

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 "The Evil Swirling Darkness."

## 1. Which quote below best expresses the central idea of the section "Tornado Mysteries"?

- Ⓐ "Tornadoes, however, remain stubbornly mysterious."
- Ⓑ "They can tell you a week in advance whether your soccer game could be rained out or if you'll need snow boots for recess."
- Ⓒ "Some storm chasers are mainly after the thrill, racing after violent weather in hopes of capturing it in awesome videos that they will post on YouTube."
- Ⓓ "These men and women often provide early warnings that tornadoes are coming, which helps save lives."

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

**After years of false alarms, most people ignored the sirens and were unconcerned when Sunday's weather forecast for Joplin worsened.**

- Ⓐ "Stores were packed with shoppers."
- Ⓑ "Playgrounds rang with kids' shrieks and laughs."
- Ⓒ "As of that Sunday, the city had not been hit by a major tornado in nearly four decades."
- Ⓓ "It was disappointing news; they'd have to move the party from poolside into their house."

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

\_\_\_\_\_

\_\_\_\_\_

3. Read the details from the section "Impossible to See" listed below. In the box, write a central idea that these details support.

**Detail 1:** "It was an enormous tornado. And it was getting bigger by the second."

**Detail 2:** "What made this tornado especially dangerous was that it was 'rain-wrapped,' or hidden behind a curtain of rain clouds."

**Detail 3:** "By then, meteorologists throughout the region had realized that Joplin was in grave danger."

4. Consider the central idea of the article "The Evil Swirling Darkness" stated in the box below. Write a detail that supports it from each of the sections listed below. We filled in the first one for you.

The tornado that struck the city of Joplin was extremely destructive.

**Supporting detail from the first section:**

Before the day was over, much of the city of Joplin, Missouri, would be in ruins. One hundred fifty-eight people would be dead and more than 1,000 injured.

**Supporting detail from "Tornado Mysteries":**

**Supporting detail from "Vicious Attack":**

**Supporting detail from "Healing a City":**

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# Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and 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 "The Evil Swirling Darkness."

1. What do the descriptions in the section "Tornado Mysteries" add to the article?

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2. Find one text structure used in the section "False Alarms." Explain your answer. Which words or phrases helped you identify this structure?

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## **Description or List**

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

## **Cause and Effect**

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

## **Problem and Solution**

Presents a problem and explains how it is solved

## **Compare and Contrast**

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

## **Sequence of Events**

Describes events in the order in which they happen (also called chronological order)

**3.** What problem and solution is described in the section "Impossible to See"?

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**4.** What structure is used at the beginning of the section "Vicious Attack"?

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**5.** Throughout the article, the author compares two experiences of the same event: that of the Satterlees and that of the Piotrowskis. What does this add to the article?

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

# Summarizing

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

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**Directions:** Answer the questions below to help you write an objective summary of “The Evil Swirling Darkness.”

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

\_\_\_\_\_

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

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

**3.** Was the problem life-threatening? If so, why?

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

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

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

**5.** What happened afterward?

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

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

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

**Directions:** Your turn! Write an objective summary of “The Evil Swirling Darkness.” 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 "The Evil Swirling Darkness"

[illegible]

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

# Summarizing

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

**Directions:** Follow the prompts in the margins to complete the summary of "The Evil Swirling Darkness."

Summary	
1. What were the Satterlees planning that day?	On Sunday, May 22, 2011, in Joplin, Missouri, the Satterlee family was getting ready _____. When tornado sirens rang out, the Satterlees did not worry because _____
3. Where was the storm heading? What was it likely to turn into?	_____. Meanwhile, storm chaser Jeff Piotrowski was tracking a storm that _____
5. Where did they hide? What was happening to their house?	_____. Piotrowski _____
7. What happened after the tornado?	_____. When the Satterlees realized a tornado was coming, they _____
	_____. The tornado that hit Joplin was _____
	Both Piotrowski and the Satterlees _____
	_____

2. Why did people in Joplin not always take these warnings seriously?

4. Where did Piotrowski drive to and why?

6. How bad was the tornado?

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

# Author's Craft

In this activity, you will analyze how author Lauren Tarshis and poet Laura Dimmit help you understand what the tornado was like for the people of Joplin.

## **"The Evil Swirling Darkness"** **by Lauren Tarshis**

**Write a detail from the article that shows . . .**

**. . . what the tornado looked like.**

**. . . what the tornado sounded like.**

**. . . what people did during the tornado.**

**. . . what Joplin looked like after the tornado.**

**. . . how the community of Joplin responded in  
the aftermath of the tornado.**

**"Joey, 4th grade, 1992"**  
**by Laura Dimmit**

**Briefly answer the question in each box.**

**What photograph is the speaker describing?**

**How does the speaker feel when he or she  
thinks about the photograph?**

**What is the database described in the poem?**

**To the speaker, what does the  
photograph represent?**

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Evil Swirling Darkness.” 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 image. What do you predict the overall mood of the article will be?

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2. Look at the photo and map and read the caption at the top of pages 6–7. What do they tell you about Tornado Alley and Joplin? What do you think this might mean about the tornado that hit Joplin?

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3. Examine the image of Jeff Piotrowski on page 7 and read the caption. What do you think Piotrowski is feeling? Explain your answer.

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4. Examine the images and captions on pages 8 and 9. What do the two sets of images and captions explain? How are they related?

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## During Reading

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

5. Check ( ✓ ) the statement that BEST describes the **text structure**, or how the author organizes information, in the first paragraph on page 6.

The author uses a problem-and-solution structure to describe how the Satterlees prepared for the party.

The author describes details of Bennett and Ethan’s day before the tornado hit.

The author compares and contrasts what Bennett and Ethan were doing the day of the tornado.

6. From the section “Tornado Mysteries,” what can you **infer** about Jeff Piotrowski and his wife? Explain.

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7. What is the overall **mood** of the section “False Alarms”?

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8. Consider this quote from page 9:

“Around the same time, the Satterlees emerged from their storage room to discover rain pouring through the roof, from which entire chunks had been ripped away.”

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

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

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9. What is the **tone** of the conclusion of the article on page 10? Explain your answer.

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## After Reading

## Central Ideas/Details and Objective Summary

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

```
graph TD; A[Tornadoes are powerful storms that can cause significant damage and loss of life.] --> B[Tornadoes are often spawned by supercells, which are large, rotating areas of thunderstorms.]; A --> C[Tornadoes are most common in the central United States, particularly in the area known as Tornado Alley.]; A --> D[Tornadoes are difficult to predict, and their paths can be highly erratic.];
```

**Central Idea**

**Detail #1**  
“Yet only 20 percent of supercells produce tornadoes, and it’s difficult to predict which storms will unleash twisters . . .” (p. 6)

**Detail #2**  
“Once a tornado has formed within the roiling clouds of a supercell, it cannot be seen, even by the most powerful radar.” (p. 6)

**Detail #3**  
“Others, like the Piotrowskis, are working to unravel the secrets of tornadoes.” (p. 6)

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

[illegible]

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Evil Swirling Darkness.” 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 image. What do you predict the article will be about?

