

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 "Why Are Your Clothes So Cheap?"

**1. Reread the section "Who Makes Your Clothes?" Which sentence below best expresses the central idea of this section?**

- Ⓐ Children in Bangladesh and Pakistan work in factories.
- Ⓑ Most clothes that Americans wear are made by workers in foreign countries who often work under difficult and sometimes dangerous conditions.
- Ⓒ Some popular American stores are Forever 21, H&M, and Walmart.
- Ⓓ Americans buy 20 approximately billion items of clothing each year.

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

**In developing countries, children must sometimes work to help their families survive.**

- Ⓐ "Often, children *have* to work."
- Ⓑ "At school, she earned good grades."
- Ⓒ "As the family faced starvation, Kalpona had no choice but to quit school and get a job in one of Dhaka's many clothing factories."
- Ⓓ "Without their income, they and their families could end up on the street."

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

\_\_\_\_\_

\_\_\_\_\_

3. Read the details from the section "How Did This Happen?" that are listed below. In the box, write a central idea that these details support.

**Detail 1:** "Once you do, you will realize that the human cost of our cheap clothes is heartbreakingly high."

**Detail 2:** "These factories are able to make cheap clothes because they pay their workers very little."

**Detail 3:** "In Bangladesh and other countries, many factory owners save money by failing to provide a safe workplace."

4. Consider the central idea of the article "Why Are Your Clothes So Cheap?" stated in the box below. Write a detail that supports it from each of the sections listed below. We filled in a couple for you.

**Labor activists, consumers, and clothing companies can all play a role in improving the plight of garment workers.**

**Supporting detail from "How Did This Happen?":**

*A century ago, conditions in many garment factories in the U.S. were similar to the conditions in many overseas garment factories today. "Yet slowly, through long and bitter struggles, working conditions in America improved."*

**Supporting detail from "Nike: A Model of Success?":**

**Supporting detail from "Angry and Inspired":**

*When Kalpona learned that factory owners were breaking the law, "[s]he tried to organize her fellow workers into a union. As a group, they could bargain with the factory owners. If the owners refused to treat them fairly, they could strike."*

**Supporting detail from "Slowly Changing":**

**Supporting detail from "What Can You Do?":**

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# Exploring Mood

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

1. Below are some positive and negative words that you might use to describe the mood in different sections of "Why Are Your Clothes So Cheap?" Read the lists, then add your own words on the lines provided.

| POSITIVE   |       |
|------------|-------|
| inspired   | _____ |
| determined | _____ |
|            | _____ |

| NEGATIVE  |       |
|-----------|-------|
| desperate | _____ |
| sad       | _____ |
|           | _____ |

2. A. Circle the word that best describes the mood of the introduction.

exciting      angry      nightmarish

- B. Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

3. Consider the section "Harsh Reality."

- A. What is the mood in the beginning of this section? Use details from the text to support your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- B. Describe how the mood shifts in this section.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Choose another point in the article where the mood shifts. Explain what the mood shifts from and what it shifts to. Support your answer with details from the text.

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5. What is the mood of the following excerpt from the section “First Day”? Explain your answer.

At lunch—the only break she would get in what would be an agonizing 14-hour day—Kalpona went up to the roof of the building. From there, she glimpsed her old school. She could see her friends playing in the school yard, their blue-and-white uniforms blazing bright in the afternoon light.

And that’s when it hit Kalpona: She would never go back to school. Her old life was gone.

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6. Consider the following excerpt from the section “Angry and Inspired”:

After the fire, Kalpona had no choice but to return to work. But something happened to her. As she sat at her sewing machine, day after day, earning her meager wage, she became angry—and inspired. She began attending classes at a local nonprofit organization, where she learned that the factory owners were breaking the law. She tried to organize her fellow workers into a union. As a group they could bargain with the factory owners. If the owners refused to treat them fairly, they could strike.

For her efforts, Kalpona was fired. Yet she only became more determined to change the lives of garment workers in Bangladesh.

What mood do these lines create? Explain.

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# Exploring Text Features

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

**Directions:** Answer the questions below to help you explore the text features in "Why Are Your Clothes So Cheap?"

1. Describe the images on pages 4-5. What do you notice about the people in the photos?

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2. How do the image and caption on page 6 contribute to your understanding of the article?

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3. What are the people in the photograph on page 7 called? Describe what a day at work might be like for them.

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4. What is the mood of the images on page 8? How do these images relate to the article?

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5. Why do you think the authors included the "How-To" sidebar on page 10?

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# Summarizing

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

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**Directions:** Answer the questions below to help you write an objective summary of “Why Are Your Clothes So Cheap?”

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**4.** What caused the problem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**6.** What does the future hold for this person/these people?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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**Directions:** Your turn! Write an objective summary of “Why Are Your Clothes So Cheap?” You can use the information in your answers from questions 1-7 in any order. Most of the information from your answers should be included in your summary, but leave out details you find unnecessary.

## Summary of “Why Are Your Clothes So Cheap?”

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

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# Summarizing

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

**Directions:** Follow the prompts in the margins to complete the summary of “Why Are Your Clothes So Cheap?”

## Summary

As a child, Kalpona Akter had to \_\_\_\_\_

\_\_\_\_\_. Conditions in the

factory were \_\_\_\_\_

\_\_\_\_\_. These kinds of working conditions can lead to tragedies like \_\_\_\_\_

\_\_\_\_\_. Safety isn't the only issue that many garment

workers around the world face. Overseas garment workers \_\_\_\_\_

By treating their workers this way and by ignoring important \_\_\_\_\_

\_\_\_\_\_, factory owners are able to \_\_\_\_\_

\_\_\_\_\_. Today, Kalpona is \_\_\_\_\_

\_\_\_\_\_. The global garment industry is improving, but it still has a long way to go.

2. How did Kalpona's boss treat her? Was the factory safe?

4. How much do garment workers get paid? Is it fair?

6. What kind of clothing do these factories produce? Who are they making it for?

1. Why did Kalpona have to start working? Where did Kalpona work?

3. What happened at the Rana Plaza building?

5. What do some overseas factory owners do to save money?

7. What does Kalpona do to help garment workers?

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# Write to a Clothing Company

Now that you've read the article "Why Are Your Clothes So Cheap?" and watched the video "Beyond the Story," it's time to write a letter to one of your favorite clothing brands. Use this activity to help you!

## ► Do Your Research

Decide which clothing brand you are going to write to and find out as much as you can about how it manufactures its clothing. (Some brands may disclose more information than others.)

### Here are some places to start your research:

the brand's website

news articles about the brand

Clean Clothes Campaign: [cleanclothes.org/news](http://cleanclothes.org/news)

International Labor Rights Forum: [laborrights.org/releases](http://laborrights.org/releases)

Institute for Global Labour and Human Rights: [globallabourrights.org/alerts](http://globallabourrights.org/alerts)

On a separate sheet of paper, write down the information you find, along with your sources. You may uncover positive and negative information. (You can include positive information in your letter as well as negative—if the brand is doing something good for garment workers, tell the brand you appreciate it.)

## ► Take Notes

Answer the questions below and on the next page, which will help you consider what points you might want to make in your letter. Use ideas from the article and the video, and support your claims with evidence. Include your own ideas as well.

1. Why did American clothing companies start moving their factories abroad in the 1990s?

2. What kinds of conditions do some garment workers face at work? Explain.

3. According to Barbara Briggs, how do the actions of large American clothing companies affect the decisions made by overseas factory owners? How do these decisions affect garment workers?

4. What are some challenges or obstacles to correcting labor abuses in overseas factories?

5. How does Nike address labor abuses in its supply chains? Why might Nike be a model for other companies trying to help garment workers?

➤ **Consider Your Reader**

Ask yourself what points would be **MOST** effective in convincing the reader of what you are arguing. How could the action you desire benefit them? What concerns might they have?

In this case, your reader is a representative of a clothing brand—a business that sells clothes. Clothing companies want you to be completely satisfied with their clothing (what it looks like, how it is made, where it comes from, how much it costs, etc.) so that you will buy their products again in the future. Remember, **YOU** are their customer.

➤ **Write as If the Reader Is on Your Side**

When writing a persuasive letter, don't treat the reader like an enemy. Your letter will be much more effective if you assume that you and your clothing brand have the same goals.

➤ **Be Polite**

Not only is a less-than-polite letter likely to be ignored, it could even work against you!

## Here is how you can format your letter:

At the top of the page, write your full name and address.

Maggie Sims  
1439 Hopper St.  
Portland, ME 04101

Write the date.

September 17, 2015

Write the name and address of your reader—the clothing company.

Forever 21, Inc.  
2001 S Alameda St.  
Los Angeles, CA 90058

Use the appropriate salutation. In this situation, you may not know the name of the person who will be reading your letter.

To Whom It May Concern:

**First paragraph:** Explain briefly why you are writing and what you want.

**Second paragraph:** Explain what you've learned about the plight of garment workers around the world and how you think the company can help. If the company is doing anything well when it comes to the rights of workers in its factories, be sure to point it out. If not, urge them to do more. Support your ideas with evidence.

**Third paragraph:** Acknowledge any concerns you think the company might have, and explain why they should still take action.

**Fourth paragraph:** Conclude with a call to action. Politely tell the company what to do and when to do it. Then thank them for considering your request.

Close your letter with "Sincerely," followed by your signature and your typed or printed name.

Sincerely,  
*Maggie Sims*  
Maggie Sims

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Why Are Your Clothes So Cheap?” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading Text Features, Inference

1. Study the image on pages 4-5 and read the **headline** and **subheading** of the article. Describe the images. What do you notice about the setting in the photographs?

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2. Examine the images on pages 6-7. What do they show?

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3. Examine the images on pages 8-10. What do they show?

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

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## During Reading

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

5. Check ( ✓ ) the statement that BEST describes the **text structure**, or how the authors organize information, in the section “Harsh Reality.”

The authors explain why Kalpona had to start working in a clothing factory.

The authors compare Kalpona’s life with the lives of other garment workers.

The authors list the ways Kalpona’s job in the factory affected her family.

6. Describe the **mood** of the introduction. How do the authors create that mood? Explain your answer.

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7. Identify the **tone** of the section “First Day.” What are some words and phrases that establish the tone?

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8. Consider this quote from page 9:

“Their workers toil in terrible and even deadly conditions.”

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

- B. The authors could have used another word instead of *toil*. How does their choice of *toil* affect the meaning of the sentence?

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9. What can you infer about Kalpona Akter from the information in “Angry and Inspired”?

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## After Reading

## Central Ideas/Details and Objective Summary

10. Below are three **supporting details** for a central idea of “Why Are Your Clothes So Cheap?” In the space provided, write a **central idea** that these details support.

| Central Idea   |  |   |
|--|--|---|
| <b>Detail #1</b><br>“The only exit door on her floor was locked so that workers could not leave during the day, and piles of cardboard boxes blocked the path to that door.”<br>(p. 7) | <b>Detail #2</b><br>“Factory owners may refuse to make improvements—like putting in fire exits—that would protect their workers from harm.” (p. 9) | <b>Detail #3</b><br>“More than 1,100 workers were killed and thousands more were injured when the Rana Plaza factory building collapsed.”<br>(p. 9) |

11. Write a five- to six-sentence **objective summary** of “Why Are Your Clothes So Cheap?” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

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

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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Why Are Your Clothes So Cheap?” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading Text Features

1. Study the image on pages 4-5 and read the **headline** and **subheading** of the article. Describe the images. What do you notice about the setting in the photographs?

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2. Examine the images on pages 6-7. What do they show?

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3. Examine the images on pages 8-10. What do they show?

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4. What do you predict this article is mostly about?

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

5. The section “Harsh Reality” uses mostly a **cause-and-effect** structure. Read the following cause. Write its effect on the lines below.

**Cause:** Kalpona’s father suffered a stroke that left him paralyzed.

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

6. The **mood** of the introduction could be described as despairing, then frightening and suspenseful. How do the authors create these moods?

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

7. The authors use a sympathetic **tone** in the section “First Day.” What are some words, phrases, and details that establish this tone?

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

8. Consider this quote from page 9:

“Their workers *toil* in terrible and even deadly conditions.”

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

remain

work very hard

survive

- B. The authors could have used another word instead of *toil*. How does their choice of *toil* affect the meaning of the sentence?

