

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 sections of "Lost in Death Valley." Read the lists, then add your own words on the lines provided.

POSITIVE	
delighted	_____
relieved	_____
thankful	_____

NEGATIVE	
bleak	_____
foreboding	_____
frantic	_____

2. A. Circle the word that best describes the mood of the introduction.

frustrating

foreboding

sorrowful

- B. Explain your answer.

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3. Consider the section "Blazingly Hot."

A. What is the mood as the women prepare for their trip? Is the mood similar to or different from the mood of the introduction?

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- B. Describe how the mood shifts at the very end of this section.

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4. Choose another point in the article where the mood shifts. Explain, using text evidence to support your answer. Be sure to explain what the mood shifts from and what it shifts to.

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5. What is the mood of the following excerpt from “What Went Wrong?” Explain your answer.

Hours went by. The women had driven hundreds of miles. The fuel tank drifted toward empty, as did their supply of drinking water. Darkness fell, and a blaze of stars tore open the sky. Around 10 p.m., the car sputtered to a stop.  
They were out of gas.

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6. Consider the following excerpt from “Rescued!”

Giddy joy overtook the women as they raced out of the park. When they pulled into a gas station, it was as though they’d arrived at the finest restaurant in the world. Gina and Jenny tore through the aisles, grabbing nachos, hot dogs, chips, ice cream, soda—anything they could get their hands on—and shoveling the food into their mouths with wild abandon.

What mood do these lines create? Explain.

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

# Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing can often have multiple text structures.

**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 "Lost in Death Valley."

1. How do the descriptions in the section "Blazingly Hot" contribute to the article?

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2. Find one section or passage from the article that uses a cause-and-effect structure. Identify the section and explain how you know it has that kind of structure.

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3. What problems and solutions are described in the section "Grim News"?

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## **Description or List**

Includes details to help you picture or get to know a person, a place, a thing, or an idea

## **Cause and Effect**

Explains *why* something happened (cause) and *what* happened as a result (effect)

## **Problem and Solution**

Presents a problem and explains how it is solved

## **Compare and Contrast**

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

## **Sequence of Events**

Describes events in the order in which they happen (This is also called chronological order.)

4. Identify one text structure that is used in the section "The Search Begins." Explain your answer. Which words or phrases helped you identify this structure?

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5. In the section "Looking Back," what is the author's purpose in explaining what has happened to the women since their ordeal?

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

# Summarizing

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

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

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**Directions:** Answer the questions below to help you write an objective summary of "Lost in Death Valley."

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. Was the problem life-threatening? If so, why?

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

4. Describe how the problem affected this person/these people.

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

5. How was the problem solved? \_\_\_\_\_

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

6. What happened afterward?

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

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# Summary of "Lost in Death Valley"

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: \_\_\_\_\_

# Descriptive Writing

In the article "Lost in Death Valley," author Kristin Lewis makes you feel as if you are in Death Valley with Gina, Jenny, and Donna. How? She makes the landscape come to life with descriptive writing. In this activity, you will analyze how the details she includes and words she chooses create powerful descriptions of Death Valley.

**Read the first paragraph of the article again:**

"Death Valley is the hottest place on Earth. The searing heat sucks the air out of your lungs and scorches the bottoms of your feet. It's so dry that a corpse can shrivel into a mummy. Every year at least one person dies here."

<p><b>1. Based on this paragraph, what are the two main qualities of Death Valley?</b></p>	<p><b>2. List the words that describe these qualities:</b></p>
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**Now imagine that Ed the Evil Editor decided to shorten the opening and rewrote it like this:**

"Death Valley is the hottest place on Earth. It was in this desert that on July 22, 2010, 17-year-old Gina Cooper, her mother, Donna, and their friend Jenny Leung, 19, became stranded."

<p><b>3. Which details are missing in Ed's version? How does this change the effect of the paragraph?</b></p>	<p><b>4. Why do you think Kristin Lewis started the article the way she did?</b></p>
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**Ed the Evil Editor got his hands on a few more passages. See what he did:**

Before	After
<p>"Death Valley National Park is a place of staggering beauty and devastating extremes. The more than 3-million-acre park is a geological wonder, having been twisted and mashed over hundreds of millions of years by volcanoes and earthquakes. Rocky snowcapped mountains jut thousands of feet into the sky, while vast salt flats and sand dunes sizzle in the sun on the valley floor below." (p. 6)</p>	<p>Death Valley National Park is beautiful and extreme. Volcanoes and earthquakes have shaped the land in this big park over a long period of time. It has mountains, salt flats, and sand dunes.</p>
<p>"The fuel tank drifted toward empty, as did their supply of drinking water. Darkness fell, and a blaze of stars tore open the sky. Around 10 p.m., the car sputtered to a stop." (p. 7)</p>	<p>Their gas and water supplies were getting low. Around 10 p.m., they ran out of gas.</p>

5. How do the passages on the left differ from those on the right? Cite two examples of how words or phrases on the left enhance the passages.

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6. Find another descriptive passage that's at least two sentences long. Copy it on the lines below, then underline the words and phrases that make the description come to life. On the back of this page or on a separate sheet of paper, explain what you learned about Death Valley from the passage.

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Lost in Death Valley.” 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 image on pages 4-5 and read the **headline** and **subheading** of the article. Describe the picture. What do you notice about the word *death*?

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

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

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

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

5. Check ( ✓ ) the statement that BEST describes the **text structure**, or how the author organizes information, in the section “What Went Wrong?”

The author describes the places in the park the women drove past while they were lost.

The author explains what led to the women becoming stranded in Death Valley.

The author recounts how the women handled the problem of running out of gas.

6. Consider this quote from page 7:

“It’s a large dried-up lake bed called a *playa*, scattered with rocks that seem to move on their own, leaving striking tracks in the dirt behind them.”

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

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

7. Describe the **mood** in the section “Grim News.” How does the author create that mood? Explain your answer.

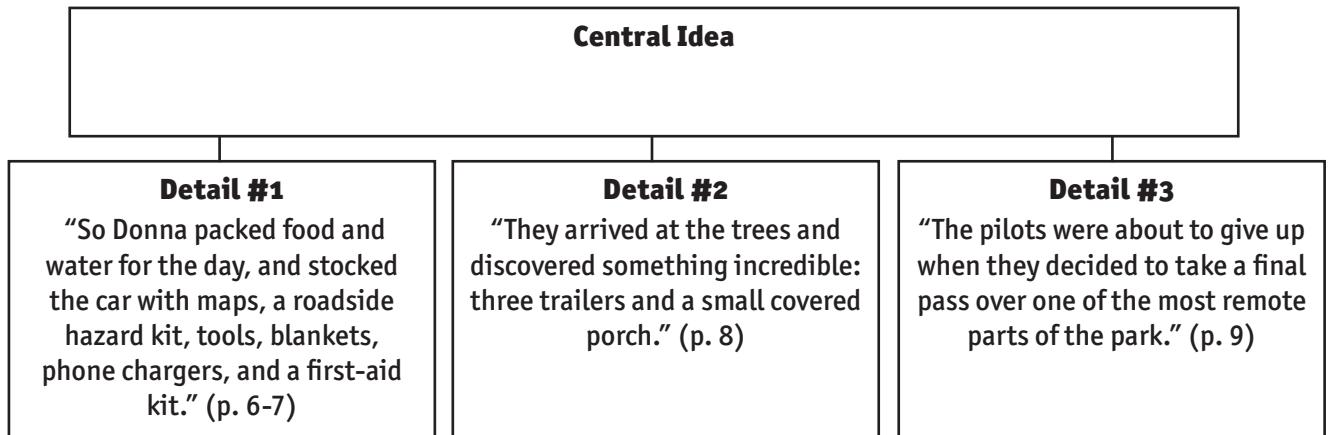
8. What can you infer about Donna’s daughter Sky from the information in “The Search Begins”?

9. Consider the author’s **tone** when she writes about the women. What is her attitude toward them? Explain your answer—listing words, phrases, and details that establish that tone.

## After Reading

## Central Ideas/Details and Objective Summary

10. Below are three **supporting details** for a central idea of “Lost in Death Valley” about how the women survived. In the space provided, write a **central idea** that these details support.



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

This image shows a blank 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: \_\_\_\_\_

# Read, Think, Explain

## Identifying Nonfiction Elements

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

### Before Reading Text Features

1. Study the image on pages 4-5 and read the **headline** and **subheading** of the article. Describe the picture. What do you notice about the word *death*?

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

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

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

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

5. The section “What Went Wrong?” uses a cause-and-effect structure. Read the following cause. Write its effect on the lines below.

**Cause:** Donna’s map of Death Valley had only the main roads on it.

**Effect:** \_\_\_\_\_  
\_\_\_\_\_

6. Consider this quote from page 7:

“It’s a large dried-up lake bed called a *playa*, scattered with rocks that seem to move on their own, leaving striking tracks in the dirt behind them.”

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

attention-grabbing

forceful

hidden

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

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

7. The **mood** of the section “Grim News” could be described as desperate. How does the author create this mood?

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

8. What can you infer about Donna’s daughter Sky from the information in “The Search Begins”?

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

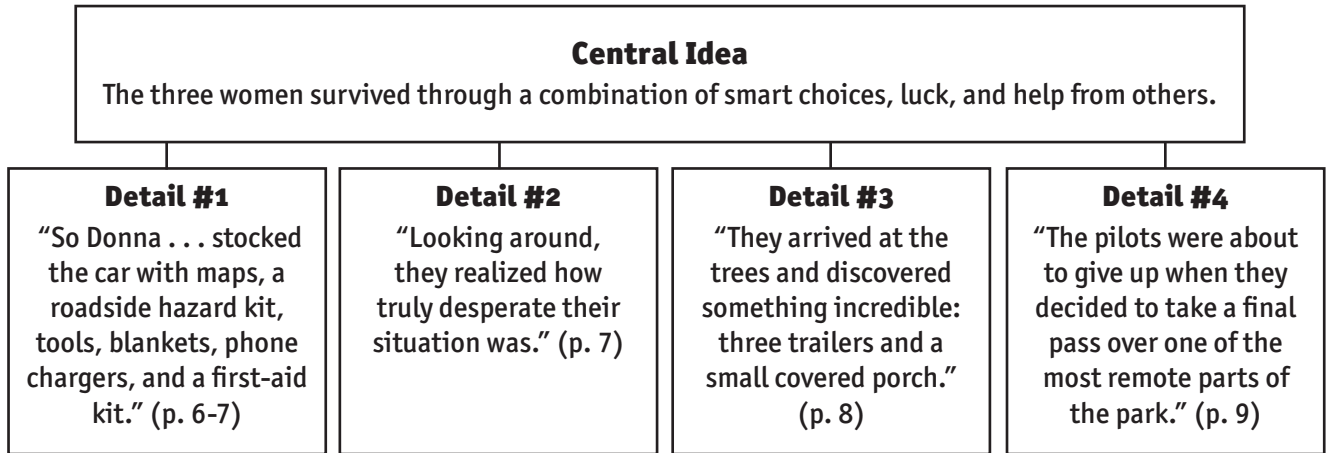
9. The author uses an admiring **tone** when she writes about the women. What are some words, phrases, and details that establish this tone?

