

Name: _____ Date: _____

Good vs. Well

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

GOOD is an adjective.

- ▶▶ Use **good** to modify nouns or pronouns.
*We saw a **good** movie last night.*
*Mary is a **good** softball player.*
- ▶▶ Also use **good** to describe the way someone or something is.
*You look **good**.*
*That tastes **good**.*

WELL can be an adverb or an adjective.

- ▶▶ As an adverb, **well** modifies action verbs. Use it to describe how an action is done.
*She sings **well**.*
*Emily plays the part **well**.*
*Thanks to his new glasses, Ben sees **well**.*
- ▶▶ As an adjective, **well** means "in good health" or "satisfactory."
*Kate is **well** today.*
*All is **well** in the world.*

▶ If someone asks you how you are, it is OK to say either "I'm well" or "I'm good." Saying "I'm well" means that you are healthy. Saying "I'm good" means that you are happy and everything is fine.

Directions: Write the correct word—*good* or *well*—in each blank below.

1. They danced _____ at the party.
2. "Why does a bagel with strawberry cream cheese taste so _____?" asked Ann, taking another huge bite.
3. Brian and Jake were happy to be partners again. They always work _____ together.
4. "No need to yell. I can hear you very _____," said Veronica's dad, holding the phone away from his ear.
5. The ice-cream sandwiches looked _____ to us.
6. Lindsay always has several _____ ideas for weekend plans.
7. Mrs. Shorter needed one more _____ picture for the yearbook.
8. Jacob did not feel _____; his stomach hurt and he had a fever.
9. Alex got an A on her math test, which made her feel really _____.
10. "I hope everything goes _____ tomorrow," said Fran.

Directions: Write one sentence using *good* and one sentence using *well*.

11. _____

12. _____

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Central Ideas and Details

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

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

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

Directions: Answer the questions below to explore the central ideas and supporting details in "Unbroken."

1. Below is a central idea of "Unbroken." Find three details that support it.

Central idea:

Lauren Bendesky's battle with cancer was a life-changing experience.

Detail 1: _____

Detail 2: _____

Detail 3: _____

2. Look at the details below from the section "Tough Questions." In your words, write the central idea of the section on the lines below.

Central idea of "Tough Questions"

Detail 1: On her most difficult days, Lauren reminded herself that she was loved.

Detail 2: In the hospital, she looked forward to visits with her mom, stepdad, and 8-year-old brother.

Detail 3: "I just looked for the light at the end of the tunnel," she says. "I had so much support all the time."

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Summarizing

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

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

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

Summary of "Unbroken"

"Unbroken" is about _____

1. Who is the article mainly about? What problem does she face?

2. What did doctors find? What kind of cancer does Lauren have?

_____ Lauren was perfectly healthy until May 2012, when

To treat the deadly disease, Lauren _____

3. What therapies did Lauren undergo? What are some side effects?

4. How did Lauren's life change once she was diagnosed?

_____ faced many challenges, including _____

_____ But throughout her struggle, Lauren _____

5. What was Lauren's attitude during her treatments?

_____ One thing that helped

6. Where did Lauren and her family go? How did it change her?

Lauren was _____

Now, Lauren _____

7. How does Lauren help other people?

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Close-Reading Questions

"Unbroken: A Year in the Life of a Girl With Cancer"

1. On page 5, the author writes that for Lauren, the sounds of medical machines "had become the soundtrack to her life." What does this metaphor mean? What ideas or feelings does it suggest? (figurative language)
2. On page 6, the author notes that Lauren loved buffalo chicken sandwiches. Why might the author have included this detail? What idea does this detail support? (author's purpose/key ideas and details)
3. Reread the paragraph on page 7 that begins "During the past 50 years . . ." Describe the author's tone in terms of how she presents Lauren's situation as her treatment is about to begin. (tone)
4. After chemotherapy, Lauren wore a mask when she went outside, and she could not eat fresh fruits or veggies or drink tap water. Explain why. (cause and effect/inference)

7. Consider this sentence from page 9: "By the spring of 2013, Lauren seemed to have turned a corner." What does "turned a corner" mean? Use context clues to help you. (figures of speech)

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Critical-Thinking Questions

"Unbroken: A Year in the Life of a Girl With Cancer"

1. What words describe Lauren? Support your answer with text evidence.
2. On page 8, the author lists Lauren's learning everything she could about neuroblastoma as one of the things Lauren did to stay positive. How could learning about her disease have helped Lauren stay positive?
3. How has Lauren turned having cancer into something that is also positive?

Name: _____ Date: _____

Themed Vocabulary: Medical Words

from "Unbroken: A Year in the Life of a Girl With Cancer"

1. **antibody (AN-tih-bah-dee)** *noun*; a substance in the blood that is produced by the body's immune system when an antigen (a foreign substance such as a bacterium or a virus) enters the body. Antibodies can prevent infection and help you recover from some illnesses by seeking out and destroying antigens. Thousands of different types of antibodies exist; each one protects the body from a particular type of antigen.
2. **fatigue (fuh-TEEG)** *noun*; extreme tiredness, usually as the result of doing hard physical or mental work, or as the result of illness
3. **metastasize (muh-TASS-tuh-sahyz)** *verb*; the spreading of cancer (or something else that causes disease) from its original location to other parts of the body. If you say that a tumor has metastasized, you mean that the cancerous cells that caused the tumor to form have moved to another part of the body and have started to form more tumors. (See the definition of *tumor* for more information.)
4. **nervous system (NER-vuss SIS-tuhm)** *noun*; a system in the body that includes the brain, spinal cord (see *spinal cord*), and nerves. Your nervous system controls everything you do, from breathing to walking to thinking.
5. **oncologist (on-KAHL-uh-jist)** *noun*; a doctor who specializes in treating cancer
6. **spinal cord (SPAHYN-uhl cord)** *noun*; a thick cord of nerves that starts at the brain and runs through the center of the spinal column (also known as the backbone). The spinal cord is part of the nervous system (see *nervous system*); it carries messages to and from the brain, linking the brain to the rest of the body.
7. **transfusion (trans-FY00-zhuhn)** *noun*; To *transfuse* is to take blood from one person and put it into another person; a *transfusion* is an act of doing this.
8. **tumor (TOO-mer)** *noun*; an abnormal lump or mass of tissue that grows in or on the body. Some tumors are caused by cancer, but others are not. Tumors that are not caused by cancer are called *benign* [bih-NAHYN]. These tumors do not spread to other parts of the body, and if they are removed, they do not grow back. Cancerous tumors are called *malignant* [muh-LIG-nuhnt]. They may spread to other parts of the body and often grow back after being removed.

Name: _____ Date: _____

“Unbroken” Quiz

Directions: Read “Unbroken.” Then answer the multiple-choice questions below.

1. Which of the following BEST expresses a central idea of the article?

- Ⓐ Chemotherapy can make cancer patients feel extremely sick, even as it helps them get better.
- Ⓑ Lauren stayed brave and positive while undergoing painful treatment for cancer.
- Ⓒ Some schools hold events in which students shave their heads in support of kids who have cancer.
- Ⓓ Lauren hopes she’ll soon be strong enough to resume all of her favorite activities.

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

- Ⓐ “Two jars—one filled with pink glass stones, the other with blue—sat on the windowsill.”
- Ⓑ “Until the spring of 2012, Lauren had been a happy and healthy teenager.”
- Ⓒ “From the time it was coined in 440 B.C., *cancer* has been a frightening word.”
- Ⓓ “But if Lauren was anything, she was hopeful.”

3. Consider the two photographs on page 6. What striking contrast do they illustrate?

- Ⓐ jars full of stones versus a girl full of hope
- Ⓑ a living person versus a number of lifeless objects
- Ⓒ one versus many
- Ⓓ evidence of Lauren’s devastating illness versus evidence of her unbroken spirit

4. Reread these lines from page 5: “*And all around her had been the sounds of medical machines—a percussive melody of beeps and bleeps that allowed an army of nurses and doctors to keep close tabs on her condition.*” By referring to the doctors and nurses as “an army,” the author _____.

- Ⓐ extends the combat metaphor of Lauren “fighting for her life”
- Ⓑ indicates that many doctors and nurses were involved in Lauren’s treatment
- Ⓒ conveys that the doctors and nurses were organized and efficient
- Ⓓ all of the above

5. In the section “Triumph at Last,” the word *excruciating* means ____.

- Ⓐ extremely tiring Ⓑ incredibly painful
- Ⓒ intolerably boring Ⓓ very sad

6. Which phrase in the text helps readers understand the meaning of *excruciating*?

- Ⓐ “. . . Lauren seemed to have turned a corner.”
- Ⓑ “. . . days and nights when she was in so much pain . . .”
- Ⓒ “She had survived six rounds of chemo . . .”
- Ⓓ “It’s been two years since Lauren first stepped into the hospital . . .”

Constructed-Response Questions

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

7. In the section “Runaway Cells,” the author compares cancer cells to a car without brakes. Why do you think she chose this simile? In what ways are cancer cells and a car without brakes alike?

8. How does the author develop the idea that having cancer dramatically affects the life of a teen? Use text evidence in your response.

Name: _____ Date: _____

“Unbroken” Quiz

Directions: Read “Unbroken.” Then answer the multiple-choice questions below.

1. Which of the following BEST expresses a central idea of the article?
 - (A) Chemotherapy can make cancer patients feel extremely sick, even as it helps them get better.
 - (B) Lauren stayed brave and positive while undergoing painful treatment for cancer.
 - (C) Some schools hold events in which students shave their heads in support of kids who have cancer.
 - (D) Lauren hopes she’ll soon be strong enough to resume all of her favorite activities.

2. Which line from the article best supports the answer to question 1?
 - (A) “Two jars—one filled with pink glass stones, the other with blue—sat on the windowsill.”
 - (B) “Until the spring of 2012, Lauren had been a happy and healthy teenager.”
 - (C) “From the time it was coined in 440 B.C., *cancer* has been a frightening word.”
 - (D) “But if Lauren was anything, she was hopeful.”

3. Reread the sidebar “What Causes Cancer?” This passage includes information about cancer that is not included in the main the article. Which of the following questions does it answer?
 - (A) Does exercise decrease the risk of getting cancer?
 - (B) Does chemotherapy interfere with a patient’s immune system?
 - (C) Do most children who get cancer survive?
 - (D) Can cancer that develops in one part of the body spread to others?

