

Strategies for Teaching the Holocaust

“Teens Against Hitler” opens the door to teaching about the Holocaust, a topic that might seem daunting to approach due to its complexity and horrific nature. To help you, we have consulted with experienced educators to provide some strategies to consider as you teach this topic.

- Understand why it is important to teach about the Holocaust: It allows students to examine complexities in world history and understand how choices made by individuals, groups, and governments shaped the past and will shape the future.
- Students may have many questions about what happened and why. Answer as clearly as possible without oversimplifying. You will most likely feel more comfortable responding to their questions if you are confident in your own background knowledge. Countless print and online resources are available; two good starting points are [Yad Vashem’s Holocaust Resource Center](#) and [The Simon Wiesenthal Center’s 36 Questions About the Holocaust](#).
- Emphasize the stories of human beings that make up the statistics and the groupings that students will learn about; groupings often include perpetrators, victims, rescuers, and bystanders. Accounts of individuals will not only help students understand some events and empathize with people who suffered, but it will also give them richer insights into the historical context.
- Guide discussions so students understand that not all Germans were Nazis, and although all Jews were targeted for destruction, they did not all have the same experiences.
- Present age-appropriate material and acknowledge the emotions of students who might become upset. Consider having students keep a journal where they can record their reactions and questions. You might also want to send a note to parents, informing them that students will be studying the Holocaust.
- If students come into discussions with misinformation, identify the misinformation and clarify facts. Emphasize the importance of using reliable sources.
- Study of the Holocaust can lead students to think critically about many issues, including prejudice, stereotyping, anti-Semitism, and indifference, as well as tolerance, responsibility, pluralism, and courage. Whichever themes you choose to emphasize in your lessons, encourage students to reflect on how learning about this topic can help them to shape a more responsible and caring world.
- For more in-depth strategies, consult the United States Holocaust Memorial Museum’s excellent guide, [Guidelines for Teaching About the Holocaust](#).

Special thanks to Helene Alalouf, Mary Blow, Leonard Leon, and Regina Schlossberg.

Name: _____ Date: _____

Guided Research Task

Directions: In this activity, you will embark on an exciting research journey into the world of the partisans. In each section, you will answer a series of questions. The answers can be found in the sources listed in the boxes below.

Part 1: What Is a Partisan?

Sources:

- ["Teens Against Hitler"](#)
- [Jewish Partisan Educational Foundation: What is a partisan?](#)
- [United States Holocaust Memorial Museum Video](#)

1. Explain what a partisan is in your own words. What role did the partisans play in World War II?

2. In addition to rescue and military operations, the partisans also helped preserve Jewish culture. In what ways did the partisans do this?

3. Why might it have been important to the partisans to preserve Jewish culture? (Answer with your own ideas; you won't find a direct answer in the sources.)

Part 2: What Were the Living Conditions Like?

Sources:

- [JPEF: Virtual Zemlyanka](#)
- [JPEF Films](#) (Click "Living & Surviving in the Partisans: Food")
- [JPEF Films](#) (Click "Living & Surviving in the Partisans: Winter and Night")
- [Yad Vashem: Diary Entry of a Jewish Partisan](#) (This is the extended version of the diary excerpt on page 9 of your April issue of *Scope*.)

4. What is a *zemlyanka*? What purpose did *zemlyankas* serve for partisans living in forests in Eastern Europe?

5. What did partisans eat? How did they obtain food?

6. How did weather affect the lives of partisans? What obstacles did it create for them?

Part 3: Why Become a Partisan?

Sources:

- [Teens Against Hitler](#)
- [Yad Vashem: Abba Kovner's Manifesto](#) (Scroll to the bottom of the page and read the text in green.)
- [JPEF: Why Did the Partisans Fight?](#)
- [JPEF Video Biography: Ben Kamm](#)

7. Why did Ben Kamm and other Jewish youth join the partisans?

8. What did people risk when they joined the partisans? What did they gain?

Part 4: Put It All Together

Using the information that you have collected, create a presentation about what it was like to be a Jewish partisan during World War II. Your presentation can be in the form of a PowerPoint, video, or essay.

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.

Directions: Answer the questions below to help you write an objective summary of “Teens Against Hitler.”

1. Who is the article mainly about?

2. What details about this person are most important in the article?

3. What is happening in the world at the time this story takes place?

4. What problem does this person face?

5. How does this person try to solve the problem?

6. What happens to this person?

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: _____

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 "Teens Against Hitler."

2. Who was Adolf Hitler and what did he plan for Jewish people in Europe?	In the 1930s, a Jewish boy named Ben Kamm _____ _____ In Germany, _____ _____	1. Whom did he live with and where did he live?
4. Use details to describe what life was like in the Warsaw ghetto.	After the Nazis invaded Poland in 1939, they _____ _____ _____ Life in the ghetto was _____ _____	3. Where did the Nazis force the Jews to live?
6. How many Jewish people were killed?	_____ Ben escaped and _____ _____ _____ By the end of the war, _____ _____	5. What group of people did Ben join up with?
8. What happened to Ben later in life?	Ben's family _____ Ben moved to the United States and _____ _____ _____	7. What happened to Ben's family?

Name: _____ Date: _____

Exploring Text Features

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

Directions: Answer the questions below to help you explore the text features in "Teens Against Hitler."

1. Study the layout on pages 4-5, paying particular attention to the images—how they are arranged on the page and the color scheme. Why might the designer have chosen this approach? Explain your answer.

2. Reread the section "Luck and Sorrow," which describes how the Nazis "liquidated" the Warsaw ghetto. Then look at the photo on the top of page 7 and read the caption. What can you infer about the people in the photo? What does the photo convey?

3. How does the map on page 7 contribute to the article?

4. The section "Jewish Fighters" describes some of the experiences of Jewish partisans. What is added by including the diary excerpt "Who Knew What Awaited Us?" on page 9?

Name: _____ Date: _____

Remembering Ben Kamm

Read "Teens Against Hitler." Then use this activity to help you prepare for the writing prompt on page 10:

Imagine that a statue is being put up to honor Ben Kamm. Write a speech to be read when the statue is unveiled to the public. Be sure to explain who Ben was and why we should remember him. Support your ideas with details from the text.

1. BRAINSTORM

Directions: Before you start writing, brainstorm what you might want to include in your speech. Fill in the boxes below. We've provided a few ideas for you.

Who was Ben Kamm?

Add at least three biographical details to the list below.

Grew up in Warsaw, Poland

His family was killed in the Warsaw ghetto during the Holocaust

What kind of person was Ben Kamm?

Add at least two more words that describe Ben's character or personality.

adventurous

brave

Why should we remember Ben Kamm?

Answer at least two of the following questions:

A. In what way might he be an inspiration or a role model?

B. What might his story remind us or teach us?

Continued on next page.

Continued from previous page.

C. Why is it important to learn the individual stories of people who were involved in the Holocaust?

D. Are there any other reasons you think we should remember Ben Kamm?

2. PREPARE TO WRITE

Review your notes.

Read through your notes. Highlight or draw a star next to the points that you think are most important and that you definitely want to include in your speech.

Choose your central idea.

What is the big idea you want your audience to get from your speech?

Write your central idea here:

Consider your tone.

A speech in support of a presidential candidate would probably have an admiring, optimistic, and energetic tone. What tone do you want to strike in your speech about Ben Kamm? Think about what is appropriate for the occasion and for your central idea.

Write your ideas here:

3. WRITE YOUR SPEECH

It's time to start writing! Here is a basic structure you can use for your speech:

A. Introduction

- **Greet your audience.** You might thank them for coming or share something about how you feel to be telling them about Ben Kamm. You are there for the unveiling of a statue—so you might want to say something about that.
- **Let your audience know what you will be speaking about.** In other words, get your central idea out there. If your audience knows what you are going to talk about, it will be easier for them to stay focused as you go into more detail.

B. Body

- This is where you talk about the things you highlighted from your brainstorming. Think about how to arrange your ideas so that they flow logically. Consider:
 - Do you want to start with a brief biography of Ben and then talk about why we should remember him? Or do you want to start with why we should remember him, filling in details about his life as necessary so that what you are saying makes sense to your audience?
 - Do you want to tell Ben's story chronologically? Or is there another structure that would work better? For example, you could start with a dramatic moment or Ben's life in America and then go back in time.
- Be sure to include details from “Teens Against Hitler” that support your ideas. For example, if you say that Ben was brave and heroic, support your characterization with information from the article.
- Continue to ask yourself if what you are saying relates to your central idea. It should!

C. Conclusion

- State your central idea—in different words—one more time. You want to make sure your audience gets it!
- Find a powerful ending. The last thing you say is what your audience will remember most, so it needs to be strong. Think again about what you want your audience to get out of your speech. Some options include:
 - **A call to action:** Is there something you want your listeners to do?
 - **A quotation:** Is there a meaningful quotation that relates to your central idea?
 - **A call-back:** Briefly return to something you said earlier that you want to stick in the audience's mind. You could say, “Perhaps every time you pass by this statue, you will remember . . .” (and then give your call-back).

4. REVISE

- ✓ Read your speech aloud. If possible, record yourself and then listen. Ask yourself: Would someone listening come away with a clear idea of my central idea? Is there a good flow from one idea to the next? Is the tone right? Have I used evidence from "Teens Against Hitler" to support my ideas?
- ✓ Also, keep in mind that whatever the tone of your speech is, you want your audience to feel like you are talking to them, not like you are reading an essay to them. So keep your sentences short and be less formal than you would in a written academic essay.
- ✓ Make changes that will improve your speech. Then read your speech aloud again. If you need to, revise it again. Repeat these two steps until you are satisfied!

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Teens Against Hitler.” 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. Describe the images on pages 4-5. Why do you think the designer chose to use these colors?

2. Examine the image on the bottom of page 6. What does it show?

3. Look at the image on the top of page 7. What can you infer about how the people in the photo were feeling the moment this picture was taken?

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.

During Reading

Mood, Text Structure, Inference, Vocabulary

5. In the first section of “Teens Against Hitler,” the author creates drama through a sudden shift in **mood**. Describe how the mood changes.

6. Describe the **tone** in the section “Jewish Fighters.” Be sure to explain your answer.

7. Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) of the section “Luck and Sorrow.”

The author explains a sequence of events—from Ben’s involvement with the partisans to his life after the war.

The author describes the effect that losing his family may have had on Ben.

The author compares a large partisan compound to a town.

8. The author writes that when Ben was called an anti-Semitic slur by a neighbor, he “held his head up and kept walking.” From this statement, what can you infer about Ben?

9. Consider this quote from page 8:

“Rage at the Nazis burned inside Ben as conditions in the ghetto became increasingly deplorable.”

