

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

# Exploring Text Structures

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

**Directions:** Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Mountain of Fire."

1. Find one text structure used in the first section of "Mountain of Fire." Which words or phrases helped you identify this structure?

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2. A. Underline the text structure used in the section "Dangerous Weather Changes."

problem and solution      compare and contrast

- B. Explain how you know, using evidence from the text.

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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 (also called chronological order)

**3.** In the section "An Ancient Terror," the author lists a series of causes and effects.

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

**Cause:** Thousands of years ago, Native Americans witnessed volcanic eruptions.

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

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

**Effect:** Cities sprang up, logging companies built roads, and nature lovers flocked to the area around the mountain.

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

**4.** In the section "Mount St. Helens Wakes Up," how does the author describe the activity underneath and in the mountain? What mood do these descriptions help create?

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

**5.** Eric's father has to solve several problems in the section "Blizzard of Ash." On the lines below, list each problem and how he solved it.

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

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# Central Ideas and Details

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

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

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

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Mountain of Fire."

## "Mountain of Fire" by Lauren Tarshis

**1. Reread the section "Dangerous Weather Changes." Which quote below BEST expresses the central idea of this section?**

- Ⓐ "About 1,500 of the volcanoes on Earth are active . . ."
- Ⓑ "A hurricane can wash away an entire town."
- Ⓒ "When [major volcanic eruptions] do happen, however, they tend to be catastrophic."
- Ⓓ "Scientists suspect prehistoric volcanic eruptions millions of years ago caused mini ice ages."

**2. Read the central idea of the section "An Ancient Terror" stated in the box below. Then read the lines listed under it from the article. Which detail does NOT support the central idea?**

**Central Idea:**

**Mount St. Helens was quiet for so long, people felt safe living and working close to it.**

- Ⓐ "St. Helens is the youngest volcano in the Cascades and also the most active."
- Ⓑ "Logging companies built thousands of miles of roads around the mountain."
- Ⓒ "Nature-lovers flocked to the area's thick forests and rushing rivers."
- Ⓓ "Eric grew up hiking in the woods and boating in the crystal-blue waters of Spirit Lake, an especially beautiful spot at the base of St. Helens."

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

\_\_\_\_\_

\_\_\_\_\_

3. Read the details from the section "Blizzard of Ash" listed below. In the box, write a central idea that these details support.

**Central Idea:**

**Detail 1:** "They began a torturous march back to the road, mile after agonizing mile over fallen trees and piles of debris."

**Detail 2:** "The ash and mud were so deep in some places that the family sank up to their knees."

**Detail 3:** "Sometimes the hot ground burned their feet, and they had to stand on top of logs for relief."

**"The Power of Natural Disaster Stories" by Kristin Lewis**

4. Consider the central idea of the editorial "The Power of Natural Disaster Stories" stated in the box below. Write two details from the editorial that support it. We filled in the first one for you.

**Central Idea:**

**There is a positive side to our interest in natural disasters.**

**Supporting detail #1:**

We imagine how we would feel if a volcano were to erupt near our house, or if an earthquake were to rock our community—and that helps us empathize with strangers.

**Supporting detail #2:**

**Supporting detail #3:**

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# Exploring Text Features

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

**Directions:** Answer the questions below to help you explore the text features in "Mountain of Fire."

1. Read the headline and look at the image on pages 4-5. What mood do they create? Explain your answer.

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2. Why do you think the editors chose to design pages 4-5 vertically instead of horizontally?

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3. Look at the Mount St. Helens photo and caption on pages 6-7 and compare it with the photos and captions on page 8. What do they show? Why might the editors have included these images and captions?

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4. Describe the image on page 9. How does this image relate to the essay?

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

# Summarizing

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

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

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**Directions:** Answer the questions below to help you write an objective summary of “Mountain of Fire.”

1. Who is the article mainly about? (It can be an individual or a group of people.)

\_\_\_\_\_

2. What significant event occurs in the article?

\_\_\_\_\_

\_\_\_\_\_

3. What problem did the main character or characters face?

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What happened afterward?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Summary of “Mountain of Fire”

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

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# Summarizing

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

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

**Directions:** Follow the prompts in the margins to complete the summary of "Mountain of Fire."

<p>2. What is the name of the mountain? In what state is it located? .....▲</p> <p>4. What did Eric's dad have to do to keep them alive? .....▲</p> <p>6. How were the Smiths rescued? .....▲</p> <p>8. How did Eric and his family feel after their ordeal? .....▲</p>	<p>Eric Smith, his brother, and his father lived through _____</p> <p>_____. In May 1980, they were camping near _____.</p> <p>Suddenly, Mount St. Helens erupted, and the Smiths were covered in _____.</p> <p>They took cover under a fallen tree, but Eric's father knew _____.</p> <p>For 12 hours, they trudged through _____.</p> <p>_____. Finally, they were spotted by a search-and-rescue team _____.</p> <p>The eruption of Mount St. Helens destroyed _____.</p> <p>_____. The Smith family felt _____.</p> <p>_____.</p>	<p>1. What kind of event is this article about? .....▲</p> <p>3. What was blasted into the sky when the volcano erupted? .....▲</p> <p>5. How does the author describe their journey through the woods? .....▲</p> <p>7. What effects did the eruption have on the land and living things near the mountain? .....▲</p>
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# The Story of Mount St. Helens

This activity will help you prepare for the following writing prompt, which appears on page 9:

**In the essay above, the author writes that humans are drawn to stories about natural disasters. What about the story of Mount St. Helens might draw people in? Why is it important to remember what happened? Answer both questions in a short essay.**

Note: You will need two different colored pencils, pens, or highlighters, as well as the articles "Mountain of Fire" and "The Power of Natural Disaster Stories," to complete the first section of this activity.

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## Text Marking

- Step 1** Use a colored pencil, pen, or highlighter to underline or highlight information in "The Power of Natural Disaster Stories" about why humans are drawn to stories about natural disasters.
- Step 2** Use the same color to underline or highlight sentences in "Mountain of Fire" that might draw people into the story of Mount St. Helens, based on what you underlined or highlighted in Step 1.
- Step 3** Choose another colored pencil, pen, or highlighter. Underline or highlight information in "The Power of Natural Disaster Stories" that helps answer the questions: What can we learn from natural disaster stories? Why is it important to learn about them?
- Step 4** Use the same color to underline or highlight information in "Mountain of Fire" that you think is important to remember about the 1980 eruption of Mount St. Helens.

### **Step 5: What Draws People In**

Review the information that you underlined or highlighted in Steps 1 and 2. Then, in the space provided below, write the main points you will make in your response to the question "What about the story of Mount St. Helens might draw people in?" You can write your points in the form of a paragraph or a list.

### **Step 6: Why It Is Important**

Review the text that you underlined or highlighted in Steps 3 and 4. Think about why it is important to remember the eruption of Mount St. Helens. Write your ideas in the box below. Again, you can write your ideas in a paragraph or as a list.

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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Mountain of Fire.” 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 **introduction**. Describe the image.

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2. Examine the photograph on pages 6-7 and describe it.

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3. Examine the images on page 8. What do they show?

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

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## During Reading

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

5. In the first section of “Mountain of Fire,” the **tone** shifts with the line that begins, “But all was not as peaceful around Mount St. Helens that day . . .” What does the tone shift from, and what does it shift to? Explain your answer.

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6. The description of the mountain waking up creates what kind of **mood** in the section “Mount St. Helens Wakes Up”?

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7. Check ( ✓ ) the statement that BEST describes the **text structure**, or how the author organizes information, in the section “Blizzard of Ash.”

The author describes specific details of what happened to Eric’s house.

The author describes the devastation that the eruption caused and the effects it had on Eric and his family as they escaped.

The author compares and contrasts the mountain before and after the eruption.

8. The author states that Eric’s father made sure they had the energy to keep moving. What can you **infer** about the kind of person Eric’s father is?

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9. Consider this quote from page 6:

“Eric initially thought it was a hunter, but then he glimpsed something through the trees: a roiling gray cloud.”

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

B. The author could have used a different word instead of *roiling*. How does her choice of *roiling* affect the sentence?

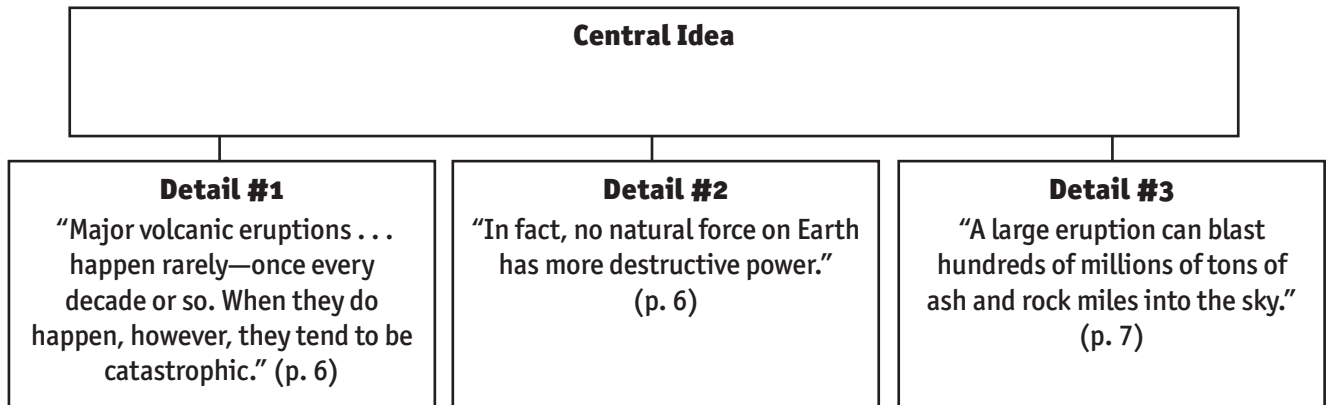
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## After Reading

### Central Ideas/Details and Objective Summary

10. Below are three **supporting details** for a central idea of “Mountain of Fire.” In the space provided, write a **central idea** that these details support.



11. Write an **objective summary** of “Mountain of Fire.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

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

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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Mountain of Fire.” 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 image on pages 4-5 and read the **headline** and **introduction**. Describe the image.

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2. Examine the photograph on pages 6-7 and describe it.

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3. Examine the images on page 8. What do they show?

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

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

5. Circle the word that best describes the **tone** at the end of the first section of the article.

**envious**

**frightening**

**factual**

6. Which of the following best expresses how the author creates a **mood** of foreboding in the section “Mount St. Helens Wakes Up”?

A. She creates this mood by describing the people who lived near the mountain.

B. She creates this mood by explaining why the mountain went quiet.

C. She creates this mood by listing the signs that the mountain was becoming active again.

7. What causes and effects does the author describe in the section “Blizzard of Ash”?

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8. The author states that Eric’s father made sure they had the energy to keep moving. From these details, what can you **infer** about the kind of person Eric’s father is?

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9. Consider this quote from page 9:

“They began a torturous march back to the road, mile after **agonizing** mile over fallen trees and piles of debris.”

