

Name: _____ Date: _____

Passed vs. Past

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

PASSED is always a verb.

- **Passed** is the past tense of the verb *pass*.
- I passed Shelley on my way to school.*
My mom passed around baby pictures of me at my birthday party.

PAST is never a verb.

- **Past** locates something in time and space.
- In the past, students wrote with quills dipped in ink.*
We are not allowed to go past the fence during recess.

Directions: Write the correct word—*passed* or *past*—in each blank below.

- It's half _____ one.
- "How much candy have you eaten this _____ week?" my dentist asked.
- I ran _____ my friend Michelle while on my morning jog.
- My grandmother _____ many afternoons reading on her porch.
- In the _____, my family spent the holidays at my uncle's house in the country; this year we are staying home.
- "Do you think you _____ yesterday's vocabulary test?" asked Tim.
- Jessa _____ the ball to me and I sank the shot!
- Our principal urged us to help make texting while walking become a thing of the _____.
- My parents warned me not to walk _____ the river after dark; the ground is far too slippery and uneven.

Directions: Write one sentence using *passed* and one sentence using *past*.

10. _____

11. _____

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Central Ideas and Details

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

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

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Blood-Red Night."

1. Reread the section "Chop, Chop, Chop." Which sentence below best expresses the central idea of this section?

- A) The Kramers and many other German immigrants were happy in Wisconsin.
- B) Lumberjacks cut down trees that were hundreds of years old.
- C) Some families moved away from Peshtigo because they were worried about the spread of fires.
- D) Forests of northern Wisconsin were stripped by lumber companies seeking wood for construction in Chicago.

2. Consider the central idea of the section "A Choking Fog" and examine the details below. Which detail does NOT support the central idea?

Central idea: Human activity, along with dry weather conditions, caused the Great Peshtigo Fire of 1871.

- A) "Farmers used fire to clear their land of tree stumps and brush that lumberjacks had left behind."
- B) "Little rain had fallen during the summer, and the entire Midwest was parched."
- C) "Though some fires were sparked by lightning, most were set intentionally."
- D) "Farmers kept wet blankets in their barns to protect their animals from airborne sparks."

I chose _____ because _____

3. Look at the details below from the section "Sheets of Flame." In your own words, write the central idea that these details support.

Central idea of "Sheets of Flame":

Detail 1: "The town was gone, as were most of their friends."

Detail 2: "The heat and the flames killed hundreds of people instantly."

Detail 3: "It leveled the town of Peshtigo and 16 other towns to the north."

4. What is a central idea of the whole article "The Blood-Red Night"? Write the central idea and three details that support it.

Central idea:

Detail 3: _____

Detail 2: _____

Detail 3: _____

Name: _____ Date: _____

Exploring Text Structures

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

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "The Blood-Red Night."

1. What does the author compare and contrast in the first two sections of the article?

2. Which sentence provides a clue that the author is using a Compare and Contrast structure in those sections?

3. How does the author organize the information in the section "Chop, Chop, Chop"?

Description

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

Cause and Effect

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

Problem and Solution

presents a problem and explains how it is solved.

Compare and Contrast

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

Sequence of Events

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

- 4.** Reread the section "A Choking Fog." What text structure does the author mainly use? Support your answer with examples from the text.

- 5.** What is the purpose of this section? In other words, why might the author have included the section?

- 6. A.** One text structure used in the sections "A Blood-Red Sky" and "Sheets of Flame" is Description. What is another text structure the author uses in these sections?

- B.** Explain how you know.

- C.** How does the text structure increase the tension and engage the reader?

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: Answer the questions below and then write an objective summary of “The Blood-Red Night.”

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

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

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

4. What caused the problem to occur?

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

6. What happened afterward?

Summary of "The Blood-Red Night"

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

Name: _____ Date: _____

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 Blood-Red Night"

Seven-year-old John Kramer and his family lived _____

1. Where and when did the Kramers live?

2. What happened to the forest and why?

..... Peshtigo was a vast forested area, but things began to change when _____

4. What conditions created the firestorm?

Farmers and lumber companies often set fires in the woods to _____

3. What was the purpose of the fires?

In the fall of 1871, _____

The firestorm raged through Peshtigo, _____

5. What type of damage occurred?

6. How many people lost their lives in the fire?

Miraculously, the Kramers survived, although _____

The Kramers were among those who stayed and _____

7. What did they do after the fire?

Name: _____ Date: _____

How Does She Do That?

How does Lauren Tarshis make her writing in "The Blood-Red Night" so exciting?
She uses *descriptive language* and *literary devices*.

Directions: Fill in the blanks below with examples of descriptive language and literary devices in "The Blood-Red Night." For each example, note the page number on which the phrase or sentence appears. We filled in a few entries for you.

VIVID VERBS

Vivid means "bright, intense, full of life, or strong and distinct."

Directions: List three phrases containing vivid verbs. Underline the vivid verb in each phrase.

1. "trees were then stripped of their branches, dragged by ox cart . . . and dumped" (p. 6)

2.

3.

GRAPHIC ADJECTIVES

Graphic means "shown or described in a very clear way."

Directions: List three phrases containing graphic adjectives. Underline the graphic adjective in each phrase.

1. "towering trees, howling wolves, and dagger-clawed bears" (p. 5)

2.

3.

FORESHADOWING

Foreshadowing means "to give a suggestion of something that has not yet happened."

Directions: Find an example of foreshadowing.

METAPHOR

A *metaphor* is a comparison between two unlike things that actually have something in common.

Directions: Find an example of a metaphor.

SENSORY DETAILS

A *sensory detail* shows how something looks, sounds, smells, tastes, or feels.

SIGHT

Directions: List three sentences containing sensory details that tell you how something looks.

1. "the smoke thickened, and the sky turned blood red" (p. 7)

2.

3.

SOUND

Directions: List three sentences containing sensory details that tell you how something sounds.

1. "the chirps of birds, the growls of wild animals, and the soft whisper of leaves rustling in the wind" (p. 6)

2.

3.

FIGURATIVE LANGUAGE

Authors use *figurative language* to help readers visualize what is happening in a story.

PERSONIFICATION

Personification is the description of nonhuman animals, objects, or ideas as though they possess human qualities or emotions.

Directions: Find an example of personification.

ONOMATOPOEIA

Onomatopoeia is the use of words that sound like what they mean, such as *hiss*, *buzz*, and *boom*.

Directions: Find an example of onomatopoeia.

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Blood-Red Night.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

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

2. Examine the images on pages 6-8. What do they show?

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

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

4. Describe the **mood** in the opening paragraph. What words or phrases contribute to this mood?

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

6. Identify the **tone** of the paragraph that begins “In the 1860s, an enormous forest stretched across Wisconsin and neighboring states. . . .” (page 5). What are some words and phrases that establish the tone?

7. Consider this sentence from page 8:

“It leveled Peshtigo and 16 other towns to the north.”

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

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

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

The author compares the forests of Wisconsin with other areas.

The author describes why the Wisconsin forests were stripped and the effect this had on the area.

The author explains how farmers dealt with the problem of tree stumps on their land.

9. In the informational text “The Great Chicago Fire,” what can you infer is the reason the Great Peshtigo Fire has largely been forgotten?

After Reading Central Ideas and Objective Summary

10. Below are three pieces of **supporting evidence** for a central idea of “The Blood-Red Night.” In the space provided, write a **central idea** that this evidence supports.

Central Idea		
<p style="text-align: center;">Evidence #1</p> <p>“Farmers used fire to clear their land of tree stumps and brush that lumberjacks had left behind.” (p. 6)</p>	<p style="text-align: center;">Evidence #2</p> <p>“Little rain had fallen during the summer, and the entire Midwest was parched. ” (p . 6)</p>	<p style="text-align: center;">Evidence #3</p> <p>“The fire was now a firestorm, a rare type of fire that occurs when strong winds combine with large amounts of flammable material—like trees—to feed the flames.” (p. 7)</p>

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

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Blood-Red Night.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features

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

2. Examine the images on pages 6-8. What do they show?

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

During Reading

Mood, Tone, Vocabulary, Text Structure, and Inference

4. The **mood** in the first paragraph is ominous. What words or phrases contribute to this mood?

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

6. The **tone** of the paragraph that begins “In the 1860s, most of Wisconsin was covered with forests. . . .” (page 5) is one of awe. What are some words and phrases that establish this tone?

