

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 "The Girl Who Lived Forever."

1. Reread the section "A Terrifying Regime." Which sentence below best expresses the central idea of this section?

- Ⓐ Adolf Hitler was the leader of the Nazi Party.
- Ⓑ Adolf Hitler's rise to power made it dangerous for Jews to live in Germany.
- Ⓒ Anne Frank was a regular teenage girl.
- Ⓓ Otto Frank chose to move his family to Amsterdam when Anne was 4 years old.

2. Read the central idea of the section "Invasion!" stated in the box below. Then read the lines listed under it from the article. Which detail does NOT support the central idea? Explain your choice on the lines provided.

Central idea: The Nazi invasion of the Netherlands had a disastrous effect on the Franks.

- Ⓐ "Anne and Margot were expelled from their school."
- Ⓑ "All Jews had to wear yellow stars so the Nazis could easily target them."
- Ⓒ "By 1942, Jewish people were not allowed to travel."
- Ⓓ "Behind it was a smaller building—an annex—that could be reached only from inside."

I chose _____ because _____

3. Read the details from the section “Living in Fear,” which are listed below. In the box, write a central idea that these details support.

Central idea of “Living in Fear”:

Detail 1: “They had stocked the annex with cans of food, dishes, bedding, and other necessities.”

Detail 2: “Anne and the others in the annex spoke in whispers and tiptoed around—they didn’t dare flush a toilet or open a window, even on the hottest days.”

Detail 3: “The smallest noise—a cough, a laugh, a dropped dish—could give them away.”

4. Consider the central idea of the article “The Girl Who Lived Forever” in the box below. Write a supporting detail from each of the sections listed below.

Central idea: Anne Frank died in a Nazi concentration camp during an evil time in human history, but she lives on and inspires millions through the detailed diary she kept while in hiding.

Supporting detail from “A Terrifying Regime”:

Supporting detail from “Invasion!”:

Supporting detail from “Fragile Hope”:

Supporting detail from “Something Precious”:

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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 are often multiple 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 "The Girl Who Lived Forever."

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

2. Find one section or passage from the article that uses a cause-and-effect structure. Explain.

3. What problem and solution are described in the section "Invasion!"?

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 happen (This is also called chronological order.)

4. Which two text structures are used in the section “Fragile Hope”? Which words or phrases help you identify these structures?

5. Reread the section “My Courage Is Reborn.” Which text structure does the author mainly use in this section? Support your answer with examples from the text.

6. Which text structures are used in the section “Something Precious”? When does the structure shift?

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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 "The Girl Who Lived Forever."

1. Describe the photographs on pages 4-5. What can you infer about Anne from these pictures?

2. Which details in the text do the photographs on page 6 support?

3. How does the map on page 7 contribute to the article?

4. Why do you think the author chose to include the photographs of the helpers on page 8?

5. Describe the image on page 9. What mood does it create?

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Finding and Using Text Evidence

Directions: Read “The Girl Who Lived Forever” by Kristin Lewis. Then complete the activity below.

1. Imagine that you are writing a paragraph about how keeping a diary affected Anne Frank during the years she was hiding in the annex.

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

- Ⓐ Anne Frank got much comfort from writing in her diary while hiding in the annex.
- Ⓑ Anne Frank wrote in her diary often during the years she was hiding in the annex.
- Ⓒ Anne Frank’s diary describes what life was like while she was hiding in the annex.

B. Which quote from “The Girl Who Lived Forever” provides the best text evidence to support the sentence you chose in part A above?

- Ⓐ “Her diary has given voice to those silenced by the Holocaust.”
- Ⓑ “‘I can shake off everything if I write,’ Anne wrote in April 1944. ‘My sorrows disappear, my courage is reborn.’”
- Ⓒ “During that time, she recorded in sharp and often funny detail everything that went on.”

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

- Ⓐ It proves that Anne was unhappy while living in the annex.
- Ⓑ It illustrates how writing in her diary helped Anne cope with the difficulties of her life.
- Ⓒ It suggests that Anne wrote about every aspect of her life in the annex.

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

Hiding in the annex for two years was extremely difficult.

- Ⓐ “She felt foolish wearing so many clothes—but she kept that to herself.”
- Ⓑ “Anne would live in the secret annex for two long years.”
- Ⓒ “Living in such close quarters was a challenge, especially for energetic Anne, who longed to run outside and feel the sun on her face.”

I chose ____ because _____

- 3. A. Choose three pieces of text evidence from “The Girl Who Lived Forever” that BEST support the statement below.**

In Nazi-occupied Europe, Jewish people were in grave danger.

- Ⓐ “Though Anne lived more than 70 years ago, she was not so different from you and your friends.”
- Ⓑ “Then Jewish people started to vanish.”
- Ⓒ “He believed that Jews did not deserve to live.”
- Ⓓ “After Germany lost World War I in 1918, its economy fell apart.”
- Ⓔ “The SS, the Nazi’s ruthless military guards, gave cash rewards to anyone who turned in a Jew.”
- Ⓕ “This genocide came to be known as the Holocaust.”

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 sentences that correctly present text evidence from “The Girl Who Lived Forever” in the form of a direct quotation.

- Ⓐ Living in the secret annex was a challenge for Anne Frank. In her article “The Girl Who Lived Forever,” author Kristin Lewis explains that Anne “longed to go outside and feel the sun on her face” (8). This detail emphasizes how hard it must have been to be cooped up inside for two years.
- Ⓑ Living in the secret annex was a challenge for Anne Frank. Anne longed to go outside and feel the sun on her face.
- Ⓒ Living in the secret annex was a challenge for Anne Frank. In her article “The Girl Who Lived Forever,” author Kristin Lewis writes that Anne deeply missed being outside in the sun. This detail emphasizes how hard it must have been to be cooped up inside for two years.

Explain why the two answers you did NOT choose are incorrect: _____

5. Choose the sentence that correctly uses text evidence from “The Girl Who Lived Forever” in the form of a paraphrase.

- Ⓐ Victor Kugler, Miep Gies, Johannes Kleiman, and Bep Voskuijl showed great courage in helping the Franks.
- Ⓑ Victor Kugler, Miep Gies, Johannes Kleiman, and Bep Voskuijl showed great courage in helping the Franks. During the Nazi occupation, anyone who assisted Jewish people could be arrested and possibly killed. The four workers, however, were willing to risk their own lives to protect the Jews hiding in the annex.
- Ⓒ Victor Kugler, Miep Gies, Johannes Kleiman, and Bep Voskuijl showed great courage in helping the Jews in the annex. According to Kristin Lewis in her article “The Girl Who Lived Forever,” during the Nazi occupation, anyone who assisted Jewish people could be arrested and possibly killed (8). The four workers, however, were willing to risk their own lives to protect the Jews hiding in the annex.

Explain why the two answers you did NOT choose are incorrect: _____

- 6. Now it's your turn to put it all together. Write a paragraph about how Anne found courage through the difficult years in hiding. 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 that evidence supports your central idea. We've provided a topic sentence for you.**

Anne found courage through the difficult years of hiding in several ways.

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Finding Text Evidence

Directions: Read "The Girl Who Lived Forever" by Kristin Lewis, then complete the activity below. Some questions 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 "The Girl Who Lived Forever" that BEST support the statement below.**

In Nazi-occupied Europe, Jewish people were in grave danger.

- Ⓐ "Though Anne lived more than 70 years ago, she was not so different from you and your friends."
- Ⓑ "After Germany lost World War I in 1918, its economy fell apart."
- Ⓒ "He believed that Jews did not deserve to live."
- Ⓓ "Then Jewish people started to vanish."
- Ⓔ "The SS, the Nazi's ruthless military guards, gave cash rewards to anyone who turned in a Jew."
- Ⓕ "This genocide came to be known as the Holocaust."

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

In some ways, Anne was an ordinary teenage girl.

- Ⓐ "Her diary has given voice to those silenced by the Holocaust."
- Ⓑ "Otto decided to honor Anne's wish, to share her words with the world."
- Ⓒ "She worried about boys and dreaded math."

I chose ____ because _____

3. Below is a conclusion drawn from the article along with two pieces of supporting evidence. Find one more piece of evidence and write it on the lines below.

Hiding in the annex for two years was extremely difficult.

- Ⓐ "Anne and the others in the annex spoke in whispers and tiptoed around—they didn't dare flush a toilet or open a window, even on the hottest days."
- Ⓑ "Living in such close quarters was a challenge, especially for energetic Anne, who longed to run outside and feel the sun on her face."

Ⓒ _____

.....

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

- Ⓐ "It was only on the pages of her diary that she could freely vent her feelings and frustrations."
- Ⓑ "'I can shake off everything if I write,' Anne wrote in April 1944. 'My sorrows disappear, my courage is reborn.'"
- Ⓒ "Her sole comfort was her diary, her most prized possession."

.....

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

Ⓐ _____

Ⓑ _____

Ⓒ _____

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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.

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Anne's Legacy

What is Anne Frank's legacy? Fill in the boxes below with ideas from *Scope's* video about the article "The Girl Who Lived Forever," and from the article itself.

How is Anne remembered?

List three words or phrases that describe how Anne is remembered. For each, provide text evidence from the video, the article, or both. We provided one idea and one piece of evidence for you.

1. courageous

Video evidence: Anne wrote, "Where there's hope, there's life. It fills us with fresh courage and makes us strong again."

Article evidence:

2.

Video evidence:

Article evidence:

3.

Video evidence:

Article evidence:

What contributions did Anne make?

Write two ideas; provide text evidence for each from the video, the article, or both.

1.

Video evidence:

Article evidence:

2.

Video evidence:

Article evidence:

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Girl Who Lived Forever.” 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 photographs on pages 4-5 and read the **headline** and **subheading** of the article. Describe the pictures. What do you notice about the image in the background?

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

3. Examine the images on pages 8-10. What do they show?

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

During Reading

Tone, Text Structure, Vocabulary, Mood, and Inference

5. Identify the **tone** of the section “A Terrifying Regime.” What are some words and phrases that establish the tone?

6. Check (✓) the statement that BEST describes the **text structure**, or how the author organizes information, in the first half of the section “Invasion!”

