

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

# Affect vs. Effect

The words **affect** and **effect** are often confused and misused. Figuring out which one to use can be as easy as determining whether your sentence calls for a verb or a noun.

If a verb is needed, most of the time the word you want is **affect**. It means *to change* or *to influence*.

**Examples:**

*What you eat **affects** your health.*

*Mikayla's superb campaign speech **affected** my decision about whom to vote for.*

If a noun is needed, the word you want is usually **effect**. It means *a result* or *an influence*. It can also mean something that makes an impression.

**Examples:**

*The **effect** of eating well is a healthy body.*

*The tea had a negative **effect** on Dylan; it made him feel queasy.*

Both **affect** and **effect** have additional meanings, but these meanings are used less often. This activity involves only the most common meanings.

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

1. The bright-yellow walls in my room have a positive **affect/effect** on my mood.
2. Reading Helen Keller's autobiography had a profound **affect/effect** on Isabella: She decided to learn sign language and volunteer at a school for deaf children.
3. The drought will certainly **affect/effect** the crops this season.
4. How do you think the school's new dress code will **affect/effect** the students?
5. The loud music coming from next door **affected/effected** Stuart's concentration.
6. Gum disease is a possible **affect/effect** of not flossing your teeth.
7. Patrick worried that his knee injury would **affect/effect** his ability to play in the upcoming soccer tournament.

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**Directions:** Rewrite the sentences below, changing the word in bold to a form of either **affect** or **effect**.

8. "Brain freeze" can be a **result** of eating ice cream too fast.

- 
9. Eating just before going to bed **messes up** my sleep.

- 
10. The rain had almost no **impact** on traffic.
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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.

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**Directions:** Follow the prompts below to explore the central ideas and supporting details in "The Beast of Loch Ness."

1. Re-read the section "Finding Proof." Which sentence below best expresses the central idea of this section?

- A) The Loch Ness monster does not exist.
- B) To unravel a mystery, it's important to be open-minded.
- C) Novelists have been inspired by tales of the Loch Ness monster.
- D) The quest to prove that the Loch Ness monster exists has been unsuccessful so far.

2. Consider the central idea of the section "Imagination and Belief" and examine the details below. Which detail does NOT support the central idea?

**Central idea: Imagination is an important tool for discovery.**

- A) "The human imagination is powerful. And so is our power of belief."
- B) "On the other hand, Aldie Mackay managed a nearby hotel. It's been suggested that her 'sighting' might have been a ploy to attract tourists to her hotel."
- C) "If you don't have an open mind, in my judgment, you're not a scientist."
- D) "Perhaps the glittering sunlight turned an ordinary object into a fantastic monster."

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

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3. Look at the details below from the section "Fantastic Creatures." In your words, write the central idea that these details support.

**Central idea of "Fantastic Creatures"**

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**Detail 1:** "This slimy specimen convinced skeptics that the stories were true. Scientists gave the kraken a new name: the giant squid."

**Detail 2:** "W. Douglas Burden . . . found a population of ferocious, meat-eating lizards exactly where the fishermen said he would, on the island of Komodo."

**Detail 3:** "A few cryptozoologists are respected scientists . . ."

4. Below is a central idea of the whole article "The Beast of Loch Ness." Find three details that support it.

**Central idea:**

**Many people are driven to explain the existence of mysterious creatures.**

**Detail 1:** \_\_\_\_\_

\_\_\_\_\_

**Detail 2:** \_\_\_\_\_

\_\_\_\_\_

**Detail 3:** \_\_\_\_\_

\_\_\_\_\_

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# Exploring Text Structures

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

**Directions:** Common text structures are listed in the boxes below on the right. Use the information in these boxes to help you answer the following questions about the text structures in "The Beast of Loch Ness."

1. What is the main purpose of the article?

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2. The opening section uses which two text structures?

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3. In which section does the author mainly use problem and solution? How do you know?

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4. Reread the section "Fantastic Creatures." Use examples from the text to explain which text structure the author is using.

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5. Which text structure is used throughout the section "Finding Proof"? Why might the author have organized the information this way?

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**Description or List**

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

**Cause and Effect**

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

**Problem and Solution**

presents a problem and explains how it is solved.

**Compare and Contrast**

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

**Sequence of Events**

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

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# Drawing Conclusions

**Directions:** After 80 years, people are still searching for a monster in Scotland's Loch Ness. Provide evidence from "The Beast of Loch Ness" and "Why We Believe" to conclude why people search and whether their pursuit is worthwhile. You can use your answers to help you respond to the writing prompt on page 9.

1. Why do people continue to search for the Loch Ness monster? Find three reasons in "The Beast of Loch Ness" and three reasons in "Why We Believe." Write them below.

"The Beast of Loch Ness"	"Why We Believe"

2. Is the search for a monster in Loch Ness worthwhile? Circle one: **Yes** **No**

Provide three reasons, supported by the texts, to explain your answer above. *Continue on the back of this sheet if you need more space.*

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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Beast of Loch Ness.” 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 illustration on pages 4–5, and read the **headline** and **subhead** of the article. Describe the illustration. What do you notice about the placement of the subhead?

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2. Examine the images on page 7. What do they show?

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3. Describe the images on pages 8 and 9.

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

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## During Reading

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

5. The **mood** in the first two paragraphs is calm and sunny. What words or phrases contribute to this mood?

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6. When does the mood shift in the first section? How does the mood change?

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7. In “Finding Proof,” what can you infer is the reason that Ian Florence’s voice was “tinged with disappointment”?

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8. Consider this quote from page 8:

“Aldie Mackay managed a nearby hotel, and it’s been suggested that her ‘sighting’  
might have been a ploy to attract tourists.”

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

complicated plan

clever scheme

silly game

B. The author could have used the word *plan* instead of *ploy*. How does her choice of *ploy* affect the meaning of the sentence? What information does it provide that *plan* does not?

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9. The author structures “Imagination and Belief” by stating various causes and effects. Read the following effect. Write its cause on the lines below.

**Effect:** The local economy is boosted by visitors looking for proof of this mysterious creature.

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

10. The **tone** of the essay “Why We Believe” is fanciful and reflective. What are some words and phrases that establish that tone?

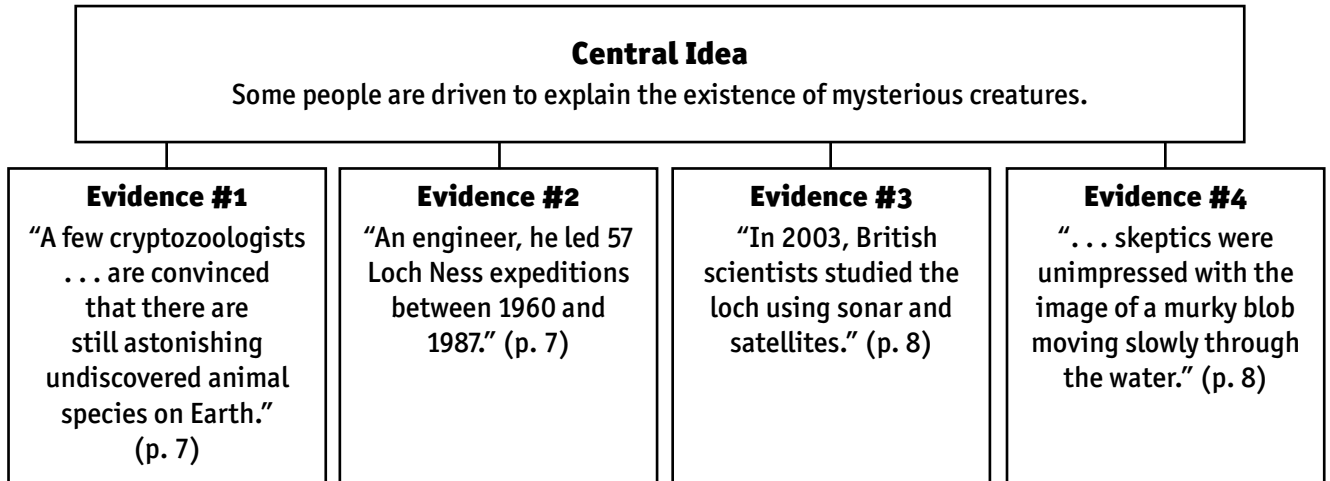
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## After Reading

### Central Idea and Objective Summary

11. Below is a **central idea** of “The Beast of Loch Ness” and four pieces of evidence. One piece of evidence does not support the central idea. Cross out the one that does not.



12. An **objective summary** is a short statement or paragraph that tells what an article is about. An objective summary does not include minor details or the opinions of the person writing it. Draw a line through the details below that should NOT be included in an objective summary of “The Beast of Loch Ness.”

1. For hundreds of years, stories have been told about a strange creature living in Loch Ness.
2. Most people who claim to have seen a monster in the lake are pranksters.
3. Some people have devoted their lives to trying to prove the existence of a creature in Loch Ness.
4. Other legendary creatures have turned out to be real, such as the giant squid and the Komodo dragon.
5. I think the Loch Ness monster is probably not real.
6. No conclusive evidence of a beast living in Loch Ness has been found, though many people still believe it's there.



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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Beast of Loch Ness.” 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 and Inference

1. Study the illustration on pages 4-5, and read the **headline** and **subhead** of the article. Describe the illustration. What do you notice about the placement of the subhead?

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2. Examine the images on pages 7-9. What do they show?

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3. Read the **subheads** throughout the article. Based on your preview of the article, write one sentence predicting what you think the article will be mainly about.

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

4. The **mood** in the first two paragraphs is calm and sunny. What words or phrases contribute to this mood?

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5. At what point in the first section does the mood shift? How does the mood change?

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6. In “Finding Proof,” what can you infer is the reason that Ian Florence’s voice was “tinged with disappointment”?

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7. Consider this sentence from page 8:

“Though Rines never did find incontrovertible proof of Nessie’s existence, he believed until his death, in 2009, that a major discovery was waiting in the murky waters of Loch Ness.”

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

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

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8. Check ( ✓ ) the statement that best describes the **text structure**, or how the author organizes information, in the section “Finding Proof.”

The author compares the  
beast of Loch Ness with  
other legendary creatures.