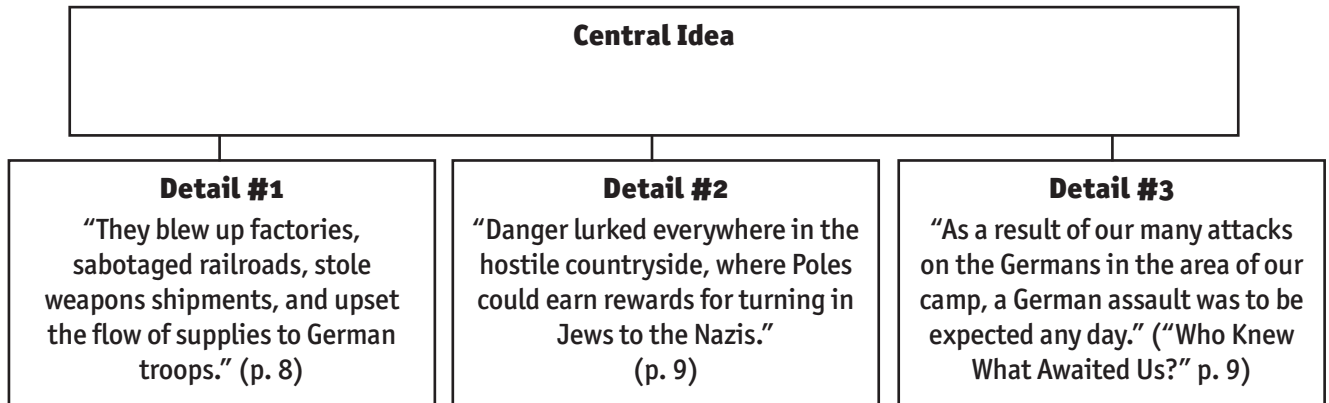
A. What does *deplorable* mean in this sentence? (Use context clues to help you. Then check a dictionary.)

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

After Reading

Central Idea/Details and Objective Summary

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



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

[illegible]

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Teens Against Hitler.” 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. Describe the images on pages 4-5. Why do you think the designer chose to use these colors?

2. Examine the image on the bottom of page 6. What does it show?

3. Look at the image on the top of page 7. What can you infer about how the people in the photo were feeling the moment this picture was taken?

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.

During Reading

Mood, Tone, Text Structure, Inference, Vocabulary

5. The mood at the beginning of the article is pleasant. The author creates this mood in each of the following ways EXCEPT:
- A. She uses sensory details to paint a picture of Ben’s loving and affectionate family.
 - B. She chooses words such as *spacious* and *cozy* to describe the Kamms’ apartment.
 - C. She compares the effect of a neighbor’s anti-Semitic slur to a cold wind that blows off the Vistula River.
6. A. Circle the word that best describes the **tone** at the end of the first section of the article.
- confused** **lighthearted** **horrified**
- B. Briefly explain how you know: _____
7. One of the main text structures the author uses to organize information is cause and effect. Here is one cause-and-effect situation she describes in her article:
- Cause:** Germany was defeated in World War I.
- Effect:** The German people felt humiliated and bitter, and looked for someone to blame for their problems.
- Read the effect below. Then write a cause in the space provided.
- Effect:** Partisan groups couldn’t stay in one place for very long; they had to move from forest to forest.
- Cause:** _____
- _____
8. The author writes that when Ben was called an anti-Semitic slur by a neighbor, he “held his head up and kept walking.” From this statement, what can you infer about Ben?
- _____
- _____
9. Consider this quote from page 8:
- “Rage at the Nazis burned inside Ben as conditions in the ghetto became increasingly deplorable.”
- A. Check (✓) the box with the correct definition of *deplorable* as it is used in the sentence above. (Use context clues to help you. Check a dictionary if you’re not sure.)
- | | | |
|----------|---------|---------|
| horrible | strange | crowded |
|----------|---------|---------|
- B. The author could have written *bad* instead of *deplorable*. How does her choice of *deplorable* affect the sentence?
- _____

After Reading

Central Idea/Details and Objective Summary

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

Central Idea The Jewish partisans who risked their lives to fight the Nazis showed great courage.			
Detail #1 “Danger lurked everywhere in the hostile countryside, where Poles could earn rewards for turning in Jews to the Nazis.” (p. 9)	Detail #2 “[Partisans] blew up factories, sabotaged railroads, stole weapons shipments, and upset the flow of supplies to German troops.” (p. 8)	Detail #3 “With his blond hair and blue eyes, Ben blended in easily with the rest of the Polish population.” (p. 8)	Detail #4 “As a result of our many attacks on the Germans in the area of our camp, a German assault was to be expected any day.” (p. 9)

B. Explain your answer: _____

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 “Teens Against Hitler.”

1. Ben and his family were Jewish and lived in Warsaw, Poland.
2. Ben enjoyed wrestling with his four little brothers.
3. Meeting a partisan would be amazing.
4. The Nazis forced Jews in Warsaw to live inside a ghetto.
5. Ben’s entire family died in the Holocaust.
6. The most famous partisan forest camp was led by the Bielski brothers.

Name: _____ Date: _____

Close-Reading Questions

"Teens Against Hitler"

1. According to the article, how was Hitler able to gain so much support for his hateful ideas and beliefs? (key ideas and details)
2. Empathy is the feeling that you understand and share another person's experiences and emotions. How does Lauren Tarshis create empathy for Ben Kamm? (author's craft)
3. Tarshis writes that stories about the partisans offered a "glint of hope" to boys like Ben in the Warsaw ghetto. Why would stories about the partisans give such boys hope? (inference)
4. Answer the question on page 9: What does the journal entry help you understand about the partisans' experience? (text features; central ideas)

Name: _____ Date: _____

Critical-Thinking Questions

"Teens Against Hitler"

1. What risks did Ben Kamm take in joining the partisans? Why do you think he decided to take those risks? Support your ideas with details from the text.
2. On page 10, Tarshis describes Kamm in 2010. She writes that his face is "shockingly free of bitterness." How is it possible to avoid feeling bitter when something horrible has been done to you? Do you think it's important to avoid feelings of bitterness?
3. Tarshis writes, "The Nazis and their sympathizers, [Ben] realized, did not see [the Jews] as humans. He felt like an animal—a helpless animal." To treat someone as though he or she is not human is to *dehumanize* that person. How can stories like "Teens Against Hitler" reverse or fight dehumanization?

Name: _____ Date: _____

Vocabulary:

"Teens Against Hitler"

- 1. annihilation (uh-niy-uh-LAY-shuhn)** *noun*; The verb *annihilate* means "to destroy completely." The noun *annihilation* refers to complete destruction—to the point where nothing is left. *Annihilate* and *annihilation* are usually used to describe very serious situations. For example, you might say that bombs annihilated a city, or that a fire led to the annihilation of a building.
- 2. bigotry (BIG-uh-tree)** *noun*; A bigot is someone who has a strong and unreasonable dislike and intolerance for a particular group of people, especially people of a different race, nationality, or religion. Bigotry is the actions, beliefs, and characteristics of this kind of person. Racism or intolerance of any kind is often referred to as *bigotry*.
- 3. deplorable (dih-PLAWR-uh-buhl)** *adjective*; Something that is deplorable is very bad in a way that causes shock or disgust. If Roger lives in a building that is falling apart and infested with rodents, you could describe his living conditions as deplorable. If Samantha does something so mean that your jaw drops when you hear about it, you could describe her behavior as deplorable.
- 4. Holocaust (HOL-uh-kost)** *noun*; When you see the word *holocaust* in lowercase, it refers to an event involving massive destruction and death, particularly by fire. "The Holocaust" with a capital "H" refers to the killing of millions of European Jews and others by the Nazis during World War II.
- 5. persecute (PUR-sih-kyoot)** *verb*; To persecute someone is to treat them cruelly and unfairly, especially because of their ideas, political beliefs, religion, or race.
- 6. sabotage (SAB-uh-tahzh)** *verb or noun*; If something is sabotaged, it is deliberately damaged or disrupted so that it does not work correctly. Your sneaky sister could sabotage the balloons you are planning to use in a water fight by poking holes in them. If an opponent were to hack into your computer and delete your speech right before your school's speech competition, that person would be using sabotage to defeat you.
- 7. scapegoat (SKEYP-goht)** *noun or verb*; A scapegoat is a person or group who is unfairly blamed for something others have done. Sports fans who are looking for someone to blame after their team loses might use the coach as a scapegoat, even if the coach did a great job. *Scapegoat* can also be a verb, as in, "Fans often scapegoat the coach."

8. vandalize (VAN-duhl-ahyz) *verb*; Vandalism (noun) is the damaging or destruction of someone else's property on purpose. To vandalize, then, is to damage or destroy someone else's property on purpose. Someone might vandalize a building by throwing rocks through its windows.

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:

"Teens Against Hitler"

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

1. It's unfair to **scapegoat/sabotage** the debate captain for her team's loss at the championship. The other team simply did a better job.
 2. My mom says that learning about other cultures and religions can help combat **bigotry/sabotage**.
 3. The **Holocaust/holocaust** marked one of the darkest chapters of human history.
 4. The small beach town was **sabotaged/annihilated** after the storm; even the lifeguard towers were destroyed.
-

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

5. Which of the following is an example of persecution?

- Ⓐ a government preventing a group of people from voting because of their religion
- Ⓑ parents making their children do chores over spring break

6. Which of the following sentences contains an example of sabotage?

- Ⓐ It rained on the day of Kim's big track meet.
- Ⓑ The members of the West Oak track team arrived at their locker room on race day to find that their sneakers had been stolen.

7. Which of the following is an example of something being vandalized?

- Ⓐ Liza painted her bedroom walls to look like outer space.
- Ⓑ Hanna painted pictures on the outside of the library without permission.

8. Which of these is in deplorable condition?

- Ⓐ a park where the swing sets are broken, the seesaws are rusted, and the sandbox is full of rocks
- Ⓑ a freshly painted classroom with all new chairs and desks

Name: _____ Date: _____

Nonfiction Quiz

Directions: Read “Teens Against Hitler.” Then answer the questions below.

- Lauren Tarshis quotes Ben Kamm as saying, “Who could imagine such things?” (p. 7) Which of the following ideas does this quote best support?
 - The partisans helped save many Jewish people.
 - Ben’s family was killed in the Holocaust.
 - No one expected the Holocaust to happen.
 - Anti-Semitism was a fact of life in many European cities during the 1920s and ’30s.
- Which is another way that Tarshis supports the idea that you chose as your answer to question 1?
 - She compares the partisans to characters in *Robin Hood*.
 - She quotes Ben as saying, “We took them with us, and they survived the war.” (p.10)
 - She explains that after World War I, the German people felt humiliated, tired, and bitter.
 - She describes a typical evening in the Kamm household before the war.
- Which best describes the Warsaw ghetto?
 - a poor Jewish neighborhood in Warsaw
 - an area in Warsaw where Jewish people were forced to live
 - a concentration camp in Warsaw
 - a partisan base outside of Warsaw
- Consider this line: “The man’s words are like the cold wind that blows off the nearby Vistula River.” (p. 6) What is the purpose of the simile?
 - to help the reader understand how cold the wind from the Vistula River feels
 - to help the reader understand that the man’s words make Ben uncomfortable, but only briefly
 - to hint that the man is a Nazi
 - to tell the reader about the weather
- In the section “Luck and Sorrow” on page 10, which pair of words best describe Tarshis’s tone as she writes about the end of World War II?
 - victorious, admiring
 - furiously, aggressive
 - somber, factual
 - shocked, questioning
- The journal entry on page 9 helps you understand more about
 - the relationships between the partisans and the people they were protecting in the forests.
 - why Ben decided to join the partisans.
 - the kinds of attacks that partisans carried out against the Germans.
 - what Ben’s life was probably like as a partisan.