4. Reread these lines from the section “Something Changed”: “*Losing her hair was part of her journey. It was a badge of courage. Why should she hide it?*” The question at the end of this quote indicates that Lauren _____.
 - (A) hoped to think of a good excuse to continue to hide her baldness
 - (B) no longer saw any reason to hide her baldness
 - (C) couldn’t imagine why any teenage girl would feel self-conscious about losing her hair
 - (D) wondered what kind of events would require her to wear her wig

5. In the section “Triumph at Last,” the word *excruciating* means _____.
 - (A) extremely painful
 - (B) incredibly tiring
 - (C) intolerably boring
 - (D) very sad

6. Which phrase in the text helps readers understand the meaning of *excruciating*?
 - (A) “. . . Lauren seemed to have turned a corner.”
 - (B) “. . . days and nights when she was in so much pain . . .”
 - (C) ““She had survived six rounds of chemo . . .”
 - (D) “It’s been two years since Lauren first stepped into the hospital . . .”

Constructed-Response Questions

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

7. In the section “Runaway Cells,” the author compares cancer cells to a car without brakes. Why do you think she chose this simile? In what ways are cancer cells and a car without brakes alike?
8. Think about the article’s title. What does it mean that Lauren is “unbroken”? How did she manage to stay whole?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Unbroken: A Year in the Life of a Girl With Cancer." 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 photography on pages 4-5, and read the **headline** and **subheading** of the article. Why do you think the editors chose to make the headline so big? What idea or feeling does the large size give you?

2. Examine the images on pages 6-9. What do they show?

3. Read the **subheadings** throughout the article. Based on your preview, write one sentence predicting what you think the article is mainly about.

During Reading

Inference, Mood, Vocabulary, Text Structure, and Tone

4. Reread the first paragraph of the article. What can you **infer** about Lauren from the description of her room?

5. Describe the **mood** of the first paragraph, then describe the mood of the following three paragraphs. Which details create this shift in mood?

6. Consider this sentence from page 7:

"There would be radiation therapy, in which a beam of energy would be pointed at Lauren's skin to incinerate the cancer cells beneath."

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

B. Why might the author have chosen *incinerate* instead of another word?

7. Check (✓) the statement that best describes how the author organizes information in the section "Something Changed."

The author describes different events and the effects those events had on Lauren.

The author describes what happened to Lauren through a series of flashbacks.

The author describes a series of Lauren's problems and steps that were taken to solve them.

8. What is the **structure** of the section "Runaway Cells"? Explain.

9. What words and phrases does the author use to describe Lauren throughout the article? What is the overall **tone** of the article? How do you know?

After Reading

Central Ideas and Objective Summary

10. Below is a **central idea** of "Unbroken: A Year in the Life of a Girl With Cancer" and two pieces of **supporting evidence**. In the box provided, write a third piece of evidence that supports the central idea.

Central Idea		
Lauren's positive attitude helped her get through her difficult cancer treatment.		
Evidence #1 "Lauren endured with grace and determination." (p. 7)	Evidence #2 "I just looked for the light at the end of the tunnel,' she says." (p. 8)	Evidence #3

11. Below are three pieces of **supporting evidence** for another central idea of "Unbroken: A Year in the Life of a Girl With Cancer." In the space provided, write a **central idea** that this evidence supports.

Central Idea		
Evidence #1 "Lauren couldn't leave the house without wearing a mask to protect her from germs." (p. 7)	Evidence #2 "Kids like Lauren have to say a temporary good-bye to their friends, their favorite activities, and their schools." (p. 7)	Evidence #3 "She had made it through days and nights when she was in so much pain that the slightest touch on her skin was excruciating." (p. 9)

12. Write a three- to four-sentence **objective summary** of "Unbroken: A Year in the Life of a Girl With Cancer."
(Hint: Think about what you would say to a friend who asks, "What is this article about?")

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Unbroken: A Year in the Life of a Girl With Cancer." 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 photography on pages 4-5, and read the **headline** and **subheading** of the article. Why do you think the editors chose to make the headline so big? What idea or feeling does the large size give you?

2. Examine the images on pages 6-9. What do they show?

3. What do you think this article will be mostly about?

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

4. Reread the first paragraph of the article. What can you infer about Lauren from the description of her room?

5. The **mood** of the first paragraph is uplifting. In the following three paragraphs, the mood shifts to nightmarish. What details in the text create this shift in mood?

6. Consider this sentence from page 7:

"There would be radiation therapy, in which a beam of energy would be pointed at Lauren's skin to incinerate the cancer cells beneath."

- A. Check (☒) the box with the correct definition of *incinerate* as it is used in the sentence from the article. (Check a dictionary if you're not sure.)

remove with suction

burn completely

separate slowly

- B. Why might the author have chosen *incinerate* instead of another word? What does the author's choice of *incinerate* tell you about Lauren's treatment?

7. The author organizes the section "Something Changed" by describing a series of causes and effects.

- A. Read the following cause. Explain its effect on the lines provided.

Cause: Lauren's hair fell out because of the chemotherapy.

Effect:

- B. Read the following effect. Write its cause on the lines provided.

Effect: She realized she could be proud of her baldness instead of ashamed.

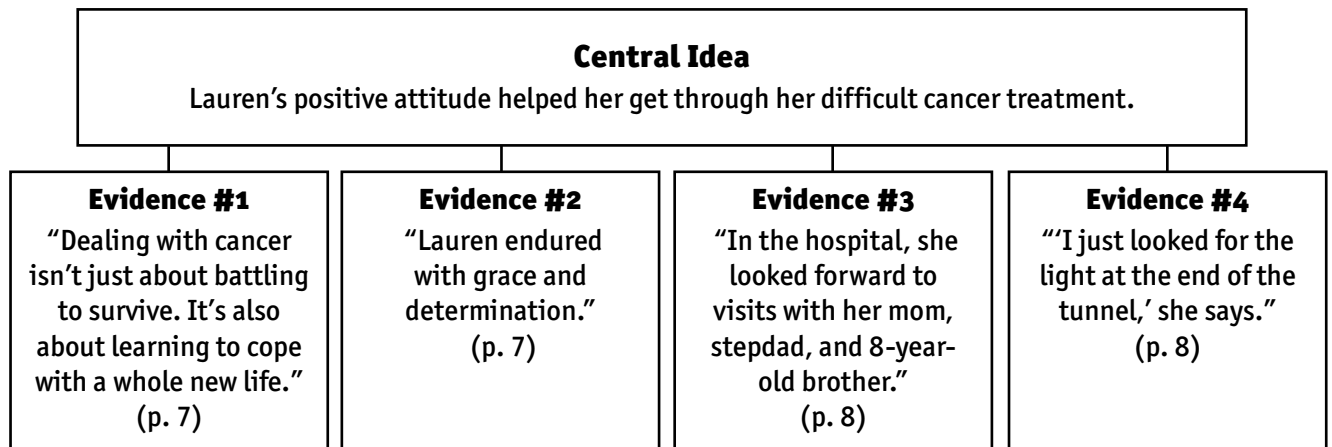
Cause:

8. The author's descriptions of Lauren include words and phrases like *hopeful*, *endured with grace and determination*, and *persevered*. What other words and phrases does she use to describe Lauren? How do these words contribute to the overall **tone** of the article?

After Reading

Central Idea and Objective Summary

9. Below is a **central idea** of "Unbroken: A Year in the Life of a Girl With Cancer." Three of the pieces of evidence listed support it, but one of them does not. Cross out the one that does not.



10. An **objective summary** is a short statement or paragraph that tells what an article is about. An objective summary does not include irrelevant details or the opinions of the person writing it. Circle details below that should NOT be included in an objective summary of "Unbroken: A Year in the Life of a Girl With Cancer."

1. Lauren is a teenager who was diagnosed with cancer.
2. Neuroblastoma is a cancer of the nervous system.
3. Some people get cancer from exposure to toxic chemicals.
4. Chemotherapy has many serious side effects.
5. Lauren is wearing a pretty shirt in the photographs.
6. Lauren slept in her wig.
7. Though her treatment was difficult, Lauren found ways to stay positive.
8. Lauren had to get a bigger jar for her pink stones.
9. Lauren gained a lot of strength from her family and friends.
10. Lauren has a younger brother.
11. Seeing other teen cancer patients with bald heads had a profound effect on Lauren.
12. Lauren mentors other kids who have cancer.
13. Lauren likes buffalo chicken sandwiches.
14. Lauren is a really brave person, and I think it is so great that she is cancer-free.

Lauren Contest

Kristin Lewis writes, "Dealing with cancer isn't just about battling to survive. It's also about learning to cope with a whole new life." How has Lauren's life changed? How has she coped with the challenges she has faced?

Answer both questions in a short essay. Use text evidence.

Five winners will get *After Ever After* by Jordan Sonnenblick.

Entries will be judged on:

⇒ a clearly stated central idea

⇒ good organization and transitions

⇒ use of supporting evidence

⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your written entry and send both to: scopemag@scholastic.com

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

ENTRIES MUST BE RECEIVED BY October 15, 2014!

Name: _____ Date: _____

Find the Text Evidence

Directions: Read "The Volcano That Changed the World," then read the questions below carefully. Some will ask you to select or find pieces of text evidence—that is, details in the article—that support a statement we provide. Others will ask you to support your own statement with text evidence.

1. Choose the **THREE** pieces of text evidence that best support the statement below.

John Hoisington and his father had reason to worry that the snowstorm of June 1816 would devastate their family.

- Ⓐ "Summer was just two weeks away."
- Ⓑ "This storm would kill all their crops."
- Ⓒ "Like most people in 1816, the Hoisingtons grew almost everything they ate. . . ."
- Ⓓ "Snow destroyed thousands of other East Coast farms, from Virginia up to Maine."
- Ⓔ "Were witches to blame?"
- Ⓕ "There would be little food for the family or their animals."

.....

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

The stormy weather resulting from Tambora's eruption affected migration in the United States.

- Ⓐ "John saw the look of fear in his father's eyes as they watched the snow swirling outside."
- Ⓑ "John and his family didn't know it, but during that strange summer of 1816, similar weather disasters would unfold throughout New England—and the world."
- Ⓒ "Tens of thousands of other New England farmers made similar journeys, all driven west by the hardships of 1816."

I chose ____ because _____

3. Below is a quote from the article and two pieces of evidence that support it. Find one more piece of evidence and write it on the blank lines.

"The eruption of Tambora in 1815 was the most deadly and powerful volcanic eruption in human history."

- Ⓐ "Its explosive energy was 10 times stronger than that of Krakatoa, history's most famous volcano, which erupted in 1883, also in what is now Indonesia."
- Ⓑ "The eruption went on for more than three days, a deadly storm of fire, gas, ash, and rock."