She explains how Otto Frank solved the problem of life in Amsterdam being very dangerous for Jews.

She describes the cause of the Nazi invasion of the Netherlands.

She compares and contrasts life in Amsterdam before and after the Nazis invaded.

7. Consider this sentence from page 8:

“It was only on the pages of her diary that she could freely vent her feelings and frustrations.”

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

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

8. Describe the **mood** in the section “Betrayed.” What words or phrases contribute to this mood?

9. What can you infer about Anne from her quote “I shall work in the world for mankind”?

After Reading
Central Ideas/Details and Objective Summary

10. Below are three **supporting details** for a central idea of “The Girl Who Lived Forever.” In the space provided, write a **central idea** that these details support.

Central Idea		
<p style="text-align: center;">Detail #1</p> <p>“If anyone discovered what they were doing, they could be arrested and killed.” (p. 6)</p>	<p style="text-align: center;">Detail #2</p> <p>“Assisting Jewish people was against the law, punishable with prison—and worse.” (p. 8)</p>	<p style="text-align: center;">Detail #3</p> <p>“By then, the Nazis had murdered an estimated 6 million Jews.” (p. 10)</p>

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

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Read, Think, Explain

Identifying Nonfiction Elements

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Before Reading Text Features

1. Study the photographs on pages 4-5 and read the **headline** and **subheading** of the article. Describe the pictures. What do you notice about the image in the background?

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

3. Examine the images on pages 8-10. What do they show?

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

During Reading
Tone, Text Structure, Vocabulary, Mood, and Inference

5. The **tone** of the section “A Terrifying Regime” could be described as forceful. What are some words and phrases that establish this tone?

6. The section “Invasion!” uses a problem-and-solution structure. Read the following problem. Write the solution on the lines below.

Problem: The Nazis made life increasingly difficult and dangerous for Jews in Amsterdam.

Solution: _____

7. Consider this quote from page 8:

“It was only on the pages of her diary that she could freely vent her feelings and frustrations.”

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

keep in

escape

express

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

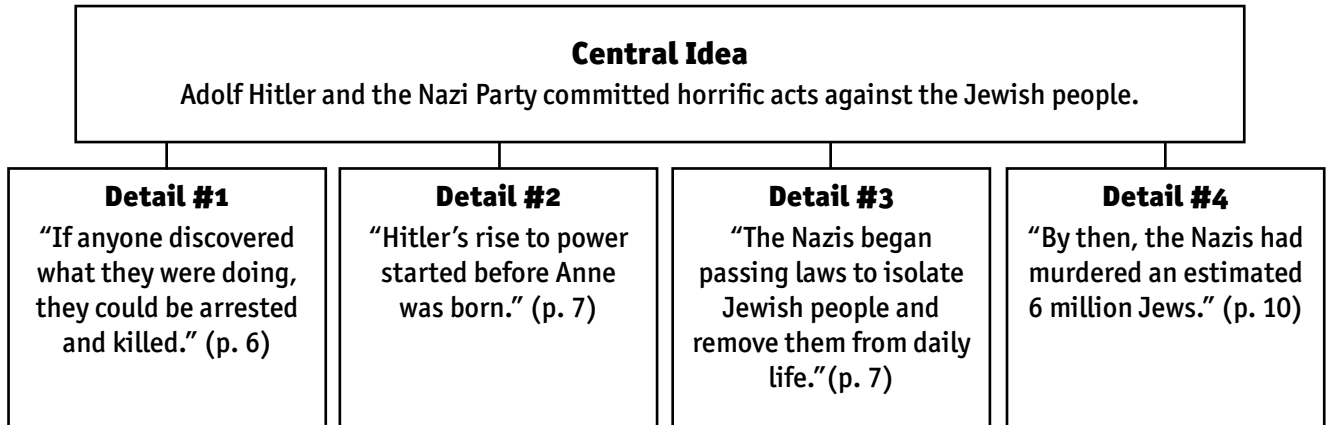
8. The **mood** in the section “Betrayed” could be described as agonizing. What words or phrases contribute to this mood?

9. What can you infer about Anne from her quote “I shall work in the world for mankind”?

After Reading

Central Idea/Details and Objective Summary

10. Below is a **central idea** of “The Girl Who Lived Forever” 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 “The Girl Who Lived Forever.”

1. Anne Frank was a young girl living in Amsterdam when the Nazis invaded.
2. Anne had short hair.
3. The Nazis believed that Jewish people were to blame for all of Germany’s problems.
4. For two years, Anne Frank and her family lived in hiding.
5. Anne kept a diary where she described life in the annex as well as her hopes and dreams.
6. Anne disliked math.
7. After the war, Anne’s diary was published and became one of the most-read books in the world.
8. I didn’t know that Anne Frank sometimes fought with Auguste van Pels.

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Close-Reading Questions

"The Girl Who Lived Forever"

1. Consider the title of the article. Where else in the article does Kristin Lewis refer to Anne living forever? What does Lewis mean when she says that Anne lives forever? (interpreting text, text structure)
2. What is the mood of the first section? Which words, images, and details create this mood? (mood)
3. How did Anne's diary help her cope with what was happening around her? (key ideas, inference)

4. What kind of person was Anne? Draw on the excerpts from her diary that are included in the article as well as what Lewis writes about Anne. (inference, characterization)

5. According to the article, what factors contributed to the rise of Adolf Hitler? (reading for information)

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Critical-Thinking Questions

"The Girl Who Lived Forever"

1. What did Anne's diary mean to her? What has it meant to others?
2. Lewis writes that Anne's diary has been translated into 70 languages and is one of the most-read books in the world. Why do you think this is—why would so many people from so many places be interested in Anne's diary?
3. This article describes a dark time in history. Much of it does not shed a positive light on human behavior. What in the article *can* give us hope?

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Vocabulary:

"The Girl Who Lived Forever"

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

- 1. emaciated (ih-MAY-see-ay-ted)** *adjective*; abnormally thin; wasted away
 - **example:** My cat Jasper became emaciated after his hip surgery, but he made a full recovery and is now strong and healthy.
- 2. genocide (JEN-uh-sahyd)** *noun*; the killing of large numbers of people belonging to a particular religious, racial, political, or cultural group
 - **example:** The memorial was created to honor and remember the victims of the genocide.
- 3. ingrained (in-GREYND)** *adjective*; deeply fixed or embedded so as to be difficult to change (usually used to describe an attitude, belief, or habit)
 - **example:** Sam wants to get over his phobia of snakes, but the fear is deeply ingrained. Even a photo of a snake terrifies him.
- 4. liberate (LIB-uh-reyt)** *verb*; to set free
 - **example:** After I liberated our hamster, Niblet, from her cage, she spent the entire afternoon running around the room.
- 5. provision (pruh-VIZH-uhn)** *noun*; 1. the act of providing something, usually arranged beforehand; preparation; 2. a supply of materials, such as food (usually used as a plural)
 - **example 1:** My mom met with the neighbors about the provision of food and services after the coming hurricane.
 - **example 2:** Squirrels keep provisions of nuts in their burrows to get them through the winter.
- 6. ransack (RAN-sack)** *verb*; to search wildly for something, especially in a way that causes disorder and damage
 - **example:** I ransacked my room looking for my keys; now it looks like a tornado swept through it.
- 7. regime (ruh-ZHEEM)** *noun*; 1. a method or period of rule, such as by a government or an administration; 2. a system or planned way of doing things
 - **example 1:** Under the new regime, all residents must recycle.
 - **example 2:** Phil is serious about getting in shape. His personal trainer put him on a tough regime of exercise and healthy eating and Phil is totally following it.

8. scapegoat (SKEYP-goht) *noun*; a person or group unfairly made to take the blame for something

- **example:** My sister lost her phone, but somehow I became the scapegoat for her carelessness.

9. _____ (_____) _____

- **example:** _____

10. _____ (_____) _____

- **example:** _____

Vocabulary Practice:

"The Girl Who Lived Forever"

Directions: Choose a word from the Word Bank that has the same, or nearly the same, meaning as the boldface word in each sentence. Write the words on the lines provided.

Word Bank			
emaciated	genocide	ingrained	liberate
provisions	ransack	regime	scapegoat

1. The burglars **scoured** the house looking for valuables.

2. Do you have **supplies** for the camping trip?

3. His body was **very thin** from the long illness.

4. My doctor put me on a strict nutrition **plan**.

5. Thousands had been killed in the **massacre**.

Directions: In each row, place an X on the word that does not belong.

6. free

ensnare

liberate

release

7. implanted

deep-rooted

superficial

ingrained

8. organize

search

rummage

ransack

Directions: Write two sentences. In each, use at least one of the vocabulary words listed on pages 1 and 2 of this activity (including the ones you chose).

9. _____

10. _____

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“The Girl Who Lived Forever” Quiz

Directions: Read “The Girl Who Lived Forever.” Then answer the questions below.

