li>Marian glances back at Robin as she rides away. (Scene 3)</li> </ul> <p><i>After you consider what the line above suggests, find another line that suggests something similar.</i></p>	<p><i>What does this suggest?</i></p>
<ul style="list-style-type: none"> <li>The Sheriff is upset that Robin Hood stole the tax money. He exclaims, "That money was for the Crown," after which the Bishop mutters, "Among others . . ." (Scene 4)</li> </ul>	<p><i>What might the Bishop be referring to?</i></p>
<p><i>Find two examples from the play that support the inference on the right.</i></p>	<ul style="list-style-type: none"> <li>The villagers are grateful to Robin and will not betray him.</li> </ul>

Clues	Inference
<i>Find two examples from the play that support the inference on the right.</i>	<ul style="list-style-type: none"><li>Robin craves both adventure and glory.</li></ul>
<ul style="list-style-type: none"><li>Marian says to Robin, "But laws must be followed or there will be no justice." (Scene 7)</li></ul>	<i>What does this reveal about Marian's understanding of the world she lives in?</i>
<i>Find an example from the play that supports the inference on the right.</i>	<ul style="list-style-type: none"><li>Robin inspires Marian to take action against injustice.</li></ul>

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

# Exploring Mood

Mood is the feeling the reader gets from reading a piece of writing. 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 story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

1. Below are some positive and negative words that you might use to describe the mood in different moments of *The Legend of Robin Hood*. Read the lists, then add your own words on the lines provided.

POSITIVE	
jolly	_____
confident	_____
grateful	_____

NEGATIVE	
tense	_____
aggravated	_____
vengeful	_____

2. Circle the word that best describes the mood of the Prologue:

irritated

defiant

content

Which words and phrases in the scene contribute to that mood?

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3. What is the mood at the beginning of Scene 1? How does the mood change during the scene? Explain.

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4. What mood does the following line from Scene 2 create? Explain your answer.

**“Why the hurry, Sir Guy? You must be hungry after a long day of robbing the poor. Join us for a feast.”**

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5. What words or phrases convey a vengeful mood in Scene 4?

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6. Describe how the mood changes in Scene 6.

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7. Consider the following lines from Scene 7:

**“I loathe unjust laws and the Sheriff’s cruelties.”**

**“Do you not see what is happening all around us, Marian? People are suffering.”**

**“Better to die fighting for what is right than to live an idle life of privilege and greed.”**

What mood do these lines create? Explain.

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8. Which scene is the most suspenseful? Give specific examples from that scene.

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

# Analyzing Robin Hood

**Directions:** In the play *The Legend of Robin Hood*, Robin is described as both a hero and a criminal. Does either description fit him? In the chart below, you'll analyze some of Robin's traits and find evidence from the play that supports each description.

## I. Is Robin Hood a Hero?

<b>Trait or Action That Robin Displays</b>	<b>Example</b> Find evidence from the play that supports the description.
<p><b>Brave</b></p> <p>Is this a heroic trait? Yes/No (Circle one.)</p> <p>Explain:</p>	
<p><b>Helps Others</b></p> <p>Is this a heroic action? Yes/No (Circle one.)</p> <p>Explain:</p>	
<p>_____</p> <p>Pick your own heroic trait or action that Robin displays. Explain why it's heroic:</p>	

## II. Is Robin Hood a Criminal?

<b>Trait or Action That Robin Displays</b>	<b>Example</b> Find evidence from the play that supports the description.
<p style="text-align: center;"><b>Dishonest</b></p> <p>Is this a criminal trait? Yes/No (Circle one.)            Explain:</p>	
<p style="text-align: center;"><b>Breaks Laws</b></p> <p>Is this a criminal action? Yes/No (Circle one.)            Explain:</p>	
<p>_____            Pick your own criminal trait or action that Robin displays. Explain why it's criminal:</p>	

**Think About It:** Based on your answers here, would you describe Robin as a criminal or a hero? Use the ideas and evidence you gathered in this activity to help you respond to the writing prompt on page 18.

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

## Close-Reading Questions

## ***The Legend of Robin Hood***

1. In the prologue, to whom are the Merry Men speaking? What was likely the author's purpose for writing the prologue this way? (author's craft)
2. In Scene 2, what do the Merry Men mean by "England is rotting from the top on down"? (figurative language)
3. In Scene 4, when the Sheriff says, "That money was for the Crown," the Bishop answers, "Among others . . ." What does the Bishop mean? (inference, text evidence)



4. In Scene 4, the Bishop calls Robin a show-off because they believe he will be “unable to resist” the “glory” of winning an archery tournament. Is the Bishop right? (character)
5. In Scene 5, when Little John warns that the archery contest is a trap, Robin says, “All the more reason to attend.” What does this reveal about Robin’s character? (analyzing character)
6. At the end of the play, why does Lady Marian join the Merry Men? (inference)

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

# Critical-Thinking Questions

## *The Legend of Robin Hood*

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1. The expression “the end justifies the means” means that it’s acceptable to do something bad in order to achieve something good. Would Robin Hood agree with this idea?
2. In Scene 2, Sir Guy tells Lady Marian that if peasants and commoners worked harder, they could have plenty. Based on the information in “Medieval Society” on page 18, is Sir Guy right? Why does Sir Guy make this comment?
3. In Scene 7, we learn that Robin is an earl. He could (and perhaps does) use his own money to provide food for the poor. Why does he choose to steal money from the Crown?

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

# Vocabulary:

## *The Legend of Robin Hood*

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

**1. best (best)** 1. *adjective*; better than all the others; 2. *adjective*; most or largest; 3. *verb*; to achieve a victory over

- **example 1:** This is the best oatmeal raisin cookie I have ever tasted. What makes it so good?
- **example 2:** It snowed for the best part of the day.
- **example 3:** My chess instructor, a national chess champion, can best anyone in a match.

**2. brawn (brawn)** *noun*; muscular strength

- **example:** My brother's job requires a great deal of brawn. He works for a moving company.

**3. Crown (krown)** *noun*; In the same way that people sometimes say "the White House" to mean the U.S. President and the executive branch, people who live in countries headed by a monarchy sometimes say "the Crown" to mean the monarchy. (A monarchy is a government headed by a monarch—a king or a queen.) Saying "the White House" and "the Crown" to refer to governments are examples of *metonymy* [meh-TAHN-ih-mee], a figure of speech in which something associated with a concept stands for it. The White House is used as a symbol of the U.S. President because it's the building inside of which the executive branch operates; a crown is used as a symbol of a monarch because it's what the monarch wears on his or her head.

- **example:** Later today, the Crown is expected to announce the name of the Prince and Princess's new baby.

**4. furtively (FUR-tiv-lee)** *adverb*; slyly, sneakily, or secretly

- **example:** She furtively glanced at the brownies on the kitchen counter, wondering if anyone would notice if she took one.

**5. loathe (loth)** *verb*; to hate or dislike someone or something very much

- **example:** I know exercise is good for me, but I loathe the thought of running laps.

**6. perceptive (per-SEP-tiv)** *adjective*; capable of or showing a keen ability to observe or understand

- **example:** Carl is very perceptive; he always notices things that I totally miss.