Ⓒ _____

.....

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

- Ⓐ "It is only now, nearly 200 years later, that scientists have finally solved the mystery."
- Ⓑ "Using satellites and computers, scientists tracked Pinatubo's cloud as it spread across the world."
- Ⓒ "Today, scientists know that volcanoes can have a major impact on weather worldwide."

.....

5. Now it's your turn. Make a statement based on the article and find three pieces of text evidence to support it.

- Ⓐ _____
- Ⓑ _____
- Ⓒ _____

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 "The Volcano That Changed the World."

1. Look at the large headline on pages 22 and 23. How does the photo and the shape of the word "volcano" help readers understand what the story is about?

2. Describe the images on page 24. Why do you think the article includes these?

3. Read the paragraph on page 24 that starts, "What people *were* paying attention to . . ." How does the map on page 25 further illustrate the point made in that paragraph?

4. Read the two captions on page 24. In which section of the article would this information best fit?

5. The map on page 25 shows that Tambora's volcanic cloud affected regions that were many thousands of miles away from Indonesia. Explain how this was possible.

6. Reread the section "A Ruined Land." What could be an alternate subheading for this section?

Name: _____ Date: _____

Exploring Text Structures

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

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "The Volcano That Changed the World."

1. What is the main purpose of the article?

Which text structure does the author mostly use to achieve this purpose?

2. Reread the first section. Which text structure does the author mainly use in this section? Explain your answer using examples.

3. Which text structure does the author mainly use in the section "Ignored and Forgotten"? Explain your answer using examples.

Why do you think the author uses this text structure?

Description

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

Cause and Effect

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

Problem and Solution

presents a problem and explains how it is solved.

Compare and Contrast

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

Sequence of Events

describes events in the order in which they happen. This is also called chronological order.

4. Which text structure does the author mainly use in the first three paragraphs of "Solving a Mystery"? Explain your answer using examples.

How does this text structure add to your understanding of the topic?

5. Look at the infographic on page 25. Imagine that the author put this information into a paragraph rather than on a map. What text structure would then be best to use? Why?

Write a paragraph using the information in the infographic "The Eruption Felt Around the World." Use your answer to question 5 to help you.

Name: _____ Date: _____

Cause and Effect

Directions: Fill in the boxes to explore the effects of the Mount Tambora eruption on Sumbawa and other places in the world. Use details from the article "The Volcano That Changed the World" and the infographic "The Eruption That Shook the World." We filled in some information on the second page for you.



CAUSE:

Mount Tambora erupted
with tremendous force.

EFFECTS ON SUMBAWA

What was the immediate effect?

What were the effects over the following months? Include three details.

1.

2.

3.

EFFECTS ON OTHER PARTS OF THE WORLDPlace: *New England (U.S.)*

What happened to the weather?

There were snowstorms in the summer.

What was the effect?

Many New Englanders lost their farms and their livelihoods, leading thousands to move west.

Place:

What happened to the weather?

What was the effect?

Place:

What happened to the weather?

What was the effect?

Name: _____ Date: _____

Close-Reading Questions

"The Volcano That Changed the World"

1. On page 23, in a reference to the strange weather, the author asks, "Were witches to blame?" Why might the author ask this question? What does this question reveal about people's understanding of the weather in 1816? (author's craft)
2. In "A Ruined Land," what does the author mean when she writes, "Tambora woke up"? What literary device is she using? (figurative language)
3. In "Solving a Mystery," why does the author provide information about the 1991 eruption of Mount Pinatubo? (author's craft)
4. According to the infographic, which effects of Tambora's eruption occurred farthest away from the volcano? Explain what happened. (interpreting visual text, synthesizing)
5. What do you learn from the infographic that you don't learn from the article? What do you learn from the article and not from the infographic? (interpreting visual text/synthesizing)

Name: _____ Date: _____

Critical-Thinking Questions

"The Volcano That Changed the World"

1. What can you conclude from the article and infographic about how a local event can affect both the natural world and the human world? Use text evidence in your answer.
2. If something similar to the Tambora eruption of 1815 were to occur today, what would be different about the response of people around the world? Explain.

Name: _____ Date: _____

Vocabulary:

"The Volcano That Changed the World"

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

1. **dissipate (DIS-uh-peyt)** *verb*; to separate into parts and scatter or vanish
• **example:** Carly wanted to drive when skies were clear, so we waited for the fog to dissipate.
2. **dormant (DAWR-muhnt)** *adjective*; inactive; *when used to describe a volcano*: not active at the moment, but capable of erupting again
• **example:** In the desert, wildflower seeds lie dormant during the raging heat of summer.
3. **plume (PLOOM)** *noun*; a feather, or something that has a fluffy, feathery shape
• **example:** Captain Hook wore a black pirate hat with a large white plume.
4. **pyroclastic surge (pahy-ruh-KLAS-tik surj)** *noun*; a quickly flowing mixture of gas and hot pieces of rock that comes out of a volcano during a violent eruption
• **example:** When Mount Vesuvius erupted, the pyroclastic surge buried the town of Pompeii.
5. **rice paddy (rahys PAD-ee)** *noun*; a wet field where rice is grown
• **example:** The farmer and his family waded through the rice paddy.
6. **slog (SLOG)** *verb*; 1. to walk slowly, usually with heavy steps 2. to keep doing something, even though it is difficult; to work at something in a steady, determined way
• **example 1:** We slogged through the deep snow on our way to the cabin in the woods.
• **example 2:** The journalist stayed up past midnight, slogging away at his article so he could meet his deadline.
7. **stratosphere (STRAT-uh-sfeer)** *noun*; an upper portion of the sky where clouds rarely form and the air is cold and thin
• **example:** Scientists launched weather balloons into the stratosphere to track wind speeds and temperatures.

8. _____ (_____) _____
_____ ; _____

• **example:** _____

Vocabulary Practice:

"The Volcano That Changed the World"

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

1. Mount Rainier in Washington state is considered a **dormant** volcano because _____

2. Our tour of China included a visit to **rice paddies**, where we saw _____

3. See those clouds? The **stratosphere** _____

4. The Jeep speeding down the dirt road created a **plume** of dust that _____

5. After the firefighters put out the blaze and the smoke began to **dissipate**, we _____

6. The **pyroclastic surge** gushed out of the volcano and _____

7. Looking at her desk, Kaitlin sighed and said, "I guess I'm just going to have to **slog** through _____

Name: _____ Date: _____

"The Volcano That Changed the World" Quiz

Directions: Read "The Volcano That Changed the World." Then answer the multiple-choice questions below.

1. According to the article, what is one reason the eruption of Mount Tambora caused unusual weather a year later?
 - (A) The volcanic cloud blocked out the sun.
 - (B) The pyroclastic surge was devastating.
 - (C) It does not usually snow in Vermont in June.
 - (D) Scientists did not have satellites and computers back then.
2. Which of the following statements does the article best support?
 - (A) It is frightening to live near a volcano because it could erupt at any time.
 - (B) In the future, volcanic eruptions will not affect the weather as strongly as they have in the past.
 - (C) The eruption of a volcano can affect the weather many, many miles away.
 - (D) In the early 19th century, people were not concerned about natural disasters.
3. Which detail from the article best supports your answer to question 2?
 - (A) "This storm would kill all the crops." (p. 22)
 - (B) "Somehow, the deadliest volcano in history was ignored by most of the world—and then forgotten." (p. 24)
 - (C) "But on April 5, 1815, Tambora woke up." (p. 23)
 - (D) "Today, scientists know that volcanoes can have a major impact on weather worldwide." (p. 24)
4. How were scientists finally able to understand the effects of Mount Tambora's eruption?
 - (A) by reading reports from sailors who had witnessed Tambora's eruption
 - (B) by using modern technology to closely track other volcanic clouds
 - (C) by studying what happened when Tambora erupted again in 1991
 - (D) by discovering notes about the eruption that scientists wrote in 1816
5. What is the main purpose of the infographic "The Eruption Felt Around the World"?
 - (A) to explain why so many farmers in New England moved to the Ohio Valley
 - (B) to describe the effects of Pinatubo's eruption
 - (C) to illustrate that some places in the world were not affected at all by Tambora's eruption
 - (D) to show how a single volcanic eruption can impact many continents
6. Which of the following expresses a similar idea?
 - (A) "It all started with a volcano called Mount Tambora." (p. 23)
 - (B) "Snowstorms and floods struck Europe. There were droughts and floods in India and killing frosts across northern China." (p. 23)
 - (C) "It was one of the biggest migrations in U.S. history." (p. 24)
 - (D) "It took three years for the foamy haze to clear." (p. 24)

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 do you learn about the effects of Tambora's eruption through the story of the Hoisington family? Include two details from the article in your answer.
8. Why might the author have chosen the title "The Volcano That Changed the World"? Describe two ways in which Tambora changed the world.

Name: _____ Date: _____

"The Volcano That Changed the World" Quiz

Directions: Read "The Volcano That Changed the World." Then answer the multiple-choice questions below.

1. Which of the following statements does this article best support?

- (A) It is frightening to live near a volcano because it could erupt at any time.
- (B) In the future, volcanic eruptions will not affect the weather as strongly as they have in the past.
- (C) The eruption of a volcano can affect the weather many, many miles away.
- (D) In the early 19th century, people were not concerned about natural disasters.

2. Which detail from the article best supports your answer to question 1?

- (A) "This storm would kill all the crops." (p. 22)
- (B) "Somehow, the deadliest volcano in history was ignored by most of the world—and then forgotten." (p. 24)
- (C) "But on April 5, 1815, Tambora woke up." (p. 23)
- (D) "Today, scientists know that volcanoes can have a major impact on weather worldwide." (p. 24)

3. What is the purpose of the section "Ignored and Forgotten"?

- (A) It describes how devastating Tambora's eruption was for the people of Sumbawa.
- (B) It compares the eruption of Mount Tambora to the eruption of Mount Pinatubo.
- (C) It explains why people around the world were not aware of Tambora's eruption.
- (D) It highlights the lack of scientific information about volcanoes in 1815.

4. What does the caption on page 24 that begins

"We can thank Tambora for *Frankenstein*" imply?

- (A) The terrifying details of Tambora's eruption inspired Mary Shelley to write her horror novel.
- (B) Mary Shelley might not have written *Frankenstein* if the weather in Switzerland had been sunny and cheerful.
- (C) Volcanoes are a prominent feature in Mary Shelley's famous novel.
- (D) Mary Shelley went to Switzerland because the weather was gloomy.