1. Which describes the relationship between the first, second, and third sections of the article?
 - (A) The first section provides background information to help the reader understand the events described in the following two sections.
 - (B) The first section describes an event. The next two sections provide background information to help the reader understand the event.
 - (C) The first section describes an event, the second reveals its causes, and the third explains its effects.
 - (D) They tell a story in chronological order.
2. On page 7, Lewis writes, “Hitler fanned the flames of these age-old prejudices . . .” What does the idiom *fan the flames* mean?
 - (A) to make something more intense
 - (B) to make efforts to improve a difficult situation
 - (C) to make a loss feel worse through insults
 - (D) to burn something up until it’s gone
3. Which of the following were among the Nazis’ tactics (actions for achieving a goal)?
 - (A) They rewarded those who helped them and severely punished those who disobeyed them.
 - (B) They took advantage of anti-Semitism that already existed in Europe.
 - (C) They isolated Jews.
 - (D) all of the above
4. In the sentence “Otto’s business flourished” (p. 7), *flourished* most closely means
 - (A) thrived.
 - (B) struggled.
 - (C) survived.
 - (D) endured.
5. On page 10, Lewis writes, “Miep told herself that she would keep them safe, locked away in her desk. She would return them to Anne after the war . . .” What does “Miep told herself” suggest?
 - (A) Miep doubted that she would be able to keep track of Anne’s diary until the end of the war.
 - (B) Miep often talked to herself aloud.
 - (C) Miep knew Anne might be killed but was trying to think positively.
 - (D) Miep decided not to read Anne’s diary.
6. Which best supports the idea that it was Anne’s wish “to share her words with the world” (p. 10)?
 - (A) “Her sole comfort was her diary, her most prized possession.” (p. 8)
 - (B) “She vowed to become a famous writer, with her first book to be based on her now overflowing diary.” (p. 9)
 - (C) “‘I can shake off everything if I write,’ Anne wrote in 1944.” (p. 9)
 - (D) “First published in 1947, *The Diary of a Young Girl* has since been translated into some 70 languages and is one of the most-read books in the world.” (p. 10)

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. The Franks, along with the Van Pels family and Fritz Pfeffer, managed to stay hidden in the annex for two years before they were discovered. Explain how they accomplished this. Use text evidence.
8. Near the end of the article, Lewis writes that Anne’s diary has “given voice to those silenced by the Holocaust.” What does Lewis mean?

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“The Girl Who Lived Forever” Quiz

Directions: Read “The Girl Who Lived Forever.” Then answer the questions below.

1. Together, the sections “A Terrifying Regime” and “Invasion!”

- (A) describe the day the Franks went into hiding.
- (B) provide background information about why the Franks went into hiding.
- (C) list the effects of the Franks’ going into hiding.
- (D) explain why Anne kept a diary.

2. On page 7, Lewis writes, “Hitler fanned the flames of these age-old prejudices . . .” What does the idiom *fan the flames* mean?

- (A) to make something more intense
- (B) to make efforts to improve a difficult situation
- (C) to make a loss feel worse through insults
- (D) to burn something up until it’s gone

3. According to the article, which of the following did the Nazis do?

- (A) They rewarded those who helped them and severely punished those who disobeyed them.
- (B) They told Germans that Jews were to blame for all of the country’s problems.
- (C) They isolated Jews.
- (D) all of the above

4. In the sentence “Otto’s business flourished” (p. 7), *flourished* most closely means

- (A) succeeded. (C) barely survived.
- (B) remained secret. (D) failed.

5. Why did the Franks decide to leave Germany?

- (A) They knew they’d be able to hide in Otto Frank’s office in Amsterdam.
- (B) They liked Amsterdam’s beautiful winding streets and canals.
- (C) Hitler ordered all of the Jewish people in Germany to leave.
- (D) Hitler had gained control of Germany, and it was no longer safe for Jews to live there.

6. Which best supports the idea that it was Anne’s wish “to share her words with the world” (p. 10)?

- (A) “Her sole comfort was her diary, her most prized possession.” (p. 8)
- (B) “She vowed to become a famous writer, with her first book to be based on her now overflowing diary.” (p. 9)
- (C) “‘I can shake off everything if I write,’ Anne wrote in 1944.” (p. 9)
- (D) “First published in 1947, *The Diary of a Young Girl* . . . is one of the most-read books in the world.” (p. 10)

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. Explain what the Franks did to keep their hiding place in the annex a secret. Use text evidence to support your answer.

8. Near the end of the article, Lewis writes that Anne’s diary has “given voice to those silenced by the Holocaust.” What does Lewis mean?

Name: _____ Date: _____

Video Discussion Questions

"Behind the Scenes: The Girl Who Lived Forever"

1. Narrator Kristin Lewis calls the Holocaust "one of the darkest chapters of human history" (0:21). How does the mood of the video during this segment (0:20-0:57) reinforce that description? Consider the music, narration, and visuals.
2. One of the central ideas of the video is that even though Anne is a famous figure, she was also an ordinary girl. Give two examples from the video that support this idea.
3. What is likely the intended effect of including a direct quote from Anne in the video (3:22)?
4. Lewis says that the key to her story was finding the right hook (3:32). In your own words, explain why this might have been so important to Lewis.

Anne Frank Contest

Your legacy is how you will be remembered and the contributions you make during your life. What is Anne Frank's legacy? Answer this question in a well-organized essay. Support your ideas with details from the article and video (optional). Five winners will each get a copy of *Once* by Morris Gleitzman.

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
Or mail to: Anne Frank Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 15, 2015!

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 play are listed in the column 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 for you.

Clue	Inference
<p>In Scene I, the Chorus says of Midas and his treasure, "He wants more. Always more."</p> <p><i>Find another line in the play that supports the Chorus's statement. Write it here.</i></p>	<p><i>What do these lines suggest about Midas and his consideration of others?</i></p>
<p>When Marigold remarks that her father has not left his treasure room in days, he says, "Why would I? My precious gold shines brighter than the sun." (Scene I)</p>	<p><i>What does this tell you about Midas?</i></p>
<p>"Oh, misguided Midas, man cannot be nourished by treasure alone." (Scene I)</p> <p>"For that is what Midas truly deserved." (Scene III)</p>	<p><i>What is the Chorus implying in these lines?</i></p>

Clues	Inference
<p><i>Find two examples from the play that support the inference on the right.</i></p>	<p>Marigold suspects that Midas's new power will lead to misery.</p>
<p>SD3: At once, the liquid hardens into golden ice. (Scene VI)</p> <p>SD1: Midas's hand shakes as he reaches for bread. (Scene VI)</p>	<p><i>What has Midas realized about his wish?</i></p>
<p>Midas says, "I would gladly endure this misery until I die if only my daughter could be freed from her golden prison." (Scene VII)</p> <p><i>What other line or lines from the play suggests that Midas has changed?</i></p>	<p><i>In what ways has Midas changed from the beginning of the play?</i></p>

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 scenes of *The Golden Curse*. Read the lists, then add your own words on the lines provided.

POSITIVE	
delighted	_____
ecstatic	_____
thankful	_____

NEGATIVE	
worried	_____
desolate	_____
regretful	_____

2. A. Circle three words; each should describe the mood at some point during Scene 1.

amused	silly	optimistic
nostalgic	relieved	gloomy
concerned	captivated	disappointed

- B. Which lines in the scene contribute to the moods you circled?

Mood 1: _____

Mood 2: _____

Mood 3: _____

3. Choose two of the Greek Chorus's lines and explain how they affect the mood of the play.

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

SD2: Midas runs through his palace whooping, touching everything in sight.

5. Describe how the mood changes over the course of Scene 6.

6. Which words or phrases create anguish in Scene 7?

7. Consider the following lines from Scene 7:

MIDAS: Oh forgive me! You are so precious to me.

MARIGOLD: More than gold?

MIDAS: More than anything.

What mood do these lines create? Explain.



The Golden Curse:

Pronunciation Guide to Greek and Phrygian Names

King Midas [MYE-duhss]

Marigold [MAR-ih-gohld]

Silenus [sye-LEE-nuss]

Dionysus [dye-uh-NYE-suss]

Lady Tas [TAHS]

Lord Ates [AH-teez]

Lady Baba [BAH-bah]

Lord Dymas [D00-mahs]

Phrygia [FRIHJ-ee-uh]

Phrygian [FRIHJ-ee-uhn]

River Pactolus [pak-TOH-luss]

**Go to Scope Online
to hear these
names pronounced
aloud.**

Thank you to experts Sarah Graff from the Metropolitan Museum of Art and Robert Martin from Stanford University for help with these Greek and Phrygian names.

Name: _____ Date: _____

Identifying Theme

Directions: A theme is an important message in a text. The play *The Golden Curse* and the essay “Can Money Buy Happiness?” share a similar theme. Answer the questions below to find the theme that these two texts share.

<i>The Golden Curse</i>	“Can Money Buy Happiness?”
1. What major problem does King Midas face in the play?	1. What major problem did Hannah observe?
2. How is his problem finally solved?	2. How did Hannah and her family respond to the problem?
3. What does Midas learn from his experience?	3. What did Hannah and her family learn from their experience?



Both Texts

What theme, or big idea, do these two texts share?

Name: _____ Date: _____

What Is Theme?

Section 1: Defining Theme

The theme of a story is its big idea. It's a message, lesson, or universal truth that goes beyond the literal events of the story. In other words, it's an idea that applies to people in general—not just the characters in the story.

An author doesn't usually come right out and tell you what the theme is; as a reader, you need to infer it. A story can have more than one theme.

.....

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

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

THE TORTOISE AND THE HARE

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

Moral: *Slow and steady wins the race.*

Section 2: Matching

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

THEMES/MORALS

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

There is strength in numbers.

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

THE BOY WHO CRIED WOLF

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

Moral:

THE BUNDLE OF STICKS

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

Moral:

THE BOASTING TRAVELER

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

Moral:

Name: _____ Date: _____

Close-Reading Questions

The Golden Curse

1. In Scene 1, Marigold asks, “Is there nothing else precious to you?” The stage directions note that she asks this quietly. What is she really asking King Midas? What does the fact that she asks quietly imply about how she expects her father to answer? (inference)
2. In Scene 3, Dionysus agrees to grant Midas’s wish, and the Chorus says, “For that is what Midas truly deserved.” What do they mean? How does this line foreshadow the way Midas’s wish works out? (interpreting text, foreshadowing)
3. In Scene 5, Marigold is upset when Midas turns her roses to gold. Midas says, “But they are worth a fortune.” Marigold replies, “They are ruined.” What do these lines reveal about the two characters’ values? (character)

Name: _____ Date: _____

Critical-Thinking Questions

The Golden Curse and "Can Money Buy Happiness?"

1. Early in the play, King Midas says that gold feeds his soul. What feeds Hannah Salwen's soul? How can you tell?
2. Both Midas and Hannah realize something about wealth. Compare what they realize and what leads them to their realizations.
3. Answer the question posed on page 14: Does the myth of King Midas support today's meaning of the expression "the Midas touch"?