Constructed-Response Questions

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

- Did Ben’s experiences during the Holocaust change him? Explain, using text evidence to support your answer.
- In World War II, who were the partisans? What did they do? Answer in one paragraph. Support your answer with details from “Teens Against Hitler.”

Name: _____ Date: _____

Nonfiction Quiz

Directions: Read “Teens Against Hitler.” Then answer the questions below.

1. According to Lauren Tarshis, which of the following statements is true about the Holocaust?

- (A) Ben Kamm’s family had always worried that something like it might happen.
- (B) A few people in Warsaw had warned that it might happen, but they were mostly ignored.
- (C) It never occurred to anyone that something so horrible could happen.
- (D) People thought the Polish police would be able to keep the Nazis out of Poland.

2. How does Tarshis support the statement you identified in your answer to question 1?

- (A) She explains that during the 1920s and ’30s, most of Warsaw’s Jews did not “dwell on the petty hatreds of ignorant people.” (p. 6)
- (B) She describes a typical evening in the Kamm household before the war.
- (C) She quotes Ben as saying, “Who could imagine such things?” (p. 7)
- (D) all of the above

3. Why did Ben’s family move to the Warsaw ghetto?

- (A) They thought it would be safer than staying in their home.
- (B) They had no choice; all Jewish people in Warsaw were forced to move there.
- (C) They wanted to be near family members.
- (D) Ben was able to sneak out of the ghetto and steal food for them.

4. Consider this line: “The man’s words are like the cold wind that blows off the nearby Vistula River.” (p. 6) What is the purpose of this simile?

- (A) to help the reader understand how cold the wind from the Vistula River feels
- (B) to help the reader understand that the man’s words make Ben uncomfortable, but only briefly
- (C) to hint that the man is a Nazi
- (D) to tell the reader about the weather

5. In the section “Luck and Sorrow” on page 10, which word best describes Tarshis’s tone as she writes about the end of World War II?

- (A) excited
- (B) angry
- (C) serious
- (D) surprised

6. In the journal entry on page 9, a partisan describes

- (A) rescuing a group of Jewish people from a ghetto.
- (B) attacking a factory that was owned by the Nazis.
- (C) a peaceful night when the partisans were able to relax around a campfire.
- (D) moving to a new location to avoid being attacked by the Germans.

Constructed-Response Questions

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

7. According to the first section of the article, what kind of person was Ben as a kid? Use details from the text to support your answer.

8. In World War II, who were the partisans? What did they do? Answer in one paragraph. Support your answer with details from “Teens Against Hitler.”

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Partisans Contest

Imagine that a statue is being put up to honor Ben Kamm. Write a speech to be read when the statue is unveiled to the public. Be sure to explain who Ben was and why we should remember him.

Support your ideas with details from the text. Five winners will each get *Shadow on the Mountain* by Margi Preus.

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 form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Partisans Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 20, 2016!



The Fire-Breather

Pronunciation Guide to Greek Names

Aeetes [ah-EE-teez]

Argonauts [AHR-goh-nots]

Atalanta [at-ul-AN-tuh]

Colchis [KOL-kis]

Heracles [HER-ah-kleez]

Iolkos [YOLK-os]

Pelias [PELL-ee-ahs]

Medea [meh-DEE-uh]

Nestor [NES-tor]

**Go to Scope Online
to listen to these
names and words
pronounced aloud!**

Thank you to expert Robert Martin from Stanford University for his help with these Greek names.

Name: _____ Date: _____

Exploring Mood

Mood is the feeling you get 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. Consider this moment in Scene 2:

Heracles (*whispering*): His eyes are fierce like a leopard’s.

Jason: Good King Aeetes, I bring you greetings from the land of Iolkos, in Greece.

Aeetes (*coldly*): You are far from home, boy.

Jason: Great sir, I am no boy. I am Jason, the rightful king of Iolkos.

Aeetes (*shouting*): AND I AM THE SON OF A GOD!

Jason: I mean no disrespect. I was sent here by my uncle, King Pelias. He swears to make me the king if I bring him the Golden Fleece.

N2: Aeetes tightens his fists.

Jason: The Fleece belonged to my ancestor. It should be kept safe in Greece.

Aeetes: My kingdom is littered with the bones of those who have tried to rob me of my most prized possession.

The mood could be described as **tense** and **threatening**. Below, we’ve listed two reasons why. Add one more reason on the lines provided.

A. Aeetes yells “AND I AM THE SON OF A GOD!” Just the fact that he is yelling creates tension and makes him sound threatening. In yelling that he is the son of a god, Aeetes is trying to intimidate Jason.

B. Aeetes tightens his fists. This reveals his tension and anger. It suggests that he might want to hit Jason.

C. _____

2. Now go back to the prologue. From the choices below, circle two words that you think BEST describe the mood of the prologue. (Need help? Imagine you are aboard the *Argo* with the characters. How would it feel?)

exciting	confident	gloomy	peaceful
uneasy	dangerous	miserable	relaxed
cheerful	despairing	mysterious	tense

Explain why you chose those two words. _____

3. **A.** Scene 4 takes place at night. How does this affect the mood? _____

B. What else contributes to the mood of Scene 4? Explain. _____

4. Consider the end of Scene 6:

Medea: You must get the Fleece and leave—now.

Jason: But how?

Medea: I know where it is. But if I help you, I can never go home. I can never see my family again.

N1: Tears fill Medea's eyes.

Jason: Then you will sail with us.

Atalanta: We will be your family.

Nestor: Greece will be your home.

N2: Medea smiles sadly.

Describe the mood of this moment and explain how that mood is created. _____

Name: _____ Date: _____

Making Inferences

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

Directions: Answer the questions or follow the directions that appear in italics to fill in what's missing from the chart. When you're done, clues from *The Fire-Breather* will be listed in the column on the left, and inferences you can make from those clues will be listed in the column on the right. We completed the first row for you.

Clue	Inference
1. As the <i>Argo</i> approaches Colchis, Jason exclaims that the Golden Fleece will soon be theirs. Nestor tells him, "Your enthusiasm may be premature. Have you forgotten that a dragon guards the Fleece?" (Scene 1)	<i>What can you infer about how Nestor views Jason in this moment?</i> I can infer that Nestor thinks Jason is somewhat reckless and foolhardy for assuming that they will definitely get the Fleece.
2. As they approach the grand palace, Jason grabs a grape off a grapevine and pops it into his mouth. Heracles tells him to watch his arrogance. (Scene 2)	<i>What do Jason's actions reveal about his frame of mind?</i>
3. <i>Find two lines from Scene 2 that support the inference on the right.</i>	King Aeetes wants to intimidate Jason.

Clue	Inference
<p>4. Jason tells the King that he plans to return to Greece with the Golden Fleece. The King says, "My kingdom is littered with the bones of those who have tried to rob me of my most prized possession." (Scene 2)</p>	<p><i>What does this suggest about the King's plans for Jason?</i></p>
<p>5. <i>Find two examples in the play that support the inference on the right.</i></p>	<p>Jason can be naive and trusting of people who don't deserve his trust.</p>
<p>6. <i>Find two examples in the play that support the inference on the right.</i></p>	<p>By the end of the play, Medea proves herself to be strong and courageous.</p>

Is Jason a Hero?

Jason is one of the most celebrated heroes in Greek mythology. Does he appear heroic in *The Fire Breather*?

Directions: In the first column, list three traits of a hero. Then fill in the rest of the chart.

Trait	Does Jason display this trait?	Explain how Jason does or does not display this trait.	Does another character display this trait?	Explain
	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<input type="checkbox"/> Yes <input type="checkbox"/> No			

Name: _____ Date: _____

Close-Reading Questions

The Fire-Breather

1. In the prologue, Atalanta calls the Argonauts “heroes.” What information in the prologue supports her statement? (text evidence)
2. In Scene 1, Jason says, “I will return to Greece with the Golden Fleece, or I will not return at all.” What does he mean? (interpreting text)
3. In Scene 4, why does Medea help Jason? (character’s motivation, inference)

4. Based on Scene 5, what can you infer about Aeetes's attitude toward his daughter?
(inference, character)

5. In Scenes 7 and 8, what details convey the Fleece's power and magnificence? (author's craft)

Name: _____ Date: _____

Critical-Thinking Questions

The Fire-Breather

1. How does Jason's attitude about his quest differ from that of his companions? How does Jason's attitude help him as a leader?
2. What qualities do King Pelias and King Aeetes share? What do these shared traits suggest about how power affects people?
3. Could Jason have retrieved the Golden Fleece without Medea's help? Explain.
4. In the time of Greek mythology, a hero was defined as a brave and skillful warrior who shows his (heroes were always men) greatness in battle or while on some sort of quest. Does Jason fit this definition of a hero? Has the way we define "hero" changed over time?

Name: _____ Date: _____

Vocabulary:

The Fire-Breather

1. **bow (BAUW)** *noun*; On a boat, the bow is the front section. (The back section is called the stern.) You can remember this by thinking about another meaning of *bow*: At the end of a play, the actors bow—that is, they bend their heads or bodies *forward*.
2. **emanate (EM-uh-neyt)** *verb*; To emanate is to come or flow out from a source. A wonderful smell might emanate from the kitchen. At night, light might emanate from a window. Laughter might emanate from a table at the back of a restaurant. Emanate can also mean “send out,” as in “Nora emanates anxiety” or “The new lamp emanates a warm, rosy light.”
3. **engulf (en-GUHLF)** *verb*; To engulf is to flow over and completely cover or enclose. A flooded river may engulf the homes along its bank. A fire may engulf a car.
4. **entrance (en-TRANSS)** *verb*; There are two ways to pronounce *entrance*, and the two pronunciations have different meanings. The noun “EN-truhns” describes a place where you go in. The verb “en-TRANSS” means “to fill with delight and wonder.” If something entrances you, it fills you with so much delight and wonder that it’s as if you are in a trance. You might be entranced by a beautiful sunset, by music, or by an interesting person you just met.
5. **grizzled (GRIZ-uld)** *adjective*; If you say that someone is grizzled, you mean that their hair is streaked or sprinkled with gray.
6. **incinerate (in-SIN-uh-rayt)** *verb*; To incinerate something is to burn it completely—that is, to burn it to ashes.
7. **oracle (OR-uh-kuhl)** *noun*; In ancient Greece, people would visit an oracle to get advice or predictions about the future. The advice or predictions were believed to come from a god who spoke through the oracle.
8. **ruthless (ROOTH-liss)** *adjective*; A ruthless person is cruel and shows no mercy or pity. If Matt harshly criticizes the story that Jared wrote, holding nothing back and making no effort to spare Jared’s feelings, you could say that Matt is ruthless. If a leader severely and unfairly punishes people, you could call that leader ruthless.

Directions: In the space below, list any other words from the play with 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.