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

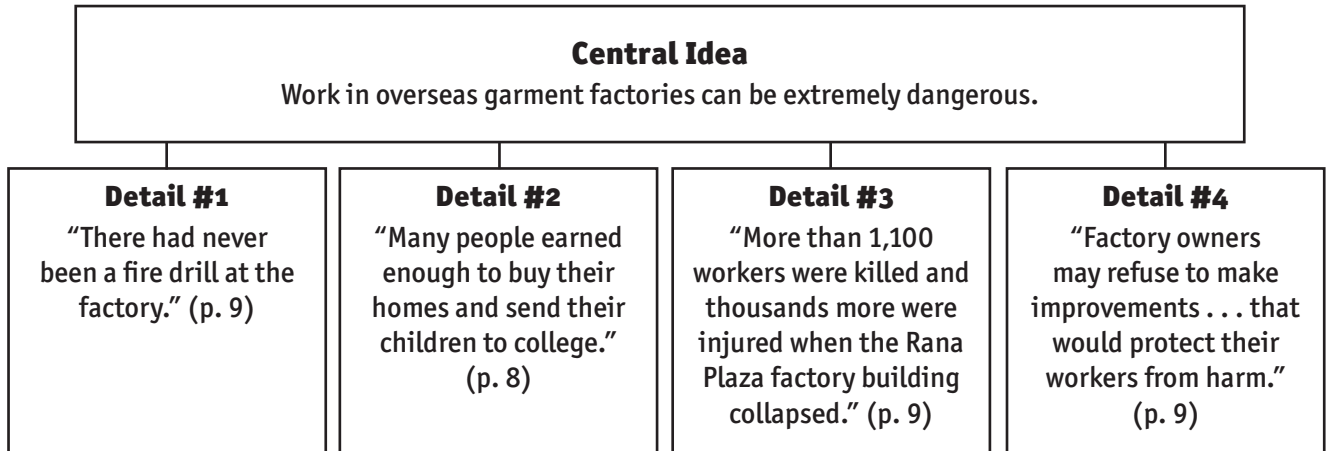
9. What can you infer about Kalpona Akter from the information in “Angry and Inspired”?

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

## After Reading

### Central Idea/Details and Objective Summary

10. Below is a **central idea** of “Why Are Your Clothes So Cheap?” and four details. Three details DO support the central idea. Cross out the detail that does NOT.



11. An **objective summary** is a short statement or paragraph that tells what an article is about. An objective summary does not include minor details or the opinions of the person writing it. Draw a line through the three details below that should definitely NOT be included in an objective summary of “Why Are Your Clothes So Cheap?”

1. As a child, Kalpona had to start working in a Bangladeshi garment factory.
2. Dhaka is a very crowded city.
3. Factory owners are able to produce very cheap clothes by paying their workers very little.
4. Laws that require workplaces to be safe may be weaker in countries outside of the United States.
5. There were coconut and mango trees in Kalpona’s garden.
6. Unsafe conditions in garment factories can lead to disasters like the one at the Rana Plaza factory building.
7. Today, Kalpona works as a labor activist and helps improve the lives of garment workers.
8. I was very worried that Kalpona was going to get hurt in the fire.

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# Close-Reading Questions

## "Why Are Your Clothes So Cheap?"

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1. Where in the section "Who Makes Your Clothes?" do the authors speak directly to the reader? Why might the authors have decided to do this? (author's craft)
2. Explain the relationship between the price of a shirt at a store in the U.S. and the working conditions and pay of the garment workers who made that shirt. (central ideas)
3. What do the authors mean when they call the Rana Plaza factory collapse "an important turning point in the struggle for workers' rights"? Use details from the text to support your answer. (interpreting text, text evidence)
4. This article alternates between the story of Kalpona Akter and general information about the plight of garment workers. Why might the authors have included the sections about Kalpona? What do these sections add to the article? (text structure)

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# Critical-Thinking Questions

## "Why Are Your Clothes So Cheap?"

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1. The caption on page 7 states that enforcing codes of conduct in overseas factories can be extremely challenging. Why might this be? What are some ideas of how American companies could better enforce these codes?
2. Do you think most Americans would be willing to pay more for their clothes if doing so could improve working conditions in garment factories? What could you say to someone who did not want to pay more?
3. How could Nike's publishing the names and addresses of the overseas factories it works with make a difference in how garment workers are treated?

# Domain Vocabulary: The Garment Industry

A **garment** [GAR-muhnt] is an article of clothing—a shirt, a dress, a pair of pants, etc.

An **industry** [IN-duh-stree] is a group of businesses that provides a particular service or product.

So the **garment industry** is all of the businesses that make clothing.

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The following words (or forms of them) appear in bold in “Why Are Your Clothes So Cheap?” As you come to each word in the text, pause to read its definition.



**garment worker** [GAR-muhnt WUR-ker]; *noun*

A garment worker is someone who works in a factory or shop making clothes.

**developing country** [dih-VEL-uh-ping KUHN-tree]; *noun*

A developing country is one in which most of the people are poor and work on farms. Poor sanitation, hunger, and lack of education are among the challenges people in developing countries often face.

**sweatshop** [SWET-shop]; *noun*

A sweatshop is a shop or factory where people work long hours for low pay under unpleasant and often dangerous conditions.



## **working conditions** [WUR-king kuhn-DISH-uhns]; *noun*

Working conditions refer to how safe a workplace or job is, the number of hours people work and how many breaks they get, how physically challenging a job is, how stressful a job is, and the way people are treated by their employer and co-workers.

## **minimum wage** [MIN-uh-muhm WEYJ]; *noun*

The minimum is the lowest or smallest amount that is possible or acceptable. A wage is a payment someone receives for doing work. People often refer to *wages* as in “I’m stopping by the office to pick up my wages.”

A *minimum wage* is the lowest wage, or payment, that a worker is allowed to be given according to some law, rule, or other agreement.

## **union** [Y00N-yuhn]; *noun*

A union is the uniting, or bringing together, of two or more things. A labor union, which is what Kalpona tried to start, is an organization of workers formed to protect its members—to make sure they are paid fairly and work under good conditions.

Workers from different companies in the same industry often belong to the same union. For example, truck drivers who work for many different truck-driving companies often belong to the same union.

## **strike** [STRAHYK]; *verb or noun*

You probably know that *strike* can mean “to hit or attack someone or something.” *Strike* can also mean “to refuse to work because of a disagreement with an employer, usually over pay or working conditions.” If the workers at a company strike because the company won’t give them a raise, it means the employees refuse to work until the company gives them a raise.

The act of workers striking is called “a strike.” So if bus drivers strike, you could say that the drivers are “on strike” or refer to “the bus drivers’ strike.”

## **labor activist** [LEY-ber AK-tuh-vist]; *noun*

Labor is work, and in particular, work that is difficult or required. (*Labor* can also be used as a verb meaning “to work hard.”) An activist is a person who works to make some kind of change to society—someone who fights for something he or she feels strongly about. An activist might go to a march, write articles to inform the public, or make speeches, for example.

A *labor activist*, then, is an activist who works to improve the way workers are treated. If a company treats its workers poorly, labor activists might stand in front of that company with signs to let the public know what is happening.

## **petition** [puh-TISH-uhn]; *verb or noun*

To petition is to ask for something—in particular, to ask for something that the person or organization you are asking might not want to give you. So, you wouldn’t petition your parents to pass the ketchup (you would just ask them), but you might petition them to let you get a pet snake.

Used as a noun, *petition* describes a formal written request that is given to someone in charge. Sometimes petitions are signed by a lot of people to show that many people want the thing that is being asked for. Have you ever seen someone standing in front of a store asking people to sign a piece of paper? That piece of paper was probably a petition. People create petitions for all kinds of things, from changing a law to stopping construction that has been proposed.

## **supply chain** [suh-PLY cheyn]; *verb or noun*

Products on a store shelves don’t magically appear there—many steps and many people are involved. A cotton T-shirt, for example, starts with someone picking cotton in a field, which goes to people who turn that raw cotton into fabric. That fabric goes to a factory, where people make the shirt, and so on until finally, a store associate puts the shirt on the shelf. The phrase *supply chain* refers to that whole network of individuals, organizations, resources, activities, and technology involved in creating a product and getting it to the customer.

# Vocab Chat

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As a class or in groups, briefly discuss each question below.



What is something you might **petition** for?

Would you want a job that pays **minimum wage**? Explain.

Describe the kind of **working conditions** you would like at your future job.

What do you think it's like to live in a **developing country**?

Name everything you can see right now that was made by a **garment worker**.

What might a **labor activist** have to do with someone who works in a **sweatshop**?

# Photo Quiz

Click to select the best answers.

This picture shows public library workers in Toronto, Canada. In 2012, they went on an 11-day strike. One of their biggest concerns was that the city was going to get rid of many of their jobs.

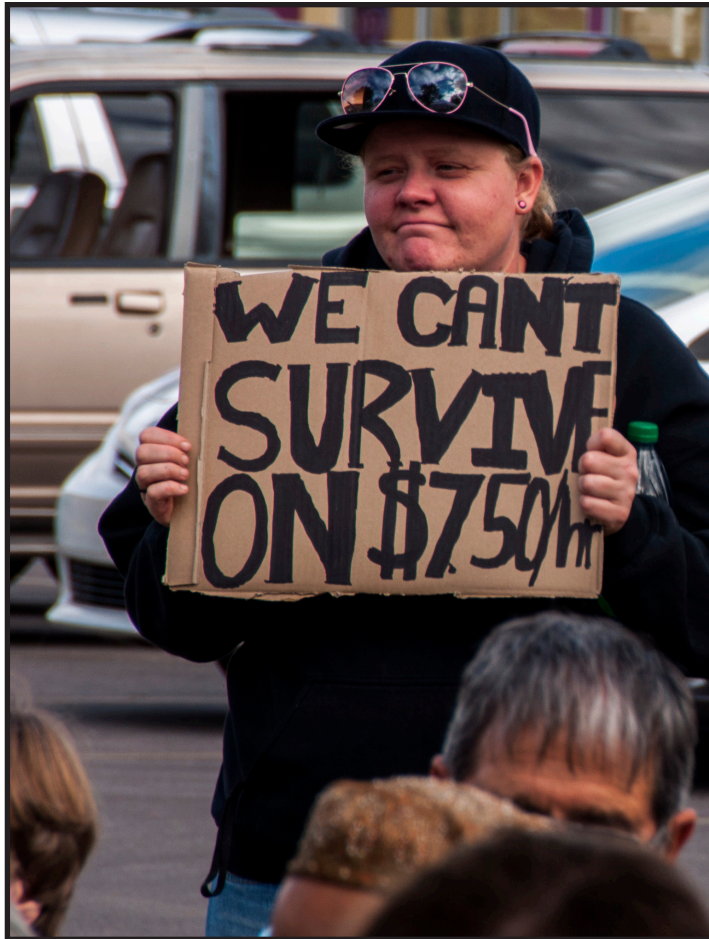


**1. According to the caption, what did these library workers do when they felt their jobs were threatened?**

- Ⓐ For 11 days, they wore signs while they worked.
- Ⓑ They wrote letters to the newspaper for 11 days.
- Ⓒ They petitioned the city government for 11 days.
- Ⓓ They stopped working for 11 days.

**2. CUPE 4948 is an organization the library workers belong to. It represents the workers in talks with their employers. In other words, CUPE 4948 is what?**

- Ⓐ a petition
- Ⓑ a labor activist
- Ⓒ a union
- Ⓓ a strike



This woman makes \$7.50 an hour, which is the least she can legally be paid in New Mexico, where she lives.

**3. Based on the photo and caption, which of the following is true?**

- Ⓐ This woman works in a sweatshop.
- Ⓑ This woman is paid minimum wage.
- Ⓒ This woman lives in a developing country.
- Ⓓ This woman is a garment worker.





Mary is going around asking her neighbors to sign a letter requesting that their local government build a swimming pool in their neighborhood park. Louisa thinks that sounds like a great idea. She's signing!

**4. What is Louisa doing?**

- Ⓐ signing a petition
- Ⓑ petitioning the city
- Ⓒ both A and B



**5. Which of the following is part of the supply chain that got this onion into David's hand?**

- Ⓐ the person who planted the onion
- Ⓑ the company that made the box in which the onion was shipped
- Ⓒ the truck driver who brought the onion to the grocery store
- Ⓓ all of the above

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## “Why Are Your Clothes So Cheap?” Quiz

**Directions:** Read “Why Are Your Clothes So Cheap?” Then answer the questions below.

- Which statement **BEST** describes the section “Who Makes Your Clothes?”
  - The section focuses on the experience of one garment worker.
  - The section explains that there are many people with jobs like the one Kalpona had.
  - The section compares Kalpona’s experience with the experience of another garment worker.
  - The section explains the fire at Kalpona’s factory.
- How does the section “First Day” develop the idea that Kalpona’s life as a garment worker was hard?
  - by describing how Kalpona’s boss treated her
  - by reminding the reader that Kalpona could no longer attend school
  - by explaining how hard the work was
  - all of the above
- On page 8, the authors write that “the human cost of our cheap clothes is heartbreakingly high.” What do they mean?
  - It takes a large number of workers to create all of our cheap clothing.
  - Many people suffer making our cheap clothes.
  - It’s sad that some people cannot afford clothes.
  - Clothing made in other countries is cheaper than clothing made in the U.S.
- Context clues in the sidebar “Nike: A Model of Success?” reveal that for a company to be *transparent*, it must
  - share information about its business practices with its customers.
  - not use any overseas factory.
  - make its customers happy no matter what.
  - pay its employees a good wage.
- According to the article, overseas garment factories are sometimes dangerous because
  - they are often housed in old buildings.
  - to keep costs down, some factory owners do not take steps to keep the buildings safe.
  - there are no laws about workplace safety.
  - the work itself is very risky.
- Which detail should definitely be included in a summary of the article?
  - The city of Dhaka is overcrowded, bustling, and noisy.
  - Kalpona’s first job was to cut fabric for belt loops.
  - Kalpona was 14 years old when she started working in a sweatshop.
  - The Rana Plaza factory building was not far from where Kalpona used to work.