**7. ruthless (ROOTH-liss)** *adjective*; cruel or merciless; having no pity

- **example:** Professor Snape was a ruthless potions master who inspired fear in the hearts of all his students.

**8. shire (sheyer)** *noun*; In Great Britain, *shire* is the original term for what is now known as a county—a division or part of land with its own local government

- **example:** Derbyshire, Nottinghamshire, and Yorkshire are among the many counties in England that have the traditional word *shire* in their names.

**9. valiantly (VAL-yuhnt-lee)** *adverb*; with bravery or determination; heroically

- **example:** Mrs. Richards valiantly trudged through the blizzard to check on her elderly neighbors.

**10. varlet (VAR-let)** *noun*; a dishonest or tricky person

- **example:** I thought I could trust Kevin, but it turned out I was wrong. That varlet took \$20 out of my wallet!

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

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

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

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

# Vocabulary Practice:

## *The Legend of Robin Hood*

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

### WORD BANK

loathe

ruthless

valiantly

varlet

perceptive

brawn

Crown

furtively

shire

best

1. I \_\_\_\_\_ the smell of popcorn. Going to the movies makes me feel sick.
2. I am a good sprinter but I am pretty sure I cannot \_\_\_\_\_ my dad in a race; he's so fast!
3. Andrea is very \_\_\_\_\_. She noticed that my socks were each a different shade of blue.
4. Gene was required to give 45 percent of his earnings as a royal tax to the \_\_\_\_\_.
5. Max didn't win the hot-dog-eating contest, but we all agreed that he competed \_\_\_\_\_.
6. The first thing that you notice about Hank is his \_\_\_\_\_. His muscular shoulders can hardly fit through a door frame!
7. Elizabeth had no idea what it was like in the southern part of England. She lived in the north and had never traveled beyond her \_\_\_\_\_.
8. Jenny's new play is called "The \_\_\_\_\_." It's about a thief who sells stolen shoes on eBay.
9. Anita \_\_\_\_\_ slipped a happy-birthday note in her mom's handbag while her mom was talking on the phone.

**Directions:** Underline the best answer to each question.

10. Everyone says James would make a great detective because he is so observant. It might be hard for him to avoid attention while tracking someone, though. He's a big, muscular guy, and people tend to notice him.

**You can guess that James . . .**

is perceptive and brawny.

is a varlet and loathes keeping secrets.

is known to act furtively and loves to best people.

11. Juan was terrified of singing in front of *The X Factor* judge Simon Cowell because of Cowell's reputation for coldly pointing out contestants' flaws in the most humiliating manner possible.

**Cowell had a reputation as what?**

a brawny judge

a furtive judge

a ruthless judge

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

## ***The Legend of Robin Hood Quiz***

**Directions:** Read *The Legend of Robin Hood*. Then answer the questions below.

**1. Which statement is most supported by events in the play?**

- (A) In 12th-century England, all nobles were cruel to people who were less fortunate.
- (B) Robin and his men value honesty and fairness.
- (C) The Merry Men care only about money.
- (D) Sir Guy wants to marry Lady Marian.

**2. Which line best supports your answer to question 1?**

- (A) Guy: I have no pity for commoners and peasants. (Scene 2)
- (B) Little John: His purse will be heavy with coins. (Scene 2)
- (C) Robin: Pity, Sir Guy. If you truly had but three, we would have taken nothing. But since you lied, we will take it all. (Scene 3)
- (D) Guy: Especially if the lovely Lady Marian gives the prize. (Scene 4)

**3. In Scene 2, Marian refuses Sir Guy's gift because it was taken from a poor woman. Marian asks, "Why should she be punished for her poverty?"**

**This line shows that Marian is**

- (A) kind and foolish.
- (B) loyal and timid.
- (C) compassionate and self-assured.
- (D) impractical and rude.

**4. Which other line from the play best demonstrates the character traits you identified in question 3?**

- (A) "With respect, Sir Guy, we are heavily outnumbered."
- (B) "Sir Champion, you beat the unbeatable."
- (C) "Why have you chosen a criminal life?"
- (D) "I only regret I did not join them sooner!"

**5. Lady Marian asks why the Sheriff doesn't stop Robin Hood. Sir Guy replies, "There is a bounty of 200 gold coins on his head, but the people revere him as a saint." What is Sir Guy saying?**

- (A) The people don't realize how much money Robin is worth.
- (B) Robin is a religious leader.
- (C) People are too scared of Robin to turn him in.
- (D) The people respect and adore Robin and therefore, protect him.

**6. How does the informational text "Medieval Society" contribute to the play?**

- (A) It helps the reader understand that Robin was unusual for choosing to live outside his class.
- (B) It proves that Marian was happy to be a noble.
- (C) It explains the Sheriff's desire to hang Robin.
- (D) It supports Sir Guy's claim that villagers could have plenty if they worked harder.

### **Constructed-Response Questions**



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

**7.** In Scene 6, the Sheriff says, "It will be a lesson for all who think they are above the law." What does "above the law" mean? How does the phrase apply to Robin? Support your answer with text evidence.

**8.** The famous British leader Winston Churchill once said, "What is the use of living, if it be not to strive for noble causes?" What does he mean? How does it apply to Robin Hood? Use text evidence.

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

## ***The Legend of Robin Hood Quiz***

**Directions:** Read *The Legend of Robin Hood*. Then answer the questions below.

**1. Which statement is most supported by events in the play?**

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- (D) Guy: Especially if the lovely Lady Marian gives the prize. (Scene 4)

**3. The reader can infer that the Merry Men choose to live in the forest because**

- (A) it's a good place to hide because most people fear the woods.
- (B) they are not allowed to live in Nottingham.
- (C) it's a place of great natural beauty.
- (D) the Sheriff is allergic to trees.

**4. Read the following lines from Scene 5:**

**Little John: Master Robin, do you not see this is a trick to capture you?**

**Robin: All the more reason to attend.**

**Robin's line shows that he is**

- (A) clever and corrupt.
- (B) loyal and generous.
- (C) foolish and unforgiving.
- (D) reckless and bold.

**5. Which other line from the play demonstrates the character traits you identified in question 4?**

- (A) "Nay, we can injure him using our brains as well as our brawn." (Scene 1)
- (B) "Tell your father that Robin Hood will make sure your family does not starve." (Scene 1)
- (C) "And miss all the fun? I think not!" (Scene 6)
- (D) "I loathe unjust laws and the Sheriff's cruelties." (Scene 7)

**6. How does the informational text "Medieval Society" contribute to the play?**

- (A) It helps the reader understand that Robin was unusual for choosing to live outside his class.
- (B) It proves that Marian was happy to be a noble.
- (C) It explains the Sheriff's desire to hang Robin.
- (D) It supports Sir Guy's claim that villagers could have plenty if they worked harder.

### **Constructed-Response Questions**



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

**7.** In Scene 7, Robin says, "I loathe unjust laws and the Sheriff's cruelties." In what ways are the laws unjust? How is the Sheriff cruel? Give examples from the play in your answer.