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2. Look at the photo and map and read the caption at the top of pages 6–7. What do they tell you about Tornado Alley and Joplin?

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3. Examine the image of Jeff Piotrowski on page 7 and read the caption. What do you think Piotrowski is feeling? Explain your answer.

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4. Examine the images and captions on pages 8 and 9. What do the two sets of images and captions explain?

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

5. The structure of the first paragraph on page 6 is mostly **description**. Explain what is being described.

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6. From the section “Tornado Mysteries,” what can you **infer** about Jeff Piotrowski and his wife? Explain.

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7. The overall **mood** of the section “False Alarms” is foreboding. Explain how this mood is created.

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8. Consider this quote from page 8:

“By then, meteorologists throughout the region had realized that Joplin was in *grave* danger.”

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

very serious

eventual

extremely sad

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

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9. At the end of the article, the **tone** is relieved. What are some words and phrases that help establish this **tone**?

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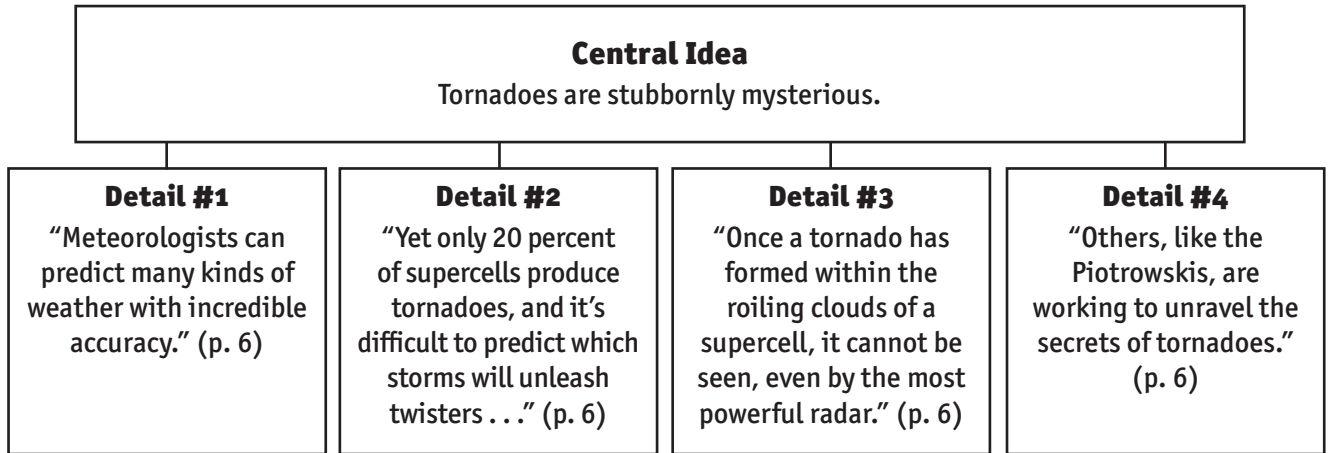
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## After Reading

### Central Idea/Details and Objective Summary

10. Below is a **central idea** of “The Evil Swirling Darkness” and four details. Three details DO support the central idea. Cross out the detail that does NOT.



11. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the two details below that should definitely NOT be included in an objective summary of “The Evil Swirling Darkness.”

1. On Sunday, May 22, 2011, one of the worst tornadoes in U.S. history struck Joplin, Missouri.
2. Bennett’s favorite cake is vanilla.
3. Storm chaser Jeff Piotrowski warned people in Joplin that a dangerous tornado was heading for the city.
4. On the day of the tornado, the Satterlee family gathered for a birthday party.
5. I was so worried about the Satterlee family’s safety.

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

# Close-Reading Questions

## "The Evil Swirling Darkness"

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1. Reread the first four sentences of the article. How does the fourth sentence differ from the first three? Why might author Lauren Tarshis have started her story this way? (author's craft)
2. In the section "Tornado Mysteries," why does the author describe tornadoes as "stubbornly mysterious"? (interpreting text, figurative language)
3. When the author describes tornadoes as "stubbornly mysterious," she is personifying tornadoes—assigning a human characteristic to them—by suggesting that they intentionally remain unpredictable. Where else in the article does the author personify tornadoes? What effect does this use of personification create? (figurative language, author's craft)

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

# Critical-Thinking Questions

## "The Evil Swirling Darkness"

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1. The life of a storm chaser seems quite dangerous. Why might someone choose to study extreme weather up close?

2. Why do you think the author included the stories of both the Satterlees and the Piotrowskis?

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

# Close-Reading Questions

## "Joey, 4th grade, 1992"

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1. What object is the poem about? How can you tell? (inference)
2. Why is the poem's title set inside quotation marks? (text feature)
3. What does the line "a small reminder of the whirling aftermath" tell you about how the tornado affected Joplin? (interpreting text)

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

# Critical-Thinking Question

**"The Evil Swirling Darkness" and "Joey, 4th grade, 1992"**

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1. What are the similarities and differences between the content of the article and the poem?

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

# Vocabulary:

## "The Evil Swirling Darkness"

1. **decimate (DES-uh-meyt)** *verb*; To decimate something is to severely damage or destroy most or all of it. For example, a powerful earthquake can decimate an entire city.
2. **imminent (IM-uh-nent)** *adjective*; *Imminent* refers to something that is going to happen at any moment. If you see that your phone battery has only 2 percent of its power left, you know that a total loss of power is imminent.
3. **pulverize (PUHL-vuh-rahyz)** *verb*; To pulverize means to crush or grind something into powder or dust. If you pulverize rocks, you get sand. If you pulverize a snowball, you get snow. Pulverize can also mean "destroy or defeat completely." So if your team pulverizes your opponents, your team wins by a lot.
4. **roil (royl)** *verb*; To roil something is to disturb it by stirring it up. You could roil the water in a pond by using a stick to stir up the mud on the bottom. You can also roil people: A change to the school dress code might roil the students—in other words, it might stir them up emotionally. If you say that something is roiling, you mean that it is moving around in a violent, swirling way.
5. **staggering (STAG-uh-ring)** *adjective*; The verb *stagger* means "move unsteadily." The adjective *staggering* means shocking or hard to believe—so shocking or hard to believe that it might make you move unsteadily. If Paul tells you that the band sold a staggering number of cookies at its bake sale, Paul means that the band sold an *enormous* number of cookies.
6. **unravel (uhn-RAV-ul)** *verb*; You unravel something when you take it apart little by little. You can unravel a sweater if you pull a loose thread until the sweater turns into a heap of yarn. You can also unravel a mystery by following clues until you learn the truth.

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

# Vocabulary Practice:

## "The Evil Swirling Darkness"

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

1. Which would pulverize a cookie: stepping on it or leaving it in the oven too long?

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

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

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2. Which would tell you that a storm is imminent: a rainbow or dark clouds?

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

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

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3. Which is more likely to roil: a watermelon or the water of a lake?

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

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

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4. Which would decimate a vegetable garden: a hungry rabbit or an expert gardener?

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

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

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**Directions:** Choose the sentence that provides the best example of the word in bold.