The author describes Loch  
Ness monster sightings in  
chronological order.

The author explains how  
scientists have attempted  
to solve the Loch Ness  
mystery over the years.

9. What is the **tone** of the essay “Why We Believe”? What are some words and phrases that establish the tone?

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**After Reading**  
**Central Ideas and Objective Summary**

10. Below are three pieces of **supporting evidence** for a central idea of “The Beast of Loch Ness.” In the space provided, write a **central idea** that this evidence supports.

<b>Central Idea</b>		
<b>Evidence #1</b> “A few cryptozoologists, however, are respected scientists who are convinced that there are still astonishing undiscovered animal species on Earth.” (p . 7)	<b>Evidence #2</b> “An engineer, he led 57 Loch Ness expeditions between 1960 and 1987.” (p. 7)	<b>Evidence #3</b> “In 2003, British scientists studied the loch using sonar and satellites.” (p. 8)

11. Write a four- to five-sentence **objective summary** of “The Beast of Loch Ness.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

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

# Close-Reading Questions

## "The Beast of Loch Ness" and "Why We Believe"

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1. How do the first two paragraphs contrast with the third? Why might the author create this contrast? (author's craft)
2. How does the author support her statement that to some living near the loch, Aldie Mackay's story was "completely plausible"? (supporting details)
3. Why might the author have included information about the giant squid and the Komodo dragon? (author's craft)
4. Why do scientists reject the notion that the beast of Loch Ness is real? (reading for information)

5. Consider this line: “And isn’t it imagination and belief that have led to humankind’s greatest scientific achievements?” What does the author mean? (interpreting text)
6. Reread the paragraph in the essay that begins “Today, of course . . .” What does this paragraph add to the essay? (text structure; key ideas)
7. How do the article and essay support the idea that people want to explore the mysteries around them? (text evidence)

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

## Critical-Thinking Questions

***"The Beast of Loch Ness" and "Why We Believe"***

1. How convincing is the evidence that the Loch Ness monster exists?
2. Consider the tone of Kristin Lewis's essay. Do you think she believes the Loch Ness monster exists? How do you know?

# Words for Investigation

Brainstorm words similar in meaning to *investigate* or *investigation*. Type or write them in the box.

# Featured Vocabulary

The following words (or forms of them) appear in bold in “The Beast of Loch Ness” and “Why We Believe.” Find each word in the text and have a volunteer read aloud the sentence in which it appears. As a class, discuss what the word means. Then click to reveal a definition.

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## **search** [surch]; *verb or noun*

**Definition:** To search is to look carefully or thoroughly for something. A search is an act of searching—an attempt to find something.

- \* You might search for your missing T-shirt.
- \* A scientist might search for a cure to a disease.
- \* The police might conduct a search of someone’s home.

## **examine** [ig-ZAM-in]; *verb*

**Definition:** To examine is to study something closely and carefully, usually in order to make a judgment about it. *Examine* can also mean “question closely” or “test.”

- \* You might examine the menu at a new restaurant.
- \* A doctor might examine you to find out what’s causing your stomachache.
- \* A lawyer might examine a witness during a trial.
- \* A teacher might examine her students to see how well they understand something.

## **scrutinize** [SKROOT-n-ahyz]; *verb*

**Definition:** To scrutinize is to examine in detail, especially in a critical way. It’s to look long and hard at something, making sure you don’t miss a thing.

- \* Your mom might scrutinize her credit card bill to make sure there are no errors.
- \* You might scrutinize a friend, trying to figure out what seems different.
- \* A researcher might scrutinize data.



## **study** [STUD-ee]; *verb or noun*

**Definition:** The word *study* has to do with using the mind to learn something. To study something is to think deeply about it in order to gain knowledge about it. As a noun, *study* can refer to using the mind to consider and analyze a particular subject. It can also refer to a report. Or, *study* can refer to a room or a building that is meant for . . . studying.

- \* You might study a map before going on a trip.
- \* If that trip is to Italy, you might study Italian before you go.
- \* A group of researchers might study how technology affects our brains.
- \* That same group of researchers might then publish a study of their findings.
- \* You might read that study while sitting in your study.

## **investigate** [IN-VEHS-tih-gayt]; *verb or noun*

**Definition:** To investigate something is to look into it systematically. You can investigate an incident in order to learn the facts (how it happened, who did it, etc.), or you can investigate in the name of science, conducting research to discover facts or information. If you investigate a person, you try to get information about that person.

- \* A school principal might investigate to find out who started the food fight.
- \* A police officer might investigate a crime.
- \* A marine biologist might investigate an outbreak of disease among starfish.
- \* A company might investigate a job applicant's background.

## explore [ik-SWPLOHR]; *verb*

**Definition:** To explore is to travel in or through for the purpose of discovery or adventure. *Explore* also means “to investigate, study, or analyze.” When someone says they are going to explore something, they often mean that they are going to look into it without knowing exactly what it is they are looking for—they are going to make discoveries as they go along.

- \* Researchers might explore the relationship between wealth and happiness.
- \* Your friend might explore his feelings about the swim team before deciding whether to join again next year.
- \* Tourists might explore a city.
- \* A city might explore the possibility of building a new sports arena.

## probe [prohb]; *verb or noun*

**Definition:** As a noun, *probe* can refer to a long, thin instrument used to examine parts of the body. For example, a doctor might guide a probe with a tiny camera down your throat in order to examine your stomach. *Probe* can also describe other information-gathering devices. A space probe, for instance, is an unmanned spacecraft sent to gather information and send it back to Earth. *Probe* can also refer to an investigation or exploration.

As a verb, *probe* can mean search or examine thoroughly, or question closely, or examine *with* a probe. If you probe something, you poke into it—either literally or figuratively.

- \* You might insert a probe into a cake to see if it’s fully baked.
- \* You might read about a probe into a company’s business practices.
- \* You might probe your sister for details about her date.
- \* Astronomers might probe distant galaxies.
- \* Reporters might probe into a politician’s past.

# What's the Difference?

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**Working in a small group, discuss the difference in meaning between the sentences in each pair below.**

- 1**    **A.** Carolyn investigates Matt.  
      **B.** Carolyn probes Matt.
  
- 2**    **A.** Ann searches Bill's car.  
      **B.** Ann scrutinizes Bill's car.
  
- 3**    **A.** Jason examines Theo's project.  
      **B.** Jason studies Theo's project.
  
- 4**    **A.** Kevin explores his thoughts.  
      **B.** Kevin examines his thoughts.

# Choose the Best Word

Working in groups, read the story below. When you come to a set of blue words, decide which word is the best choice for the sentence.



Why, David wondered, had he volunteered to go shopping for his mother? When he first **examined/explored/investigated** the list she handed him, it looked simple enough—but then came the instructions. She didn't want just any spaghetti; she wanted a particular thickness made by a particular company and in a particular size box. She didn't want just any apples; she wanted Fuji apples—and the smallest ones he could find.

David had spent the afternoon going from one grocery store to another, **searching/exploring/examining** for the items his mother wanted. Right now, he was trying to find the last item on her list. He pulled a can off the shelf and **probed/explored/scrutinized** the label. Yes! These were the beans she wanted.

David drove back to his mother's house. The moment he walked in the door, she began to **investigate/study/probe** him. *Did you get the bite-size cookies without nuts? Are the bananas a little green at the top but mostly yellow? Did you get the tea in the green box?*

"Mom," he said, smiling as he set the bags down, "I think I need a little fresh air. I'm going to **examine/explore/study** the woods behind the house for a little while. Want to join me?" She said yes, and began to explain exactly which path was the best one to follow.

# You Write the Caption

**Choose three of the photos below. For each, write a one-sentence caption that includes a form of at least one word from the list.**



**Words: examine, explore, investigate, probe, scrutinize, search, study**

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

## “The Beast of Loch Ness” Quiz

**Directions:** Read “The Beast of Loch Ness” and “Why We Believe.” Then answer the questions below.

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

- (A) The Komodo dragon was once thought to be a creature of myth.
- (B) The legend of Loch Ness may have been a ploy to attract tourists.
- (C) Some still believe that the Loch Ness monster is real despite a lack of credible evidence.
- (D) The Loch Ness monster is real.

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

- (A) “The human imagination is powerful.”
- (B) “Though Rines never did find incontrovertible proof of Nessie’s existence, he believed until his death, in 2009, that a major discovery was waiting in the murky waters of Loch Ness.”
- (C) “What would the creature eat?”
- (D) “Or perhaps it is a prehistoric creature—such as a plesiosaur.”

**3. Lauren Tarshis writes that some mythical beasts are “as fantastic as Norbert, Hagrid’s pet dragon in the Harry Potter series.” What is another way of saying *fantastic* in that sentence?**

- (A) excellent
- (B) marvelous
- (C) imaginative
- (D) wonderful

**4. Which line from the article expresses a similar idea as the Cyclops image and caption on page 7?**

- (A) “To most, cryptozoology seems more like fantasy than real science . . .”
- (B) “But some creatures of myth and legend have turned out to really exist.”
- (C) “Certainly many of them are attention seekers or pranksters.”
- (D) “He named the creatures Komodo dragons.”

**5. “Why We Believe” suggests all of the following EXCEPT that**

- (A) people believe in monsters like Nessie because they want there to be mysteries in our world.
- (B) modern science has replaced the need for fictional stories to explain our world.
- (C) monsters like Nessie and Bigfoot most likely do not exist.
- (D) people who believe in monsters do so because they like to be scared.

**6. Consider Stephen Asma’s quote on page 9. In which section of “The Beast of Loch Ness” would the quote fit best?**

- (A) Fantastic Creatures
- (B) Imagination and Belief
- (C) Finding Proof
- (D) It would not fit into 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.** What is Lauren Tarshis’s attitude toward cryptozoology? Explain your answer using details from the text.

**8.** Kristin Lewis writes that, although we’ve already explained most of our world, “something in us still yearns for magic and mystery.” Would Lauren Tarshis agree? Support your answer with details from “The Beast of Loch Ness.”