5. What is the main purpose of the infographic "The Eruption Felt Around the World"?

- (A) to explain why so many farmers in New England moved to the Ohio Valley
- (B) to show the effects of Mount Pinatubo's eruption
- (C) to illustrate that some places in the world were not affected at all by Tambora's eruption
- (D) to show how a single volcanic eruption can impact many continents

6. Which of the following expresses a similar idea?

- (A) "It all started with a volcano called Mount Tambora." (p. 23)
- (B) "Snowstorms and floods struck Europe. There were droughts and floods in India and killing frosts across northern China." (p. 23)
- (C) "It was one of the biggest migrations in U.S. history." (p. 24)
- (D) "It took three years for the foamy haze to clear." (p. 24)

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. Why do you think the author began and ended the article with the story of the Hoisington family? What does the story of the Hoisingtons contribute to the article? Include three details from the text.

8. Consider the article's title. In what ways did Mount Tambora "change the world"? Use details from the article and the infographic to support your answer.

Name: _____ Date: _____

Mount Pinatubo's Effects

Directions: Research the effects of Mount Pinatubo's 1991 eruption on people and the planet. Then use the blank world map below to create an infographic that shows these effects. Model your infographic on the one about the effects of Mount Tambora's 1816 eruption that appears on page 25 of *Scope*.



Name: _____ Date: _____

Bad Weather, Great Story:

The Story Behind *Frankenstein*

Have you ever sat by your window during a thunderstorm and watched the lightning? Told spooky stories with your friends in the dark during a power outage? Mary Shelley, the author of the classic novel *Frankenstein*, spent an entire summer doing a decent amount of both. And that summer explains *a lot* about how the creepy story of *Frankenstein* came to be.

Shelley, originally from England, spent the summer of 1816 in Switzerland with her husband (the poet Percy Bysshe Shelley) and a few close friends. It was a strange summer, marked by terrible thunderstorms and relentlessly gloomy skies. What Shelley didn't know is that the bad weather was caused by the massive eruption of a volcano called Mount Tambora, thousands of miles away in Indonesia.

The awful weather kept Shelley and her friends indoors. There were no iPhones or televisions or Xboxes, so if the group wanted entertainment, they had to make it themselves. They took turns reading or telling ghost stories to each other. One of the spookiest involved a horrific creature, with body parts in all the wrong places.

When they weren't freaking each other out with scary stories, Shelley and her friends found themselves having conversations about some pretty deep stuff, inspired in particular by all the lightning outside. In her diary, Shelley wrote about watching the lightning bolts "play" among the clouds as the thunderstorms rolled in.

In those days, electricity was a topic of great fascination for many Europeans. After all, batteries and the first electric lamp had recently been

invented. Shelley and her friends began to wonder about the true power of electricity. They discussed the work of a famous scientist named Luigi Galvani, whose experiments involved shocking dead animals to see if they would come back to life. (Alas, they did not.)

Could electricity be the spark of life?

Where does life really come from?

What is it that makes us "alive"?

Soon after, Shelley began to write her famous novel, *Frankenstein*. The story has it all—a mad scientist, a terrifying creature, seriously bad weather, and big questions about what it really means to be alive. *Frankenstein* was published in 1818. It remains one of the most widely read stories of all time.

After Reading

Find examples in the play *Frankenstein* that reveal how the bad weather caused by Tambora influenced Mary Shelley's story.

Volcano Contest

Screenwriter Ted Perry once wrote, "All things are connected. Whatever befalls the earth befalls the sons of the earth." What does he mean? How did the eruption of Mount Tambora demonstrate that "all things are connected"? Answer both questions in a short essay. Use text evidence from the article and infographic to support your ideas. Five winners will receive *Eruption!* by Elizabeth Rusch.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY October 15, 2014!

Name: _____ Date: _____

Making Inferences

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

Directions: Read "Dear Future," then make inferences to answer the questions below. We answered the first question for you.

1. How does James feel when he sees the Ray Bradbury book?

He is embarrassed and ashamed. He remembers when he blurted something out in class about a Bradbury story only to be told that the class had finished discussing it 10 minutes earlier.

Explain how you know. *James refers to the book as "mocking me," and pales "as everything comes flooding back." Recalling how his classmates laughed at him, he says, "I think my heart stopped beating."*

2. What is it about Annie's journal that James finds so interesting?

Explain how you know. _____

3. What does James learn from his conversations with Annie and with his parents?

Explain how you know. _____

Name: _____ Date: _____

Analyzing Character

In this activity, you will analyze the way that James from "Dear Future" feels about growing up.
Directions: Answer each of the questions below, using details from the text to support your answers.

At the beginning of the story . . .

what is James's attitude about
growing up?

In the middle of the story . . .

what is James's attitude about
growing up?

At the end of the story . . .

what is James's attitude about
growing up?

What causes James's attitude to change?

Name: _____ Date: _____

Text Marking: "On Turning 10"

In this activity, you will explore how the speaker of "On Turning 10" feels about growing up by marking the text and answering questions. **Directions:** To begin, grab a blue pen and a red pen. Follow the directions in the left side of each box to mark up the poem. Then answer the questions in the right side of each box. (Note: To keep things simple, we refer to the speaker of this poem as "he." But the speaker could also be a "she.")

First Stanza

- ▶▶ In blue, circle the main simile the speaker uses to describe how turning 10 makes him feel.
- ▶▶ The speaker provides three examples of what he feels like he's coming down with. Underline them in blue.

Q: In your own words, explain how turning 10 makes the speaker feel.

Second Stanza

- ▶▶ In red, circle the phrase the speaker uses to describe what it was like being 1, and the phrase he uses to describe what it was like being 2.
- ▶▶ In red, circle what the speaker says he was at age 4, what he says he was at age 7, and what he says he was at age 9. Also circle what he says he could do at age 4.

Q: When the speaker says he *was* certain people when he was younger, and that he *could* become invisible, what does he mean? Was he really those people? Could he actually become invisible?

Q: Write one or two sentences summarizing the speaker's description of his childhood from ages 1 through 9.

Third Stanza

- » The speaker looks out his window at two objects. Circle them in red.
- » The speaker says that when he was younger, two things never happened that are happening now. Circle those two things in blue.

Q: Describe the verbs in this stanza. What do they have in common? What kind of activity do they describe?

Q: Consider the two objects the speaker looks at. Why do you think he mentions these objects in particular? With what are they associated?

Fourth Stanza

- » The speaker says that age 10 is the beginning of something. Circle it in blue.
- » In red, circle something that is associated with childhood.
- » In blue, circle what the speaker says it is time for him to do.

Q: The speaker says that turning 10 is the beginning of something and the end of something. What? Use your own words to explain.

Fifth Stanza

- ▶▶ In red, circle the things the speaker says were true about himself when he was younger.
- ▶▶ In blue, circle what the speaker says happens to him now when he falls upon "the sidewalks of life."

Q: Why do you think the speaker says "sidewalks of life" instead of just "sidewalks"? In other words, how does the phrase "of life" affect the meaning of the second-to-last line?

Whole Poem

Q: How does the speaker feel about growing up? Use details from the poem to support your answer.

Name: _____ Date: _____

Critical-Thinking Questions

"Dear Future"

1. Describe the books mentioned in "Dear Future" and explain how they affect the characters. What does "Dear Future" suggest about the importance of books?
2. On the phone, Annie says that sometimes she misses the past, even if it wasn't easy. What might she mean? Why might someone miss a difficult time of life?
3. At the beginning, there is little communication between characters. When and how does the level of communication in the story change? How does this change affect the characters?
4. What does the last line of the story mean?

SKILL: Vocabulary Acquisition, page 1 of 4

DIY Vocabulary

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

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

Article or Story:

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

	page:
--	-------

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

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	page:
--	-------

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

Name: _____ Date: _____

“Dear Future” Quiz

Directions: Read “Dear Future” and “On Turning 10.” Then answer the multiple-choice questions below.

1. What is the main theme of “Dear Future”?
 - (A) Most people want childhood to last forever.
 - (B) Dealing with unhappiness and depression is extremely difficult.
 - (C) Part of growing up means understanding that life is full of ups and downs.
 - (D) Remembering the past makes you a happier person.
2. Which of the following quotes best expresses the theme you identified in question 1?
 - (A) “The day we sold our house was the crummiest day I can remember.” (p. 28)
 - (B) “‘To be honest, today started off awful,’ I reply. ‘But it’s better now.’” (p. 30)
 - (C) “The future is bright. At least that’s what Mom is always saying.” (p. 27)
 - (D) “But hard times are part of life. What matters is how you get through them and who you get through them with.” (p. 30)
3. What is the most likely reason that James finds Annie’s journal to be so interesting?
 - (A) He enjoys reading small handwriting.
 - (B) Annie was bullied in the same way he has been bullied.
 - (C) Annie describes thoughts and feelings that are similar to his own.
 - (D) He likes reading about other people’s lives.
4. Consider the following sentence: *“I blanch as everything comes flooding back.”* What effect does the phrase “flooding back” have on the sentence?
 - (A) It explains why James is embarrassed about what happened in class.
 - (B) It describes how the memory came back to James in an overwhelming rush.
 - (C) It shows that James likes to exaggerate.
 - (D) It demonstrates how James’s memories always make him severely unhappy.
5. The poem’s speaker feels that growing up means
 - (A) that he won’t ride bicycles anymore.
 - (B) an end to innocence and imagination.
 - (C) taking on more responsibility.
 - (D) he won’t remember his happy childhood.
6. Which line from the poem best supports your answer to question 5?
 - (A) “It seems only yesterday I used to believe/ there was nothing under my skin but light.”
 - (B) “You tell me it is too early to be looking back,”
 - (C) “But I can lie on my bed and remember every digit.”
 - (D) “The whole idea of it/makes me feel like I’m coming down with something.”

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 did reading Annie’s journal help James? Your answer should include details from the story.
8. The English poet Percy Bysshe Shelley said, “Fear not for the future, weep not for the past.” Would the narrator of the poem agree with this quote? Use text evidence in your response.

Name: _____ Date: _____

“Dear Future” Quiz

Directions: Read “Dear Future” and “On Turning 10.” Then answer the multiple-choice questions below.

1. What is the main theme of “Dear Future”?

- (A) Most people want childhood to last forever.
- (B) Dealing with unhappiness and depression can be extremely difficult.
- (C) Part of growing up means understanding that life is full of ups and downs.
- (D) Remembering the past makes you happy.