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

pleasing

frustrating

intensely painful

B. The author could have used the word *difficult* instead of *agonizing*. How does her choice of *agonizing* affect the sentence?

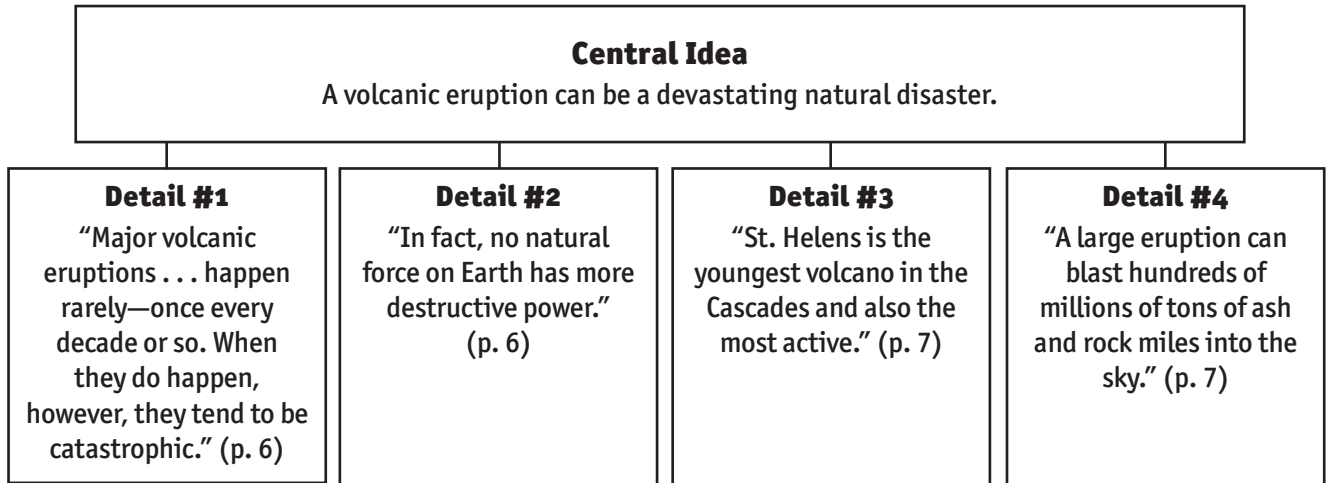
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## After Reading

### Central Idea/Details and Objective Summary

10. Below is a **central idea** of “Mountain of Fire” and four details. Three details DO support the central idea. Cross out the detail that DOES NOT.



11. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Mountain of Fire.”

1. In May 1980, Eric Smith, his brother, and his father were camping near Mount St. Helens when it erupted.
2. The Smiths hiked for 12 hours through scorching ground and debris.
3. I think camping near a volcano is not a good idea.
4. The eruption of Mount Vesuvius buried the ancient city of Pompeii.
5. Mount St. Helens is a volcano in Washington State.
6. There are many volcanoes on Earth.
7. The Smiths were spotted by a search-and-rescue team and airlifted to safety in a helicopter.



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# Close-Reading Questions

## "Mountain of Fire"

1. Identify details in the opening section of “Mountain of Fire” that help you understand what the eruption was like for the Smiths. (supporting details)
2. Reread the second paragraph in the section “Dangerous Weather Changes.” What does it mean to “keep a low profile”? How does author Lauren Tarshis personify the volcano in this paragraph? (figurative language)
3. In “The Power of Natural Disaster Stories,” what two main reasons does Kristin Lewis give for why people are drawn to natural disaster stories? (key ideas)



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# Critical-Thinking Questions

## "Mountain of Fire"

1. Do you think it was reasonable for Eric’s dad to believe that his family would be safe when they went hiking on May 18, 1980? Explain.
2. The subtitle of the editorial is “How to triumph over tragedy.” In what ways can people triumph over tragedy after a natural disaster? Draw on both texts in your answer.
3. Would you be comfortable hiking near Mount St. Helens today? Explain.

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# Vocabulary:

## "Mountain of Fire"

- 1. catastrophic (cat-uh-STROF-ik)** *adjective*; If you say that something is catastrophic, you mean that it is extremely harmful. (*Catastrophic* is the adjective form of the word *catastrophe*, which means "disaster.") Severe damage caused by a natural disaster might be called catastrophic. A simple wrong turn could also be called catastrophic, though, if it results in something horrible happening—like driving off a cliff. An injury might be called catastrophic if it is very serious.
- 2. debris (duh-BREE)** *noun*; Debris is the pieces of something that are left after it has been broken or destroyed. Debris can also mean trash that is scattered around. So you might find a lot of debris on the street after a powerful storm, and you also might find debris on the street after a neighborhood party.
- 3. evacuate (ih-VAK-yoo-eyt)** *verb*; To evacuate is to leave a place because it is unsafe. For example, people evacuate a building if it is on fire.
- 4. glacial (GLEY-shuhl)** *adjective*; If you say that something is glacial, you mean that it is from a glacier (GLEY-sheer) or like a glacier. And what is a glacier? It's a giant piece of ice—possibly many miles long—that moves extremely slowly. (Most glaciers are located near the North and South Poles.) So glacial ice is ice from a glacier. *Glacial* can also mean very cold or very slow.
- 5. ice age (AHYS eyj)** *noun*; Over the course of history, Earth has experienced some long periods when it was very cold and glaciers covered a large part of the planet. These periods are called ice ages.
- 6. landslide (LAND-slahyd)** *noun*; A landslide is when a large quantity of rocks and dirt suddenly slides down a mountainside. The word *landslide* is also used to talk about elections: If you say that someone wins by a landslide, you mean that he or she won by a lot—that he or she got way more votes than anyone else.
- 7. molten (MOHL-tihn)** *adjective*; When something solid gets so hot that it melts and becomes a liquid, it is molten.
- 8. smoldering (SMOHL-der-ing)** *adjective*; A fire that hasn't completely gone out—that is producing smoke but no flame—is smoldering.

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**Directions:** In the space below, list any other words from the article with a definition you are unsure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

## Vocabulary Practice:

### "Mountain of Fire"

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**Directions:** Answer each question below. Briefly explain your answer.

1. Which is more likely to be described as **glacial**: a store with the air-conditioning turned up really high or a peanut butter sandwich?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

2. Which is more likely to create **debris**: an airplane crash or a pillow falling off a bed?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

3. Which would more likely be described as **catastrophic**: your phone's battery running out of power or a large oil spill in the ocean?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

4. Where are you more likely to find something **smoldering**: in a fireplace or in a swimming pool?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

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

5. If you were to travel back in time to the last **ice age** (about 12,000 years ago), you would want to bring

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

6. Karla Jones won by a **landslide**. She \_\_\_\_\_

\_\_\_\_\_

7. Sarah's crayons became **molten** when she \_\_\_\_\_

\_\_\_\_\_

8. The roller coaster was **evacuated** because \_\_\_\_\_

\_\_\_\_\_

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## Nonfiction Quiz

**Directions:** Read “Mountain of Fire” and “The Power of Natural Disaster Stories.” Then answer the questions below.

**1. Which is a central idea of “Mountain of Fire”?**

- (A) “Mountain of Fire” was the name given to Mount St. Helens by native Cowlitz people.
- (B) Scientists often exaggerate the danger of natural disasters.
- (C) The 1980 eruption of Mount St. Helens was the worst volcanic eruption in U.S. history.
- (D) People should avoid all volcanoes.

**2. On page 6, Lauren Tarshis writes, “The air became searing hot, like an enormous dragon was huffing its fiery breath.” This line contains**

- (A) a metaphor that compares heat to a dragon.
- (B) a personification of the mountain.
- (C) symbolism that uses the volcano to symbolize dragons and supernatural powers.
- (D) a simile that compares the air to the breath of a fire-breathing dragon.

**3. Which best helps you understand the effects of the eruption of Mount St. Helens in 1980?**

- (A) looking at the photo of the eruption on pages 4-5
- (B) studying the map on page 6
- (C) reading the photo caption on page 6
- (D) comparing the photo on pages 6-7 of the mountain before the eruption with the photo on page 8 of the mountain after the eruption

**4. Which of the following is the main purpose of the section “Dangerous Weather Changes”?**

- (A) to explain the weather conditions around Mount St. Helens
- (B) to describe how major volcanic eruptions affect the environment
- (C) to explain the extinction of dinosaurs
- (D) to provide additional information about the history of Mount St. Helens

**5. Kristin Lewis writes that survivors of natural disasters “discover the depth of their own resilience.” What is she saying that survivors discover?**

- (A) the ability to recover from extreme misfortune
- (B) deep feelings of loss
- (C) assistance from strangers
- (D) their positive attitudes

**6. Which detail should be included in a summary of “The Power of Natural Disaster Stories”?**

- (A) As a child, the author spent family vacations at Kings Canyon National Park.
- (B) Natural disaster stories help people appreciate the power of the natural world.
- (C) Natural disaster stories help people appreciate the power of humans over the natural world.
- (D) Movies about natural disasters make millions of dollars at the box office.

## 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 can you infer about Eric Smith’s father from “Mountain of Fire”? Use text evidence to support your answer.

**8.** According to “The Power of Natural Disaster Stories,” how do natural disaster stories affect us?

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## Nonfiction Quiz

**Directions:** Read “Mountain of Fire” and “The Power of Natural Disaster Stories.” Then answer the questions below.

**1. Which is a central idea of “Mountain of Fire”?**

- (A) “Mountain of Fire” was the name given to Mount St. Helens by native Cowlitz people.
- (B) Scientists often exaggerate the danger of natural disasters.
- (C) The 1980 eruption of Mount St. Helens was the worst volcanic eruption in U.S. history.
- (D) People should avoid all volcanoes.

**2. What is the main purpose of the section “Dangerous Weather Changes”?**

- (A) to explain the weather conditions around Mount St. Helens
- (B) to describe the type of destruction caused by major volcanic eruptions
- (C) to show that dinosaurs lived near volcanoes
- (D) to provide additional information about the history of Mount St. Helens

**3. Information about volcanic activity at Mount St. Helens in the 1800s would best fit into which section of “Mountain of Fire”?**

- (A) “Dangerous Weather Changes”
- (B) “An Ancient Terror”
- (C) “Mount St. Helens Wakes Up”
- (D) “Blizzard of Ash”

**4. Lauren Tarshis writes, “Most active volcanoes, though, keep a low profile.” This means that most active volcanoes**

- (A) are short compared with other mountains.
- (B) are shy and avoid attracting attention.
- (C) are inactive for long periods of time.
- (D) give off clear signs that they are going to erupt.

**5. Kristin Lewis writes, “. . . we are moved by the survivors who discover the depth of their own resilience.” What does *resilience* mean in this sentence?**

- (A) ability to recover from difficulties
- (B) ability to avoid natural disasters
- (C) ability to maintain self-esteem
- (D) ability to keep a sense of humor

**6. Which statement is supported by information in both “Mountain of Fire” and “The Power of Natural Disaster Stories”?**

- (A) Natural disaster stories are compelling because they highlight the power of the natural world and describe human drama.
- (B) After the Mount St. Helens eruption, scientists developed high-tech gadgets to monitor volcanic activity.
- (C) Camping in the woods is a great way for family members to bond.
- (D) No one should live near a volcano.