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

## “The Beast of Loch Ness” Quiz

**Directions:** Read “The Beast of Loch Ness” and “Why We Believe.” Then answer the questions below.

**1. Which of the following statements best expresses a central idea of the article?**

- (A) The Komodo dragon was once thought to be a creature of myth.
- (B) The legend of Loch Ness may have been a ploy to attract tourists.
- (C) Some still believe that the Loch Ness monster is real despite a lack of credible evidence.
- (D) The Loch Ness monster lives.

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

- (A) “The human imagination is powerful.”
- (B) “Though Rines never did find incontrovertible proof of Nessie’s existence, he believed until his death, in 2009, that a major discovery was waiting in the murky waters of Loch Ness.”
- (C) “What would the creature eat?”
- (D) “They called this creature the Kraken.”

**3. What is the purpose of the section “Fantastic Creatures”?**

- (A) to describe the problems that human imagination and storytelling can cause
- (B) to develop the idea that some mythical creatures were inspired by animals that actually exist, or that existed at one time
- (C) to show that cryptozoology is a sham
- (D) to explain that the Loch Ness monster isn’t real

**4. Lauren Tarshis writes that some mythical beasts are “as fantastic as Norbert, Hagrid’s pet dragon in the Harry Potter series.” What is another way of saying *fantastic* in that sentence?**

- (A) excellent
- (B) impressive
- (C) imaginative
- (D) wonderful

**5. What is the purpose of the photos and caption at the top of page 8?**

- (A) to show pictures of the real Nessie
- (B) to explain what cryptozoology is
- (C) to support the claim that evidence of Nessie’s existence is either fake or inconclusive
- (D) to demonstrate how modern science has contributed to belief in Nessie’s existence

**6. “Why We Believe” suggests all of the following EXCEPT that**

- (A) people believe in monsters like Nessie because they want there to be magic and mystery in our world.
- (B) modern science has replaced the need for fictional stories to explain our world.
- (C) monsters like Nessie and Bigfoot most likely do not exist.
- (D) people who believe in monsters do so because they like to be scared.

### Constructed-Response Questions

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

**7.** What is Lauren Tarshis’s attitude toward cryptozoology? Explain your answer using details from the text.

**8.** Kristin Lewis writes that, although we’ve already explained most of our world, “something in us still yearns for magic and mystery.” Which details from “The Beast of Loch Ness” support this idea?



# Loch Ness Contest

Why do people continue to look for the Loch Ness monster? Is the search for the monster a worthwhile pursuit? Support your answer with details from both texts. Five winners will each get *The Riverman* by Aaron Starmer.

**Entries will be judged on:**

⇒ a clearly stated central idea

⇒ good organization and transitions

⇒ use of supporting evidence

⇒ grammar, spelling, and punctuation

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY December 15, 2014!**



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

# Find the Text Evidence

**Directions:** Read "Would We Be Killed?" and "It's Part of Who I Am," then read the questions below carefully. Some will ask you to select or find pieces of text evidence—that is, details in the articles—that support a statement we provide. Others will ask you to support your own statement with text evidence.

## 1. Choose THREE pieces of text evidence from "Would We Be Killed?" that best support the statement below.

**Native Americans had many reasons not to trust white people.**

- Ⓐ "Ota Kte kept a close eye on this white soldier as the train chugged east."
- Ⓑ "America's Indian tribes were in dire trouble."
- Ⓒ "Then came the white men's diseases—smallpox, tuberculosis, measles—which wiped out entire villages."
- Ⓓ "Understandably, the chiefs were suspicious of Pratt, a soldier for the very army that had driven them off their lands and broken one treaty after another."
- Ⓔ "At night, Luther heard children around him sobbing in their beds."
- Ⓕ "But Pratt hadn't told the Sioux chiefs everything about Carlisle."

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

**Captain Pratt was convinced he was "saving" Native American children by stripping them of their culture.**

- Ⓐ "He then traveled to the Sioux reservations to convince the chiefs to send their children."
- Ⓑ "He believed that Native American children deserved a quality education."
- Ⓒ "Pratt believed that the children needed to completely abandon their 'Indian-ness' in order to succeed in America."

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

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

# Find the Text Evidence

**Directions:** Read "Would We Be Killed?" and "Life on the 'Rez'" then read the questions below carefully. Some will ask you to select or find pieces of text evidence—that is, details in the articles—that support a statement we provide. Others will ask you to support your own statement with text evidence.

## 1. Choose **THREE** pieces of text evidence from "Would We Be Killed?" that best support the statement below.

**Native Americans had many reasons not to trust white people.**

- Ⓐ "Ota Kte kept a close eye on this white soldier as the train chugged east."
- Ⓑ "America's Indian tribes were in dire trouble."
- Ⓒ "Then came the white men's diseases—smallpox, tuberculosis, measles—which wiped out entire villages."
- Ⓓ "Understandably, the chiefs were suspicious of Pratt, a soldier for the very army that had driven them off their lands and broken one treaty after another."
- Ⓔ "At night, Luther heard children around him sobbing in their beds."
- Ⓕ "But Pratt hadn't told the Sioux chiefs everything about Carlisle."

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

**Captain Pratt was convinced he was "saving" Native American children by stripping them of their culture.**

- Ⓐ "He then traveled to the Sioux reservations to convince the chiefs to send their children."
- Ⓑ "He believed that Native American children deserved a quality education."
- Ⓒ "Pratt believed that the children needed to completely abandon their 'Indian-ness' in order to succeed in America."

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

\_\_\_\_\_

\_\_\_\_\_

**3. Below is a statement with two pieces of supporting evidence from "Life on the 'Rez.'" Find one more piece of evidence and write it on the blank lines.**

**Shanice keeps her culture alive by learning from her elders.**

- Ⓐ "I also hunt and fish. It's a tradition that's been passed down from generation to generation."
- Ⓑ "Passing down traditions is important, because if we don't, those parts of our culture may disappear."

Ⓒ \_\_\_\_\_

.....

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

\_\_\_\_\_

\_\_\_\_\_

- Ⓐ "He wrote histories of his people in English that captivated the American public. His work helped change the way the U.S. government treated Native Americans."
- Ⓑ "Over the years, he would put his Carlisle education to good use, eventually returning to his reservation to run its school."
- Ⓒ "I am determined to become a veterinarian, because there is no vet on my reservation."

.....

**5. Now it's your turn. Make a statement based on one of the articles or on both. Then list three pieces of text evidence that support that statement.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ⓐ \_\_\_\_\_

\_\_\_\_\_

Ⓑ \_\_\_\_\_

\_\_\_\_\_

Ⓒ \_\_\_\_\_

\_\_\_\_\_

**3. Below is a statement with two pieces of supporting evidence from "Life on the 'Rez.'" Find one more piece of evidence and write it on the blank lines.**

**Shanice keeps her culture alive by learning from her elders.**

- Ⓐ "I also hunt and fish. It's a tradition that's been passed down from generation to generation."
- Ⓑ "Passing down traditions is important, because if we don't, those parts of our culture may disappear."

Ⓒ \_\_\_\_\_

.....

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

\_\_\_\_\_

\_\_\_\_\_

- Ⓐ "He wrote histories of his people in English that captivated the American public. His work helped change the way the U.S. government treated Native Americans."
- Ⓑ "Over the years, he would put his Carlisle education to good use, eventually returning to his reservation to run its school."
- Ⓒ "I am determined to become a veterinarian, because there is no vet on my reservation."

.....

**5. Now it's your turn. Make a statement based on one of the articles or on both. Then list three pieces of text evidence that support that statement.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ⓐ \_\_\_\_\_

\_\_\_\_\_

Ⓑ \_\_\_\_\_

\_\_\_\_\_

Ⓒ \_\_\_\_\_

\_\_\_\_\_

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 "Would We Be Killed?"

1. Describe the photographs on pages 10 and 11. What mood do they create? How do the size and placement of the headline contribute to this mood?

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2. How do the photographs on pages 12 and 13 demonstrate Captain Pratt's belief that Native American children needed to abandon their "Indian-ness"?

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3. Why might the editors have chosen to include questions within the photo captions on pages 12-14?

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4. What is another title that would be appropriate for Shanice's essay?

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5. Explain why you chose the title you did.

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

# Synthesizing

**Directions:** Answer the questions below to synthesize information from  
"Would We Be Killed?" and "Life on the 'Rez.'"

1. Why did Luther Standing Bear leave his home on the reservation to go to school?

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2. Why did Shanice leave her home on the reservation to go to school?

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3. What was Luther Standing Bear's perception of "the white man"?

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4. How does Shanice feel about mainstream America?

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5. What was mainstream America's perception of Native Americans in Luther Standing Bear's time?

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6. What is mainstream America's perception of Native Americans now?

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**7.** How was Luther Standing Bear's culture regarded at the Carlisle School? Explain.

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**8.** How is Shanice's culture regarded at her college? Explain.

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**9.** How did Luther Standing Bear feel when he returned to the reservation after boarding school?

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**10.** How does Shanice feel about going back and forth between college and her reservation?

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**11.** Were there any positive effects from Luther Standing Bear getting an education off the reservation? Explain.

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**12.** Will there be positive effects from Shanice going to college off the reservation? Explain.