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

## After Reading

### Central Idea/Details and Objective Summary

10. Below is a **central idea** of “Lost in Death Valley” and four 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 “Lost in Death Valley.”

1. Gina, Donna, and Jenny got lost while visiting Death Valley National Park.
2. Death Valley is the hottest place on Earth.
3. The park has rocky, snowcapped mountains.
4. The women ran out of gas and had little food or water.
5. The women should not have gone to Death Valley in the summer.
6. Fortunately, the women found a campsite that had some old food and a working hose.
7. Rescuers from the California Highway Patrol found the women by helicopter.
8. I was really worried about whether the women would survive their ordeal.

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

# Close-Reading Questions

## "Lost in Death Valley"

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1. What mood does the first paragraph evoke? How does the author create this mood?  
(author's craft, mood)

2. The author calls Death Valley a place of "devastating extremes." Which details support this description? (descriptive writing)

3. What factors contributed to the women getting lost? (key details)



4. The section “What Went Wrong?” includes almost no description of the women’s feelings, yet their emotions are easy to detect. How does the author achieve this? (author’s craft)
5. In the section “The Search Begins,” why does the author include the paragraph that starts “The human body is not made to withstand . . . ”? (text structure)
6. What can you infer about how the three women helped one another to survive? (inference)

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

# Critical-Thinking Questions

## "Lost in Death Valley"

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1. What roles did both luck and ingenuity play in the women's survival?
2. How do the photos and map add to your understanding of this story?
3. What crucial role did other people play in helping the women to survive?

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

# Vocabulary:

## "Lost in Death Valley"

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

1. **desolate (DESS-uh-luht)** *adjective*; 1. empty and showing no signs of life; deserted; 2. sad and lonely because of being separated from a loved one
  - **example 1:** The island is a desolate place. There are only a handful of abandoned buildings, one crumbling road, and no trees.
  - **example 2:** I expected Mrs. Watson to be a desolate old woman; I figured that at 96, she would have lost most of her friends. But actually, she has a very active social life!
2. **dogged (DAW-gid)** *adjective*; stubbornly determined
  - **example:** Karen was dogged in her efforts to get one of her cartoons published—and it worked! After hearing "no" again and again and again, she finally heard "yes."
3. **giddy (GID-ee)** *adjective*; dizzy and unsteady, usually from excitement
  - **example:** The thought of spending an entire summer at camp with her friends made Julie giddy with joy.
4. **inferno (in-FUR-noh)** *noun*; a place or state that resembles hell; can be used to refer to a raging fire, a place where it is incredibly hot, or a place where people are suffering
  - **example:** What began as a small campfire was now an inferno, burning out of control for miles in every direction.
5. **notorious (noh-TOR-ee-uhss)** *adjective*; well-known for something bad or negative
  - **example:** Mr. Porter was notorious for forgetting to lock his car; it's a wonder it hasn't been stolen!
6. **oppressive (uh-PRESS-iv)** *adjective*; 1. causing someone to feel weighed down, worried, or uncomfortable; 2. cruel or harsh without just cause
  - **example 1:** The heat was so oppressive that they didn't stay long at the beach.
  - **example 2:** Authorities of the oppressive regime arrested anyone who wrote anything critical about the government.

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

• *example:* \_\_\_\_\_

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

• *example:* \_\_\_\_\_

# Vocabulary Practice:

## "Lost in Death Valley"

**Directions:** Fill in the circle next to the word or phrase that best answers each question.

1. Everyone knows that Leah can't keep a secret. Just last week, Leah found out that Sophie was going to have surgery to remove her appendix; by the end of the day, the whole class knew about it. So don't listen to Leah if she promises not to tell your secret. Sooner or later, she will.

**Which best describes Leah's reputation?**

- Ⓐ She is notorious for telling people's secrets.
- Ⓑ She is dogged about telling people's secrets.
- Ⓒ She is giddy about telling people's secrets.

2. During most of the year, the school is bustling with activity. Students fill the classrooms and hallways all day and into the evening, when the clubs and sports teams meet. But during the summer months, barely anyone sets foot in the school. The hallways are empty, and even the soccer field goes unused for three months.

**During the summer, the school is what?**

- Ⓐ desolate      Ⓑ an inferno      Ⓒ giddy

3. Steve and Emma have agreed to make six dozen cookies for the band's annual bake sale. The oven has been on for hours, and the kitchen's one small window is steaming up from the heat. Steve's and Emma's T-shirts are soaked with sweat. Emma tells Steve that she wants to give up; it's too hot to bake another two dozen cookies. Steve tightens his jaw and says that somehow, they must continue—they can't quit until every last cookie is baked.

**Which of the following is accurate?**

- Ⓐ Emma is notorious for not wanting to bake cookies in a desolate kitchen.
- Ⓑ Steve is dogged in his efforts to bake cookies in the inferno that is his kitchen.
- Ⓒ Steve is giddy about continuing to bake cookies in an oppressive kitchen.

4. Max and Laura took a trip to the island of Puerto Rico, which is known for its beautiful beaches and jungles. Laura did not mind the hot and humid climate. Max, on the other hand, complained that it was so muggy, he felt like he was walking through a hot, sticky rain cloud.

**Which word would Max most likely use to describe Puerto Rico's climate?**

- Ⓐ desolate      Ⓑ giddy      Ⓒ oppressive

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

## “Lost in Death Valley” Quiz

**Directions:** Read “Lost in Death Valley.” Then answer the questions below.

**1. Which statement best expresses a theme of the article?**

- (A) People should never visit wild places.
- (B) Nature always triumphs.
- (C) Surviving a dangerous experience can make you stronger.
- (D) The human body is fragile.

**2. Below are four lines from the text. Which line best supports your answer to question 1?**

- (A) “Having survived something so horrible, she says, she’s prepared for anything life may throw at her.” (p. 9)
- (B) “Every year at least one person dies here.” (p. 6)
- (C) “The more than 3-million-acre park is a geological wonder . . .” (p. 6)
- (D) “Death Valley is the hottest place on Earth.” (p. 6)

**3. What is the purpose of this passage from page 7?**

“They drove.  
And drove.  
And drove.”

- (A) to convey that time was passing
- (B) to emphasize the distance the women were driving
- (C) to evoke the vastness of Death Valley
- (D) all of the above

**4. What is the main purpose of the section “Blazingly Hot”?**

- (A) to explain why Death Valley is a national park
- (B) to evoke the hopelessness that the women felt
- (C) to show the difficult nature of the search and rescue
- (D) to explain why the women decided to visit Death Valley

**5. Which sentence uses *staggering* in the same way it is used on page 6?**

- (A) Staggering under the weight of the heavy boxes, Katie almost tripped down the stairs.
- (B) Staggering the times that the groups eat lunch will prevent the cafeteria from getting too crowded.
- (C) The museum’s staggering collection of ancient statues always impresses visitors.
- (D) none of the above

**6. Which of the following details should NOT be included in a summary of the article?**

- (A) Gina, Donna, and Jenny got lost in Death Valley.
- (B) Death Valley is a beautiful and dangerous place.
- (C) It is impossible to survive in Death Valley for very long without water.
- (D) Gina gripped the passenger handle of the car so hard that it ripped off.

### 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.** Kristin Lewis describes Death Valley in great detail. How does information about Death Valley’s environment help the reader understand what Gina, Donna, and Jenny were up against?

**8.** What can readers learn from survival stories like this one?

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

## “Lost in Death Valley” Quiz

**Directions:** Read “Lost in Death Valley.” Then answer the questions below.

**1. Which statement best expresses a theme of the article?**

- (A) People should never visit wild places.
- (B) Nature always triumphs.
- (C) Surviving a dangerous experience can make you stronger.
- (D) The human body is fragile.

**2. Below are four lines from the text. Which line best supports your answer to question 1?**

- (A) “Having survived something so horrible, she says, she’s prepared for anything life may throw at her.” (p. 9)
- (B) “Every year at least one person dies here.” (p. 6)
- (C) “The more than 3-million-acre park is a geological wonder . . .” (p. 6)
- (D) “Death Valley is the hottest place on Earth.” (p. 6)

**3. In the sentence “Death Valley National Park is a place of staggering beauty” (p. 6), *staggering* most closely means**

- (A) unsteady.
- (B) arranged in a zigzag order.
- (C) astounding.
- (D) violently rocking.

**4. What is the purpose of the section “Blazingly Hot”?**

- (A) to explain why Death Valley is a national park
- (B) to evoke the hopelessness that the women felt
- (C) to show the difficult nature of the search and rescue
- (D) to explain why the women decided to visit Death Valley

**5. What is the purpose of this passage from page 7?**

**“They drove.**

**And drove.**

**And drove.”**

- (A) to convey that time was passing
- (B) to emphasize the distance the women were driving
- (C) to evoke the vastness of Death Valley
- (D) all of the above

**6. Which detail would be most important to include in a summary of the article?**

- (A) Donna convinced Gina to eat some oatmeal.
- (B) Lizard Lee brought the women gas and showed them back to the main road.
- (C) Gina gripped the passenger handle of the car so hard that it ripped off.
- (D) Gina, Donna, and Jenny got lost in Death Valley.

### 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.** Author Kristin Lewis describes Death Valley in great detail. How does information about Death Valley’s environment help the reader understand what Gina, Donna, and Jenny were up against?

**8.** Being resourceful means dealing well with a difficult situation and finding solutions to problems. In what ways were Donna, Gina, and Jenny resourceful?

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# Video Discussion Questions

## "Behind the Scenes: Lost in Death Valley"

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1. One central idea of the video is that Death Valley is dangerous, but it is also a spectacular natural wonder. How is this idea supported in the video?
  
  
  
  
  
  
  
  
  
  
2. How might keeping a notebook during her trip (3:54 to 4:07) have helped Kristin Lewis write descriptive passages in her article?
  
  
  
  
  
  
  
  
  
  
- 3.. What is the likely intended effect of including the section about Death Valley's history (4:18 to 5:32)?
  
  
  
  
  
  
  
  
  
  
4. What is the mood of the video during the final section (5:33 to 6:09)? Consider the narration, music, and visuals.



# Death Valley Contest

What makes Death Valley so fascinating? What makes it so dangerous? Answer both questions in a well-organized essay. Support your ideas with details from the article and, optionally, the video. Five winners will each get a copy of *Lost in the River of Grass* by Ginny Rorby.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

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

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

# Making Inferences

When you make an inference, you use clues from the text to figure out something the author doesn't tell you directly.

**Directions:** Read the lines of dialogue below, then make an inference to answer the questions. We've answered the first one for you.

1. N2: A disheveled man comes out a side door. His hair is uncombed, and he wears a rumpled blue suit.

EDISON: Hey there, boy. What have you got?

N1: Alfred slowly opens his hands.

ALFRED (*sheepishly*): Um, copper wire and glass tubing.

**Why does Alfred open his hands "slowly" and speak "sheepishly"?**

Alfred is afraid that he is in trouble for taking things out of the trash heap.

2. EDISON: When you have exhausted all possibilities, remember this: You haven't. Right, Batch?

BATCH: Right, Boss.