7. Consider this quote from page 8:

“It leveled Peshtigo and 16 other towns to the north.”

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

made even

burnt

flattened

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

8. The section “Chop, Chop, Chop” mainly uses a cause-and-effect structure. Read the following effect. Write its cause on the lines below.

Effect: Lumber companies began buying up large areas of the woods in northern Wisconsin.

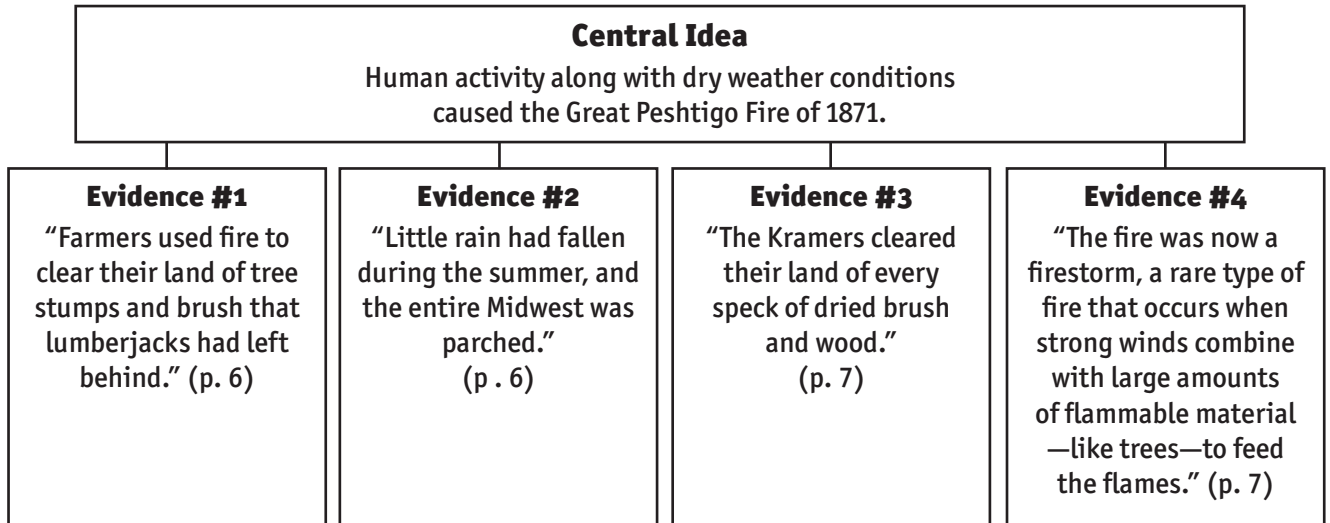
Cause: _____

9. In the informational text “The Great Chicago Fire,” what can you infer is the reason the Great Peshtigo Fire has largely been forgotten?

After Reading

Central Idea and Objective Summary

10. Below is a **central idea** of “The Blood-Red Night” and four pieces of evidence. One piece of evidence does not support the central idea. Cross out the one that does not.



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

1. Seven-year-old John Kramer lived with his family in Peshtigo, Wisconsin, in the 1870s.
2. Because of major construction in Chicago, lumber companies came to Wisconsin to chop down trees for wood.
3. Chicago is really far away from Peshtigo, Wisconsin.
4. Farmers and lumber companies often set fires in the woods to clear away branches and tree stumps.
5. In October 1871, hot, dry, and windy conditions caused the small fires in the area to become a firestorm.
6. It made me sad that so many people lost their lives in the fire.
7. The Great Peshtigo Fire was the deadliest fire in U.S. history.

Name: _____ Date: _____

Close-Reading Questions

"The Blood-Red Night"

1. How does the way the author describes the forest at the beginning of the article make the fire seem more tragic? (author's craft)
2. Reread the section "A Choking Fog." How would you describe the Peshtigo residents' relationship to fire? What was the mood in Peshtigo before the Great Fire? (text evidence/inference)
3. How did Chicago's rapid growth contribute to the Peshtigo Fire? (key ideas and details/cause and effect)
4. Why was the Peshtigo Fire largely forgotten, while the Great Chicago Fire remains one of the most famous in U.S. history? (inference)

Critical-Thinking Questions

"The Blood-Red Night"

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Words for Fire

Brainstorm words related to *fire*. Type or write them in the box.

Featured Vocabulary

The following words (or forms of them) appear in bold in “The Blood-Red Night.” Find each word in the text and read aloud the sentence in which it appears. As a class, discuss what the word means. Then click to reveal a definition and example sentences.

ablaze [uh-BLAYZ]; *adjective*

Definition: Something that is ablaze is on fire. You can also use *ablaze* to describe something that is not literally on fire but is lit up in a way that resembles fire—shining with bright lights or brilliant colors. *Ablaze* can also mean “burning with emotion.”

- ✱ Five apartments in the building were ablaze when the firefighters arrived.
- ✱ The hill was ablaze with wildflowers.
- ✱ Jesse burst into the room, his face ablaze with excitement.

blaze [BLAYZ]; *noun or verb*

Definition: As a noun, *blaze* means “a strong, bright flame.” *Blaze* can also refer to things that suggest or resemble a fire. A dazzling display can be called a blaze, and so can an outburst of feeling. A bright light (especially one accompanied by heat) can be called a blaze too.

- ✱ Aaron tossed the letter into the blaze and watched it burn.
- ✱ Kayla gasped at the blaze of jewels around the queen’s neck.
- ✱ In a blaze of anger, Lizbeth hurled everything onto the floor.
- ✱ Parker awoke to the blaze of the late-morning sun.

Definition: As a verb, *blaze* means “to burn brightly.” It can also mean “to move quickly,” “to shine brightly,” or “to shoot rapidly and repeatedly.”

- ✱ The bonfire blazed late into the night.
- ✱ A meteor blazes across the sky.
- ✱ Pain blazed through his infected foot.
- ✱ The outlaws came into the bank with their guns blazing.

char [chahr]; *verb*

Definition: To char something is to burn it until it turns into charcoal. In cooking, to char something is to burn it just a little—on the outside only.

- ✱ We walked past the burned-out restaurant, staring at the remains of tables and chairs that were charred by the fire.
- ✱ To make roasted red peppers, you must first char the peppers. Then let them cool and peel off the blackened skin.

combustible [cuhm-BUS-tih-buhl]; *adjective*

Definition: Combustible means “able to catch fire easily.” It can also mean “easily excited.”

- ✱ Be careful lighting candles in the attic—there is a lot of combustible stuff up there.
- ✱ Meredith has a combustible temper; the slightest thing can send her into a fury.

incinerate [in-SIN-uh-rayt]; *verb*

Definition: If you incinerate something, you burn it to ashes.

- ✱ There was no trace of the letter you put in the fireplace. It was completely incinerated.

inferno [in-FUR-noh]; *noun*

Definition: An inferno is a place that resembles hell. This can be a place of great pain and suffering or a place of intense heat or fire. When we refer to a fire as an inferno, we mean that it is huge, raging, and hard to control.

- ✱ Gregory described the crowded train car as an inferno? It was crowded and hot, but it wasn't *that* bad!
- ✱ The inferno destroyed an entire block of homes before firefighters got it under control.

smolder [SMOHL-dur]; *verb*

Definition: To smolder is to burn slowly without flames. If something other than a fire is described as smoldering, that thing exists in a hidden or controlled state.

- ✱ A campfire can smolder for hours after the flames go out.
- ✱ Jealousy smoldered between Elizabeth and Kendra for months.
- ✱ Anger smoldered in Brian's eyes.

Photo Quiz

Click to select the best answers.



1. Believe it or not, this pile of ashes used to be a pile of stinky clothing. (Let's just say that Brandon's mom got tired of finding his sweaty hockey clothes all over the place.) Which of the following best describes the stinky clothing's current condition?