**8.** Why does Marian decide to help Robin escape? How might her conversation with Robin in the dungeon have influenced her? Use text evidence to support your answers.

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

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

## Section 1: Characters

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

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

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

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

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

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

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

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

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

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



2. Give an example of something Robin Hood does. What does this action reveal about his character?

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3. Give an example of something Lady Marian says. What do the words reveal about her character?

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## Section 2: Setting

4. A. Where and when does the story take place? \_\_\_\_\_

B. List words and phrases that help illustrate the time period of the story.

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5. In the play, what form of government is in power? What role does the government play in the story?

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## Section 3: Literary Devices

6. **Dramatic irony** is when the audience is aware of something that at least one of the characters is not aware of. Explain the dramatic irony in Scene 6.

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7. At the end of Scene 8, Lady Marian clutches the silver arrow that Robin wins in the archery contest but tells her to keep. What does this **foreshadow**?

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## Section 4: Plot and Structure

8. Consider the prologue. What is its purpose? How is it different than the rest of the play?

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9. What is the **climax** of the story? Support your answer with text evidence.

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# Glossary of Literary Terms

**alliteration** (uh-LIH-tuh-RAY-shuhn): When two or more words in a group of words begin with the same sound (usually, the same letter or group of letters). For example: *Anne's awesome apple; Fred's frozen french fries*. See also: *figurative language*.

**antagonist** (an-TAG-uh-nist): The opponent or enemy of the main character, or protagonist. See also: *protagonist*.

**aside** (uh-SAHYD): Words spoken to the audience by a character in a drama that are not supposed to be heard by the other characters onstage. An aside is usually used to let the audience know what a character is thinking.

**characterization** (kar-ik-ter-uh-ZAY-shun): The means through which an author reveals a character's personality. Characterization may be *direct* or *indirect*. In **direct characterization**, the writer or a narrator tells the reader what the character is like: "Ben was a quiet, serious boy." In **indirect characterization**, the author shows the reader or audience member what the character is like through (1) how the character looks, (2) what the character does, (3) what the character says, (4) what the character thinks, and (5) how the character affects other characters. From these five things, the reader or audience member understands the character's personality.

**climax** (KLAHY-maks): The point in a play, novel, short story, or narrative poem at which the conflict reaches its greatest intensity and is then resolved. The climax is also the part of a narrative when the reader or audience member experiences the most-intense emotions. See also: *plot*.

**conflict** (KAHN-flikt): A struggle between opposing forces. A conflict may be external (between the character and another person, society, nature, or technology) or internal (a struggle within the character).

**dialogue** (DAH-uh-lawg): The conversation between characters in a work of literature.

**dynamic character** (dahy-NAM-ik KAR-ik-ter): A character who undergoes a significant internal change over the course of a story. This may be a change in understanding, values, insight, etc. See also: *static character*.

**figurative language (FIG-yer-uh-tiv LANG-gwidj):** The *literal* meaning of a word is its definition as you would find it in a dictionary. Figurative language uses words in some way *other* than for their literal meanings to make a comparison, add emphasis, or say something in a fresh and creative way. Examples of figurative language include *alliteration*, *hyperbole*, *idiom*, *imagery*, *metaphor*, *onomatopoeia*, *personification*, and *simile*. (You can find definitions of these words in this glossary.)

**flashback (FLASH-bak):** A scene in a story that occurred before the present time in the story. Flashbacks provide background information about events happening during the current narration. They may be presented as memories, dreams, or stories of the past told by characters.

**foreshadowing (for-SHAD-oh-ing):** Clues or hints about something that is going to happen later in the story. Authors use foreshadowing to build suspense and to prepare the reader for what happens later.

**hyperbole (hahy-PUR-buh-lee):** Extreme exaggeration used for emphasis or effect; an extravagant statement that is not meant to be taken literally. For example: “I almost died of boredom.” Hyperbole is frequently used in humorous writing. See also: *figurative language*.

**idiom (ID-ee-um):** An expression that cannot be understood from the meanings of its individual words. For example, “it’s raining cats and dogs” is an idiom that means it’s raining really hard—but there is no way to know that from the meanings of its individual words. See also: *figurative language*.

**imagery (IH-muhj-ree):** Language that portrays *sensory experiences*, or experiences of the five senses: sight, hearing, smell, taste, and touch. Authors use imagery to describe actions, characters, objects, and ideas, and to heighten the emotional effect of their writing. One way authors create imagery is through the use of figurative language. See also: *figurative language*.

**irony (AHY-ruh-nee):** There are three types of irony: (1) **dramatic irony**, when the reader or audience member is aware of something that the characters are not aware of; (2) **situational irony**, when something happens that is the reverse of what you expected; and (3) **verbal irony**, when the name or description of something implies the opposite of the truth (for example, calling a very tall person “Tiny”).

**major character (MEY-jer KAR-ik-ter):** A main or important character; a character who plays a large role in a story. Major characters usually face some sort of obstacle, and they will be present

throughout all, or almost all, of a story. A story can have one major character or several. See also: *minor character*.

**metaphor (MET-uh-for):** The comparison of two unlike things to illuminate a particular quality or aspect of one of those things. For example, “Karen was a ray of sunshine” is a metaphor in which Karen is compared with a ray of sunshine. The metaphor suggests that Karen was cheerful, happy, warm, hopeful—qualities we associate with the sun. Metaphors state that one thing *is* something else; they do not use the words *like* or *as*. See also: *figurative language*, *simile*.

**minor character (MY-ner KAR-ik-ter):** A character who does not play a large role in a story. Minor characters usually do not face any obstacles during the course of the story, and they usually do not change during the course of the story. The reader does not usually learn much about minor characters. They are just there for the major characters to interact with and to help advance the plot. See also: *major character*.

**mood (mood):** The feeling the reader gets from a work of literature. Another way to describe a story’s 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 story, 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 story, or it can change.

**onomatopoeia (on-uh-maht-uh-PEE-uh):** The use of words whose sounds imitate the sounds of what they describe, such as *hiss*, *murmur*, *growl*, *honk*, *buzz*, *woof*, etc. See also: *figurative language*.

**personification (per-son-uh-fih-KAY-shun):** Describing nonhuman animals, objects, or ideas as though they possess human qualities or emotions. For example: “The moon smiled down at her,” “I felt the cold hand of death on my shoulder,” “There is a battle being fought in my garden between the flowers and the weeds.”

**plot (plaht):** The sequence of events in a story. The plot includes the opening event (what happens at the beginning/the main problem that the main character faces), the rising action (what happens to intensify the problem), the climax (when the problem reaches its most intense point and begins to be resolved), the falling action (what happens to solve the problem), and the resolution (how things end).

**point of view (poynt uhv vyoo):** The perspective from which a story is told. In other words, who is telling the story—a character in the story or an outside narrator. There are several types of point of view: (1) **first-person point of view**, where the narrator is a character in the story who describes things from his or her own perspective and refers to himself or herself as “I”; (2) **third-person limited point of view**, where the narrator is not a character in the story but the narrator can describe the experiences and thoughts of only one character in the story; (3) **third-person omniscient point of view**, where the narrator is not one of the characters and is able to describe the experiences and thoughts of every character in the story.