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

# Close-Reading Questions

## "Would We Be Killed?"

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1. How does author Lauren Tarshis create tension at the beginning of the article? (author's craft)
2. Describe the tone of the section "Luther Standing Bear." (tone)
3. Reread the paragraph on page 14 that begins "Visitors from the U.S. government. . ." Why did visitors view the school as a success? (inference)
4. Why might "the sight of their boys dressed like American soldiers" have "infuriated" the chiefs? (inference)



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

# Close-Reading Questions

## "Life on the 'Rez'"

1. What can you infer are some of the beliefs and values in Shanice's tribes' cultures? From which details in the text can you infer this? (inference)
2. From Shanice's description of life at college, what can you infer about the kind of person she is? (inference)

## **“Who Would Be Killed” and “Life on the ‘Rez’”**

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

# Vocabulary:

## "Would We Be Killed?" and "Life on the 'Rez'"

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

1. **barracks (BAYR-uhks)** *noun*; the building or buildings where soldiers live
  - *example:* As the number of troops increased, the Army built more barracks to house them.
2. **cherish (CHAYR-ish)** *verb*; to feel or show great love for something or someone
  - *example:* I will always cherish the fishing rod my grandfather gave me.
3. **dire (dire)** *adjective*; extremely serious and urgent
  - *example:* The earthquake destroyed many homes; now there is a dire need for shelter.
4. **instill (in-STIL)** *verb*; to put in gradually, over time
  - *example:* The music teacher instilled in her students a great love for classical composers like Bach and Mozart.
5. **misconception (mis-kuhn-SEP-shuhn)** *noun*; a wrong idea or understanding
  - *example:* It's a common misconception that bats are blind; actually their eyesight is just fine!
6. **plight (plyt)** *noun*; a situation of great danger or difficulty
  - *example:* When their only lifeboat sprung a leak, the shipwrecked sailors faced a terrible plight.
7. **ply (ply)** *verb*; 1. use or work at steadily; 2. supply continually; 3. travel a route often or steadily
  - *example 1:* Mr. Walters has been plying his trade in that same store for almost 60 years.
  - *example 2:* The host plied us with lemonade throughout the party.
  - *example 3:* Ferries ply the water all day, carrying commuters from the island to the mainland.
8. **profoundly (pruh-FOUND-lee)** *adverb*; deeply thought, felt, or experienced
  - *example:* Standing on top of the mountain, Fiona was profoundly moved by the natural beauty of the surrounding landscape.
9. **prominent (PROM-uh-nuhnt)** *adjective*; 1. easily seen; 2. important and respected
  - *example 1:* The horse statue is a prominent landmark at the center of town.
  - *example 2:* Her groundbreaking work made Mackenzie a prominent authority on apes.

**10. regalia (rih-GALE-yuh)** *noun*; special clothes and decorations for ceremonies

- **example:** The graduates appeared in full regalia for the ceremony, looking sharp in their shiny caps and gowns.

**11. reservation (rez-ur-VAY-shuhn)** *noun*; 1. an arrangement to save something, such as a seat or table; 2. a piece of land set aside by the government for special purposes; 3. a feeling of doubt about something (often used in the plural: *reservations*)

- **example 1:** Our dinner reservations are at a restaurant large enough for the entire family.
- **example 2:** The tribes live on a reservation in the Midwest.
- **example 3:** I have reservations about going out without an umbrella; it's raining hard!

**12. treaty (TREE-tee)** *noun*; an agreement between two or more groups of people, states, or countries

- **example:** The warring countries finally signed a treaty that set the terms of peace.

**13. wary (WAIR-ee)** *adjective*; cautious and careful

- **example:** It's normal to be wary of wild animals, even when they are in a zoo.

**14.** \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_

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

**15.** \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_

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

# Vocabulary Practice:

## "Would We Be Killed?" and "Life on the 'Rez'"

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

- |    |             |             |              |            |
|----|-------------|-------------|--------------|------------|
| 1. | cautious    | wary        | alert        | careless   |
| 2. | despise     | hate        | abhor        | cherish    |
| 3. | prominent   | noticeable  | unremarkable | pronounced |
| 4. | dire        | critical    | desperate    | mild       |
| 5. | shallow     | superficial | trivial      | profound   |
| 6. | predicament | trouble     | plight       | advantage  |

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

WORD BANK				
reservation	instill	barracks	dire	profoundly
regalia	ply	treaty	misconception	

- The war ended with a \_\_\_\_\_.
- Thousands of Native Americans were forced to move onto \_\_\_\_\_ in the 1800s.
- Each soldier living in the \_\_\_\_\_ was assigned a chore to help keep the building clean.
- David sighed \_\_\_\_\_ and sat down. He was clearly at the limit of what he could handle.
- The priests were all in full \_\_\_\_\_ for the ceremony.
- There is still a \_\_\_\_\_ need for clean drinking water in many African countries.
- My grandmother \_\_\_\_\_ her needle; when she was done, you could hardly tell my skirt had ever been torn.
- My mother \_\_\_\_\_ in me a love of cooking.
- There is a common \_\_\_\_\_ that toilets flush in the opposite direction in the Southern Hemisphere.

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

## Paired Texts Quiz

**Directions:** Read “Would We Be Killed?” and “Life on the ‘Rez.’” Then answer the questions below.

- Which pair of words best describes the mood of the first section of “Would We Be Killed?”
  - tense and uncertain
  - exciting and optimistic
  - annoyed and impatient
  - light and joyful
- The author notes that Captain Pratt did not tell the chiefs about his plan to strip their children of their traditions and ways of life. What is the likely reason Pratt kept this information to himself?
  - He did not think the information was important to the chiefs.
  - He believed the information would have discouraged the chiefs from sending their children to Carlisle.
  - He did not want to offend the chiefs.
  - He wanted the chiefs to be happily surprised by how their children changed at Carlisle.
- The author supports the idea that children were unhappy at the Carlisle school in each of the following ways EXCEPT
  - by explaining that the chiefs were initially suspicious of Captain Pratt.
  - by mentioning that Ota Kte’s traditional clothes were replaced with an “itchy” uniform.
  - by describing students “sobbing in their beds.”
  - by describing the children’s escape attempts and other acts of rebellion.
- “Would We Be Killed?” ends with this sentence: “In some ways, you could say, he made that Indian stronger.” What does the author mean?
  - Luther Standing Bear used his Carlisle education to help other Native Americans.
  - After Luther Standing Bear left Carlisle, he never spoke English or cut his hair short again.
  - Luther Standing Bear starred in a Wild West show as a “savage” Sioux Indian.
  - Luther Standing Bear convinced Pratt to close Carlisle.
- Which of the following statements best summarizes “Life on the ‘Rez’”?
  - Shanice Britton explains why it was wrong of Captain Pratt to force Native Americans to abandon their culture.
  - Shanice Britton describes what it was like to grow up on a reservation, and how she is now adjusting to college off the reservation.
  - Shanice Britton clears up misconceptions about Native Americans.
  - Shanice Britton describes her dream to open a veterinary clinic on her reservation.
- When she meets people with misconceptions about Native Americans, Shanice \_\_\_\_\_.
  - becomes sad and withdrawn
  - laughs—but inside she feels angry
  - explains that each tribe has its own traditions
  - corrects misconceptions in a friendly way

## Constructed-Response Questions

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

- Shanice characterizes the experience of attending a Native American boarding school as “hard” and “scary.” Does the author of “Would We Be Killed?” characterize the experience this way? Support your answer with details from the article.
- How did Ota Kte help his community? How is Shanice Britton helping her community? Answer both questions. Use details from “Would We Be Killed?” and “Life on the ‘Rez’” to support your answers.

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

## Paired Texts Quiz

**Directions:** Read “Would We Be Killed?” and “Life on the ‘Rez.’” Then answer the questions below.

1. Captain Pratt felt \_\_\_\_\_ Indian children.  
 (A) suspicious of (C) hostile toward  
 (B) uninterested in (D) concerned about
2. Which passage from the article best supports your answer to question 1?  
 (A) “Pratt was deeply troubled by their plight and by the poor education offered at reservation schools. He believed that Native American children deserved a fine education.”  
 (B) “Understandably, the chiefs were suspicious of Pratt, a soldier for the very army that had driven them off their lands and broken one treaty after another.”  
 (C) “But Pratt hadn’t told the chiefs everything.”  
 (D) “His long hair was cut short.”
3. The author notes that Captain Pratt did not tell the chiefs about his plan to strip their children of their traditions and ways of life. What is the likely reason Pratt kept this information to himself?  
 (A) He did not think the information was important to the chiefs.  
 (B) He believed the information would have discouraged the chiefs from sending their children to Carlisle.  
 (C) He did not want to offend the chiefs.  
 (D) He wanted the chiefs to be happily surprised by how their children changed at Carlisle.
4. The author supports the idea that children were unhappy at the Carlisle school in each of the following ways EXCEPT  
 (A) by explaining that the chiefs were initially suspicious of Captain Pratt.  
 (B) by mentioning that Ota Kte’s traditional clothes were replaced with an “itchy” uniform.  
 (C) by noting that kids were “sobbing in their beds.”  
 (D) by describing the children’s escape attempts and other acts of rebellion.
5. Which of the following statements best summarizes “Life on the ‘Rez’”?  
 (A) Shanice Britton explains why it was wrong of Captain Pratt to force Native Americans to abandon their culture.  
 (B) Shanice Britton describes what it was like to grow up on a reservation, and how she is now adjusting to college off the reservation.  
 (C) Shanice Britton clears up misconceptions about Native Americans.  
 (D) Shanice Britton describes her dream to open a veterinary clinic on her reservation.
6. Which of the following reveals that Shanice is proud of her Native American heritage?  
 (A) She is not embarrassed to use slang from her reservation at college.  
 (B) She is trying to learn a tribal language.  
 (C) She wears her beadwork jewelry at college.  
 (D) all of the above

## 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 Shanice preserve the traditions of her tribes? Include two details from the text in your answer.
8. How did Ota Kte help his community? How is Shanice Britton helping her community? Answer both questions with details from both texts.

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

# Video Discussion Questions

## *Behind the Scenes: "Would We Be Killed?"*

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**Directions:** After watching the video, answer the following questions.

1. According to the video, "the packaging" of a magazine article is an important part of how the story is told. In your opinion, how can an article's packaging help bring it to life?
2. The narrator explains that the *Scope* team put together the headline and photos on the first two pages of the article very carefully. What effect do these pages have on you?
3. What is the mood of the video during the section about America in the late 19th century? Consider the music, narration, and photos. How does the mood shift when the narrator begins describing the experience of Native Americans during that time period?



**Directions:** After reading the article, answer the following questions. Draw on information from both the article and the video in your responses.

4. Consider the photos and captions on the third and fourth pages of the article. What new information do they provide that isn't included in the text?
  
  
  
  
  
  
  
  
  
  
5. The video includes this quotation from Sioux Chief Sitting Bull: "White men, who belong to another land, have come upon us, and are forcing us to live according to their ideas. That is an injustice . . ." Using details from both the article and the video, explain how Ota Kte experienced this injustice.
  
  
  
  
  
  
  
  
  
  
6. The narrator says that for Native Americans, America in the late 19th century was "a land of broken promises." Using information from the article, explain what she means.