### Constructed-Response Questions

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

- Imagine a friend says that garment workers are in a hopeless situation. How would you respond? Would you agree or disagree? Support your answer with information from the article and the sidebars.
- What does it mean to be resilient? How does Kalpona demonstrate resilience? Answer both questions. Use text evidence to support your ideas.



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

## “Why Are Your Clothes So Cheap?” Quiz

**Directions:** Read “Why Are Your Clothes So Cheap?” Then answer the questions below.

- Which statement **BEST** describes the section “Who Makes Your Clothes?”
  - The section provides more details about Kalpona’s job at the factory.
  - The section explains that there are many people with jobs like the one Kalpona had.
  - The section compares Kalpona’s experience with the experience of another garment worker.
  - The section explains the fire at Kalpona’s factory.
- In the section “First Day,” why might the author have included the detail about the scissors?
  - to show that Kalpona’s boss did not treat her well
  - to suggest that Kalpona had a more difficult job than most of the other garment workers
  - to make it clear how hard the job was for Kalpona
  - both A and C
- The photographs and caption on page 8 support which of the following lines from the article?
  - “Their workers toil in terrible and even deadly conditions.” (p. 9)
  - “These factories are able to make cheap clothes because they pay their workers very little.” (p. 8)
  - “Her old life was gone.” (p. 8)
  - “Often, children *have* to work.” (p. 7)
- Consider this sentence from page 9: “As she sat at her sewing machine, day after day, earning her **meager wage**, she became angry—and inspired.” What does *meager* mean?
  - valuable
  - low
  - generous
  - surprising
- According to the article, overseas garment factories are sometimes dangerous because
  - they are often housed in old buildings.
  - to keep costs down, some factory owners do not take steps to keep the buildings safe.
  - there are no laws about workplace safety.
  - the work itself is very risky.
- Which detail should **NOT** be included in a summary of the article?
  - Kalpona was 14 years old when she started to work in a sweatshop.
  - Today, garment workers around the world often work in dangerous factories.
  - Kalpona’s first job was to cut the fabric for belt loops.
  - Kalpona went on to become an activist for workers’ rights.

### Constructed-Response Questions

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

- In a well-organized paragraph, explain what factors have contributed to the plight of garment workers in overseas factories. Use text evidence.
- To be resilient is to be able to recover quickly from setbacks. In a well-organized paragraph, explain how Kalpona is resilient. Use text evidence to support your ideas.

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

# Video Discussion Questions

## "Beyond the Story: Why Are Your Clothes So Cheap?"

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1. What is the mood of the video during the section about the Tazreen factory and Rana Plaza building disasters (0:46-1:46)? Consider the narration, music, and visuals.
2. Footage of garment workers is shown alongside footage of American shoppers (2:16-2:26). What is the likely intended effect of doing this? Explain.
3. Narrator Kristin Lewis says that "we have the power to do something" about the problems facing garment workers around the world (5:20). How does the video support this statement?
4. One central idea of the video is that our cheap clothes have, as Lewis states at 0:40, a "high human cost." Describe this cost in your own words, using examples from the video.

# Clothing Contest

Write a letter to one of your favorite clothing brands. Explain what you have learned about garment workers around the world and how you want the company to help those who make our clothes. Five winners will each get a copy of *Threads and Flames* by Esther Friesner.

### Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY October 15, 2015!**

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

# Making Inferences

What happens to Ichabod Crane at the end of *The Legend of Sleepy Hollow*? Washington Irving doesn't say—he leaves it to you to draw your own conclusion. To decide what you think happened, you need to make some inferences about characters and events in the story. What does it mean to make an inference? It means that you use clues from the text to figure out something the author doesn't tell you directly.

**Directions:** Read each set of lines from *The Legend of Sleepy Hollow*. Think about the questions in small type on the sides. Then make an inference to answer the question below the lines. We did the first one for you.

## 1. Consider these lines from Scene 2:

Why does Ichabod turn red? How does he feel and why? **Katrina:** But don't you get paid?  
**Ichabod (turning red):** My wages are hardly enough for a loaf of bread. But I am quite rich in the mind. I've read so many books—  
 Why is he saying this stuff? What is he trying to do?

**What can you infer from these lines about how Ichabod's feels about Katrina ? Explain.**

These lines suggest that Ichabod has a crush on Katrina. He wants to impress her. He turns red because he's embarrassed that he doesn't make more money, and tells her how smart he is to impress her.

## 2. Consider these lines from Scene 3:

What can you guess about how Brom feels about Katrina? **Ichabod:** Katrina and her father are having a party tonight. Should I attend?  
**Van Ripper:** Of course. Why wouldn't you?  
**Ichabod:** Well, Brom Bones will be there. He said if he caught me near Katrina, he'd flatten me like a pancake.  
 What does this line tell you about the kind of person Brom is?

**What can you infer from these lines about how Brom feels about Katrina? What can you infer about his personality? Explain.**

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**3. Consider these lines from Scene 3:**

**Van Ripper** (*laughing*): Brom may be rough, but he's full of good humor.

**Ichabod**: I am merely giving Katrina singing lessons. I cannot deny, of course, her many charms.

Why does Van Ripper mention this? What is he implying?

**Van Ripper**: And that she stands to inherit a large estate.

Competition for what? Who does Ichabod have in mind as this competition? How do you know?

**Ichabod**: Shouldn't Brom have some competition?

**Other than her "charms," what is a possible reason that Ichabod is interested in Katrina? Explain.**

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**What kind of relationship do Ichabod and Brom have? In other words, how do they see each other?**

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**4. Consider these lines from Scene 8:**

**Brouwer**: The next morning, Gunpowder wandered home, but Ichabod Crane did not return.

**New Schoolmaster**: What happened to him?

Why would Brom chuckle? What does this suggest about his attitude toward Ichabod's disappearance?

**Jansen**: Nobody knows. A search led to the bridge. Ichabod's crumpled wool hat was found on the bank of the brook, and close beside it, a shattered pumpkin, of all things.

**SD3**: Brom Bones chuckles to himself.

**How does Brom feel about Ichabod's disappearance? How do you know?**

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**Directions:** Answer the questions below.

5. Is Brom Bones the kind of person who might play a trick on someone? Explain, using lines from the play to support your answer.

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6. Find a line that describes Brom Bones's horse. Write it here:

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Now find a line that describes the Headless Horseman's horse. Write it here:

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What do you notice when you compare the two horses?

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7. Think about the last line of the play:

**Knickerbocker** (*holding the crumpled wool hat*): Others suspected that perhaps Brom Bones knew much more of this matter than he chose to tell.

What is Knickerbocker suggesting? Do you think that what he is suggesting is true? Explain.

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

# Finding and Using Text Evidence

**Directions:** Read *The Legend of Sleepy Hollow* and “If You Lived in Sleepy Hollow.” Then complete the activity below.

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## 1. Imagine that you are writing a paragraph describing the character Brom Bones.

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

- Ⓐ Brom and Ichabod are rivals for Katrina’s affection.
- Ⓑ Brom is a cruel person.
- Ⓒ At the end of the play, Brom chuckles at the story of Ichabod’s disappearance.

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

- Ⓐ When Mr. Van Ripper asks Ichabod why he wouldn’t go to a party at the Van Tassels’, Ichabod replies, “Well, Brom Bones will be there. He said if he caught me near Katrina, he’d flatten me like a pancake.” (p. 13)
- Ⓑ Katrina tells Ichabod, “That must be Brom Bones, come to take me riding. His black horse Daredevil is the finest in the valley!” (p. 13)
- Ⓒ Describing Brom, SD2 says, “Just then, a man—so broad-shouldered that he must turn sideways to fit through the door frame—struts into the room.” (p. 13)

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

- Ⓐ It implies that Brom and Ichabod are both in love with Katrina.
- Ⓑ It portrays Brom Bones as a bully who uses threats to get his way.
- Ⓒ It shows that Brom has a sense of humor.

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

**Ichabod’s interest in Katrina may have to do with her money.**

- Ⓐ **“Brom:** What is that gangly grasshopper doing here?  
**Katrina:** The schoolmaster? He is an honored guest.” (p. 13)
- Ⓑ **“Ichabod:** Dear Katrina, may I have this dance?” (p. 14)
- Ⓒ **“Ichabod:** I am merely giving Katrina singing lessons. I cannot deny, of course, her many charms.  
**Van Ripper:** And that she stands to inherit a large estate.” (p. 13)

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

\_\_\_\_\_

**3. A. Choose three pieces of text evidence from *The Legend of Sleepy Hollow* that BEST support the statement below.**

**Katrina encouraged the competition between Ichabod and Brom.**

- Ⓐ Katrina says to Ichabod, “That must be Brom Bones, come to take me riding. His black horse Daredevil is the finest in the valley!” (p. 13)
- Ⓑ Ichabod says of Brom, “His neck is the size of my waist.” (p. 13)
- Ⓒ When Brom makes fun of Ichabod, Katrina replies, “Oh Brom, you’re just jealous.” (p. 13)
- Ⓓ Van Ripper says about Brom, “Once he began courting Katrina, no other suitor dared come near.” (p. 13)
- Ⓔ Ichabod asks Katrina to dance. Before accepting, Katrina “glances slyly at Brom.” (p. 14)

**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 presents text evidence from *The Legend of Sleepy Hollow* in the form of a direct quotation.**

- Ⓐ The author characterizes Ichabod Crane as awkward and clownish. For example, describing Ichabod at the Van Tassels' party, SD2 says, "As Ichabod dances, his long limbs fly around the room like an octopus in a tornado." (p. 14) This humorous simile shows that Ichabod is gangly, and that he seems to be out of control of his own body.
- Ⓑ The author characterizes Ichabod Crane as awkward and clownish. For example, SD2 compares Ichabod's dancing to an octopus in a tornado—a humorous simile showing that Ichabod is gangly and out of control of his body. (p. 14)
- Ⓒ The author characterizes Ichabod Crane as awkward and clownish. "As Ichabod dances, his long limbs fly around the room like an octopus in a tornado."

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

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**5. Choose the paragraph that correctly uses text evidence from *The Legend of Sleepy Hollow* and "If You Lived in Sleepy Hollow" in the form of a paraphrase.**

- Ⓐ Both *The Legend of Sleepy Hollow* and "If You Lived in Sleepy Hollow" portray Sleepy Hollow in 1790 as a quiet village where people are superstitious and believe in ghosts. In the first scene of the play, Knickerbocker tells the audience, "Sleepy Hollow is a drowsy, dreamy place—a place of hauntings and superstitions." (p. 12) Describing a typical evening's entertainment, the author of the essay writes, "After supper, you and your brothers sit by the fire, telling ghost stories." (p. 16)
- Ⓑ Both *The Legend of Sleepy Hollow* and "If You Lived in Sleepy Hollow" portray Sleepy Hollow in 1790 as a quiet village where people are superstitious and believe in ghosts.
- Ⓒ Both *The Legend of Sleepy Hollow* and "If You Lived in Sleepy Hollow" portray Sleepy Hollow in 1790 as a quiet village where people are superstitious and believe in ghosts. For example, in the play, the villagers sit around at a party telling ghost stories. (p. 14) In the essay, sitting in front of a fire telling ghost stories is presented as a typical evening's entertainment. (p. 16)

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

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September 2015

**6. Now it's your turn to put it all together. Write a paragraph about the relationship between Brom Bones and Ichabod Crane. Your paragraph should include at least one piece of text evidence in the form of a paraphrase or a direct quotation, and a sentence explaining how that evidence supports your central idea.**

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

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

# Finding Text Evidence

**Directions:** Read *The Legend of Sleepy Hollow* and “If You Lived in Sleepy Hollow,” then complete the activity below. Some questions will ask you to select or find pieces of text evidence that support a statement we provide. Other questions will ask you to support your own statement with text evidence.