2. Which of the following quotes best expresses the theme you identified in question 1?

- (A) “The day we sold our house was the crummiest day I can remember.” (p. 28)
- (B) “‘To be honest, today started off awful,’ I reply. ‘But it’s better now.’” (p. 30)
- (C) “The future is bright. At least that’s what Mom is always saying.” (p. 27)
- (D) “But hard times are part of life. What matters is how you get through them and who you get through them with.” (p. 30)

3. Consider the following line from the story:

“She preaches a lot about focusing on whatever you’re doing, but she can multitask better than anybody.” What does the narrator’s use of the word *preaches* tell you about his mother?

- (A) She is good at doing many things at once.
- (B) She strongly urges others to focus on one thing at a time.
- (C) She dislikes people who disagree with her.
- (D) She goes to church.

4. The metaphors in the first stanza of “On Turning 10” emphasize

- (A) the speaker’s tendency to get sick.
- (B) the speaker’s fondness for make-believe.
- (C) the speaker’s dread about growing up.
- (D) the speaker’s fear of birthdays.

5. Which other line from the poem emphasizes the same feelings?

- (A) “But I can lie on my bed and remember every digit.”
- (B) “I could make myself invisible/by drinking a glass of milk a certain way.”
- (C) “But now I am mostly at the window/watching the late afternoon light.”
- (D) “This is the beginning of sadness, I say to myself,/as I walk through the universe in my sneakers.”

6. Which line from “Dear Future” best matches the feelings expressed by the speaker of the poem?

- (A) “. . . but the boy realizes that someday something won’t turn out all right, and it’s like the end of childhood for him, in a way, and the story makes me feel something I can’t name.”
- (B) “Thirteen seems like a long time ago.”
- (C) “Some days are better than others.”
- (D) “You can’t really measure happiness.”

Constructed-Response Questions

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

- 7.** In your own words, explain what you think James’s mom means when she says, “You can’t really measure happiness.” Use details from the text in your response.
- 8.** The English poet Percy Bysshe Shelley said, “Fear not for the future, weep not for the past.” How does this quote relate to the story and the poem? Your answer should include details from both texts.

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 "Dear Future" by Nicholas Montemarano.

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

Section 1: Characters

1. For the characters of James and Annie: (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. JAMES is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

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

Description: _____

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

2. Give two examples of **indirect characterization** of James's mom. Explain what each reveals about her.

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

Section 2: Point of View

4. From which **point of view** is "Dear Future" told? Check one:

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

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

5. How might the story be different if it were told from each of the two points of view you did NOT select above?

Section 3: Setting

6. **A.** Where does most of the story take place? _____

B. What words and phrases are used to describe the setting?

7. How does James feel about the basement used-book sale at the beginning of the story?

Section 4: Mood

8. What is the **mood** of the story? Does it stay the same throughout, or does it change? Explain how the author established the **mood**. Which **imagery**, words, ideas, **characters**, and aspects of the **setting** or **plot** caused you to feel the way you did?

Section 5: Plot

9. What does James learn from his conversations with Annie and his parents?

10. How are James's parents affected by Annie's journal?

Dear Future Contest

“Dear Future” and “On Turning 10” are both about growing up. Compare and contrast how James and the speaker of “On Turning 10” feel about growing up. Support your ideas with details from the story and the poem. Five winners will each receive *Criss Cross* by Lynne Rae Perkins.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY October 15, 2014!

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. Authors create mood through word choice, imagery, dialogue, setting, and plot.

Directions: Read *The Rocket's Red Glare*, then answer the questions below to explore the mood of different scenes.

1. The mood of Scene 1 is welcoming and determined. Which details help create this mood?

2. Consider the mood of Scene 2.

- A. Circle the word that best describes the mood of Scene 2.

disappointed anxious exhausted

- B. How do the stage directions—that is, the lines in the narration that describe the characters' movements—contribute to that mood?

- C. Which other details in Scene 2 help create the mood?

3. What is the mood of Scene 5? Choose a line in Scene 5 and explain how it helps create that mood.

4. What imagery does the author use in Scene 6? What mood do these descriptions create?

5. Describe the mood of Scene 7. At what point does the mood shift? Explain.

Name: _____ Date: _____

Organize Your Thoughts

Read *The Rocket's Red Glare* and "Why Do We Sing the National Anthem at Games?" Then complete this activity to help you prepare to answer the writing prompt on page 16.

Directions: Answer the questions below. You do not need to write in complete sentences.

In this section, you will consider what "The Star-Spangled Banner" meant to people at three different points in history. To answer the questions below, write your ideas about what the national anthem symbolized and what emotions it was used to express.

What did "The Star-Spangled Banner" mean to Francis Scott Key when he wrote the words?

What did "The Star-Spangled Banner" mean at the first game of the 1918 World Series?

What did "The Star-Spangled Banner" mean at the Boston Bruins game on April 17, 2013?

In the box below, write your ideas about how sporting events have helped preserve the meaning of our national anthem. Consider what you wrote above, and include any other ideas you have.

List reasons for and against playing the national anthem at sporting events. First, list reasons that are mentioned in the essay “Why Do We Sing the National Anthem at Games?” Then list any additional ideas you have.

**Reasons FOR
playing the national anthem
at sporting events**

From the essay:

Your own ideas:

**Reasons AGAINST
playing the national anthem
at sporting events**

From the essay:

Your own ideas:

In your opinion, should we continue to play the national anthem at games? (check one)

☐ yes

☐ no

Name: _____ Date: _____

Poetry Dive

Below is the first verse of "The Star-Spangled Banner." Originally written as a poem (titled "Defence of Fort M'Henry") 200 years ago, it can be a bit challenging to understand. In this activity, you will dive into its meaning.

Directions: As a class or in groups, discuss the questions that appear in smaller type around the poem. Use a dictionary to look up unfamiliar words. Then answer the questions on page 2 of this activity.

What does *spangled* mean?

Put "what so proudly we hailed" in your own words.

What are *ramparts*?

"O'er" is an old-fashioned way of saying ____.

How could rockets and bombs prove that the American flag was still flying during the night?

"The Star-Spangled Banner"
by Francis Scott Key

O say can you see, by the dawn's early light,
What so proudly we hailed, at the twilight's last gleaming,
 Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
 And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O say does that star-spangled banner yet wave,
O'er the land of the free and the home of the brave?

Circle the rest of the pronouns in this stanza. What do you notice about them? How do they affect the feeling or meaning of the poem for the person reading or singing these lines?

What time of day is this?

What's another word for *perilous*?

First question: What does *gallantly* mean? Second question: Why do you think Key chose the words "gallantly streaming"? Why not just say "The flag was flying"?

What's another way of saying this line?

So, just to be clear: These free, brave people are . . . who? And their home is . . . where?

Connect the Poem to the Play

To answer the following questions, you will draw on the play *The Rocket's Red Glare*
as well as the first verse of "The Star-Spangled Banner."

1. From the play *The Rocket's Red Glare*, you know that the "perilous fight" in the poem refers to what?

2. The first verse of "The Star-Spangled Banner" is basically one question. Write that question in your own words. Then identify the point in the play where this question is asked.

3. Write a line from the play that explains why the characters were so concerned about whether they could see the American flag in the "dawn's early light" after the "perilous fight."

4. How do you think Key wants the reader (or singer) to feel about America? Explain your answer.

5. There are three more verses to "The Star-Spangled Banner," and none of them mentions the British by name. Why might Key have chosen not to focus on the enemy in his poem?

Name: _____ Date: _____

Close-Reading Questions

The Rocket's Red Glare

1. In Scene 2, what does Skinner mean when he says, "Even amid the savagery of war, soldiers must abide by certain rules"? (interpreting text)

2. Why does General Ross agree to release Dr. Beanes? (inference)

3. How does the author build tension and suspense in Scenes 6 and 7? (author's craft))

4. What was happening on land during the bombardment of Fort McHenry? (map reading)

Name: _____ Date: _____

Critical-Thinking Questions

The Rocket's Red Glare

1. Dr. Beanes helped injured British troops. What does this reveal about his character?

2. How does Skinner and Key's relationship change?

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Name: _____ Date: _____

Critical-Thinking Questions

"Why Do We Sing the National Anthem at Games?"

1. Why did the national anthem have special significance at the games described in the essay? How are the circumstances of those games similar to the circumstances under which Key wrote the anthem?
2. The essay states that some people “find the anthem too violent and object to what they see as its glorification of war.” Would Key agree?

Name: _____ Date: _____

Vocabulary:

The Rocket's Red Glare and "Why Do We Sing the National Anthem at Games?"

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

- 1. abide (uh-BIDE)** *verb*; 1. to accept without opposition or question; 2. to stay or live somewhere; 3. to remain or continue
 - **example 1:** Our teacher told us that if we wanted to remain in her class, we would have to abide by her rules.
 - **example 2:** The king abides in the castle on the hill.
 - **example 3:** The young couple thought their love would abide forever.
- 2. bombardment (bahm-BARD-ment)** *noun*; 1. a continuous attack with bombs or other explosives; 2. a rapid or overwhelming outpouring of many things at once
 - **example 1:** The bombardment of the city damaged many buildings.
 - **example 2:** That was quite a bombardment of information in math class today. I'm not sure how well I'm going to remember all those formulas.
- 3. fervent (FUR-vunt)** *adjective*; having or showing strong or intense feeling
 - **example:** Susan's fervent refusal to go swimming with us surprised me. I had no idea she was so terrified of the water.
- 4. glorification (glor-uh-fih-KAY-shun)** *noun*; the act of describing something as fabulous, often as more wonderful than it really is
 - **example:** My mother finds the media's glorification of celebrities irritating.
- 5. hull (HULL)** *noun*; 1. the frame or main body of a ship or boat; 2. a covering or casing
 - **example 1:** The boat began to sink after it hit a rock that punched a hole in its hull.
 - **example 2:** Before you eat that sunflower seed, be sure to remove the hull.
- 6. languish (LANG-gwish)** *verb*; to become weak, feeble, or spiritless
 - **example:** We languished in the heat of August; by the end of the month even turning the pages of our magazines took more energy than we had.
- 7. stench (STENCH)** *noun*; a very bad smell
 - **example:** We finally discovered the source of the stench in the kitchen: a dead mouse under the refrigerator. Yuck!

8. strain (STRAYN) *noun*; 1. a section of a musical piece or song that creates a distinct melody;
2. a different variety or type of the same thing

- **example 1:** At the Lorde concert, the audience broke into wild cheers after hearing the first few strains of "Royals."
- **example 2:** Many different strains of wheat are grown in America.

9. wits (WITS) *noun*; mental abilities or senses

- **example:** "Be sure to stay alert and keep your wits about you," said our guide as we walked into the cave. "This can be dangerous."