Vocabulary Practice:

The Fire-Breather

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

1. *Engulfed* would make the most sense in which sentence?

- Ⓐ Jeremy and Nate _____ the pizza.
- Ⓑ Students rushed in and _____ their seats.
- Ⓒ The movie star was _____ by excited fans.
- Ⓓ A few drops of mustard _____ Ann's new shirt.

2. The character President Snow from the *Hunger Games* shows no mercy to those who get in his way.

Which word best describes President Snow?

- Ⓐ incinerated
- Ⓑ entranced
- Ⓒ ruthless
- Ⓓ grizzled

3. "Hey look!" exclaimed Daniel, pointing at the water. "There are whales off the bow!"

Where is Daniel pointing?

- Ⓐ behind the boat
- Ⓑ in front of the boat
- Ⓒ to the left of the boat
- Ⓓ to the right of the boat

4. Choose the sentence that uses *emanated* correctly.

- Ⓐ The dog emanated onto the couch.
- Ⓑ Lisa emanated the correct answer.
- Ⓒ Laughter emanated from the back of the room.
- Ⓓ Rob emanated Freddie to lead the group.

5. John's kitten, Shadow, is entranced by her reflection in the mirror.

Which of the following is most likely true?

- Ⓐ Shadow sits in front of the mirror for hours, staring at her reflection.
- Ⓑ Shadow hisses at her reflection in the mirror.
- Ⓒ Shadow shows no interest in her reflection.
- Ⓓ Shadow has never seen her reflection in the mirror.

6. Which of the following people could be described as grizzled?

- Ⓐ a high school student with dyed-blue hair
- Ⓑ a 12-year-old girl with hair down to her waist
- Ⓒ a baby with only a few hairs on his head
- Ⓓ a handsome actor with gray-streaked hair and an expensive haircut

7. An oracle is most similar to which of the following?

- Ⓐ a fortune-teller
- Ⓑ a dentist
- Ⓒ a gymnast
- Ⓓ a veterinarian

8. Based on the definition of *incinerate*, you can guess that an incinerator is

- Ⓐ a garden tool used for trimming bushes.
- Ⓑ a machine or container used for burning garbage or other waste.
- Ⓒ an exercise machine that helps build upper-body strength.
- Ⓓ a high-power blender that restaurants use to make milkshakes.

Name: _____ Date: _____

The Fire-Breather Quiz

Directions: Read *The Fire-Breather*. Then answer the questions below.

1. All of the following lines characterize Jason as confident EXCEPT which?

- (A) Jason: “I will succeed, King Aeetes.” (Scene 2)
- (B) Medea: “Your eyes tell me you are noble and kind.” (Scene 4)
- (C) Jason: “He’s just a grizzled old man. This shouldn’t be too hard.” (Scene 2)
- (D) Jason: “No. I will not spill blood.” (Scene 3)

2. In Scene 2, Aeetes says, “My kingdom is littered with the bones of those who have tried to rob me of my most prized possession.” What does he mean by this?

- (A) Many people have tried to steal the Fleece.
- (B) Aeetes is constantly being threatened by outsiders.
- (C) Everyone who has tried to steal the Golden Fleece from Aeetes has been killed.
- (D) both A and C

3. In Scene 2, Aeetes agrees to let Jason have the Fleece if Jason completes a set of tasks. Why?

- (A) Aeetes believes Jason is a good person.
- (B) Aeetes knows that the Fleece truly belongs to Jason.
- (C) Aeetes believes the tasks are impossible.
- (D) Aeetes wants Jason to prove himself before he gets the Fleece.

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

- (A) Aeetes: “Watch how the bulls’ breath will shrivel that boy into a black cinder.” (Scene 5)
- (B) N1: “Aeetes boils with rage as he walks onto the field.” (Scene 5)
- (C) Medea: “Father, this youth has an honest face. Let us not jump to any conclusions.” (Scene 2)
- (D) both A and B

5. In Scene 8, Atalanta says, “The Fleece gleams like Zeus’s lightning.” This line contains

- (A) a simile that emphasizes the powerful appearance of the Fleece.
- (B) symbolism: The Fleece is used to stand for Zeus’s lightning.
- (C) a metaphor that emphasizes the power of Zeus’s lightning.
- (D) a personification of the Fleece.

6. Which detail should definitely NOT be included in a summary of the play?

- (A) Medea gives Jason magic oil that protects him from the fire-breathing bulls.
- (B) Jason is on a quest to obtain the Golden Fleece.
- (C) The Argonauts say “Heave! Ho!” as they row.
- (D) After Jason completes King Aeetes’s tasks, Aeetes plans to kill Jason and the Argonauts.

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. A person who is arrogant has an exaggerated sense of his or her importance or abilities. Is Jason arrogant? Support your ideas with text evidence.

8. Is Jason justified in taking the Golden Fleece from Aeetes? Defend your answer using text evidence from the play.

Name: _____ Date: _____

The Fire-Breather Quiz

Directions: Read *The Fire-Breather*. Then answer the questions below.

- All of the following lines suggest that Jason is a confident person EXCEPT which?**
 - Jason: “I will succeed, King Aeetes.” (Scene 2)
 - Jason: “What if Medea’s charm fails?” (Scene 5)
 - Jason: “He’s just a grizzled old man. This shouldn’t be too hard.” (Scene 2)
 - Jason: “Great sir, I am no boy. I am Jason, the rightful king of Iolkos.” (Scene 2)
- In Scene 2, Aeetes says, “My kingdom is littered with the bones of those who have tried to rob me of my most prized possession.” What does he mean by this?**
 - Many people have tried to steal the Fleece.
 - Aeetes is constantly being threatened by outsiders.
 - Everyone who has tried to steal the Golden Fleece from Aeetes has been killed.
 - both A and C
- In Scene 5, Aeetes “boils with rage” after Jason completes his tasks. Why is Aeetes so angry?**
 - Aeetes realized Medea was helping Jason.
 - Aeetes is mad at himself for not making the tasks more difficult.
 - Aeetes did not want Jason to survive.
 - Aeetes is jealous of Jason’s strength and courage.
- Consider this line: “Jason climbs the tree and snatches the Fleece.” The author’s use of *snatches* helps you understand**
 - how carefully Jason took the Fleece.
 - that Jason dropped the Fleece.
 - that Jason took his time getting the Fleece.
 - how quickly Jason took the Fleece.
- In Scene 8, Atalanta says, “The Fleece gleams like Zeus’s lightning.” This line contains a simile that**
 - describes the powerful appearance of the Fleece.
 - explains that the Fleece’s power comes from the god Zeus.
 - reveals that the Fleece is more powerful than Zeus’s lightning.
 - explains that the Fleece was a good source of light.
- Which detail should definitely NOT be included in a summary of the play?**
 - Medea gives Jason magic oil that protects him from the fire-breathing bulls.
 - Jason is on a quest to obtain the Golden Fleece.
 - The Argonauts say, “Heave! Ho!” as they row.
 - After Jason completes King Aeetes’s tasks, Aeetes plans to kill Jason and the Argonauts.

Constructed-Response Questions



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

- If you are arrogant, you believe you are more important or skilled than you really are. Is Jason arrogant? Support your ideas with text evidence.
- One definition of a hero is a person who acts bravely and selflessly for the good of others. Does Medea fit this definition? Support your ideas with text evidence.

Name: _____ Date: _____

Literary Elements and Devices

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

Use this activity to help you understand *The Fire-Breather*.

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

Section 1: Characters

1. For the characters of Jason, Heracles, 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. JASON is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. HERACLES 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. In Scene 1, Jason says: “Pelias did murder my father and steal the throne. But he also swore he would make me king if I proved myself worthy.” What clue do these lines give you about the kind of person Jason is?

3. The following character traits could be used to describe Medea:

fair kind helpful courageous

A. Add one of your own character traits to the list.

B. Underline one of the character traits above. Then find an example in the play where Medea demonstrates that trait and describe it on the lines below.

Section 2: Conflict

4. Consider the main **conflict** between Jason and King Aeetes.

A. Summarize this conflict. What does each character want?

B. How is this conflict resolved? Explain.

Section 3: Theme

5. What is a **theme** of *The Fire-Breather*? Explain, using text evidence to support your answer.

Section 4: Descriptive Writing

6. A **simile** is a comparison—using “like” or “as”—of two unlike things to highlight a special quality of one of those things. Identify one simile in the play and explain what it is being used to highlight.

7. In Scene 2, Aeetes could have said this:

Aeetes: Many have died trying to steal the Golden Fleece.

Instead, he said:

Aeetes: My kingdom is littered with the bones of those who
have tried to rob me of my most prized possession.

Compare these two versions. What makes the author's real sentence more evocative (bringing thoughts, memories, or feelings into the mind) than the alternate version?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Hero Contest

Jason is considered a hero of Greek mythology. In your opinion, does he deserve that title? Is he the hero of this story? Answer both questions in a short essay. Use text evidence to support your ideas. Five winners will each get *The Shadow Thieves* by Anne Ursu.

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 form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Hero Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 20, 2016!

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read “Killer Smog” and “Smog So Thick, Beijing Comes to a Standstill.” Then complete the activity below.

1. Imagine that you are writing a paragraph explaining why smoke produced from burning coal can be a dangerous form of air pollution.

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

- Ⓐ Smoke from burning coal is dangerous because it contains unhealthy substances.
- Ⓑ Smoke from burning coal is dangerous because it is smelly and dirty.
- Ⓒ Smoke from burning coal is dangerous because it causes people to have more accidents.

B. Which information from the article BEST supports the sentence you chose in part A?

- Ⓐ Smog is caused by sooty, oily smoke billowing out of factories and home chimneys. (p. 24)
- Ⓑ Smoke from burning coal turns day into night, which causes car accidents. (p. 24)
- Ⓒ Burning coal releases toxic chemicals and specks of unburned coal into the air, which can enter the lungs and cause permanent damage. (p. 26)

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

- Ⓐ It shows that darkness caused by coal smoke leads to more accidents.
- Ⓑ It explains where smog comes from.
- Ⓒ It provides an example of how burning coal is dangerous: It releases substances that can harm lungs.

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

Before the Killer Smog, most people didn’t know that smog was harmful.

- Ⓐ “This smog was different from others before it, more extreme and longer lasting.” (p. 26)
- Ⓑ “Even scientists did not immediately make a direct connection between the smog and the growing number of coughing, wheezing people staggering into hospitals.” (p. 27)
- Ⓒ “Smog from factories and steel mills blanketed American cities like Pittsburgh and Cleveland. It turned cities ugly and smelled terrible.” (p. 25)

I chose ____ because _____

3. A. Choose three pieces of text evidence from “Killer Smog” that BEST support the statement below.

Breathing extremely polluted air can lead to illness or even death.

- Ⓐ “Emergency rooms routinely filled with patients showing signs of smog-related respiratory problems, such as asthma and pneumonia.” (p. 26)
- Ⓑ “Much of this pollution came from burning coal, which produced an especially sooty and oily smoke.” (p. 24)
- Ⓒ “Chemicals and particulates in smog can damage the lungs—permanently.” (p. 26)
- Ⓓ “By the time the smog finally cleared on the fifth day, more than 4,000 people had died.” (p. 27)
- Ⓔ “Kids playing outdoors would return home with blackened clothes, their lashes and eyebrows coated with dark slime that could be removed only with strong detergent.” (p. 25)

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 “Smog So Thick, Beijing Comes to a Standstill” in the form of a direct quotation.