N1: Alfred stares at Edison, dumbfounded.

**What does Alfred's "dumbfounded" stare tell you?**

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3. PAPA: What you have to do is go milk the cows!

ALFRED: Who cares about milking cows? Mama could have died in that fire! I saw it, Papa. The way the flames engulfed her sleeve . . . It never would have happened if we had electric lights instead of oil.

PAPA (*softening*): It was a terrible accident, son, and I know you fret for your mama. But judging from this fire you started, electric lights will be just as dangerous.

**What can you infer from Papa's "softening" tone? (Think about how Papa's attitude changes and why.)**

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4. ALFRED: I wish my father understood how life-changing this is.

EDISON: We've got a little something to show the world on New Year's Eve. Why don't you bring your family?

**Why does Edison invite Alfred and his family to the lab on New Year's Eve?**

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5. ALFRED: I told you, Papa. Edison is a true genius.

EDISON: Genius, my young friend, is 1 percent inspiration and 99 percent perspiration.

**What does Edison's line tell you about how he views his own success?**

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6. EDISON (*to Papa*): Your son has impressed me. I'd like to make him an official part of my team, if he is interested.

N1: Mama puts her arm around Alfred's shoulders. Alfred is beaming.

**Why is Alfred beaming?**

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

# Exploring Text Features

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

**Directions:** Answer the questions below to help you explore the text features in *Light*.

1. Describe the image on page 16. What is significant about where the word “light” appears?

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2. What can you infer about Edison from the photograph on page 17?

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3. How do the images on page 18 contribute to the play?

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4. If the information in the caption on page 19 were integrated into the play, in which scene would it best fit? Explain your answer.

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5. What is the mood of the image on page 22? How does this image relate to the essay?

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

# Drawing Conclusions

How did the incandescent light bulb change the world? Complete this activity to help you draw conclusions about the effects of this amazing invention.

**Directions:** Fill in the chart below using information from the play *Light* and the essay “Life Without Light.”

	candles	oil and gas lamps	incandescent lights
amount of light provided			
safety			
cleanliness			
odor			
effort required to use them			

Now list three activities that were made possible or made easier by the invention of the incandescent light bulb.

1.

2.

3.

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

# Close-Reading Questions

*Light and "Life Without Light"*

1. In Scene 1, N2 says of Edison's lab, "The room is a hive of activity." What idea is the narrator expressing with this metaphor? (metaphor)
2. At the end of Scene 1, why is Alfred surprised to learn Edison's identity? (inference)
3. When Alfred's mother is introduced in Scene 3, she has a bandage on her arm. Where do you learn the reason for the bandage, and what big idea in the play does this information support? (text structure)



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

# Critical-Thinking Questions

## *Light*

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1. The play's subtitle states that Edison changed the world. What are some things people do today that would have been difficult or impossible before electric light?
2. Reread the photo caption "Living in the Light" on page 21. Do the drawbacks of electric light outweigh the advantages?
3. At the end of the play, Edison says to Alfred, "We will find out what the world needs, then try hard to invent it." How does this line relate to Edison's invention of the light bulb? What invention do you think the world needs today?



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

# Vocabulary:

## *Light*

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

- 1. disheveled (di-SHEV-uhld)** *adjective*; disorderly or untidy in appearance
  - **example:** Thanks to the gusty winds, Sam's hair was completely disheveled when she arrived.
- 2. acrid (AK-rid)** *adjective*; 1. having a sharp or bitter taste, odor, or smell; 2. describing an angry or sharp remark
  - **example 1:** The acrid smoke from the factory fire made Tim's nostrils burn.
  - **example 2:** Lucy now regretted the acrid things she said to her little sister during their fight.
- 3. douse (dows)** *verb*; 1. to plunge into water or another liquid; 2. to splash or throw water or another liquid on; 3. to extinguish
  - **example 1:** Pete doused his dog, Larry, in soapy water to wash off all the mud.
  - **example 2:** Jenny doused the charcoal with lighter fluid.
  - **example 3:** Make sure to douse the campfire before you go to sleep.
- 4. emanate (EM-uh-nayt)** *verb*; to flow out, usually a smell or feeling
  - **example:** A wonderful scent emanated from the rose bushes.
- 5. engulf (en-GULF)** *verb*; to flow over and cover; overwhelm
  - **example:** Fog engulfed the ship which then was no longer visible from the shore.
- 6. exhaust (ig-ZAWST)** *verb*; 1. to use up completely, usually mental or physical energy; 2. to try all of something
  - **example 1:** The marathon exhausted Stu. He will surely want to take it easy for a couple of days.
  - **example 2:** Don't give up until you have exhausted all of the possibilities. There must be some way you can get to the game on Friday!
- 7. flabbergasted (FLAB-er-gas-tid)** *adjective*; amazed and surprised; astounded
  - **example:** Carole was flabbergasted by Andrew's announcement. She was so shocked, in fact, that she didn't know what to say.
- 8. noxious (NOK-shuhs)** *adjective*; physically harmful or destructive to living beings
  - **example:** The noxious fumes from the factory made everyone in the neighborhood sick.

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

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

• *example:* \_\_\_\_\_

\_\_\_\_\_

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

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

• *example:* \_\_\_\_\_

\_\_\_\_\_

# Vocabulary Practice:

## *Light*

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

1. "Ted **doused** his fries in ketchup." Which best describes what Ted did to his fries?
  - Ⓐ He did not put any ketchup on his fries.
  - Ⓑ He smashed his fries in the ketchup.
  - Ⓒ He poured ketchup all over his fries.
  - Ⓓ He put a little bit of ketchup on his fries.
2. Which of the following is **not** noxious?
  - Ⓐ exhaust from a bus
  - Ⓑ raw sewage
  - Ⓒ gasoline
  - Ⓓ fries doused in ketchup
3. At the meeting, George looked **disheveled**. Which of the following could cause George to look that way?
  - Ⓐ He ironed his clothes before he put them on.
  - Ⓑ He ran part of the way to arrive on time.
  - Ⓒ He got caught in a rainstorm on the way.
  - Ⓓ either b or c
4. Which is a synonym for emanate?
  - Ⓐ conceal
  - Ⓑ emerge
  - Ⓒ plunge
  - Ⓓ decrease

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

5. The burger had been **engulfed** in flames. I thought it would taste like \_\_\_\_\_  
\_\_\_\_\_.
6. Ben was **flabbergasted**. He \_\_\_\_\_  
\_\_\_\_\_.
7. Louie felt **exhausted** after \_\_\_\_\_  
\_\_\_\_\_.
8. Noticing the **acrid** smell, Miriam \_\_\_\_\_  
\_\_\_\_\_.
9. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

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

## Light Quiz

**Directions:** Read the play *Light* and the narrative essay “Life Without Light.” Then answer the questions below.

**1. In Scene 2, J.P. Morgan is upset. Why?**

- (A) He is worried about Thomas Edison’s reputation.
- (B) He thinks that Edison lied to him.
- (C) He is insulted by the newspaper headline calling Edison a fraud.
- (D) He is worried that he has been wasting his money by investing in Edison.

**2. In Scene 7, Edison says, “Genius, my young friend, is 1 percent inspiration and 99 percent perspiration.” What does Edison mean when he says “perspiration”?**

- (A) He means sweat.
- (B) He means money.
- (C) He means hard work.
- (D) He means good ideas.

**3. Choose the line in which Edison expresses a similar idea to the quote in question 2.**

- (A) “When you have exhausted all possibilities, remember this: You haven’t.” (Scene 1)
- (B) “Mr. Edison, at your service.” (Scene 1)
- (C) “Electric light has turned out to be more complex than I anticipated.” (Scene 2)
- (D) “Nope. I work best while the world sleeps. You heading out?” (Scene 4)

**4. The play suggests that Edison was motivated mainly by a desire to**

- (A) become famous.
- (B) make money.
- (C) improve people’s lives.
- (D) prove J.P. Morgan wrong.

**5. Below are four of Edison’s lines. Which best supports your answer to question 4?**

- (A) “We have not failed. We have successfully found thousands of ways that won’t work.” (Scene 2)
- (B) “If we can make a lamp that lasts 13 hours, we can make one that lasts 100 hours.” (Scene 5)
- (C) “‘Edison’s Light: The Great Inventor’s Triumph in Electric Illumination.’ That’s more like it.” (Scene 6)
- (D) “We will find out what the world needs, then try hard to invent it.” (Scene 7)

**6. Information in the play and/or essay supports the statement that compared with candles, oil lamps, and gas lamps, electric lights were better in all of the following ways EXCEPT which?**

- (A) Electric lights were safer.
- (B) Electric lights were cleaner.
- (C) Electric lights were less expensive.
- (D) Electric lights were more convenient.

## 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.** How does Spencer Kayden characterize Edison? Support your answer with details from the play.

**8.** What big ideas about the process of inventing does Kayden develop in the play? Explain, using text evidence to support your answer.

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

## Light Quiz

**Directions:** Read the play *Light* and the narrative essay “Life Without Light.” Then answer the questions below.

**1. What is the main reason Papa orders Alfred to stop conducting experiments?**

- (A) Papa does not think Alfred will be successful.
- (B) Papa is worried that Alfred will get hurt.
- (C) Papa doesn't believe that electric lights will be any better than oil lamps.
- (D) Papa thinks the experiments are too expensive.

**2. In Scene 7, Thomas Edison says, “Genius, my young friend, is 1 percent inspiration and 99 percent perspiration.” What does he mean?**

- (A) To become a great inventor, it is important to exercise a lot.
- (B) Genius depends mostly on having a great deal of natural intelligence.
- (C) To achieve something great, hard work is much more important than brilliance.
- (D) To be a genius, you have to remain as playful and creative as when you were a child.

**3. The play suggests that Edison invented things mostly because he wanted to**

- (A) become famous.
- (B) make money.
- (C) improve people's lives.
- (D) prove J.P. Morgan wrong.

**4. Below are four of Edison's lines. Which best supports your answer to question 3?**

- (A) “We have not failed. We have successfully found thousands of ways that won't work.” (Scene 2)
- (B) “If we can make a lamp that lasts 13 hours, we can make one that lasts 100 hours.” (Scene 5)
- (C) “‘Edison's Light: The Great Inventor's Triumph in Electric Illumination.’ That's more like it.” (Scene 6)
- (D) “We will find out what the world needs, then try hard to invent it.” (Scene 7)

**5. The day described in “Life Without Light” is set**

- (A) about 50 years before the play is set.
- (B) about 5 years before the play is set.
- (C) at the same time as the play.
- (D) about 10 years after the play is set.

**6. Information in the play and/or essay supports the statement that compared with candles, oil lamps, and gas lamps, electric lights were better in all of the following ways EXCEPT which?**

- (A) Electric lights were safer.
- (B) Electric lights were cleaner.
- (C) Electric lights were less expensive.
- (D) Electric lights were more convenient.

## 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. How does Spencer Kayden characterize Edison? Support your answer with details from the play.**

**8. How does Kayden develop the idea that inventing requires patience and hard work? Explain, using text evidence to support your answer.**

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

## Section 1: Characters

1. For the characters of Thomas Edison, Alfred, 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. THOMAS EDISON is a ☐ **major** ☐ **minor** (check one) character.