- Ⓐ It is ablaze.
- Ⓑ It has been charred.
- Ⓒ It has been incinerated.
- Ⓓ It is smoldering.



2. Let's say you have some corn and you want it to turn out like this. What should you do to your corn?

- Ⓐ Let it smolder.
- Ⓑ Set it ablaze.
- Ⓒ Char it.
- Ⓓ Toss it into an inferno.



3. Which photo best shows what might be described as an inferno?

Ⓐ photo A

Ⓑ photo B

Ⓒ photo C



4. What is this fire doing?

Ⓐ smoldering

Ⓑ blazing



5. You want to express that these trees are bright and beautiful. What should you say?

Ⓐ "These trees are a blaze with color!"

Ⓑ "These trees are ablaze with color!"

Ⓒ "These trees are an inferno of color!"

Ⓓ "These trees are combustible with color!"

Super-Short Story

Write a super-short story (one or two paragraphs) inspired by this photo.
Use as many of the words in the bank (or a form of them) as possible.



Word Bank

ablaze
blaze
char
combustible

incinerate
inferno
smolder

Name: _____ Date: _____

“The Blood-Red Night” Quiz

Directions: Read “The Blood-Red Night.” Then answer the questions below.

1. Which of the following best expresses a central idea of “The Blood-Red Night”?

- (A) In the 1860s, many immigrants moved west to settle new land.
- (B) The Great Peshtigo Fire of 1871 was a devastating wildfire.
- (C) John Kramer was 7 years old when the Great Peshtigo Fire occurred.
- (D) In the late 19th century, American cities were growing fast.

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

- (A) “And what a wilderness it was!” (p. 5)
- (B) “October 8 dawned unnaturally hot.” (p. 7)
- (C) “By morning, more than a billion trees were gone, and an area twice the size of Rhode Island was nothing more than a sea of charred trees and ash.” (p. 8)
- (D) “The Kramers decided to stay and help rebuild.” (p. 8)

3. The author uses the quote by Laura Ingalls Wilder on page 5 to

- (A) demonstrate the challenges of pioneer life.
- (B) contrast the Kramers’ description of the forest.
- (C) emphasize the vastness of the forest.
- (D) support the claim that the Peshtigo Fire was the worst fire in U.S. history.

4. Lauren Tarshis writes that lumber companies “sent out armies of lumberjacks to chop down trees . . .” She probably uses the word *armies* to suggest that the lumberjacks

- (A) slept in barracks like soldiers.
- (B) were fighting a losing battle.
- (C) were riding on horseback.
- (D) were aggressive and large in number.

5. On page 8, Tarshis describes the landscape after the fire as “a sea of charred trees and ash.” This metaphor tells you that

- (A) the land was underwater.
- (B) the area of forest that burned was vast.
- (C) people were fishing for their belongings.
- (D) the land smelled like salt water.

6. Tarshis likely wrote “The Blood-Red Night” for all of the following reasons EXCEPT

- (A) to fascinate the reader with a captivating story of survival.
- (B) to inform the reader about the Great Peshtigo Fire.
- (C) to educate readers about the connection between human activity and the environment.
- (D) to explain why the Great Chicago Fire was so devastating.

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 the purpose of the section “Chop, Chop, Chop”? In other words, what does it contribute to the text? Support your answer with details from the text.

8. Trace a chain of causes and effects that led to the Peshtigo Fire. Use text evidence to support your answer.

Name: _____ Date: _____

“The Blood-Red Night” Quiz

Directions: Read “The Blood-Red Night.” Then answer the questions below.

1. Which of the following best expresses a central idea of “The Blood-Red Night”?

- (A) In the 1860s, many immigrants moved west to settle new land.
- (B) The Great Peshtigo Fire of 1871 was a devastating wildfire.
- (C) John Kramer was 7 years old when the Great Peshtigo Fire occurred.
- (D) In the late 19th century, American cities were growing fast.

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

- (A) “And what a wilderness it was!” (p. 5)
- (B) “October 8 dawned unnaturally hot.” (p. 7)
- (C) “By morning, more than a billion trees were gone, and an area twice the size of Rhode Island was nothing more than a sea of charred trees and ash.” (p. 8)
- (D) “Then came the fire.” (p. 6)

3. Which phrases below is closest in meaning to *managed to* as used in the following line? “They managed to save the building, but dozens were injured in the exhausting fight.” (p. 6)

- | | |
|------------------|-----------------------|
| (A) took care of | (C) treated with care |
| (B) succeeded in | (D) directed |

4. The map on page 7 contributes to the reader’s understanding of the Great Peshtigo Fire in all of the following ways EXCEPT

- (A) by showing how large the area of damage was.
- (B) by showing that Peshtigo was located in the area of greatest damage.
- (C) by showing the distance between Peshtigo and California.
- (D) by showing how far Peshtigo was from the state capital and from Chicago.

5. On page 8, Lauren Tarshis describes the landscape after the fire as “a sea of charred trees and ash.” This metaphor tells you that

- (A) the land was underwater.
- (B) the area of forest that burned was vast.
- (C) people were fishing for their belongings.
- (D) the land smelled like salt water.

6. Tarshis likely wrote “The Blood-Red Night” to

- (A) fascinate the reader with a captivating story of survival.
- (B) inform the reader about the Great Peshtigo Fire.
- (C) show how humans can affect the environment.
- (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.

- | | |
|--|--|
| <p>7. What were two causes of the Peshtigo Fire? Use text evidence from “The Blood-Red Night” to support your answer.</p> | <p>8. Compare the Peshtigo Fire with the Great Chicago Fire. Explain two ways they were similar and two ways they were different. Support your answer with text evidence.</p> |
|--|--|

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Video Discussion Questions

Behind the Scenes: "The Blood-Red Night"

1. What is the mood at the beginning of the video? How does the mood shift when the narrator begins describing the Great Peshtigo Fire of 1871? Explain how both moods are created, considering the visuals, music, and narration.
2. Author Lauren Tarshis says she finds narrative nonfiction more challenging to write than other types of nonfiction. Why might this be the case?
3. Explain why it might have been difficult for Lauren to imagine what Wisconsin's forests looked like in 1871. How did she overcome this challenge?
4. Look carefully at Lauren's story map. How can mapping out an article ahead of time make the writing process easier?

Fire Contest

How does author Lauren Tarshis help the reader understand what it was like to live through the Peshtigo Fire? (Consider the literary devices she uses.) Use text evidence. Five winners will each get *The Great Peshtigo Fire* by Scott Knickelbine.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY January 22, 2015!

Name: _____ Date: _____

Making Inferences

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

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

Clues	Inference
<ul style="list-style-type: none"> • Paris explains his reluctance to fight by saying, "If I were to die, this whole war would have been for nothing." (Scene 1) • Paris says that the gods made Helen fall for him, but the Chorus points out that this is only a partial truth. (Scene 1) 	<p><i>What can you infer about Paris's personality?</i></p>
<ul style="list-style-type: none"> • King Priam says, "Ten years we have fought this war. Oh, how I wish it would end." (Scene 1) • King Priam wonders, "Is this wretched war finally over?" (Scene 9) 	<p><i>How does King Priam feel about the war?</i></p>
<p><i>What are two lines from The Trojan War that support the inference on the right?</i></p>	<ul style="list-style-type: none"> • Among the ancient Greeks and the Trojans, acts of revenge were common and generally perceived as reasonable.

Clues	Inference
<ul style="list-style-type: none"> • Hector says to Andromache, “My place is on the front lines, with the men. Imagine their scorn if I hid behind our walls. I could never face the people of Troy if I did not fight.” (Scene 4) • Kristin Lewis writes, “As you drift off to sleep to the soft sounds of waves breaking on the shore, you imagine you are the mighty Hector, riding out in all your honor and glory to defend your home.” (page 14) 	<p><i>Why was Prince Hector so respected and admired by his own people and by the boys who read about him in ancient Greece?</i></p>
<p><i>Identify a line from each text that supports your inference on the right.</i></p>	<p><i>Make an inference that draws on The Trojan War and “If You Lived in Ancient Greece.”</i></p>

Name: _____ Date: _____

Exploring Mood

Mood is the feeling the reader gets from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

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

POSITIVE	
confident	_____
determined	_____
relieved	_____

NEGATIVE	
mournful	_____
foreboding	_____
dangerous	_____

2. Circle the word that best describes the mood of Scene 1:

joyful

somber

enraged

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

3. In Scene 2, what is Achilles’ attitude toward the war? How do you know?

4. What mood does the following line from the end of Scene 2 create? Explain.

“But the desire for glory makes liars of us all.”