- Ⓐ In December 2015, the Chinese government issued a red alert about the smog for several reasons. Beijing officials issued the alert, explained author Edward Wong, “to rein in the smog and to show residents that the government was taking action” (p. 29). In other words, officials wanted to show citizens they were doing something about the crisis, while also reducing the pollution itself.
- Ⓑ In December 2015, the Chinese government issued a red alert about the smog for several reasons. First, writes author Edward Wong, the government needed to reduce the pollution (p. 28). The government also wanted to show it cared about the health of citizens.
- Ⓒ “Officials in Beijing issued the red alert to try to rein in the smog and to show residents that the government was taking action.”

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

5. Choose the paragraph that correctly uses text evidence from “Killer Smog” and “Smog So Thick, Beijing Comes to a Standstill” in the form of a paraphrase.

- Ⓐ Sometimes it takes a tragedy to lead to change. For example, in “Killer Smog,” the author explains that after 12,000 people died in 1952, “the British government passed laws designed to make air cleaner” (p. 27). The author of the newspaper article explains that the air quality index in Beijing in 2015 was at a level where “people should not even set foot outdoors.” These examples show that environmental problems are easy to ignore until they become crises.
- Ⓑ Sometimes it takes a tragedy to lead to change. For example, in “Killer Smog,” the author explains that it wasn’t until 12,000 people died in the Killer Smog of 1952 that the British government took steps to regulate air pollution (p. 27). According to the newspaper article, it wasn’t until the air quality in Beijing became toxic that the government used its red alert system (p. 29). These examples show that environmental problems are easy to ignore until they become crises.
- Ⓒ Sometimes it takes a tragedy to lead to change. In both London and Beijing, many years passed as air pollution worsened and governments did little or nothing to clean it up. This shows that environmental problems are easy to ignore until they become crises.

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

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 “Killer Smog” and “Smog So Thick, Beijing Comes to a Standstill.” 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 “Killer Smog” that BEST support the statement below.

Breathing extremely polluted air can lead to illness or even death.

- Ⓐ “Kids playing outdoors would return home with blackened clothes, their lashes and eyebrows coated with dark slime that could be removed only with strong detergent.” (p. 25)
- Ⓑ “Much of this pollution came from burning coal, which produced an especially sooty and oily smoke.” (p. 24)
- Ⓒ “Chemicals and particulates in smog can damage the lungs—permanently.” (p. 26)
- Ⓓ “By the time the smog finally cleared on the fifth day, more than 4,000 people had died.” (p. 27)

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

Before the Killer Smog, most people didn’t know that smog was so harmful.

- Ⓐ “This smog was different from others before it, more extreme and longer lasting.” (p. 26)
- Ⓑ “Even scientists did not immediately make a direct connection between the smog and the growing number of coughing, wheezing people staggering into hospitals.” (p. 27)
- Ⓒ “Smog from factories and steel mills blanketed American cities like Pittsburgh and Cleveland. It turned cities ugly and smelled terrible.” (p. 25)

I chose ____ because _____

3. Below is a statement and two pieces of supporting evidence. Find one more piece of evidence from “Killer Smog” and write it on the lines below.

Air pollution is still a serious problem today.

- Ⓐ “According to the World Health Organization, air pollution is the world’s most dangerous environmental problem.” (p. 27)
- Ⓑ “Smog also remains a truly deadly problem around the world.” (p. 27)
- Ⓒ _____

.....

4. Read the lines from “Smog So Thick, Beijing Comes to a Standstill” below. Then write a statement that they all support.

STATEMENT:

- Ⓐ “. . . poisonous air quality prompted the government to close schools, force drivers off the road, and shut down factories.” (p. 28)
- Ⓑ “On Monday, the government declared a ‘red alert’ over air pollution.” (p. 28)
- Ⓒ “[The government] also broadcast what sounded like bombing raid alerts in the subways to warn people of the health dangers.” (p. 28)

Name: _____ Date: _____

Central Ideas and Details

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

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

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "Killer Smog" and "Smog So Thick, Beijing Comes to a Standstill."

"Killer Smog" by Lauren Tarshis

1. Reread the section "Pea-Soup Smog." Which quote below BEST expresses the central idea of this section?

- Ⓐ "For centuries, London had been known for its fog . . ."
- Ⓑ "Smoke belching out of 12 million home chimneys created hideously green 'pea soup' smog."
- Ⓒ "It appeared in countless paintings and inspired celebrated poems and haunting ghost stories."
- Ⓓ "Fog, after all, is simply microscopic drops of water trapped in the air."

2. Read the central idea of the section "A True Disaster" 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: It took time for people to realize that smog was bad for their health.

- Ⓐ "What few people understood was that smog wasn't just dirty and smelly—it was also dangerous."
- Ⓑ "At first, most doctors believed that people were suffering from the flu or other typical winter illnesses."
- Ⓒ "Even scientists did not immediately make a direct connection between the smog and the growing number of coughing, wheezing people . . ."
- Ⓓ "This smog was different from others before it, more extreme and longer lasting."

I chose _____ because _____

3. Read the details from the section "New Laws for Cleaner Air" listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: "Over the next three years, the British government passed new laws designed to make air cleaner."

Detail 2: "America followed with clean-air laws of its own."

Detail 3: "Polluting factories were moved outside the city."

"Smog So Thick, Beijing Comes to a Standstill" by Edward Wong

4. Consider the central idea of the article "Smog So Thick, Beijing Comes to a Standstill" stated in the box below. Write three details from the article that support it. We filled in the first one for you.

Central Idea:

There is a link between the growth of the economy and rising air pollution.

Supporting detail #1:

Rapid industrialization, the growing popularity of car ownership, and the reliance on coal as an energy source have all contributed to poor air quality in China's large cities.

Supporting detail #2:

Supporting detail #3:

Name: _____ Date: _____

Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and 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 "Killer Smog."

1. The section "Plunged Into Darkness" uses a sequence of events structure. Which words or phrases can help you identify this structure?

2. In the section "Pea-Soup Smog," the author explains what caused air pollution in London in the 1900s. Describe the major cause on the lines below.

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.** List three problems described in the section "A True Disaster."

PROBLEM 1:

PROBLEM 2:

PROBLEM 3:

- 4.** In the section "New Laws for Cleaner Air," the author uses several text structures. Pick one and explain how you identified it, using evidence from the text.

Name: _____ Date: _____

Synthesis

Directions: Answer the questions below to synthesize information from "Killer Smog" and "Smog So Thick, Beijing Comes to a Standstill." Then check the box that shows where you found the information. In some cases, you will check both boxes. You can use your answers to help you respond to the writing prompt on page 29.

Question	Answer	Source (check one or both)
What contributes to smog?		<input type="checkbox"/> "Killer Smog" <input type="checkbox"/> "Smog So Thick, Beijing Comes to a Standstill"
What are the health effects of smog?		<input type="checkbox"/> "Killer Smog" <input type="checkbox"/> "Smog So Thick, Beijing Comes to a Standstill"
What event helped inform our understanding of the connection between air pollution and health?		<input type="checkbox"/> "Killer Smog" <input type="checkbox"/> "Smog So Thick, Beijing Comes to a Standstill"
What obstacles might prevent a city from reducing air pollution?		<input type="checkbox"/> "Killer Smog" <input type="checkbox"/> "Smog So Thick, Beijing Comes to a Standstill"
What has been done to make air cleaner?		<input type="checkbox"/> "Killer Smog" <input type="checkbox"/> "Smog So Thick, Beijing Comes to a Standstill"

Name: _____ Date: _____

Close-Reading Questions

"Killer Smog"

1. Reread the first two paragraphs. Why might Lauren Tarshis wait until paragraph two to reveal that "this terrifying killer was air"? (author's craft)
2. Why did the British government do little to reduce air pollution in London before the Killer Smog of 1952? (key ideas and details, inference)
3. Identify a central idea of the section "New Laws for Cleaner Air." List two details from the section that support that idea. (central ideas and details)

Name: _____ Date: _____

Close-Reading Questions

"Smog So Thick, Beijing Comes to a Standstill"

1. What steps were taken in Beijing to deal with the air pollution crisis last December? (reading for information)
2. What was the purpose of those steps? Think about what you learned from "Killer Smog" about the causes of air pollution. (inference, synthesis)
3. Edward Wong describes China's trade of a healthy living environment for fast economic growth as a "devil's handshake." Context clues reveal that a devil's handshake is what? (context clues)
4. Reread the last section. What reason does Wong suggest for China's not having issued a red alert for air pollution before December 2015? What similar situation is described in "Killer Smog"? (comprehension, synthesis)

Name: _____ Date: _____

Critical-Thinking Question

"Killer Smog" and "Smog So Thick, Beijing Comes to a Standstill"

1. What are some obstacles to reducing air pollution? How can they be overcome?

Name: _____ Date: _____

Vocabulary:

"Killer Smog"

- 1. impose (im-POHZ)** *verb*; To impose is to use your authority to force something on someone. A school principal might impose rules against eating in the halls. *Impose* can also mean "take advantage of" or "make unfair demands on." For example, if your friend Chris invites you to stay for dinner, and you think it will be inconvenient for his parents, you might reply, "Thanks, but I don't want to impose."
- 2. respiratory (RES-per-uh-tawr-ee)** *adjective*; Respiration [res-puh-RAY-shuhn] is the act of breathing. *Respiratory* means "related to respiration." Your body's respiratory system is made up of the organs involved in breathing. Asthma is a respiratory disease; it causes the lungs' airways to swell, making breathing difficult.
- 3. shroud (shrahwd)** *noun or verb*; In some cultures, when a person dies, the body is wrapped in a cloth before it is buried. That cloth is called a shroud. Shroud can also refer to something that covers up or hides *like* a cloth, as in, "a shroud of rain hung over the city."

As a verb, *shroud* means "to cover up or hide." If you can't see a ship because it's surrounded by fog, you could say that the ship is shrouded by fog. If no one knows anything about Vincent's past, you could say that Vincent's past is shrouded in mystery.
- 4. slather (SLATH-er)** *verb*; To slather is to spread or apply thickly. Your mouth might water at the sight of a slice of bread slathered with peanut butter. In the summertime, you should slather your skin with sunscreen so you don't get burned.
- 5. smother (SMUHTH-er)** *verb*; To smother can mean to prevent a person or an animal from getting enough air.

To smother something can also mean to cover it up so that it stops growing or spreading. For example, you can smother (put out) a fire by pouring sand on it.

Another meaning of *smother* is "to cover thickly," as in, "I smothered my fries in ketchup."