## Constructed-Response Questions

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

**7.** Why did people return to Mount St. Helens after scientists warned it might erupt? Support your answer with text evidence.

**8.** According to “The Power of Natural Disaster Stories,” how do natural disaster stories affect us?



# Volcano Contest

In the essay on page 9, the author writes that humans are drawn to stories about natural disasters. What about the story of Mount St. Helens might draw people in? Why is it important to remember what happened?

Answer both questions in a short essay. Five winners will each get *Eruption!* by Elizabeth Rusch.

### Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text 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: Volcano Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY March 15, 2016!**

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

# Holding Fast to Dreams

**Directions:** After reading the play *Hold Fast to Dreams*, answer the following questions.

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1. What does it mean to “hold fast” to dreams?

2. What were Langston Hughes’s dreams?

3. How did Hughes hold fast to his dreams? Give three examples from the play. Be sure to cite the scene number.

Example 1:

Example 2:

Example 3:

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## Close-Reading Questions

## ***Hold Fast to Dreams***

1. Why might Kristin Lewis have chosen to open Scene 1 with the line of poetry that she did?  
(text structure)
2. In the lines of poetry at the beginning of Scene 2, what does the speaker mean when he says that a “fenced-off narrow space” is assigned to him? How is this idea reflected in Scene 2 and in the photos and captions throughout the play? (figurative language, text structure, text features)
3. How does the question asked in the lines of poetry at the beginning of Scene 4 relate to what happens in the scene? (Note that *deferred* means “put off or delayed to a later time.”)  
(key ideas, text structure)

4. In Scene 4, what does Langston mean when he tells Sartur, “I’ll turn my poems into bread”?  
(figurative language)

5. Scene 6 ends with Langston smiling and saying, “I’m going back to Harlem.” Why is returning to Harlem so important for Langston? (inference)

6. What traits helped Langston succeed? (character)

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

# Critical-Thinking Questions

## *Hold Fast to Dreams*

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1. Throughout his early life, Langston repeatedly finds himself an outsider. How might this have influenced his work as a poet?
2. Langston wrote several poems about dreams. Why might this have been a particularly powerful topic for African-Americans in the 1920s and 1930s?
3. How do the lines of poetry in the play add to your understanding of the story? How would the play be different without them?

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

# Drama Vocabulary

1. **discrimination** (dis-krim-ih-NAY-shuhn) *noun*; Discrimination is the unfair treatment of a group of people because of their race, gender, religion, age, or other characteristic.
2. **feverishly** (FEE-vur-ish-lee) *adverb*; To do something feverishly is to do it with intense emotion—like strong excitement or worry—and/or activity. If you say that Lena and Ruth worked feverishly to prepare for the grand opening of their restaurant, you mean that they worked long hours, racing from one task to the next, as they tried to get everything ready in time.
3. **fleeting** (FLEET-ing) *adjective*; Something that is fleeting lasts only a short time; it passes by quickly. For example, if you spotted a deer just as it darted into the woods, you could say that you caught a fleeting glimpse of the deer.
4. **prejudice** (PREHJ-uh-diss) *noun*; Prejudice is an unfair dislike of a person or a group of people because of their race, religion, nationality, or other characteristic. It is *prejudgment*: making a judgment before you have information on which to base your judgment.
5. **prolific** (pruh-LIF-ik) *adjective*; If you are prolific, you produce a large quantity of something. If Eric posts several entries to his blog each day, you could say that he is a prolific blogger. Plants and animals can also be described as *prolific*.
6. **renaissance** (REN-uh-sahnss) *noun*; If something that was declining in popularity and importance becomes popular and important again, it is said to be having a renaissance. If you see a reference to “the Renaissance,” with a capital R, it’s a reference to the period in European history from the 14th century through the 16th century, when there was a great revival of art, literature, and learning. *Renaissance* means “rebirth” in French.
7. **resentment** (rih-ZENT-mint) *noun*; Resentment is a feeling of deep, bitter anger toward someone who has treated you unfairly or in a way that is hurtful or insulting.
8. **segregate** (SEG-ruh-gayt) *verb*; To segregate is to separate one type of thing from another. *Segregate* is most commonly used to describe separating one group of people from another—in particular, separating black people from white people.

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**Directions:** In the space below, list any other words from the play with a definition you are unsure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Vocabulary Practice:

## *Hold Fast to Dreams*

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**Directions:** Underline the boldfaced word in each pair that best completes the sentence.

1. Star Wars fans **fleeting**/**feverish**ly awaited the release of *Star Wars: The Force Awakens*.
2. **Prejudice**/**discrimination** is an unjustified attitude; **prejudice**/**discrimination** is an unjustified action or behavior.
3. Zach says the key to becoming a successful songwriter is to be **fleeting**/**prolific**—in other words, to write a lot of songs. He says you should write every day, even when you don't feel like it.
4. "I understand why you feel **resentment**/**prejudice** toward Ann," said Chelsea. "But I don't think she even knows that she offended you. You really should talk to her."
5. The company was accused of **resentment**/**discrimination** against women because female employees were paid less and received fewer promotions than male employees.

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

**6. Which of the following is an example of discrimination?**

- Ⓐ Mr. Smith believes that people under the age of 40 make better employees.
- Ⓑ Ms. Jones never hires anyone over the age of 40.

**7. Which of the following is an example of someone having a fleeting thought?**

- Ⓐ As Peter stood in line at the coffee shop, he briefly considered that maybe he should cut back on how much coffee he was drinking—but he quickly dismissed the idea.
- Ⓑ Jordan sat at a table drinking his coffee, thinking over and over about the conversation he'd had with Isaac that morning.

**8. Which of the following is an example of segregation?**

- Ⓐ In the 1950s, black children and white children had to go to separate schools.
- Ⓑ A man at a party told offensive jokes about certain groups of people.

**9. Which of the following is an example of a renaissance?**

- Ⓐ The art museum is having a show featuring 16th-century paintings from France and Germany.
- Ⓑ Many new restaurants, shops, and galleries opened in Pittsburgh, and a large number of people moved into the city from the suburbs.



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

## ***Hold Fast to Dreams Quiz***

**Directions:** Read *Hold Fast to Dreams*. Then answer the questions below.

1. In Scene 1, N1 says, “The setting sun casts long shadows, making the boys seem taller than they are.” What is the symbolic meaning of this line?
  - (A) The kids in Langston’s neighborhood are not as important or powerful as they seem.
  - (B) The boys across the street are younger than Langston thinks.
  - (C) The night is full of danger.
  - (D) In the morning, Langston will understand why his grandmother stopped him from playing.
2. Which best summarizes the meaning of the poetry at the beginning of Scene 3?
  - (A) The world is a harsh place where dreams are easily destroyed.
  - (B) Many people have rough fingers.
  - (C) Dreams are as fragile as clouds.
  - (D) The world needs more dreamers.
3. Why does Langston’s mom want him to give up his dream of being a poet?
  - (A) She doesn’t think he is talented.
  - (B) She doesn’t want him to move to Harlem.
  - (C) She doesn’t think he’ll make enough money to live on as a poet.
  - (D) When she was younger, she also wanted to be a poet—but she failed.
4. The photo caption on page 19 describes Harlem as a “vibrant” place, meaning that
  - (A) brightly colored buildings lined its streets.
  - (B) Harlem was full of life and energy.
  - (C) Harlem was overcrowded.
  - (D) Harlem was an expensive neighborhood.
5. According to the play, how did Langston’s grandmother affect him?
  - (A) She helped him understand his mother’s point of view, even if he didn’t agree with it.
  - (B) She encouraged him to become a poet.
  - (C) She instilled pride in him and helped him rise above those who tried to bring him down.
  - (D) She taught him that family is the most important thing in life.
6. What is the main purpose of the Epilogue?
  - (A) To inform readers that Langston wrote plays, novels, and essays as well as poems.
  - (B) To compare Langston’s work to the work of other poets.
  - (C) To provide readers with information about Langston’s success and his effect on the world.
  - (D) To inform readers of Langston’s death.

### **Constructed-Response Questions**



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

7. Why did Langston want to move to Harlem? Does the play suggest that he found what he was looking for there? Support your answer with text evidence.
8. What obstacles did Langston face as he pursued his dream of becoming a poet? How did he cope with these obstacles? Use details from the text in your answer.

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

## ***Hold Fast to Dreams Quiz***

**Directions:** Read *Hold Fast to Dreams*. Then answer the questions below.

- Which is the most likely reason author Kristin Lewis included the discussion between Langston and his grandmother in Scene 1?
  - to show that Langston's grandmother taught Langston to be proud of who he is
  - to show that Langston's grandmother inspired him to become a poet
  - to explain why Langston had a hard time getting along with other kids
  - to show that Langston missed his parents
- Which best describes the role of the poetry in each scene?
  - It provides a flashback.
  - It contrasts the mood of the scene.
  - It is connected to what happens in the scene.
  - It reveals what the characters are thinking.
- What can you infer is the reason Langston writes poetry during recess at the end of Scene 2?
  - He wants to win a poetry contest being held at the Children's Day party.
  - He is trying to hide the fact that he can't run as fast as the other kids think he can.
  - His classmates don't want to race him.
  - He writes to express his feelings of anger and hurt about the discrimination he faces.
- The poetry in Scene 4 asks, "What happens to a dream deferred? Does it dry up like a raisin in the sun?" What do these lines suggest might happen to a dream that is put off until later?
  - It might get warm.
  - It might be given up on.
  - It might get stronger.
  - It might get sweeter.
- In the Epilogue, N1 says that Langston went on to become "one of the most celebrated and prolific voices of the Harlem Renaissance." As used in this line, *celebrated* most closely means?
  - festive
  - famous
  - proud
  - happy
- What is the main purpose of the Epilogue?
  - To inform readers that Langston wrote plays, novels, and essays as well as poems.
  - To compare Langston's work to the work of other poets.
  - To provide readers with information about Langston's success and his effect on the world.
  - To inform readers of Langston's death.

### **Constructed-Response Questions**



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

- Throughout the play, Langston struggles with the feeling of being an outsider. Give three examples of Langston feeling like he does not belong.
- What are two obstacles that Langston faced as he pursued his dream of becoming a poet? Support your answer with text evidence.

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

# Literary Elements and Devices

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

Use this activity to help you understand *Hold Fast to Dreams*.

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

## Section 1: Characters

1. For the characters of Langston Hughes, Old Langston, 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. LANGSTON HUGHES is a ☐ **major** ☐ **minor** (check one) character.

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

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

B. OLD LANGSTON 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. The following character traits could all be used to describe Langston:

**observant   creative   resilient   determined   brave**

Underline one of the character traits above. Then find an example in the play where Langston demonstrates that trait. Write the example below and explain your answer.