## 1. Choose two pieces of text evidence from *The Legend of Sleepy Hollow* that BEST support the statement below.

**Brom Bones is a cruel character.**

- Ⓐ When Mr. Van Ripper asks Ichabod why he wouldn’t go to a party at the Van Tassels’, Ichabod replies, “Well, Brom Bones will be there. He said if he caught me near Katrina, he’d flatten me like a pancake.” (p. 13)
- Ⓑ At the party, Brom asks, “What is that gangly grasshopper doing here?” (p. 13)
- Ⓒ Katrina says, “That must be Brom Bones, come to take me riding. His black horse Daredevil is the finest in the valley!” (p. 13)
- Ⓓ Describing his encounter with the Headless Horseman, Brom says, “Rather than give in to terror, I offered to race him for a bowl of punch.” (p. 14)
- Ⓔ Describing Brom, SD2 says, “Just then, a man—so broad-shouldered that he must turn sideways to fit through the door frame—struts into the room.” (p. 13)

.....

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

**Ichabod’s interest in Katrina may have to do with her money.**

- Ⓐ **“Brom:** What is that gangly grasshopper doing here?  
**Katrina:** The schoolmaster? He is an honored guest.” (p. 13)
- Ⓑ **“Ichabod:** Dear Katrina, may I have this dance?” (p. 14)
- Ⓒ **“Ichabod:** I am merely giving Katrina singing lessons. I cannot deny, of course, her many charms.  
**Van Ripper:** And that she stands to inherit a large estate.” (p.13)

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

**3. Below is a statement and two pieces of supporting evidence. Find one more piece of evidence from the play or the essay and write it on the lines below.**

**In 1790, ghost stories were popular in Sleepy Hollow.**

A. **“Knickerbocker:** Sleepy Hollow is a drowsy, dreamy place—a place of hauntings and superstitions.” (p. 12)

B. **“After supper, you and your brothers sit by the fire, telling ghost stories.”** (p. 16)

C. \_\_\_\_\_  
\_\_\_\_\_

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

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

A. **“Brom:** What is that gangly grasshopper doing here?

**Katrina:** The schoolmaster? He is an honored guest.” (p. 13)

B. **“Katrina:** Oh Brom, you’re just jealous.” (p. 13)

C. **“Ichabod:** Dear Katrina, may I have this dance?

**SD3:** Katrina glances slyly at Brom.

**Katrina:** Why certainly, Mr. Crane.” (p. 14)

.....  
**5. Now it’s your turn. Write a statement based on the play and/or the essay. Then list two pieces of text evidence that support the statement.**

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

A. \_\_\_\_\_  
\_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_

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

# Close-Reading Questions

## *The Legend of Sleepy Hollow*

1. Describe the mood of Scene 1. Which details create that mood? (mood)
2. At the end of Scene 1, why does Ichabod look up? How does this moment foreshadow what is to come? (inference, foreshadowing)
3. Using details from the play, compare Ichabod's and Brom's appearances. What does the contrast in their appearances suggest about the differences in their personalities? (characterization)

**4.** In Scene 6, why does Brouwer tell the story about his encounter with the Headless Horseman? (inference, character motivation)

**5.** Why are lines from Scene 6 repeated in Scene 7? (literary devices)

**6.** The essay portrays what life was like in 1790 in the Hudson River Valley. What information in the essay is reflected in the play? (comparing texts)

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

## Critical-Thinking Questions

## ***The Legend of Sleepy Hollow***

1. Is Ichabod a sympathetic character? That is, do you care about him? Do you like him?
2. What role does Katrina play in Ichabod's fate?
3. Why might people in 1790 have been more superstitious or more likely to believe in ghosts than people are today? Use information in the play and the essay to help you answer.

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

# Vocabulary:

## *The Legend of Sleepy Hollow* and “You Live in Sleepy Hollow”

1. **absorb (AB-sawrb)** *verb*; To absorb something is to take it in or soak it up. A sponge can absorb water, a brain can absorb information, and an activity can absorb your time. If something absorbs your attention, it holds your attention completely. (The adjective *absorbed* means “deeply interested or involved.”)
  
2. **brood (BREWD)** *noun or verb*; As a noun, *brood* refers to a family of young animals or children. It is most often used to refer to a group of young birds that all hatched at the same time.  
  
As a verb, *brood* means to sit on your eggs and incubate them—if you are a bird. If you are not a bird, to brood is to think about something all the time in a worried, gloomy way.
  
3. **cacophony (kuh-KOF-uh-nee)** *noun*; A mix of harsh, loud, unpleasant sounds that makes you want to block your ears: that’s cacophony.
  
4. **flax (FLAKS)** *noun*; Flax is a type of plant. It is made into the fabric called linen. People and certain animals eat the seeds of flax, which are called—you guessed it—*flaxseeds*.
  
5. **groggily (GRAW-gih-lee)** *adverb*; *Groggily* is the adverb form of the adjective *groggy*, which means confused or foggy-headed because of being sleepy or sick. You might be groggy when you first wake up, particularly if you didn’t get enough sleep. If you groggily finished your homework, it might not be your best work: you were a little dazed and unfocused as you were doing it.
  
6. **mercenary (MUR-suh-neh-ree)** *noun*; A mercenary is a soldier who is paid by a foreign country to fight in its army. Soldiers who are not mercenaries often fight out of loyalty to their country or for a cause. A mercenary, on the other hand, fights only to get paid.
  
7. **musket (MUHS-kit)** *noun*; A musket is a type of long gun that soldiers used from the 16th to 18th centuries, before the invention of the rifle.



**8. rapt (RAPT)** *adjective*; *Rapt* means “showing complete delight or interest.” If you are watching something with rapt attention, you are completely focused on it—even carried away by it.

**9. witching hour (WIH-ching OW-er)** *noun*; This old-fashioned expression refers to the time of night when creatures such as witches, demons, and ghosts are believed to be at their most powerful. Today, *witching hour* is usually used as a synonym for midnight.

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**Directions:** In the space below, list any other words from the play or essay 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:

## *The Legend of Sleepy Hollow* and “You Live in Sleepy Hollow”

**Directions:** Below are six possible titles and summaries for four imaginary books. Choose the best title for each book. Briefly explain your choices.

### Book Titles

- A. *The Muskets*   B. *Mercenary*   C. *The Brood*  
D. *The Witching Hour*   E. *Rapt*   F. *The Flax Shirt*

### Book Summaries

1. Sarabeth just moved to a small town in Maine. She’s been warned not to go outside after midnight. One night, she finds out why.

Title (A-F): \_\_\_\_\_ Why I chose this title: \_\_\_\_\_

\_\_\_\_\_

2. Sam can’t tear her eyes away from a mysterious painting—even as it begins to pull her into its world.

Title (A-F): \_\_\_\_\_ Why I chose this title: \_\_\_\_\_

\_\_\_\_\_

3. The discovery of two 150-year-old guns hidden in a basement wall reveals family secrets dating back to the Civil War.

Title (A-F): \_\_\_\_\_ Why I chose this title: \_\_\_\_\_

\_\_\_\_\_

4. Desperate for money, a young man becomes a soldier in a foreign country’s army.

Title (A-F): \_\_\_\_\_ Why I chose this title: \_\_\_\_\_

\_\_\_\_\_

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

5. Andrea was awake past midnight because she was so focused on reading *The Muskets* that she didn’t notice how late it had gotten. At about 12:15, her mom came downstairs.

**It would have made the most sense for Andrea’s mom to say which of the following?**

- Ⓐ “Andrea, I am rapt to see you awake! Are you some kind of mercenary?”  
Ⓑ “I knew one of my brood was awake! What are you doing up at the witching hour?”  
Ⓒ “Stop this cacophony. Do you absorb me?”

6. Julie watched a three-hour video about pigeons. She found it fascinating; not once did her attention drift.

**Which of the following describes Julie’s reaction to the video?**

- Ⓐ She found the video absorbing.  
Ⓑ She watched the video with rapt attention.  
Ⓒ both A and B

7. Half-awake, James shuffled into the kitchen. He poured a bowl of cereal and sprinkled it with what he thought was flaxseed—but was actually hot pepper flakes. Oops.

**Which summarizes what happened?**

- Ⓐ James groggily sprinkled hot pepper flakes instead of flaxseed on his cereal.  
Ⓑ James, brooding, created a cacophony in his cereal.  
Ⓒ James made his cereal groggy by sprinkling hot pepper flakes onto it.

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

## ***The Legend of Sleepy Hollow Quiz***

**Directions:** Read *The Legend of Sleepy Hollow*. Then answer the questions below.

1. In Scene 3, Van Ripper says, “Brom may be rough, but he’s full of good humor.” What does he mean?
  - (A) Brom gets into a lot of fights, but he laughs about them later.
  - (B) Brom can be violent, but he is also a good storyteller.
  - (C) Brom likes to tell jokes.
  - (D) Brom comes across as rude, but he is actually a good guy.
2. Which line from Scene 4 expresses the idea most similar to the quote in question 1?
  - (A) BROM (*coldly*): Ichabod.
  - (B) MARTHA: That Brom Bones looks ready for a fight.
  - (C) IDA: Come, now. Brom is more mischievous than mean.
  - (D) BROM: What is that gangly grasshopper doing here?
3. In Scene 4, Brom “struts into the room” at the Van Tassels’ party. The author’s use of *struts* helps the reader understand that
  - (A) Brom enters the room with confidence.
  - (B) Brom was running late and had to rush to get to the party.
  - (C) Brom does not want to be at the party.
  - (D) Brom walks into the room slowly and carefully.
4. In Scene 5, Katrina glances slyly at Brom before accepting Ichabod’s invitation to dance. From this action, you can infer that
  - (A) Katrina is worried that Brom will be angry at her for dancing with Ichabod.
  - (B) Katrina wants to make Brom jealous by dancing with Ichabod.
  - (C) Katrina likes Ichabod more than she likes Brom.
  - (D) Katrina would rather be dancing with Brom.
5. Consider this line from Scene 7: “On his way home that night, Ichabod, pale as a tombstone, trots along on Gunpowder.” This line contains
  - (A) a simile that shows how scared Ichabod is.
  - (B) a metaphor that tells the reader Ichabod is feeling sick after eating too many pastries.
  - (C) a simile that describes the color of a tombstone.
  - (D) personification that shows Ichabod is scared.
6. Information in the essay supports which statement about life in the Hudson River Valley in 1790?
  - (A) Education was highly valued.
  - (B) The tale of the Headless Horseman was popular.
  - (C) Kids were expected to help out on their families’ farms.
  - (D) People bought most of their clothing.

### **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 gullible is easily tricked into believing something that isn’t true. How is Ichabod Crane gullible? Explain using text evidence.
8. The caption titled “Ghosts of the War” states that many ghost stories revolved around tragedies of the American Revolution. What does the story of the Headless Horseman have to do with that war?

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

## ***The Legend of Sleepy Hollow Quiz***

**Directions:** Read *The Legend of Sleepy Hollow*. Then answer the questions below.

1. In Scene 3, Van Ripper says, “Brom may be rough, but he’s full of good humor.” What does he mean?
  - (A) Brom gets into a lot of fights, but he laughs about them later.
  - (B) Brom can be violent, but he is also a good storyteller.
  - (C) Brom likes to tell jokes.
  - (D) Brom comes across as rude, but he is actually a good guy.
2. Which line from Scene 4 expresses the idea most similar to the quote in question 1?
  - (A) BROM (*coldly*): Ichabod.
  - (B) MARTHA: That Brom Bones looks ready for a fight.
  - (C) IDA: Come, now. Brom is more mischievous than mean.
  - (D) BROM: What is that gangly grasshopper doing here?
3. In Scene 4, the author most likely includes the detail about sugar spilling down Ichabod’s suit
  - (A) to show that Ichabod has good manners.
  - (B) to show that Ichabod is clumsy.
  - (C) to help describe Ichabod’s suit.
  - (D) to show that people ate a lot of sugar in 1790.
4. In Scene 4, Brom Bones “struts into the room” at the Van Tassels’ party. Context clues reveal that **struts means**
  - (A) walks proudly.
  - (B) tiptoes.
  - (C) walks shyly.
  - (D) dances.
5. In Scene 6, SD3 says, “On his way home that night, Ichabod, pale as a tombstone, trots along on Gunpowder.” This line contains a simile that compares
  - (A) a tombstone to a horse.
  - (B) the color of Ichabod’s face to feeling scared.
  - (C) the color of Ichabod’s face to the color of a tombstone.
  - (D) Ichabod to Gunpowder.
6. According to “You Live in Sleepy Hollow,” which of the following was true in the Hudson River Valley in 1790?
  - (A) Kids never went to school.
  - (B) The story of the Headless Horseman was popular.
  - (C) Kids were expected to help out on their families’ farms.
  - (D) Most people there were from France.

### **Constructed-Response Questions**



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

7. How does Ichabod react to the ghost stories he hears at the party? Does he seem to believe them? Explain, using details from the text to support your answer.
8. Write a paragraph summarizing what life was like in the Hudson River Valley in 1790. Include at least one detail from the play and two details from “You Live in Sleepy Hollow” in your answer.

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

# Literary Elements and Devices

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

## Section 1: Characters

1. For the characters of Ichabod Crane, Brom Bones, 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. ICHABOD CRANE is a ☐ **major** ☐ **minor** (check one) character.