# Luther Standing Bear Contest

Both Shanice Britton and Luther Standing Bear live in two worlds—the world of their tribe and the world of mainstream America. Write an essay that compares their experiences. Five winners will get *My Name Is Not Easy* by Debby Dahl Edwardson.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY December 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. Writers create mood through word choice, imagery, dialogue, setting, and plot.

1. Below are some positive and negative words that you might use to describe the mood in different moments of "The Quinceañera Text." Read the lists, then add your own words in the empty spaces.

POSITIVE	
<b>festive</b>	_____
<b>hopeful</b>	_____
<b>grateful</b>	_____
	_____

POSITIVE	
<b>resentful</b>	_____
<b>disappointed</b>	_____
<b>uncomfortable</b>	_____
	_____

2. Describe the photo on page 18. What do you think the girl is thinking or feeling? Explain.

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3. How does the setting contribute to the mood of the story?

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4. What mood does the following passage create? Use details to explain your thinking.

**"I longed to ditch the frilly dress, let down my hair, and throw on boots and jeans. I'd then saddle up my mare Esperanza and ride out into the desert surrounding our house. Instead, I was stuck as the center of attention."**

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5. What is it about the interaction between Ana and Consuela that creates a tense mood?

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6. Where in the story does the author create a mood of anticipation? Explain your answer.

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7. Consider the following sentences from the story:

- "I caught a glimpse of Abuela, her shoulders slumped, shuffling to a chair."
- "She sank into the shadows, and her face disappeared into a streaky gray smudge, as if it were being erased."

What mood do the details in these sentences create?

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8. Describe the mood at the end of the story. What words or phrases contribute to that mood?

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

# Summarizing

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

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

## Summary of "The Quinceañera Text"

"The Quinceañera Text" is about \_\_\_\_\_

\_\_\_\_\_ Ana desperately wants a phone, but instead she receives \_\_\_\_\_

\_\_\_\_\_ The gift doesn't seem special because \_\_\_\_\_

\_\_\_\_\_ Ana notices that her grandmother seems dejected, so she sits down to look at her present. She sees \_\_\_\_\_

Ana now understands that \_\_\_\_\_

This causes her to realize that her grandmother \_\_\_\_\_

\_\_\_\_\_ Ana asks her grandmother \_\_\_\_\_

1. Who is the subject of the story, and what kind of event is happening?

3. Why is Ana confused about this gift?

5. Why is the gift important to Ana's family?

6. What does the creaking of her grandmother's knees signify?

7. What does Ana ask, and what does this reveal about Ana's opinion of the present?

2. What is the most important gift Ana gets? Who gives it to her?

4. What does Ana notice about the present?

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

# Dynamic Character

How does the narrator, Ana, change during the course of the story "The Quinceañera Text"?  
This activity will help you figure it out!

**Directions:** Answer the questions below. We've filled in some boxes for you.

1.	AT FIRST	BY THE END
How does Ana feel at her own party?	<i>uncomfortable</i>	
What detail from the story supports your answer above?	<i>She'd rather be riding her horse than be at the "center of attention."</i>	
What does this reveal about Ana?	<i>She is not thrilled with her Quinceañera.</i>	

2.	AT FIRST	BY THE END
What gift is most important to Ana?		
What detail from the story supports your answer above?		
What does this reveal about Ana?		

3.	AT FIRST	BY THE END
How does Ana feel about her grandmother?		
What detail from the story supports your answer above?		
What does this reveal about Ana?		

**4.** What causes Ana to change during the story?

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**5.** What can you infer happens after the story ends?

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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:

	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: \_\_\_\_\_

## “The Quinceañera Text” Quiz

**Directions:** Read “The Quinceañera Text.” Then answer the questions below.

**1. Which sequence of words best describes how Ana’s feelings change over the course of the story?**

- (A) eager → frustrated → tolerant
- (B) awkward → disappointed → fulfilled
- (C) angry → confused → grateful
- (D) secretive → guilty → overjoyed

**2. The reader can infer that the reason Mamá cursed Ana with her eyes was that**

- (A) Ana had been shaking her wrapped presents, trying to figure out what they were.
- (B) Ana is not a very good dancer.
- (C) Ana disrespected Abuela by being disappointed by Abuela’s present.
- (D) Ana doesn’t know how to cook.

**3. What is the purpose of the following line from the story? “I ran my fingers across the leather cover, tracing the word ‘Recetas.’”**

- (A) It emphasizes that Ana does not know Spanish as well as the rest of her family.
- (B) It explains why Ana spends so much time in the kitchen with her grandmother.
- (C) It shows how sad Ana is that she didn’t get the present she hoped for.
- (D) It suggests that Ana has found appreciation for her grandmother’s present.

**4. Which of the following best describes a theme of “The Quinceañera Text”?**

- (A) It is better to give than to receive.
- (B) You can be rich without money.
- (C) Secrets destroy relationships.
- (D) You can’t choose the family you’re born into.

**5. At the end of the story, what does Ana realize about her grandmother?**

- (A) Abuela won’t be around forever.
- (B) Abuela is easy to ignore.
- (C) Abuela doesn’t like to dance.
- (D) Abuela is very religious.

**6. Which line below best supports your answer to Question 5?**

- (A) “When had she lost so much weight? I scooted closer, remembering how her knees creaked when she kneeled at Mass that morning.”
- (B) “Flipping through the book, I stopped when I recognized Abuela’s handwriting.”
- (C) “Her dress billowed around her as she joined me on the loveseat.”
- (D) “I like it very much. Will you teach me some of Juanita’s recipes?”

### Constructed-Response Questions

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

**7. How does Ana feel after she opens her presents? How does the author convey these feelings?**

**8. What big idea about family does this story suggest? Support your answer with text evidence.**

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

## “The Quinceañera Text” Quiz

**Directions:** Read “The Quinceañera Text.” Then answer the questions below.

1. Which of the following best describes Ana during most of the story?

- Ⓐ eager
- Ⓑ uncomfortable
- Ⓒ grateful
- Ⓓ bitter

2. Which line below best supports your answer to Question 1?

- Ⓐ “And if one of those boxes contained a phone, then my life would be complete. I’d no longer be one of those losers at school without one.”
- Ⓑ “I’d seen it about a million times, usually surrounded by pots and pans.”
- Ⓒ “For a second, I felt a shiver of resentment, remembering Consuela’s Quinceañera—”
- Ⓓ “I longed to ditch the frilly dress, let down my hair, and throw on boots and jeans.”

3. Which detail should NOT be included in a summary of “The Quinceañera Text”?

- Ⓐ A Quinceañera is a “coming of age” party for 15-year-old girls.
- Ⓑ A figurine of a woman in a white dress sat on top of Ana’s cake.
- Ⓒ Ana hoped to get a phone for a present.
- Ⓓ The recipe book had been passed down from Ana’s great-great-grandmother.

4. Which of the words below is closest in meaning to *cascaded* as it is used in the following line? “Red-frosting flowers cascaded down one side of the four tiers . . .”

- Ⓐ dripped
- Ⓑ spurted
- Ⓒ flowed
- Ⓓ fell

5. The reader can infer that the reason Mamá cursed Ana with her eyes was that

- Ⓐ Ana had been shaking her wrapped presents, trying to figure out what they were.
- Ⓑ Ana is not a very good dancer.
- Ⓒ Ana disrespected Abuela by acting disappointed by Abuela’s present.
- Ⓓ Ana doesn’t know how to cook the recipes in the book.

6. Which of the following best expresses what Ana learns over the course of the story?

- Ⓐ It is better to give than to receive.
- Ⓑ You can be rich without money.
- Ⓒ Secrets destroy relationships.
- Ⓓ You can’t choose the family you’re born into.

### Constructed-Response Questions

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

7. How does the author convey that Ana feels guilty after opening her presents?

8. What makes Abuela’s present valuable? Explain using details from the story to support your answer.

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

# Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better.  
Use this activity to help you understand "The Quinceañera Text." See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

## Section 1: Characters

1. For the characters of Ana, Abuela, 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. ANA is a ☐ **major** ☐ **minor** (check one) character.

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

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

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

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

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

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

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

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

2. Consider the **characterization** of Ana.

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

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

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3. How does the author make Abuela an important character in the story without having her say much at all?

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## Section 2: Point of View

4. From which **point of view** is "The Quinceañera Text" told? Check one:

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

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

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

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### Section 3: Setting

6. Where and when does the story take place?

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7. How does the **setting** affect the main character?

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### Section 4: Symbolism

8. **Symbolism** is the use of symbols: objects, settings, events, animals, or people that represent something (an idea, a feeling, etc.) beyond what they are literally. What does Abuela's recipe book symbolize?

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### Section 5: Plot

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

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# Abuela Contest

Consider this proverb: "Happiness is not having what you want. It is wanting what you have." What does this mean? How does it apply to the story? Answer both questions; use text evidence. Five winners will get

*Under the Mesquite* by Guadalupe Garcia McCall.

## Entries will be judged on:

⇒ a clearly stated central idea

⇒ good organization and transitions

⇒ use of supporting evidence

⇒ grammar, spelling, and punctuation

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY December 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 "Is Miley Cyrus Out of Control?" Then answer the questions below to explore the tone of each essay.

## "Yes!" by Emma Henderson

1. In the box below, list words and phrases Henderson uses to describe Miley and her behavior.  
We've listed one for you.

Words and phrases the author uses to describe Miley and her behavior
brags about doing drugs

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

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3. What other words and phrases does the author use to convey her opinion of Miley?

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## **“NO!”** *by Matt Murphy*

4. In the box below, list words and phrases Murphy uses to describe Miley and her behavior.

### Words and phrases the author uses to describe Miley and her behavior

- 5. How does Murphy's attitude towards Miley differ from Henderson's?**

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- 6. Consider the following paragraph:**

**“First of all, Miley’s genius is in how she uses controversy. Controversy might seem like a bad thing, but in Miley’s case, it’s the point. The more headlines she gets for her antics, the bigger her ‘brand’ and the more times her songs are downloaded. After all, her goal is not to be a role model. It’s to be a wealthy, popular entertainer. By that standard, she is a smashing success.”**

What does this paragraph reveal about the author's opinion of Miley?

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the authors of the "Yes!" and "No!" articles develop their arguments. We've filled in some information for you.