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## Section 2: Setting

3. A. When and where does the play take place?

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B. Pick one of the locations in the play. What does the reader learn from the play (including photos and captions) about what life was like there?

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C. Is the setting important to the story? Why or why not?

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## Section 3: Text Structure

4. What type of information does the prologue provide? How does it relate to what happens in Scenes 1-6?

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5. What kind of information do the poems provide? What is the purpose of the poems?

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## Section 4: Figurative Language

6. Find one example of figurative language used in the play or poems and explain what it means.

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## Section 5: The Conflict

7. A. What is the main **conflict** the **protagonist** faces? Explain it briefly.

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B. Is the conflict **internal** or **external**? \_\_\_\_\_

C. Another way to describe this **conflict** is: person vs. \_\_\_\_\_. Choose the best word from the list below, to fill in the blank.

### Choices

self   person   nature   society  
technology   the supernatural

8. How is the main conflict resolved?

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# Langston Hughes Contest

Consider the title of the play, *Hold Fast to Dreams*. What does it mean to “hold fast” to dreams? In what way does Langston Hughes hold fast to his dreams? Explain, using text evidence to support your ideas. Five winners will each get *Harlem Stomp!* by Laban Carrick Hill.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY March 15, 2016!**

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. The mood on the first half of page 26 could be described as **somber**. All of the following lines from the text help create this mood EXCEPT:

- Ⓐ "But this year, everything was different."
- Ⓑ "... thick clouds, the color of milky tea, blanketed the sky."
- Ⓒ "Our parents were still inside the rental house on the other side of the dunes . . ."
- Ⓓ "This morning, I'd gulped my juice out of a plain, clear glass. It hadn't tasted as good."

2. On the second half of page 26, the mood shifts to one of **excitement**. Explain how you know.

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3. When does the mood shift to **uneasy**?

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4. What mood does the author create at the end of the story? Explain your answer.

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

# What's the Value?

There are many reasons someone might consider an object to be valuable. In this activity, you will analyze the value of different objects in "Lost and Found" and "Who Gets the Treasure?"

**Directions:** Fill in the charts. We filled in a couple ideas for you.

## The coins Trevor finds at the beach

### Value to Trevor

### Value to society

- They could have historical importance: They could help historians or other researchers learn something about the past.
- Many people might be interested in seeing them because they are so old and from a shipwreck.
- They are probably worth a lot of money.

## The objects from Laurel's family's cottage that were ruined: photo albums, the chipped mug, Trevor's painting, Laurel's grandma's shell art, the quilt, etc.

### Value to Laurel

### Value to society

- The objects probably have little value to society.



The coins and jewelry recovered from the shipwrecked 1715 fleet	
Value to people who find it	Value to society

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

# Critical-Thinking Questions

## "Lost and Found"

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1. Something with sentimental value is valued not for its material worth, but for its personal or emotional associations. Which objects in the story have sentimental value?
2. Do you think Trevor and Laurel made the right decision at the end of the story? Why or why not?
3. Jennifer Dignan writes that "Lost and Found" was inspired by a real shipwreck. What aspects of the wreck of the 1715 fleet does Rebecca Behrens draw on for her story?
4. Consider the quote near the end of Dignan's article. What might it mean to have "historical importance"?

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

## “Lost and Found” Quiz

**Directions:** Read “Lost and Found” and “Who Gets the Treasure?” Then answer the questions below.

- Which statement best describes what Laurel learns in “Lost and Found”?  
 (A) Old coins are very valuable.  
 (B) Memories are more important than objects.  
 (C) Her brother is greedy and dishonest.  
 (D) People shouldn’t hunt for treasure on a protected beach.
- On page 26, Laurel says that “thick clouds, the color of milky tea, blanketed the sky.” Which is the most likely reason the author chose this weather for the setting?  
 (A) It contributes to the mood of sadness and uncertainty.  
 (B) It establishes the time of year.  
 (C) It creates a feeling of excitement.  
 (D) It provides a hint that Trevor is about to discover a shipwreck.
- On page 27, Laurel says that the damaged cottage “had looked so sad and neglected.” In this line, the author  
 (A) personifies the cottage to help the reader understand its condition.  
 (B) personifies Laurel to explain why she is sad.  
 (C) uses a simile to demonstrate how badly damaged the cottage was.  
 (D) uses hyperbole to emphasize that the cottage was in bad condition.
- Trevor says that their grandpa might have wanted him and Laurel to use the treasure to save the cottage. Which of the following suggests that their grandpa may *not* have wanted that?  
 (A) Their grandpa never found anything valuable or historical.  
 (B) Their grandpa used a metal detector.  
 (C) Their grandpa had books about pirate treasure.  
 (D) Their grandpa hunted for treasure only where it was allowed.
- The ending of the story mirrors another part of the story. Which part?  
 (A) the first paragraph  
 (B) the moment when Trevor discovers the coins  
 (C) Laurel’s description of her family’s cottage  
 (D) the story Laurel tells about breaking her grandma’s whale figurine
- Jennifer Dignan writes, “The story you just read was inspired by a real shipwreck off the eastern coast of Florida.” This means that “Lost and Found”  
 (A) is the true story of a shipwreck in Florida.  
 (B) probably includes some details similar to those of an actual shipwreck in Florida.  
 (C) is about a real shipwreck in North Carolina.  
 (D) is based on the author’s experience during a real shipwreck.

### Constructed-Response Questions

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

- Write a paragraph about the relationship between Laurel and her brother. Support your answer with details from “Lost and Found.”
- Who gets to keep treasure salvaged from a shipwreck? Answer this question using details from both texts.

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

## “Lost and Found” Quiz

**Directions:** Read “Lost and Found” and “Who Gets the Treasure?” Then answer the questions below.

1. Which statement best describes what Laurel learns in “Lost and Found”?
  - (A) Old coins are very valuable.
  - (B) Memories are more important than objects.
  - (C) Her brother is greedy and dishonest.
  - (D) People shouldn’t hunt for treasure on a protected beach.
2. On page 27, Laurel says that the cottage “had looked so sad and neglected.” Why is this an example of personification?
  - (A) It compares the cottage to people who survived the hurricane.
  - (B) It tells how the cottage looked to people.
  - (C) It describes the cottage as though it had human emotions.
  - (D) It explains why the cottage needed to be repaired.
3. Trevor says that their grandpa might have wanted him and Laurel to use the treasure to save the cottage. Which of the following suggests that their grandpa may *not* have wanted that?
  - (A) Their grandpa never found anything valuable or historical.
  - (B) Their grandpa used a metal detector.
  - (C) Their grandpa had books about pirate treasure.
  - (D) Their grandpa hunted for treasure only where it was allowed.
4. Trevor says, “It’s just too bad, you know? How some stuff gets lost.” What “stuff” is Trevor talking about?
  - (A) gold coins from shipwrecks
  - (B) his family’s cottage
  - (C) photo albums that were in the cottage
  - (D) all of the above
5. “Who Gets the Treasure?” helps readers understand
  - (A) who owns treasure salvaged from a shipwreck.
  - (B) why Rebecca Behrens wanted to write a story about treasure from a shipwreck.
  - (C) how laws about salvaging treasure from shipwrecks have changed over time.
  - (D) what it was like to be attacked by pirates in the 1700s.
6. Jennifer Dignan writes, “The story you just read was inspired by a real shipwreck off the eastern coast of Florida.” This means that “Lost and Found”
  - (A) is the true story of a shipwreck in Florida.
  - (B) probably includes some details similar to those of an actual shipwreck in Florida.
  - (C) is about a real shipwreck off the coast of North Carolina.
  - (D) is based on the author’s experience during a real shipwreck.

### 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. Write a paragraph describing the relationship between Laurel and her brother. Support your ideas with details from “Lost and Found.”
8. Laurel reads a large sign stating that people are not to take objects found along the National Seashore. What could be the reason(s) for this restriction?



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

## Section 1: Characters

1. For the characters of Laurel and Trevor : (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. LAUREL is a ☐ **major** ☐ **minor** (check one) character.

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

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

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

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

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

2. Consider the **characterization** of Laurel and Trevor.

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

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

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## Section 2: Point of View

3. From which **point of view** is "Lost and Found" 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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4. 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: Text Structure

5. A. With which lines does the **flashback** on page 28 begin and end?

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

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## Section 4: Descriptive Writing

Good descriptive writing helps the reader form a vivid image in his or her mind. (A vivid image is one so clear that it seems real.) Good descriptive writing often includes **imagery**, **figurative language** (such as **personification**, **metaphor**, and **simile**), detail, and the use of precise, expressive words.

6. **A.** On page 27, the author writes that the cottage had "looked so sad and neglected." This is an example of

\_\_\_\_\_.

- B.** Explain your answer. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- C.** What do the words *sad* and *neglected* tell you about the cottage? Why might the author have chosen to include them?

\_\_\_\_\_

\_\_\_\_\_

7. Find two examples of **sensory details** in the story and write them below. What sense(s) do they appeal to?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. On page 26, the author could have written this:

*The planks looked rough, and I wondered what kind of metal might be in the sand.  
I was worried Trevor would cut his feet.*

Instead, she wrote this:

*"The planks looked rough, and I wondered what kinds of rusty, sea-worn metal  
might be sticking up in the wet sand, ready to slice open Trevor's bare feet."*

Compare these two descriptions. How does the author make her description more vivid and precise than the alternative version? Does the author's description give you a feeling that the other version does not? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lost and Found Contest

Some objects are worth a lot of money. In what other ways can objects be valuable? Use examples from the story and the article to support your answers. Five winners will each get *Summer of Lost and Found* by Rebecca Behrens.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY March 15, 2016!**

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

# Making Inferences

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

**Directions:** Read each set of lines from "The Story of Awwwwwww." Think about the questions in small type on the sides. Then make inferences to answer the question that follows.

**1. Consider this excerpt from p. 10:**

But for most of human history, it was often the very wealthy who kept pets simply for the joy of it. For them, a prized beagle or an exotic parrot was a status symbol, like a costly jewel necklace. Everyone else kept animals to do work . . .

Why do you think it was mostly wealthy people who could have pets?

**What can you infer about why most people didn't keep animals as pets for most of human history?**

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**2. Read this excerpt from p. 12:**

What does this suggest about his confidence in his plan?

Eventually, Marsh quit his job as an engineer so he could focus on his new venture. "When I came home and told [my wife] I resigned, she was horrified," Marsh said in a 1949 newspaper article.

Why might she have been horrified by Marsh quitting his job?

**What can you infer about the difference between how Marsh and his wife saw his hamster business?**

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**3. Read this excerpt from p. 13:**

In 1961, hamsters even made it to the White House, when President John F. Kennedy gave a pair to his children.

**What can you infer about Marsh's plan to turn hamsters into superstars?**

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**4. Consider this excerpt from p. 13:**

In 1971, an American graduate student traveled to Syria with the goal of capturing new wild hamsters for research. He brought back about a dozen, and interest in hamsters was reignited. Hamsters once again became beloved pets in American homes and classrooms.