### 5. staggering

- Ⓐ The ice cream shop had an overwhelming number of flavors to choose from.
- Ⓑ The ice cream shop offered only one flavor.
- Ⓒ The ice cream shop is close to the post office.

### 6. decimate

- Ⓐ If the puppy is left alone for long, she will tear apart the couch.
- Ⓑ If the puppy is left alone for long, she will sleep quietly on the couch.
- Ⓒ If the puppy is left alone for long, she will bark loudly.

### 7. unravel

- Ⓐ The detectives couldn't solve the case.
- Ⓑ The criminal's sweater kept him warm in jail.
- Ⓒ The detectives kept asking questions until the criminal's story fell apart.

### 8. imminent

- Ⓐ The movie had already started by the time Katie got to the theater.
- Ⓑ After watching 10 minutes of previews, Katie knew the movie was about to start.
- Ⓒ "When will this movie ever start?" Katie thought impatiently.

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

## “The Evil Swirling Darkness” Quiz

**Directions:** Read “The Evil Swirling Darkness.” Then answer the questions below.

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

- (A) “Before the day was over, much of the city of Joplin, Missouri, would be in ruins.” (p. 5)
- (B) “They almost always form inside supercells.” (p. 6)
- (C) “Tornado alerts are common in Joplin.” (p. 7)
- (D) “At 5:31 p.m., the sirens sounded again.” (p. 8)

**2. On page 9, the author describes a street as “an endless sea of mangled ruins.” This line contains**

- (A) a simile that tells the reader the street was flooded.
- (B) a metaphor that tells the reader most of the houses on the street were destroyed.
- (C) personification that describes the street as an injured monster.
- (D) imagery that compares the street to the ocean after a storm.

**3. Consider this line from page 9: “They were somewhere outside, caught in the evil swirling darkness.” What is the purpose of this line?**

- (A) to create an anxious and suspenseful mood
- (B) to explain the damage caused by the tornado
- (C) to express the Satterlees’ worry about their missing family members
- (D) both A and C

**4. Which line serves a similar purpose to the line in question 3?**

- (A) “More than 1,000 people were injured.” (p. 9)
- (B) “Tornado alerts are common in Joplin.” (p. 7)
- (C) “Minutes crept by.” (p. 9)
- (D) “‘I knew we had witnessed one of the deadliest tornadoes in modern times,’ Piotrowski says.” (p. 9)

**5. On page 9, the author most likely includes the detail that teenage boys turned their trucks into ambulances to**

- (A) demonstrate how the people of Joplin helped each other in the aftermath of the tornado.
- (B) explain that trucks make the best ambulances.
- (C) portray the teenage boys of Joplin as the most helpful members of the community.
- (D) show that the people of Joplin were helpless after the tornado.

**6. Which idea is supported by both the article and the poem?**

- (A) Tornadoes are difficult to predict.
- (B) The Joplin tornado was one of the deadliest tornadoes in recent history.
- (C) The people of Joplin experienced great loss after the tornado.
- (D) Storm chasers help save lives.

### 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.** Lauren Tarshis writes that storm chasers “are working to unravel the secrets of tornadoes.” What does she mean? What does Piotrowski do to “unravel the secrets” of tornadoes?

**8.** Why do you think the author included the stories of both the Satterlees and Piotrowski? What does each storyline add to the article?

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

## “The Evil Swirling Darkness” Quiz

**Directions:** Read “The Evil Swirling Darkness.” Then answer the questions below.

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

- (A) Tornadoes are the most destructive type of storm.
- (B) Jeff Piotrowski has been studying tornadoes for 35 years.
- (C) It is important to listen to tornado sirens.
- (D) The Joplin tornado was devastating.

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

- (A) “Before the day was over, much of the city of Joplin, Missouri, would be in ruins.” (p. 5)
- (B) “They almost always form inside supercells.” (p. 6)
- (C) “Tornado alerts are common in Joplin.” (p. 7)
- (D) “At 5:31 p.m., the sirens sounded again.” (p. 8)

3. The photos and captions on page 8 contribute to the reader’s understanding of the Joplin tornado in all of the following ways EXCEPT

- (A) by pointing out the size of the debris ball.
- (B) by showing how large the city is.
- (C) by showing the kind of damage the tornado caused.
- (D) by telling the reader how many buildings were destroyed.

4. The author writes that “minutes crept by” as Bennett and his parents waited for Uncle Frank’s truck. What does she mean?

- (A) The minutes were sneaky.
- (B) Only a few minutes passed.
- (C) Time seemed to move very quickly.
- (D) Time seemed to move very slowly.

5. On page 9, the author describes a street as “an endless sea of mangled ruins.” This metaphor tells you that

- (A) most of the houses on the street were destroyed.
- (B) the street was flooded.
- (C) debris was floating in the street.
- (D) the street smelled like salt water.

6. Which idea is supported by both the article and the poem?

- (A) Tornadoes are difficult to predict.
- (B) The Joplin tornado was one of the deadliest tornadoes in modern times.
- (C) The people of Joplin experienced great loss after the tornado.
- (D) Storm chasers help save lives.

### 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. Lauren Tarshis writes that storm chasers “are working to unravel the secrets of tornadoes.” What does she mean? What does Piotrowski do to “unravel the secrets” of tornadoes?

8. The author begins the article by telling the reader what will happen later. Why might the author have started the article this way?

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

# Video Discussion Questions

## "Behind the Scenes: The Evil Swirling Darkness"

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1. What is the likely intended effect of including the section about author Lauren Tarshis's visit to Joplin (0:50-1:33)?
2. Lauren explains that focusing a narrative nonfiction article on a particular person helps her tell the story "with as much impact as possible" (2:31-2:49). Why might this be the case?
3. Describe the difference between the mood at the beginning of the video (0:09-0:49) and the mood at the end (3:19-4:05). Consider the narration, music, and visuals. What might this shift in mood convey?
4. In your own words, describe a central idea of "Behind the Scenes: The Evil Swirling Darkness." Give two examples from the video that support that idea.

# Joplin Contest

The article and poem are about the same event: a devastating tornado that struck the city of Joplin. Think about the details that the author and poet each include. In what way do these details give you a sense of how the tornado affected the people of Joplin? Five winners will get a copy of *Eye of the Storm* by Kate Messner.

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

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

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

# Exploring Mood

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

1. Below are some positive and negative words that you could use to describe the mood in different sections of *The Spider Curse*. Read the lists, then add your own words on the lines provided.

POSITIVE	
joyous	_____
excited	_____
proud	_____

NEGATIVE	
bitter	_____
angry	_____
vengeful	_____

2. **A.** The mood at the end of Scene 1 could be described as excited. Each of the following details helps to create this mood EXCEPT:
- Ⓐ Athena shows Arachne how to move her fingers to improve her weaving.
  - Ⓑ Toward the end of the scene, Athena casts off her cloak, revealing herself to be a goddess.
  - Ⓒ Idmon gasps when he recognizes Athena, and Idmon and Arachne both drop to their knees.
  - Ⓓ When Athena asks Arachne if she would like Athena to be her teacher, Arachne answers, “More than anything!”

**B.** Explain your answer.

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3. In Scene 3, the mood shifts from friendly to foreboding. At what point does this shift occur? Explain how you know.