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

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

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

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

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

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

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

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

2. Consider the **characterization** of Thomas Edison.

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

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

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## Section 2: Setting

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

4. What does the reader learn from the play (including the photos and captions) about what life was like in that time and place? What are some ways that life then was different from life today?

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## Section 3: Literary Devices

5. **Dramatic irony** is when the audience is aware of something that at least one of the characters is not aware of. Explain the dramatic irony in Scene 1.

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## Section 4: Text Structure

6. What type of information does the prologue provide? How does this information relate to what happens in Scenes 1–7?

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7. A. With which lines does the **flashback** in Scene 6 begin and end?

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- B. What is the purpose of the **flashback**? What information does it provide, or what does it help the reader understand?

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## Section 5: Theme

8. A **theme** of this play is that failure is the key to success. Explain how the play illustrates this theme, using details from the text to support your answer.

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# Light Contest

How did the incandescent light bulb change life in America? Draw on information in the play, captions and photos, and the essay to support your ideas. Five winners will each receive *The Seer of Shadows* by Avi.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

Include this sheet with your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

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

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

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

# Point of View

There's more than one way of looking at every situation—and point of view can make all the difference in a story.

**Directions:** "The Secret Ingredient" is told from Snicket's point of view. Hungry Hix is the antagonist. But what if Hungry were the one telling the story? Consider each situation in the left-hand column below. In the right-hand column, comment on the situation from Hungry's perspective. We've provided questions to guide you. You'll need to use your imagination! We provided an idea for the first one for you.

Situation	Speak for Hungry
At the beginning of the story, Hungry refuses to tell Snicket the secret ingredient in the soup. Snicket says, "It occurred to me that Hungry wasn't going to reveal the secret ingredient to me because she didn't know what it was." (p. 24)	<p><i>How would Hungry describe this exchange with Snicket? Does she enjoy talking with him?</i></p> <p>"Once again, Snicket came in and didn't buy anything. Then he tried to get me to tell him the secret ingredient in the soup. He knows perfectly well that Jake is the cook—so why was Snicket asking me about the secret ingredient? I decided to just say something silly about not being able to tell him because I was afraid he might steal the recipe."</p>
Jake refers to a sous chef, and Hungry clearly doesn't know what that is. Snicket says, "Jake and I exchanged the sort of look all sensible people exchange when Hungry Hix is around." (p. 24)	<p><i>Snicket seems to be implying that Hungry is not sensible because she doesn't know what a sous chef is. What would Hungry say to this?</i></p>

Situation	Speak for Hungry
<p>Hungry insists that Jake stay at the restaurant all day. Her reasons—for instance, so that people can pinch his cheeks—do not seem to impress Snicket, Jake, or Cleo. (p. 26)</p>	<p><i>How would Hungry explain why it's so important for Jake to stay? What other reasons might she have? Why might she be reluctant to share these reasons?</i></p>
<p>Hungry changes her hairstyle. Snicket thinks her hair looks like a meatball. He tells her (dishonestly) that he likes it, and she responds with "a near-smile." (p. 27)</p>	<p><i>How would Hungry describe her hairstyle and Snicket's compliment?</i></p>
<p>After Hungry tastes the soup, she turns to Jake "in sudden rage." She calls him her "stupid nephew." (p. 27)</p>	<p><i>How would Hungry describe Jake's actions? What about his actions has upset her the most?</i></p>

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

# Critical-Thinking Questions

## "The Secret Ingredient"

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1. Much of Hix's dialogue seems incredibly rude. Is it possible that Snicket is exaggerating her rudeness in his narration? Why might he do this?
2. What are some details that show the differences between the younger characters and the older character in this story? What differences do they show? What might the author's intention have been in including these details?
3. This story includes a secret ingredient, a secret plan, unspoken opinions, and a secret reason for renaming a flower. How does having information, as a reader, that some characters don't have affect your experience of reading the story?

SKILL: Vocabulary Acquisition, page 1 of 4

# DIY Vocabulary

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

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

Article or Story:

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

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:



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

## “The Secret Ingredient” Quiz

**Directions:** Read “The Secret Ingredient.” Then answer the questions below.

1. Which word best describes how the author characterizes Jake?

- (A) rude                      (C) shy  
(B) friendly                (D) demanding

2. Which line from the story best supports your answer to question 1?

- (A) “‘That’s not fair,’ Jake said.” (p. 26)  
(B) “Jake scowled in his aunt’s direction.” (p. 26)  
(C) “It was Jake Hix, a nephew of hers, who planned the menu . . . and sometimes brought you a bowl of ice cream with a homemade cookie on the side.” (p. 24)  
(D) “‘You don’t like crispy sage?’ Jake asked, as innocently as he could.” (p. 27)

3. Reread this line from page 27: “Her hair now hung in a large clump on one side of her head, as if a meatball was stuck near her ear.” This line contains

- (A) a metaphor that reveals the inspiration for Hungry’s hairstyle.  
(B) a simile that portrays Hungry’s hairstyle as dainty.  
(C) a metaphor that suggests Hungry’s hair was dirty.  
(D) a simile that reveals the narrator’s negative opinion of Hungry’s hairstyle.

4. In the sentence “When Jake gets here, I don’t want him hobnobbing with you, or the soup won’t be ready in time” (p. 24), *hobnobbing* most closely means

- (A) misbehaving.                (C) socializing.  
(B) lingering.                    (D) arguing.

5. On page 26, Jake tells Snicket to blend everything in the crate together. Snicket asks, “Everything else in the crate?” Jake replies, “Everything else.” What is happening during this exchange?

- (A) Snicket is making sure that Jake wants the gloves to go into the soup.  
(B) Snicket is hinting that there are too many tomatoes.  
(C) Jake doesn’t know that his gloves are in the crate.  
(D) Snicket is telling Jake that he made a mistake.

6. Which detail should be included in a summary of the story?

- (A) Cleo Knight has a large car called a Dilemma.  
(B) The Fremunt Flos blossoms for 24 hours, every 11 years.  
(C) Hungry Hix’s fancy hairstyle resembled a meatball.  
(D) Hungry Hix carries a rag around.

### 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. What is Snicket’s opinion of Jake? Support your answer with text evidence.

8. *Comeuppance* is a word that means a punishment that someone deserves. Did Hungry Hix get her comeuppance? Did she deserve what happened to her? Defend your answer with text evidence.

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

## “The Secret Ingredient” Quiz

**Directions:** Read “The Secret Ingredient.” Then answer the questions below.

1. Which word best describes how the author characterizes Jake?
  - (A) rude
  - (B) demanding
  - (C) shy
  - (D) friendly
2. Which line from the story best supports your answer to question 1?
  - (A) “‘That’s not fair,’ Jake said.” (p. 26)
  - (B) “Jake scowled in his aunt’s direction.” (p. 26)
  - (C) “It was Jake Hix, a nephew of hers, who planned the menu . . . and sometimes brought you a bowl of ice cream with a homemade cookie on the side.” (p. 24)
  - (D) “‘You don’t like crispy sage?’ Jake asked, as innocently as he could.” (p. 27)
3. Reread this line from page 27: “Her hair now hung in a large clump on one side of her head, as if a meatball was stuck near her ear.” The simile in this line
  - (A) reveals which food inspired Hungry’s hairstyle.
  - (B) portrays Hungry’s hairstyle as dainty.
  - (C) implies that Hungry’s hair was dirty.
  - (D) reveals the narrator’s negative opinion of Hungry’s hairstyle.
4. On page 26, Snicket says, “. . . and the three of us got cracking.” Context clues reveal that *get cracking* means
  - (A) to start mixing.
  - (B) to start working on something.
  - (C) to break things.
  - (D) to leave a place.
5. On page 26, Jake tells Snicket to blend everything in the crate together. Snicket asks, “Everything else in the crate?” Jake replies, “Everything else.” What is happening during this exchange?
  - (A) Snicket is making sure that Jake wants the gloves to go into the soup.
  - (B) Snicket is hinting that there are too many tomatoes.
  - (C) Jake doesn’t know that his gloves are in the crate.
  - (D) Snicket is telling Jake that he made a mistake.
6. Which detail should NOT be included in a summary of the story?
  - (A) The Fremunt Flos blossoms for 24 hours, every 11 years.
  - (B) Jake promised Hungry that he would make lunch for her meeting.
  - (C) Jake directs Snicket to blend a pair of gardening gloves into the soup.
  - (D) Cleo has a large car called a Dilemma.

### 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. How does the author portray Hungry Hix? Use text evidence to support your answer.
8. *Comeuppance* is a word that means a punishment that someone deserves. Did Hungry Hix get her comeuppance? Did she deserve what happened to her? Defend your answer with text evidence.

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

## Section 1: Characters

1. For the characters of Snicket, Jake Hix, 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. SNICKET is a ☐ **major** ☐ **minor** (check one) character.

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

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

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

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

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

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

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

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

2. Who is the **antagonist** in this story? Explain.

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3. In the first paragraph, the author uses a compare and contrast structure to describe Jake's and Hungry Hix's roles at the restaurant. Why do you think the author chose this structure? What do you learn about Jake and Hungry from this paragraph?

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4. Give an example of **indirect characterization** of Hungry Hix. Explain what it reveals about her.

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## Section 2: Point of View

5. From which **point of view** is "The Secret Ingredient" told? Check one:

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

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

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6. What other information might be included if the story were told from one of the two points of view you did NOT select above? What information might be excluded?

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### Section 3: Figurative Language

7. Find one example of **personification** and explain what it adds to the story.

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### Section 4: Tone

8. List at least two words that describe the **tone** of the story.

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Now explain how Lemony Snicket establishes that **tone**.

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# Hungry Hix Contest

As described by Snicket (the narrator), the character Hungry Hix isn't very likable. How might the story be different if it were told from Hungry's point of view? In a written narrative or video, tell this story from Hungry's perspective. Five winners will get *"Shouldn't You Be in School?"* by Lemony Snicket.

## Entries will be judged on:

⇒ language and word choice

⇒ good organization and transitions

⇒ creativity and voice

⇒ grammar, spelling, and punctuation

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

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

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

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

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

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

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

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

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

Include this sheet with your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

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

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

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 World's First Superstar" and "Say Goodbye to the Elephants."

## "The World's First Superstar" by Lauren Tarshis

**1. Reread the section "Pop-Culture Icon." Which sentence below best expresses the central idea of this section?**

- Ⓐ There were other African elephants that were taller than Jumbo.
- Ⓑ Jumbo was the star attraction of the London Zoo.
- Ⓒ Many elephants were killed for their valuable ivory tusks.
- Ⓓ Jumbo was popular because the public was fascinated by exotic animals.

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

**Central idea: Jumbo's sale to P.T. Barnum was unfortunate for the people of England and turned out to be tragic for Jumbo himself.**

- Ⓐ "The sale of this 'national treasure' outraged people throughout England."
- Ⓑ "Zoo directors thought that Jumbo was too unpredictable."
- Ⓒ "Sadly, Jumbo's life was cut short just a few years after his arrival in the U.S."
- Ⓓ "He died a few minutes later, clutching Scott's hand with his trunk."