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

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

B. BROM BONES 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 2, Ichabod turns red when he tells Katrina: “My wages are hardly enough for a loaf of bread. But I am quite rich in the mind. I’ve read so many books.” Why does he turn red? What can you infer about how Ichabod is feeling?

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3. What does Scene 4 reveal about the relationship between Ichabod and Brom?

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## Section 2: Setting

4. Where and when does the story take place? \_\_\_\_\_
5. Find an example of **imagery** the author uses to help you picture the setting. Which of the five senses does the imagery appeal to? How does it help you imagine what the setting is like?

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### Section 3: Conflict

6. Consider the main **conflict** between Ichabod and Brom.

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

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B. Is this conflict resolved? If so, how?

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### Section 4: Figurative Language

7. A **simile** compares two unlike things using “like” or “as.” Find a simile used in the play. What two things does it compare? What does the simile add to the scene?

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### Section 5: Literary Devices

8. **Foreshadowing** hints about something this is going to happen later in the story. How does Scene 1 foreshadow what happens at the end of the play?

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# Sleepy Hollow Contest

What do you think happened to Ichabod Crane? Answer this question in a short essay. Support your ideas with text evidence from the play. Five winners will each get *The Night Gardener* by Jonathan Auxier.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY October 15, 2015!**



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

# What's the Theme?

The theme of a story is its big idea. It's a message, lesson, or universal truth that goes beyond the literal events of the story. In other words, it's an idea that applies to people in general—not just the characters in the story. An author doesn't usually come right out and tell you what the theme is; as a reader, you need to infer it. A story can have more than one theme.

In this activity, you will consider messages in the story "The Golden Lie" and in the poem "Those Winter Sundays" about what makes someone special.

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**Directions:** Answer the questions below. Use text evidence to support your answers.

## "The Golden Lie"

1. Consider the character of Josie's great-great-grandfather, known as Triple G. At the beginning of the story, Josie thinks Triple G is special. Why?
2. In the middle of the story, Josie learns something about Triple G. What does she learn?
3. How does Josie feel about what she learns?
4. At the end of the story, Josie still thinks Triple G is special—but for different reasons than she did at the beginning of the story. Why does Josie think Triple G is special at the end of the story?

5.

**What made Triple G ordinary?**

**What made Triple G special?**

6. What message does the story convey about what makes someone special?

**"Those Winter Sundays"**

*Note: To keep things simple, we refer to the narrator of the poem as "he." The narrator could be male or female, though.*

1. When the narrator of the poem was a child, did he see his father as special? Why or why not?

2. How does the narrator see his father now?

3.

**What made the narrator's father ordinary?**

**What made the narrator's father special?**

4. What message does the poem convey about what makes someone special?

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

# What Is Theme?

## Section 1: Defining Theme

The theme of a story is its big idea. It's a message, lesson, or universal truth that goes beyond the literal events of the story. In other words, it's an idea that applies to people in general—not just the characters in the story.

An author doesn't usually come right out and tell you what the theme is; as a reader, you need to infer it. A story can have more than one theme.

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Fables can be useful when you are learning about theme. They have a special kind of theme called a moral, which is a short, clear lesson. Unlike other kinds of themes, morals *are* often directly stated, usually at the end of a story, either by one of the characters or by the narrator.

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**Directions:** Read the following fable by Aesop. Its moral, or theme, appears at the end.

### THE TORTOISE AND THE HARE

One day, a hare was bragging about how fast he could run. He bragged and bragged and bragged. While he was bragging, he laughed at the tortoise, who was very slow. In response, the tortoise challenged the hare to a race, which made the hare laugh even harder. But the hare agreed, and the forest animals got together and mapped out a course. The race began and the hare, being a swift runner, soon left the tortoise behind. About halfway through the course, it occurred to the hare that he had plenty of time to beat the slow tortoise. So the hare decided to play in the meadow for a while. When he finished playing, he decided he had time to take a nap. He curled up under a tree and fell asleep. The tortoise, meanwhile, continued to plod on, taking one slow step after another. Finally, the hare woke up from his nap. "Time to get going!" he thought. And off he went, faster than he had ever run before, until he reached the finish line, where he met the tortoise, who was patiently awaiting his arrival.

**Moral:** *Slow and steady wins the race.*

## Section 2: Matching

**Directions:** Read the themes below, and the Aesop's fables below and on the next page. Decide which theme goes with each fable and write the moral (theme) in the box provided.

### THEMES/MORALS

*A liar will not be believed, even when he speaks the truth.*

*There is strength in numbers.*

*Don't let your words be larger than your deeds.*

### THE BOY WHO CRIED WOLF

There was once a boy who tended his sheep near a dark forest. Alone all day, he was rather bored, so he thought up a plan to get a little company and some excitement. He ran toward the village calling out, "Wolf! Wolf!" The villagers rushed out to meet him. This pleased the boy so much that a few days later he tried the same trick—and again the villagers hurried out to help him. A few days after that, a wolf actually did come out from the forest. The boy of course cried, "Wolf! Wolf!" and ran to the village. But the villagers, who had been fooled twice before, thought the boy was again deceiving them, and nobody came to help. So the wolf made a good meal off the boy's flock.

**Moral:**

### THE BUNDLE OF STICKS

An old man on his deathbed gave his sons some final advice. He presented them with a bundle of sticks, and said to his eldest son, "Break it." The eldest son strained and strained, but with all his strength was unable to break the bundle. The other sons also tried, but none of them was successful. "Now untie the bundle," said the father, "and each of you take a stick." When the sons had done as instructed, the father said, "Now each of you break your stick." Each stick was easily broken.

**Moral:**

## **THE BOASTING TRAVELER**

Upon returning home, a man who had traveled in foreign lands boasted of the many wonderful and heroic feats he had performed in the different places he had visited. Among other things, he said that when he was on the island of Rhodes, he had leaped such a distance that no man could leap anywhere near as far. There were, he said, many people in Rhodes who saw him do it and whom he could call as witnesses. One of the bystanders said, "Now, my good man, if this be all true, there is no need of witnesses. Suppose this to be Rhodes, and leap for us."

**Moral:**

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

# Analyzing Poetry

Below is Robert Hayden's poem "Those Winter Sundays." The notes on the side define some words that you might not know. (We left two of the definitions for you to write. Look the words up in a dictionary and work as a class to answer the questions.) After you read the poem a few times, answer the questions on the next few pages.

## Those Winter Sundays

Go to  
Scope Online  
to hear this  
poem read  
aloud.

A *banked fire* is a fire that has been covered with ashes so that it doesn't burn.

Sundays too my father got up early  
and put his clothes on in the blueblack cold,  
then with cracked hands that ached  
from labor in the weekday weather made  
**banked fires** blaze. No one ever thanked him.

How often does something that is *chronic* happen?  
Over how long of a period of time does it happen?

I'd wake and hear the cold splintering, breaking.  
When the rooms were warm, he'd call,  
and slowly I would rise and dress,  
fearing the **chronic** angers of that house,

If you are *indifferent* to something, how do you feel about it?

Speaking **indifferently** to him,  
who had driven out the cold  
and polished my good shoes as well.  
What did I know, what did I know  
of love's **austere** and lonely **offices**?

If you call something *austere*, you mean that it is plain and empty in a way that makes it seem harsh and unpleasant. If you call a person *austere*, you are saying that the person has strong self-discipline—so much that he or she is overly serious and no fun to be around.

You are probably familiar with an *office* as a place where people go to work. *Office* can also refer to a role or duty. So when Hayden writes of "love's austere and lonely offices," he might be personifying love and talking about a physical place where it goes to work—and he might also mean "love's responsibilities."

—Robert Hayden

**Directions:** Working as a class or in groups, answer the questions that follow. Most of these have no right or wrong answer—so just think about the question and share your ideas. Note: The poem doesn't say whether the speaker is male or female. We refer to the speaker as "he" in this activity just to make things simpler.

## The Big Picture

|  |  |
|--|--|
| <p>The speaker of the poem is _____ talking about _____.</p> <p>Ⓐ a child, the present<br/>Ⓑ an adult, his childhood<br/>Ⓒ an adult, the present</p> | <p>Explain your answer. What tells you how old the speaker is now and what period of his life he is talking about in the poem?</p> |
|--|--|

## First Stanza

|   |  |
|---|--|
| 1 | Consider the word "too" in the first line. Why is it important? What does it tell you? |
|   |  |

|   |   |
|---|---|
| 2 | What does the speaker say about his father's hands? |
|   |   |

|   |  |
|---|--|
| 3 | What can you infer about the father's job? (Think about your answers to questions 1 and 2.) Explain. |
|   |  |

|   |  |
|---|--|
| 4 | "Cold" is a temperature, it doesn't have a color—but the speaker says that his father got dressed in the "blueblack cold." What do you think he means? |
|   |  |

5

The speaker says that his father made "banked fires blaze." What is he talking about? Where were the fires?

6

In the last line of the first stanza, the speaker says, "No one ever thanked him."

Who is "him"?

What did he do that no one ever thanked him for?

Who might have thanked him but didn't?

## Second Stanza

1

The speaker writes that he would hear the cold "splintering, breaking." What do you think he means? Is he comparing the cold to something?

What is similar about the way the speaker describes the cold in this stanza to the way he describes the cold in the first stanza?

2

The speaker refers to the "chronic angers of that house." He doesn't give any details—but what are some ideas of what he could mean? Do you think he is saying that the house itself was angry, that the people in it were angry, or both?



## Third Stanza

1

In this stanza the speaker names something else his father did for him, in addition to getting up early and warming up the house. What is it?

2

In the first line of this stanza, the speaker notes that he spoke "indifferently" to his father. Which other line in the poem expresses the idea that the speaker was indifferent to his father?

3

Think about the last two lines of the poem. Whose love is the speaker talking about?

4

Why do you think the speaker says that love's offices are "austere and lonely"?

5

How do you think the speaker feels now about the way he treated his father? Explain.

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

# Critical-Thinking Questions

## "The Golden Lie"

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1. What makes the father in the poem special?
2. Both Josie and the speaker of the poem learn to see things differently. When and why does Josie begin to see things differently? How about the speaker of the poem?
3. Compare the tone of the story's final paragraph to the tone of the poem's final stanza.

SKILL: Vocabulary Acquisition, page 1 of 4

# DIY Vocabulary

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

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

Article or Story:

|  |       |
|--|-------|
|  | page: |
|--|-------|

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

Dictionary definition:

Example sentence:

|  |       |
|--|-------|
|  | page: |
|--|-------|

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

Dictionary definition:

Example sentence:

|  |       |
|--|-------|
|  | page: |
|--|-------|

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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|--|-------|

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

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

## “The Golden Lie” Quiz

**Directions:** Read “The Golden Lie” by Sarah McCarry. Then answer the questions below.

**1. Which statement best describes the structure of the story?**

- (A) Events are told in chronological order.
- (B) The story begins in the present, flashes back to the past, and concludes in the present.
- (C) Events are told in reverse chronological order.
- (D) The story starts with a flashback, then returns to the present.

**2. In the line “Now the stories are my dad’s to tell, and it’s a responsibility he has embraced with great enthusiasm,” *embraced* means**

- (A) avoided.
- (B) taken on.
- (C) grasped.
- (D) squeezed.

**3. On page 25, the author writes, “I’ve heard the stories 70,000 times.” This line contains**

- (A) a simile that explains how bored Josie is by the stories about Triple G.
- (B) a fact about how many times Josie has heard the stories about Triple G.
- (C) hyperbole that emphasizes how familiar Josie is with the stories about Triple G.
- (D) a metaphor that describes how irritating Josie finds the stories about Triple G.

**4. Which of the following is a theme of the story?**

- (A) Gold prospectors were bad people.
- (B) Sometimes telling the truth causes more harm than good.
- (C) Appearances can be deceiving.
- (D) There are many ways to be heroic.

**5. Which line supports your answer to question 4?**

- (A) “As I got older, I realized Triple G’s biography was probably too tall a tale to be entirely true.” (p. 28)
- (B) “. . . He built his business all on his own. What could be braver than that?” (p. 28)
- (C) “The librarian was right. It was strange.” (p. 26)
- (D) “Suddenly, I wanted to take everything back.” (p. 28)

**6. Which statement best describes what is happening in the poem?**

- (A) The speaker is joyfully remembering where he and his dad used to live.
- (B) The speaker is remembering how difficult life was in the winter for his father.
- (C) The speaker is looking back on one tragic memory of his father.
- (D) The speaker is recalling how he did not notice the unassuming ways his father took care of him.

### Constructed-Response Questions

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

**7.** How does Josie change over the course of the story? Use text evidence to support your answer.

**8.** In the story, Josie’s dad says that Triple G was heroic “in his way.” In what way is the father in the poem “Those Winter Sundays” heroic? Use text evidence to support your answer.