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4. Find another point in the play where the mood shifts and explain the shift below.

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5. In Scene 5, when Athena curses Arachne, the room shakes, her eyes flash with anger, and Athena rises to her full height. Together, what mood do these details create?

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6. What is the mood of the epilogue? Explain your answer with text evidence.

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

# Finding and Using Text Evidence

**Directions:** Read *The Spider Curse* and "Is This the Most Hated Athlete of All Time?" Then complete the activity below.

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## 1. Imagine that you are writing a paragraph about the rise and fall of Lance Armstrong.

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

- Ⓐ Lance Armstrong used to have fans who would wait for hours during his races just to see him flash by on his bike.
- Ⓑ Lance Armstrong, once one of the world's most celebrated athletes, became one of the most hated.
- Ⓒ Lance Armstrong was a natural athlete from the moment he took his first steps.

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

- Ⓐ "He was sued for millions of dollars, his sponsors dropped him, and he stepped down as the head of Livestrong." (p. 19)
- Ⓑ "During his years of doping, Armstrong became an unstoppable force" (p. 18).
- Ⓒ "Armstrong wasn't content risking only his own reputation and health, however" (p. 19).

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

- Ⓐ It proves that Armstrong was a bully.
- Ⓑ It portrays Armstrong as stubborn.
- Ⓒ It demonstrates that Lance was no longer a celebrated athlete.

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

**Lance Armstrong was willing to do just about anything to win.**

- Ⓐ "For years he had been taking performance-enhancing drugs (PEDs) to make his body leaner and stronger so he could race faster and longer. This is known as doping, and it is against the rules in cycling" (p. 18).
- Ⓑ "Armstrong's tactics were so successful that he felt invincible" (p. 19).
- Ⓒ "But doping is especially rampant in international cycling" (p. 18).

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

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**3. A. Choose three pieces of text evidence from *The Spider Curse* that BEST support the statement below.**

**Arachne was warned not to speak ill of the gods, but she didn't listen.**

- Ⓐ Calista warns Arachne to be careful and says, "The gods do not like it when their gifts are not appreciated" (p. 14).
- Ⓑ Admiring Arachne's tapestries, the merchant says, "She has clearly been blessed by Athena" (p. 13).
- Ⓒ When Idmon tells Arachne she must show respect to the gods, Arachne says, "Why? It's not like the gods are so perfect" (p. 14).
- Ⓓ Right before the contest, Arachne says, "How would it look if I backed down now?" (p. 15)
- Ⓔ When Arachne boasts that Athena herself could not make a better tapestry, a customer says, "Good lady, the gods do not take kindly to mortals who make such boasts" (p. 15).

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

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

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**4. Choose the paragraph that correctly uses text evidence in the form of a direct quotation.**

- Ⓐ The author characterizes Lance Armstrong as cruel and selfish. For example, after explaining that Armstrong was the team leader and therefore supported by other cyclists, she writes, "Armstrong insisted that his teammates use PEDs as well, informing them that anyone who refused to dope would be kicked off the team" (p. 19). This shows how Armstrong risked the health and careers of others to satisfy his own desire to win.
- Ⓑ The author characterizes Lance Armstrong as cruel and selfish. For example, she writes about Armstrong risking the health and careers of others to satisfy his own desire to win (p. 19).
- Ⓒ The author characterizes Lance Armstrong as cruel and selfish. "Armstrong insisted that his teammates use PEDs as well, informing them that anyone who refused to dope would be kicked off the team."

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

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**5. Choose the paragraph that correctly uses text evidence in the form of a paraphrase.**

- Ⓐ Both Arachne and Lance Armstrong are portrayed as feeling unbeatable. In Scene 5 of *The Spider Curse*, Arachne says, "I am not afraid. Athena, I challenge you to a weaving contest!" (p. 15), showing that she thinks she can win. In "Is This the Most Hated Athlete of All Time?" the writer says, "Armstrong's tactics were so successful that he felt invincible" (p. 19).
- Ⓑ Both Arachne and Lance Armstrong are portrayed as feeling unbeatable.
- Ⓒ Both Arachne and Lance Armstrong are portrayed as feeling unbeatable. In Scene 5 of *The Spider Curse*, Arachne challenges Athena to a weaving contest, saying that she is not afraid (p. 15). This shows that she thinks she can win. In "Is This the Most Hated Athlete of All Time?" the writer explains that Armstrong felt invincible because he had lied and cheated so successfully for years (p. 19).

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

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

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

# Finding Text Evidence

**Directions:** Read “The Spider Curse” and “Is This the Most Hated Athlete of All Time?” 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 “Is This the Most Hated Athlete of All Time?” that BEST support the statement below.

**The world-famous cyclist Lance Armstrong lied and cheated.**

- Ⓐ “For years he had been taking performance-enhancing drugs (PEDs) to make his body leaner and stronger so he could race faster and longer. This is known as doping, and it is against the rules in cycling.” (p. 18)
- Ⓑ “As for the doping? He says, ‘If you take me back to 1995 . . . I’d probably do it again.’” (p. 19)
- Ⓒ “Meanwhile he had a system for doping that was staggering in both its sophistication and connivance.” (p. 18)
- Ⓓ “But doping is especially rampant in international cycling.” (p. 18)

.....

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

**Lance Armstrong was a bully.**

- Ⓐ “Armstrong wasn’t content risking only his own reputation and health, however.” (p. 19)
- Ⓑ “Armstrong insisted that his teammates use PEDs as well, informing them that anyone who refused to dope would be kicked off the team.” (p. 19)
- Ⓒ “Armstrong tried to shut down the investigation, even calling on powerful friends in Washington, D.C.” (p. 19)

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 article and write it on the lines below.

**Arachne and Armstrong both felt they were unbeatable.**

Ⓐ “I am not afraid. (*shouting*) Athena, I challenge you to a weaving contest!” (p. 15)

Ⓑ “Armstrong’s tactics were so successful that he felt invincible.” (p. 19)

Ⓒ \_\_\_\_\_  
\_\_\_\_\_

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

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

Ⓐ Calista warns Arachne to be careful and says, “The gods do not like it when their gifts are not appreciated.” (p. 14)

Ⓑ When Idmon tells Arachne she must show respect to the gods, Arachne says, “Why? It’s not like the gods are so perfect.” (p. 14)

Ⓒ When Arachne boasts that Athena herself could not make a better tapestry, a customer says, “Good lady, the gods do not take kindly to mortals who make such boasts.” (p. 15)

.....  
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.

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

Ⓐ \_\_\_\_\_

\_\_\_\_\_

Ⓑ \_\_\_\_\_

\_\_\_\_\_

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

# Close-Reading Questions

## *The Spider Curse*

1. How does Arachne's attitude about Athena change from Scene 1 to Scene 3? What do you think causes this change? Support your answer with details from the play. (character development)
2. In Scene 4, a customer mentions a talented weaver named Lyra. How does Arachne respond, and what does this moment reveal about Arachne? (character development)
3. Arachne receives several warnings about her behavior. Where are they in the play, and why do you think the authors include them? (text structure, author's craft)

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

# Critical-Thinking Questions

## ***The Spider Curse* and “Is This the Most Hated Athlete of All Time?”**

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1. Lance Armstrong and other cyclists have stated that doping was so common in cycling that to be competitive, they had no choice but to dope. But is that really a valid reason to break the rules?
2. Did Lance Armstrong deserve his punishment?
3. What do Arachne and Armstrong have in common? In what ways are their stories similar?