Name: _____ Date: _____

Vocabulary:

The Golden Curse

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

1. altruistic (al-troo-IS-tik) *adjective*; having an unselfish interest in the welfare of others

example: Ethan volunteered at the soup kitchen every week for purely altruistic reasons.

2. contentment (kuhn-TENT-muhnt) *noun*; a sense of satisfaction; a feeling of not wanting more than what one has

example: The new lilac paint on Kristie's bedroom walls gave her a sense of contentment.

3. forlorn (for-LORN) *adjective*; 1. sad and lonely; 2. unlikely to succeed, hopeless (used to describe a goal or effort)

example 1: Mike was forlorn; it seemed that everyone had forgotten his birthday.

example 2: "This is a forlorn cause," Julie said. "We need to raise \$1,000 by tomorrow, and we've raised only \$200."

4. lavish (LAV-ish) 1. *adjective*; luxurious, extravagant, more than necessary; 2. *verb*; to spend or give great amounts of something, such as money, care, or attention

example 1: The Millers lived in a lavish home with 12 bedrooms, a home theater, and a giant pool.

example 2: Mr. Lewis lavishes attention on his dog. If he's not petting her, he's talking to her, brushing her, walking her, or playing with her!

5. stark (stahrk) *adjective*; 1. complete or extreme; 2. barren, desolate, plain

example 1: In stark contrast to Jesse's big, fancy cake, Robin's simple plate of cookies looked plain.

example 2: It was a stark landscape: sand as far as we could see in all directions and no signs of life, except one scraggly tree.

6. unkempt (uhn-KEMPT) *adjective*; 1. uncombed; 2. not properly cared for; messy

example 1: Dave arrived 10 minutes late with mismatched socks, an inside-out T-shirt, and unkempt hair. He had overslept.

example 2: I was surprised that Grace's bedroom was so unkempt. Her locker is always so organized; I figured her bedroom would be neat and tidy too.

7. wither (WITH-er) *verb*; to shrivel up or lose liveliness or freshness

example: The plant is withered, but if you water it, it might perk back up.

8. _____ (_____) _____

_____ ; _____

• **example:** _____

9. _____ (_____) _____

_____ ; _____

• **example:** _____

Vocabulary Practice:

The Golden Curse

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

WORD BANK

altruistic

contentment

forlorn

lavish

stark

unkempt

wither

The Wilsons' lawn was full of weeds. Their garden, too, was _____. This was in
_____ contrast to how it used to be, before Mrs. Wilson broke her hip. Mrs. Wilson would
spend hours in the garden _____ attention on the bright, blooming flowers. Now, though,
most of those flowers had _____. The one rosebush that had somehow survived looked
_____—like all its friends had deserted it. When Liz and Jocelyn offered to help Mrs.
Wilson spruce up her yard, she gratefully accepted. Liz and Jocelyn's _____ act made Mrs.
Wilson happy, and it brought Liz and Jocelyn _____ too!

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

8. Andrew is very **altruistic**. He often _____

9. Shannon was **forlorn** because all of her friends _____

10. Miles experiences the most **contentment** when he _____

Name: _____ Date: _____

The Golden Curse Quiz

Directions: Read *The Golden Curse*. Then answer the questions below.

1. In Scene 3, Chorus 1 says, “For that is what Midas truly deserved.” What do they mean?
 - (A) Midas deserved to be happy.
 - (B) Midas was a good person and deserved to be rewarded.
 - (C) Midas had a right to his new power.
 - (D) Midas needed to learn a lesson about greed.
2. In Scene 5, Chorus 1 says, “Marigold’s skin now shines as bright as the flower for which she was named.” This line contains
 - (A) a metaphor that helps the reader understand that Marigold has been turned to gold.
 - (B) a simile that helps the reader understand that Marigold has been turned to gold.
 - (C) a metaphor that emphasizes Marigold’s beauty.
 - (D) a simile that explains why Midas named his daughter Marigold.
3. In Scene 4, Marigold says that Midas ruined her roses. Midas replies, “But they’re worth a fortune.” From this exchange, you can infer that
 - (A) Midas feels bad that he has upset his daughter.
 - (B) Midas thinks that Marigold is being ungrateful.
 - (C) Midas values money more than natural beauty.
 - (D) Midas is worried about money.
4. Which line expresses a similar idea?
 - (A) MIDAS: I am cursed. (Scene 7)
 - (B) MIDAS: Gold! It turned to gold! (Scene 4)
 - (C) LADY BABA: Phrygia will be the richest country in the world. (Scene 6)
 - (D) CHORUS 1: But Midas isn’t listening. He is gleefully touching butterflies as they flit past. They thud to the ground. (Scene 7)
5. What is the purpose of the line: “Behold, the richest man in all of the land”? (Scene 6)
 - (A) to suggest that Midas should be happier than he is
 - (B) to demonstrate how happy Midas is
 - (C) to imply that Midas’s wish was a blessing
 - (D) to emphasize the point that gold did not bring Midas the happiness that he thought it would
6. How does the essay contribute to your understanding of the play?
 - (A) It explains King Midas’s desire for gold.
 - (B) It supports the lesson that Midas learns about money.
 - (C) It shows how ideas about money have changed from the time of Midas to the present.
 - (D) It supports King Midas’s claim that money brings happiness.

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. There are two moments in the play when Midas is shown not paying attention. Together, what do these moments reveal about how Midas changes? Support your answer with text evidence.
8. Consider this quote by the designer Coco Chanel: “There are people who have money and people who are rich.” What does the quote mean? How does it apply to both the play and the essay?

Name: _____ Date: _____

The Golden Curse Quiz

Directions: Read *The Golden Curse*. Then answer the questions below.

1. Which of the following is a theme of the play?

- (A) Beauty is in the eye of the beholder.
- (B) Money can't buy happiness.
- (C) King Midas believes that money is more important than family.
- (D) Kings are always greedy.

2. Which line from the play best helps develop the theme you identified in question 1?

- (A) SD3: As each tear splashes onto his hands, it turns into golden dust. (Scene 7)
- (B) LADY BABA: Phrygia will be the richest country in the world. (Scene 6)
- (C) MIDAS: See how beautiful your roses are now? (Scene 5)
- (D) MIDAS: Gold! It turned to gold! (Scene 4)

3. Which statement best describes how Marigold reacts when Midas turns her roses into gold?

- (A) She is upset, because Midas has destroyed the roses' natural beauty.
- (B) She is excited, because she sees that her father is happy.
- (C) She is jealous of her father's new power.
- (D) She is worried, because gold roses are dangerous.

4. In Scene 4, Chorus 1 says, "Marigold's skin now shines as bright as the flower for which she was named." This line contains a simile that

- (A) emphasizes Marigold's beauty.
- (B) explains why Midas named his daughter Marigold.
- (C) tells the reader that Marigold turned to gold.
- (D) explains that Marigold made a lovely statue.

5. What is the purpose of the line: "Behold, the richest man in all of the land"? (Scene 6)

- (A) It suggests that Midas should be happier than he is.
- (B) It demonstrates how happy Midas is.
- (C) It implies that Midas's wish was a success.
- (D) It emphasizes the point that gold did not bring Midas the happiness that he thought it would.

6. How does the essay contribute to your understanding of the play?

- (A) It explains King Midas's desire for gold.
- (B) It supports the lesson that Midas learns about money.
- (C) It demonstrates how ideas about money have changed from the time of Midas to the present.
- (D) It supports King Midas's claim that money brings happiness.

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. Explain how Midas changes over the course of the play. Support your answer with text evidence.

8. Consider this quote by the designer Coco Chanel: "There are people who have money and people who are rich." What does this quote mean? How does it apply to both the play and the essay?

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 Golden Curse*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of King Midas, Marigold, 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. KING MIDAS is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

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

Description: _____

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

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

Description: _____

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

2. Consider Scene 1. What can you **infer** about the relationship between Marigold and King Midas? Use text evidence to support your answer.

3. In Scene 5, what does the **dialogue** between Marigold and King Midas reveal about what they value?

4. Identify one moment in the play during which a character speaks to himself or herself. What does the audience learn from this **aside**?

Section 2: Plot and Structure

5. Why does Dionysus grant King Midas his wish? How do you know?

6. Consider the role of the Chorus.

A. What kind of information does the Chorus provide? What is the purpose of the Chorus?

B. How does the Chorus differ from the Stage Directors?

Section 3: Foreshadowing

7. In Scenes 1 and 3, how does the author **foreshadow** what happens to Midas?

Section 4: Genre

8. Myths, fables, and legends often contain a moral, a lesson, or a big idea about human nature. What is the moral of *The Golden Curse*?

Midas Contest

What theme do the play and essay share? Use details from both texts to support your answer. Five winners will each receive *The Eyes of Kid Midas* by Neal Shusterman.

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
Or mail to: Midas Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 15, 2015!

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.

Directions: Answer the questions below to help you write an objective summary of “Stuttering Doesn’t Hold Me Back.”

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

2. What problem did he/she/they face?

3. What caused the problem?

4. Describe how the problem affected this person.

5. How was the problem solved or improved? _____

6. What happened afterward?

7. Are there any other important details you haven't mentioned? Write them here.

Directions: Your turn! Write an objective summary of “Stuttering Doesn’t Hold Me Back.” You can use the information in your answers from questions 1-7 in any order. Most of the information from your answers should be included in your summary, but leave out details you find unnecessary.

Summary of "Stuttering Doesn't Hold Me Back"

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 of “Stuttering Doesn’t Hold Me Back.”

Summary	
	1. Who is the article mainly about? What problem does she face?
2. What is stuttering?	“Stuttering Doesn’t Hold Me Back” is about _____ _____ _____. When Bella stutters, she _____ _____.
	3. How did Bella use to behave in class?
4. What organization did Bella join?	In the past, this made her feel _____ _____ _____. But Bella’s life began to change when _____ _____.
	5. What does Bella do at SAY?
	SAY gave her a chance to _____ _____ _____. She also met _____ _____.
6. What kinds of new friends did Bella make at SAY?	Now, _____ _____ _____ _____.
	7. How has Bella’s life changed in and out of school?