**protagonist (proh-TAG-uh-nist):** The main or central character of a work of literature. Usually, the main character is involved in a conflict or struggle with the antagonist. See also: *antagonist*.

**setting (SEHT-ing):** The environment in which a story takes place, including the time period, the location, and the physical characteristics of the surroundings.

**simile (SIM-uh-lee):** When two unlike things are compared—using *like* or *as*—in order to illuminate a particular quality or aspect of one of those things. For example, “Randy’s voice is like melted chocolate” is a simile in which Randy’s voice is compared to melted chocolate. The simile suggests that Randy’s voice is rich, smooth, sweet, warm—qualities we associate with melted chocolate. See also: *figurative language, metaphor*.

**static character (STAT-ik KAR-ik-ter):** A character who does not undergo a significant change over the course of a story. See also: *dynamic character*.

**symbol (SIM-buhl):** An object, setting, event, animal, or person that on one level is itself, but that has another meaning as well. For example, the American flag is really a piece of fabric with stars and stripes on it, but it also represents the United States and ideals like freedom, patriotism, and pride. In a story or play, rain could be a symbol; the rain would really be rain, but it might also represent an idea like sadness or leaving the past behind. *Symbolize* means “to be a symbol of.”

**symbolism (SIM-buhl-izm):** The practice of using symbols. See also: *symbol*.

**theme (theem):** A story’s main message or moral.

**tone (tohn):** 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 questioning*. Tone is conveyed through the author’s word choices and the details that he or she includes.

# Robin Hood Contest

Robin Hood is called both a hero and a criminal. Why? Which description best fits his character? Use details from the play to support your answer. Five winners will each receive a copy of *Will in Scarlet* by Matthew Cody.

## Entries will be judged on:

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| ⇒ a clearly stated central idea | ⇒ good organization and transitions  |
| ⇒ use of supporting evidence    | ⇒ grammar, spelling, and punctuation |

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

**ENTRIES MUST BE RECEIVED BY March 15, 2015!**

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

# What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.  
Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.  
Tone is conveyed through the author's word choices and the details that he or she includes.

**Directions:** Read "Holding on to Heritage Before It Slips Away" by Rachel Swarns. Then answer the questions below to explore the tone of the essay.

## "Holding on to Heritage Before It Slips Away" by Rachel Swarns

1. Word choice helps create tone. List words and phrases that the author uses when describing Bahamian food. We have listed two for you.

tang of sour limes  
sweetness of freshly cut coconut

2. How does Swarns feel about the food that her grandmother and great-aunts made? Explain.

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3. A. What words does Swarns use to describe her sons' relationship to Bahamian food?

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- B. How does she feel about her sons' relationship to Bahamian food? Explain.

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4. List words and phrases Swarns uses when discussing her modern-day connection to food from the Bahamas. We have listed two for you.

dwindled

slipping away

5. A. What phrase does Swarns repeat several times in the final paragraph?

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- B. What does this reveal about her?

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6. Circle three words from the list below that describe the tone of the essay.

affectionate

doubtful

nostalgic

annoyed

excited

remorseful

casual

frustrated

sarcastic

disrespectful

happy

tragic

7. Using examples from the essay, explain your choices in question 6.

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

# Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and there might be several types of text structures in one piece of writing.

**Directions:** Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "How the Taco Conquered America."

1. Which text structure does the author use in the introductory section of this article? How do you know?

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2. The section "A Taste of Home" uses which two text structures? Explain.

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3. What is the purpose of the section "American Makeover"? Explain how you know.

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**Description or List**  
includes details to help you picture or get to know a person, a place, a thing, or an idea.

**Cause and Effect**  
explains *why* something happened (cause) and *what* happened as a result (effect).

**Problem and Solution**  
presents a problem and explains how it is solved.

**Compare and Contrast**  
presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places.

**Sequence of Events**  
describes events in the order in which they happened. This is also called chronological order.

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

# Integrating Knowledge and Ideas

**Directions:** Read "How the Taco Conquered America" and "Holding on to Heritage Before It Slips Away." Then fill in the chart below. Use text evidence from the articles to answer the questions in the column on the left. In the column on the right, check one of the boxes to show whether the details you identified in the articles support the idea that immigrants have changed America, that America has changed immigrants, or both.

Details from the articles	These details support the statement that . . .
<p>List some foods that are popular in the United States that were introduced to this country by immigrants. Find examples in both articles.</p> <p>From "How the Taco Conquered America":</p> <p>From "Holding on to Heritage":</p>	<p><input type="checkbox"/> immigrants have changed America.</p> <p><input type="checkbox"/> America has changed immigrants.</p>
<p>According to "How the Taco Conquered America," who brought hamburgers to the U.S.?</p> <p>When and how did hamburgers become popular in the U.S.?</p> <p>.</p>	<p><input type="checkbox"/> immigrants have changed America.</p> <p><input type="checkbox"/> America has changed immigrants.</p>
<p>According to "Holding on to Heritage," what changed about the diets of impoverished Italian immigrants after they moved to the U.S.?</p> <p>Why do you think this change occurred?</p>	<p><input type="checkbox"/> immigrants have changed America.</p> <p><input type="checkbox"/> America has changed immigrants.</p>

## Integrating Knowledge and Ideas

PAIRED TEXTS: "How the Taco Conquered America," and  
"Holding on to Heritage Before It Slips Away," pages 19-21  
February 2015

<p>What are some ways that other people have changed immigrants' traditional dishes or ways of cooking? Why were these changes made or encouraged? (If the reasons are not stated in the article, explain why you think they were made or encouraged.)</p> <p>From "How the Taco Conquered America":</p>          <p>From "Holding on to Heritage":</p>	<p><input type="checkbox"/> immigrants have changed America.</p> <p><input type="checkbox"/> America has changed immigrants.</p>
<p>According to Rachel L. Swarns, has she continued to make dishes from her family's native country of the Bahamas? Why or why not?</p>	<p><input type="checkbox"/> immigrants have changed America.</p> <p><input type="checkbox"/> America has changed immigrants.</p>

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

# Close-Reading Questions

## "How the Taco Conquered America"

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1. Why was Glen Bell's first taco restaurant so successful? (inference)
2. What reason does author Lauren Tarshis provide for why immigrants might continue to cook and eat the foods of their native countries? (inference)
3. Tarshis writes that Bell has been criticized for "Americanizing" Mexican food. What does it mean to "Americanize" a food? (interpreting text)
4. Why does Tarshis include information about hamburgers in an article about tacos? What is the connection between the history of tacos and the history of hamburgers in the U.S.? (text structure)

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

# Close-Reading Questions

## "Holding on to Heritage Before It Slips Away"

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1. Find examples of alliteration in Rachel Swarns's essay. What do they add to the essay?  
(literary devices)

2. Reread the paragraph that begins "In the early 20th century . . ." Why might immigrants have been discouraged from eating their traditional dishes? (inference)

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

## Critical-Thinking Questions

## **"How the Taco Conquered America" and "Holding on to Heritage Before It Slips Away"**

1. Swarns writes that “food is never just food.” Explain how this idea applies to Swarns. What are some other ways food could be more than “just food”?
2. Drawing on both articles, what can you conclude about how and why dishes from other countries sometimes change when they come to the U.S.?
3. What are some possible benefits of “Americanizing” foods? What are some possible drawbacks?