5. List three to five active verbs in Scene 3. How do these words affect the mood of the scene?

6. Several moments in the play have a mood of resignation—a feeling that something terrible will happen and nothing can be done to prevent it. Identify two of those moments.

7. Consider Andromache's lines in Scene 6:

"Your regret is touching but means little to us who have lost so much."

"Do not speak of my husband. Because of you, he faces Achilles today."

"Is that meant to console me?"

What mood do these lines create?

8. Describe the mood in Scene 7. What literary devices contribute to that mood?

9. Reread the Chorus lines throughout the play. Choose one scene and explain how the Chorus creates or enhances the mood of that scene.

Name: _____ Date: _____

Close-Reading Questions

The Trojan War

1. How does Scene 1 explain the reasons for the war? (key details)
2. In Scene 2, Patroclus promises Achilles that he, Patroclus, won't fight Prince Hector. The Chorus then says, "But the desire for glory makes liars of us all." What events does this line foreshadow? (author's craft)
3. Reread Scenes 4 and 5. In what ways are they similar? (compare and contrast)

4. In Scene 7, Achilles says to Hector, “The pleasure I take in ending your life is a crumb compared with my grief at the loss of my friend.” What does Achilles mean? (interpreting text/figurative language)
5. Reread Achilles’ line in Scene 8 that begins, “You may take . . .” What does this line tell you about Achilles? (character)
6. How were men treated differently from women in ancient Greek society? Support your answer with details from the play and essay. (inference/text evidence)

Name: _____ Date: _____

Critical-Thinking Questions

The Trojan War and "If You Lived in Ancient Greece"

1. This play is based on one of the oldest and most famous stories ever written about war. What does it say about the nature of war and its effect on people?
2. Today, the expression “Trojan horse” is used to describe a computer program that seems useful but is secretly designed to do harm. Based on the play, explain how this expression likely came into being.
3. In the essay, you learned that in ancient Greece, fathers paid a lot for their sons to be educated. What else did fathers want for their sons? Use evidence from both texts.

Name: _____ Date: _____

Vocabulary:

The Trojan War

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

- 1. anguish (ANG-gwish)** *noun*; extreme distress or suffering, either of body or mind
 - **example:** The family watched in anguish as their house was destroyed by fire.

- 2. apprentice (uh-PREN-tiss)** 1. *noun*; a person who is learning a trade or an art from an expert; 2. *verb*; to serve as an apprentice
 - **example 1:** My uncle, who is an electrician, says that his new apprentice is great—that she listens closely to everything he tells her and is learning quickly.
 - **example 2:** Before he began creating and selling his own glasswork, Marcus apprenticed an expert glassblower for three years.

- 3. brandish (BRAN-dish)** *verb*; 1. to shake or wave in a threatening or excited manner; 2. to display in a showy or aggressive way
 - **example 1:** John brandished a stick at the begging squirrel, hoping to scare it away.
 - **example 2:** Sarah brandished her new iPod. She was practically shoving it in people’s faces!

- 4. deftly (DEFT-lee)** *adverb*; quickly, skillfully, or cleverly
 - **example:** James deftly tied the rope into a fancy knot.

- 5. lyre (LAHY-uhr)** *noun*; a small, handheld harp used in ancient Greece
 - **example:** The musician strummed a beautiful melody on the lyre.

- 6. prophecy (PRAH-fuh-see)** *noun*; a foretelling or magical prediction of the future
 - **example:** According to the fortune teller’s prophecy, Lisa will move to a city whose name begins with the letter C.

- 7. revelry (REV-uhl-ree)** *noun*; loud and wild celebration
 - **example:** The entire school joined in the revelry after their team won the championship.

8. _____ (_____) _____
_____ ; _____

• *example:* _____

9. _____ (_____) _____
_____ ; _____

• *example:* _____

Vocabulary Practice:

The Trojan War

Directions: Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear. For question 5, write your own sentence using any of the words listed on the first page of this activity.

1. It was clear from the way Achilles **brandished** the sword that he was a great warrior. He held it above his head and _____.
2. Her hands moved **deftly** over the keyboard, and she _____.
3. The **revelry** continued throughout the day and night. Even young children _____.
4. Kevin just got his teaching certificate. Before leading his own class, he will be an **apprentice** to _____.
5. _____.

Directions: The words on the left are forms of the vocabulary words. In front of each one, write the letter of the word or phrase on the right that is most similar in meaning.

- | | |
|----------------------|---------------|
| _____ 6. prophesize | A. instrument |
| _____ 7. lyre | B. wield |
| _____ 8. deft | C. capable |
| _____ 9. brandish | D. predict |
| _____ 10. apprentice | E. suffering |
| _____ 11. anguish | F. party |
| _____ 12. revel | G. trainee |

Name: _____ Date: _____

The Trojan War Quiz

Directions: Read *The Trojan War*. Then answer the questions below.

1. Which word best describes Achilles in Scene 2?

- (A) courageous (C) distressed
- (B) furious (D) indifferent

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

- (A) CHORUS 2: Behold, the mighty Achilles!
- (B) ACHILLES: This is not my problem. I am sailing home tomorrow.
- (C) PATROCLUS: The very sight of your helmet made the Trojans flee.
- (D) ACHILLES: Only if you promise not to fight Prince Hector.

3. In Scene 7, Achilles says to Hector, “Fool, there are no vows between wolves and lambs.” Identify the literary device used and the meaning of the line.

- (A) hyperbole; Achilles is exaggerating his thirst for Hector’s blood
- (B) metaphor; Achilles is comparing himself to a predator and Hector to prey
- (C) simile; Achilles likens himself and Hector to animals that are equally fierce
- (D) imagery; Achilles is creating a visual picture of two animals fighting

4. Why might the author have used the literary device in the quote in question 3?

- (A) to demonstrate Achilles’ grief for Patroclus
- (B) to foreshadow Hector’s death
- (C) to emphasize Achilles’ image of himself as merciless and vastly more powerful than Hector
- (D) to compare two men with wild animals

5. After reading the essay “If You Lived in Ancient Greece,” you can conclude all of the following EXCEPT

- (A) All boys were trained to become great warriors.
- (B) Storytelling was a popular pastime in ancient Greece.
- (C) Women in ancient Greece did not have much power.
- (D) Boys from poor families did not attend school.

6. Both the play and the essay support the idea that

- (A) Greek boys spent a lot of time studying.
- (B) the gods were an important part of life in ancient Greece.
- (C) people in ancient Greece valued bravery above education.
- (D) war was a way of life for many ancient Greeks.

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 tag line that appears on the first page of the play: “Victory comes at a price.” What is the price of victory in the play? Use text evidence to support your answer.

8. What role does pride play in the story of the Trojan War? Use text evidence to support your ideas.

Name: _____ Date: _____

The Trojan War Quiz

Directions: Read *The Trojan War*. Then answer the questions below.

1. How does the information in Scene 1 help to develop a theme, or big idea, of the play?

- (A) It demonstrates that families don't always agree about war.
- (B) It points out that in war, both sides suffer terrible losses.
- (C) It tells why the Trojans want to defend their city.
- (D) It explains why the war has been going on for so long.

2. Choose the sentence that uses a form of the word *stamp* as it is used in the following line from Scene 1: "How the Greeks long to stamp it out."

- (A) After you stamp the letter, put it in the mailbox.
- (B) When Billy gets really upset, he yells and stamps his feet.
- (C) Our school is having a food drive to help stamp out hunger in our community.
- (D) The image of my brother throwing up on my grandma's shoe is stamped forever in my mind.