Name: _____ Date: _____

Synthesizing

Directions: To *synthesize* means to combine information from two or more sources to form an idea or opinion. Answer the questions below to synthesize information from "Stuttering Doesn't Hold Me Back" and "The Incredible Power of Speech." Then check the box that shows where you found the information. In some cases, you will check both boxes. You can use your answers to help you respond to the writing prompt on page 21.

Question	Answer	Source (Check one or both)
How is human communication different from that of other animals?		<input type="checkbox"/> "Stuttering Doesn't Hold Me Back" <input type="checkbox"/> "The Incredible Power of Speech"
What makes the act of talking complex?		<input type="checkbox"/> "Stuttering Doesn't Hold Me Back" <input type="checkbox"/> "The Incredible Power of Speech"
What are some of the characteristics of stuttering?		<input type="checkbox"/> "Stuttering Doesn't Hold Me Back" <input type="checkbox"/> "The Incredible Power of Speech"
In what ways are people who stutter often misunderstood?		<input type="checkbox"/> "Stuttering Doesn't Hold Me Back" <input type="checkbox"/> "The Incredible Power of Speech"
What is being done to help those who stutter?		<input type="checkbox"/> "Stuttering Doesn't Hold Me Back" <input type="checkbox"/> "The Incredible Power of Speech"
How can kids be helpful to peers who stutter?		<input type="checkbox"/> "Stuttering Doesn't Hold Me Back" <input type="checkbox"/> "The Incredible Power of Speech"

Name: _____ Date: _____

Close-Reading Questions

"Stuttering Doesn't Hold Me Back"

1. In the first section of the article, how does author Lauren Tarshis characterize Bella?
Support your answer with details from the article. (characterization, supporting details)
2. Tarshis writes, "Most people who stutter are a lot like you." How does she support this idea?
(key ideas and details)
3. What is SAY and how has it helped Bella? (summarizing key ideas)
4. What is the purpose of the sidebar "Famous Stutterers"? How does the sidebar relate to the main article? (text features)

Close-Reading Questions

"The Incredible Power of Speech"

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Critical-Thinking Questions

1. How does “Stuttering Doesn’t Hold Me Back” address misconceptions about stuttering?

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Name: _____ Date: _____

Paired Texts Vocabulary

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

1. baffle (BAF-uhl) *verb*; to puzzle or confuse completely

- **example:** My dad was baffled by the complicated instructions that came with our new TV; he couldn't figure out how to turn it on!

2. bellow (BEL-oh) *verb*; to make (often by animals) a deep roar or cry; *noun*; a very loud roar or cry

- **example 1:** Rick bellowed in pain after he stubbed his toe.
- **example 2:** We heard bellows coming from the barn and ran to see what was the matter.

3. disorder (dihs-OR-der) *noun*; 1. lack of order; a state or condition of confusion; messiness; 2. an abnormal physical or mental condition

- **example 1:** The art studio was in complete disorder after the students finished their collages.
- **example 2:** Luis has a stomach disorder that causes his stomach to hurt whenever he eats.

4. entwine (ehn-TWAHYN) *verb*; to twist and tangle two or more things together, or to twist one thing around another

- **example:** So many vines entwined the fence that we could no longer see the wood.

5. inherit (ihn-HER-ih) *verb*; 1. to receive (property, money, a title, etc.) by legal right from someone when that person dies; 2. to receive a characteristic (a disease, a trait, etc.) passed down from your parents or other relatives; 3. to receive or have something handed down to you by someone who came before you

- **example 1:** My mother inherited our family's house from her father when he passed away.
- **example 2:** Melissa inherited her beautiful red hair from her mother.
- **example 3:** I inherited my brother's old clothes.

6. lobe (loh) *noun*; a rounded section of something, especially, a rounded section of an organ or other body part

- **example:** The brain is divided into four lobes, which are named by location. For example, the lobe at the front of the brain is called the "frontal lobe."

7. sideline (SYD-line) *noun*; 1. a line that marks the side boundary of the playing area in sports such as football, soccer, and basketball; 2. the position or point of view of a person who observes an activity or situation but does not directly participate in it, usually used in the plural; *verb*; to cause a person to be unable to participate in a physical activity, usually a player on a sports team

• **example 1:** I could see my parents cheering from the sidelines after I scored my first goal.

• **example 2:** I am staying on the sidelines of the disagreement between my sister and my parents; I do not want to be involved.

• **example 3:** Sterling's third ankle injury in a month sidelined him for the rest of the season.

8. _____ (_____) _____
_____ ; _____

• **example:** _____

9. _____ (_____) _____
_____ ; _____

• **example:** _____

Paired Texts Vocabulary Practice

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

1. A person may find himself or herself on the **sidelines** of all of the following EXCEPT

- Ⓐ a football field.
- Ⓑ an argument.
- Ⓒ a conversation.
- Ⓓ a restaurant.

2. Marissa **inherited** the pearl necklace she wore to the party. So Marissa may have . . .

- Ⓐ borrowed the necklace from her mother.
- Ⓑ received the necklace as a gift from a friend.
- Ⓒ had the necklace passed down to her from her grandmother.
- Ⓓ won the necklace in a contest.

3. Ryan is **baffled** by the math problem on the board. Which of the following will he most likely do?

- Ⓐ ask the teacher for help
- Ⓑ solve the problem immediately
- Ⓒ explain to a friend how to solve the problem
- Ⓓ talk about how brilliant the problem is during lunch

4. An antonym for **bellow** is _____.

- Ⓐ bawl
- Ⓑ whimper
- Ⓒ holler
- Ⓓ bark

Directions: Complete the sentences using a form of the vocabulary words listed in the Word Bank. Not every word in the box will be used.

WORD BANK

baffle	disorder	inherit	lobe
bellow	entwine	sideline	

5. Hearing the alligators _____ was terrifying. I had no idea they could be so loud!

6. The pieces of yarn had _____ and I could not get them apart.

7. Jackie was _____ from gym class because of her sprained wrist.

8. Max, the family dog, suffers from an inner ear _____ that affects his balance.

9. The liver, which aids in digestion, is the second-largest organ in the body. It is divided into two _____; the one on the right is much bigger than the one on the left.

10. Fran's request _____ Samantha. What could Fran possibly want with Samantha's used tea bags?

Name: _____ Date: _____

Paired-Texts Quiz

Directions: Read “Stuttering Doesn’t Hold Me Back” and “The Incredible Power of Speech.” Then answer the questions below.

1. Which statement best expresses a central idea of “Stuttering Doesn’t Hold Me Back”?
 - (A) Millions of Americans have a stutter.
 - (B) Building confidence can help a person who stutters cope with the disorder.
 - (C) There is no cure for stuttering.
 - (D) Taro Alexander is the founder of SAY.
2. Which line from the article best supports your answer to Question 1?
 - (A) “A band starts to play, and Bella taps her foot to the music.”
 - (B) “The disorder occurs most often among kids ages 2 to 5 . . .”
 - (C) “She is no longer afraid to speak up in class.”
 - (D) “Bella’s feelings were so hurt that she ran to the school bathroom to cry.”
3. How does the author convey the idea that having a stutter made Bella feel isolated?
 - (A) She quotes Bella describing how she cried in the bathroom after a bullying incident.
 - (B) She explains Bella’s reaction to meeting other kids who stutter through SAY.
 - (C) She quotes Taro Alexander about his experience feeling like an outsider and says that he “relates to what Bella has gone through.”
 - (D) all of the above
4. In “The Incredible Power of Speech,” Lauren Tarshis develops the idea that speech is complex
 - (A) by describing what happens in the body to create speech.
 - (B) by explaining how sea lions call to their babies.
 - (C) by pointing out that even scientists struggle to understand how speech works.
 - (D) A and C
5. In “The Incredible Power of Speech,” Tarshis mentions the 2012 scientific breakthrough in understanding speech. This detail would best fit into which section of “Stuttering Doesn’t Hold Me Back”?
 - (A) the introduction
 - (B) “A Puzzling Problem”
 - (C) “A Big Change”
 - (D) “No Longer Alone”
6. Which statement is supported by information in BOTH articles?
 - (A) Some people who stutter have been bullied.
 - (B) The brain may be key to understanding speech disorders.
 - (C) Organizations that help kids who stutter are important.
 - (D) There is a difference between speaking and communicating.

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. Consider Bella’s quote at the end of “Stuttering Doesn’t Hold Me Back.” Explain what she means and how she has followed her own advice.
8. In “The Incredible Power of Speech,” Tarshis writes that “communication is different from speaking.” How does she support her statement? What other supporting details might she have included?

Name: _____ Date: _____

Paired-Texts Quiz

Directions: Read “Stuttering Doesn’t Hold Me Back” and “The Incredible Power of Speech.” Then answer the questions below.

- Which statement best expresses a central idea of “Stuttering Doesn’t Hold Me Back”?
 (A) Millions of Americans have a stutter.
 (B) Building confidence can help a person who stutters cope with the disorder.
 (C) There is no cure for stuttering.
 (D) Taro Alexander is the founder of SAY.
- Which line from the article best supports your answer to Question 1?
 (A) “A band starts to play, and Bella taps her foot to the music.”
 (B) “The disorder occurs most often among kids ages 2 to 5 . . .”
 (C) “Bella’s feelings were so hurt that she ran to the school bathroom to cry.”
 (D) “Her grades have risen, and she has a lot more confidence.”
- In “Stuttering Doesn’t Hold Me Back,” what is the purpose of the section “No Longer Alone”?
 (A) to describe how Bella’s classmates treated her
 (B) to explain the complexity of speech disorders
 (C) to show how Bella’s life has improved through her participation in SAY
 (D) to summarize what scientists know about speech disorders
- On page 20, Bella says, “When will I stumble upon my chance?” What could replace “stumble upon” without changing the meaning?
 (A) break
 (B) go after
 (C) seize
 (D) come across
- In “The Incredible Power of Speech,” Lauren Tarshis develops the idea that speech is complex
 (A) by describing what happens in the body to create speech.
 (B) by explaining how sea lions call to their babies.
 (C) by pointing out that even scientists struggle to understand how speech works.
 (D) A and C
- Which statement is supported by information in BOTH articles?
 (A) Some young people who stutter have been bullied.
 (B) The brain may be key to understanding speech disorders.
 (C) Organizations that help kids who stutter are important.
 (D) There is a difference between speaking and communicating.