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

# Paired Texts Vocabulary

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

1. **conch (KONCH)** *noun*; a marine animal that lives in a spiral shell, or the shell itself
  - **example:** Young conches live under the sand during the day and come out to feed at night.
2. **culinary (KUL-in-airy)** *adjective*; used in or relating to cooking
  - **example:** I'm not surprised to hear that Allison wants to be a chef; she has such culinary talent!
3. **dwindle (DWIN-duhl)** *verb*; to become smaller or less
  - **example:** The black rhinoceros population is dwindling; we must take action to save this critically endangered species.
4. **exotic (eg-ZOT-ik)** *adjective*; 1. from another country or other faraway place; 2. very different; unusual
  - **example 1:** I can't wait to see the new butterfly exhibit; it features many exotic species from South America.
  - **example 2:** Alice likes to dye her hair all sorts of exotic colors. Yesterday her hair was a vibrant magenta; today it is lemon lime.
5. **grapple (GRAP-uhl)** *verb*; to attempt to solve or deal with a problem; cope; struggle
  - **example:** Mr. Kalar's pop quiz was hard; I grappled with the first question for 10 minutes!
6. **idyllic (eye-DIL-ick)** *adjective*; very peaceful, happy, and enjoyable
  - **example:** Mara lives on an idyllic Christmas tree farm with her sweet dog and a friendly goat.
7. **palate (PAL-ut)** *noun*; 1. the roof of the mouth separating the mouth from the nasal cavity; 2. sense of taste
  - **example 1:** My little sister was born with a cleft palate, meaning there's a gap in her palate; surgeons were able to repair it.
  - **example 2:** Brandon has an impressive palate; he can tell you all the ingredients in a dish after only one bite!
8. **piquant (PEE-kehnt)** *adjective*; spicy; stimulating for your taste buds
  - **example:** Zane says that his piquant sauce is so hot that it will make steam blow out of your ears.
9. **savor (SAY-vohr)** *verb*; to enjoy something for a long time
  - **example:** I am trying to savor every moment with my best friend before she moves away.



## Vocabulary Acquisition

PAIRED TEXTS: "How the Taco Conquered America," and  
"Holding on to Heritage Before It Slips Away," pages 19-21  
February 2015

10. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_

\_\_\_\_\_ ; \_\_\_\_\_

• *example:* \_\_\_\_\_

\_\_\_\_\_

11. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_

\_\_\_\_\_ ; \_\_\_\_\_

• *example:* \_\_\_\_\_

\_\_\_\_\_

# Paired Texts Vocabulary Practice

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

WORD BANK		
conch	exotic	palate
culinary	grapple	piquant
dwindle	idyllic	savor

- The \_\_\_\_\_ village is nestled in the rolling green hills of the English countryside.
- I am \_\_\_\_\_ each bite of this delicious cupcake; I want to make it last as long as possible.
- My grandfather is famous for his \_\_\_\_\_ skills; everyone wants to come to our house for dinner when he is cooking!
- If you enjoy \_\_\_\_\_ food, you should check out the new Indian restaurant; every dish I've tried has been incredible.
- The town is still \_\_\_\_\_ with how to solve the water shortage problem.
- Dara was amazed as she stood in the heart of the rainforest; she had never seen so many \_\_\_\_\_ plants.
- During my trip to the Florida Keys, I found a \_\_\_\_\_ on the beach.

**Directions:** Underline the best answer below.

- Karla studies rare flowers, and she is obsessed with the carrion flower. It blooms only once every 10 years, and when it does, it gives off the scent of rotting flesh. Tomorrow she is traveling a long way to Germany to see one at the National Gardens.

**Which of the following is most likely true?**

- She will love the piquant scent of the flower's petals.
- She will grapple with the idyllic natural setting.
- She will savor every moment she gets to study the exotic flower.

- Explain your answer to question 8: \_\_\_\_\_

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

## Paired-Texts Quiz

**Directions:** Read “How the Taco Conquered America” and “Holding on to Heritage Before It Slips Away.” Then answer the questions below.

- Which detail should be included in a summary of “How the Taco Conquered America”?**
  - It is simple to prepare a taco’s beef fillings.
  - Glen Bell’s version of the taco was a success.
  - Ground beef was cheap in the 1800s.
  - In the 1950s, the hamburger was the most popular food in America.
- “A Taste of Home” helps develop the idea that Bell was determined to make the taco popular in America in each of the following ways EXCEPT**
  - by explaining how he devised a method to crisp taco shells in advance.
  - by describing the design of his taco stand.
  - by comparing his taco sauce with a traditional Mexican taco sauce.
  - by describing the aroma of the air in many Mexican-American neighborhoods.
- Tarshis writes that when Bell tried a taco, he “tasted his future.” What does she mean by this?**
  - Tacos would become the center of Bell’s business.
  - All the food Bell would eat for the rest of his life would not compare with the delicious taco.
  - Bell would get a job at Mitla’s.
  - Bell’s future would be amazing.
- Which is the most likely reason that Rachel Swarns included a quote from Hasia Diner in her essay?**
  - to provide insight from an immigrant
  - to support the idea that many dishes in America have their origin in other cultures
  - to explain why Americans urged immigrants to change their dishes
  - to make her essay more balanced
- In which section of “How the Taco Conquered America” would Diner’s quote fit best?**
  - the introduction
  - A Taste of Home
  - American Makeover
  - It would not fit anywhere in the article.
- The anecdote about the raisin pound cake BEST supports which of the following ideas?**
  - Swarns’s mother dearly loved raisin pound cake.
  - Food can connect us to and remind us of our loved ones.
  - People’s tastes can vary depending on where they are from.
  - It is very important to remember traditional recipes.

## Constructed-Response Questions

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

- What does it mean to “Americanize” a food? Answer this question using information from both texts.
- How can food connect us to our heritage? Use details from both texts to support your ideas.

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

## Paired-Texts Quiz

**Directions:** Read “How the Taco Conquered America,” and “Holding on to Heritage Before It Slips Away.” Then answer the questions below.