3. Which word best describes Achilles in Scene 8?

- (A) brave
- (B) frightening
- (C) merciful
- (D) harsh

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

- (A) ACHILLES: It has been foretold that I will die soon after Hector.
- (B) ACHILLES: Yes. I wanted revenge at any cost.
- (C) N1: The two men regard each other with respect.
- (D) ACHILLES: We will have 10 days of peace so that you may grieve.

5. After reading the essay "If You Lived in Ancient Greece," which of the following can you conclude?

- (A) Boys from poor families did not attend school.
- (B) Ancient Greeks built many schoolhouses.
- (C) All boys were trained to become great warriors.
- (D) All boys were required to attend school until the age of 12.

6. Both the play and the essay support the idea that

- (A) Greek boys spent a lot of time studying.
- (B) the gods were an important part of life in ancient Greece.
- (C) people in ancient Greece valued bravery above education.
- (D) war was a way of life for many ancient Greeks.

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 tag line that appears on the first page of the play: "Victory comes at a price." What is the price of victory in the play? Use text evidence to support your answer.

8. Compare and contrast the role of women and men in ancient Greek society, using details from the play and the essay 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 Trojan War*.

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

Section 1: Characters

1. For the characters of Achilles, Hector, 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. ACHILLES is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. HECTOR 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 Achilles and Hector.

A. Give an example of something Achilles says or does. What does it reveal about his character?

B. Give an example of something Hector says or does. What does it reveal about his character?

3. In some ways, Andromache and Cassandra represent the voice of reason for the male characters in the play.

Provide two details from the play that help establish their characters in this way.

Section 2: Setting

4. Where and when does the play take place?

5. What is the relationship between Trojans and Greeks at this time?

6. Identify three things you can infer about ancient Greece from the play.

Section 3: Plot and Structure

7. Consider the role of the Chorus (Chorus 1 and Chorus 2).

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

B. How does the Chorus differ from the Narrators?

8. Why do you think the author included an epilogue? What purpose does it serve?

Section 4: Theme

9. A **theme** of this play is that pride can cloud a person's judgment. Explain how the play illustrates this **theme**, using details from the text to support your answer.

Troy Contest

The story of the Trojan War reflects the values of ancient Greece. What qualities can you infer were most admired? How did education help young Greeks develop those qualities? Answer both questions in a short essay. Use text evidence from the play and the narrative essay. Five winners will each get *King of Ithaka* by Tracy Barrett.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY January 22, 2015!

Name: _____ Date: _____

Find the Text Evidence

Directions: Read “The Amazing Penguin Rescue” and “Saving Penguins, One Sweater at a Time.” Then read the questions below. 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 the **THREE** pieces of text evidence from “The Amazing Penguin Rescue” that best support the statement below.

Rescue workers who came to help the penguins were selfless and dedicated.

- Ⓐ “The impact of oil on a penguin (or any bird) is immediate and devastating.”
- Ⓑ “He doesn’t let go, so you strike again, biting his leg and inflicting a wound that will leave a scar for the rest of his life. But he cares more about you than himself.”
- Ⓒ “Oil spills in the ocean are among the most devastating of environmental disasters.”
- Ⓓ “Some of these people have dedicated their lives to helping birds like you . . . ”
- Ⓔ “But your instinct for survival is strong, and somehow you struggle back to shore, fighting against the current.”
- Ⓕ “All they care about is saving your life.”

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

Saving the penguins was an elaborate, painstaking process.

- Ⓐ “The combined scent of penguin droppings, dead sardines, and human sweat permeates the facility—a stench so revolting that many people vomit when they first arrive.”
- Ⓑ “For you, one of thousands of oil-soaked penguins, every hour brings new terrors—the force feedings, the ointment applied to your eyes, the tube stuck down your throat to pump liquid charcoal into your stomach.”
- Ⓒ “You have no idea that you have been part of the greatest animal rescue in history. Nearly 40,000 penguins were saved.”

I chose ____ because _____

3. Below is a statement and two pieces of supporting evidence from "Saving Penguins, One Sweater at a Time." Find an additional piece of evidence and write it on the blank lines.

The sweater program was even more successful than its organizers anticipated.

- Ⓐ "News of the sweaters' success spread . . . Soon, sweater donations were pouring in."
- Ⓑ "Surplus sweaters have been donated to other wildlife conservation groups, or sold in the gift shop, which raises money for the park."

Ⓒ _____

.....

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

- Ⓐ "When a large quantity of oil leaks into the sea, it can decimate fragile ecosystems and injure or kill marine life."
- Ⓑ "The impact of oil on a penguin (or any bird) is immediate and devastating."
- Ⓒ "To make matters worse, they were trying to preen their feathers to get rid of the oil. In the process, they were swallowing the toxic oil, which would slowly kill them."

.....

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

Ⓐ _____

Ⓑ _____

Ⓒ _____

Name: _____ Date: _____

Exploring Text Features

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

Directions: Answer the questions below to help you explore the text features in "The Amazing Penguin Rescue."

1. How do the headline, subhead, and photo on page 15 work together to preview the story?

2. What additional details does the map on page 16 add to the information found in the main text?

3. How do the photos on pages 16 and 18 help you understand the challenges workers faced in helping the penguins?

4. How do the photo and captions on page 17 add to your understanding of the story?

5. Reread "Terror and Healing" on page 18. What is another subheading that would work for this section?

6. Compare the mood created by the photos in "The Amazing Penguin Rescue" with the mood created by the photo in "Saving Penguins, One Sweater at a Time" on page 19.

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 "The Amazing Penguin Rescue" and "Saving Penguins, One Sweater at a Time." Then answer the questions below to explore the tone of each article.

"The Amazing Penguin Rescue" by Lauren Tarshis

1. From which **point of view** is "The Amazing Penguin Rescue" told? Check one:

☐ first person ☐ second person ☐ third person

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

2. Why might the author have chosen to use this point of view for her article?

3. Below, list words and phrases that Tarshis uses to describe how the oil spill and the recovery effort affected the penguins—physically and in other ways. We've listed two phrases for you.

Physical effects of the oil spill and recovery on the penguins	Non-physical effects of the oil spill and recovery on the penguins
"your eyes hurt"	"you are overcome with panic"

How the rescue workers helped the penguins recover

Verbs used to describe how an oil spill can damage marine life

8. What does your list reveal about the author's attitude toward marine life and oil spills?

Both Articles

9. Compare and contrast the tones of "The Amazing Penguin Rescue" and "Saving Penguins, One Sweater at a Time."

Name: _____ Date: _____

Prepare to Write

Read "The Amazing Penguin Rescue" and "Saving Penguins, One Sweater at a Time." Then use this activity to help you gather ideas and information to include in your response to this writing prompt from page 19:
How did the people in the two articles you just read solve seemingly overwhelming problems? How do these stories bring hope to readers?

Directions: To begin, consider the first question in the prompt. To answer it, you need to (1) explain what problems the people set out to solve and why these problems might have seemed overwhelming; (2) describe how the problems were solved. Filling in the chart below will help you gather information you need. Note: You may paraphrase or use quotes from the articles. We've filled in some information for you.

	"THE AMAZING PENGUIN RESCUE"	"SAVING PENGUINS, ONE SWEATER AT A TIME"
What problem does the article describe?	In June 2000, an oil spill off the coast of South Africa threatened tens of thousands of African penguins.	
In what ways was the oil spill harmful to the penguins?	<ul style="list-style-type: none"> The oil burned their eyes. 	<ul style="list-style-type: none"> Oil strips feathers of the oils that keep birds warm. The penguins were in danger of hypothermia.
What actions did people take to help the penguins?	<ul style="list-style-type: none"> They force-fed the penguins by hand. 	

	"THE AMAZING PENGUIN RESCUE"	"SAVING PENGUINS, ONE SWEATER AT A TIME"
What challenges did the rescue workers face?		<ul style="list-style-type: none"> • "If the workers didn't act quickly, the little penguins were not going to survive."
How many penguins were saved?		