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 challenges has Bella faced? How has she overcome those challenges? Use text evidence from “Stuttering Doesn’t Hold Me Back” to support your answer.
- In “The Incredible Power of Speech,” Tarshis writes that “communication is different from speaking.” How does she support this statement in her article?

Speech Contest

Write an article for your school newspaper or website to help your classmates understand stuttering as well as how they can be helpful to someone who stutters. Use information from both texts. Five winners will each get a copy of *Paperboy* by Vince Vawter.

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
Or mail to: Speech Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 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 "Should We Ban Competitive Eating?" by Sarah McCarry and Adee Braun. Then answer the questions below to explore the tone of the essay.

"Should We Ban Competitive Eating?" by Sarah McCarry and Adee Braun

1. Word choice helps create tone. List words and phrases that the authors use instead of the word *eat*.
We have listed two for you.

scarfed
polish off

2. How do the authors describe the food that competitive eaters consume? List examples here:

3. In the first section of the article, which words and phrases are the most disturbing?

4. Consider your answers to questions 1-3. How might the authors have intended the words and phrases you listed to affect the reader?

5. What risks or problems are associated with competitive eating?

6. Do the authors list any positive aspects of competitive eating?

7. How do the photographs contribute to the tone of the article?

8. Which word best describes the overall tone of the article?

curious	awestruck	disapproving
celebratory	despairing	heartbreaking

9. Using examples from the article, explain your choice in question 8.

Name: _____ Date: _____

“Should We Ban Competitive Eating?” Quiz

Directions: Read “Should We Ban Competitive Eating?” Then answer the questions below.

1. The first paragraph of the article contains
 (A) alliteration. (C) a metaphor.
 (B) irony. (D) a simile.
2. Read this line: “David Brunelli has just scarfed down a huge burger.” How would replacing “scarfed down” with “eaten” affect the meaning of the sentence?
 (A) The sentence would be more specific.
 (B) The sentence would not tell the reader how fast Brunelli ate the burger.
 (C) The sentence would not tell the reader the size of the burger.
 (D) The sentence would tell the reader that Brunelli ate slowly.
3. How does the following line contribute to the article? “Fans of competitive eating are quick to point out that such tragedies are rare.” (p. 17)
 (A) It supports the claim that competitive eating is harmless fun.
 (B) It offers a rebuttal to the argument that competitive eating is wasteful.
 (C) It supports the claim that competitive eating is dangerous.
 (D) It offers a rebuttal to the argument that competitive eating is dangerous.
4. Information in the article could be used to support all the following claims EXCEPT
 (A) competitive eating isn’t good for society.
 (B) competitive eating is disgusting to watch.
 (C) all doctors agree that competitive eating is dangerous and that no one should do it.
 (D) David Brunelli is willing to go to great lengths to win an eating contest.
5. Imagine that there is a medical study about what happens to the digestive system when you eat a lot of food in a short amount of time. A quote from this study would best fit into which section?
 (A) the introduction
 (B) “Here to Stay”
 (C) “It’s Tradition”
 (D) “Is It Safe?”
6. According to the authors, what is the “dark side” of competitive eating?
 (A) It is popular, time-honored, and really entertaining.
 (B) It is dangerous, insensitive, and gross.
 (C) It is glamorous, financially rewarding, and degrading.
 (D) It is disgusting, wasteful, and perfectly safe.

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. Based on what they wrote in the article, with which side of the debate over competitive eating do the authors seem to agree? Support your answer with text evidence.
8. Choose one argument in the article that supports competitive eating and one that opposes competitive eating. Explain which argument is stronger. Use text evidence.

Name: _____ Date: _____

“Should We Ban Competitive Eating?” Quiz

Directions: Read “Should We Ban Competitive Eating?” Then answer the questions below.

1. The first paragraph of the article contains

- (A) alliteration.
- (B) irony.
- (C) a metaphor.
- (D) a simile.

2. Which of the following words could best replace *spews* as it is used on page 16?

- (A) trickles
- (B) falls
- (C) drips
- (D) gushes

3. Consider this line from page 17: “Fans of competitive eating are quick to point out that such tragedies are rare.” How does this line contribute to the article?

- (A) It supports the claim that competitive eating is harmless fun.
- (B) It offers a rebuttal to the argument that competitive eating is wasteful.
- (C) It supports the claim that competitive eating is dangerous.
- (D) It offers a rebuttal to the argument that competitive eating is dangerous.

4. How do the writers support the claim that competitive eating is a tradition?

- (A) by quoting a historian who wrote a book about eating contests
- (B) by describing the popularity of eating contests
- (C) by giving examples of eating contests from various time periods and cultures
- (D) by explaining that competitive eaters can become famous

5. A quote from a medical doctor about how competitive eating affects digestion would best fit into which section?

- (A) the introduction
- (B) “Here to Stay”
- (C) “It’s Tradition”
- (D) “Is It Safe?”

6. According to the authors, what is the “dark side” of competitive eating?

- (A) It is popular, time-honored, and entertaining.
- (B) It is dangerous, insensitive, and gross.
- (C) It is impressive, glamorous, and degrading.
- (D) It is disgusting, wasteful, and safe.

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. Based on what they wrote in the article, with which side of the debate over competitive eating do the authors seem to agree? Support your answer with text evidence.

8. Choose one argument mentioned in the article that is used in support of competitive eating. Explain whether that argument is weak or strong. Use text evidence.

Name: _____ Date: _____

Vocabulary:

"Should We Ban Competitive Eating?"

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

1. **callous (KAL-uhss)** *adjective*; cruel; insensitive or lacking kind feelings
 - **example:** As though she did not even notice Sue's tears, Angela repeated that Sue had five minutes to pack up her things and leave. "How can you be so callous?" sobbed Sue.
2. **dole (dohl)** *verb*; to give something out, such as food or money; often followed by *out*
 - **example:** Karen doled out the leftover candy to her friends.
3. **glamorize (GLAM-ur-ahyz)** *verb*; 1. to present something as glamorous (excitingly attractive); 2. to make something glamorous
 - **example 1:** Many stories glamorize the lives of Medieval knights; in reality, their lives were difficult and dangerous.
 - **example 2:** The hotel glamorized its lobby by hanging gold-velvet curtains in the windows.
4. **gorge (gohrj)** *verb*; to eat greedily; to stuff with food
 - **example:** In the late summer and early fall, black bears gorge on berries, acorns, and other foods to gain weight in preparation for winter hibernation.
5. **sanction (SANGK-shuhn)** *verb*: 1. to give permission or approval, often officially or by law; 2. to punish, especially, by taking an action to force a country to obey international laws; *noun*: 3. official approval; 4. a punishment or threat of punishment for disobeying a law or rule
 - **example 1:** Our school sanctions cell-phone use in the building only after the school day ends or in the event of an emergency.
 - **example 2:** The United Nations threatened to sanction any country that hunts or sells endangered animals, which is illegal.
 - **example 3:** You must get a sanction from your local gymnastics organization if you want to host a competition.
 - **example 4:** The sanctions that one country may place on another include stopping trade or cutting off aid.
6. **select (sih-LEKT)** *verb*; 1. to pick out or to choose from a number or group; *adjective*; 2. carefully chosen as the best or most suitable
 - **example 1:** Luis selected 10 of his favorite songs and put them together as a playlist.
 - **example 2:** The scholarship winners were part of a select group; they were some of the best young musicians in the country.

7. vie (vye) *verb*; to compete or have a rivalry with another

example: The two teams will vie for the championship again this year.

8. _____ (_____) _____
_____; _____

• *example:* _____

9. _____ (_____) _____
_____; _____

• *example:* _____

Vocabulary Practice:

"Should We Ban Competitive Eating?"

Directions: In each row of words, draw an **X** on the word that does not belong.

- | | | | | |
|----|------------|---------|-----------|----------|
| 1. | starving | gorging | devouring | stuffing |
| 2. | select | pick | choose | refuse |
| 3. | distribute | keep | give | dole |

Directions: In front of each word on the left, write the letter of the word or phrase on the right that is most similar in meaning.

- | | |
|--------------------|------------------|
| _____ 4. sanction | A. gobble up |
| _____ 5. glamorize | B. pass out |
| _____ 6. vie | C. make exciting |
| _____ 7. select | D. exclusive |
| _____ 8. callous | E. compete |
| _____ 9. gorge | F. insensitive |
| _____ 10. dole | G. approve |

Directions: Write two sentences. In each, use at least one word from the list of vocabulary words on pages 1 and 2 of this activity (including the words you chose).

11. _____

12. _____

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should We Ban Competitive Eating?" Complete the essay kit on page 17. Then follow the steps below to write an argument essay.

STEP 1: DECIDE WHAT YOU THINK

Should we ban competitive eating? 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! Ban competitive eating!

☐ No! Competitive eating rocks!

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 17 support your opinion? What are some other points that support your opinion? List at least three supporting details here:

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think competitive eating SHOULD be banned, summarize the strongest arguments of those who disagree with you. Alternatively, if you think competitive eating should NOT be banned, summarize the main reasons some people think competitive eating is a bad idea.

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 gave 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 time when you watched a competitive-eating event. Was it a positive experience or a negative one?
- 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 competitive eating. One way you could structure your question is like this: "Is watching people overeat really _____?"

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 competitive eating should be banned.

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 competitive eating should be banned. 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 competitive eating should be banned. (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

Argument-Essay Checklist

Directions: Use this guide to check your own essay, or exchange papers with a classmate and use the list to check each other's essays. In the margins of the essay you are checking, make notes about anything that needs to be revised.