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

\_\_\_\_\_

\_\_\_\_\_

**3. Read the details listed below. In the box, write a central idea that these details support.**

**Central idea of “The World’s First Superstar”:**

**Detail 1:** “News of this event made headlines around the world.”

**Detail 2:** “As a young elephant, he was the star attraction of one of the world’s first modern zoos, the London Zoological Gardens.”

**Detail 3:** “Jumbo earned millions for Barnum and became a true phenomenon.”

**“Say Goodbye to the Elephants” by Adee Braun**

**4. Consider the central idea of “Say Goodbye to the Elephants” in the box. Find three supporting details in the article and write them on the lines provided.**

**Central idea: As attitudes about wild animals in captivity have changed, the Ringling Bros. and Barnum & Bailey circus has responded.**

**Supporting detail 1:** \_\_\_\_\_

\_\_\_\_\_

**Supporting detail 2:** \_\_\_\_\_

\_\_\_\_\_

**Supporting detail 3:** \_\_\_\_\_

\_\_\_\_\_



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

# Finding and Using Text Evidence

**Directions:** Read “The World’s First Superstar” and “Say Goodbye to the Elephants.” Then complete the activity below.

---

**1. Imagine that you are writing a paragraph about the way wild animals in captivity were treated in the 19th century.**

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

- Ⓐ In the 19th century, explorers and adventurers removed wild African animals from their natural habitats and brought them back to America and Europe.
- Ⓑ In the 19th century, wild animals in captivity were often mistreated because people did not know how to care for them.
- Ⓒ In the 19th century, Jumbo the elephant was taken from his natural habitat and mistreated for several years before he arrived at the London Zoological Gardens.

**B. Which quote provides the best text evidence to support the topic sentence you chose in part A?**

- Ⓐ “Live animals were captured and sent home to be put on display for the public” (p. 12).
- Ⓑ “Jumbo was not treated well in Paris. After three years, he was traded to the London Zoological Gardens, along with two anteaters, for a rhinoceros” (p. 12).
- Ⓒ “Cages were small and dirty. Diets were unhealthy. Not surprisingly, many animals died” (p. 12).

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

- Ⓐ It explains why explorers and adventurers were so eager to bring back animals from Africa.
- Ⓑ It demonstrates that little was known about how to help wild animals survive and thrive in captivity.
- Ⓒ It proves that Jumbo would have been better off if he had been left in the wild.

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

**Ringling Bros. claims to take excellent care of its elephants.**

- Ⓐ “Ringling Bros. has announced that by 2018, elephants will no longer be part of the show” (p. 14).
- Ⓑ “In fact, animal rights advocates have been calling for circuses to stop using elephants for decades” (p. 15).
- Ⓒ “According to the Ringling Bros. website, the elephants are under the constant care of top-notch veterinarians, receive plenty of fresh food and water, and enjoy daily baths and exercise.” (p. 15)

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

**3. A. Choose three pieces of text evidence from “The World’s First Superstar” that BEST support the statement below.**

**In the late 1800s, people in England were extremely fond of Jumbo.**

- Ⓐ “As a young elephant, he was the star attraction of one of the world’s first modern zoos, the London Zoological Gardens” (p. 11).
- Ⓑ “There’s no doubt that Jumbo was a beautiful animal, strong and majestic” (pp. 11-12).
- Ⓒ “Queen Victoria visited him regularly, feeding him sweet rolls made by her personal chef” (p. 11).
- Ⓓ “Jumbo earned millions for Barnum and became a true phenomenon” (p. 11).
- Ⓔ “It’s impossible to say whether Jumbo was content in London, but under Scott’s care, he grew” (p. 12).
- Ⓕ “The sale of this ‘national treasure’ outraged people throughout England. Mobs showed up at the zoo to protest” (p. 12).

**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 paragraph that correctly presents text evidence from “The World’s First Superstar” in the form of a direct quotation.**

- Ⓐ Jumbo and Matthew Scott developed a very deep bond. In her article “The World’s First Superstar,” author Lauren Tarshis writes that Jumbo died “clutching Scott’s hand with his trunk. Scott wept for hours and had to be carried from Jumbo’s side” (p. 13). This detail shows how close the relationship was between the elephant and the zookeeper.
- Ⓑ Jumbo and Matthew Scott developed a very deep bond. I know their relationship was very close because Jumbo died clutching Scott’s hand with his trunk.
- Ⓒ Jumbo and Matthew Scott developed a very deep bond. In her article “The World’s First Superstar,” author Lauren Tarshis writes that Jumbo died clutching Scott’s hand with his trunk. Scott was very upset and had to be carried from Jumbo’s side (p. 13). This detail shows how close the relationship was between the elephant and the zookeeper.

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

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**5. Choose the paragraph that correctly uses text evidence from “Say Goodbye to the Elephants” in the form of a paraphrase.**

- Ⓐ Ringling Bros. cares about its audiences’ attitudes toward animals. Many people are uncomfortable with elephants performing in the circus (p. 14).
- Ⓑ Ringling Bros. cares about its audiences’ attitudes toward animals. According to Adele Braun in her article “Say Goodbye to the Elephants,” Ringling Bros. is phasing elephants out of its shows, a decision based on a “mood shift” among circus goers—a reference to the public’s growing unease with the idea of elephants performing for our entertainment (p. 14).
- Ⓒ Ringling Bros. cares about its audiences’ attitudes toward animals. According to Adele Braun in her article “Say Goodbye to the Elephants,” Ringling Bros. is phasing elephants out of its shows in response to the fact that many people are uncomfortable with elephants performing in the circus (p. 14).

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

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This image shows a blank 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: \_\_\_\_\_

# Finding Text Evidence

**Directions:** Read "The World's First Superstar" and "Say Goodbye to the Elephants," 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 World's First Superstar" that BEST support the statement below.

**In the late 1800s, people in England were extremely fond of Jumbo.**

- Ⓐ "As a young elephant, he was the star attraction of one of the world's first modern zoos, the London Zoological Gardens." (p. 11)
- Ⓑ "There's no doubt that Jumbo was a beautiful animal, strong and majestic." (pp. 11-12)
- Ⓒ "Queen Victoria visited him regularly, feeding him sweet rolls made by her personal chef." (p. 11)
- Ⓓ "Jumbo earned millions for Barnum and became a true phenomenon." (p. 11)
- Ⓔ "It's impossible to say whether Jumbo was content in London, but under Scott's care, he grew." (p. 12)
- Ⓕ "The sale of this 'national treasure' outraged people throughout England. Mobs showed up at the zoo to protest." (p. 12)

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

**Ringling Bros. claims to take excellent care of its elephants.**

- Ⓐ "Ringling Bros. has announced that by 2018, elephants will no longer be part of the show." (p. 14)
- Ⓑ "In fact, animal rights advocates have been calling for circuses to stop using elephants for decades." (p. 15)
- Ⓒ "According to the Ringling Bros. website, the elephants are under the constant care of top-notch veterinarians, receive plenty of fresh food and water, and enjoy daily baths and exercise." (p. 15)

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

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

**In the 19th century, many wild animals were mistreated.**

Ⓐ "Cages were small and dirty. Diets were unhealthy. Not surprisingly, many animals died." (p. 12)

Ⓑ "A helpless calf, Jumbo was sold to an animal dealer who chained him, packed him into a crate, and shipped him by boat to Europe." (p. 12)

Ⓒ \_\_\_\_\_  
\_\_\_\_\_

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

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

Ⓐ "But is it fair to suggest that any elephant would *want* to join the circus?" (p. 15)

Ⓑ "... would an elephant ever choose to live in a stall, travel across the country by train, and perform tricks on command when it could be roaming the forests of its natural habitat?" (p. 15)

Ⓒ "But perhaps we've come to understand that loving animals means setting them free." (p. 15)

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

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

Ⓐ \_\_\_\_\_

Ⓑ \_\_\_\_\_

Ⓒ \_\_\_\_\_

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

# How to Use Text Evidence

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

## Here are some tips for using text evidence:

### 1. Quote or paraphrase.

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

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

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

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

#### Words to help you:

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

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

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

#### Words to help you:

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

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

### SAMPLE 1

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

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

### SAMPLE 2

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

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



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

# Changing Attitudes

This activity will help you prepare for the writing prompt on page 15:

**How have attitudes about wild animals changed since the time of Jumbo? Why might attitudes have changed? Answer both questions using information from both texts.**

Note: You will need two different colored pencils, pens, or highlighters, as well as the articles "The World's First Superstar" and "Say Goodbye to the Elephants," to complete the first section of this activity.

.....

## Step 1: Text Marking

1. Choose one of your colored pencils, pens, or highlighters. Use it to underline or highlight sentences in "The World's First Superstar" and "Say Goodbye to the Elephants" that provide information about society's attitude toward wild animals in Jumbo's time. Look for sentences about:
  - interest in wild animals
  - attitudes about keeping wild animals in captivity
  - the treatment of animals in captivity
  - attitudes about animals performing for humans
  - laws and attitudes about hunting
  - what was known about the behavior and care of wild animals
2. Use your other colored pencil, pen, or highlighter to underline or highlight information in both texts about society's attitude toward wild animals today. Look for the same type of information you looked for in the first part of Step 1.
3. Draw a star next to any information in both articles that you think has to do with why attitudes about wild animals have changed since the 1800s.

**Step 2: How Attitudes Have Changed**

Review the information that you underlined or highlighted in both articles. Then, in the space provided below, write the main points you will make in your response to the question "How have attitudes about wild animals changed since the time of Jumbo?" You can write your points in the form of a paragraph or a list. You don't need to use text evidence for this step.

**Step 3: Why Attitudes Have Changed**

Review the text that you starred in Step 1. Think about why attitudes might have changed in the ways you identified in Step 2. Write your ideas in the box below. Again, you can write your ideas in a paragraph or as a list. You do not need to use text evidence for this step.

**Step 4: Put It All Together**

Now, on another sheet of paper, it's time to write the first draft of your response to the writing prompt on page 15. Be sure to support the points you listed in Steps 2 and 3 with the text evidence you found in Step 1.