10. _____ (_____) _____
_____ ; _____

• **example:** _____

11. _____ (_____) _____
_____ ; _____

• **example:** _____

Vocabulary Practice:

The Rocket's Red Glare and "Why Do We Sing the National Anthem at Games?"

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

1. stink stench fragrance funk

2. fervent passionate intense unemotional

3. dwell stay depart abide

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

- | | |
|------------------------|----------------|
| _____ 4. bombardment | A. reek |
| _____ 5. strain | B. husk |
| _____ 6. glorification | C. brains |
| _____ 7. hull | D. attack |
| _____ 8. wits | E. waste away |
| _____ 9. languish | F. celebration |
| _____ 10. stench | G. type |

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

11. _____

12. _____

Name: _____ Date: _____

The Rocket's Red Glare Quiz

Directions: Read *The Rocket's Red Glare*. Then answer the questions below.

1. What is the main purpose of the prologue?

- (A) to introduce the play's main characters
- (B) to give an account of the American Revolution
- (C) to explain Britain's conflict with France
- (D) to provide background information about the War of 1812

2. Choose one word that describes Francis Scott Key in Scene 2.

- (A) courageous
- (B) anxious
- (C) furious
- (D) serene

3. Which of the following lines best supports your answer to question 3?

- (A) N1: The hot sun shimmers on the waves as the boat glides through the bay. (p. 12)
- (B) KEY: You're quite sure the British won't fire on us? (p. 12)
- (C) SKINNER: We're displaying the truce flag. (p. 12)
- (D) KEY: I will not get in your way. (p. 13)

4. Which of the words below is closest in meaning to *consulting* as it is used in the following line?

Sailors and soldiers are busily loading cannons, consulting maps, and adjusting sails. (p. 13)

- (A) referring to for information
- (B) giving advice to
- (C) asking advice from
- (D) discussing

5. Which of the following is a central idea of the essay "Why Do We Sing the National Anthem at Games?"

- (A) The national anthem is especially important to people from Boston.
- (B) The national anthem is meaningful to many Americans.
- (C) Baseball is the most patriotic sport.
- (D) "The Star-Spangled Banner" is hard to sing.

6. Choose the sentence from the text that supports your answer to question 5.

- (A) "Something extraordinary happened that evening."
- (B) "That night, our national anthem seemed to hold a special meaning for the people of Boston."
- (C) "But as what happened at the Bruins game in April 2013 shows, our national anthem still holds tremendous meaning for many Americans."
- (D) "Some argue that the song has nothing to do with sports."

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 relationship between Francis Scott Key and John Stuart Skinner change over the course of the play? Use two details from the play to support your answer.
- 8. Do you think that Jennifer Dignan supports or opposes singing the "The Star-Spangled Banner" at sporting events? Use two details from "Why Do We Sing the National Anthem at Games?" to support your response.

Name: _____ Date: _____

The Rocket's Red Glare Quiz

Directions: Read *The Rocket's Red Glare*. Then answer the questions below.

1. What is the main purpose of the prologue?

- (A) to introduce the play's main characters
- (B) to give an account of the American Revolution
- (C) to explain Britain's conflict with France
- (D) to provide background information about the War of 1812

2. In Scene 2, Francis Scott Key is characterized as _____.

- (A) courageous
- (B) anxious
- (C) furious
- (D) serene

3. Which of the following lines best supports your answer to question 3?

- (A) N1: The hot sun shimmers on the waves as the boat glides through the bay. (p. 12)
- (B) KEY: You're quite sure the British won't fire on us? (p. 12)
- (C) SKINNER: We're displaying the truce flag. (p. 12)
- (D) KEY: I will not get in your way. (p. 13)

4. You can infer from the play that Key wrote the poem that would eventually become our national anthem because

- (A) he hoped to become famous.
- (B) he wanted to inform future generations about the War of 1812.
- (C) he was trying to impress Officer Skinner and Dr. Beanes.
- (D) he wanted to express the strong emotions he felt during the battle at Fort McHenry.

5. Which sentence best expresses a central idea of the essay "Why Do We Sing the National Anthem at Games?"

- (A) "Something extraordinary happened that evening."
- (B) "That night, our national anthem seemed to hold a special meaning for the people of Boston."
- (C) "But as what happened at the Bruins game in April 2013 shows, our national anthem still holds tremendous meaning for many Americans."
- (D) "Some argue that the song has nothing to do with sports."

6. "Why Do We Sing the National Anthem at Games?" suggests all of the following EXCEPT:

- (A) Singing the anthem together unifies people.
- (B) In times of crisis, the national anthem can be particularly meaningful to people.
- (C) Most sports fans know little or nothing about the circumstances under which the national anthem was written.
- (D) People sing the national anthem to express their patriotism.

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. Describe the relationship between Francis Scott Key and John Stuart Skinner, as portrayed in the play. How does their relationship change over the course of the play? Use text evidence in your response.

8. What can you infer is Jennifer Dignan's point of view about singing "The Star-Spangled Banner" at sporting events? Use evidence from the essay in your response.

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 Rocket's Red Glare*.

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

Section 1: Characters

1. For the characters of Francis Scott Key and General Ross, 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. FRANCIS SCOTT KEY is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. GENERAL ROSS 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 Francis Scott Key.

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

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

Section 2: Setting

3. Where and when does the play take place?

4. Describe what was going on during that time in that place.

5. How do the fall of darkness in scene 6 and the rising of the sun in scene 7 create drama?

Section 3: Plot and Structure

6. Consider the role of the Historians.

A. What kind of information do the Historians provide? What is the Historians' purpose in the play?

B. How do the Historians differ from the Narrators?

7. Why do you think the author included a prologue and an epilogue? What purpose do they serve?

Section 4: Genre

8. The genre of this play is historical fiction, meaning it is based on actual people and events. Fill in the boxes to show which characters, locations, and other details of the play you think are real and which you think the author invented.

The diagram consists of two large, side-by-side rectangular boxes. The left box is labeled 'REAL' at the top center. The right box is labeled 'FICTIONAL' at the top center. A horizontal line connects the two boxes, with the word 'RELATIONSHIP' written above it. The boxes are separated by a vertical line, and the entire diagram is enclosed in a larger rectangular frame.

Section 5: Symbolism

9. What does the flag that Mary Young Pickersgill made represent after the battle at Fort McHenry?

Name: _____ Date: _____

Write an Argument Essay

Directions: Read the play *The Rocket's Red Glare* and the essay "Why Do We Sing the National Anthem at Games?" Then follow the steps below to write an essay about whether you think "The Star-Spangled Banner" should be sung at sporting events.

STEP 1: DECIDE WHAT YOU THINK

Should we sing "The Star-Spangled Banner" at sporting events? Consider what you read in the play and essay, as well as your own viewpoint. **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! Sing loud and proud!

☐ No! Sports are not about rockets and bombs!

☐ _____

STEP 2: FIND YOUR SUPPORT

What information in the essay supports your opinion? Find two examples.

What are other points that support your opinion? You may include personal experiences or observations.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you support singing "The Star-Spangled Banner" before sporting events, summarize the main reasons some people think it should not be sung. Alternatively, if you think our national anthem should *not* be sung at games, explain why some people disagree with you.

STEP 4: CRAFT YOUR THESIS

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 the national anthem affected the crowd at a game.
2. **SURPRISING FACT:** Find a fact that will raise your readers' eyebrows. Several interesting facts are included in the article. You can also do some research to find a fact that is not in the article.
3. **RHETORICAL QUESTION:** Ask your readers a question that reflects your point of view about the anthem. You could structure your question like this: "Should we really be singing about _____ when we've come to a game to cheer for _____?"

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, the debate over whether our national anthem should be sung at games.

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 "The Star-Spangled Banner" should be sung at sporting events. 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 singing the anthem at games.
(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.

Name: _____ Date: _____

Video Discussion Questions

Time Machine: 1810-1820

1. According to the narrator, farm work in the early 1800s was *grueling*. Using context clues, explain what *grueling* means.
2. Explain the key factors that contributed to the outbreak of the War of 1812.
3. How is life in America after the War of 1812 portrayed in the video? Consider the music, narration, and images.
4. What were some positive outcomes of the War of 1812? What were some negative outcomes?

Star-Spangled Contest

How have sporting events helped preserve the meaning of our national anthem? Should we continue to play the anthem at games? Use details from both the play and the essay to support your ideas. Five winners will each receive *Nothing But the Truth* 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
Or mail to: Star-Spangled Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY October 15, 2014!

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward 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 "Your Favorite Drinks Can Wreck Your Body." Then answer the questions below to explore the tone of each essay.

"YES!" by Russ Lloyd

1. In the box below, list words and phrases that Lloyd uses to describe sugar, soda, and other sugary drinks. We listed two for you.

Words and phrases the author uses to describe sugar and sugary drinks
Killer on the loose addictive

2. Based on your list, how would you describe the author's attitude toward sugary drinks?

3. Consider the following quote from the article:

"You know who doesn't want warning labels on sugary drinks? The beverage corporations that spend hundreds of millions of dollars trying to get you to buy their drinks." (p. 19)

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

4. Consider these two sentences from the section "The Worst":

"A single 12-ounce can of soda contains a whopping 8 teaspoons [of sugar]!"

"When you chug down a bottle of soda, you send a truckload of fructose straight to your liver."

Note the words *whopping*, *chug*, and *truckload* in these sentences. How do these words affect the tone? What do the words reveal about the author's attitude?

"NO!" by Evan Cook

5. Consider this paragraph from the section "Wrong Approach":

"First of all, soda is not the only cause of obesity. Not even close. Inactivity and overeating can both contribute to obesity. And as a representative for CalBev, California's branch of the American Beverage Association, points out, 'Only 4 percent of calories in the average American diet are derived directly from soda.'" (p. 20)

What does the information the author includes reveal about Cook's attitude toward sugary drinks? Explain your answer.

6. Circle TWO words in the following list that best describe the tone of the last section,

"Leave Us Alone."

judgmental

contemptuous

depressed

outraged

hopeful

insistent

pessimistic

suspicious

tragic

victorious

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

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the "Yes!" and "No!" articles in the debate "Your Favorite Drinks Can Wreck Your Body" develop their arguments. We've filled in some information for you.