- Which detail should be included in a summary of “How the Taco Conquered America”?  
 (A) It is simple to prepare a taco’s beef fillings.  
 (B) Glen Bell’s version of the taco was a success.  
 (C) Ground beef was cheap in the 1800s.  
 (D) In the 1950s, the hamburger was the most popular food in America.
- Which line best supports the idea that immigrants have influenced American cuisine?  
 (A) “Most of the foods we eat have roots in other lands.” (20)  
 (B) “Most were not adventurous eaters . . .” (19)  
 (C) “And was the taco really so exotic?” (20)  
 (D) “Bell’s first restaurant, Taco Tia, opened in 1954.” (20)
- Tarshis writes that when Bell tried a taco, he “tasted his future.” What does she mean by this?  
 (A) Tacos would become the center of Bell’s business.  
 (B) All the food Bell would eat for the rest of his life would not compare with the delicious taco.  
 (C) Bell would get a job at Mitla’s.  
 (D) Bell’s future would be amazing.
- In the essay, Swarns writes, “Foods we associate with immigrant groups in America are often American *riffs* on foods they would have known back home.” Which of the following matches the meaning of *riffs* as it is used above?  
 (A) succinct, witty comments  
 (B) distinct variations  
 (C) short, repeated patterns of notes in music  
 (D) a rapid, energetic verbal outpouring
- The quote above would fit best into which section of the article “How the Taco Conquered America”?  
 (A) A Taste of Home  
 (B) It would not fit anywhere the article.  
 (C) American Makeover  
 (D) the introduction
- Swarns writes that her husband “prefers pasta to pigeon peas.” The reader can infer that pigeon peas are  
 (A) not as healthy as pasta.  
 (B) Swarns’s favorite food.  
 (C) a Swarns family staple.  
 (D) a Bahamian dish.

## Constructed-Response Questions

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

- What does it mean to “Americanize” a food? Answer this question using examples from both texts.
- Explain how food connects Rachel Swarns to her heritage.

# Food Contest

Swarns writes, "Immigrants have changed America, but America has also changed them." Using details from both texts, explain what she means. Five winners will get *My Basmati Bat Mitzvah* by Paula J. Freedman.

## Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

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

**ENTRIES MUST BE RECEIVED BY March 15, 2015!**

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

# Pronoun Power

A *pronoun* is a word that replaces a noun. The noun or noun phrase to which the pronoun refers is the *antecedent*. Check out 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)
- ✓ **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**

Each of these words is 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.

Each of these words is always replaced by a **plural** pronoun:

*both*      *few*      *many*      *several*

**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.

**An activity to test your pronoun power begins on the next page.**

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**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. The tourists were silent when the tour guide asked if they wanted to walk through the old cemetery.
2. Marissa tried to keep up with the other runners, but she just didn't have the energy.
3. Either my mom or my aunt will give me her car for the weekend.
4. I told my little sister that she had to put her toys away when she was done using them.
5. Phil and Jay went to see the movie *Selma* on Friday. They saw it at the theater on Green Road.

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**Directions:** Put check marks next to the sentences that are grammatically correct.

6. \_\_\_\_ A. Nobody should leave without taking his or her art project home.  
\_\_\_\_ B. Nobody should leave without taking their art project home.
7. \_\_\_\_ A. A noisy crowd has formed in front of the store. I hope it breaks up soon.  
\_\_\_\_ B. A noisy crowd has formed in front of the store. I hope they break up soon.
8. \_\_\_\_ A. Both look delicious! I'm sure the Wilsons will enjoy them.  
\_\_\_\_ B. Both look delicious! I'm sure the Wilsons will enjoy it.

---

**Directions:** Fill in the blanks with the correct pronouns.

Last month, Sophie and Shayna started an after-school business. \_\_\_\_\_ entertain at children's parties. Each girl gets to put \_\_\_\_\_ own special talent to use. Sophie does magic tricks, such as pulling a coin out of \_\_\_\_\_ ear and making a rabbit disappear. \_\_\_\_\_ can also take an ordered deck of cards, shuffle \_\_\_\_\_, and "magically" make every card go back to \_\_\_\_\_ place. Shayna paints faces and makes balloon animals.

Both girls are having the time of \_\_\_\_\_ lives—despite some mishaps. At their first party, Sophie had to entertain twenty 6-year-old boys, each dressed as \_\_\_\_\_ favorite superhero. Shayna had brought a carton of face paints and left \_\_\_\_\_ on the table to use after the magic show. While Shayna was assisting Sophie with a trick, a pint-size Batman got into the paints. The birthday boy's cocker spaniel ended up as a shaggy Robin! Shayna stayed after the party to scrub orange paint out of \_\_\_\_\_ fur.

Still, the girls are thrilled with \_\_\_\_\_ new enterprise—and with the extra cash in \_\_\_\_\_ pockets.



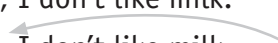
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# The Semicolon

In the world of punctuation marks, semicolons can seem a little fancy. Don't let them scare you! Master semicolons and you'll have another way to add variety, interest, and clarity to your writing. Let's start with some basics.

## Semicolons indicate a pause.

Like periods and commas, semicolons indicate a pause. The pause of a semicolon is longer than the pause of a comma, but shorter than the pause of a period. Compare the three examples below:

1. I love cookies, but I don't like milk.  very short pause
2. I love cookies; I don't like milk.  slightly longer pause
3. I love cookies. I don't like milk.  even longer pause

As you can see, you can express the same two ideas—"I love cookies" and "I don't like milk"—in any of the three ways above. Wondering why you would use a semicolon? Read on!

**Q: Why use a semicolon when I could just use a comma and a connecting word like *but*, as in example 1 above?**

**A:** You can use a semicolon when you want to show a connection between two ideas *without* using a connecting word. Without a connecting word, the reader has to figure out what the relationship between your two ideas is. (Note: This should not be difficult! See rule 2 in the box at the top of the next page.)

**Q: Why use a semicolon when I could put my ideas in separate sentences, as in example 3 above?**

**A:** A semicolon creates a stronger connection between your ideas than if you use two sentences. Do you see how the connection between the two ideas of "I love cookies" and "I don't like milk" are more connected when they are joined by a semicolon than when they are two separate sentences?



So, as you may have figured out . . .

**The most common reason to use a semicolon is to show a connection between two ideas.**

When you use a semicolon this way, there are two things to remember:

**1. The two ideas you are joining MUST be independent clauses.**

An independent clause is a group of words that could stand on its own as a sentence. Consider the following:

YES: I always make an effort to be on time; my brother is always late.

NO: I always make an effort to be on time; not my brother.

**2. The two ideas you are joining MUST be closely related.** Consider the following:

YES: Jason loves the smell of burnt food; it reminds him of his mother's cooking.

NO: Jason loves the smell of burnt food; it is supposed to rain later.

Here is another reason to use semicolons:

**Use semicolons to eliminate confusion in a monster list.**

If you are listing a number of items that contain commas, you can use semicolons to separate the items. For example:

I met Paul, a dog groomer from Memphis, Tennessee; Jen, a chef from Portland, Maine; Iris, a doctor from Detroit, Michigan; and Zach, an engineer from Seattle, Washington.

And a few more little notes . . .

**When you join two independent clauses with a semicolon, do NOT capitalize the word after the semicolon.**

**Do NOT follow a semicolon with a coordinating conjunction (*for, and, nor, but, or, yet, and so*).**

**You CAN follow semicolons with coordinating adverbs, which are words like *however, indeed, otherwise, and therefore*. For example:**

1. I ate just before I arrived; otherwise, I would love to try your mustard-and-spinach soup.
2. Beth will be at the party; however, she is going to be late.

**An activity on using semicolons begins on the next page.**

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**Directions:** For each pair of sentences below, place a ✓ in front of the one that uses semicolons correctly.