Introduction

- ✓ Does the first sentence grab readers' attention?
- ✓ Does the first paragraph provide a general overview of the essay's topic?
- ✓ Does the first paragraph include a thesis statement that strongly and clearly states your point of view? Does the thesis clue readers in as to what the essay is going to be about?

Body Paragraphs

- ✓ Do they contain a total of at least three points that support the thesis?
- ✓ Do they provide details to further explain each of the supporting points?
- ✓ Are the supporting points presented in order from weakest to strongest?
- ✓ Do you acknowledge an opposing point of view and then explain why you think it isn't strong enough to change your point of view?

Conclusion

- ✓ Does the last paragraph remind readers of the main points of the essay, without going into *too* much detail and repeating everything readers just read?
- ✓ Is the conclusion free of new information (such as another supporting point)?
- ✓ Does the last sentence leave readers with a strong final impression?

General

- ✓ Does one idea flow smoothly into the next?
- ✓ Do the sentence structures and lengths vary?
- ✓ Does every sentence relate to the thesis?
- ✓ Does everything make sense?
- ✓ Is the essay convincing?
- ✓ Are the grammar, punctuation, and spelling correct?

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: _____

Adverb Endings

Most adjectives can be easily turned into adverbs by adding *-ly* to the end. However, adjectives ending in *-e*, *-l*, *-le*, and *-ic* work a little differently. Here are some spelling rules to remember:

When an adjective ends in *-e* or *-l*, add *ly* to form the adverb:

Mike unfortunately missed the bus.
Jenny sang beautifully.

When an adjective ends in *-le*, remove the *e* and add *y* to form the adverb:

Karen was simply too tired to go to basketball practice.
Robert slept miserably.

When an adjective ends in *-y*, remove the *y* and add *ily* to form the adverb:

Tim happily jumped into the pool.
Anne was cozily wrapped in her sweater.

When an adjective ends in *-ic*, add *ally* to form the adverb:

Rome is a historically important city.
The two dresses basically looked the same.

Some exceptions:

Jamie felt truly happy. (remove the *-e* before adding *ly*)
Emma did not fully understand the math problem. (do not add *l*, only *y*)
Not all words that end in *-ly* are adverbs, like *elderly* and *friendly*.

Directions: In each sentence below, circle the adverb that is spelled correctly. We did the first one for you.

1. The clouds were gathering; it would likely/likly rain soon.
2. They knew that they would **probabbly**/probably lose the game, but they played anyway.
3. "You're late," Dan said **grumpaly**/grumpily to Steve after he had been waiting for 45 minutes.
4. There were **simpley**/simply too many toys to chose from.
5. She **accidentally**/accidentily hit her head on the low door frame.

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

6. Even if we pack quickly, we probably won't get to the airport on time.
7. This was definitely the best birthday Max had ever had.
8. Emma was terribly sorry for making her little brother cry so badly.
9. Lydia knew she would understand algebra eventually; she would just have to keep on trying.
10. The movie ended dramatically, with the main character narrowly saving the world from an alien invasion.

Directions: Read each section below. Fill in the blank by turning the adjective into an adverb. We did the first one for you.

11. Peter finished the test easily and had five minutes to spare.
Adjective: easy
12. It was 4 a.m., but Ray was _____ awake.
Adjective: complete
13. Melissa was _____ disqualified for not following the rules of the game.
Adjective: automatic
14. Matt _____ got out of bed.
Adjective: sleepy
15. Erica felt _____ lucky that she didn't have to speak in front of the whole class.
Adjective: true

Name: _____ Date: _____

Master Your Modifiers

A *modifier* is a word or group of words that modifies, or describes, another word or group of words in a sentence. Misplacing a modifier can completely change the intended meaning of the sentence. For example:

Incorrect: Our teacher handed out sandwiches to the whole class wrapped in foil.

The modifier "wrapped in foil" is placed so that it modifies "class." But was the class wrapped in foil? Of course not! The sandwiches were.

Correct: Our teacher handed out sandwiches wrapped in foil to the whole class.

Directions: Underline the misplaced modifier in each sentence. (We did the first three for you.) Then rewrite the sentence so that it is correct. You may need to add words or commas to some sentences.

1. Mischa read that a new panda had been born in the newspaper.

Correct: _____

2. Oinking and squealing, I watched the pigs playing in the mud.

Correct: _____

3. Vincent saw an awesome pair of sneakers at the mall with silver and green stripes.

Correct: _____

4. We ate leftovers with Caitlin and her brother on paper plates.

Correct: _____

5. Even though they were slightly worn, my parents bought two chairs at the antique store.

Correct: _____

6. After ballet class, Miranda walked her dog still wearing a tutu.

Correct: _____

7. Mrs. Holloway was sitting next to a man with a leather jacket named Bruce.

Correct: _____

8. Splattered all over the stove, Elliott wiped up the tomato sauce.

Correct: _____

Name: _____ Date: _____

Perfect Your Paragraphs

Paragraphs are a wonderful writer’s tool. They help you organize and convey your ideas in a logical way. The most important thing to remember is that all the sentences in a paragraph should relate to—and help develop—**one** idea.

Here are some guidelines to help you structure your paragraphs. Note that these are general rules for academic or formal writing.

All paragraphs should be . . .

- **Unified.** A paragraph should be united under one main idea, which should be expressed in the first sentence (sometimes called a “topic sentence”). Everything that follows should help develop or explain this idea.
- **Organized.** The details in your paragraph should be organized in a way that makes it easy for the reader to follow along and understand the main idea you are expressing. You can organize the details in chronological order, in order of importance, or as causes and effects. Your choice depends on the information you are providing.
- **Well-developed.** All the details in your paragraph should help the reader arrive at the main point that you are making. Irrelevant or unnecessary information will only confuse and distract your reader. Make sure each detail you include supports and relates to your topic sentence.

Let’s go step-by-step through building a paragraph.

Step 1: Write your topic sentence.

Come up with a topic sentence that expresses your main idea, or what the paragraph is going to be about. For example, if you are writing an essay about bats, one of your paragraphs might be about what bats eat. You might start it like this:

The diet of a bat depends on the species of bat.



Step 2: Choose your details.

Choose the details you will use to support your main idea. Remember: Each detail should help the reader understand the idea expressed in your topic sentence. You might include details like these:

Seventy percent of bats eat insects.

Vampire bats drink the blood of birds.

A few bat species eat meat or fish.

Step 3: Organize.

Organize the supporting sentences in a way that makes it easy for the reader to follow along and that leads the reader to understand your main idea. Here is the final product:

The diet of a bat depends on the species of bat. About 70 percent of bats eat insects, and most of the rest eat fruit. A few bat species eat meat or fish. Three species, called vampire bats, drink blood. Most vampire bats drink the blood of birds. One type of vampire bat drinks the blood of farmyard animals like pigs and cows.

An activity on paragraph structure begins on the next page.

Directions: Separate the text below into four well-organized paragraphs. Indicate where each new paragraph should begin by underlining the first sentence of the new paragraph.

The History of Velcro

Have you ever wondered how Velcro works? Do you know who invented it? In 1941, a Swiss engineer named George de Mestral went walking in the Alps with his dog. He noticed many small burrs sticking to his clothes and to his dog’s fur. When he looked at the burrs under a microscope, he saw something interesting. He noticed hundreds of tiny “hooks” that would stick to anything that had a “loop,” like clothes, fur, or hair. De Mestral thought these hooks and loops could be a new kind of fastener. He made some strips of nylon with tiny hooks and some other strips of nylon with tiny loops, hoping that when a strip with hooks and a strip with loops were pressed together, the hooks would catch in the loops and hold the strips together. It took 10 years of experimenting with different materials and methods, but de Mestral finally came up with a process that worked. He named his invention Velcro, a combination of the words *velour* (a velvet-like fabric) and *crochet* (hook). People were excited at the thought of a “zipperless zipper,” but they weren’t sure it would be practical or durable. Once Velcro started to be used in spacesuits, ski suits, and scuba gear, its popularity caught on. Makers of children’s clothing soon realized that Velcro was ideal for kids who struggled with snaps, buckles, buttons, and laces. Today, Velcro is strong enough that a piece smaller than a postcard can hold up a person who weighs 175 pounds. Perhaps you’ve seen a video of talk-show host David Letterman wearing a suit made of Velcro hooks. He bounces on a trampoline and flies into a wall covered in Velcro loops. Guess what? He sticks!

Name: _____ Date: _____

Vary Your Words

When you encounter the same word over and over again in a paragraph, you start to lose interest, right? Using a variety of words can really spice up your writing. Consider the following paragraph:

I saw my brother Cal **running** down the street waving his arms. I **ran** after him yelling, "Why are you **running** around like you're on fire?" He called back, "I'm **running** after the Wilsons' dog. She stole my hat and **ran** away!" It must have been a great hat. I've never seen Cal **run** so fast!

A form of the word *run* appears six times. Yikes! Here are two things you can do to make the paragraph more interesting:

Look for places where you can be more specific. For example, was Cal sprinting, speeding, or racing? Did the speaker rush or tear after him? Did the dog dart, bolt, or trot away?

Use a thesaurus to find words that have the same or a similar meaning as *run*, and replace the *runs* with those words. Just remember that the thesaurus usually provides words that have *similar* meanings, not necessarily the *same* meanings—so be sure to look up the meanings of unfamiliar words.

Here's an example of how the paragraph above could be improved:

I saw my brother Cal **sprinting** down the street waving his arms. I **tore** after him yelling, "Why are you **racing** around like you're on fire?" He called back, "I'm running after the Wilsons' dog! She stole my hat and **bolted** away!" It must have been a great hat. I'd never seen Cal run so fast!

Directions: Read the paragraph below. Then rewrite it, looking for places where you can be more specific or substitute other words for any form of *amazing*.

Erin just called with some **amazing** news. Her family is planning a vacation to the island of St. Croix, and I'm invited! Erin says that St. Croix is an **amazing** place to visit, with **amazing** beaches and lots of opportunities for snorkeling. She promises we'll see some truly **amazing** fish. Erin is an **amazing** friend, and her family is **amazing** too. I can hardly wait for our **amazing** island vacation together!