4. What similar lesson can readers find in *The Spider Curse* and “Is This the Most Hated Athlete of All Time?”

5. Do you agree with the note at the bottom of page 16 that the story of Lance Armstrong is a tragedy? Explain.

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

# Vocabulary:

## *The Spider Curse*

- 1. artistry (AHR-tih-stree)** *noun*; If you admire someone's artistry, you admire his or her skill in making some kind of art or in doing something artistic, such as painting or dancing.
- 2. depict (dih-PIKT)** *verb*; When you depict something, you show what it is like. You can depict something by drawing, painting, sculpting, or taking a photo of it, or by using words to describe it.
- 3. impudent (IHM-pyuh-duhnt)** *adjective*; An impudent person is disrespectful in a rude and obnoxious way.
- 4. marvel (MAR-vuhl)** *noun or verb*; A marvel is something that makes you say "wow"—something so impressive that it's hard to believe it's real. If you marvel *at* something, you are amazed by it. You could, for example, marvel at a dog trainer's ability to train your dog to stop stealing food off the counter.
- 5. merchant (MUR-chunt)** *noun*; A merchant is a person who buys and sells goods. If Bob buys rugs from the people who make them and then sells the rugs, Bob is a merchant. *Merchant* can also refer to anyone who owns or works in a store.
- 6. monstrosity (mahn-STROS-ih-tee)** *noun*; A monstrosity is something so horrible that you can hardly stand to look at it. It's something as hideous as a monster. If your neighbor's house is neon orange, you wouldn't call the house a monster (unless it also ate people or something), but you could call it a monstrosity.
- 7. mortal (MAWR-tuhl)** *adjective or noun*; Used as an adjective, *mortal* means "certain to die someday." So all animals, including humans, are mortal, because none of us are going to live forever. (Vampires, on the other hand, are immortal: They live forever.)  
  
As a noun, *mortal* simply means "human." You are mortal, and you are also a mortal.
- 8. nurture (NUR-cher)** *verb*; When you nurture something, you take care of it and help it develop or grow.
- 9. wares (wairs)** *noun*; *Wares* describes any type of items that someone is selling. *Wares* is usually used to refer to things that an individual person or a small shop is selling—so you would be more likely to hear about the wares at a flea market than the wares at Walmart.

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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.

# Vocabulary Practice:

## *The Spider Curse*

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

1. Which of the following is an example of **impudent behavior**?
  - Ⓐ Amy asks her mother to please pass the salt.
  - Ⓑ When Scott's boss asks him to work late, Scott says, "Maybe you don't have a life, but I do."
  - Ⓒ John sets off on a long hike by himself and doesn't tell anyone where he's going.
  - Ⓓ Lynne takes an injured squirrel to the vet.
2. Casey whispers that the new painting in the library is a **monstrosity**. What does Casey think of the painting?
  - Ⓐ She thinks it's beautiful.
  - Ⓑ She thinks it looks expensive.
  - Ⓒ She thinks it's awful.
  - Ⓓ She thinks it has a mysterious quality.
3. Which of the following is **mortal**?
  - Ⓐ a baby
  - Ⓑ a 17-year-old boy
  - Ⓒ a 96-year-old woman
  - Ⓓ all of the above
4. How could you depict a **merchant**?
  - Ⓐ go to her shop and buy her wares
  - Ⓑ give her advice on how to sell more goods
  - Ⓒ tell her a hilarious joke
  - Ⓓ draw a picture of her
5. Mike says that his new dishwasher is a **marvel**. You can guess that Mike's new dishwasher
  - Ⓐ does a great job of getting dishes clean.
  - Ⓑ makes a horrible sound.
  - Ⓒ breaks down constantly.
  - Ⓓ doesn't work as well as Mike's old dishwasher.
6. Which of the following is an example of **nurturing**?
  - Ⓐ Marc is playing a game on his phone.
  - Ⓑ Jenny is painting her bathroom.
  - Ⓒ A mother wolf is teaching her pups how to hunt.
  - Ⓓ all of the above
7. Beth listens to Kyle play the violin. When he finishes, Beth wants to compliment him. Which of the following does it make sense for her to say?
  - Ⓐ "I really admire your wares!"
  - Ⓑ "You have such artistry!"
  - Ⓒ "I've never heard such impudent playing!"
  - Ⓓ "You are a monstrosity!"
8. Ron is a **merchant**. In other words, Ron
  - Ⓐ owns a store.
  - Ⓑ is a doctor.
  - Ⓒ is very kind and friendly.
  - Ⓓ makes art for a living.

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

# Vocabulary:

## "Is This the Most Hated Athlete of All Time?"

- 1. appalling (uh-PAW-ling)** *adjective*; *Appalling* means "very bad in a way that makes you feel disgusted, shocked, or angry." If Jacob steals money from a child, you might say his behavior is appalling. If a smoothie almost makes you throw up, you might say that the smoothie is appalling.
  
- 2. blight (blhyt)** *noun or verb*; A blight ruins something by causing it to decay or fall apart. One common meaning of *blight* is "a disease that destroys plants." But not all blights involve plants. For example, if you talk about a blighted neighborhood, you mean a neighborhood where stores have closed, people have moved out, and buildings are run-down.  
  
As a verb, *blight* means to ruin something or reduce its quality. For example, you might say that garbage blights a beach or that lying blights a friendship.
  
- 3. connivance (kuh-NAHY-vuhns)** *noun*; The verb *connive* means to secretly plan out how to do something wrong or illegal. Thieves might connive to rob a store. A child might connive to get something he wants.  
  
A *connivance* is an act of conniving. That child from the sentence above? His parents were upset when they learned about his connivance.
  
- 4. discredit (dis-KRED-it)** *verb*; If you discredit something, you reject it because you don't believe it. You might discredit a rumor, for example, if when you hear it you think, "I know that can't be true."  
  
*Discredit* can also mean to make someone or something seem dishonest or untrustworthy. You could discredit Andrew by telling people about all the times he has lied.
  
- 5. rampant (RAM-puhnt)** *adjective*; Something that is rampant is spreading wildly and out of control. Weeds can be rampant if they are quickly taking over the garden. Crime can be rampant if no one seems able to stop it.
  
- 6. reviled (ree-VAHYLD)** *adjective*; If something is reviled, many people say or write very terrible things about it. *Reviled* is a form of the verb *revile*, which means to talk about something or someone in a very angry and insulting way.

- 7. sincerity (sin-SAIR-ih-tee)** *noun*; If you do something with sincerity, you do it with honesty and openness. If you say something with sincerity, you really mean it. If you describe a person as having sincerity, you mean that the person is straightforward and truthful.
- 8. tactic (TAK-tik)** *noun*; A tactic is a plan or method for achieving a particular goal. In the first Hunger Games novel, Katniss's tactic to survive was to stay as far away from the other tributes as possible.
- 9. tenacious (teh-NAY-shuhs)** *adjective*; If you are tenacious, you are strongly determined. You won't give up no matter what, even if someone tries to stop 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.