1. \_\_\_\_ Alligators have lived on Earth for millions of years and they are sometimes called; "living fossils."  
\_\_\_\_ Alligators have lived on Earth for millions of years; they are sometimes called "living fossils."
2. \_\_\_\_ We planted acorn squash; broccoli; and cauliflower; we will harvest them all in the fall.  
\_\_\_\_ We planted acorn squash, broccoli, and cauliflower; we will harvest them all in the fall.
3. \_\_\_\_ The Japanese restaurant is always packed; The French restaurant is always empty.  
\_\_\_\_ The Japanese restaurant is always packed; the French restaurant is always empty.
4. \_\_\_\_ I wanted to bring my skis; however, they wouldn't fit in my car.  
\_\_\_\_ I wanted to bring my skis, however; they wouldn't fit in my car.

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**Directions:** Rewrite each pair of sentences below as one sentence in which the two independent clauses are joined by a semicolon.

5. My dad rides his bike to work every morning. He hates driving.

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6. Faye forgot to get her permission slip signed. She couldn't go to the museum.

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7. The food was decent. However, the service could have been better.

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**Directions:** Rewrite each sentence below as two independent clauses joined by a semicolon.

8. Mark is at the store buying more chips because we finished the first bag within minutes.

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9. I've never been scuba diving, but it seems like fun.

---

10. I heard something that sounded an awful lot like a kitten meowing.

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

# 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:* Alex wants to come with us to the mall. **After she finishes her homework.**

*Correct:* Alex wants to come with us to the mall after she finishes her homework.

*Incorrect:* The movie theater is on Magnolia Avenue. **Which is just past Dogwood Street.**

*Correct:* The movie theater is on Magnolia Avenue, which is just past Dogwood Street.

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

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

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

---

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

- \_\_\_\_ 1. Cheyenne's aunt, who lives in New Mexico.
- \_\_\_\_ 2. After driving around for almost half an hour, Kyle finally found a parking space.
- \_\_\_\_ 3. When he started playing guitar.
- \_\_\_\_ 4. Because new running shoes are so expensive.
- \_\_\_\_ 5. Even though Chris had already seen the movie five times.
- \_\_\_\_ 6. If you don't have anything nice to say.
- \_\_\_\_ 7. Please recycle your bottles and cans.
- \_\_\_\_ 8. Emma slowly backed out of her parking space.

---

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

There are more than 2,700 kinds of snakes. The largest and strongest is the python. Which can grow up to 33 feet long. Even though pythons don't chew. They can eat large prey. A python can swallow a whole goat. Because it has a special kind of jawbone that allows it to open its mouth very wide.

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

# Spell-Check Errors

Some spelling mistakes won't be caught by your computer's spell-checker. It can't tell if a word that has a homophone, such as *their* or *there*, is used correctly. Spell-check also can't read your mind—if you meant *excited*, but typed *exited*, it won't know that you made a mistake. That's why you need to proofread your work.

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**Directions:** Read each sentence. If there are no mistakes, write C, for "correct," next to the sentence. If there are mistakes, cross out each misused word and write the correct word above it. Note: Some sentences have more than one error.

1. Are school's student counsel elections are next weak.
2. The eye doctor's advise was to take regular brakes from the computer.
3. "I don't want to loose the game," said Sharon. "I want to win a metal!"
4. I would not call forgetting to add the chocolate chips to the cookies a minor mistake.
5. Our class is very exited about the field trip tomorrow.
6. Moonlight streamed threw the window, casting creepy shadows everywhere.
7. My brothers are a pair of troublemakers!
8. Last season, the assistant coach lead a team warm-up at the start of each soccer practice.
9. Their are still a million things to do before the party tonight; I am so stressed out!
10. "Let's go to the park first," said Melissa. "Than we can go to lunch."

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

# Keep It Consistent

Style and tone are closely related. *Tone* is the writer's attitude toward the subject matter or toward the reader. *Style* is the writer's "voice." A change in tone and style can jar or confuse the reader, so in general, good writers maintain a consistent tone and style throughout their essay, their story, or whatever they are writing.

Of course, sometimes a shift in tone or style is appropriate. For example, if a story moves from an exciting event to a more serious one, it makes sense for the tone to change. But imagine what it would be like if you were reading a funny letter from a friend and, suddenly, it started to sound like a textbook. And what would it be like if you were reading a scientific article and then, out of nowhere, the author became sarcastic? It would be confusing—and kind of weird!

The passage below is a short, informational essay on carrier pigeons—the sort of essay you might write for a school assignment. Here are some guidelines for this type of academic writing:

- The style should be formal. It should not contain slang or abbreviations.
- It should be written from the third-person point of view.
- It should be focused on facts, not on the writer's opinion.
- The tone should be neutral.

**Directions:** On the lines provided, rewrite each paragraph so that its tone and style are consistently formal.

## Carrier Pigeons

Carrier pigeons are homing pigeons (pigeons with the ability to find their way home over thousands of miles) that have been trained to carry messages and lightweight packages. Pretty crazy, don't you think? Historically, carrier pigeons have completed many important jobs, from spreading news about Olympic champions in ancient Greece to delivering lifesaving messages during both World War I and World War II. Hospitals, too, have used carrier pigeons to deliver vials of blood (ew!) and other samples to laboratories, or to deliver medication to sick patients. That's cool and all, but I'm not sure how I'd feel taking medicine that was delivered by a pigeon. I mean, it would just be, like, really weird, I guess.

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One of the most famous carrier pigeons in history was named Cher Ami. (That means “Dear Friend” in French. I knew those French lessons I’ve been taking would come in handy!) During World War I, a group of American soldiers accidentally entered enemy territory and were surrounded. They attached a message to Cher Ami, who managed to deliver it despite being shot in the head and leg. Animal abuse, anyone? Anyway, the message led to the rescue of the “Lost Battalion.” Cher Ami, who later died from his wounds, received an award from the French government for his heroic service. Today, his body is on display at the National Museum of American History in Washington, D.C.—which, if you haven’t been there, is AWESOME.

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Carrier pigeons have been used for less-admirable purposes as well. Check it out: Prison inmates have been known to use the birds to receive illegal drugs. Bad birdies! Bad! (JK. I know it’s not the birds’ fault.) But for the most part, carrier pigeons have helped humanity in positive ways. Advances in technology have mostly eliminated the need for carrier pigeons, but there are still many people who raise these amazing birds as a hobby. Actually, now that I think of it, my dad’s friend Evan Silverton does that.

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

# You Write It

## Turning an Infographic Into a Speech

**Directions:** Read the infographic about failure. Then follow the steps below to write an inspiring graduation speech about why your classmates shouldn't be afraid to fail.

**1**

In the space below, write a sentence stating the central idea of your speech.

**CENTRAL IDEA****2**

Use the information provided in the infographic to make a list of fears your classmates may have about failing. Then add at least one idea of your own about why someone might be afraid to fail.

**FEARS STUDENTS MIGHT HAVE ABOUT FAILURE****3**

Now list of reasons why failure can be a good thing, using information provided in the infographic.