Name: _____ Date: _____

Your vs. You're

Your and *You're* are often confused and misused. Here's what you need to know to use them correctly:

YOUR is a possessive that indicates ownership.

For example:

"Can I borrow your pencil?" Henry asked Raj.
I think I saw your brother at the movie theater.

YOU'RE is a contraction of the words *you* and *are*.

For example:

"After you're finished, doing chores, let's go out for pizza," Aunt Elise said.
"You're the best!" I exclaimed. "I love pizza!"

TIP: Try substituting "you are" in the sentence to see if it works. If it does, use *you're*. If not, use *your*.

Directions: In each group below, fill in the circle next to the sentence that correctly uses *your* and *you're*.

1. ☐ A Your going to have to move your car because it's blocking the exit.
☐ B Your going to have to move you're car because it's blocking the exit.
☐ C You're going to have to move your car because it's blocking the exit.
☐ D You're going to have to move you're car because it's blocking the exit.
2. ☐ A "That's what your wearing to the dance?" Mom exclaimed. "Your kidding, right?"
☐ B "That's what your wearing to the dance?" Mom exclaimed. "You're kidding, right?"
☐ C "That's what you're wearing to the dance?" Mom exclaimed. "You're kidding, right?"
☐ D "That's what you're wearing to the dance?" Mom exclaimed. "Your kidding, right?"
3. ☐ A I can't read your handwriting. Can you please type this up on your computer?
☐ B I can't read your handwriting. Can you please type this up on you're computer?
☐ C I can't read you're handwriting. Can you please type this up on you're computer?
☐ D I can't read you're handwriting. Can you please type this up on your computer?
4. ☐ A Your chances of making the soccer team are really good because your such a skilled player.
☐ B You're chances of making the soccer team are really good because you're such a skilled player.
☐ C You're chances of making the soccer team are really good because your such a skilled player.
☐ D Your chances of making the soccer team are really good because you're such a skilled player.

Directions: Fill in each blank with *your* or *you're*. Then write your own sentence using *your*, *you're*—or both!

5. "_____ making me laugh so hard I going to spill my lemonade!" said Arianna, giggling.
6. Make sure that _____ parents have signed _____ permission slip by Friday.
7. _____ my favorite person; I can always count on _____ generosity.
8. _____

Name: _____ Date: _____

It's vs. Its

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

ITS is a possessive that indicates ownership.

Examples:

The cat looked sadly at **its** empty bowl.
That website sure takes **its** time loading.

IT'S is a contraction for "it is" or "it has."

Examples:

It's a beautiful painting.
It's been a long time since I talked to him.

Here's a trick: Replace the *it's* or *its* in your sentence with *it is* or *it has*.
If the sentence makes sense, *it's* is correct. If it does not, *its* is correct.

Directions: Choose the correct sentence in each group below.

1. Ⓐ Its difficult to work when its such a nice day outside.
Ⓑ It's difficult to work when it's such a nice day outside.
Ⓒ It's difficult to work when its such a nice day outside.
Ⓓ Its difficult to work when it's such a nice day outside.
2. Ⓐ "That dog is hurt!" exclaimed Jenny. "Look, its cut its paw."
Ⓑ "That dog is hurt!" exclaimed Jenny. "Look, it's cut it's paw."
Ⓒ "That dog is hurt!" exclaimed Jenny. "Look, it's cut its paw."
Ⓓ "That dog is hurt!" exclaimed Jenny. "Look, its cut it's paw."
3. Ⓐ I love the new soccer field. Its so green, and its right next to the park.
Ⓑ I love the new soccer field. It's so green, and it's right next to the park.
Ⓒ I love the new soccer field. It's so green, and its right next to the park.
Ⓓ I love the new soccer field. Its so green, and it's right next to the park.
4. Ⓐ Its hard to believe, but the tiger just escaped from its cage at the zoo.
Ⓑ It's hard to believe, but the tiger just escaped from it's cage at the zoo.
Ⓒ It's hard to believe, but the tiger just escaped from its cage at the zoo.
Ⓓ Its hard to believe, but the tiger just escaped from it's cage at the zoo.

Directions: Fill in each blank with *its* or *it's*. Then write your own sentence using *its* or *it's*—or both!

5. "_____ never been this warm on my birthday before," remarked Sharon.

6. The parrot rearranged _____ feathers using _____ beak.

7. The cruise ship was on _____ way to New York City.

8. _____

Name: _____ Date: _____

You Write It

Turning an Infographic Into an Editorial

Directions: Read the infographic about dog waste and the environment. Then follow the steps below to write an opinion essay about how important it is for pet owners to pick up after their dogs.

1

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

CENTRAL IDEA

2

Use the information provided in the infographic to make a list of reasons pet owners should pick up after their dogs. Then add at least one idea of your own.

WHY PET OWNERS SHOULD PICK UP AFTER THEIR DOGS

3

Now list the ways pet owners can get rid of their dogs' waste, using information provided in the infographic.

HOW TO GET RID OF THE POOP

4 It's time to start crafting your opinion essay. **Use a separate piece of paper and follow these guidelines:**
First, be sure to give your essay a title that clearly states what it is about.

Beginning:

- Your first sentence should be a hook—that is, it should grab the audience's attention and immediately interest them in your editorial. Your hook can be a surprising fact, a compelling or amusing anecdote—anything that will immediately engage your listeners.
- After your hook, present your thesis statement. This is a sentence that tells your audience what your essay 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:

- Explain to your readers how dog waste can harm the environment and why dog owners should pick it up, using the information you wrote in Step 2.
- Present your readers with ways they can responsibly dispose of their dogs' waste, using the information you wrote in Step 3.

End:

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

Tips:

- 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 writing lively.
- Make sure the information you are providing supports your central idea.
- 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. Proofread your second draft, checking for correct spelling, punctuation, and grammar.

"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.

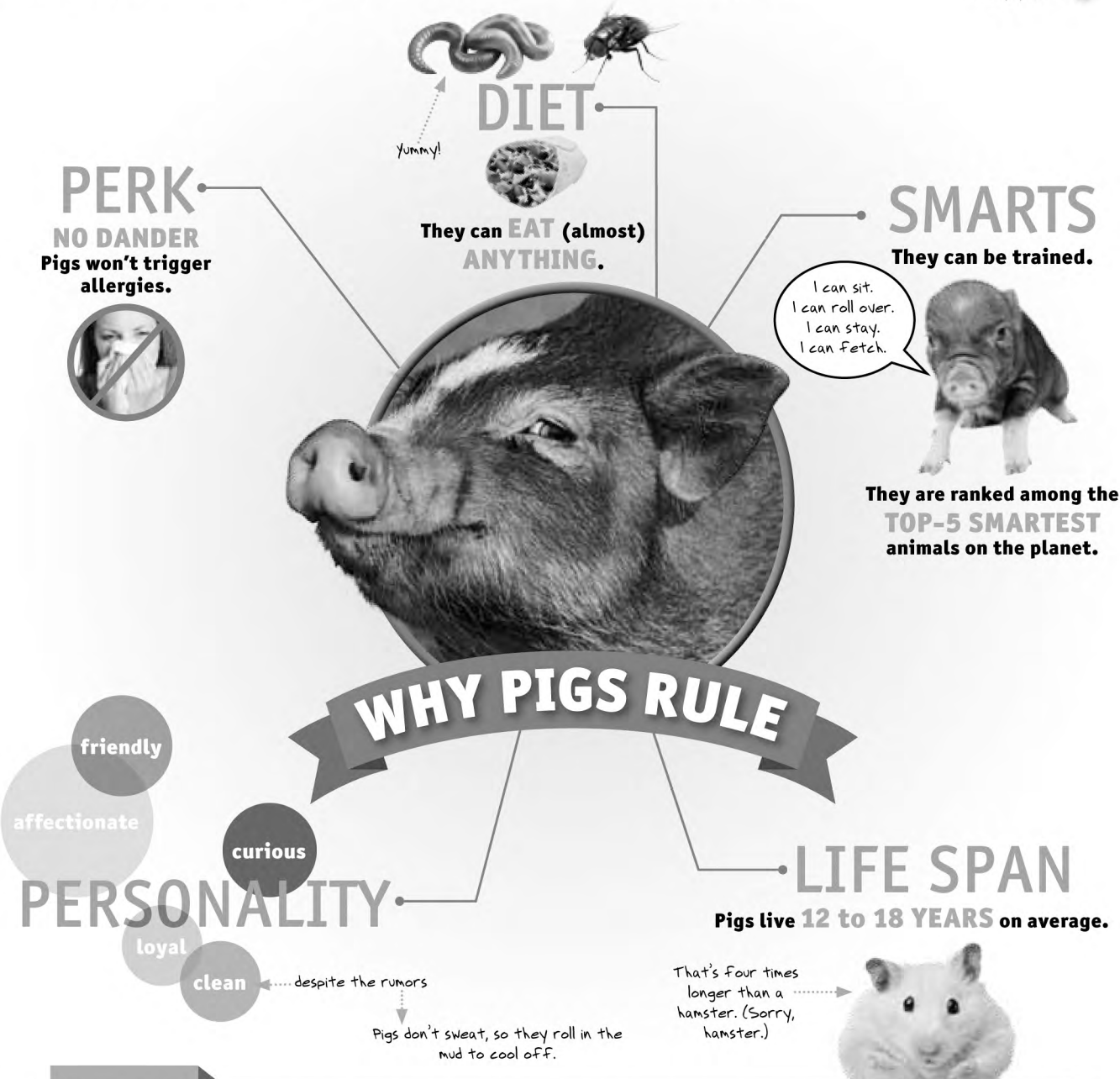
Ends with a call to action and a promise that the reader won't regret getting a pet pig.

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.**

Dog Contest

Write an editorial for your local paper about how important it is for people to pick up after their dogs. Five winners will each get a \$25 Visa gift card.

Entries will be judged on:

- ⇒ a clear central idea and supporting details
- ⇒ proper grammar
- ⇒ good organization

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY May 15, 2015!