	Emma Henderson	Matt Murphy
line(s) that express the central idea, or central claim		"In fact, Miley's outrageousness is the exact opposite of being out of control. It's a brilliantly orchestrated plan that she's carrying out to perfection." (p. 22)
two pieces of evidence that support the central idea, or central claim		
line(s) that express the counterargument	"Some say that Miley is different, that everything she does is part of a plan to sell her music." (p. 23)	
line(s) that contain the rebuttal		

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

# Vocabulary:

## "Is Miley Cyrus Out of Control?"

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

**1. antics (AN-tiks)** *noun*; foolish, outrageous, or amusing behavior

- **example:** My father is famous for his Halloween antics; last year, he dressed up like a zombie and ran around the neighborhood yelling "braaiinnnnss."

**2. exploit (ek-SPLOIT)** *verb*; to treat someone unfairly, often by not paying the person enough for his or her work

- **example:** Hermione made sure that everyone knew of the history of exploiting unpaid house-elves in Hogwarts.

**3. hygienist (hye-JEH-nist)** *noun*; someone trained to keep people healthy and clean

- **example:** Each Christmas, my dental-hygienist mother fills my stocking with flossers, travel-sized mouthwash, and tiny tubes of toothpaste.

**4. phenomenon (fe-NOM-uh-non)** *noun*; 1. an event or a fact that can be seen or felt and that is typically unusual or difficult to explain or understand fully; 2. someone or something that is impressive or popular, especially because of an unusual ability or quality

- **example 1:** An earthquake is a natural phenomenon.
- **example 2:** The ALS ice-bucket challenge became a social media phenomenon.

**5. relevant (REL-uh-vuhnt)** *adjective*; If something is relevant, it has to do with what is being discussed or dealt with.

- **example:** Your brother's experience as a seasonal beekeeper is not relevant to our conversation about women's pro basketball.

**6. venue (VEN-yoo)** *noun*; a place where an event is held

- **example:** I am having trouble choosing a venue for my birthday party.

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

• **example:** \_\_\_\_\_

# Vocabulary Practice:

## "Is Miley Cyrus Out of Control?"

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

1. A synonym for **relevant** is \_\_\_\_\_.

- Ⓐ unrelated
- Ⓑ expensive
- Ⓒ applicable
- Ⓓ insignificant

2. Which of the following would most likely be described as **exploiting**?

- Ⓐ asking your best friend to buy you lunch because you know she has more money than you
- Ⓑ making sure employees receive a yearly raise
- Ⓒ volunteering to rake leaves for an elderly neighbor
- Ⓓ organizing a bake sale to earn money to go to an amusement park

3. Which of the following tasks would be the work of a **hygienist**?

- Ⓐ pulling teeth
- Ⓑ cleaning teeth
- Ⓒ collecting teeth
- Ⓓ giving children money in exchange for teeth

4. An antonym of **antics** is \_\_\_\_\_.

- Ⓐ silliness
- Ⓑ pranks
- Ⓒ monkey business
- Ⓓ seriousness

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

5. The **hygienist** was completely obsessed with his work. Every night he'd dream of \_\_\_\_\_

\_\_\_\_\_.

6. I am nervous about the **venue** the prom committee chose because \_\_\_\_\_

\_\_\_\_\_.

7. After seven hours of driving, my family piled out of our station wagon to see the famous natural **phenomenon**. It was breathtaking to finally see \_\_\_\_\_

\_\_\_\_\_.

8. She **exploited** her younger siblings by making them \_\_\_\_\_

\_\_\_\_\_.

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

\_\_\_\_\_.

\_\_\_\_\_.

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

# Write an Argument Essay

**Directions:** Read "Is Miley Cyrus Out of Control?" Complete the scavenger hunt on page 23. Then follow the steps below to write an essay explaining your opinion on whether or not Miley is out of control.

## STEP 1: DECIDE WHAT YOU THINK

Is Miley Cyrus out of control? Consider what you read in each article, as well as your own viewpoints. **Check the box next to the point of view you will support in your essay. Or write your own opinion in the space provided.**

☐ Yes! She is completely off the rails.

☐ No! She's a total genius.

☐ \_\_\_\_\_

## STEP 2: FIND YOUR SUPPORT

Which of the elements that you found for the scavenger hunt on page 23 support your opinion? What are other points that support your opinion? List at least three supporting details here:

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## STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think Miley is IN control, summarize the strongest arguments of those who disagree with you. Alternatively, if you think Miley is OUT of control, summarize the main reasons that some people think she is not.

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

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

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

### STEP 5: WRITE YOUR HOOK

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

1. **ANECDOTE:** Describe a time someone did something shocking to get attention.
2. **SURPRISING FACT:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
3. **RHETORICAL QUESTION:** Ask your readers a question that reflects your point of view about Miley. One way you could structure your question is like this: "Does \_\_\_\_\_ really mean that she is \_\_\_\_\_?"

**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 some people think Miley Cyrus is out of control.

**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 arguing whether Miley Cyrus is out of control. You will use what you wrote on the first two pages of this activity.

### INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether Miley Cyrus is out of control. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

### BODY PARAGRAPH(S)

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

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

### ACKNOWLEDGE THE OTHER SIDE

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

### CONCLUSION

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



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

### READ AND REVISE

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

SKILL: Essay Writing

# Great Transitions

Transitions are like bridges between your ideas—they help your readers move from one idea to the next. Here are some transition words and phrases you may wish to use in your essay. Keep in mind that they can be used at the beginning of a sentence or within a sentence.

## If you are adding information or showing similarity between ideas:

- additionally
- besides
- so too
- first of all/secondly/thirdly
- in addition
- also
- likewise
- to begin with
- as well as
- another
- furthermore
- finally

## If you are showing that one idea is different from another:

- however
- even though
- in contrast
- on the one hand/on the other hand
- yet
- despite
- still
- some people say/other people say
- but
- although
- in spite of
- regardless

## If you are showing that something is an example of what you just stated:

- for example
- to illustrate
- this can be seen
- for instance
- namely
- specifically

## If you want to show cause and effect:

- as a result
- consequently
- so
- it follows that
- therefore
- eventually

## If you want to add emphasis:

- in fact
- of course
- truly
- even
- indeed

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

# Making Inferences

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

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**Directions:** Read *The Prince and the Pauper*, then make inferences to answer the questions below.

1. In Scene 1, Edward says to Tom: “I would give up my kingdom if only I could wear clothes like yours and play in the mud just once.” From this statement, what can you infer about Edward’s life?

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2. In Scene 3, Lord John observes that Tom is “always hiding food in his pockets.” What does Lord John’s observation tell you about Tom’s attitude toward food?

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3. In Scene 8, Tom nearly falls out of his chair. What does this detail tell you about how Tom feels in that moment?

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4. In Scene 9, Edward asks his fellow prisoners about themselves. What clue does this give you about how Edward has changed?

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

# Close-Reading Questions

## *The Prince and the Pauper*

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1. What kind of leader was King Henry? Which details in the text reveal this?  
(supporting evidence)
  
  
  
  
  
  
  
  
  
  
2. In Scene 1, Edward says he would give up his kingdom if he could wear clothes like Tom's and play in the mud just once. What does this suggest about how Edward imagines the lives of poor people like Tom? (inference)
  
  
  
  
  
  
  
  
  
  
3. What do you think Tom imagines Edward's life is like? Explain your answer. (inference)
  
  
  
  
  
  
  
  
  
  
4. In Scene 8, Tom says, "I am a captive in a gilded cage." What does he mean? What does this line reveal about Tom's experience as a prince? (interpreting text/character)
  
  
  
  
  
  
  
  
  
  
5. What does Edward learn from switching places with Tom? Support your answer with details from the play. (character)

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

## Critical-Thinking Questions

### ***The Prince and the Pauper* and “The Secret to a Happier Life”**

1. How might empathy education help reduce bullying?
2. Kristin Lewis writes that empathy “smothers selfishness and fosters tolerance and compassion.” How does this idea apply to the play?
3. Choose two of the five pieces of advice Lewis gives for becoming more empathetic. In what ways does Edward follow or not follow this advice?

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

# Vocabulary:

## *The Prince and the Pauper* and “The Secret to a Happier Life”

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

1. **burly (BUR-lee)** *adjective*; strongly and heavily built; husky
  - **example:** When the burly football players walked onto the field, the crowd cheered; the team looked so tough and strong, the fans knew they would win the game.
2. **despondent (dih-SPON-dunt)** *adjective*; feeling or showing extreme discouragement or depression; having low spirits
  - **example:** Lindsey was despondent after she failed her driving test for the third time.
3. **gilded (GIL-ded)** *adjective*; covered in a layer of gold or a gold-colored substance
  - **example:** My grandmother served Thanksgiving dinner on beautiful, gilded plates.
4. **imperative (im-PER-uh-tiv)** *adjective*; 1. extremely important; urgent; 2. (in grammar) expressing a command, an order, or a request
  - **example 1:** It is imperative that you do not go to school when you have the flu or you will infect your classmates.
  - **example 2:** “Eat your greens!” is an imperative sentence.
5. **ogle (OH-guhl or AW-guhl)** *verb*; to look or stare at with extreme attention, interest, or desire
  - **example:** I was ogling the birthday cake at the party before we even ate dinner.
6. **putrid (PYOO-trid)** *adjective*; 1. decayed or rotten, often with a very bad smell; 2. morally corrupt or evil
  - **example 1:** The whole house smelled of the putrid meat that had been left to rot on our kitchen counter while we were on vacation.
  - **example 2:** In the Hunger Games series, the putrid President Snow does not care about anyone or anything except maintaining power and control over others.



**7. tolerance (TAHL-er-unss)** *noun*; 1. the willingness to have sympathy for, respect, or accept customs, beliefs, or opinions that are different from one's own; 2. the ability to put up with or endure something such as pain or hardship; 3. the ability to adjust to a food or drug so that its effects are experienced less strongly

- **example 1:** It is important that our world leaders have tolerance for the many different kinds of people and cultures in the world.
- **example 2:** My dad doesn't have a high tolerance for pain. He still yelps when he gets a flu shot.
- **example 3:** Some patients develop a tolerance for certain kinds of medications and need to be given a higher dose for the medicine to work.