Vocabulary:

"Smog So Thick, Beijing Comes to a Standstill"

- 1. bunker (BUHNG-ker)** *noun or verb*; A bunker is a shelter that is built mostly underground and is used to protect people or supplies from an attack. Soldiers hide in bunkers to keep safe from bombs. As a verb, *bunker* is used to mean "stay in a shelter until it's safe to go out."
- 2. dystopian (dis-TOH-pee-uhn)** *adjective*; The noun *utopia* (yoo-TOH-pee-uh) refers to an imaginary society where everything is perfect and everyone is happy. *Dystopia* is just the opposite: It's an imaginary society where people have no freedom or rights and are living in miserable conditions. The adjective *dystopian* is used to describe anything that resembles a dystopia. The Hunger Games and Divergent series are set in dystopian societies.
- 3. industrialization (in-duhs-tree-uh-luh-ZEY-shuhn)** *noun*; An area undergoes *industrialization* when many businesses and factories are set up there. Industrialization is a process that usually occurs over many years or even decades, and changes a city, region, or country from one that mostly grows crops and raises farm animals to one that mostly makes products using machines.
- 4. prompt (prompt)** *verb, adjective, or noun*; If you prompt someone to do something, you inspire or cause them to do it. Hearing that a lot of bikes in your neighborhood have been stolen recently might prompt you to buy a better bike lock. Your mom might prompt you to write a thank-you note to your grandparents.

As an adjective, *prompt* means "done immediately, without delay." If you text your best friend to tell her that you scored tickets to see Ariana Grande, you can probably expect a prompt reply.

The noun *prompt* refers to a message that asks you to do something or provide information. A writing prompt, for example, is a message asking you to write about something.
- 5. rein in (REYN in)** *verb*; To rein in a horse is to slow down or stop the horse by pulling on its reins. When they're not talking about horses, people use the expression *rein in* to mean "to control or limit." Your parents might decide that your family needs to rein in its spending by eating out less frequently.

Vocabulary Acquisition

PAIRED TEXTS: "Killer Smog" and "Smog So Thick, Beijing Comes to a Standstill," pages 22-29

Directions: In the space below, list any other words from either 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:

"Killer Smog"

Directions: Fill in the circle to show whether you think each statement is true or false. Briefly explain your choice.

1. Someone with extremely dry, itchy skin could be described as having a respiratory problem.

☐ (A) true ☐ (B) false

Reason: _____

2. Industrialization was an important part of the ancient world.

☐ (A) true ☐ (B) false

Reason: _____

3. It would be frightening to live in a dystopian society.

☐ (A) true ☐ (B) false

Reason: _____

Directions: Choose the word or phrase that is most similar in meaning to each word in bold.

4. **shroud**

☐ (A) punish ☐ (C) uncover
☐ (B) wrap ☐ (D) ignore

6. **prompt**

☐ (A) terrible ☐ (C) slow
☐ (B) positive ☐ (D) quick

5. **impose**

☐ (A) overlook ☐ (C) force
☐ (B) forget ☐ (D) stand

7. **rein in**

☐ (A) allow ☐ (C) support
☐ (B) reduce ☐ (D) drizzle

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

8. Tim whispered a really funny joke to Steve. Steve **smothered** his laugh because _____

9. The rain was coming down hard, so we **bunkered** _____

10. For his birthday, Brian requested a double chocolate cake **slathered** in chocolate frosting. Brian _____

Name: _____ Date: _____

Paired-Texts Quiz

Directions: Read “Killer Smog” and “Smog So Thick, Beijing Comes to a Standstill.” Then answer the questions below.

- Which statement best expresses a central idea of “Killer Smog”?
 - London is known for its fog.
 - After the Killer Smog of 1952, the problem of air pollution was solved.
 - The Killer Smog of 1952 was a devastating environmental disaster.
 - Smog forms when pollutants stick to drops of water in fog.
- Which of the following lines helps develop the central idea you chose in question 1?
 - “It turned cities ugly and smelled terrible.” (p. 25)
 - “It appeared in countless paintings and inspired celebrated poems . . .” (p. 24)
 - “Smog, it seemed, was just a fact of modern urban life.” (p. 26)
 - “For five days, it blanketed London, causing fear, panic, and death.” (p. 24)
- A statistic about the number of factories that opened in America in the 1900s would best fit into which section of the article?
 - “Plunged Into Darkness”
 - “Pea-Soup Smog”
 - the introduction
 - “A Fact of Life?”
- On page 24, the author writes that the fog in London “wrapped itself around the city on chilly days.” This line contains
 - hyperbole that exaggerates how the fog looked.
 - imagery that shows that the city was completely enveloped by fog.
 - a metaphor that describes the fog’s warming effect.
 - a simile that compares the fog to a blanket.
- On page 29, Edward Wong includes a quote from a Beijing resident: “She [my daughter] loves nature much less than she would in a normal environment.” What is the purpose of this quote?
 - to emphasize the positive impact of smog
 - to describe what nature is like in Beijing
 - to suggest that all kids in Beijing dislike nature
 - to give an example of how smog is negatively affecting people’s lives in Beijing
- Which statement is supported by information in both texts?
 - Air pollution can cause serious health issues.
 - The Chinese government ignored the problem of air pollution early on.
 - People did not always understand the dangers of smog.
 - Smog is annoying but not dangerous.

Constructed-Response Questions

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

- At the end of “Killer Smog,” Lauren Tarshis writes that to Brian, breathing fresh air is “a gift.” What does Tarshis mean by this? Why might she have chosen to end the article this way?
- Edward Wong writes that China traded “a healthy living environment for extremely fast economic growth.” Did London make this trade-off in the 1900s? Support your argument with text evidence.

Name: _____ Date: _____

Paired-Texts Quiz

Directions: Read “Killer Smog” and “Smog So Thick, Beijing Comes to a Standstill.” Then answer the questions below.

- Which statement best expresses a central idea of “Killer Smog”?
 - London is known for its fog.
 - After the Killer Smog of 1952, the problem of air pollution was solved.
 - The Killer Smog of 1952 was a devastating environmental disaster.
 - Smog forms when pollutants stick to drops of water in fog.
- All of the following lines help develop the central idea you chose in question 1 EXCEPT which?
 - “It would kill 12,000 people.” (p. 23)
 - “All around London, others were getting sick too—thousands and thousands of people.” (p. 27)
 - “For five days, it blanketed London, causing fear, panic, and death.” (p. 24)
 - “Smog, it seemed, was just a fact of modern urban life.” (p. 26)
- A statistic about the number of new factories in America in the 1900s would best fit into which section of the article?
 - “Plunged Into Darkness”
 - “Pea-Soup Smog”
 - the introduction
 - “A Fact of Life?”
- On page 24, the author writes that the fog in London “wrapped itself around the city on chilly days.” The author is using imagery to
 - explain that many Londoners found the fog to be comforting.
 - show that the city was completely enveloped by fog.
 - exaggerate the fog’s appearance.
 - describe the warming effect of fog.
- On page 28, Edward Wong writes that the Chinese government “broadcast what sounded like bombing raid alerts” in Beijing subways. What does this detail help the reader understand?
 - The government in China was taking the air pollution “red alert” very seriously.
 - Smog is as dangerous as a bomb.
 - The alerts were very loud.
 - both A and C
- Which statement is supported by information in both texts?
 - Air pollution can cause serious health issues.
 - The Chinese government ignored the problem of air pollution early on.
 - People did not always understand that smog was dangerous.
 - Smog is annoying but not dangerous.

Constructed-Response Questions

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

- At the end of “Killer Smog,” Lauren Tarshis writes that to Brian, breathing fresh air is “a gift.” What does Tarshis mean by this? Why might she have chosen to end the article this way?
- Compare and contrast London’s Killer Smog of 1952 with the smog in Beijing today.

Name: _____ Date: _____

Video Discussion Questions

Behind the Scenes: "Killer Smog"

PART 1

Directions: After watching the video—but before reading "Killer Smog"—answer the following questions.

1. Lauren Tarshis says she wanted to create a mood of "quiet terror" in the beginning of her article (1:50). Do the lines that appear on the screen at 1:54 successfully create this mood? Explain.
2. A list of sensory words that Lauren uses to describe the Killer Smog appears on-screen at 2:34. Come up with a list of sensory words and phrases that you might use to describe a beach scene on a beautiful summer day.
3. In the video, Lauren explains that good writers don't just tell you something, they show you (3:09–4:09). Explain what she means. What is the difference between "telling" and "showing"?

PART 2

Directions: After reading "Killer Smog," fill in the chart below. For each of the writing techniques listed in the far left-hand column, write an example from the article (a different one than is given in the video) and explain how that line or those lines affect the reader.

	Example from "Killer Smog"	What is the effect?
Creating a Mood		
Writing with Sensory Details		
Building Pictures in the Reader's Mind (Imagery)		

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Killer Smog Contest

How has smog impacted the lives of people throughout history? Has enough been done to solve the problem? Use details from both articles to support your answer. Five winners will each receive *The City of Ember* by Jeanne DuPrau.

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 form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Killer Smog Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 20, 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 choices and the details that he or she includes.

Directions: Read "Should Your City Host the Olympics?." Then answer the questions below to help you evaluate the tone of Michelle's and Tim's letters.

Michelle's letter:
"Olympic Glory Should Be Ours!"

1. Choose the group of words that best describes the tone of the first paragraph.

- Ⓐ joyful, relieved, surprised
- Ⓑ curious, uncertain, concerned
- Ⓒ enthusiastic, confident, full of wonder

Explain your answer—why you chose the words you chose.

2. Which group of words best describes the tone of Michelle's whole letter?

- Ⓐ familiar, conversational, informal
- Ⓑ polite, formal, informative

Briefly explain your answer. Include how the point of view (first-person, second-person, or third-person) affects the tone.

3. In the last paragraph, Michelle's tone shifts. In which way?

- Ⓐ She becomes more practical and instructive.
- Ⓑ She becomes more inspirational and idealistic.
- Ⓒ She becomes more teasing and playful.

Briefly explain your answer.

4. Another word that could be used to describe the tone of Michelle's letter is *persuasive*. What does Michelle do to try to persuade Tim that hosting the Olympics in Parkfield is a great idea?

Tim's letter:

"Hosting the Olympics will wreck our town!"

5. Choose the sentence that best describes Tim's attitude toward the idea of having Parkfield host the Olympics.

- Ⓐ He is uncertain about the idea; in some ways, he thinks it sounds like a good idea, but he has some concerns about it.
- Ⓑ He is strongly opposed to the idea.
- Ⓒ He is indifferent to the idea—he doesn't care one way or the other.

Explain your answer. How do you know?

6. Reread the first paragraph of Tim's letter. Write two or three words that describe its tone:

Briefly explain your answer.

7. Which group of words best describes the tone of Tim's whole letter?

Ⓐ familiar, conversational, informal

Ⓑ polite, formal, informative

Briefly explain your answer. Include how the point of view from which Tim writes (first-person, second-person, or third-person) affects the tone.

8. In the last paragraph of his letter, Tim writes, "Sorry to be a bummer, but I think Parkfield would be better off without the burden of the Games. I'll still watch them with you, though, wherever they are." What is the tone of this paragraph? Is it the same as or different from the rest of the letter? Explain.

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Should Your City Host the Olympics?" develop their arguments. We filled in some information for you.