**WHY FAILURE CAN BE A GOOD THING**

## **4** It's time to start crafting your speech. **Use a separate piece of paper and follow these guidelines:**

### **Beginning:**

- Your first sentence should be a hook—that is, it should grab the audience's attention and immediately interest them in your speech. Your hook can be a compelling or amusing anecdote, an inspiring quotation from someone famous—anything that will immediately engage your listeners!
- After your hook, present your thesis statement. This is a sentence that tells your audience what your speech is going to be about—in other words, your central idea. Review the central idea you wrote in Step 1. You may want to reword your central idea to flow more smoothly from your hook.

### **Middle:**

- Address fears your classmates might have about failing, using the information you wrote in Step 2.
- Reassure your classmates that failing can be a good thing, using the information you wrote in Step 3.

### **End:**

- Conclude your speech with a strong sentence that will give your audience something to think about.

### **Tips:**

- Write with a confident, inspiring tone—remember, you are speaking at a graduation ceremony!
- Use transition words and phrases so your ideas flow smoothly from one to the next.
- Vary the lengths and structures of your sentences to keep your speech lively.
- Make sure the information you are providing supports your central idea.
- Read your speech aloud to make sure it sounds natural.
- Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft.
- Give your speech in front of a few trusted friends. Incorporate their feedback into your final draft.



# "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.

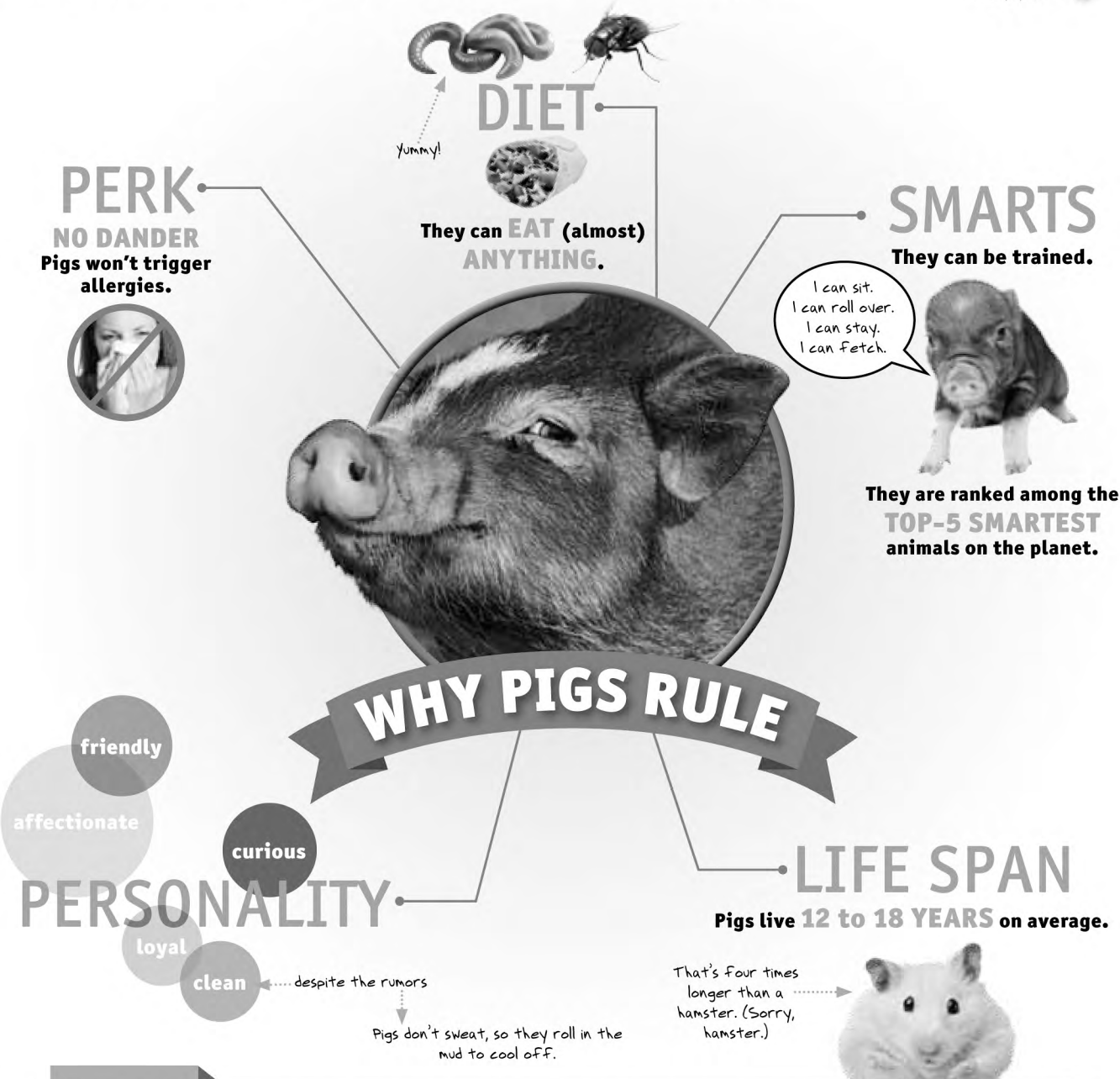
Ends with a call to action and a promise that the reader won't regret getting a pet pig.

# You Write It

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.**

## Fail Contest

You are giving a short inspiring speech for graduation about why students shouldn't be afraid to fail. Write your speech, using details from the infographic to support your ideas. Five winners will each get a \$25 Visa gift card.

### Entries will be judged on:

- ⇒ a clear central idea and supporting details
- ⇒ grammar
- ⇒ effective use of transitions

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

**ENTRIES MUST BE RECEIVED BY March 15, 2015!**

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

# Among vs. Between

The words **among** and **between** are often confused and misused.  
Here is how to keep them straight!

If you are referring to two—and only two—people, places, or things, use **between**.

*Annie stood **between** Shana and Janice.*  
*You can choose **between** chocolate and vanilla.*  
*The package will arrive **between** noon and 1 p.m.*

But what if you are referring to more than two items? Well, it depends . . .

Use **between** for distinct, individual items or people—people or things that are clearly separated.

*Kim had trouble deciding **between** the mac and cheese, the chili, and the veggie burger.*

*Ms. Sewell divided the prize money **between** Lisa, Greg, and Ollie.*

*There are quite a few similarities **between** the movies that Jean, Frank, and Travis recommended.*

*Jesse walked **between** the chickens.*  
(This sentence suggests that Jesse walked between two chickens, or that he was on a path lined—for some reason—by chickens. The use of **between** here indicates a clear separation between where Jesse walked and the chickens.)

Use **among** for a group—that is, people or items that are *not* clearly separated.

*Mac and cheese and chili are **among** the best choices on the menu.*

*Ms. Sewell divided the prize money **among** the group.*

***Among** Zack's friends, Reggie is my favorite.*

*Liz could not find her brother **among** the marchers.*

*Jesse walked **among** the chickens.*  
(This sentence suggests that Jesse wandered around in an area full of chickens. The speaker is not thinking about the chickens as clearly separated but as part of a group.)

**An activity on using *among* and *between* begins on the next page.**

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

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

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**Directions:** Write the correct word—*among* or *between*—in each blank below. Then write your own sentence using *among* or *between*.

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