**What can you infer happened differently after the graduate student brought back hamsters in 1971 than after Marsh began selling hamsters in the 1940s?**

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

# Finding and Using Text Evidence

**Directions:** Read “The Story of Awwwwwww” and “Would You Replace Your Dog With That?” Then complete the activity below.

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**1. Imagine that you are writing a paragraph explaining how the hamster became a beloved American pet.**

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

- Ⓐ Albert Marsh thought hamsters were cute.
- Ⓑ Albert Marsh helped make the hamster a popular American pet.
- Ⓒ The hamster is closely related to the rat, which people tend to dislike.

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

- Ⓐ “Yet few Americans even knew [hamsters] existed.” (p. 10)
- Ⓑ “But Marsh didn’t lose everything. In fact, he was about to get extremely rich.” (p. 12)
- Ⓒ “Marsh, it seemed, had ignited a hamster craze.” (p. 13)

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

- Ⓐ It demonstrates how Marsh believed in himself.
- Ⓑ It proves that Marsh was smart.
- Ⓒ It shows that Marsh successfully introduced hamsters to the American public.

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

**In the past, the role of animals in our lives was very different.**

- Ⓐ “Marsh, who was a bit of a dreamer, became convinced that hamsters didn’t belong only in laboratories, they also belonged in the loving hands of America’s children.” (p. 10)
- Ⓑ “But for most of human history, it was often the very wealthy who kept pets simply for the joy of it. . . Everyone else kept animals to do work.” (p. 10)
- Ⓒ “By the end of the century, the country was dotted with small pet shops, which were filled with all sorts of thrilling creatures: not just puppies and kittens but also fish, guinea pigs, and birds.” (p. 12)

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

**3. A. Choose three pieces of text evidence from “Would You Replace Your Dog With That?” that BEST support the statement below.**

**There are benefits to having a robotic pet.**

- Ⓐ “This pet doesn’t shed, claw the furniture, or need to be walked.” (p. 14)
- Ⓑ “You’ll never have to feed it or remember to give it water or clean up its poop.” (p. 14)
- Ⓒ “Someday in the not-so-distant future, many of us could be choosing robopets over the real thing.” (p. 14)
- Ⓓ “These studies seem to support what pet owners have long known—that the bond between a human and an animal can be powerful and deep.” (p. 14)
- Ⓔ “[Robotic animals] are a great option for anyone who can’t have a real pet, such as those with allergies.” (p. 15)

**B. Select one piece of INCORRECT evidence from above and explain why it does NOT support the statement.**

Evidence \_\_\_\_ does not support the statement because \_\_\_\_\_  
\_\_\_\_\_



**4. Choose the paragraph that correctly uses text evidence from “The Story of Awwwwwww” in the form of a direct quotation.**

- Ⓐ The author explains that the hamster craze Marsh ignited wasn’t surprising because hamsters are entertaining and “ideal for small children because they are clean, gentle, and easy to handle.”
- Ⓑ The author explains that the hamster craze Marsh ignited wasn’t surprising because hamsters make great pets. They are entertaining and “ideal for small children because they are clean, gentle, and easy to handle” (p. 13). This shows one reason why hamsters became popular with the public.
- Ⓒ The author explains that the hamster craze Marsh ignited wasn’t surprising because hamsters are entertaining and ideal for small children (p. 13). This shows why hamsters became popular with the public.

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

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**5. Choose the paragraph that correctly uses text evidence from “Would You Replace Your Dog With That?” in the form of a paraphrase.**

- Ⓐ The author explains that there is a bond between people and their pets. She cites a study that shows a similarity between the way dog owners respond to their dogs and the way they respond to their children (p. 14). This study suggests that the bond between pet owners and their animals is powerful.
- Ⓑ The author explains that there is a bond between people and their pets. She cites a study that shows a similarity between the way dog owners respond to their dogs and the way they respond to their children.
- Ⓒ The author cites a study that shows a similarity between the way dog owners respond to their dogs and the way they respond to their children (p. 14).

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

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

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

# Finding Text Evidence

**Directions:** Read “The Story of Awwwwwww” and “Would You Replace Your Dog With That?” then complete the activity below. Some questions will ask you to select or find pieces of text evidence that support a statement we provide. Other questions will ask you to support your own statement with text evidence.

**1. Choose two pieces of text evidence from “The Story of Awwwwwww” that BEST support the statement below.**

**Albert Marsh helped the hamster become a beloved American pet.**

- Ⓐ “Yet few Americans even knew [hamsters] existed.” (p. 10)
- Ⓑ “. . . [Marsh] convinced a local store to display 12 [hamsters] in a window. In less than one day, every hamster had been sold and the store wanted more.” (p. 12)
- Ⓒ “But Marsh didn’t lose everything. In fact, he was about to get extremely rich.” (p. 12)
- Ⓓ “Marsh, it seemed, had ignited a hamster craze.” (p. 13)

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

**In the past, the role of animals in people’s lives was very different.**

- Ⓐ “Marsh, who was a bit of a dreamer, became convinced that hamsters didn’t belong only in laboratories, they also belonged in the loving hands of America’s children.” (p. 10)
- Ⓑ “But for most of human history, it was often the very wealthy who kept pets simply for the joy of it. . . Everyone else kept animals to do work. . . ” (p. 10)
- Ⓒ “Soon, stores across America were selling them, along with an array of fancy accessories, like cages and exercise wheels.” (p. 13)

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

**3. Below is a statement and two pieces of supporting evidence. Find one more piece of evidence from “Would You Replace Your Dog With That?” and write it on the lines below.**

**There are benefits to having a robotic pet.**

- Ⓐ “This pet doesn’t shed, claw the furniture, or need to be walked.” (p. 14)
- Ⓑ “You’ll never have to feed it or remember to give it water or clean up its poop.” (p. 14)
- Ⓒ \_\_\_\_\_

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

**STATEMENT:**

- Ⓐ “Research shows that living with a pet makes people happier and healthier.” (p. 14)
- Ⓑ “. . . when dog owners gazed into their dogs’ eyes, their brains released oxytocin, a chemical that creates feelings of trust and happiness and helps mothers bond with their infants.” (p. 14)
- Ⓒ “. . . when women were shown photos of their dogs, certain areas of their brains reacted the same way as when the women were shown photos of their children.” (p. 14)

.....  
**5. Now it’s your turn. Write a statement based on “The Story of Awwwww” and/or “Would You Replace Your Dog With That?” Then list two pieces of text evidence that support your statement.**

**STATEMENT:**

- Ⓐ \_\_\_\_\_
- Ⓑ \_\_\_\_\_

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

# Synthesizing

**Directions:** Draw on "The Story of Awwwwwww" (including the timeline on pages 12-13) and "Would You Replace Your Dog With That?" to answer the following questions about how pet ownership has changed over time. For each question, check one or both boxes to show where the information in your answer came from.

1. How has the type of people or the number of people who own pets changed over time? How has it stayed the same?

**Source(s):**

- ☐ "The Story of Awwwwwww"  
☐ "Would You Replace Your Dog With That?"

3. How have the types of animals that are kept as pets changed over time? How have they stayed the same?

**Source(s):**

- ☐ "The Story of Awwwwwww"  
☐ "Would You Replace Your Dog With That?"

2. How has the reason people keep pets changed over time? How has it stayed the same?

**Source(s):**

- ☐ "The Story of Awwwwwww"  
☐ "Would You Replace Your Dog With That?"

4. How has the way people feel about their pets changed over time? How has it stayed the same?

**Source(s):**

- ☐ "The Story of Awwwwwww"  
☐ "Would You Replace Your Dog With That?"

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**Directions:** Consider what you just wrote about the role of pets. Then answer the following question.

5. Think about the role that pets play in our lives today. Do you think robotic pets could ever fill that role? Do you think the role that pets play in our lives might change? Explain.

**Source(s):**

- ☐ "The Story of Awwwwwww"
- ☐ "Would You Replace Your Dog With That?"

# Close-Reading Questions

## "The Story of Awwwwwww"

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4. To which section of the article does the timeline on pages 12-13 most closely relate? Explain your answer. (text structure)

5. Summarize how Albert Marsh successfully made hamsters into popular pets in the U.S. (summarizing; key ideas and details)



# Close-Reading Questions

## "Would You Replace Your Dog With That?"

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

# Critical-Thinking Questions

**"The Story of Awwwwwww" and "Would You Replace Your Dog With That?"**

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1. If you were to add a box labeled "The Future" to the end of the timeline, what would it say?  
What would the picture be?

2. Would YOU want a robotic pet instead of a real animal? Explain.

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

# Paired Texts Vocabulary

1. **enlist (en-LIST)** *verb*; If you enlist in something, you voluntarily sign up for it. *Enlist* is often used to describe joining the military. For example, if Becca tells you that she enlisted last spring, she probably means that she signed up for the military last spring. If you enlist *someone else* in something, you get that person's help or support. You might enlist a few friends to help you decorate for a party, for example.
2. **industry (IN-duh-stree)** *noun*; An industry is a group of businesses that all produce the same type of products or services. If, for example, you say "the restaurant industry," you mean all restaurants. *Industry* can also be used to refer to manufacturing in general, as in "American industry grew in the late 1800s."
3. **novelty (NOV-uhl-tee)** *noun*; A novelty is something new or unusual. If Megan is always late but one day shows up on time, you might say, "Why Megan, this is a novelty!" You could also use *novelty* to mean the quality of being new, different, and interesting, as in, "Luis enjoyed the new game at first, but once the novelty wore off, he found it boring." Another meaning of *novelty* is "a small ornament or toy." The mugs, magnets, and key chains sold at souvenir shops are novelties.
4. **profitable (PROF-i-tuh-buhl)** *adjective*; Something that is profitable makes money or brings about some other sort of good or useful result.
5. **savvy (SAV-ee)** *adjective*; To be savvy is to be knowledgeable and clever. If Amber is a savvy businessperson, she is not only knowledgeable, she is also able to use what she knows to succeed. If a company has savvy advertising, its advertising is clever and successful.
6. **sophisticated (suh-FIS-tih-kay-tid)** *adjective*; *Sophisticated* can mean "complex and advanced." If you call a person sophisticated, though, you mean that he or she is well-educated, has a lot of experience in the world, and in particular, knows a lot about the arts and culture. You can also use *sophisticated* to describe something that appeals to those sorts of people.
7. **venture (VEN-cher)** *noun or verb*; A venture is a risky undertaking, and in particular, the start of a new business that is not guaranteed to succeed. To venture is to start something or go somewhere that involves risk. You might, for example, venture down into a dark, creepy basement.
8. **vermin (VUR-min)** *plural noun*; Vermin are any insects or small animals that we think of as pests and that are hard to get rid of—rats, mice, cockroaches, and so on.

## Vocabulary Acquisition

PAIRED TEXTS: "The Story of Awwwwwww" and  
"Would You Replace Your Dog With That?" pages 10-15  
February 2016

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**Directions:** In the space below, list any other words from either of the paired texts whose definitions you are unsure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Paired Texts Vocabulary Practice

**Directions:** Fill in each blank with a form of a word from the bank. You will use each word in the bank (or a form of it) once.