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

# Close-Reading Questions

## "The World's First Superstar"

1. In the first sentence, Lauren Tarshis calls Jumbo “one of the world’s most beloved celebrities” of the late 1800s. How does she develop this idea? (analyzing the development of an idea)
2. According to the article, why was Jumbo popular? (key ideas and details)
3. Describe the relationship between Matthew Scott and Jumbo. Support your answer with text evidence. (key ideas, inference)

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

# Close-Reading Questions

## "Say Goodbye to the Elephants"

1. What is Adee Braun's point of view? Is it neutral, or does she show bias either for or against Ringling Bros. decision to retire its elephants? Explain. (tone)
2. Explain the last line of the photo caption on page 15 . How, specifically, could people affect the fate of circus animals? (inference, critical thinking)
3. On page 13, Tarshis states that over time, "many scientists and animal lovers began to appreciate that taking animals from the wild can be dangerous and cruel. Today, conservationists are working hard to protect elephants in their natural habitat." Does Braun's essay support these statements? Explain. (synthesis)

## **"The World's First Superstar" and "Say Goodbye to the Elephants"**

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

# Paired Texts Vocabulary

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

- 1. colossus (kuh-LOS-us)** *noun*; a person or thing of tremendous size, power, importance, or ability
  - **example:** The world's largest passenger airplane, the Airbus 380, is a colossus. It is twice as long as a blue whale and almost as tall as an eight-story building.
- 2. cultivate (KUHL-ti-veyt)** *verb*; 1. to improve or develop by studying or training; 2. to prepare land for growing crops
  - **example 1:** Kevin wanted to cultivate an appreciation for jazz so he could enjoy going to concerts with his dad.
  - **example 2:** Carrie and Daniel worked hard to cultivate this land, and their efforts have paid off. Look at how well these carrots are doing!
- 3. distraught (dis-TRAWT)** *adjective*; 1. so deeply upset that it is hard to think clearly; 2. mentally disturbed, crazed
  - **example 1:** Steven was distraught after his dog died; he was so upset that he had to stay home from school the next day.
  - **example 2:** Kim's parrot had stopped eating and would do nothing but pluck out his feathers and squawk all day long. He was clearly distraught, and Kim didn't know what to do about it.
- 4. enthrall (en-THRAWL)** *verb*; to hold someone's attention by being exciting, interesting, or beautiful; to capture someone's attention as though with a spell; mesmerize
  - **example:** The opera singer's passionate performance enthralled Samantha. Someone could have thrown a bucket of ice on Sam while she was listening and she wouldn't have noticed!
- 5. phenomenon (fih-NOM-uh-non)** *noun*; 1. in science, any fact or event that can be observed and studied; 2. an extraordinary fact, event, or person
  - **example 1:** Rainbows may seem magical, but a rainbow is a phenomenon that occurs when the sun shines through water droplets at just the right angle.
  - **example 2:** Justin Bieber began his career as a YouTube phenomenon.
- 6. scrawny (SCRAW-nee)** *adjective*; very thin and weak
  - **example:** Carlos is a big, strong, beautiful cat now, but when Lisa found him hiding in her tool shed six months ago, he was a scrawny, little thing.

**7. status (STAT-uhs)** *noun*; 1. rank or position in a group, in an organization, or in society; 2. the state or condition of affairs or a situation

- **example 1:** Coach O'Leary hoped that he could maintain his team's status as state champions.
- **example 2:** "What's the status of my application?" Jake asked. He was anxious to find out whether he got into arts camp.

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

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

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

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

# Paired Texts Vocabulary Practice

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

- |               |           |       |
|---------------|-----------|-------|
| 1. scrawny    | plump     | _____ |
| 2. enthrall   | bore      | _____ |
| 3. colossus   | giant     | _____ |
| 4. phenomenon | sensation | _____ |
| 5. cultivate  | neglect   | _____ |
| 6. distraught | upset     | _____ |

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

- |     |           |                |           |          |
|-----|-----------|----------------|-----------|----------|
| 7.  | crazed    | distraught     | disturbed | calm     |
| 8.  | position  | insignificance | status    | place    |
| 9.  | cultivate | tend           | abandon   | develop  |
| 10. | bore      | hypnotize      | fascinate | enthrall |

**Directions:** Write two sentences. In each, **use at least two words** from the list of vocabulary words on page 1 of this activity (including the words you chose).

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



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

## Paired-Texts Quiz

**Directions:** Read “The World’s First Superstar” and “Say Goodbye to the Elephants.” Then answer the questions below.

- Information about the first zoo in America would best fit into which section of “The World’s First Superstar”?**  
 (A) “Pop-Culture Icon” (C) “Sold to the Circus”  
 (B) “Captured by Hunters” (D) “In the Wild”
- From the sections “Pop-Culture Icon” and “Captured by Hunters,” you can infer that author Lauren Tarshis**  
 (A) cares deeply about elephants and views the way they were treated in the 1800s as tragic.  
 (B) admires and respects the Europeans and Americans who traveled to Africa in the 1800s.  
 (C) disapproves of laws against hunting elephants.  
 (D) supports today’s laws against hunting elephants, but does not see anything wrong with the way elephants were treated in the past.
- Which of the following best supports your answer to question 2?**  
 (A) Tarshis states that hunters and explorers brought back animal parts as “trophies.”  
 (B) Tarshis explains that today, elephants are endangered and it is illegal to hunt them.  
 (C) Tarshis writes that there was “great curiosity about the natural world” in Jumbo’s time.  
 (D) Tarshis uses words like *helpless*, *chained*, and *miserable* to evoke sympathy for Jumbo.
- Consider the following sentence from page 15: “In fact, animal rights advocates have been calling for circuses to stop using elephants for decades.” What are *advocates*?**  
 (A) people who have extremely loud voices  
 (B) people who argue for or support a cause  
 (C) people who make phone calls  
 (D) people who don’t voice their opinions
- How does the section “What Do Elephants Want?” contribute to the development of the essay?**  
 (A) It argues that elephants are very happy at Ringling Bros.’s elephant conservation center.  
 (B) It explains why Ringling Bros. has decided to retire its performing elephants.  
 (C) It suggests that elephants are happier in the wild rather than in the circus.  
 (D) It provides examples of the ways that some circus elephants have been mistreated.
- Which idea is presented in both articles?**  
 (A) Jumbo was severely mistreated in the circus.  
 (B) Jumbo was the most famous animal in history.  
 (C) Many people have become uncomfortable with the idea of wild animals in captivity.  
 (D) The circus is just as popular today as it was in the 1880s.

## Constructed-Response Questions

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

- If Jumbo lived today, would he be as popular as he was in the 1800s? Why or why not? Use details from both articles in your response.
- Animal expert Jack Hanna says, “Zoo animals are ambassadors for their cousins in the wild.” What does he mean by this? Where in Adele Braun’s article is a similar idea expressed?

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

## Paired-Texts Quiz

**Directions:** Read “The World’s First Superstar” and “Say Goodbye to the Elephants.” Then answer the questions below.

- Which best supports Lauren Tarshis’s claim that Jumbo was the world’s most famous creature?
  - The Queen of England fed him sweet rolls.
  - P.T. Barnum built him a private railcar.
  - His death made headlines around the globe.
  - Children loved to ride on his back.
- From the sections “Pop-Culture Icon” and “Captured by Hunters,” you can infer that Tarshis
  - cares deeply about elephants and views the way they were treated in the 1800s as tragic.
  - admires and respects the Europeans and Americans who traveled to Africa in the 1800s.
  - disapproves of laws against hunting elephants.
  - supports today’s laws against hunting elephants, but does not see anything wrong with the way elephants were treated in the past.
- Which of the following best supports your answer to question 2?
  - Tarshis states that elephant tusks “could be carved into treasures or displayed as proof that a hunter had conquered Africa’s largest beast.”
  - Tarshis explains that today, elephants are endangered and it is illegal to hunt them.
  - Tarshis writes that there was “great curiosity about the natural world” in Jumbo’s time.
  - Tarshis uses words like *helpless*, *chained*, and *miserable* to evoke sympathy for Jumbo.
- Choose the meaning of the word *calling* as it is used in the following sentence from page 15: “In fact, animal rights advocates have been calling for circuses to stop using elephants for decades.”
  - making a call
  - demanding
  - predicting
  - inviting
- Which of the following quotes from “Say Goodbye to the Elephants” is an opinion?
  - “Ringling Bros. has announced that by 2018, elephants will no longer be part of the show.”
  - “According to Feld Entertainment, the company that owns Ringling Bros., the decision to remove elephants from the circus was based on a ‘mood shift’ among circus goers . . . ”
  - “But perhaps we’ve come to understand that loving animals means setting them free.”
  - “In the wild, elephants travel up to 30 miles a day.”
- Which idea is presented in both articles?
  - Jumbo was severely mistreated in the circus.
  - Jumbo was the most famous animal in history.
  - Many people today are uncomfortable with the idea of wild animals in captivity.
  - The circus is as popular now as it was in the 1880s.

## Constructed-Response Questions

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

- How did a lack of understanding about wild animals contribute to their mistreatment in zoos and circuses of the 19th century?
- If Jumbo lived today, would he be as popular as he was in the 1800s? Explain. Use details from both articles in your response.

# Elephant Contest

How have attitudes about wild animals changed since the time of Jumbo? Why might attitudes have changed? Answer both questions using information from both texts. Five winners will each get a copy of *The Zoo at the Edge of the World* by Eric Kahn Gale.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY June 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 "Is It Wrong to Photoshop Celebrities?" Then read the examples and answer the questions below to explore the tone of each letter.

## **"Ban Photoshop From Your Magazine"** *from Cora, Katie, and Isabella*

**1. One word that could be used to describe the tone of the girls' letter is direct. Here are two reasons the tone could be described this way:**

- A. The girls open their letter with the statement "We are fed up with your magazine. It's obvious to us that every photograph in *Teen World* has been Photoshopped." The girls don't waste any time with polite comments—they don't say that they are fans of the magazine or introduce themselves in any way—they get right to their point.
- B. The girls write, "Next time we read your magazine, we want to see Ariana Grande with a pimple on her nose." They do not suggest that Ms. Summers *consider* changing the magazine's policy, they do not use words like "maybe you could" or "it would be great if"; they state very directly what they want.

**2. Another word that could be used to describe the tone of the girls' letter is offended. Here is one reason the tone could be described this way:**

- A. "If you think J.Law needs Photoshop," they write, "what would you think about normal girls like us?" This sentence conveys that the girls feel personally offended by the magazine's use of Photoshop.

*Write another reason the tone could be described as offended:*

- B. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Another word that describes the tone of the letter is \_\_\_\_\_ (fill in the blank).**

*Write two reasons the tone could be described with the word you wrote in the blank:*

A. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

B. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**"Don't Let Photoshop Make You Feel Bad"**  
*from Judy Summers, editor*

**4. One word that could be used to describe the tone of Summers's letter is unapologetic. Here is one reason the tone could be described this way:**

A. Summers writes that the magazine is "deeply saddened" that its use of Photoshop made the girls feel bad about themselves, but she never actually apologizes.

*Write another reason the tone could be described as unapologetic:*

B. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**5. Another word that could be used to describe the tone of Summers's letter is polite. Write two reasons the tone could be described this way:**

A. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. Another word that describes the tone of the letter is \_\_\_\_\_** (*fill in the blank*).

*Write two reasons the tone could be described with the word you wrote in the blank:*

A. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the authors of the letters in "Is It Wrong to Photoshop Celebrities?" develop their arguments. We have filled in some information for you.

	Cora, Katie, and Isabella	Judy Summers
line(s) that express the central idea, or central claim		"Photoshop is a tool that we use, kind of like special effects in movies. The whole point is to entertain our readers with interesting and artistic images." (p. 29)
two pieces of evidence that support the central idea, or central claim		
line(s) that express the counterargument	"Of course, we know that every magazine uses Photoshop . . ." (p. 28)	
line(s) that contain the rebuttal to the counterargument		

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

# Write an Argument Essay

**Directions:** Read "Is It Wrong to Photoshop Celebrities?" Complete the scavenger hunt on page 29. Then follow the steps below to write an essay explaining your opinion on whether or not it is wrong to Photoshop celebrities.