# Vocabulary Practice:

## "Is This the Most Hated Athlete of All Time?"

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**Directions:** Circle the best answer to each question.

1. "If you want your brother to stop teasing you," said Hunter's mom, "your best **tactic/connivance** is to ignore him."
2. The puppy was small but **appalling/tenacious**. She fought her way past the bigger puppies right to the bowl of food.
3. The former mayor is **reviled/blighted** for the offensive comments he was overheard making at a baseball game.
4. "I do not doubt your **sincerity/connivance**," said Taylor. "I know you mean it when you say you enjoy my company."
5. "Do not **discredit/rampant** what Brandon told you about the ghost," said Jasmine. "A lot of strange things have happened in that house!"

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**Directions:** Briefly answer the question in each box.

6. If you don't have any tactics for achieving a goal, what might happen?

7. Describe something that is the opposite of appalling.

8. Mr. Coffers lacks sincerity. What is he like?

9. Samuel is tenacious when he has a goal. Hannah is just the opposite. What is Hannah like?

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

## ***The Spider Curse Quiz***

**Directions:** Read *The Spider Curse*. Then answer the questions below.

**1. Which of the following best states the central conflict of the play?**

- (A) Arachne is worried that she might not be as talented a weaver as Lyra.
- (B) Arachne believes Athena receives too much credit for her (Arachne's) talent.
- (C) Athena turns Arachne into a spider.
- (D) Idmon tells Arachne that it's important to show respect to the gods.

**2. Which line best reveals the central conflict you chose in question 1?**

- (A) Merchant: "I will buy both, as well as anything else made by this extraordinary young woman. She has clearly been blessed by Athena."
- (B) Arachne: "I'm just saying that when people look at my work, all they talk about is Athena."
- (C) Arachne: "Father, who is this Lyra? Is she better than I am?"
- (D) Athena: "Stupid, stupid girl! I hope you enjoyed weaving that monstrosity, for it was the last thing you shall ever weave!"

**3. Which word describes Athena's reaction when she sees Arachne's tapestry during the contest?**

- (A) furious
- (B) disappointed
- (C) amused
- (D) confused

**4. Which detail in Scene 6 helps you understand how Athena feels about Arachne's tapestry?**

- (A) "Athena's gray eyes narrow as they sweep over Arachne's tapestry."
- (B) "She takes two quick strides, rips the tapestry from Arachne's hands, and dashes it to the ground."
- (C) Athena says, "Stupid, stupid girl! I hope you enjoyed weaving that monstrosity, for it was the last thing you shall ever weave!"
- (D) all of the above

**5. In Scene 5, Athena says, "Tell her how foolish you were to deny her hand in your gifts." Another way of saying this is "Tell her how foolish you were to**

- (A) refuse her help."
- (B) tell her not to touch your tapestries."
- (C) say that she didn't play a role in your talent."
- (D) not give her any gifts."

**6. The information in "A Gallery of Curses" most closely relates to which line in the play?**

- (A) Arachne: "It's not like the gods are so perfect."
- (B) Customer 1: "Like I said, Miss. Only Athena could do better."
- (C) Calista: "You challenged a goddess to a contest?"
- (D) N3: "As Athena speaks, the room shakes."

## **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.** Athena disguises herself as an old woman and gives Arachne a chance to take back her disrespectful comments. Why do you think Athena does this? Explain.

**8.** Consider the play, the photos and captions, and the sidebar "A Gallery of Curses." What can you conclude about how the ancient Greeks viewed the gods and goddesses? Use text evidence to support your answer.

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

## ***The Spider Curse Quiz***

**Directions:** Read *The Spider Curse*. Then answer the questions below.

**1. What is Arachne's MAIN problem in the play?**

- (A) She's worried that Lyra is more talented.
- (B) She believes Athena receives too much credit for her (Arachne's) talent.
- (C) Athena turns her into a spider.
- (D) Idmon tells her that it's important to show respect to the gods.

**2. Which line best reveals the problem you chose in question 1?**

- (A) Merchant: "I will buy both, as well as anything else made by this extraordinary young woman. She has clearly been blessed by Athena."
- (B) Arachne: "I'm just saying that when people look at my work, all they talk about is Athena."
- (C) Arachne: "Father, who is this Lyra? Is she better than I am?"
- (D) Athena: "Stupid, stupid girl! I hope you enjoyed weaving that monstrosity, for it was the last thing you shall ever weave!"

**3. At the end of Scene 3, Calista tells Arachne, "The gods do not like it when their gifts are not appreciated." What gift did Athena give Arachne?**

- (A) a gorgeous tapestry
- (B) turning Arachne into a spider
- (C) a magical loom plus beautiful yarn
- (D) weaving lessons

**4. In Scene 4, Arachne says that Athena turned a woman into a monster with snakes for hair. Why does Arachne say this?**

- (A) to warn Calista what Athena might do
- (B) to support her statement that the gods are not perfect
- (C) to show that Athena is meaner than Zeus
- (D) to explain why she is afraid of Athena

**5. Which word best describes Athena's reaction to the tapestry Arachne makes during the contest?**

- (A) angry
- (B) disappointed
- (C) impressed
- (D) confused

**6. Which detail in Scene 6 helps you understand how Athena feels about Arachne's tapestry?**

- (A) "Athena's gray eyes narrow as they sweep over Arachne's tapestry."
- (B) "She takes two quick strides, rips the tapestry from Arachne's hands, and dashes it to the ground."
- (C) Athena says, "Stupid, stupid girl! I hope you enjoyed weaving that monstrosity, for it was the last thing you shall ever weave!"
- (D) all of the above

### **Constructed-Response Questions**



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

**7.** Athena disguises herself as an old woman and gives Arachne a chance to take back her disrespectful comments. Why do you think Athena does this? Explain.

**8.** How is the idea that it's important to respect the gods developed in the play? Use text evidence to support your answer.