Word Bank			
enlist	novelty	savvy	venture
industry	profitable	sophisticated	vermin

Jason and Jasmine had always loved fashion, and last spring they decided to \_\_\_\_\_ into the fashion \_\_\_\_\_. They rented an old doughnut shop and \_\_\_\_\_ several friends and family members to help them turn it into a hip clothing shop. (Don't mention this to anyone, but one of their first jobs was to deal with the \_\_\_\_\_ that had made their home in the space.) The shop has been a hit from the day Jason and Jasmine opened its doors. No doubt some customers are attracted by the \_\_\_\_\_ of shopping in a former doughnut shop—but what keeps people coming back are the clothes that Jason and Jasmine sell, which they describe as "\_\_\_\_\_ yet comfortable." Jason and Jasmine have turned out to be \_\_\_\_\_ businesspeople, and now their shop is very \_\_\_\_\_.

**Directions:** For each statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

9. If you ran a business, you would want it to be profitable.

☐ A true

☐ B false

Explain: \_\_\_\_\_

\_\_\_\_\_

11. If someone calls you "savvy," it's a compliment.

☐ A true

☐ B false

Explain: \_\_\_\_\_

\_\_\_\_\_

10. Finding a box full of vermin in your attic would be a delightful surprise.

☐ A true

☐ B false

Explain: \_\_\_\_\_

\_\_\_\_\_

12. An iPhone is a sophisticated device.

☐ A true

☐ B false

Explain: \_\_\_\_\_

\_\_\_\_\_

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

## Paired-Texts Quiz

**Directions:** Read “The Story of Awwwww” and “Would You Replace Your Dog With That?” Then answer the questions below.

- According to the article, Albert Marsh believed “hamsters didn’t belong only in laboratories, they also belonged in the loving hands of America’s children.” The authors mean that Marsh believed that
  - using animals in labs was wrong.
  - hamsters did not make good lab animals.
  - adults would dislike hamsters.
  - hamsters would make good pets for kids.
- Which of the following lines from the article does NOT state one of the factors that led to Marsh’s success in selling hamsters?
  - “By the time Marsh had won his hamster in 1946, pets had become an expected part of childhood.”
  - “Yet few Americans even knew they existed.”
  - “Hamsters make great pets.”
  - “Marsh proved himself a savvy businessman.”
- Choose the meaning of *prevailed on* as it is used in the following sentence from page 12: “She prevailed on the wives of my friends to try to talk me into going back . . . before I lost everything.”
 

<ol style="list-style-type: none"> <li>listened</li> <li>persuaded</li> </ol>	<ol style="list-style-type: none"> <li>continued</li> <li>frequented</li> </ol>
---	---
- The authors of “Would You Replace Your Dog With That?” support the idea that robotic pets can be good substitutes for real pets in all of the following ways EXCEPT
  - by describing the animal-like qualities of several types of robotic pets.
  - by quoting an expert psychologist.
  - by providing an example of people who became emotionally attached to their robotic pets.
  - by comparing the environmental impact of live pets with that of robotic ones.
- Which best describes the main purpose of the section “Loyalty and Affection”?
  - to encourage the reader to think deeply about the pros and cons of robotic pets
  - to convince the reader that robots make better pets than animals
  - to explain how real pets are harming the planet
  - to describe the benefits of owning a pet
- Which idea is presented in both articles?
  - People have been keeping pets for thousands of years.
  - Pets have an impact on the environment.
  - Pets can be beneficial to humans.
  - Humans can bond with robotic pets.

## Constructed-Response Questions

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

- How did Americans’ changing attitudes toward animals in the 1800s affect Albert Marsh’s hamster business?
- Write a paragraph about the pros and cons of replacing real pets with robotic pets. Support your answer with details from “Would You Replace Your Dog With That?”

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

## Paired-Texts Quiz

**Directions:** Read “The Story of Awwwww” and “Would You Replace Your Dog With That?” Then answer the questions below.

- According to the article, Albert Marsh believed “hamsters didn’t belong only in laboratories, they also belonged in the loving hands of America’s children.” The authors mean that Marsh believed
  - using animals in labs was wrong.
  - hamsters did not make good lab animals.
  - hamsters would make good pets for kids.
  - that adults would dislike hamsters.
- According to “The Story of Awwwww,” why was Marsh successful when he started selling hamsters?
  - Hamsters have many qualities that make them good pets.
  - Hamsters are closely related to rats.
  - Marsh was a smart businessman.
  - both A and C
- In which section of the “The Story of Awwwww” would information in the sidebar “Pets Through Time” fit best?
  - “Getting to Work”
  - “Pets With a Purpose”
  - “Part of the Family”
  - The information would not fit in any section of the article.
- How do the authors of “Would You Replace Your Dog With That?” support the idea that robotic pets can be good substitutes for real pets?
  - They list the animal-like qualities of several types of robotic pets.
  - They compare the environmental impact of live pets with robotic ones.
  - They provide an example of people who became emotionally attached to robotic pets.
  - all of the above
- What is the main purpose of the section “Loyalty and Affection”?
  - to encourage the reader to think deeply about the pros and cons of robotic pets
  - to convince the reader that robots make better pets than animals
  - to explain how real pets are harming the planet
  - to describe the benefits of owning a pet
- Which idea is presented in both articles?
  - Many people feel a strong bond with their pet.
  - Pets have an impact on the environment.
  - People have been keeping pets for thousands of years.
  - Humans can bond with robotic pets.

## Constructed-Response Questions

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

- The authors write: “By the time Marsh won his hamster in 1946, pets had become an expected part of childhood.” What does this fact have to do with the success of Marsh’s hamster business?
- Write a paragraph about the pros and cons of replacing real pets with robotic pets. Support your answer with details from “Would You Replace Your Dog With That?”

# Pet Contest

How has pet ownership changed over time? Do you think robotic pets will ever be more popular than living pets? Answer both questions in a short essay, using details from both texts to support your ideas. Five winners will each get *Cracker! The Best Dog in Vietnam* by Cynthia Kadohata.

## 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: Pet Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY March 15, 2016!**



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

# What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.

Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.

Tone is conveyed through the author's word choice, the information that he or she includes, and how the text is organized.

**Directions:** Fill in the information below to analyze the tone of "Would You Eat This?"

**The tone of the article is ENCOURAGING.**

## Word Choice

1. List at least two more words or phrases the author uses to describe insects as food.

*scrumptious*

2. How do these words reveal the author's perception of insects as food? (Read the answer we filled in for you.)

*By describing insects as food with these words and phrases, the author reveals that she thinks eating insects can be a positive thing.*

## Details

3. List two more facts about insects as food that the author includes that could encourage someone to try eating an insect. (We listed the first one for you.)

*Humans have been eating insects for millennia.*

4. How does the author's inclusion of these facts show that she is encouraging readers to think about insects eating as food?

## Organization and Structure

5. The sidebar "The Incredible Edible Insect" gives information about three insect snacks.

Describe three other insect dishes that are included in this article. Include what the dish is made of, where it is eaten, and any other available information about it.

**Dish 1:**

**Dish 2:**

**Dish 3:**

6. How does the author's inclusion of these dishes show that she is trying to encourage readers to accept the idea of eating insects?

7. Read the first paragraph of the final section, "Healthy and Eco-Friendly." Notice the positive tone of almost every sentence in the paragraph:

"And the nutritional benefit of eating bugs . . ."

"Many species are rich in iron . . ."

"Cicadas have the same amount of protein . . ."

"Many insects are even gluten-free . . ."

Why do you think the author is using this tone here, specifically? How does this connect to the tone of the article?

8. What does the author do as her final step in encouraging readers to think positively about insects as food?

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

# Write an Argument Essay

**Directions:** Read "Would You Eat This?" Complete the chart on page 24. Then follow the steps below to write an argument essay.

## STEP 1: DECIDE WHAT YOU THINK

As an American chef, would you put bugs on your menu? Consider what you read in the article, as well as your own viewpoints. **Check the box next to the point of view you will argue in your essay. Or write your own opinion in the space provided.**

☐

Yes! Bugs should be on my menu.

☐

No! Bugs have no place on my menu.

☐

\_\_\_\_\_

## STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "PROS" and "CONS" columns on page 24 support your opinion? What other information supports your opinion? List at least three supporting details here:

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## STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you would put bugs on your restaurant's menu, summarize the strongest arguments for why some people would object to putting bugs on the menu. Alternatively, if you would not serve bugs in your restaurant, summarize the main reasons that some people would support putting bugs on the menu.

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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 gave in Step 1. The rest of your essay will support this thesis.

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

### STEP 5: WRITE YOUR HOOK

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

- 1. ANECDOTE:** Describe your personal experience with eating bugs. Have you ever eaten any? Do you know other people who eat them?
- 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 eating bugs. One way you could structure your question is like this: "If we eat \_\_\_\_\_, why shouldn't we eat \_\_\_\_\_?"

**Your hook:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a very brief summary of the issue—in this case, that there is a difference of opinion about whether or not American restaurants should serve insects.

**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 from the point of view of an American chef, arguing that you should or should not serve bugs in your restaurant. 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 you would serve bugs in your restaurant. (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 split them into several paragraphs.

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

### ACKNOWLEDGE THE OTHER SIDE

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

### CONCLUSION

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



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

### READ AND REVISE

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

SKILL: Essay Writing

# Argument-Essay Checklist

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

## Introduction

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

## Body Paragraphs

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

## Conclusion

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

## General

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

SKILL: Essay Writing

# Great Transitions

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

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

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

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

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

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

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

## If you want to show cause and effect:

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

## If you want to add emphasis:

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

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

## “Would You Eat This?” Quiz

**Directions:** Read “Would You Eat This?” Then answer the questions below.

**1. Which best describes “Would You Eat This?”**

- (A) an argument essay in which the author tries to convince readers never to eat insects
- (B) a nonfiction article tracing the history of entomophagy
- (C) a personal essay in which the author explains why she chooses to eat insects
- (D) an essay exploring whether entomophagy could ever become popular in the U.S.

**2. Kristin Lewis writes, “... entomophagy has long been out of favor in many parts of the West.” Which sentence is most similar in meaning?**

- (A) In many parts of the West, no one has known the meaning of *entomophagy* in a long time.
- (B) Entomophagy hasn’t been popular in many parts of the West for a long time.
- (C) In many parts of the West, edible insects have not been given as gifts in a long time.
- (D) Entomophagy has long been illegal in many parts of the West.

**3. According to the article, why are edible insects expensive in the U.S.?**

- (A) There are not many edible insects available.
- (B) The demand for edible insects is low.
- (C) Only fancy restaurants serve edible insects.
- (D) both A and B

**4. The information in the sidebar “The Incredible Edible Insect” would best fit into which section of the article?**

- (A) the introduction
- (B) “Finger-Licking Good”
- (C) “Little Monsters”
- (D) “Healthy and Eco-Friendly”

**5. Which is NOT mentioned in the article as an obstacle to entomophagy becoming popular in the U.S.?**

- (A) Most Americans do not know how to serve edible insects.
- (B) Many Americans are disgusted by the idea of eating bugs.
- (C) Few Americans know how to farm insects.
- (D) There are not many places in the U.S. to buy equipment for farming insects.