	Russ Lloyd	Evan Cook
a line from his article that expresses his central idea/main argument	"Putting warning labels on sugary drinks would save lives." (18)	
three to five details he uses to support the central idea (in your own words)		
summary of how he rebuts, or argues against, the opposing point of view		
words and phrases he uses to appeal to your emotions	<p>"There is a killer on the loose." (18)</p> <p>"a mind-boggling amount" (18)</p> <p>"How many lives might warning labels on sugary drinks save?" (19)</p>	

Name: _____ Date: _____

Synthesis Questions

"Your Favorite Drinks Can Wreck Your Body"

1. What do the authors agree about? What do they disagree about? (compare/contrast)
2. How do the images support each author's argument? (text features)
3. Compare how each author uses information about warning labels on cigarettes.
(compare/contrast)
4. Reread the sidebar "Apple? Or Apple Juice?" in "Yes!" What point in "No!" does it counter?
Explain. (text features)

Name: _____ Date: _____

Vocabulary:

"Your Favorite Drinks Can Wreck Your Body"

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

1. **derive (dih-RIVE)** *verb*; 1. to take or receive something from a source; 2. to come from a certain source or origin
 - **example 1:** Marc says he derives a lot of benefits from his karate classes.
 - **example 2:** The word *dictionary* is derived partially from the Latin word *dictio*, meaning "word" or "phrase."
2. **diabetes (dye-uh-BEE-teez)** *noun*; a condition in which there is too much sugar in the blood because the body can't process or use glucose (a type of sugar). Diabetes can lead to serious health problems, including nerve damage, eye damage, and skin infections.
 - **example:** My sister has to be extra careful about what she eats because she has diabetes.
3. **grotesque (groh-TESK)** *adjective*; very strange or ugly in a way that is not normal or natural
 - **example:** I could hardly bear to look at the monster's grotesque face.
4. **heed (HEED)** *verb*; to pay careful attention to
 - **example:** I wish we had heeded the park ranger's advice to stay on the trail. We're lost!
5. **obesity (oh-BEE-sih-tee)** *noun*; a condition in which a person has an excessive and unhealthy amount of body fat
 - **example:** My cousin's school has launched a program to fight obesity by helping kids develop healthy eating habits and get more exercise.
6. **overturn (oh-vur-TURN)** *verb*; 1. to turn something over so it is upside down or on its side; 2. to decide that a ruling or decision is wrong and change it
 - **example 1:** The powerful waves overturned the small fishing boat.
 - **example 2:** The court overturned Mrs. Greene's conviction, and she was released from jail.
7. **psychological (syeh-kuh-LOJ-ih-kuhl)** *adjective*; 1. of or relating to the study of the mind or psychology; 2. relating to, arising from, or affecting the mind
 - **example 1:** There have been many psychological studies done on the effects of power.
 - **example 2:** The doctor said that there was nothing physically wrong with me—that my stomach pain was psychological.

8. _____ (_____) _____

_____ ; _____

• **example:** _____

Vocabulary Practice:

"Your Favorite Drinks Can Wreck Your Body"

Directions: Complete the sentences using forms of the vocabulary words listed in the Word Bank. You will use each word once.

WORD BANK

derive

grotesque

obesity

psychological

diabetes

heed

overturn

1. The lifeguard told us to _____ the signs posted around the pool that warn it is unsafe to dive in the shallow end.
2. The offensive foul call was not _____, even though the referee was clearly wrong.
3. My younger brother ran away crying after seeing my _____ mask on Halloween.
4. The doctor thinks that my motion sickness may be _____ because I sometimes get sick even before the car starts moving.
5. Karen's dad has _____, so he has to monitor his blood-sugar level.
6. _____ is a problem in our town. Many people are dangerously overweight.
7. The name of the Pacific Ocean is _____ from the Portuguese word for peaceful.

Directions: Choose two of the vocabulary words listed in the Word Bank. Write an example sentence using each one.

8. _____

9. _____

Name: _____ Date: _____

"Your Favorite Drinks Can Wreck Your Body" Quiz

Directions: Read the "Yes!" and "No!" essays in the debate. Then answer the questions below.

1. What is the MAIN purpose of "Yes!"?

- (A) to convince the reader that soda has a lot of sugar
- (B) to convince the reader that warning labels on sugary drinks should be required
- (C) to convince the reader that sugar is unhealthy
- (D) to convince the reader that warning labels on sugary drinks would be as effective as warning labels on cigarettes

2. To achieve the purpose you identified in question 1, the author of "Yes!" does all of the following EXCEPT

- (A) explain why soda and other sugary drinks are unhealthy.
- (B) explain why warning labels on sugary drinks would be effective.
- (C) provide evidence that young Americans drink a lot of soda.
- (D) compare the proposed California law with a similar law that was successful in another state.

3. Consider the following sentence from "No!":

"But bombarding soda drinkers with warning labels won't help." In this sentence, bombarding most closely means which of the following?

- (A) asking many questions of
- (B) harassing with a huge number of
- (C) devastating
- (D) attacking with firearms

4. Which of the following best expresses the central idea of "No!"?

- (A) "Warning labels on sugary drinks? That's a ridiculous idea that won't solve any problems."
- (B) "Don't get me wrong. Sweet drinks are a problem."
- (C) "Should beverage companies really be punished with obnoxious warning labels?"
- (D) "Sugar is in *everything*."

5. According to the author of "No!", what would be more effective than warning labels to discourage people from drinking soda?

- (A) increasing the size of the nutrition labeling to make it more obvious
- (B) banning the sale of large-size sodas everywhere except grocery stores
- (C) taxing sugary drinks so that they cost more
- (D) limiting the amount of money that beverage companies can spend on advertising

6. On which of the following points do the authors of both essays agree?

- (A) There is sugar in just about everything we eat.
- (B) Warning labels on sugary drinks could save many lives.
- (C) Sugary drinks are the main cause of obesity in the U.S.
- (D) Beverage companies are not responsible for the choices people make about what to drink.

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. According to the author of "Yes!", why does it make sense to require warning labels on sugary beverages but not on other foods that contain sugar? Use two details from the text in your answer.

8. Consider the three statistics that appear on the photo at the bottom of page 19. Into which section of "Yes!" would each one fit best? Explain.

Name: _____ Date: _____

“Your Favorite Drinks Can Wreck Your Body” Quiz

Directions: Read the “Yes!” and “No!” essays in the debate. Then answer the questions below.

1. What is the MAIN purpose of “Yes!”?

- (A) to convince the reader that soda has a lot of sugar
- (B) to convince the reader that warning labels on sugary drinks should be required
- (C) to convince the reader that sugar is unhealthy
- (D) to convince the reader that warning labels on sugary drinks would be as effective as warning labels on cigarettes

2. To achieve the purpose you identified in question 1, the author of “Yes!” does all of the following EXCEPT

- (A) explain why soda and other sugary drinks are unhealthy.
- (B) explain why warning labels on sugary drinks would be effective.
- (C) provide evidence that young Americans drink a lot of soda.
- (D) compare the proposed California law with a similar law that was successful in another state.

3. Which of the following best express the central idea of “No!”?

- (A) “Warning labels on sugary drinks? That’s a ridiculous idea that won’t solve any problems.”
- (B) “Don’t get me wrong. Sweet drinks are a problem.”
- (C) “Should beverage companies really be punished with obnoxious warning labels?”
- (D) “Sugar is in *everything*.”

4. In “No!” the author makes all of the following arguments against putting warning labels on sugary drinks EXCEPT

- (A) obesity is not as serious a problem in the U.S. as many people make it out to be.
- (B) there is sugar in almost everything we eat; there’s no reason to single out sugary drinks.
- (C) such labels are not likely to be effective.
- (D) the government does not have the right to tell us what to eat and drink.

5. According to the author of “No!”, what would be more effective than warning labels to discourage people from drinking soda?

- (A) increasing the size of the nutrition labeling to make it more obvious
- (B) decreasing the amount of sugar in soda
- (C) taxing sugary drinks so that they cost more
- (D) encouraging people to exercise more

6. The author of “No!” quotes a representative of a branch of the American Beverage Association. It would be reasonable to assume that

- (A) the representative may be biased in favor of the former mayor of New York City.
- (B) the representative may be biased in favor of soda companies.
- (C) the representative has no interest in the proposed law requiring warning labels on sugary drinks.
- (D) the representative is the author of the article.

Constructed-Response Questions

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

- 7.** The authors of both “Yes!” and “No!” state that sugar is in just about everything we eat. Compare the ways the authors use this statement in their essays. Include two details from each text in your answer.
- 8.** Compare what the authors of “Yes!” and “No!” say about anti-smoking measures? Use at least one detail from each article in your answer.

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Your Favorite Drinks Can Wreck Your Body." Fill in the chart on page 21. Then look at two additional sources related to the debate over warning labels on sugary drinks. When you are done with your research, follow the steps below to write an essay explaining your opinion on whether sugary drinks should have warning labels.

STEP 1: DECIDE WHAT YOU THINK

Should there be warning labels on sugary drinks? Consider what you read in the article, information from two other reliable sources, and your own viewpoint. **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! Those drinks are dangerous.

☐ No! Who needs the sugar police?

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 21 support your opinion? What are other points that support your opinion? List three to five supporting items here:

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think warning labels should be put on sugary drinks, summarize the strongest arguments of those who don't think they are necessary. Alternatively, if you think warning labels on sugary drinks are unnecessary, summarize the main reasons that some people disagree with you.

STEP 4: CRAFT YOUR THESIS

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 your own sugary-drink habits. Do you drink them all the time? Hardly ever?
- 2. SURPRISING FACT:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. Or, maybe you've found one in one of the other two sources you've used.
- 3. RHETORICAL QUESTION:** Ask your readers a question that reflects your point of view about sugary drinks and warning labels. One way you could structure your question is like this: "Does everything _____ need a _____?"

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 California is considering requiring companies to put warning labels on sugary drinks, and why.

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 sugary drinks should have warning labels. 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 warning labels.
(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.

Evaluating Arguments: A Checklist

When evaluating the strength of an argument, ask yourself these questions. If the answers are mostly *yes*, it's a strong argument. If the answers are mostly *no*, it's a weak argument.

- ✓ Does the author support his or her claims with evidence?
- ✓ Are the claims and evidence relevant?
- ✓ Are facts and statistics used? If so, are they used properly?
- ✓ Does the author rely on facts and information rather than personal opinions?
- ✓ Does the author avoid manipulating or misinterpreting information?
- ✓ Does the author avoid unnecessarily biased or emotionally charged language?
- ✓ Is the argument well-reasoned—that is, does it make logical sense?
- ✓ Does the author refute opposing viewpoints with logic and relevant evidence?

Evaluating Arguments

Glossary of Terms

Ad hominem attack: an attack on a person rather than on his or her argument. An ad hominen attack is a fallacy (see definition) and weakens an argument.