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

## “The Golden Lie” Quiz

**Directions:** Read “The Golden Lie” by Sarah McCarry. Then answer the questions below.

1. On page 25, Josie says, “The trail ahead was steep, but that wasn’t why I was dragging my feet.” From this line, you can infer that Josie
  - (A) is exhausted.
  - (B) doesn’t feel like spending time with her dad.
  - (C) is too hot to walk fast.
  - (D) is feeling a sense of dread about something.
2. On page 25, Josie says, “I’ve heard the stories 70,000 times.” The hyperbole in this sentence tells the reader that
  - (A) Josie is trying to memorize the stories about Triple G.
  - (B) Josie has never heard the stories about Triple G.
  - (C) Josie is very familiar with the stories about Triple G.
  - (D) Josie has literally listened to the stories about Triple G 70,000 times.
3. In the line “Now the stories are my dad’s to tell, and it’s a responsibility he has embraced with great enthusiasm,” *embraced* means
  - (A) avoided.
  - (B) taken on.
  - (C) grasped.
  - (D) squeezed.
4. What is the purpose of this line: “It’s strange that you didn’t find anything online. The members of the Donner Party are all well-known.” (p. 26)
  - (A) to emphasize the librarian’s amazement
  - (B) to hint to the reader that Triple G was not in the Donner Party
  - (C) to show that the librarian thinks Josie is lying
  - (D) to explain that Josie was not researching properly
5. Which other line serves a similar purpose?
  - (A) “But there was no mention of a man named Horatio Algernon Sherman.” (p. 27)
  - (B) “How he carried a sick child for miles.” (p. 25)
  - (C) “‘He was . . . ordinary.’” (p. 28)
  - (D) “‘The newspaper did say he was generous,’ I said.” (p. 28)
6. Which statement best describes what is happening in the poem?
  - (A) The speaker is joyfully remembering where he and his dad used to live.
  - (B) The speaker is remembering how difficult life was in the winter for his father.
  - (C) The speaker is looking back on one tragic memory of his father.
  - (D) The speaker is recalling how he did not notice the quiet ways his father took care of him.

### Constructed-Response Questions

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

7. How does Josie change over the course of the story? Use text evidence to support your answer.
8. In the story, Josie’s dad says that Triple G was heroic “in his way.” Explain in your own words what he means.



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

## Section 1: Characters

1. For the characters of Josie, Josie's dad, 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. JOSIE is a ☐ **major** ☐ **minor** (check one) character.

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

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

B. JOSIE'S DAD 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. 

|  |  |
|--|--|
| <b>A.</b> At the beginning of the story, Josie has a stomachache. Why? | <b>B.</b> What does this tell you about Josie's character and her relationship with her dad? |
|--|--|
3. 

|   |
|---|
| When Josie tells her dad what she has learned about Triple G, he stares at her "like a raccoon caught in the beam of a flashlight." Then he sighs, puts his hands on his hips, looks down, and kicks the dirt. What do his actions reveal about how he feels in this moment? Explain. |
|---|
4. 

|  |                            |
|--|----------------------------|
| <b>A.</b> Who is the <b>protagonist</b> in this story? | <b>B.</b> How do you know? |
|--|----------------------------|

## Section 2: The Conflict

5. 

|   |   |   |
|---|---|---|
| <b>A.</b> What is the main <b>conflict</b> the <b>protagonist</b> faces? Explain briefly. | <b>B.</b> This <b>conflict</b> is:<br><br><input type="checkbox"/> internal<br><input type="checkbox"/> external<br>(check one) | <b>C.</b> Choose the best word to fill in the blank.<br><br>Another way to describe this <b>conflict</b> is:<br><br>person vs. _____<br><br><u>Choices</u><br><br>self   person   nature   society<br>technology   the supernatural |
|---|---|---|
6. 

|                                    |
|------------------------------------|
| How is the main conflict resolved? |
|------------------------------------|

## Section 3: Descriptive Writing

Good descriptive writing helps the reader form a vivid image in his or her mind. (A vivid image is one so clear that it seems real.) Good descriptive writing can include **imagery**, **figurative language**, a lot of detail, and the use of precise, expressive words.

|  |                                       |   |
|--|---------------------------------------|---|
| <p>7. <b>A.</b> On page 25, Josie says that Coloma has "saloons leaning woozily into dusty streets."<br/>This is an example of:</p> <p><input type="checkbox"/> a simile</p> <p><input type="checkbox"/> personification</p> <p><input type="checkbox"/> onomatopoeia</p> <p style="text-align: center;">(check one)</p> | <p><b>B.</b> Explain your answer.</p> | <p><b>C.</b> What does the adverb <i>woozily</i> add to the description of the saloons? Why might the author have chosen that word?</p> |
|--|---------------------------------------|---|

|   |   |   |
|---|---|---|
| <p>8. List two examples of imagery (also called <i>sensory details</i>) in the story. Check the box(es) to show the sense or senses each one appeals.</p> | <p><b>Example 1:</b></p> <p><input type="checkbox"/> sight   <input type="checkbox"/> smell   <input type="checkbox"/> hearing</p> <p><input type="checkbox"/> taste   <input type="checkbox"/> touch</p> | <p><b>Example 2:</b></p> <p><input type="checkbox"/> sight   <input type="checkbox"/> smell   <input type="checkbox"/> hearing</p> <p><input type="checkbox"/> taste   <input type="checkbox"/> touch</p> |
|---|---|---|

|  |   |
|--|---|
| <p>9. On page 28, the author could have written this:</p> <p style="text-align: center;">Desert grass grew in the clearing.<br/>A lizard sat nearby.</p>   | <p>Instead, she wrote this:</p> <p style="text-align: center;">"Spiky desert grass struggled valiantly to thrive in the clearing, and a lone lizard eyeballed us warily."</p> |
| <p>.....</p> <p>Compare these two descriptions. How does the author make her description more vivid and precise than the alternative version? Does the author's description give you a feeling that the other version does not? Explain.</p> |   |

# Ordinary Contest

How can ordinary people be special? How might Josie and the narrator of the poem answer this question? Answer both questions, using text evidence to support your ideas.

Five winners will get *Newsgirl* by Liza Ketchum.

### Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY October 15, 2015!**

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 "Should Kids Do Extreme Sports?" and "The Science of Thrill-Seeking."

1. **A.** The first section of "Should Kids Do Extreme Sports?" is structured as a sequence of events leading up to Jett's fall. What does the structure change to in the section "Pushing Limits"?

\_\_\_\_\_

- B.** What effect does this change in structure have on the article?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Find one section or passage from "Should Kids Do Extreme Sports?" that uses a cause-and-effect structure. Explain how you know.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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.** What problems and solutions are described in the section "Special Hazards"?

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**4.** Identify the text structure of the section "Worth the Risk?" Explain your answer.

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**5.** In the essay "The Science of Thrill-Seeking," what does the author compare and contrast?

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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:** Answer the questions below to help you evaluate the tone of "Should Kids Do Extreme Sports?" and "The Science of Thrill-Seeking."

## "Should Kids Do Extreme Sports?" by Lauren Tarshis, with Jon Lackman

**1. Choose the pair of words that best describes the tone of the introduction (the beginning of the article up to the section "Pushing Limits").**

- Ⓐ critical, judgmental
- Ⓑ descriptive, factual
- Ⓒ admiring, approving

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

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**2. Consider the following paragraph from the section "Pushing Limits":**

"Today, younger and younger kids are becoming extreme athletes. In 2014, 8-year-old Minna Stess became the youngest girl to skate from the steepest section of the MegaRamp. Ten-year-old snowboarder Benni Fridbjornsson of Iceland was doing flips at the age of 7; now he's doing double backflips."

**Which of the following sentences best describes the tone of this paragraph?**

- Ⓐ The authors sound impressed and excited that younger and younger kids are becoming extreme athletes.
- Ⓑ descriptive, factual
- Ⓒ admiring, approving

**Briefly explain why you chose the answer you chose.**

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- 3. Do the authors include information about the positive side of extreme sports (in general and in particular for kids)? Explain.**

*Write two reasons the tone could be described with the word you wrote in the blank:*

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- 4. Do the authors include information about the negative side of extreme sports (in general and in particular for kids)? Explain.**

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- 5. The last section of the article, "Passion and Identity," explains that Jett's father, Geoff, supports Jett and Jagger in their pursuit of skateboarding and includes a quote from Geoff about risk-taking. What is the author's tone as they present this information? Do they seem to approve of Geoff's approach to letting his kids take risks, disapprove of it, or do they present the information in a neutral, nonjudgmental way?**

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- 6. Thinking about the whole article, do you get a sense of how the authors would answer the question of whether kids should do extreme sports? Explain your answer.**

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**"The Science of Thrill-Seeking"**

*by Jennifer Dignan*

**7. Choose the pair of words that best describe the tone of Dignan's article.**

- Ⓐ playful, lighthearted
- Ⓑ serious, formal
- Ⓒ concerned, doubtful

**What is one other word that describes the tone of Dignan's article?**

**Explain your answer. Which particular words, phrases, or sentences in the article help establish its tone?**

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

# Synthesis

**Directions:** Answer the questions below to synthesize information from "Should Kids Do Extreme Sports?" and "The Science of Thrill-Seeking." 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 23.

| Question   | Answer | Source<br>(check one or both)   |
|--|--------|---|
| What role does personality play in risk-taking?                              |        | <input type="checkbox"/> "Should Kids Do Extreme Sports?"<br><input type="checkbox"/> "The Science of Thrill-Seeking" |
| How does age affect risk-taking?   |        | <input type="checkbox"/> "Should Kids Do Extreme Sports?"<br><input type="checkbox"/> "The Science of Thrill-Seeking" |
| How do the brains of thrill-seekers differ from those of non thrill-seekers? |        | <input type="checkbox"/> "Should Kids Do Extreme Sports?"<br><input type="checkbox"/> "The Science of Thrill-Seeking" |
| How are extreme sports different from team sports?                           |        | <input type="checkbox"/> "Should Kids Do Extreme Sports?"<br><input type="checkbox"/> "The Science of Thrill-Seeking" |
| What are the health risks associated with extreme sports?                    |        | <input type="checkbox"/> "Should Kids Do Extreme Sports?"<br><input type="checkbox"/> "The Science of Thrill-Seeking" |
| What are the benefits of extreme sports?                                     |        | <input type="checkbox"/> "Should Kids Do Extreme Sports?"<br><input type="checkbox"/> "The Science of Thrill-Seeking" |

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

# Close-Reading Questions

## "Should Kids Do Extreme Sports?"

1. What phrases do authors Lauren Tarshis and Jon Lackman use to describe extreme sports in the section “Pushing Limits”? What tone do these phrases help create? (tone)
2. The authors state that the thrills of extreme sports “come at a high price.” How do they develop this idea? (analyzing the development of an idea)
3. The authors write, “Then again, at the time of his accident, Jett was wearing a helmet, kneepads, a chest and spine protector, hip and elbow pads, and gloves. He was also working with a coach.” Why do the writers include this information? What point are they making? (inference, author’s craft)

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

# Close-Reading Questions

## "The Science of Thrill-Seeking"

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1. What does Jennifer Dignan do to draw the reader in at the beginning of the article?(author's craft)
2. Dignan writes that "we're not all using the same scale to weigh risks and rewards, though." Explain this metaphor. What does she mean? (figurative language)
3. On page 22, Tarshis and Lackman ask, "When so much could go wrong, why would anyone want to participate in extreme sports?" Which details from the essay could help answer this question? (synthesis)

## Critical-Thinking Questions

**2.** Do you support Geoff Eaton's decision to allow Jett to continue to skateboard? Support your opinion with details from the texts.

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

# Paired Texts Vocabulary

1. **concussion (kuhn-KUHSH-uhn)** *noun*; A concussion is a brain injury resulting from a hard hit to the head.
2. **critical (KRIT-ih-kuhl)** *adjective*; *Critical* has several meanings. One meaning is "absolutely necessary," as in "It's critical to water that plant every day; otherwise, it will die." To be critical of something is to disapprove of it and point out things that are wrong with it. *Critical* can also mean "in danger and needing a fast solution." For example, a person in critical condition is in danger of dying, and a critical situation is one in which something bad is going to happen unless a solution is found soon.
3. **loft (lawft)** *verb*; To loft something is to send it flying high into the air.
4. **motivation (moh-tuh-VEY-shuhn)** *noun*; Motivation is what drives you to do something—particularly something you don't really want to do. Your motivation to enter a contest could be that you want the prize. On the other hand, if your neighbor says she is having trouble finding the motivation to weed her garden, she means that she just can't get herself to do it.
5. **psychologist (sye-KOL-uh-jist)** *noun*; A psychologist is someone who studies the mind and behavior. Some psychologists are researchers, while others see patients.
6. **spectrum (SPEK-truhm)** *noun*; A spectrum is a range of related ideas or things. For example, there is a spectrum of apple flavors, from supersweet to mouth-puckeringly tart. If your bike gets stolen, you might experience a spectrum of emotions, from surprise to anger to sadness.
7. **trauma (TRAW-muh)** *noun*; *Trauma* can refer to a severe injury or a deeply upsetting experience. Someone involved in a car crash might need treatment for a head trauma. The trauma of seeing a car crash could be so disturbing and that it gives you nightmares for months.
8. **tolerance (TOL-er-uhns)** *noun*; Tolerance is the willingness to accept or handle something. It can refer to the ability to accept or survive a difficult or unpleasant experience: Someone with a high tolerance for pain can handle a lot of pain without complaining, passing out, trying to run away, etc. *Tolerance* can also refer to a willingness to accept and respect people who are different from you.