**6. If you were an American chef weighing the pros and cons of adding insects to your menu, which of the following should you put on your “cons” list?**

- (A) Insects are highly nutritious.
- (B) Many insects are gluten-free.
- (C) Edible insects are expensive in the U.S.
- (D) Insect dishes are popular in many other parts of the world.

### 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.** Read what Lewis writes about sushi on page 24. Why does Lewis include this information in her article? What point is she making?

**8.** On page 23, Lewis writes that our disgust with insects is “a survival tool that keeps us from eating potentially harmful things.” What do you think she means?



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

## “Would You Eat This?” Quiz

**Directions:** Read “Would You Eat This?” Then answer the questions below.

**1. Which best describes “Would You Eat This?”**

- (A) an argument essay in which the author tries to convince readers never to eat insects
- (B) a nonfiction article tracing the history of entomophagy
- (C) a personal essay in which the author explains why she chooses to eat insects
- (D) an essay exploring whether entomophagy could ever become popular in the U.S.

**2. Kristin Lewis writes, “... entomophagy has long been out of favor in many parts of the West.”**

**What does it mean to be “out of favor”?**

- (A) to be well-liked
- (B) to be unpopular
- (C) to be given as a gift
- (D) to be very expensive

**3. According to the article, which of the following is a reason edible insects are expensive in the U.S.?**

- (A) There are not many edible insects available to buy.
- (B) Few chefs are likely to add insect dishes to their menus.
- (C) Cricket chips cost \$15 for three 5-ounce bags.
- (D) The Black Ant buys its insects in Mexico.

**4. The information in the sidebar “The Incredible Edible Insect” would best fit into which section of the article?**

- (A) the introduction
- (B) “Finger-Licking Good”
- (C) “Little Monsters”
- (D) “Healthy and Eco-Friendly”

**5. Read what Lewis writes about sushi on page 24. What point is she making with this information?**

- (A) Most Americans would rather eat insects than raw fish.
- (B) Americans can change their minds about what they consider good to eat.
- (C) Sushi is disgusting.
- (D) Sushi and insects have a similar flavor.

**6. If you were an American chef weighing the pros and cons of adding insects to your menu, which of the following should you put on your “cons” list?**

- (A) Insects are highly nutritious.
- (B) Many insects are gluten-free.
- (C) Edible insects are expensive in the U.S.
- (D) Insect dishes are popular in many other parts of the world.

## Constructed-Response Questions

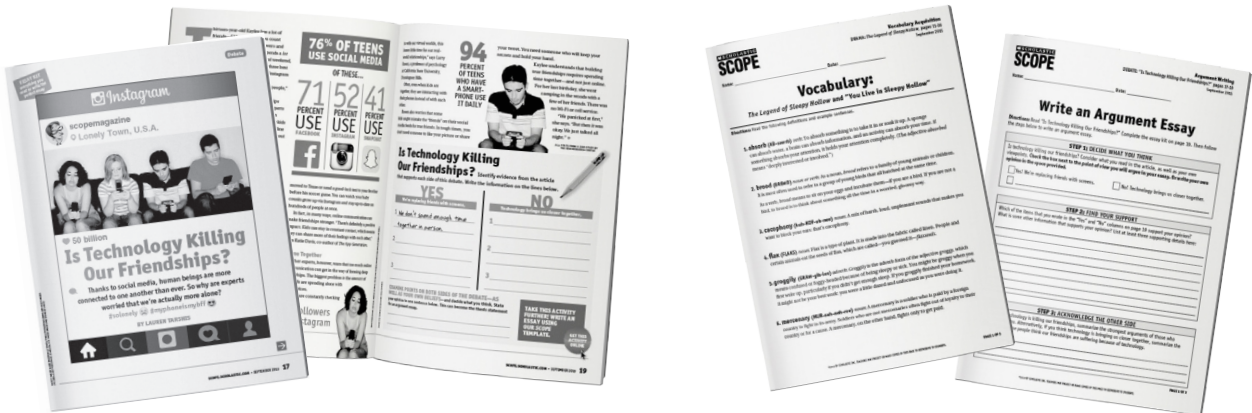
**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

**7.** Write a paragraph arguing that more Americans should eat insects. Give three reasons why and support your ideas with details from “Would You Eat This?”

**8.** On page 23, Lewis writes that our disgust with insects is “a survival tool that keeps us from eating potentially harmful things.” What do you think she means?

# How to Use the Debate/Essay Kit

## Bring this activity to life in your classroom



**Preview:** Your students read and analyze an essay that explores points on both sides of a debate. After a text-marking activity and a lively classroom debate, students use our Essay Kit to write an argument essay.

**Learning Objective:** to identify central ideas and supporting details; to evaluate arguments; to participate in a class debate; to write a well-crafted argument essay

**Key Skills:** identifying central ideas and details, speaking and listening, argument writing

## Step-by-Step Lesson Plan

### Text Marking, Debate, Argument Writing

### 1 Preparing to Read

(5 minutes, activity sheet online)

- Give students a minute or so to preview the text features—the headline, illustrations or photos, any charts or graphs, etc. Ask them what they think the article is going to be about.
- Project the list of **Vocabulary Definitions** (if provided) for students to refer to as they read. The reinforcement activity can be completed after reading or it can be assigned as homework.

### 2 Reading and Text Marking

(30 minutes)

- Read the essay once through as a class.
- Project the article. Complete the following steps as a class, modeling text marking on your whiteboard while students mark their magazines:
  - 1) Using a red colored pencil, draw a star next to a sentence that expresses the main argument (central idea) on one side of the debate.

2) Still using a red colored pencil, underline all of the details that support that main point.

- Split students up into groups and have them repeat steps 1 and 2, but for the other side of the debate and this time using a blue colored pencil.

- Next, ask students to discuss the following in their groups: Do you think the writer shows *bias*—that is, a preference for one side of the debate or the other? Explain and support your answer with text evidence.

- Have students fill in the “Yes/No” chart in their magazines using details that they underlined in the text.

### 3 Debate

(15 minutes)

Have students divide themselves into two groups according to which side of the debate they agree with more, the “Yes” side or the “No” side. Have the groups stand on opposite sides of the room. Students can then debate the issue: One

student offers a reason (support) for his or her opinion; a student from the other group then offers a counterargument.

Students should quietly walk to the other side of the room if at any point during the debate they change their position on the issue; be sure to ask any student who does this why he or

she did so. Encourage students to use text evidence to support their opinions.

**Find all activity  
sheets online at  
[SCOPE.SCHOLASTIC.COM](http://SCOPE.SCHOLASTIC.COM)**

### 4 Writing

(15 minutes, activity sheet online)

Have students work individually to complete the **Essay Kit** guided-writing activity to write an argument essay supporting their point of view. Students can use the **Argument Essay Checklist** (available in *Scope*’s online Activity Library) to evaluate and edit their essays.

#### Common Core State Standards:

R.1, R.2, R.6, R.8, W.1, W.4, W.5, W.7,  
SL.1, L.1, L.2, L.3

## Differentiation

#### For Struggling Readers

Instead of assigning the Essay Kit, ask students to write one paragraph in which they give their opinion and three reasons that support it.

#### For Advanced Readers

Before holding the classroom debate, ask students to find and read two other articles on the topic. Students should come to class prepared with a list of their sources plus at least one item of support for each side of the debate.

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

# Vocabulary:

## "Would You Eat This?"

- 1. appetizing (AP-ih-tiy-zing)** *adjective*; Something that is appetizing appeals to the appetite. In other words, it makes people want to eat. A freshly baked apple pie might look or smell appetizing.
- 2. delectable (dih-LEK-tuh-buhl)** *adjective*; To be delectable is to be highly enjoyable or delightful. *Delectable* is most often used to refer to something that tastes delicious.
- 3. delicacy (DEL-ih-kuh-see)** *noun*; A delicacy is a dish or type of food that is pleasing to eat or considered a luxury, usually because it is very rare or expensive. Caviar—the salty eggs of Sturgeon fish—is considered a delicacy because it costs a lot. *Delicacy* can also mean “a fine or frail quality.” Someone might comment on the delicacy of your aunt’s antique lace tablecloth. Your mother might refer to the delicacy of your uncle’s health if he is very sick.
- 4. edible (ED-uh-buhl)** *adjective*; Something that is edible is safe or suitable to eat. A number of wild berries are edible, but be careful—some wild berries are *not* edible; they are poisonous.
- 5. scrumptious (SKRUHMP-shus)** *adjective*; If you say food is scrumptious, you mean that it is extremely tasty and enjoyable.

---

**Directions:** In the space below, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Vocabulary Practice

## "Would You Eat This?"

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

1. Which of the following would most likely be considered a delicacy?

- Ⓐ a frozen TV dinner
- Ⓑ a tasty type of fish that can only be caught at certain times of the year
- Ⓒ a can of soup
- Ⓓ a store-brand chocolate chip cookie

2. Which of the following is edible?

- Ⓐ a piece of dry toast
- Ⓑ a hamburger
- Ⓒ a piece of lettuce
- Ⓓ all of the above

3. Melissa tells you that the cream puffs you made are delectable. What does Melissa think of the cream puffs?

- Ⓐ She thinks they are extremely tasty.
- Ⓑ She thinks they are expensive.
- Ⓒ She thinks they taste bad.
- Ⓓ She thinks they are delicate.

4. All of the following words are likely to be used to describe a slice of cheese pizza EXCEPT which?

- Ⓐ appetizing
- Ⓑ scrumptious
- Ⓒ delicacy
- Ⓓ edible

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

- |    |             |               |             |           |
|----|-------------|---------------|-------------|-----------|
| 5. | scrumptious | mouthwatering | delicious   | tasteless |
| 6. | tantalizing | appetizing    | unappealing | tempting  |
| 7. | nauseating  | unpleasant    | delectable  | repulsive |

**Directions:** Write two sentences that each include a word or words from the list of vocabulary words on page 1 of this activity (including the words you chose).

8. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

# A Perfect Series

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

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

For example:

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

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

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

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

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

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

Julie broke her left wrist and her right ankle.

.....  
**Note:** There are different opinions about whether it's always necessary to place a comma before the *and* or the *or* that comes before the last item. In the U.S., it is most common to use this final comma—so unless you are told otherwise, go ahead and place a comma between the last two items in a list.

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

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

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

\_\_\_ 3. Elliot cannot decide which Hunger Games book is his favorite: *The Hunger Games*, *Catching Fire*, or *Mockingjay*.

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

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

---

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

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

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

---

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

---

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

---

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

---

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

---



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

## Section 1: Characters

1. For the characters of Laurel and Trevor : (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. LAUREL is a ☐ **major** ☐ **minor** (check one) character.