	Michelle	Tim
line(s) that express the central idea, or central claim		"I hate to crush your dreams, but hosting the Olympics would be a nightmare." (p. 13)
two pieces of evidence that support the central idea, or central claim		
line(s) that express the counterargument	"I know what you're probably thinking: Hosting the Olympics would cost Parkfield A LOT." (p. 12)	
line(s) that contain the rebuttal to the counterargument		

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should Your City Host the Olympics?" Complete the scavenger hunt on page 13. Then follow the steps below to write an argument essay about whether YOUR city should host the Olympics.

STEP 1: DECIDE WHAT YOU THINK

Should your city host the Olympics? Consider what you read in Michelle's and Tim's letters, 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! My city should host the Olympics.

☐ No! My city should not host the Olympics.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which details from the debate support your opinion? What other information supports your opinion? List at least three supporting details here:

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think your city should host the Olympics, summarize the strongest arguments against hosting. (Check out Tim's letter for ideas.) If you do not think your hometown should host the Games, summarize the main arguments someone might make for why it should. (Michelle's letter will give you ideas.)

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 the Olympic Games. Do you watch them? Do you ever wish that the Games would come to your city?
- 2. SURPRISING FACT:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the letters. You can also do some research to find one that is not included in the article.
- 3. RHETORICAL QUESTION:** Ask your readers a question that reflects your point of view about hosting the Olympics. One way you could structure your question is like this: "Is _____ really worth _____?"

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 are reasons for and against hosting the Olympics in your city.

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 about whether or not your city should host the Olympics. 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 your city should host the Olympics. (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.

Name: _____ Date: _____

Vocabulary:

"Should Your City Host the Olympics?"

- 1. appealing (uh-PEE-ling)** *adjective*; Someone or something that is appealing has qualities that people like; it draws attention in a good way. If you're at a buffet table, you're probably going to go for the dishes that look appealing. If your friend's idea of what to do on Friday night is *not* appealing, you are probably going to suggest doing something else.
- 2. debt (deht)** *noun*; A debt is something that you owe. If you borrow \$10 from your brother, that \$10 is a debt. If you say that you are in debt to someone, you mean that you owe that person something. For example, if Kim helps you prepare for your music school audition, you might feel that you are in debt to Kim—that you owe her a favor to pay her back for the one she did for you.
- 3. hefty (hehf-TEE)** *adjective*; *Hefty* means "big, bulky, and heavy." A big, strong football player might be described as hefty. When *hefty* is used to describe an amount of money—as in "a hefty bill" or "a hefty paycheck"—it means "impressively large."
- 4. prestige (preh-STEEJ)** *noun*; Someone or something with prestige is generally respected or admired and seen as important or successful. If a school has prestige, it is believed to be an excellent school. If a scientist has prestige, he or she is respected as an expert.
- 5. profit (PROF-it)** *noun or verb*; A profit is money that you make. More specifically, a profit is the money you have made after all your expenses are paid. For example, let's say you are selling T-shirts for \$20 a piece. But it costs you \$15 to make each one (you have to buy the fabric, the thread, and so on). You would make a profit of \$5 on each T-shirt you sell.

Profit can also be used as a verb. It can mean "to make a profit," as in "Jake hopes to profit from his T-shirt business." The verb *profit* can also mean "benefit." If you are struggling with your homework, you might profit from getting extra help.
- 6. showcase (SHOH-kayss)** *noun or verb*; *Showcase* can refer to a glass case for displaying objects, such as you might see in a museum or a jewelry store. *Showcase* can also refer to a setting or event in which something is displayed in a way that makes it look good. For example, you might say that a food festival is a showcase of the best dishes from local restaurants.

When used as a verb, *showcase* means "show something off or put it on display in a way that makes it look good." A comedy show might showcase young comedians. A YouTube video might showcase a dog's impressive range of tricks. A particular song might showcase a singer's voice.

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

"Should Your City Host the Olympics?"

Directions: Briefly answer each question below. Be sure to explain your opinions and ideas.

1. Beth has an appealing personality. Do you think it's easy or difficult for her to make friends? Explain.

2. Dan has starred in dozens of hit movies, won three Academy Awards, and teaches at a famous drama school. Paul played a goat in his school play. He had only one line—"Baaaah!"—but he delivered it with feeling and his mother thinks he's a great actor. Who would you say has more prestige, David or Paul? Explain.

3. Zachary is looking for a way to showcase his talents as a juggler. What could he do?

4. Which would you rather have: a debt of \$500 or a profit of \$500? Why?

5. Liz was surprised by the hefty price tag on the old cowboy boots that she found at a thrift shop. Was she expecting the boots to cost more or less than they did?

Directions: Choose the word or phrase that could BEST replace the word or phrase in bold.

6. Griffon is a **massive** dog. He weighs 184 pounds and is built like a brick house.

Ⓐ prestigious
Ⓑ appealing
Ⓒ hefty
Ⓓ profitable

7. Mr. Parker built a special cabinet to **display** his collection of antique radios.

Ⓐ profit
Ⓑ showcase
Ⓒ put into debt
Ⓓ make hefty

8. Lydia is relieved to have paid off all **the money she owed**. Now she can start saving!

Ⓐ her debts
Ⓑ her profits
Ⓒ her showcases
Ⓓ her prestige

9. Fernando says that having celebrities eat at his restaurant will **impress people and improve the restaurant's reputation**.

Ⓐ increase his profits
Ⓑ showcase his cooking
Ⓒ create debt for the restaurant
Ⓓ give the restaurant prestige

10. To Holly, the idea of camping is **unpleasant**. She would much rather stay in a hotel.

Ⓐ prestigious
Ⓑ hefty
Ⓒ appealing
Ⓓ not appealing

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:

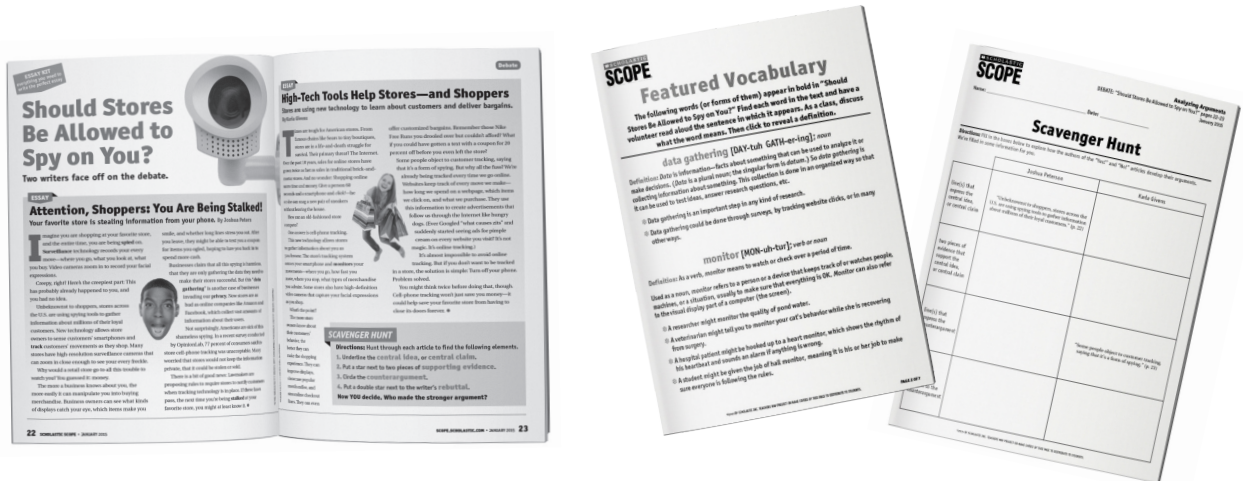
- as a result
- consequently
- so
- it follows that
- therefore
- eventually

If you want to add emphasis:

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

How to Use the Debate/Scavenger Hunt

Bring this activity to life in your classroom



Preview: Your students read and evaluate two texts with opposing points of view. A text-marking activity then sets students up for a lively classroom debate.

Learning Objectives: to read and critique two argument essays, to develop a working vocabulary for discussing arguments, and to participate in a class debate

Key Skills: analyzing arguments, identifying central ideas and supporting details, comparing and contrasting, tone

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 may be completed after reading or assigned as homework.

2 Reading, Text Marking

(30 minutes)

- Read both texts as a class.
- Ask: “No matter what you personally think about this issue, which author do you think makes the better argument?” Take a poll and tally the results on the board.
- Project the first text. Complete the Scavenger Hunt, modeling text marking on your whiteboard while students mark their magazines. Or, print the **Scavenger Hunt** activity sheet and distribute it.

- Have students complete the Scavenger Hunt for the second text in groups.

- As a class, discuss the question at the end of the Scavenger Hunt: Who made the stronger argument?

**Find all activity
sheets online at
SCOPE.SCHOLASTIC.COM**

student from the other group responds.

Students should quietly walk to the other side of the room if at any point during the debate they change their minds; be sure to ask any student who does this why he or she did so.

3 Discussion

(5 minutes)

Discuss the following as a class.

- ▶ What do the authors agree about?
- ▶ What do they disagree about?
- ▶ Which images support each author's argument? How?
- ▶ What is each author's tone? Explain your answer.

4 Debate

(15 minutes)

- Divide students into groups according to which author they believe makes the stronger argument. Have the groups stand on opposite sides of the room. Students can then debate: One student offers a reason (support) for his or her opinion; a

- At the end of the debate, compare the number of students who support each author with the number who supported each author before the debate.

5 Writing

(15 minutes, activity sheet online)

Optionally, have students complete the **Essay Kit** guided-writing activity to write an argument essay supporting their own point of view on the issue. 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.3, R.6, R.8, R.9, W.1, W.4, W.5,
W.8, SL.1, L.1, L.2, L.3

Differentiation

For Struggling Readers

Ask students to write one paragraph in which they state which of the two authors they agree with more and why.

For Advanced Readers

Have students find another text whose author argues either for or against the issue at hand. Have students compare that text with the one in *Scope*. Which author does a better job of supporting their argument? Why?

Name: _____ Date: _____

Puzzling Pronouns

Think about the following sentence:

Nicholas went to see the lion, and he started roaring.

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

The lion started roaring when Nicholas went to see him.

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

1. **a** _____ When I dropped the vase on the table, it broke.
b ☒ The vase broke when I dropped it on the table.
2. **a** _____ Jenny emptied the trash out of her car and washed it.
b _____ Jenny washed her car and emptied the trash out of it.
3. **a** _____ Aaron's brother wondered how tall Aaron was going to be.
b _____ Aaron's brother wondered how tall he was going to be.
4. **a** _____ The teachers assured the students, "You will all pass the test on Friday."
b _____ The teachers assured the students that they would all pass the test on Friday.
5. **a** _____ Evan called Jon every day when he was at camp.
b _____ When Jon was at camp, Evan called him every day.

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

6. Noelle and Kayla are twins, but she has always been taller.

Noelle and Kayla are twins, but Noelle has always been taller.