Directions: Now consider the second question in the prompt. How could reading about the success of the penguin rescues give you hope that other very difficult problems can be solved too? Write your ideas in the box below.

Name: _____ Date: _____

Close-Reading Questions

"The Amazing Penguin Rescue"

1. In "The Amazing Penguin Rescue," author Lauren Tarshis asks you to imagine that you are a penguin. Throughout the article, when she writes "you," she means "you, as a penguin." How does this approach affect your reaction to the story? (author's craft)

2. In the first two paragraphs, Tarshis describes the hours just before the oil reached the penguins. What is the mood of these paragraphs? Why might Tarshis have chosen to begin the article this way, rather than with the penguins being covered in oil? (mood/author's craft)

3. Tarshis states, "... this oil spill is a catastrophe for you and your species." How does she support this statement? (supporting evidence)

Name: _____ Date: _____

Critical-Thinking Questions

"The Amazing Penguin Rescue" and "Saving Penguins, One Sweater at a Time"

1. Both “The Amazing Penguin Rescue” and “Saving Penguins, One Sweater at a Time” are about rescuing penguins after an oil spill. Compare the approaches the authors take—what is similar about these two articles and what is different?
2. In both articles, what character traits did the workers have that helped them be successful?
3. What do both articles suggest about who can help in a disaster like an oil spill? Explain.

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Name: _____ Date: _____

Vocabulary:

"The Amazing Penguin Rescue" and "Saving Penguins, One Sweater at a Time"

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

- 1. contaminate (kuhn-TAM-uh-nayt)** *verb*; to make dirty or impure by adding something
 - **example:** Put a bandage on that paper cut so you don't contaminate the wound.
- 2. decimate (DEH-suh-mayt)** *verb*; to destroy or severely damage a large part of something
 - **example:** Fire crews worry that a fire would decimate the forest.
- 3. dote (doht)** *verb*; to show great or excessive amounts of affection for someone
 - **example:** Jane's grandpa couldn't help but dote on his only grandchild.
- 4. elated (ee-LAY-ted)** *adjective*; very happy, excited, or proud
 - **example:** Jenna was elated when she won tickets to Lorde's concert.
- 5. enduring (en-DUHR-ing)** *adjective*; long-lasting
 - **example:** Jeremy has an enduring fascination with comic books; he has been collecting them since he was 5 years old.
- 6. lash (lash)** *verb*; 1. to move violently or suddenly; 2. to strike with or as with a whip; 3. to criticize or attack in speech or writing
 - **example 1:** It was clear from the way the cat was lashing her tail that she was not happy.
 - **example 2:** The wind howled and rain lashed at the window.
 - **example 3:** My brother lashed out at me for being late to the movie.
- 7. monumental (mon-yoo-MEN-tuhl)** *adjective*; 1. extremely important or impressive in quantity, quality, or degree; 2. of great historical significance; 3. massive or imposing
 - **example 1:** Scanning my grandmother's photographs was a monumental task; she has thousands of them!
 - **example 2:** Abraham Lincoln's monumental decision to end slavery changed America forever.
 - **example 3:** The monumental cliff towered over the beach.

8. preen (preen) *verb*; 1. for animals, and especially birds, to use their beaks or tongues to rearrange and groom their feathers or fur; 2. to make oneself look neat and tidy; 3. to pride or congratulate oneself for an accomplishment

- **example 1:** After the wind died down, the pigeon preened its feathers.
- **example 2:** The host preened in front of the mirror before his guests arrived.
- **example 3:** I know she will preen about her spelling prize for days.

9. permeate (PUR-mee-ayt) *verb*; 1. to spread throughout or fill every part of; 2. to pass through something that has pores or small openings; seep

- **example 1:** The smell of baking bread permeated the house.
- **example 2:** Water easily permeates sand.

10. surplus (SUR-plus) *noun*; an amount greater than what is needed

- **example:** Even after everyone received a second cookie, there was a surplus of snacks.

11. vulnerable (VUL-ner-uh-bul) *adjective*; in a weak position and open to being wounded physically, emotionally, or mentally

- **example:** If you don't use strong passwords, your accounts will be vulnerable to hacking.

12. _____ (_____) _____

- **example:** _____
- _____

13. _____ (_____) _____

- **example:** _____
- _____

Vocabulary Practice:

"The Amazing Penguin Rescue" and "Saving Penguins, One Sweater at a Time"

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

- | | | | | |
|----|----------|---------|-----------|----------|
| 1. | strike | stroke | lash | whack |
| 2. | tousle | preen | ruffle | muss |
| 3. | surplus | extra | leftover | lack |
| 4. | abhor | dote | despise | hate |
| 5. | decimate | destroy | raze | create |
| 6. | enduring | lasting | permanent | fleeting |

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

WORD BANK				
contaminate	dote	enduring	monumental	surplus
decimate	elated	lash	permeate	vulnerable

7. I had never been on the beach during a storm before. The wind and sand really _____ at my skin!
8. It's no wonder John got sick. He has been staying up way too late lately, and not getting enough sleep makes the body _____ to illness.
9. The farm issued a warning that its last shipment of fruit may have been _____ by *e. coli*, a kind of pathogen that can make you sick.
10. Maggie was _____ when she received the award for best costume.
11. Reading the book was hard enough. Writing it would have been _____.
12. The restaurant donates its _____ bread to a soup kitchen every night.
13. I'm impressed by your _____ efforts. I would have given up by now.
14. It took years to rebuild the town after it was _____ by a flood.
15. Excitement _____ the school the day before winter vacation.
16. Robbie _____ on that puppy so much; he cooks steak for her every night.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Amazing Penguin Rescue” and “Saving Penguins, One Sweater at a Time.” Then answer the questions below.

- Which statement best expresses a central idea of “The Amazing Penguin Rescue”?
 - It took enormous effort to rescue the African penguins after they were caught in an oil spill.
 - African penguins are an endangered species.
 - Penguins hunt their own food; they resist eating food that has been caught for them.
 - Oil spills affect many types of marine life.
- Which line supports your answer to Question 1?
 - “All they care about is saving your life.” (p. 17)
 - “The journey, usually effortless, is an agonizing ordeal.” (p. 16)
 - “It is painful, exhausting work, and the sight of all of these scared and injured penguins is heartbreaking to the humans.” (p. 17)
 - “They are humans, but you don’t know that.” (p. 17)
- Which line from the article does NOT support the idea that oil spills are devastating to penguins?
 - “Your wings are heavy because they are coated with oil and waterlogged.” (p. 16)
 - “You shoot through the water at 12 miles an hour. . . .” (p. 16)
 - “You are shivering because the oil has caused your feathers to clump and separate. . . .” (p. 16)
 - “Your eyes hurt because the oil has burned them.” (p. 16)
- How does the section “Strange Creatures” help develop the idea that the workers were tireless in their efforts to save the penguins?
 - by explaining that the penguins had never seen humans before
 - by listing the different types of workers
 - by describing how the workers fed the penguins
 - by describing where the workers came from
- On page 17, the author uses the word *invaded* to describe the workers arriving on the beach. Why might the author have chosen this word?
 - to emphasize how threatened the penguins likely felt when the humans first arrived
 - to make it clear to the reader that penguins hate humans
 - to explain that the humans approached the beach in a threatening way
 - to suggest that the humans had bad intentions
- “The Amazing Penguin Rescue” and “Saving Penguins, One Sweater at a Time” are alike in all the following ways EXCEPT
 - both describe penguin rescues.
 - both celebrate the hard work of rescuers.
 - both create a vivid picture of what it’s like to be a penguin experiencing an oil spill.
 - both explain how oil spills affect penguins.

Constructed-Response Questions

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

- Compare and contrast how each author develops the idea that an oil spill can be devastating for marine life.
- Consider this quote by Margaret Mead: “Never doubt that a small group of thoughtful, committed citizens can change the world.” What does it mean? How does it apply to “The Amazing Penguin Rescue” and “Saving Penguins, One Sweater at a Time”?

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Amazing Penguin Rescue” and “Saving Penguins, One Sweater at a Time.” Then answer the questions below.