## STEP 1: DECIDE WHAT YOU THINK

Is it wrong to Photoshop celebrities? Consider what you read in the article, as well as your own viewpoints. **Check the box next to the point of view you will support in your essay. Or write your own opinion in the space provided.**

☐ Yes! Photoshopped photos are harmful. ☐ No! Everyone knows those photos aren't real.

☐ \_\_\_\_\_

## STEP 2: FIND YOUR SUPPORT

Which of the elements that you found for the scavenger hunt on page 29 support your opinion? What are other points that support your opinion? List at least three supporting details here:

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## STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you agree with Cora, Katie, and Isabella and think magazines should stop Photoshopping celebrities, summarize Judy Summers's strongest arguments for why magazines should use Photoshop. Alternatively, if you think it is OK that magazines Photoshop images of celebrities, summarize the main reasons Cora, Katie, and Isabella think the magazines should stop.

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

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

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

### STEP 5: WRITE YOUR HOOK

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

- 1. ANECDOTE:** Describe a time when you witnessed someone's reaction to a Photoshopped image. Was the reaction negative or positive?
- 2. SURPRISING FACT:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the letters. You can also do some research to find one that is not included in the letters.
- 3. RHETORICAL QUESTION:** Ask your readers a question that reflects your point of view about Photoshopping celebrities. One way you could structure your question is like this: "What's wrong with a celebrity wanting to look \_\_\_\_\_?"

**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 there is disagreement about whether magazines should Photoshop images of celebrities.

**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 magazines should Photoshop celebrities. 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 magazines should Photoshop celebrities. (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: \_\_\_\_\_

# Practicing Parallelism

*Parallelism* means using the same pattern of words to show that two or more ideas are equally important. When used properly, parallelism can also add rhythm and style to a piece of writing. Parallel structure can be used with words, phrases, or clauses.

**Example 1:** **Incorrect:** My dad likes juggling, playing cards, and to watch movies.  
(*Juggling* and *playing* end in *-ing*, so the third item in the list should also end in *-ing*.)

**Correct:** My dad likes juggling, playing cards, and watching movies.

**Example 2:** **Incorrect:** The librarian scolded the children for talking loudly and the mess they made.  
(*Talking loudly* and *the mess they made* are not the same grammatical forms.)

**Correct:** The librarian scolded the children for talking loudly and making a mess.

**Correct:** The librarian scolded the children for their loud voices and the mess they made.

**Example 3:** **Incorrect:** Before an exam, Melissa makes sure she has had a good night's sleep, a healthy breakfast, and that she has exercised for 30 minutes.  
(*Good night's sleep* and *healthy breakfast* have an adjective-followed-by-a-noun structure, but *that she has exercised* does not.)

**Correct:** Before an exam, Melissa makes sure she has had a good night's sleep, a healthy breakfast, and 30 minutes of exercise.

---

**Directions:** In each pair of sentences below, place a ✓ in front of the sentence that uses proper parallelism.

1. **A** \_\_\_\_ Our new puppy is both friendly and has a lot of energy.

**B** \_\_\_\_ Our new puppy is both friendly and energetic.

2. **A** \_\_\_\_ Would you rather go to a movie, go out for pizza, or stay home and bake cookies?

**B** \_\_\_\_ Would you rather go to a movie, going out for pizza, or staying home and baking cookies?

3. **A** \_\_\_\_ At soccer camp, I want to practice dribbling, shooting, and how to pass.

**B** \_\_\_\_ At soccer camp, I want to practice dribbling, shooting, and passing.

4. **A** \_\_\_\_ I would rather clean my entire house than baby-sit my little brother.

**B** \_\_\_\_ I would rather clean my entire house than to baby-sit my little brother.

5. **A** \_\_\_\_ The quarterback has good vision, strong arms, and runs fast by using his long legs.

**B** \_\_\_\_ The quarterback has good vision, strong arms, and long legs that help him run fast.

---

**Directions:** Complete each sentence with a parallel word or phrase.

6. For breakfast, I usually eat oatmeal, yogurt, or \_\_\_\_\_

7. My grandpa gets up at 9, has lunch at 12, and \_\_\_\_\_

8. After a game, athletes should not only stretch but also \_\_\_\_\_

9. At Melissa's birthday party last week, we listened to music, ate brownies, and \_\_\_\_\_

\_\_\_\_\_

10. You can be disqualified from the race for starting before the whistle is blown, running outside of the track,  
or \_\_\_\_\_

---

**Directions:** Rewrite each of the following sentences, correcting any parallelism errors.

11. My mom always says that trying is better than to give up.

\_\_\_\_\_

12. Mrs. Wilson asked the students to either talk quietly or they had to stop talking altogether.

\_\_\_\_\_

\_\_\_\_\_

13. Every day after school, Marla watches TV, eats a snack, and her homework is next.

\_\_\_\_\_

\_\_\_\_\_

14. During a fire drill, we must exit the school quickly and we have to be quiet.

\_\_\_\_\_

\_\_\_\_\_

15. Jimmy's mom asked him to clean his room, to walk the dog, and that he cut the grass.

\_\_\_\_\_

\_\_\_\_\_

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

# A Perfect Series

Let's say you have a sentence that includes a series (that is, a list). Here are some tips to help you get it right!

**Place the word *and* or the word *or* between the last two items in a series.**

For example:

Kim goes to dance class on Monday, Wednesday, and Saturday.

David doesn't like spinach, olives, or hot peppers on his pizza.

**Use commas to separate items in a series of three or more items.**

You *do* need a comma after each item  
in this series:

Frank broke his nose, his right arm, his left thumb,  
and his left ankle.

You *don't* need a comma between the  
items in this sentence:

Julie broke her left wrist and her right ankle.

.....  
**Note:** There are different opinions about whether it's always necessary to place a comma before the *and* or the *or* that comes before the last item. In the U.S., it is most common to use this final comma—so unless a teacher tells you *not* to place a comma between the last two items in a list, go ahead and do so.

**Directions:** Consider the series in each of the following sentences. If it is written correctly, write "C" on the line. If there are any mistakes, write "M" and correct the mistakes. (For this activity, do place a comma between the last two items in the list.) We did the first one for you.

M 1. The floor was covered with pieces of paper, coffee grounds, apple slices, <sup>and</sup> empty soda cans.

\_\_\_ 2. Katie said she was going to the movies with Anne, Judy, Rick, and Ben.

\_\_\_ 3. Elliott could not decide which Hunger Games book was his favorite: *The Hunger Games*, *Catching Fire*, or *Mockingjay*.

\_\_\_ 4. We have two choices for when to see the movie: 1 p.m., or 4 p.m.

\_\_\_ 5. Jackie had a whole hour to kill before basketball practice. She could start her homework read her book or chat with her friends.

---

**Directions:** Rewrite each set of sentences as a single sentence that includes a series. Be sure to use commas to separate the items in the series, and to use *and* or *or* between the last two items. We did the first one for you.

6. Claire wore a coat. She also wore a hat and gloves and a scarf and earmuffs.

*Claire wore a coat, a hat, gloves, a scarf, and earmuffs.*

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7. It was hard to choose what to eat for lunch: pizza or sandwiches. Burgers were also an option.

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8. Anne flipped through the yearbook and found photos of herself on pages 3 and 7. She also found some on pages 14 and 18 and 22.

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9. Brian needed to buy an onion. He needed to buy a carrot. He needed to buy celery. He needed to buy beans.

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10. The pharmacy was gone. The movie theater was gone too. So were the candy store and the café and the bakery.

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

# Txtng Slng In Ur Hmwk!!!

If you're a frequent texter, keep a close eye on urself—er, *yourself*. It's easy to let texting shorthand creep into your formal writing.

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**Directions:** The writing sample below is an essay for school. Unfortunately, it's full of texting shorthand. Please correct the errors.

## The Circulatory System

Did u ever wonder how ur heart works? The human heart is a muscle that's obvi located in ur chest. It's about the size of ur fist. The heart muscle is special cuz of what it does. It sends blood around ur body. The blood provides ur body w/ the oxygen and nutrients it needs.

The right side of ur heart receives blood from the body and pumps it 2 the lungs. The left side of the heart does the exact opposite: It receives blood from the lungs and pumps it out 2 the body. The heart is made up of different areas, called chambers. The two chambers on the bottom are called ventricles. The ventricles' job is 2 squirt out the blood 2 the body and lungs.

You prolly guessed that the blood doesn't just slosh around ur body once it leaves the heart. It moves thru tubes called arteries and veins, which 2gether R called blood vessels. When your blood goes thru the heart and around ur body, it's called circulation, and ur heart is rly good at it—it takes less than 60 secs to pump blood to every cell in ur body. UR body needs this steady supply of blood to keep it working right. Blood delivers oxygen 2 all the body's cells. To stay alive, a person needs healthy, living cells. W/O oxygen, these cells wud die.

So remember that your heart is a totes amazing muscle. If u want it 2 b strong, you need to exercise it. And b sure to eat healthy foods so your heart can stay :) !

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

# Master Verb-Tense Consistency

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

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

**Incorrect:** During tomorrow's performance, we **will dance** and **sang**.  
(*Will dance* is in the future tense, and *sang* is in the past tense—and there is no good reason for the shift.)

**Correct Option 1:** During tomorrow's performance, we **will dance** and **sing**.  
(Both verbs are in the future tense.)

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

**Correct:** My mom **drove** an S.U.V. last year, but now she **drives** a small hybrid car.  
(You are describing the car that your mom previously drove, and you are also describing the car she drives currently. The verb tenses should be different.)

**Correct:** Tomorrow we **are going** to a baseball game, and yesterday we **went** to a hockey game.  
(You are describing what will happen in the future, and you are also describing something that happened in the past.)

---

**Directions:** Rewrite the sentences below so that the verb tenses are correct. Remember that in some cases, verb tenses can be different in a sentence.

1. Lorde is my favorite singer now, but when I was in fifth grade, I like Justin Bieber. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. I need to go to the dentist tomorrow, because I miss my appointment today. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. When my dad was in middle school, he surfs with his friends every day after school. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The school dance was a total catastrophe. First, we dance to bad music. Then the photographer did not show up. After that, I will spill chocolate cake all over my pink dress. Then my best friend slips on the cake and twisted his ankle. What a nightmare! \_\_\_\_\_

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5. When I missed the layup, I will lose the basketball game for my team. My teammates were so cool about it, though. They will tell me to stop beating myself up and that I would get a chance to redeem myself at the next game. \_\_\_\_\_

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**Directions:** Rewrite the paragraph below so that the verb tense is consistent. If you shift the verb tense at any point, make sure you have a good reason for doing so!

Storm clouds darkened the blue sky as I ride my bike home from the park. I had never seen clouds like that before, and the wind will shake the trees violently. I couldn't seem to pedal fast enough. Up ahead, I saw my house and breathe a sigh of relief. As soon as I walked in the door, I knew something was up. My mother explains that news reports will be saying that a big storm is coming. Suddenly, I hear a loud pop! Then there was another pop! And another! I will race to look out the window and saw hail the size of golf balls falling all over my street. I am so thankful I made it home before it will start falling!