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

# Paired Texts Vocabulary Practice

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

1. Complete the analogy:

dentist : teeth :: psychologist : \_\_\_\_\_

- Ⓐ ears
- Ⓑ feet
- Ⓒ eyes
- Ⓓ mind

2. Which of the following is most likely to lead to a **trauma**?

- Ⓐ sleeping
- Ⓑ playing a contact sport
- Ⓒ swimming
- Ⓓ playing music

3. For which of the following would it probably be hardest to find **motivation**?

- Ⓐ cleaning your room
- Ⓑ eating ice cream
- Ⓒ going to the beach
- Ⓓ watching a movie

4. Which of the following could be part of a **spectrum**?

- Ⓐ an opinion
- Ⓑ a color
- Ⓒ a level of skill
- Ⓓ all of the above

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

5. One thing that could cause a **concussion** is \_\_\_\_\_

\_\_\_\_\_.

6. Sam was a picky eater. He had no **tolerance** for \_\_\_\_\_

\_\_\_\_\_.

7. The last bus of the day was leaving in five minutes, so it was **critical** that \_\_\_\_\_

\_\_\_\_\_.

8. Jamie swung the bat with all his might and **lofted** the \_\_\_\_\_

\_\_\_\_\_.

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

\_\_\_\_\_.

\_\_\_\_\_.



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

## Paired-Texts Quiz

**Directions:** Read “Should Kids Do Extreme Sports?” and “The Science of Thrill-Seeking.” Then answer the questions below.

1. Which statement best expresses a central idea of “Should Kids Do Extreme Sports?”
  - (A) Few people know the risks of participating in extreme sports.
  - (B) Extreme sports can be rewarding and fun, but also dangerous.
  - (C) Extreme athletes push the limits of their bodies.
  - (D) Many kids are inspired to try stunts after watching clips on YouTube.
2. Which line from the text best expresses your answer to Question 1?
  - (A) “Today, younger and younger kids are becoming extreme athletes.” (p. 21)
  - (B) “If a child has the skills to climb a serious mountain, should we hold them back from Mount Everest?” (p. 23)
  - (C) “Extreme sports are all about pushing the limits of what the human body can do.” (p. 21)
  - (D) “. . . extreme sports are thrilling. But these thrills can come at a high price.” (p. 21)
3. What is the main purpose of the section “Passion and Identity”?
  - (A) to explain why Geoff supports Jett’s dream of returning to the MegaRamp
  - (B) to describe all of Jett’s injuries
  - (C) to show that skating is not that dangerous
  - (D) to provide additional information about the science of thrill-seeking
4. Which is likely NOT a reason the authors included a quote from psychologist Frank Farley?
  - (A) to support the idea that kids can accomplish extraordinary things
  - (B) to provide insight from an expert
  - (C) to explain why parents should not allow kids to play extreme sports
  - (D) to make the article more balanced
5. As it is used in “The Science of Thrill-Seeking,” *tolerance* most closely means which of the following?
  - (A) enjoyment
  - (B) self-control
  - (C) an ability to accept something unpleasant
  - (D) a willingness to accept people who are different from you
6. Which statement is supported by information in both “Should Kids Do Extreme Sports?” and “The Science of Thrill-Seeking”?
  - (A) Compared with other people, thrill-seekers may be more sensitive to dopamine.
  - (B) Adolescents tend to be more willing than adults to take risks.
  - (C) Extreme sports can improve kids’ confidence and health.
  - (D) No one should do extreme sports.

## Constructed-Response Questions

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

7. Write a paragraph about the positive and negative sides of extreme sports. Support your answer with details from “Should Kids Do Extreme Sports?”
8. Why do some people seek thrills despite the dangers? Use details from both texts to support your ideas.

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

## Paired-Texts Quiz

**Directions:** Read “Should Kids Do Extreme Sports?” and “The Science of Thrill-Seeking.” Then answer the questions below.

- Which line from the text best expresses a central idea of “Should Kids Do Extreme Sports?”
  - “... extreme athletes suffered about 4 million injuries between 2000 and 2011.” (p. 21)
  - “... some kids attempt stunts way beyond their skill level.” (p. 21)
  - “There’s no doubt that extreme sports are thrilling. But these thrills can come at a high price.” (p. 21)
  - “Jett has not returned to the MegaRamp but hopes to one day.” (p. 22)
- What is the main purpose of the section “Passion and Identity”?
  - to explain why Geoff supports Jett’s dream of returning to the MegaRamp
  - to describe all of Jett’s injuries
  - to show that skating is not that dangerous
  - to provide additional information about the science of thrill-seeking
- Information about the history of extreme sports would best fit into which section of “Should Kids Do Extreme Sports?”
  - “Worth the Risk?”
  - “Passion and Identity”
  - “Pushing Limits”
  - “Special Hazards”
- Jennifer Dignan writes, “Clearly, we’re not all using the same scale to weigh risks and rewards...” What does she mean?
  - Not all scales work.
  - Some people enjoy weighing things.
  - Risks and rewards can be weighed easily.
  - Some people are more willing than others to take risks.
- Dignan writes, “Some of us thrive on activities that would scare the bejeebers out of the rest of us.” What does *thrive on* mean in this sentence?
  - study
  - stay away from
  - feel terrified thinking about
  - feel great doing
- Which statement is supported by information in both “Should Kids Do Extreme Sports?” and “The Science of Thrill-Seeking”?
  - Compared with other people, thrill-seekers may be more sensitive to dopamine.
  - Adolescents tend to be more willing than adults to take risks.
  - Extreme sports can help kids become confident and healthy.
  - No one should do extreme sports.

## Constructed-Response Questions

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

- Write a paragraph about the positive and negative sides of extreme sports. Support your answer with details from “Should Kids Do Extreme Sports?”
- According to “The Science of Thrill-Seeking,” what role did risk-taking play in the lives of early humans?

# Extreme Sports Contest

Why are some kids more drawn to extreme sports than others? Should kids be allowed to do extreme sports at all? Use text evidence to support your ideas. Five winners will get *First Descent* by Pam Withers.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY October 15, 2015!**

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

# Write an Argument Essay

**Directions:** Read "Is Technology Killing Our Friendships?" Complete the essay kit on page 19. Then follow the steps below to write an argument essay.

## STEP 1: DECIDE WHAT YOU THINK

Is technology killing our friendships? Consider what you read in the article, as well as your own viewpoints. **Check the box next to the point of view you will argue in your essay. Or write your own opinion in the space provided.**

☐ Yes! We're replacing friends with screens.

☐ No! Technology brings us closer together.

☐ \_\_\_\_\_

## STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 19 support your opinion? What other information supports your opinion? List at least three supporting details here:

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## STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think technology is killing our friendships, summarize the strongest arguments of those who disagree with you. Alternatively, if you think technology is bringing us closer together, summarize the main reasons some people think our friendships are suffering because of technology.

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

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

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

### STEP 5: WRITE YOUR HOOK

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

- 1. ANECDOTE:** Describe your relationship with technology. How often do you go online? What kind of technology do you use the most often and why?
- 2. SURPRISING FACT:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. RHETORICAL QUESTION:** Ask your readers a question that reflects your point of view about how technology affects friendships. One way you could structure your question is like this: "Does texting really replace \_\_\_\_\_?"

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

### STEP 6: SUMMARIZE THE ISSUE

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

**Your summary of the issue:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### STEP 7: START WRITING

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

**Directions:** Follow the guidelines below to write a strong essay on whether or not technology is killing our friendships. 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 technology is killing our friendships. (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: \_\_\_\_\_

## "Is Technology Killing Our Friendships?" Quiz

**Directions:** Read "Is Technology Killing Our Friendships?" Then answer the questions below.

- Which of the following does NOT support the idea that teens spend a lot of time using technology?
  - Kaylee's friends panicked when they found out there was no Wi-Fi at the campground.
  - On a typical weekend, Kaylee spends time on Instagram, Snapchat, and FaceTime.
  - Friends used to write letters to each other.
  - One in four teens are online almost constantly.
- According to the article, what is the main reason technology is harming friendships?
  - Many kids are too busy to keep up with all their online relationships.
  - It's easy for misunderstandings to occur online.
  - Kids write mean things online that they would never say in person.
  - Technology leads kids to spend time alone on their devices that they would otherwise be spending with friends.
- Additional information about how technology can harm friendship would best fit into which section?
  - the introduction
  - "Alone Together"
  - "Connecting With Friends"
  - It would not fit anywhere in the article.
- On page 19, the author includes a quote from a psychology expert: "If we are constantly checking in with our virtual worlds, this leaves little time for our real-world relationships." How does this line contribute to the article?
  - It supports the claim that online communication between teens is harmless.
  - It offers a rebuttal to the argument that online communication can make friendships stronger.
  - It proves that teens enjoy using technology.
  - It offers a rebuttal to the argument that teens spend too much time online.
- In the line "Other experts, however, warn that too much online communication can get in the way of forming deep friendships," *deep* means
  - meaningful.
  - wise.
  - hard to understand.
  - heavy.
- Which of the following claims could be supported with information from the article?
  - The more friends you have on Facebook, the harder it is to form meaningful friendships.
  - Technology is affecting kids' ability to focus.
  - Technology harms kids more than adults.
  - Technology helps people stay connected.

### Constructed-Response Questions

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

- What do the anecdotes about Kaylee add to the article? Why might the author have included them? Use details from the text to support your answer.
- Tarshis writes, "In tough times, you don't need someone to like your picture or share your tweet. You need someone who will keep your secrets and hold your hand." What does she mean? Explain.

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

## **“Is Technology Killing Our Friendships?” Quiz**

**Directions:** Read “Is Technology Killing Our Friendships?” Then answer the questions below.

1. The information in the first paragraph about what Kaylee does on weekends best supports which idea?
  - (A) Teens do not have a lot of strong friendships.
  - (B) Teens mostly use technology on the weekends.
  - (C) Teens spend a lot of time using technology to communicate with friends.
  - (D) Most teens do not enjoy communicating with their friends in person.
2. According to the article, what is the main way that friendship has changed since your parents were young?
  - (A) Kids now play Words With Friends instead of Scrabble.
  - (B) Friends no longer write each other letters.
  - (C) Friends spend less time physically together than they used to.
  - (D) Kids have fewer friends than they used to.
3. Additional information about how technology can harm friendship would best fit into which section?
  - (A) the introduction
  - (B) “Alone Together”
  - (C) “Connecting With Friends”
  - (D) It would not fit anywhere in the article.
4. On page 19, the author includes a quote from a psychology expert: “If we are constantly checking in with our virtual worlds, this leaves little time for our real-world relationships.” How does this line contribute to the article?
  - (A) It proves that teens enjoy using technology.
  - (B) It offers a rebuttal to the argument that online communication can make friendships stronger.
  - (C) It supports the claim that technology improves friendships.
  - (D) It explains the reasons why too much online communication can affect friendship.
5. In the line “Other experts, however, warn that too much online communication can get in the way of forming deep friendships,” *deep* means
  - (A) meaningful.
  - (B) wise.
  - (C) hard to understand.
  - (D) heavy.
6. Which of the following claims CANNOT be supported with information from the article?
  - (A) Teens spend a lot of time online.
  - (B) Kids used to spend more time together in person than they do now.
  - (C) Technology helps people stay connected.
  - (D) The more friends you have on Facebook, the harder it is to form meaningful friendships.

### **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 article, in what way can technology be good for friendship? Use text evidence to support your answer.
8. Tarshis writes, “In tough times, you don’t need someone to like your picture or share your tweet. You need someone who will keep your secrets and hold your hand.” What does she mean? Explain.