1. Which statement best expresses a central idea of “The Amazing Penguin Rescue”?

- (A) It took enormous effort to rescue the African penguins after they were caught in an oil spill.
- (B) African penguins are an endangered species.
- (C) Penguins hunt their own food; they resist eating food that has been caught for them.
- (D) Oil spills affect many types of marine life.

2. Which line supports your answer to Question 1?

- (A) “All they care about is saving your life.” (p. 17)
- (B) “The journey, usually effortless, is an agonizing ordeal.” (p. 16)
- (C) “It is painful, exhausting work, and the sight of all of these scared and injured penguins is heartbreaking to the humans.” (p. 17)
- (D) “They are humans, but you don’t know that.” (p. 17)

3. Which line from the article does NOT support the idea that oil spills are devastating to penguins?

- (A) “Your wings are heavy because they are coated with oil and waterlogged.” (p. 16)
- (B) “You shoot through the water at 12 miles an hour. . . .” (p. 16)
- (C) “You are shivering because the oil has caused your feathers to clump and separate. . . .” (p. 16)
- (D) “Your eyes hurt because the oil has burned them.” (p. 16)

4. Information about how flippers make penguins good swimmers would best fit in which section of “The Amazing Penguin Rescue”?

- (A) “Heading for Home”
- (B) “Terror and Healing”
- (C) “African Penguin Facts”
- (D) “Strange Creatures”

5. Read the following line from “Saving Penguins, One Sweater at a Time”: “Then the workers had an unusual idea: sweaters.” What can you infer from this line?

- (A) The workers had never before used sweaters to protect penguins after an oil spill.
- (B) The author of the article believes that the sweaters were a bad idea.
- (C) The workers almost decided not to try the sweater idea.
- (D) The workers found the idea for the sweaters on the Internet.

6. “The Amazing Penguin Rescue” and “Saving Penguins, One Sweater at a Time” are alike in all the following ways EXCEPT

- (A) both describe penguin rescues.
- (B) both celebrate the hard work of rescuers.
- (C) both create a vivid picture of what it’s like to be a penguin experiencing an oil spill.
- (D) both explain how oil spills affect penguins.

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. Compare and contrast the articles “The Amazing Penguin Rescue” and “Saving Penguins, One Sweater at a Time.” How are they similar? How are they different?

8. Consider this quote by Margaret Mead: “Never doubt that a small group of thoughtful, committed citizens can change the world.” What does this quote mean? How does it apply to “The Amazing Penguin Rescue”?

Penguin Contest

Sometimes the problems of the world can seem hopeless and overwhelming.

How did the people in the two articles you just read solve seemingly overwhelming problems? How do these stories bring hope to readers? Answer both questions in a well-supported essay. Five winners will each get *The Race to Save the Lord God Bird* by Phillip Hoose.

Entries will be judged on:

⇒ a clearly stated central idea

⇒ good organization and transitions

⇒ use of supporting evidence

⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

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

ENTRIES MUST BE RECEIVED BY January 22, 2015!

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should Parents Help With Homework?" Fill in the chart on page 21. Then follow the steps below to write an essay explaining your opinion on whether or not parents should help kids with homework.

STEP 1: DECIDE WHAT YOU THINK

Should parents help kids with their homework? Consider what you read in the article, as well as your own viewpoints. **Check the box next to the point of view you will support in your essay. Or write your own opinion in the space provided.**

☐ Yes! That's what parents are for.

☐ No! Homework is for students.

☐ _____

STEP 2: FIND YOUR SUPPORT

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

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think parents should not help with homework, summarize the strongest arguments of those who disagree with you. Alternatively, if you think it is OK for parents to help with homework, summarize the main reasons that some people think parents' help does more harm than good.

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 personal experience when one of your parents helped you with homework. Was it a positive or negative experience?
- 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 parents and homework. One way you could structure your question is like this: "Should your parents really be _____?"

Your hook: _____

STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a very brief summary of the issue—in this case, that people disagree over whether parents should help with homework.

Your summary of the issue: _____

STEP 7: START WRITING

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

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



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

BODY PARAGRAPH(S)

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

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

ACKNOWLEDGE THE OTHER SIDE

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

CONCLUSION

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



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

READ AND REVISE

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

Name: _____ Date: _____

Comma Clarity

A nonessential element (sometimes called a nonrestrictive element) is a part of a sentence that adds detail but could be left out without changing the basic meaning of the sentence. (An essential—or restrictive—element, on the other hand, *cannot* be removed without changing the basic meaning of the sentence.) Here are examples of sentences containing nonrestrictive elements:

Example 1: Mr. Green, **who teaches English**, is my favorite teacher. (Removing "who teaches English" leaves "Mr. Green is my favorite teacher," which is the basic meaning of the sentence.)

Example 2: This shirt, **which I've had for years**, is really comfortable. (Without "which I've had for years," we still know that the speaker's shirt is really comfortable, which is his or her main point.)

Example 3: Jeremy ran all the way to the store, **his feet hurting the whole time**. (Taking out "his feet hurting the whole time" doesn't change the statement that Jeremy ran all the way to the store.)

As you can see in the examples above, a nonessential element in the middle of a sentence is enclosed by commas. A nonessential element at the end of a sentence is set off by one comma.

Directions: Each sentence below contains a nonessential element that is incorrectly punctuated. Cross out commas that are in the wrong place and fill in the missing commas.

1. Escargot which, I'm eager to taste, is a French delicacy of cooked snails.
2. I had to clean the litter box which is one of my least favorite chores.
3. LeBron James who plays for the Cleveland Cavaliers is 6'8" tall!
4. Juliet couldn't wait to get to the theme park which is about an hour away and ride the new roller coaster!
5. I think this novel would be a good gift for Ron who loves science fiction.
6. Owen's soccer team which is hoping to win the tournament this year practices four days a week.
7. This pizza, which we, ordered from Scali's is delicious.

Directions: Read each pair of sentences below. Place an X in front of the sentence in which the commas are used correctly.

8. A ____ I have to admit that *The Boxtrolls*, which is my little sister's new favorite movie, was pretty good.
B ____ I have to admit, that *The Boxtrolls*, which is my little sister's new favorite movie was pretty good.
9. A ____ I sneaked a couple of potato chips to my dog, Parker, who was sniffing around under the picnic table.
B ____ I sneaked a couple of potato chips to my dog, Parker who was sniffing around under the picnic table.
10. A ____ I went for a walk with Shannon my friend from Chicago.
B ____ I went for a walk with Shannon, my friend from Chicago.

Name: _____ Date: _____

Managing Your Modifiers

A *modifier* is a word or group of words that modifies, or describes, another word or group of words in a sentence. A *dangling modifier* describes something not clearly stated in the sentence. For example:

Incorrect: Having finished the essay, the movie was turned on.

The way this sentence is written makes it sound as if the movie finished the essay. "Having finished the essay" is supposed to modify a person, but that person is not mentioned.

Correct: Having finished the essay, Rebecca turned on the movie.

Directions: Read each incorrect sentence below. First, underline the dangling modifier in the sentence. Then rewrite the sentence so that it is correct. You may need to add words or commas. We did the first one for you.

1. Not having studied, the exam was extremely difficult.

Correct: Cameron, not having studied, found the exam extremely difficult.

2. Distracted while on the phone last night, the cookies burnt in the oven.

Correct: _____

3. Chore day was completely unbearable, having stayed up late playing video games.

Correct: _____

4. Packing for my vacation, my dog Bruno watched sadly the whole time.

Correct: _____

5. After reading *The Maze Runner*, the movie version is going to be awesome!

Correct: _____

6. Totally exhausted, the trail down the mountain was grueling.

Correct: _____

Name: _____ Date: _____

Polish Your Possessives

The *possessive* form of a noun shows ownership. Here are some rules to remember about forming possessives:

1. To make a **singular noun** (like *girl*) possessive, add an apostrophe and an *s* to the end of the noun.
For example: *the girl's dog*. Here, the possessive shows that the dog belongs to one girl.
2. To make a **plural noun** (like *girls*) possessive, add an apostrophe after the *s* that is already at the end of the noun. For example: *the girls' dog*. Here, the possessive shows that the dog belongs to more than one girl.
3. To make a **collective noun** (a noun that treats a group as one thing, like *audience*, *family*, or *team*) or a plural noun that does not end in *s* (like *children* or *mice*) possessive, add an apostrophe and an *s* to the end of the word, just as you would do with a singular noun. For example: *the children's game*. Here, the possessive shows that the game belongs to more than one child.