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

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

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

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

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

2. Consider the **characterization** of Laurel and Trevor.

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

---

---

---

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

---

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## Section 2: Point of View

3. From which **point of view** is "Lost and Found" 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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4. 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: Text Structure

5. A. With which lines does the **flashback** on page 30 begin and end?

---

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

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## Section 4: Descriptive Writing

Good descriptive writing helps the reader form a vivid image in his or her mind. (A vivid image is one so clear that it seems real.) Good descriptive writing often includes **imagery**, **figurative language** (such as **personification**, **metaphor**, and **simile**), detail, and the use of precise, expressive words.

6. **A.** On page 27, the author writes that the cottage had "looked so sad and neglected." This is an example of \_\_\_\_\_.

**B.** Explain your answer. \_\_\_\_\_

**C.** What do the words *sad* and *neglected* tell you about the cottage? Why might the author have chosen to include them?

7. Find two examples of **sensory details** in the story and write them below. What sense(s) do they appeal to?

8. On page 28, the author could have written this:

*The planks looked rough, and I wondered what kind of metal might be in the sand.  
I was worried Trevor would cut his feet.*

Instead, she wrote this:

*"The planks looked rough, and I wondered what kinds of rusty, sea-worn metal  
might be sticking up in the wet sand, ready to slice open Trevor's bare feet."*

Compare these two descriptions. How does the author make her description more vivid and precise than the alternative version? Does the author's description give you a feeling that the other version does not? Explain.

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, you need to mix things up!

**Here are four ways to add variety to your sentences:**

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

Eli picked his clothes off the floor and threw them in the closet.

*Hurriedly, Eli picked his clothes off the floor and threw them in the closet.*

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

Grace mixed the batter with a large wooden spoon.

*With a large wooden spoon, Grace mixed the batter.*

### 3. Link two sentences to form a compound sentence:

The water was freezing cold. Sebastian and Pierre dove in anyway.

*The water was freezing cold, but Sebastian and Pierre dove in anyway.*

#### 4. Combine two or more sentences:

Siberian tigers are the world's largest cats. Siberian tigers are among the most-endangered species.

*Siberian tigers, which are the world's largest cats, are among the most-endangered species.*

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

My brother Don and I made a pizza. We made the dough. We measured out the flour. We measured the salt. We measured the yeast. We measured the water. We measured the olive oil. We combined the ingredients. We made a ball of dough. Don kneaded the dough. I rolled out the dough. We put sauce on the pizza. We put toppings on the pizza. I put pepperoni on the pizza. Don put mushrooms on half of the pizza. I don't like mushrooms. We covered it all with cheese. We baked it in the oven. We ate the whole thing in 15 minutes.

[illegible]

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

# Spell-Check Errors

Some spelling mistakes won't be caught by spell check or AutoCorrect. These programs don't know that when you typed *excited*, you actually meant *exited*. That's why it's important to proofread your work.

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**Directions:** Read each sentence. If it is OK, write C, for "correct," next to the sentence. If you find a mistake, cross out the misused word and write the correct word above it. Some sentences have more than one error.

1. My mom called my brother and told him too come home write away.
2. Mrs. Saddler says that we are not aloud to go outside for recess today.
3. "Please take a peace of the cake that I made," said Lisa. "I want to know if its any good!"
4. I just started watching *Vampire Diaries* last week, and I'm all ready on Season 5.
5. After a very rainy few days, Liam was excited to wake up to the sun shining through his bedroom window.
6. Liza and Jonah are worried about having to carry there volcano diorama to school—it weighs 8 pounds!
7. I was very careful not to brake any off my grandmother's delicate glass figurines while playing with my baby cousins.
8. Mark would rather ride his bike to school then wait for the bus in the cold.
9. My father will eat almost anything—except spinach.
10. "I want to by this kitten," said my little sister. "It's so cute!"

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

# Which vs. That

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

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

**Examples:**

*English, **which** is my favorite class, is taught by Mr. Green.*

Taking out "which is my favorite class" would not change the meaning of the rest of the sentence.

*For dinner, Mom made spaghetti, **which** my little sister loves.*

Taking out "which my little sister loves" would not change the meaning of the rest of the sentence.

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

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

**Examples:**

*Dogs **that** bark loudly scare Peter.*

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

*The ring **that** was on the table was stolen.*

Without "that was on the table," the sentence would have a different meaning. It would not be clear which ring was stolen.

**Directions:** Write **C** next to the sentence if it is correct. Write **I** if the sentence is incorrect and explain why in the space provided.

\_\_\_\_ 1. I like cars, that are small and go fast.

\_\_\_\_\_

\_\_\_\_ 2. I spilled my milk all over the table which made my mother upset.

\_\_\_\_\_

\_\_\_\_ 3. The Empire State Building, which is in New York City, is 1,250 feet tall.

\_\_\_\_\_

\_\_\_\_ 4. Pets, that are quiet and clean are the best kind to own.

\_\_\_\_\_

\_\_\_\_ 5. Miguel purchased all the ingredients, which are required for the recipe.

\_\_\_\_\_

\_\_\_\_ 6. The fossil we found, which dates back to prehistoric times, will be donated to a museum.

---

\_\_\_\_ 7. Jane bought shoes which matched her dress.

---

\_\_\_\_ 8. This summer, our family is finally taking the trip that we've been planning for the past year.

---

---

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

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

10. \_\_\_\_\_  
\_\_\_\_\_

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

# Who or Whom?

The words **who** and **whom** are both pronouns (words that can take the place of nouns), and they can be pretty easy to mix up. Here is how to keep them straight!

Use **who** to refer to the subject of a sentence or clause. The subject is the "doer," the person who is doing or being something.

**Examples:**

"**Who** wants more pie?" asked Sasha.

I'm the one **who** found my dad's keys.

Kyle, **who** has a dog, two cats, and a bird, wants to be a veterinarian when he grows up.

Use **whom** to refer to the object of a sentence or clause. The object is the person or thing receiving the action.

**Examples:**

"**Whom** did you invite?" asked Lulu.

My mom's cousin, **whom** we see only once a year, is coming for Thanksgiving dinner.

Anne, with **whom** I went to see *Mockingjay*, dressed as Katniss Everdeen for Halloween.

Here is a trick you can use to figure out whether to use **who** or **whom**:

**He = Who**

If your sentence is a question and you can answer it with *he* (or *she*, *we*, *I*, or *they*) use **who**.

**Examples:**

Who/Whom borrowed my computer?

**Answer:** He did.

**Correct:** Who/Whom borrowed my computer?

Who/Whom likes scary movies?

**Answer:** She does.

**Correct:** Who/Whom likes scary movies?

**Him = Whom**

If your sentence is a question and you can answer it using *him* (or *her*, *us*, *me*, or *them*), use **whom**.

**Examples:**

From who/whom did you catch that cold?

**Answer:** I caught it from him.

**Correct:** From who/whom did you catch that cold?

Who/Whom will I see at the party?

**Answer:** You will see them at the party.

**Correct:** Who/Whom will I see at the party?

If your sentence is not a question, you can still use this trick. Instead of answering a question, though, you'll need to restate your sentence so that it uses either *he/she* or *him/her*.

**Example:**

Zena, who/whom sits next to me in geometry class, is my best friend.

**Restated:** She sits next to me in geometry class.

**Correct:** Zena, who/whom sits next to me in geometry class, is my best friend.

**Example:**

Jackson had lunch with Alex, who/whom he knows from the skate park.

**Restated:** Jackson knows him from the skate park.

**Correct:** Jackson had lunch with Alex, who/whom he knows from the skate park.

**An activity on using *who* and *whom* begins on the next page.**



---

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

1. Marshall, **who/whom** just moved into the house next door, speaks four languages!
2. This weekend, I am going to a movie with Roxie, **who/whom** lives around the corner.
3. With **who/whom** are you going to the movies?
4. Mrs. Kessler, **who/whom** I saw at the grocery store yesterday, will be our volleyball coach.
5. Ernesto, **who/whom** can name all the states alphabetically, is a geography buff.
6. The acrobats, **who/whom** performed first in the show, did an incredible trapeze routine.

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**Directions:** Put a check mark next to the sentence that is grammatically correct.

7. **a** \_\_\_\_ Henry, who grew up in London, has a strong British accent.  
**b** \_\_\_\_ Henry, whom grew up in London, has a strong British accent.
8. **a** \_\_\_\_ Who is responsible for this mess?  
**b** \_\_\_\_ Whom is responsible for this mess?
9. **a** \_\_\_\_ Emma went to the concert with Simon, who she met at summer camp.  
**b** \_\_\_\_ Emma went to the concert with Simon, whom she met at summer camp.
10. **a** \_\_\_\_ The student who gets the most donations for the walkathon will receive a special prize.  
**b** \_\_\_\_ The student whom gets the most donations for the walkathon will receive a special prize.

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**Directions:** For each sentence below, fill in the blank with either **who** or **whom**. Then write your own sentence using either **who** or **whom**.

11. "To \_\_\_\_\_ should I speak about returning this sweater?" Ally asked the salesclerk.
12. Evan, \_\_\_\_\_ had been saving his allowance money for a year, bought an iPhone.
13. "\_\_\_\_\_ can tell me which country gave us the Statue of Liberty?" Mr. Adams asked.
14. The winner of the marathon, \_\_\_\_\_ is from Cleveland, used to be my babysitter.
15. I really love my mom; she is an amazing lady for \_\_\_\_\_ I have a huge amount of respect.
16. \_\_\_\_\_  
\_\_\_\_\_

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

# You Write It

## Turning an Interview Into an Article

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

**1** The headline "Gaming for Change" 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 on the lines below. Write from the third-person point of view (using *he*, *she*, or *they* to refer to people—never *I* or *we*), paraphrasing, or rewriting in your own words, what Maddie says. We did the first pair for you.

**Q-and-A 1:**

Maddie Messer, 13, noticed that many popular smartphone games were charging players to use a female avatar. Maddie thought this was unfair and was sending the wrong message to children, so she wanted to find a way to fix the problem.

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**Q-and-A 2:**

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**Q-and-A 3:**

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**Q-and-A 4:**

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**Q-and-A 5:**

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**Q-and-A 6:**

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### 3 Choose two sentences from what Maddie 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. Maddie recalls, "I felt like I was being cheated or misrepresented."
2. "It was an even bigger issue than I thought," says Maddie.
3. "The lack of female avatars sends the message to children that boys can do things that girls can't," explains Maddie, "and that's not true."

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

\_\_\_\_\_

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

\_\_\_\_\_

### 4 Now it's time to put it all together. Write your three-paragraph 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. What detail did you find most interesting from the interview?
- Let readers know what the article is going to be about. In other words, state the central idea of the article.

#### **Body Paragraph:**

- Explain to your readers what Maddie is doing to help change the gaming industry, using information from the six question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the article. Each idea you include should support the central idea that you wrote in Step 1.
- 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.

#### **WRITING TIPS!**

- Use transition words and phrases so your ideas flow smoothly from one to the next.
- Vary the lengths and structures of your sentences to keep your writing lively.
- Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft. Proofread your second draft, checking for correct spelling, punctuation, and grammar.

# You Write It Contest

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

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY March 15, 2016!**