7. Marissa gave Shauna a new book that she couldn't put down.

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

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

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

Name: _____ Date: _____

Repairing Ramblers and Run-Ons

Rambling sentences may technically follow the rules of grammar, but they are still a problem because they ramble—that is, they go on and on (and on and on) in an aimless way. They are hard for the reader to follow. For example:

On Thursday, my sister and I woke up early to go sailing, but when we looked outside, it was pouring rain, so we thought we'd have to cancel our plans, but by the time we arrived at the dock, things were looking up, and the sun had emerged from the clouds, and the rain had stopped, so before we knew it, we were heading out to sea!

Oof! That's an awful lot to pack into one sentence! It would be much easier to read if you turned it into a few shorter sentences. Here's one way to do it:

On Thursday, my sister and I woke up early to go sailing. When we looked outside, though, it was pouring rain. We thought we'd have to cancel our plans. By the time we arrived at the dock, however, things were looking up; the sun had emerged from the clouds, and the rain had stopped. Before we knew it, we were heading out to sea!

Directions: Rewrite the ramblers below. Break it into several shorter sentences.

Last week was my mom's birthday, and the whole family came over to celebrate, so my sister Leah made a chocolate-chip cheesecake, which is my mom's favorite dessert, and it looked absolutely wonderful, yet as soon as we tasted it, it was clear that something had gone wrong, because it tasted awful, and Leah realized that she had forgotten to add the sugar!

[illegible]

Related to rambling sentences are run-on sentences. A run-on sentence combines two or more independent clauses incorrectly. (An independent clause is a group of words that contains a subject and a verb, and expresses a complete thought—in other words, a sentence.) Consider the following run-on sentence:

Gray clouds rolled in, darkening what had been a bright-blue sky, we still had fun.

“Gray clouds rolled in, darkening what had been a bright-blue sky” and “we still had fun” are both independent clauses—each can stand on its own as a sentence. A comma is not enough to join the two clauses.

Here are three ways to correct a run-on sentence:

1. Divide it into separate sentences.

Gray clouds rolled in, darkening what had been a bright-blue sky. We still had fun.

2. Use a comma and a conjunction such as *for, and, nor, but, or, yet, or so*.

Gray clouds rolled in, darkening what had been a bright-blue sky, but we still had fun.

3. Use a semicolon and a transition word or phrase such as *however, moreover, furthermore, as a result, meanwhile, first, next, finally, or in addition*.

Gray clouds rolled in, darkening what had been a bright-blue sky; however, we still had fun.

Directions: Rewrite each run-on sentence below so that it is no longer a run-on. (Be careful not to turn it into a rambler!)

1. Four species of monkeys are native to Costa Rica, we saw two on our trip there.

Correct: _____

2. I went to school yesterday, but I didn’t feel well, I had a really bad headache, and I couldn’t focus.

Correct: _____

3. Randy meant to stay awake until the end of the movie, he fell asleep during the first 10 minutes.

Correct: _____

Name: _____ Date: _____

Can We Agree?

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

If the subject is singular, use a singular verb. If the subject is plural, use a plural verb:

Allison *sits* alone.

Those newspapers *are* old.

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

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

My sister and I *are* going to the movies.

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

I think eight dollars *is* a good price for the dance.

Four hours *is* a long time to wait.

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

Is your mom or dad home?

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

My team *has* so much fun playing together.

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

Nobody *eats* the cake.

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

The majority of my friends *are* going to the party on Friday.

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

1. Some T-shirts in this pile **is/are** yours.
2. Some parts of your essay **need/needs** revisions.
3. Most of these clothes **is/are** too small for me.
4. The movie **are/is** three hours long? I'm going to wait until I can stream it and watch it on my couch.

5. All the dancers in the show **say/says** their feet hurt after a performance.

6. Jared and his friends **plan/plans** to come to my party.

7. Neither of the books I wanted **is/are** in stock.

8. The paintings in the gallery **cost/costs** \$1,000 each.

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

9. The **flower/flowers** in my grandmother's garden are in bloom.

10. The **sink/sinks** in my kitchen has a leak.

11. The **signs/sign** on the street seems to be incorrect.

12. The **kitten/kittens** in the pet store are adorable.

Directions: For each sentence below, check one of the boxes to indicate whether the verb in boldface is correct or incorrect. Then explain your answer. We've done the first one for you.

13. My teacher and her family **is** going on vacation this week. ☐ correct ☒ incorrect

Explanation: The subject is composed of two nouns (teacher and family) connected by "and."

14. Each of those desserts **looks** delicious, but I'm full. ☐ correct ☐ incorrect

Explanation: _____

15. The fans cheer wildly each time their team **score** a point. ☐ correct ☐ incorrect

Explanation: _____

Name: _____ Date: _____

Keep It Consistent

Style and tone are closely related. *Tone* is the writer's attitude toward the subject matter or toward the reader. *Style* is the writer's "voice." A change in tone and style can jar or confuse the reader, so in general, good writers maintain a consistent tone and style throughout their essay, their story, or whatever they are writing.

Of course, sometimes a shift in tone or style is appropriate. For example, if a story moves from a humorous event to a more serious one, it makes sense for the tone to change. But imagine what it would be like if you were reading a funny letter from a friend and, suddenly, it started to sound like a textbook. And what would it be like if you were reading a scientific article and then, out of nowhere, the author became sarcastic? It would be confusing—and kind of weird!

.....
The passage below is a short, informational essay on carrier pigeons—the sort of essay you might write for a school assignment. Here are some guidelines for this type of academic writing:

- The style should be formal. It should not contain slang or abbreviations.
- It should be written from the third-person point of view.
- It should be focused on facts, not on the writer's opinion.
- The tone should be neutral.

Directions: On the lines provided, rewrite each paragraph so that its tone and style are consistently formal.

Carrier Pigeons

Carrier pigeons are homing pigeons (pigeons with the ability to find their way home over thousands of miles) that have been trained to carry messages and lightweight packages. Pretty crazy, don't you think? Historically, carrier pigeons have completed many important jobs, from spreading news about Olympic champions in ancient Greece to delivering lifesaving messages during both World War I and World War II. Hospitals, too, have used carrier pigeons to deliver vials of blood (ew!) and other samples to laboratories, or to deliver medication to sick patients. That's cool and all, but I'm not sure how I'd feel taking medicine that was delivered by a pigeon. I mean, it would just be, like, really weird, I guess.

One of the most famous carrier pigeons in history was named Cher Ami. (That means “Dear Friend” in French. I knew those French lessons I’ve been taking would come in handy!) During World War I, a group of American soldiers accidentally entered enemy territory and were surrounded. They attached a message to Cher Ami, who managed to deliver it despite being shot in the head and leg. Animal abuse, anyone? Anyway, the message led to the rescue of the “Lost Battalion.” Cher Ami, who later died from his wounds, received an award from the French government for his heroic service. Today, his body is on display at the National Museum of American History in Washington, D.C.—which, if you haven’t been there, is AWESOME.

Carrier pigeons have been used for less-admirable purposes as well. Check it out: Prison inmates have been known to use the birds to receive illegal drugs. Bad birdies! Bad! (JK. I know it’s not the birds’ fault.) But for the most part, carrier pigeons have helped humanity in positive ways. Advances in technology have mostly eliminated the need for carrier pigeons, but there are still many people who raise these amazing birds as a hobby. Actually, now that I think of it, my dad’s friend Evan Silverton does that.

You Write It

Help us make this story more descriptive!

DIRECTIONS:

1. Read the story below.
2. Notice the words in **bold**. They are vague—meaning they are not very descriptive.
3. Follow the prompts in the green circles to make the writing more vivid. Good luck!

A Day at the Pool

It's the middle of July and impossibly hot outside. Lucky for you, your mom has agreed to drive you to the town pool.

Sweat trickles down your back and onto the car's sticky leather seat. As you enter the parking lot, you hear **sounds**. You barely allow the car to stop before you fling the door open and **go** to the entrance.

This doesn't tell us much. What **KINDS** of sounds? **HINT:** Think about what you might hear at a public pool.

Find a verb that describes **HOW** you move. **HINT:** What do context clues reveal about how you move?

You barrel through the gate and there it is—**the pool**. You slip off your flip-flops. The **concrete feels hot** as you trot toward the pool's edge. You take a deep breath—**you smell chlorine**—and then you jump. Splash! The icy water envelops your skin as you plunge downward. Exhilarated, you pop back up to the surface. You think you might stay in the pool forever.

Snore! Add an adjective or two to describe the pool.

What a great place for a simile! Add one here. **HINT:** What does the ground feel **LIKE**?

HOW does chlorine smell? How does it affect your nose? **HINT:** Rewrite the phrase.

“You Write It” Model Text

A Day at the Pool

Sweat trickles down your back and onto the car’s sticky leather seat. As you enter the parking lot, you hear delighted shrieks, playful splashing, and the cautionary shriek of the lifeguard’s whistle. You barely allow the car to stop before you fling the door open and rush to the entrance. You barrel through the gate and there it is—the glistening blue pool. You slip off your flip-flops. The concrete feels like hot coals on the bottoms of your feet as you trot toward the pool’s edge. You take a deep breath—the sharp, acrid smell of chlorine tingles your nostrils—and then you jump. Splash! The icy water envelops your skin as you plunge downward. Exhilarated, you pop back up to the surface. You think you might stay in here forever.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Cat Island Contest

Read the paragraph on page 32 of your April 2016 issue of *Scope*. Note the words in bold. They are vague—meaning they are not very descriptive. Follow the prompts in the blue circles to make the writing more vivid. Three winners will each get a \$25 Visa gift card and have their entries published online.

Entries will be judged on:

⇒ creativity ⇒ grammar ⇒ clarity ⇒ strength of descriptive-language

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 form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Cat Island Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 20, 2016!

Name: _____ Date: _____

Then vs. Than

The words **then** and **than** are often confused and misused. Here's what you need to know to use them correctly:

Then is used to describe time. It can mean "next" or "at that time."

Examples:

First wash your hands, then set the table.

My life was a lot simpler back then.

Then is also used in if/then statements.

Example:

If you don't finish that burger, then I will!

Than is used to make a comparison.

Examples:

Simon is taller than Sebastian.

Other than soccer practice, I have no plans for the weekend.

I would rather have pizza than a burrito.

Directions: Underline the correct boldface word in each sentence.

1. Louis saw his first violin concert when he was 3 years old. Since **than/then**, he has been fascinated by stringed instruments.
2. Rachel would rather eat 20 pieces of broccoli **than/then** touch a single green bean.
3. Finish your homework, **than/then** we can go for a bike ride.
4. "Fluffy, no!" Mrs. Hall scolded, scooping up the cat. "You know better **than/then** to walk on the kitchen table."
5. Pete found that getting up an hour earlier was easier said **than/then** done.
6. "Don't forget," Shawna called, "we're meeting at the museum at five o'clock. I'll see you **than/then!**"
7. My little brother knows so much more about *Star Wars* **than/then** I do.

Directions: For each line below, combine the sentences into a single sentence using the word **then** or **than**.

8. Sam ran fast. Ashley ran faster.

9. Put a half cup of flour in a bowl. Add two eggs and stir until smooth.

10. I like playing baseball. I would rather play soccer.