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

- | | | |
|--|---|---|
| <p>1. Choose the sentence that is punctuated correctly.</p> <p>(A) Taras' socks are filthy.</p> <p>(B) Taras socks' are filthy.</p> <p>(C) Tara's socks are filthy.</p> <p>(D) Taras socks are filthy.</p> | <p>3. Which of the following correctly indicates that the fans belong to one team?</p> <p>(A) Our teams' fans cheered loudly.</p> <p>(B) Our teams fan's cheered loudly.</p> <p>(C) Our team's fans cheered loudly.</p> <p>(D) Our teams's fans cheered loudly.</p> | <p>5. Choose the sentence that is punctuated correctly.</p> <p>(A) The womens' husbands are late.</p> <p>(B) The womens's husbands are late.</p> <p>(C) The womens husband's are late.</p> <p>(D) The women's husbands are late.</p> |
| <p>2. Which of the following correctly indicates that the cage belongs to more than one hamster?</p> <p>(A) The hamsters' cage is upstairs.</p> <p>(B) The hamster's cage is upstairs.</p> <p>(C) The hamsters's cage is upstairs.</p> <p>(D) The hamsters cage is upstairs.</p> | <p>4. Who or what owns the toys in the following sentence? <i>Karla's cats' toys are all over the place.</i></p> <p>(A) one cat</p> <p>(B) more than one cat</p> <p>(C) Karla</p> <p>(D) It is impossible to tell.</p> | <p>6. Which of the following correctly indicates that the tires of one bicycle are flat?</p> <p>(A) The bicycles tires are flat.</p> <p>(B) The bicycle's tires are flat.</p> <p>(C) The bicycles' tires are flat.</p> <p>(D) The bicycles tires' are flat.</p> |

Directions: Rewrite each of the following sentences by making a noun possessive. Change the wording as necessary. For example:

The hat belonging to Tanya is gigantic. ➡ Tanya's hat is gigantic.

7. The jeans belonging to Curt are too loose.

8. I have the birthdays of my friends memorized.

9. The Golden Unicorn is the restaurant that my family likes best.

Name: _____ Date: _____

Quotation Punctuation

We use quotation marks to show where a quotation, or the exact words of a speaker, begins and ends. Here are some basic rules about the punctuation and capitalization of quotations:

- 1. Quotation marks ALWAYS come in pairs, at the beginning and end of the quotation. If a quote is more than one sentence, use closing quotation marks at the end of the last sentence only.**

Example 1: Wayne said, "I don't find this situation funny at all, sir." Then he burst out laughing.

Example 2: Paul said, "I am so hungry. If I don't eat soon, I'm going to faint!"

- 2. A quotation begins with a capital letter.**

Example: Morgan yelled, "Don't eat that!"

- 3. If a quoted sentence is divided into two parts by words that tell who is speaking (like *he says* or *I asked*), the second part of the quoted sentence begins with a lowercase letter.**

Example: "That sweater you're wearing," said Lisa, "is an odd color."

- 4. The quotation's ending punctuation goes inside the closing quotation marks.**

Example: Carrie said, "Who asked you?"

- 5. A comma separates the quotation from the words that tell who is speaking. When appropriate, a question mark or an exclamation point can be used in place of the comma.**

Example 1: "Let's have lunch," said Brian.

Example 2: "Should we have lunch?" asked Brian.

Example 3: "We must have lunch now!" said Brian.

- 6. Use single quotation marks for quotations within quotations.**

*Example: "Did you hear that?" said Mike. "Manuel just said, 'I hope no one was planning to eat that.' I think it was pretty obvious that someone *was* planning to eat it, given that it was on my plate!"*

Directions: Correct the punctuation and capitalization errors in the sentences below.

1. "I'm sorry, but I can't make it to your party. I'm going to watch my dad's band that night." said Jason.
2. "You're telling me that your dog licked this plate? Ana said, horrified. I ate off this plate! Ew!"
3. "Don't look now" whispered Logan "but Paige Pendelton is staring at us, and she looks really mad."
4. "I remember it very clearly," said Bailey. "He said, "I will meet you at 2 p.m. in front of the movie theater."
5. "Here comes Mom! Turn off the television" said Marshall, "we're supposed to be doing our homework."
6. "Everyone, listen up! shouted Clara."
7. "Theo James" said Madison, "Is soooooo dreamy. It's, like, out of control!"
8. "Can I borrow \$15"? Monica asked her mom. "I accidentally used up my allowance".

Name: _____ Date: _____

Vary Your Sentences

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

Here are four ways to add variety to your sentences:

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

Maribel tiptoed into the dining room.

Stealthily, Maribel tiptoed into the dining room.

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

Mrs. Abernathy takes a yoga class at the beginning of the week.

At the beginning of the week, Mrs. Abernathy takes a yoga class.

3. Link two sentences to form a compound sentence:

My little brother didn't start talking until he was almost 3. Now he won't stop!

My little brother didn't start talking until he was almost 3, but now he won't stop!

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

Jenna's grandmother is coming for a visit. She lives in Beijing.

Jenna's grandmother, who lives in Beijing, is coming for a visit.

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

We went to the mountains last weekend. We brought a lot of stuff. We brought skis. We brought hot cocoa. We brought snow boots. We brought firewood. We brought board games. My mom put sunscreen all over us. My mom said you can get a sunburn in winter. You get burned when the sun reflects off the snow. My mom said that it's important to protect our skin. My mom used the kind of sunscreen that doesn't blend into your skin. The sunscreen stayed white on our skin. We all felt silly. We had a lot of fun anyway.

Name: _____ Date: _____

You Write It

Turning an Infographic Into an Essay

Directions: Read the infographic about dental hygiene through the ages. Then follow the steps below to turn the infographic into an essay.

- 1** As the directions at the bottom of page 24 tell you, your job is to write an essay about why, in terms of our teeth, we should be thankful to live in 2014. Based on those directions, write a sentence that states the central idea of your essay.

CENTRAL IDEA

- 2** The next step is to make sure you find all the information in the infographic that supports your central idea. **Below, list details that support your central idea from any section of the infographic.**

DETAILS FROM THE INFOGRAPHIC THAT SUPPORT MY CENTRAL IDEA

3 Consider the information in the section "He Had Better Teeth Than You." At first glance, this information does not support the idea that we should be thankful to live in 2014 (in terms of our teeth). Think of a way you can present some of the information in this section so that it *does* support that idea.

HOW I CAN USE THE INFORMATION ABOUT CAVEMEN TO SUPPORT MY CENTRAL IDEA

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

- Your first sentence should be a hook—that is, it should grab the reader's attention and make him or her want to read the rest of your essay.
- After your hook, present a thesis statement. This is a sentence that tells your reader what your essay is going to be about—in other words, your central idea. Review the central idea you wrote in Step 1. If you are happy with it, keep it as it is. If you think it could be improved, change it.

Middle:

- The middle of your essay is where you present evidence for the reasons you stated in your thesis.
- Include the information you listed in Steps 2 and 3.
- Use transition words to make your sentences flow smoothly from one to the next.
- Vary the lengths and structure of your sentences to keep your writing lively.
- Make sure the information you are providing supports your central idea.

End:

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

Once you finish a draft of your essay, read it over carefully. Is there anything you could express more clearly or in a more interesting way? Write a second draft then proofread it, checking for correct spelling, punctuation, and grammar.

Teeth Contest

Write an essay about why, in terms of our teeth, we should be thankful to live in 2014. Use details from the infographic to support your ideas.

Five winners will each win a \$25 Visa gift card.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

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

ENTRIES MUST BE RECEIVED BY January 22, 2015!