**8. uncanny (uhn-KAN-ee)** *adjective*; 1. very strange and difficult to explain or understand, mysterious; 2. remarkable or extraordinary

- **example 1:** The house looked normal, but there was something uncanny about it. A shiver went down my spine the moment I walked in.
- **example 2:** Thomas has an uncanny sense of direction; he never gets lost.

**9. vagabond (VAG-uh-bond)** *adjective*; 1. wandering from place to place, nomadic; 2. *noun*; a person who travels from place to place and does not have a home or much money

- **example 1:** The vagabond tribe traveled the desert looking for different places to set up camp.
- **example 2:** The city was a popular destination for travelers and vagabonds—many with no place to stay.

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

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

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

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

# Vocabulary Practice:

## *The Prince and the Pauper* and "The Secret to a Happier Life"

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

### WORD BANK

putrid  
imperative

burly  
despondent

ogle  
uncanny

1. It is **crucial** to get a good night's sleep before an exam. \_\_\_\_\_
2. The dumpster behind the restaurant smells **rancid**. \_\_\_\_\_
3. My brother may not look very **brawny**, but he is strong. \_\_\_\_\_
4. The crowd **gawked** at the street performer's amazing trick. \_\_\_\_\_
5. Ally was completely **disheartened** after losing the race. \_\_\_\_\_
6. There was an **eerie** feeling in the house I couldn't explain. \_\_\_\_\_

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

7. The **vagabond/settled** young man traveled the country, never staying anywhere for more than a few weeks.
8. "It's lovely!" exclaimed Ms. Fields, admiring the **gilded/handmade** chair at the antique shop. "But is it too flashy for our living room?"
9. Our principal has no **bias/tolerance** for bullying.
10. The **burly/frail** fireman was able to free the young man trapped under the car.
11. Maya was **elated/despondent** when she made the club soccer team.
12. The fresh flowers gave off a **putrid/fragrant** scent.

**Directions:** Write a sentence that includes **two** of the words from the list on pages 1 and 2 of this activity.

13. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

## ***The Prince and the Pauper Quiz***

**Directions:** Read *The Prince and the Pauper* and “The Secret to a Happier Life.” Then answer the questions below.

**1. Which best describes the structure of the play?**

- (A) Scenes 2–10 are an extended flashback.
- (B) Scenes 2–10 alternate between Edward’s experience and Tom’s experience.
- (C) The first half of the play follows Edward; the second half follows Tom.
- (D) Edward and Tom alternate as the narrators.

**2. Why does Tom look pale at the end of Scene 10?**

- (A) He is excited about becoming king.
- (B) He is worried that Edward will show up.
- (C) He loves all the attention he is getting.
- (D) He feels bad that he pretended not to recognize his mother.

**3. How does the author use the royal seal?**

- (A) as a plot device to resolve the public’s confusion over which boy is which
- (B) as a symbol of Prince Edward’s empathy
- (C) to create situational irony
- (D) to sign royal documents

**4. Which statement best describes what Edward learns over the course of the play?**

- (A) Playing in the mud is not as fun as he imagined.
- (B) Being king is going to be harder than he thought.
- (C) The poor lead difficult lives and are treated unjustly.
- (D) Being poor is hard, but it is still better than being a prince.

**5. Which line from the play best supports the answer to question 4?**

- (A) EDWARD: I would give up my kingdom if only I could wear clothes like yours and play in the mud. (p. 25)
- (B) LADY GWEN: This vagabond can’t possibly be his majesty. (p. 28)
- (C) EDWARD: This boy ruled with gentleness and mercy. (p. 28)
- (D) EDWARD: These past weeks, I have seen poverty and oppression, inhumanity and intolerance. (p. 28)

**6. Which of the following would Kristin Lewis NOT describe as an example of someone building their “empathy muscles”?**

- (A) Jared misses gymnastics practice to celebrate the Jewish holiday Rosh Hashana. Ben doesn’t know anything about Rosh Hashana, so he asks Jared about it at the next practice.
- (B) Ali turns off her phone before sitting down to talk to Heather so that she can be sure to give Heather her full attention.
- (C) Every time Emma eats meat in front of Christy, who is a vegetarian, Emma worries that Christy is judging her. After a while, Emma decides to sit at another lunch table.
- (D) Andrew gets really angry whenever someone disagrees with him. James tries to understand why Andrew might be this way.

### **Constructed-Response Questions**



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

- 7.** Explain the title of the how-to article on page 29. How does it relate to the article? Use three details from the text to support your answer.

- 8.** Consider the idiom “clothes make the man.” What does it mean, and how does it apply to the play? Use three details from the play to support your answer.

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

## ***The Prince and the Pauper Quiz***

**Directions:** Read *The Prince and the Pauper* and “The Secret to a Happier Life.” Then answer the questions below.

1. The play focuses on \_\_\_\_\_.  
 (A) Edward’s experience  
 (B) Tom’s experience  
 (C) both Edward’s experience and Tom’s experience  
 (D) the storytellers’ experience
2. Why does Tom look pale at the end of Scene 10?  
 (A) He is excited about becoming king.  
 (B) He is worried that Edward will show up.  
 (C) He loves all the attention he is getting.  
 (D) He feels bad that he pretended not to recognize his mother.
3. A *plot device* is something an author uses to move the story forward or resolve a situation. In the play, the royal seal is a plot device. How does it affect the plot?  
 (A) It resolves the public’s confusion over which boy is which.  
 (B) It gives Edward a reason to return to the palace.  
 (C) King Henry uses it to sign royal documents.  
 (D) Edward hides it in a vase.
4. Which statement best describes what Edward learns over the course of the play?  
 (A) Playing in the mud is not as fun as he imagined.  
 (B) Being king is going to be harder than he thought.  
 (C) The poor lead difficult lives and are treated unjustly.  
 (D) Being poor is hard, but it is still better than being a prince.
5. Which line from the play best supports the answer to question 4?  
 (A) EDWARD: I would give up my kingdom if only I could wear clothes like yours and play in the mud. (p. 25)  
 (B) LADY GWEN: This vagabond can’t possibly be his majesty. (p. 28)  
 (C) EDWARD: This boy ruled with gentleness and mercy. (p. 28)  
 (D) EDWARD: These past weeks, I have seen poverty and oppression, inhumanity and intolerance. (p. 28)
6. Which of the following would Kristin Lewis NOT describe as an example of someone building their “empathy muscles”?  
 (A) Jared misses gymnastics practice to celebrate the Jewish holiday Rosh Hashana. Ben doesn’t know anything about Rosh Hashana, so he asks Jared about it at the next practice.  
 (B) Ali turns off her phone before sitting down to talk to Heather so that she can be sure to give Heather her full attention.  
 (C) Every time Emma eats meat in front of Christy, who is a vegetarian, Emma worries that Christy is judging her. After a while, Emma decides to sit at another lunch table.  
 (D) Andrew gets really angry whenever someone disagrees with him. James tries to understand why Andrew might be this way.

### **Constructed-Response Questions**



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

7. Consider the title of the how-to article on page 29. How could practicing empathy lead to a happier life? Use two details from the text to support your answer.
8. The idiom “clothes make the man” means that people are judged according to the way they dress. How does this idiom apply to the play? Use two details from the text to support your answer.

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

# Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better.

Use this activity to help you understand *The Prince and the Pauper*.

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

## Section 1: Characters

1. For the characters of Tom and Edward, 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. TOM is a ☐ **major** ☐ **minor** (check one) character.

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

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

B. EDWARD 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 Tom and Edward.

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

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

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3. What is Mrs. Canty's primary purpose in the play? \_\_\_\_\_

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4. Identify two moments in *The Prince and the Pauper* during which a character speaks to himself. What does the audience learn from these **asides**?

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## Section 2: Setting

5. Where and when does the play take place?

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6. What was the form of government at that time? How does this government affect the action of the play?

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7. What details about the setting reveal the differences between Edward and Tom's regular lives?

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### Section 3: Tone

8. List at least two adjectives that describe the **tone** of the play.

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

9. How do the illustrations contribute to the tone?

### Section 4: Plot

10. One major **conflict** of the story is person versus society. Explain how this conflict is demonstrated in the play as well as how that conflict is resolved.

11. What is the **climax** of the play? How do you know?

# Glossary of Literary Terms

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

**mood (mood):** The feeling the reader gets from a work of literature. Another way to describe a story’s mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that makes you feel a certain way. For example, the mood could be calm, creepy, romantic, sad, or tense. Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a story, or it can change.

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

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

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

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

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

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

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

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

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

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

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

**tone (tohn):** The author’s attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful, humorous, gleeful, serious, and questioning*. Tone is conveyed through the author’s word choices and the details that he or she includes.

# Empathy Contest

This is a line from Harper Lee's *To Kill a Mockingbird*: "You never really understand a person until you consider things from his point of view—until you climb into his skin and walk around in it." What does this mean? How does it apply to the play and the article? Answer in a short essay.

Five winners will each get *Flipped* by Wendelin Van Draanen.

## Entries will be judged on:

⇒ a clearly stated central idea

⇒ good organization and transitions

⇒ use of supporting evidence

⇒ grammar, spelling, and punctuation

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY December 15, 2014!**

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

# You Write It

## Turning an Interview Into an Article

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

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

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

**Paragraph 1:**

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**Paragraph 2:**

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**Paragraph 3:**

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- 3** Choose two sentences from what Kenneth said in the interview to use as direct quotes in your article.  
A direct quote is another person's exact words.  
*When you include direct quotes in your article, you must put them in quotation marks, and you must make clear who is saying them. Here are three examples of how to do that:*
1. Kenneth recalls, "About two years ago, my grandfather began wandering at night."
  2. "I searched for a solution to my family's problem," explains Kenneth, "but I couldn't really find one, so I thought of one myself."
  3. "Technology can make a huge, positive impact on the world," Kenneth says.

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

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

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- 4** Pick out the information that you find most interesting. You might choose, for example, to mention that after learning that his family was not alone in the problems they faced, Kenneth made it his goal to create something that could protect the millions of Alzheimer's patients out there—not just his grandfather.