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

## **“Is This the Most Hated Athlete of All Time?” Quiz**

**Directions:** Read “Is This the Most Hated Athlete of All Time?” Then answer the questions below.

1. Which detail does NOT support Adee Braun’s statement that Lance Armstrong was “once one of the most adored athletes in America” (p. 17)?  
 (A) “Fans would wait for hours during his races just to see him flash by on his bike.” (p. 17)  
 (B) “Not only was he a champion athlete, but he was also an inspiration to people around the world.” (p. 18)  
 (C) “Armstrong’s tactics were so successful that he felt invincible.” (p. 18)  
 (D) “His fans were dazzled by his superhuman strength and discipline.” (p. 18)
2. According to the article, how did winning the Tour de France in 1999 affect Lance Armstrong?  
 (A) It turned him into a celebrity.  
 (B) It convinced him to start doping.  
 (C) It made him feel invincible.  
 (D) It raised suspicions that he was doping.
3. Consider this sentence from page 18: “Meanwhile, he had a system for doping that was staggering in both its sophistication and connivance.” Which of the following words would be the best substitute for *staggering*?  
 (A) wonderful                      (C) astonishing  
 (B) unsteady                        (D) exciting
4. On page 18, what does Braun mean by “moral and legal lines”?  
 (A) imaginary lines that separate what is moral and legal from what is immoral and illegal  
 (B) ropes around buildings where PEDs are sold  
 (C) imaginary lines that separate what is moral from what is legal  
 (D) lines painted on streets during races to separate athletes who dope from athletes who don’t
5. On page 18, Braun writes that in ancient Greece, athletes ate the manure of wild boars. What is the purpose of this detail?  
 (A) It shows that there is an alternative to doping.  
 (B) It supports the author’s claim that PEDs give athletes an unfair advantage.  
 (C) It helps explain why doping is dangerous.  
 (D) It shows that it’s nothing new for athletes to try to gain an edge.
6. All of the following led to Armstrong’s Tour de France titles being taken away EXCEPT which?  
 (A) His former teammate Floyd Landis told the public about Armstrong’s doping.  
 (B) He admitted his doping to Oprah Winfrey.  
 (C) The federal government investigated him.  
 (D) Many people he had worked with talked to government investigators about his doping.

### **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. Braun writes that Armstrong became “one of the most reviled” athletes in the world. Why do you think the public turned so strongly against Armstrong? Use details from the text to support your answer.
8. What is the tone of “Is This the Most Hated Athlete of All Time?” Does Braun state her opinion of what Armstrong did? Use text evidence to support your answers.

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

## "Is This the Most Hated Athlete of All Time?" Quiz

**Directions:** Read "Is This the Most Hated Athlete of All Time?" Then answer the questions below.

**1. Which is a central idea of the article?**

- (A) When people learned that Lance Armstrong had been using PEDs, his career and his reputation were ruined.
- (B) Lance Armstrong is similar to Arachne.
- (C) Lance Armstrong starred in commercials.
- (D) Doping is a problem in many sports.

**2. Which detail does NOT support Adele Braun's statement that Armstrong was "once one of the most adored athletes in America" (p. 17)?**

- (A) "Fans would wait for hours during his races just to see him flash by on his bike." (p. 17)
- (B) "Not only was he a champion athlete, but he was also an inspiration to people around the world." (p. 18)
- (C) "Armstrong's tactics were so successful that he felt invincible." (p. 18)
- (D) "His fans were dazzled by his superhuman strength and discipline." (p. 18)

**3. According to the article, how did winning the Tour de France in 1999 affect Armstrong?**

- (A) It turned him into a celebrity.
- (B) It convinced him to start doping.
- (C) It made him feel invincible.
- (D) It made people wonder if he was doping.

**4. According to the article, what reason has Armstrong given for why he used PEDs?**

- (A) He didn't know doping was against the rules.
- (B) His teammates pressured him to do it.
- (C) He didn't want to let down his fans.
- (D) Doping was so common in cycling that if he wanted to win, he had to dope too.

**5. On page 18, Braun writes that in ancient Greece, athletes ate the manure of wild boars. This detail shows that**

- (A) eating boar manure is safer than using PEDs.
- (B) PEDs give athletes an unfair advantage.
- (C) today's athletes are more focused on winning than the athletes of ancient Greece were.
- (D) it's nothing new for athletes to try to gain a competitive edge.

**6. All of the following led to Armstrong's Tour de France titles being taken away EXCEPT which?**

- (A) His former teammate Floyd Landis told the public about Armstrong's doping.
- (B) He admitted his doping to Oprah Winfrey.
- (C) The federal government investigated him.
- (D) Many people he had worked with talked to government investigators about his doping.

### 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.** Braun writes that Armstrong became "one of the most reviled" athletes in the world. Why do you think the public was so upset by what Armstrong did? Use details from the text to support your answer.

**8.** Who helped Armstrong keep his use of PEDs a secret? Why do you think they helped him? Use text evidence to support your answers.

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 Spider Curse*.

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

## Section 1: Characters

1. For the characters of Arachne, Athena, 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.  is a ☐ **major** ☐ **minor** (check one) character.

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

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

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

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

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

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

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

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

2. In Scene 6, Arachne says: “How would it look if I backed down now?” What clue does this line give you about the kind of person Arachne is?

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

**kind    forgiving    loyal    understanding    observant**

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

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## Section 2: Conflict

4. Consider the main **conflict** between Arachne and Athena.

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

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**B.** How is this conflict resolved? Explain.

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### Section 3: Genre

5. Myths sometimes contain morals, or lessons about what is right. What is the moral of *The Spider Curse*?

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### Section 4: Literary Devices

6. **Foreshadowing** hints about something this is going to happen later in the story. In Scene 3, how does Calista foreshadow what happens at the end of the play?

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# Invincible Contest

If you're invincible, it means you can never be defeated. In what ways did Arachne and Lance Armstrong believe they were invincible? How did that lead to their downfalls? Answer both questions in a short essay. Five winners will each get *Zen and the Art of Faking It* by Jordan Sonnenblick.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

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

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

# Exploring Text Features

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

**Directions:** Answer the questions below to help you explore the text features in "How Candy Conquered America" and "This Cupcake Is Trying to Hurt You."

1. Look at the image and read the title and subheading on pages 22–23. How do the title, subheading, and image convey what the article is going to be about?

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2. How do the image and caption on page 24 contribute to your understanding of the article?

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3. Why do you think the authors included the "Chicken Dinner: Good Candy" image?

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4. What is surprising about the juxtaposition of the cupcake image with the title and subheading on page 26?

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5. What does the infographic "Where Does Sugar Hide?" on page 28 add to the article?

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

# Making Inferences

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 the excerpts from "How Candy Conquered America" and "This Cupcake Is Trying to Hurt You" below. Think about the questions in small type on the sides. Then make inferences to answer the questions below the excerpts.

1. Consider this excerpt from page 25 of "How Candy Conquered America":

Many scientists believed that candy was just as  
 healthful as steak and potatoes or fish and broccoli.  
 Candy companies wanted people to believe this too.

Why would candy  
 companies care what  
 people believe about  
 candy?

**What can you infer about candymakers' motives? Explain.**

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2. Read this excerpt from page 25 of "How Candy Conquered America":

In 2009, the makers of Necco Wafers decided to make  
 them healthier. They removed the chemical flavorings  
 and colors.

Big mistake! Loyal customers were furious. Sales  
 dropped 35 percent, and the company decided to  
 return to the original formula.

What does this  
 say about how the  
 healthier Necco  
 Wafers tasted?

Why would  
 customers be  
 furious about this?

**What can you infer about how people felt about the original Necco Wafers compared with the new wafers? What do you think this says about people and change? Explain.**

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**3. Read this excerpt from page 27 of "This Cupcake Is Trying to Hurt You":**

New studies have linked high-sugar diets to a host of other terrifying diseases too—diabetes, cancer, heart disease, obesity, high blood pressure, and stroke. Sugar may also contribute to depression, tiredness, and learning and memory issues (not so great on the day of a big test). Decades ago, these were diseases that affected mostly adults. Now, they are striking an increasing number of adolescents and even children.

What does the previous section say about the amount of sugar kids and teens are eating?