## SKILL: Essay Writing

# Argument-Essay Checklist

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

**Introduction**

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

**Body Paragraphs**

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

**Conclusion**

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

**General**

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

SKILL: Essay Writing

# Great Transitions

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

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

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

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

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

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

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

## If you want to show cause and effect:

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

## If you want to add emphasis:

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

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

# Polish Your Possessives

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

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

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

- |  |   |  |
|--|---|--|
| <p><b>1. Who or what "owns" the toys in the following sentence? <i>Karla's cats' toys are all over the place.</i></b></p> <p>Ⓐ one cat<br/>Ⓑ more than one cat<br/>Ⓒ Karla<br/>Ⓓ It is impossible to tell.</p> | <p><b>2. Which of the following correctly indicates that the fans belong to one team?</b></p> <p>Ⓐ Our teams' fans cheered loudly.<br/>Ⓑ Our teams fan's cheered loudly.<br/>Ⓒ Our team's fans cheered loudly.<br/>Ⓓ Our teams's fans cheered loudly.</p> | <p><b>3. Choose the sentence that is punctuated correctly.</b></p> <p>Ⓐ Taras' socks are filthy.<br/>Ⓑ Taras socks' are filthy.<br/>Ⓒ Tara's socks are filthy.<br/>Ⓓ Taras socks are filthy.</p> |
|--|---|--|

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

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

4. The jeans belonging to Curt are too loose.

---

5. I have the birthdays of my friends memorized.

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6. The Golden Unicorn is the restaurant my family likes best.

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

# Spelling Mistakes

Some spelling mistakes won't be caught by spell-check or AutoCorrect. These programs can't read your mind (at least not yet). If you meant *excited*, but typed *exited*, it won't know that you made a mistake. That's why it's important to proofread your work.

---

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

1. Are school's student counsel elections are next weak.
2. The eye doctor's advise was to take regular brakes from the computer.
3. "I don't want to loose the game," said Sharon. "I want to win a metal!"
4. I would not call forgetting to add the chocolate chips to the cookies a minor mistake.
5. Our class is very exited about the field trip tomorrow.
6. Moonlight streamed threw the window, casting creepy shadows everywhere.
7. My brothers are a pair of troublemakers!
8. Last season, the assistant coach lead a team warm-up at the start of each soccer practice.
9. Their are still a million things to do before the party tonight; I am so stressed out!
10. "Let's go to the park first," said Melissa. "Than we can go to lunch."

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

# Vary Your Sentences

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

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

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

Maribel tiptoed into the dining room.

*Stealthily, Maribel tiptoed into the dining room.*

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

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

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

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

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

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

### 4. Combine two or more sentences:

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

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

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

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

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

# Master Your Modifiers

A *modifier* is exactly what it sounds like—a word or group of words that modifies, or describes, something else in a sentence. A modifier should always appear next to what it modifies. When placed incorrectly in a sentence, a modifier ends up describing something that you did not intend it to describe. For example:

**Incorrect:** Covered in butter and jelly, Eva took a bite of her bagel.

*The modifier "covered in butter and jelly" is misplaced. It modifies Eva. But was Eva really covered in butter and jelly? Of course not! The bagel was.*

**Correct Option 1:** Eva took a bite of her bagel, which was covered in butter and jelly.

**Correct Option 2:** Eva took a bite of her butter-and-jelly-covered bagel.

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**Directions:** Underline the misplaced modifier in each sentence. (We did the first three for you.) Then rewrite the sentence so that it is correct. You may need to add words or commas. We helped with the first sentence.

1. Angela found a phone in her bag that doesn't belong to her.

Correct: Angela found a phone that doesn't belong to her in her bag.

2. David saw his friend standing under the tree wearing the black leather coat.

Correct: \_\_\_\_\_

3. We saw a movie about alien monkeys at the mall.

Correct: \_\_\_\_\_

4. The tap dancers rehearsed with the top hats on their heads they got yesterday.

Correct: \_\_\_\_\_

5. Marissa reached eagerly for the cupcake, a fan of anything chocolate.

Correct: \_\_\_\_\_

6. I read that a famous Dutch painting was stolen in the newspaper.

Correct: \_\_\_\_\_

7. Stained with spaghetti sauce, Ray put his white shirt in the laundry basket.

Correct: \_\_\_\_\_

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

# Number vs. Amount

The words **number** and **amount** are often confused and misused. Figuring out which one to use is often as easy as determining whether it's possible to count the people, places, or things to which you are referring.

Use **number** to refer to things that you CAN count.

**Examples:**

*There is a large **number** of plastic flamingos on the lawn.*

*Olivia tripped over a **number** of toys on her way to getting her little brother out of bed.*

Use **amount** to refer to a quantity—something that you CANNOT count.

**Examples:**

*While baking cookies, Sebastian spilled a significant **amount** of flour on the floor.*

*No **amount** of scrubbing will remove the doodle that Tracy drew on the desk.*

---

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

1. Pitchers generally have a smaller **number/amount** of hits than first basemen.
2. Tyrell reached into his backpack and pulled out a large **number/amount** of books.
3. My grandmother puts a skimpy **number/amount** of peanut butter on my sandwiches.
4. The twins stockpiled an enormous **number/amount** of snowballs on the porch.
5. There is always a certain **number/amount** of confusion backstage before the show starts.
6. Only a small **number/amount** of Amber's cousins were able to attend the reunion.

---

**Directions:** Write the correct word—*number* or *amount*—in each blank below. Then write your own sentence using *number* or *amount*.

7. Selena insists on having the same \_\_\_\_\_ of ice cubes in each glass.
8. Looking outside during the blizzard, I was astonished by the \_\_\_\_\_ of snow on the ground.
9. Mitch listens to a huge \_\_\_\_\_ of music, and he always knows the newest singers.
10. An increasing \_\_\_\_\_ of dentists have TVs in their examining rooms.
11. \_\_\_\_\_  
\_\_\_\_\_

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

# You Write It

## Turning an Infographic Into a Paragraph

**Directions:** Read the infographic about tardigrades. Then follow the steps below to write a persuasive paragraph arguing that the tardigrade would be a GREAT school mascot.

**1** Write a sentence that states the central claim of your paragraph.

**CLAIM**

**2** Look at each section of the infographic. In the boxes below, list information from each section that supports your claim

**CUTE**

**FIERCE**

**ENDURING**

**NEARLY INDESTRUCTIBLE**

A tardigrade mascot would be intimidating because tardigrades are tough creatures that can survive almost anywhere—even in boiling water!

**THE NUMBERS**



# 3

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

**Beginning:**

- Your first sentence should be a hook—that is, it should grab the audience's attention and immediately interest them in your paragraph. Your hook can be a surprising fact, a compelling or amusing anecdote—anything that will immediately engage your listeners.
- After your hook, present your thesis statement. Your thesis statement is a sentence that tells your reader what your paragraph is going to be about—in other words, your central idea. In argument writing, the thesis is where you make your claim and briefly state the reasons your claim is true.

**Middle:**

- Explain to your readers why the tardigrade would make a great school mascot, using the information you wrote in Step 2.

**End:**

- Conclude your paragraph with a strong sentence that will give your readers something to think about.

## Writing Tips!

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

# "You Write It" Model Text

The title clearly states what the article is about. It also includes the central idea.

## Why Pigs Make Great Pets

The first sentence hooks the reader's attention. This is where you can have some fun. Be creative. Think about what type of hook would make you keep reading.

The second sentence is the thesis statement. It states the reasons pigs make great pets. The rest of the paragraph provides supporting evidence for the five reasons mentioned in the thesis.

An adorable potbellied pig may be the perfect pet for you! Not only are potbellied pigs incredibly intelligent, but these cute oinkers also have great personalities, are easy to care for, won't trigger allergies, and live a long time. Potbellied pigs are loyal, curious animals, and they are friendly and affectionate—qualities that make them beloved companions. One of the most amazing things about pigs is that they can be trained just like dogs. A pig can be taught to sit, roll over, and stay. (In fact, pigs are ranked among the top five smartest animals on the planet.) What's more, pigs are exceptionally clean (despite their reputations) and have very flexible diets. They can eat just about anything, from flies to burritos. Pigs also don't produce dander, so they are a great choice for anyone with dog or cat allergies. So find a breeder or rescue organization and adopt a potbellied pig today. Given that potbellied pigs live 12 to 18 years on average, you can expect to have a long and happy friendship with your new pal.

Transition words and phrases connect ideas.

Using different sentence lengths and structures makes the writing lively.

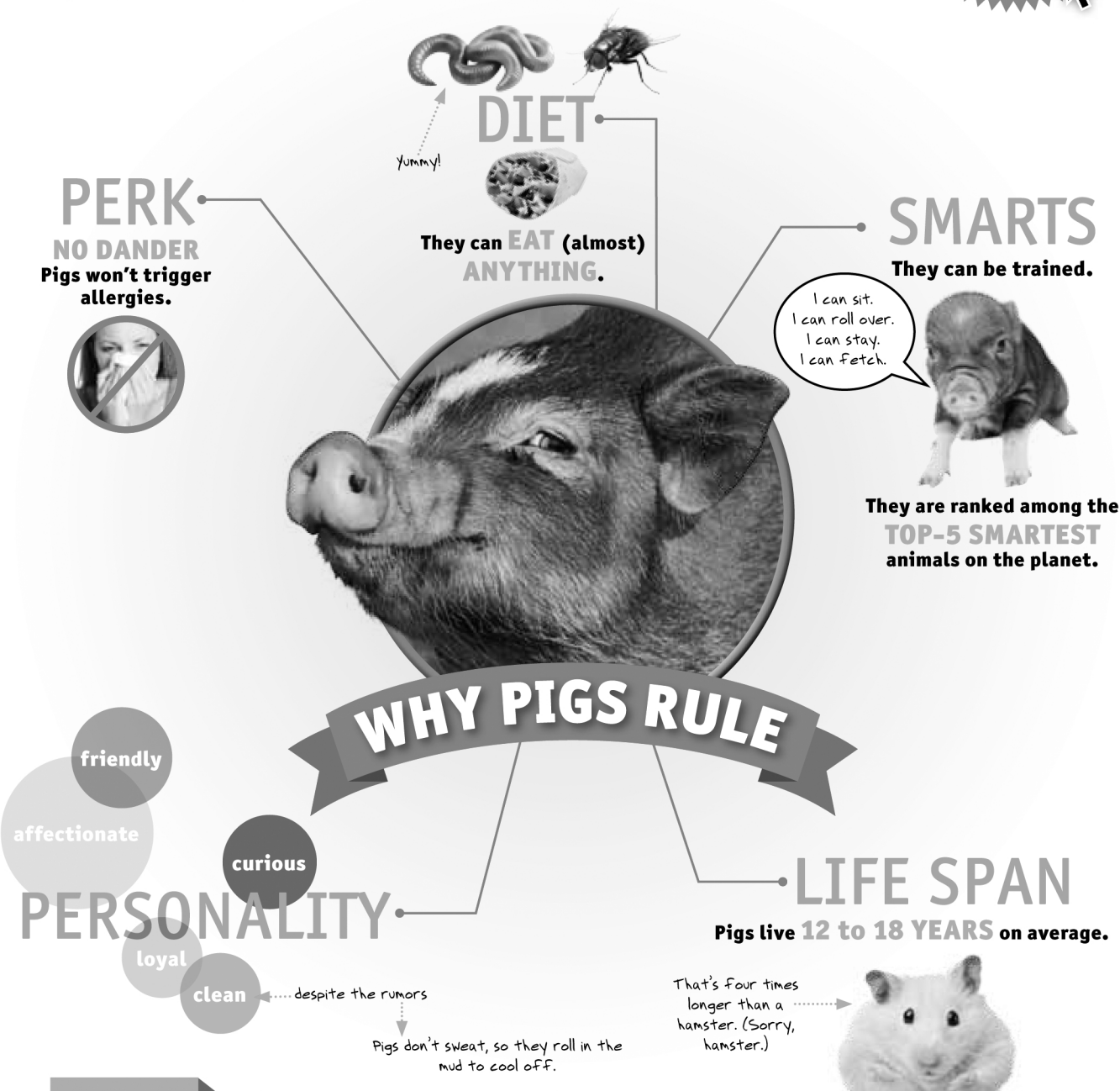
Ends with a call to action and a promise that the reader won't regret getting a pet pig.

# You Write It

We did the research.  
You write the story.

DON'T MISS OUR  
AWESOME GUIDED-  
WRITING ACTIVITY  
AND MODEL TEXT  
AT SCOPE ONLINE!

**HERE'S THE DEAL:** The Swiners Society is trying to make the case that potbellied pigs make great pets. But they need data to support their claim. This is what they found.



## CONTEST

**YOUR TASK:** The Swiners Society has asked YOU for help. Write a paragraph, using the information above, to make the case that potbellied pigs make good pets. Then send it to the **You Write It Contest**. Three winners will each get a **\$25 Visa gift card**. Entries will be judged on: **1. a clear central idea; 2. effective use of supporting evidence; 3. good organization and transitions; 4. originality; 5. grammar.**

# Tardigrade Contest

Write a paragraph arguing that the tardigrade would be a great school mascot. Use information in the infographic to support your ideas. Five winners will each get a \$25 Visa gift card.

## Entries will be judged on:

- ⇒ a clear central idea and supporting details
- ⇒ grammar
- ⇒ organization

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

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

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

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

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

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

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

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

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

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

**ENTRIES MUST BE RECEIVED BY October 15, 2015!**