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

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

**Opening Paragraph:**

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

**Body Paragraphs:**

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

**Conclusion:**

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

# You Write It Contest

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

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY December 15, 2014!**



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

# Shifty Person?

When you write, you choose which "person," or point of view, to use. You can write in first person ("I eat" or "We eat"), second person ("You eat"), or third person ("He eats," "One eats," "They eat," etc.).

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

**Incorrect:** For **anyone** who loves spinach, **you** are going to adore this chocolate-spinach smoothie.  
*The writer shifts from third person ("anyone") to second person ("you").*

**Correct Option 1:** If **you** love spinach, **you** are going to adore this chocolate-spinach smoothie.  
*The whole sentence is written in second person.*

**Correct Option 2:** **Anyone** who loves spinach will adore this chocolate-spinach smoothie.  
*The whole sentence is written in third person.*

Sometimes, of course, it makes sense to shift the point of view in a sentence. For example:

**Correct:** **You** may think vegetables and chocolate are delicious together, but **I** am disgusted by that idea.  
*"You" and "I" are doing two separate things, so it makes sense to switch from second to first person.*

---

**Directions:** Read each sentence below. If it contains any unnecessary shifts in person, rewrite it so that it is correct. If the shifts in person make sense and the sentence is correct, write *correct*.

1. If someone wants ice cream, you have to eat your vegetables first.

\_\_\_\_\_

2. Ann was happy for Josh, but she also felt a little jealous, because you can't help wishing you'd won yourself.

\_\_\_\_\_

3. A cellist who wants to be in the pre-professional orchestra knows you need to practice every day.

\_\_\_\_\_

4. We are never going to be able to do what they are asking.

\_\_\_\_\_

5. Empathy is a person's ability to put yourself in someone else's shoes.

\_\_\_\_\_

6. You left at six, but they stayed until nine.

\_\_\_\_\_

7. It may be hard for a student to sleep the night before your big test, but you really need to get some rest.

\_\_\_\_\_

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

# Puzzling Pronouns

Think about the following sentence:

**When my sister wore Mom's ring, she was really happy.**

Who is happy? You can't tell, because it's not clear whom the pronoun *she* refers to. Because of this, the sentence is ambiguous, or open to more than one meaning. Here is one way to make the sentence clear:

**It made my sister really happy to wear Mom's ring.**

---

**Directions:** Place a check (✓) next to the CLEAR sentence in each group. We did the first one for you.

1. a \_\_\_\_\_ Nicholas went to see the lion, and he started roaring.  
b ☒ The lion started roaring when Nicholas went to see him.
2. a \_\_\_\_\_ Jenny emptied the trash out of her car and washed it.  
b \_\_\_\_\_ Jenny washed her car and emptied the trash out of it.
3. a \_\_\_\_\_ Aaron's brother wondered how tall Aaron was going to be.  
b \_\_\_\_\_ Aaron's brother wondered how tall he was going to be.
4. a \_\_\_\_\_ The teachers assured the students that they would all pass the test on Friday.  
b \_\_\_\_\_ The teachers assured the students, "You will all pass the test on Friday."
5. a \_\_\_\_\_ Evan called Jon every day when he was at camp.  
b \_\_\_\_\_ When Jon was at camp, Evan called him every day.

---

**Directions:** Revise the following sentences so that their meanings are clear. We did the first one for you.

6. Noelia and Aurelia are twins, but she has always been taller.

Noelia and Aurelia are twins, but Noelia has always been taller.

7. Marisssa gave Jennifer a new book that she couldn't put down.

\_\_\_\_\_

8. The pictures Lucas took of Victor are still on his camera.

\_\_\_\_\_

9. My aunts blamed my uncles for their loss at the family volleyball tournament.

\_\_\_\_\_

10. I left my running clothes at Grandma and Grandpa's house. They were gone when I went back.

\_\_\_\_\_

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

# The Worksheet on Redundancy Worksheet

To keep your writing clear and effective, it is important to avoid *redundancy*, or unnecessary repetition. For an example, check out the title of this worksheet! Here is another example:

**Incorrect:** In my opinion, I think the Seahawks are the best team.

**Correct Option 1:** In my opinion, the Seahawks are the best team.

**Correct Option 2:** I think the Seahawks are the best team.

In the first sentence, *In my opinion* and *I think* mean the same thing. It is not necessary to use both.

---

**Directions:** Rewrite the following sentences so that they are no longer redundant.

1. Shane's alarm was set for 7 a.m. in the morning.

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2. The burglar returned back to the scene of the crime.

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3. At the end of the concert, the crowd rose to its feet and gave the musicians a standing ovation.

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4. We all need to cooperate together, or we will never make any progress.

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5. For most people, riding in a hot-air balloon is a unique, once-in-a-lifetime opportunity.

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6. The troops advanced forward toward the village.

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7. Have you ever at any time spilled cranberry juice on a white carpet?

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8. Many famous celebrities attended the Grammy Awards.

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9. Mrs. O'Connor asked Tanya to circulate the sign-up sheet around to all the students in the classroom.

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

# Fragment Fix

A sentence fragment is a group of words that does not contain both a subject and a verb, or does not express a complete thought. A sentence fragment does not make sense on its own. Some examples of fragments are below, along with possible ways to fix them. (The fragments appear in bold.)

*Incorrect:* I called Sue. **Because I wanted to hear about her vacation.**

*Correct:* I called Sue because I wanted to hear about her vacation.

*Incorrect:* Staying organized helps me succeed. **Which is why I properly file my papers every day.**

*Correct:* Staying organized helps me succeed, which is why I properly file my papers every day.

*Incorrect:* **Even though the first day of school did not go smoothly.**

*Correct:* Even though the first day of school did not go smoothly, I feel positive about the rest of the year.

*Correct:* I am in a good mood even though the first day of school did not go smoothly.

---

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

- \_\_\_ 1. Mr. Smith, who is my English teacher.
- \_\_\_ 2. Living alone in the city.
- \_\_\_ 3. After waiting an hour, I called my friend to see if he was still coming over.
- \_\_\_ 4. To give him encouragement to finish the race.
- \_\_\_ 5. Even though the sign stated that there were falling rocks.
- \_\_\_ 6. The baseball team scored five runs in the first inning of the game.
- \_\_\_ 7. A stack of boxes in the back of the warehouse.
- \_\_\_ 8. Excitedly, I stepped onto the stage to accept the award.

---

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

I want to make plans. For Friday night. Can we meet at my house? At 7 p.m. Movie starts at 7:40. My mom said she would drive us. Don't forget. Bring a sweater. Because it's always cold in there. And licorice!

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

# Conquer Verb-Tense Consistency

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

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

**Incorrect:** After we **play** soccer, Dad **took** us out for pizza.  
(*Play* is in the present tense, and *took* is in the past tense—and there is no good reason for the shift.)

**Correct Option 1:** After we **play** soccer, Dad **takes** us out for pizza.  
(Both verbs are in the present tense.)

**Correct Option 2:** After we **played** soccer, Dad **took** us out for pizza.  
(Both verbs are in the past tense.)

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

**Correct:** Trixie's hair **is** blonde, though it **was** brown last week.  
(You are describing something that is happening now, and you are also describing something in the past.)

**Correct:** I **packed** my suitcase last night because I **will be flying** to New York tomorrow.  
(You are describing something that happened in the past, and you are also describing something that will happen in the future.)

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**Directions:** In each group of sentences or paragraphs below, place a ✓ in front of the sentence or paragraph that correctly uses verb tenses.

1. **a** \_\_\_\_\_ The conductor lifted his arms and signals the orchestra to begin.  
**b** \_\_\_\_\_ The conductor lifts his arms and signaled the orchestra to begin.  
**c** \_\_\_\_\_ The conductor lifted his arms and signaled the orchestra to begin.
2. **a** \_\_\_\_\_ Frogs have smooth, clammy skin, whereas toads have dry, bumpy skin.  
**b** \_\_\_\_\_ Frogs had smooth, clammy skin, whereas toads have dry, bumpy skin.  
**c** \_\_\_\_\_ Frogs have smooth, clammy skin, whereas toads had dry, bumpy skin.
3. **a** \_\_\_\_\_ Carmina takes gymnastics on Tuesdays; now she goes on Thursdays instead.  
**b** \_\_\_\_\_ Carmina took gymnastics on Tuesdays; now she went on Thursdays instead.  
**c** \_\_\_\_\_ Carmina took gymnastics on Tuesdays; now she goes on Thursdays instead.
4. **a** \_\_\_\_\_ Ben asked for a skateboard for his birthday, but he gets a scooter instead.  
**b** \_\_\_\_\_ Ben asked for a skateboard for his birthday, but he got a scooter instead.  
**c** \_\_\_\_\_ Ben is asking for a skateboard for his birthday, but he got a scooter instead.

5. **a** \_\_\_\_\_ Jamie's birthday party will be a blast. First, we stuff ourselves with tacos and quesadillas. Then we turned on the karaoke machine. I was laughing so hard when Jamie sang "Fireworks"!
- b** \_\_\_\_\_ Jamie's birthday party was a blast. First, we stuff ourselves with tacos and quesadillas. Then we turn on the karaoke machine. I will be laughing so hard when Jamie sang "Fireworks"!
- c** \_\_\_\_\_ Jamie's birthday party was a blast. First, we stuffed ourselves with tacos and quesadillas. Then we turned on the karaoke machine. I was laughing so hard when Jamie sang "Fireworks"!
6. **a** \_\_\_\_\_ For the past three months, Jackson has been shooting hoops every day after school. He has been planning to try out for the basketball team on Friday. I really have been hoping he has been making it. He has been deserving it!
- b** \_\_\_\_\_ For the past three months, Jackson has been shooting hoops every day after school. He is planning to try out for the basketball team on Friday. I really hope he makes it. He deserves it!
- c** \_\_\_\_\_ For the past three months, Jackson shot hoops every day after school. Basketball tryouts were this coming Friday. I really hoped he made it. He was deserving it!

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

Last weekend, my dad and I went to Go-Kart World. We are having an awesome time! Go-Kart World has all kinds of different tracks you can zoom around. I feel like a real race-car driver. My dad's favorite was the Super Track, which has two levels. My favorite will be the Turbo Track because it had a lot of twists and turns. The bumper cars were fun too. I hope I will be able to go back there someday.

[illegible]