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

# Which Word Works?

Yes, the thesaurus is your friend. It can help you find all sorts of interesting words to spice up your writing. But be careful when you use it. Words that are synonyms often have different shades of meaning. This exercise will help you choose words that make sense in context. For example:

**Consider this sentence:** *We always avoided the old, creepy house on Elm Street.*

Here are some synonyms our thesaurus gave us for *old*: aged, ancient, decrepit, elderly, tired, senior

Do all these words work with the sentence? Well, some do and some don't.

**Successful:** *We always avoided the decrepit, creepy house on Elm Street.* (That sounds good, right?)

**Unsuccessful:** *We always avoided the elderly, creepy house on Elm Street.* (Huh? The house is a senior citizen?)

TIP: If you don't know the meaning of a synonym, look it up in the dictionary.

---

**Directions:** Read each sentence below. Fill in the circles next to all words that could replace the underlined word without significantly changing the basic meaning of the sentence. There may be more than one correct choice for each sentence.

1. Mr. Stevens complimented Michael on his winning essay.

- |               |               |
|---------------|---------------|
| (A) praised   | (C) dignified |
| (B) eulogized | (D) commended |

3. It's unusual to find someone who shares my interest in antique pencil sharpeners!

- |             |                    |
|-------------|--------------------|
| (A) limited | (C) unconventional |
| (B) rare    | (D) uncommon       |

2. Lilly admired the way Jeremy was dressed.

- |               |               |
|---------------|---------------|
| (A) harnessed | (C) exhibited |
| (B) attired   | (D) sported   |

4. The weather will be perfect this weekend.

- |              |                  |
|--------------|------------------|
| (A) splendid | (C) sublime      |
| (B) pure     | (D) paradigmatic |

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**Directions:** Use the thesaurus to find a synonym that could replace each of the crossed-out words. Then write that synonym above the crossed-out word. We've done the first one for you.

Every summer our family goes on a road trip to visit my grandma in Tucson. It takes three days to get there, and even though I don't like being stuck in the <sup>cramped</sup>~~small~~<sub>5</sub> car with my little brother, the trip always ends up being ~~fun~~<sub>6</sub>. This year we stopped in some ~~cool~~<sub>7</sub> places, like the Grand Canyon, where we camped under the ~~bright~~<sub>8</sub> stars, and a water park, where I screamed at the top of my lungs as I ~~went~~<sub>9</sub> down the biggest waterslide I'd ever been on. By the time we got to Tucson, I had a lot of ~~exciting~~<sub>10</sub> stories to ~~tell~~<sub>11</sub> my grandma!

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

# Less vs. Fewer

The words **less** and **fewer** are often confused and misused. Figuring out which one to use is often as easy as determining whether it's possible to count the people, places, or things to which you are referring.

## LESS

Use **less** to refer to a quantity of something that you CANNOT count.

*Christa hopes there will be less snow this winter.*

*They ate less pizza than I expected.*

**Less** is also used with words about TIME, MONEY, and DISTANCE.

*They had less than four hours to get there.*

*Jason spent less than 10 dollars on that shirt.*

## FEWER

Use **fewer** to refer to things you CAN count.

*Thomas hopes there will be fewer snow days this year.*

*They ate fewer slices of pizza than I expected.*

*Greg was disappointed that his team won fewer basketball games this season than last season.*

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

1. Rhonda has **less/fewer** homework to do than Ricky because she gets more of it done during school.
2. **Less/Fewer** people are in line for this movie than I was expecting.
3. Clown camp costs **less/fewer** than Robert thinks.
4. Derek can swim across the lake in **less/fewer** than seven minutes! He's very athletic.
5. **Less/Fewer** students than usual were at the assembly. A nasty stomach virus kept many kids at home.
6. I'll be surprised if I can finish this essay in **less/fewer** than three hours.
7. Martina's lunch cost **less/fewer** than 10 dollars.
8. Lisa was certain that the distance between Niagara Falls and Buffalo was **less/fewer** than her GPS claimed.
9. It would have taken **less/fewer** time to set up the party if we had been more organized.
10. Angel was thrilled that he had **less/fewer** cavities than last year.

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**Directions:** Write your own sentence using *less* or *fewer*.

11. \_\_\_\_\_
- \_\_\_\_\_

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

# You Write It

## Turning an Interview Into an Article

**Directions:** Follow the steps below to turn our interview with Jilly Dos Santos into an article.

**1** The headline "I Woke Up My School" gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

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

**Paragraph 1:**

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**Paragraph 2:**

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**Paragraph 3:**

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**3 Choose two sentences from what Jilly said in the interview to use as direct quotes in your article.**

A direct quote is another person's exact words.

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

1. Jilly recalls, "I thought it was the worst idea I'd ever heard."
2. "I realized there wasn't something wrong with my time management or me; the way I was feeling had a physical and biological basis," explains Jilly. "I felt justified."
3. "I don't feel like I have to stay up an extra hour or two at night, because I can get work done in the morning," Jilly says.

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

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

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**4 Pick out the information that you find most interesting. You might, for example, choose to mention that more than 200 people signed Jilly's petition.**

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

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

**Opening Paragraph:**

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

**Body Paragraphs:**

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

**Conclusion:**

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



# "You Write It" Sample Article

The article is written from the third-person point of view: It's not Hunter telling the story, it's a narrator.

## Heroic Rescue on the Mountainside

Hunter Nelson, 17, watched helplessly as his friend Danny Riat fell silently through the air. He saw Danny land so hard that his shoes fell off. Then Hunter leaped into action, turning what could have been a tale of tragedy into the story of a heroic rescue.

The first sentence hooks the reader's attention by describing a dramatic moment.

The first three paragraphs summarize the first, second, and third question-and-answer pairs in the interview.

The two friends had been hiking to a beautiful camping spot near Archer Mountain in Washington State. As they made their way through the woods, the trail got steeper and steeper, until it was nearly vertical. Danny was 70 feet above Hunter when Hunter heard rocks falling. He looked up and saw Danny fly past him.

This sentence states the main idea. It tells readers they are going to read about Hunter rescuing Danny.

"He didn't make any noise as he fell, so it felt unreal, like I was in a dream," says Hunter. When Danny landed, he was knocked unconscious. "I was sure he was dead," says Hunter.

Here are direct quotes from the interview.

Starting here, each paragraph summarizes one of the question-and-answer pairs from the interview.

A wave of adrenaline swept through Hunter as he rushed to reach his fallen friend. Hunter never felt any fear; he just knew he had to get to Danny. It took Hunter only one or two minutes to scramble down the cliff that had taken them 45 minutes to climb up.

When he reached Danny, Hunter's survival training kicked in. He checked Danny's ears and nose for blood, then made sure Danny wasn't paralyzed. Then Hunter called 911. As they waited for help to arrive, Hunter kept Danny warm by wrapping him in camping gear and blew a whistle to guide the 50 rescuers who were searching for them. Later, he lit a signal fire and waved a torch in the air.

After five hours, a Coast Guard helicopter reached Hunter and Danny. The rescuer and Hunter got Danny into a basket and lifted him up into the helicopter. Once Danny was safely on board, Hunter and the rescuer were lifted into the helicopter as well.

Hunter says that the experience on the mountain has changed him. It has made him want to help people, and he is thinking about a career in search and rescue. "I knew what to do," says Hunter, "and it helped save Danny's life."

Here's another direct quote. The writer uses it to end the article on a thought-provoking note.

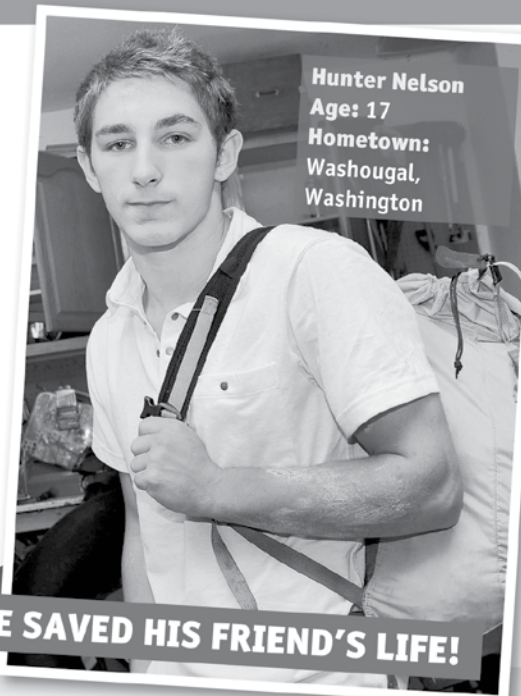
## Main Idea

# You Write It

We did the interview. We wrote the headline. *You* write the article.

## DIRECTIONS:

**1.** Read our interview with Hunter Nelson. **2.** Think about the headline we wrote. That will tell you what the main idea of your article should be. **3.** Write an article about Hunter in your own words. Use quotes from the interview, and make sure you stay focused on the main idea. Your article should be 250 to 500 words.



## The Headline

# Heroic Rescue on the Mountainside

## The Interview

**Scope:** You and your friend Danny Riat had a scary experience on your hiking trip. What was your plan?

**Hunter:** We were going to camp at this place near Archer Mountain in Washington State with beautiful bluffs, waterfalls, and creeks. As we traveled through the woods, it got steeper and steeper. It was nearly vertical.

**Scope:** What happened then?

**Hunter:** Danny was 70 feet above me. I heard rocks falling, looked up, and saw him fly over me. He didn't make any noise as he fell, so it felt unreal, like I was in a dream. I watched him fall and land so hard his shoes fell off. He was knocked out. I was sure he was dead.

**Scope:** You must have been incredibly frightened.

**Hunter:** I felt this rush of adrenaline and thought, "I have to get down there!" I never felt fear. We had spent 45 minutes climbing that cliff, and it took me one minute, maybe two, to get down to him.

**Scope:** What did you do when you reached him?

**Hunter:** I checked his ears and nose for blood, and checked his extremities to make sure he wasn't paralyzed. Then I called 911. While we waited for rescue, I wrapped him in camping gear to keep him warm. There were 50 people looking for us. I blew a whistle to show where we were. As it got dark, I started a signal fire and waved a torch in the air.

**Scope:** Your survival training kicked in. How did they get you out of there?

**Hunter:** After five hours, a Coast Guard helicopter came. We got Danny on a backboard and carried him to a basket that they lifted up first. Then they pulled up the rescuer and me.

**Scope:** Did this experience change you?

**Hunter:** Yes. It makes me think about what's important. It makes me want to help people. After this, I've thought about a career in search and rescue. I knew what to do, and it helped save Danny's life.

## Now you write the article!

## YOU WRITE IT CONTEST

Send your article to the **You Write It Contest**. Five winning stories will be published in *Scope Online*. See page 2 for details.

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# You Write It Contest

Read our interview with Jilly Dos Santos. Choose a central idea and write a three-paragraph article about Jilly in your own words. Be sure to use quotes from our interview. Three winners will each get a \$25 Visa gift card.

## Entries will be judged on:

- ⇒ a clear central idea and supporting evidence
- ⇒ use of quotations
- ⇒ organization
- ⇒ grammar

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

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

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

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

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

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

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

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

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

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

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