Example:

Kristin: I think school should start later so kids will be more rested at school.

Steve: Of course you'd say that. You just want to sleep in.

Argument: a position or viewpoint along with the claims and evidence used to support that position

Claim: a statement that supports a position

Example: If school started later, kids would get more sleep.

Counterargument: a rebuttal, or argument against, an opposing viewpoint or claim

Example: Starting school start later won't actually help kids get more sleep because kids will just stay up later at night.

Emotional appeal: Writers rely on two means of persuasion: appealing to the reader's common sense and appealing to the reader's emotions. When writers use only emotional appeals, they do not provide facts or information to convince the reader to believe them. Instead, they hope to make the reader so upset, excited, or scared that the reader will just agree with them.

Example: Think of those poor, exhausted kids getting up at dawn every morning and shuffling to school half asleep!

Evidence: facts, statistics, examples, and comparisons that show why a claim should be believed

Example: A 2012 study by the National Sleep Institute found that 47 percent of kids aren't getting enough sleep.

Fallacy: a false or mistaken belief or claim, usually based on poor reasoning

Example: All kids are tired because the kids in my class are tired.

Opposing viewpoint: a position that is the opposite of another position

Position (or viewpoint): the central idea the author is trying to support in his or her argument; thesis

Example: School should start later.

Rebut: to claim or prove that something is untrue or false

Refute: to prove a statement, position, or claim is wrong or false

Relevant: having to do with the matter being considered; pertinent. When writers use claims and evidence that is irrelevant, or not relevant, they weaken their argument.

Tracing an argument: identifying and exploring how an argument is made in an essay, a speech, or other text

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: _____

Information Overload!

When you're writing an essay, each paragraph should have a main idea, and all the sentences in the paragraph should support that main idea. *Extraneous information* is unrelated to your main idea—and it doesn't belong in your writing!

Directions: Read the following article and cross out any sentences that don't relate to the main idea of their paragraph. Note that not every paragraph contains extraneous information.

Around the World in Seven Months

When Australian Jessica Watson was 11, her parents read her a book by the youngest person to sail solo around the world. Jessica, already an accomplished sailor, decided she wanted to circumnavigate the globe too. Five years later, she did. Her boat was pink and white.

The 210-day journey was often incredibly difficult. Several other teenagers have also sailed around the world solo. Jessica survived terrifying storms and four-story-high waves that threatened to capsize her 30-foot yacht. For seven months, she didn't see another person or even set foot on land. She battled loneliness and depression, but she stayed strong. "When you're in the middle of the night in a storm, you can't fall apart. You have to just keep going," Jessica says.

Critics said she was too inexperienced to attempt the voyage and insisted her parents were foolish to let her go, but Jessica refused to let the naysayers bring her down. "I hated being judged by my appearance and other

people's expectations of what a 'little girl' was capable of," she says. Jessica's parents are also sailors.

Jessica and her family spent years preparing for her grueling journey. Jessica was closely involved in designing her boat. Other experienced sailors who had sailed around the world offered advice and assistance. Jessica ate 576 chocolate bars over the course of her trip. On May 15, 2010, all her preparation paid off: Jessica became the youngest person to sail nonstop and unassisted around the world.

Since her amazing journey, Jessica hasn't slowed down. She was named the Young Australian of the Year in 2011, and she's been recognized with a number of other awards. She races regularly, and she even landed a spot on *Dancing with the Stars (Australia)*. But she's stayed humble despite her achievements. "You just have to have a dream, believe in it, and work hard," she says. "Anything is possible."

Name: _____ Date: _____

Pronoun Power

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

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

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

A pronoun must agree with, or match, its antecedent in:

- ✓ **number** (a singular pronoun replaces a singular noun; a plural pronoun replaces a plural noun)
- ✓ **person** (referring to first, second, or third person)
- ✓ **gender** (*he, him, or his* replaces a masculine noun; *she, her, or hers* replaces a feminine noun)

There are a few situations that can trip you up if you are not careful. Watch out for:

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

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

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

Examples:

Each girl who danced wore a flower in her hair.

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

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

both *few* *many* *several*

Examples:

Many are still waiting for their lucky break.

Several promised me that they would be there.

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

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

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

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

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

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

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

1. If you are finished using those colored pencils, please put them back in the box.

antecedent: pencils

2. Somebody left her backpack in the girls' locker room.

antecedent: _____

3. A few arrived early. They are waiting outside.

antecedent: _____

4. "If nobody raises his or her hand, I'm just going to pick someone," said Ms. Davis.

antecedent: _____

5. "I moved that pile of papers to your bedroom," said Kendra's mom. "I was tired of looking at it."

antecedent: _____

6. I'm hoping that either Sara or Kaylin will share her notes from yesterday with me.

antecedent: _____

7. At the beginning of this month, my family bought new juice glasses. Three of them are already broken!

antecedent: _____

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

8. **a** ____ Everyone has a right to his or her own opinion.
b ____ Everyone has a right to their own opinion.
9. **a** ____ Where is that can of black beans we bought yesterday? I can't find them.
b ____ Where is that can of black beans we bought yesterday? I can't find it.
10. **a** ____ Neither Aaron nor Travis answered their phone.
b ____ Neither Aaron nor Travis answered his phone.

Directions: Fill in the blanks with the correct pronouns.

11. Many of Shannon's friends have already finished _____ homework.
12. There were five boys in the group, each with _____ own idea of what the group should do first.
13. If nobody wants these last two cookies, I'm going to eat _____.
14. Someone left _____ phone on the bus. I'm going to give _____ to the driver.

Name: _____ Date: _____

Vary Your Sentences

When every sentence in a paragraph is the same length, the reader gets bored. When every sentence in a paragraph starts with the same words, the reader gets bored. When every sentence in a paragraph has the same rhythm, the reader gets bored. When every sentence . . . well, you get the point. To add some pizzazz to your writing, vary your sentence structure!

Here are four ways to add variety to your sentences:

1. Add an adverb to the beginning of a sentence:

Eric walked out of the kitchen with chocolate smeared on his mouth.
Guiltily, Eric walked out of the kitchen with chocolate smeared on his mouth.

2. Move a prepositional phrase to the beginning of a sentence:

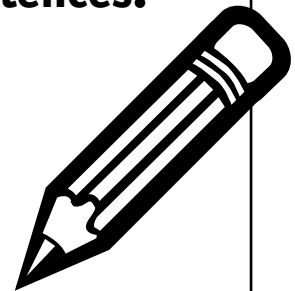
There is much less gravity on the moon than on Earth.
On the moon, there is much less gravity than on Earth.

3. Link two sentences to form a compound sentence:

I'm hoping to go to the concert on Saturday afternoon. I might have basketball practice.
I'm hoping to go to the concert on Saturday afternoon, though I might have basketball practice.

4. Combine two or more sentences by placing a clause in the middle of one of the sentences:

Naoko's sister hopes to work with a professional soccer team. She is studying sports medicine.
Naoko's sister, who is studying sports medicine, hopes to work with a professional soccer team.



Directions: Rewrite the paragraph below so that the sentences vary in length, opening words, and rhythm. Use the tips in the box above to help you.

I went camping last weekend. My brother came with me. He is three years older than I am. We brought a lot of stuff. We brought a tent. We brought sleeping bags. We brought hiking shoes. We brought snacks. We brought fishing poles. We hiked down to the lake and we tried to catch fish. Nothing was biting. We almost gave up. Then I caught a huge trout! That was a great dinner.

Name: _____ Date: _____

Let's Agree, Shall We?

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

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

Jason *sings* beautifully.

The lion cubs *were* waiting for their mother.

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

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

Alex and Emma *run* fast.

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

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

Three hours *is* a long time to wait.

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

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

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

Everyone *is* looking forward to Saturday.

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

Our class *raises* the most money every year.

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

The majority of my friends *are* arriving tomorrow.

Directions: In each sentence below, underline the subject and circle the correct verb from the pair of verbs in parentheses. We did the first one for you.

1. The president and his adviser (is / are) meeting in the Oval Office.
2. Maria (isn't / aren't) coming with us to the park because her grandparents are visiting.
3. My parents (has / have) already bought 10 raffle tickets.
4. What classes (do / does) Jess have after lunch?
5. A school of bright-colored fish (was / were) swimming past us while we were snorkeling.

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

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

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

Name: _____ Date: _____

Which vs. That

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

Use **which** before a nonrestrictive clause—part of a sentence that adds detail but could be left out without changing the meaning of the sentence.

*Place a comma before **which**.

Examples:

*English, **which** is my favorite class, is taught by Mr. Green.* (Taking out "which is my favorite class" would not change the meaning of the rest of the sentence.)

*For dinner, Mom made spaghetti, **which** is my favorite meal.* (Taking out "which is my favorite meal" would not change the meaning of the rest of the sentence.)

Use **that** before a restrictive clause—part of a sentence that is necessary for the sentence to keep its meaning or to make sense.

*Do not place a comma before **that**.

Examples:

*Dogs **that** bark loudly scare Peter.* (Without "that bark loudly," the sentence would have a different meaning. It would mean that all dogs scare Peter, not just the ones that bark loudly.)

*The burrito **that** Ed made was better than the one **that** Lisa made.* (Without "that Ed made" and "that Lisa made," it would not be clear which burritos are being compared.)

Directions: Circle the correct boldface word in each sentence below. Add any missing commas.

1. I like cars **which/that** are small and go fast.
2. I spilled my milk all over the table **which/that** didn't make my mother happy.
3. The Empire State Building **which/that** is in New York City, is 1,250 feet tall.
4. Pets **which/that** are quiet and clean are the best kind to own.
5. Miguel purchased all the ingredients **which/that** are required for the recipe.
6. The fossil we found **which/that** dates back to prehistoric times, will be donated to a museum.
7. Jane bought shoes **which/that** matched her dress.
8. This summer, our family is finally taking the trip **which/that** we've been planning for the past year.

Directions: Write one sentence that uses **which** and one sentence that uses **that**.

9. _____

10. _____

First-Line Contest

Read page 32 of the September 2014 issue of *Scope*. Help Lemony Snicket by writing a riveting first line. If Lemony Snicket picks YOUR line to start his story (which will appear in the May 2015 issue of *Scope*), you'll win \$50. Plus, we'll send your teacher a free one-year subscription to *Scope*, and you and your classmates will each get a copy of Mr. Snicket's very awesome novel *Shouldn't You Be in School?*

Entries will be judged on:

- ⇒ how well the line draws the reader in
- ⇒ originality
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY October 15, 2014!