**What can you infer is the reason certain diseases that once affected mostly adults are now affecting kids and teens?**

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

# Synthesis

**Directions:** Answer the questions below to synthesize information from "How Candy Conquered America" and "This Cupcake Is Trying to Hurt You." Then check the box that shows where the information comes from. (In some cases, you will check both boxes.) Use your answers to help you respond to the writing prompt on page 28.

Question	Answer	Source (check one or both)
How has the consumption of sugar and candy changed since the 1800s?		<input type="checkbox"/> "How Candy Conquered America" <input type="checkbox"/> "This Cupcake Is Trying to Hurt You"
What was known about nutrition in the time of Chase's lozenges?		<input type="checkbox"/> "How Candy Conquered America" <input type="checkbox"/> "This Cupcake Is Trying to Hurt You"
How has the price of sugar affected the consumption of sugar over time?		<input type="checkbox"/> "How Candy Conquered America" <input type="checkbox"/> "This Cupcake Is Trying to Hurt You"
What effect did Chase's lozenge-making machine have on candy-eating in America?		<input type="checkbox"/> "How Candy Conquered America" <input type="checkbox"/> "This Cupcake Is Trying to Hurt You"
What are the health risks associated with a high-sugar diet? How do we know about these risks?		<input type="checkbox"/> "How Candy Conquered America" <input type="checkbox"/> "This Cupcake Is Trying to Hurt You"
How did health experts' opinions about fatty diets in the 1980s affect sugar consumption?		<input type="checkbox"/> "How Candy Conquered America" <input type="checkbox"/> "This Cupcake Is Trying to Hurt You"

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

# Close-Reading Questions

## "How Candy Conquered America"

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1. Consider how the author describes candy in the first two sections of the article. How did the quality of candy change after Chase's invention? (word choice)
2. Why was Chase's lozenge-making machine important to candy history? (key ideas, inference)
3. How was the public's poor understanding of nutrition an advantage to early candy companies? (key ideas)
4. How was buying candy in the 1920s different from buying it in the 1820s? Cite evidence from the text in your answer. (compare and contrast)

# Close-Reading Questions

## "This Cupcake Is Trying to Hurt You"

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## Critical-Thinking Questions

## 2. How can information in these articles help you lead a healthier life?

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

# Paired-Texts Vocabulary

- 1. accumulate (uh-KYOO-myuh-leyt)** *verb*; To accumulate is to collect, gather, or let pile up.  
For example, a collector of stamps will accumulate stamps.
- 2. luxury (LUHK-shuh-ree)** *noun*; A luxury is something nice to have or experience, but that is not necessary. For example, an expensive pair of designer boots lined with the softest lamb's wool is a luxury when a pair of ordinary boots would do. To be surrounded by luxury is to have many beautiful or expensive things.
- 3. palatable (PAL-uh-tuh-buhl)** *adjective*; Something is palatable if it is pleasant or acceptable. *Palatable* is usually used to describe food and drink. It can also be used to describe something that is acceptable to the mind, such as an idea or notion. For example: Megan found the idea of going for a swim palatable.
- 4. plethora (PLETH-uh-rah)** *noun*; A plethora is a very large amount or number of something—maybe even more than what is needed. Someone who owns 15 pairs of sneakers has a plethora of sneakers.
- 5. remedy (REM-uh-dee)** *noun*; A remedy is something that solves a problem, cures an illness, or reduces pain. If you have a bad cold, the remedy could be rest to rest and drink lots of fluids. If you are always late to school, the remedy might be to get up 15 minutes earlier. If you are in a fight with your friend, the two of you might sit down and try to find a remedy to the situation.
- 6. smuggle (SMUHG-uhl)** *verb*; To smuggle something is to secretly move it from one place to another, especially if doing so breaks a rule or law. Criminals, for example, smuggle drugs into the country. If your mom tells you to leave your ratty, old sweatshirt at home but you stuff it into your backpack without telling her and bring it to school anyway, you are smuggling your sweatshirt out of your house.

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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:** In front of each word on the left, write the letter of the word or phrase on the right that is most similar in meaning.

- |                     |               |
|---------------------|---------------|
| _____ 1. remedy     | A. acceptable |
| _____ 2. palatable  | B. excess     |
| _____ 3. smuggle    | C. treat      |
| _____ 4. accumulate | D. medicine   |
| _____ 5. luxury     | E. sneak      |
| _____ 6. plethora   | F. collect    |

**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.

7. "We must stop letting stuff **accumulate** on the kitchen table!" said Brianna's mom. "The table looks like \_\_\_\_\_"

8. To surprise his mother on her birthday, Josh had to **smuggle** \_\_\_\_\_

9. Lena's brother left for college in the fall, and Lena is enjoying the **luxury** of \_\_\_\_\_

10. To make the sour lemonade **palatable**, the children \_\_\_\_\_

11. Leo was pleased to find a **plethora** of \_\_\_\_\_

12. Fran said, "I need a **remedy** for \_\_\_\_\_"

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

## Paired-Texts Quiz

**Directions:** Read “How Candy Conquered America” and “This Cupcake Is Trying to Hurt You.” Then answer the questions below.

**1. Which statement best expresses a central idea of “How Candy Conquered America”?**

- (A) Oliver Chase’s lozenge-making machine transformed the candy industry in America.
- (B) Many classic candies are still popular today.
- (C) Today, Americans prefer exotic candy flavors.
- (D) Candy’s “golden age” was the 1920s and 1930s.

**2. Which line from the text best supports your answer to Question 1?**

- (A) “They were an immediate hit.” (p. 24)
- (B) “Candymakers have continued to dream up new kinds of candies to surprise and delight us.” (p. 25)
- (C) “For the first time, American candymakers could produce sweet treats in large quantities and sell them cheaply in stores.” (p. 24)
- (D) “But Americans still devour \$33.6 billion worth [of candy] a year.” (p. 25)

**3. Which statement does NOT describe the sidebar “Candy for Dinner”?**

- (A) The sidebar promotes eating more candy bars.
- (B) The sidebar shows how ideas about nutrition have changed over time.
- (C) The sidebar explains what people knew about sugar around the time of Oliver Chase.
- (D) The sidebar discusses the role of advertising in the food industry.

**4. The authors of “This Cupcake Is Trying to Hurt You” support their idea that a high-sugar diet is unhealthy in all of the following ways EXCEPT**

- (A) They provide examples of illnesses that have been linked to sugar.
- (B) They provide a humorous fictional example of what happens to a kid after eating a cupcake.
- (C) They quote an expert doctor.
- (D) They list the sugar content of various foods.

**5. On page 27, the authors refer to “the amount of soda Americans guzzle.” The word *guzzle* helps the reader understand**

- (A) that soda is bad for you.
- (B) that Americans drink a lot of soda.
- (C) which kinds of soda Americans drink.
- (D) the quality of soda in America.

**6. Which statement is supported by information in both articles?**

- (A) People once believed that candy was a healthful substitute for a meal.
- (B) Oliver Chase transformed the candy industry.
- (C) People enjoy the taste of sugar.
- (D) Many low-fat and fat-free foods contain more sugar than the regular versions.

## Constructed-Response Questions

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

**7.** What factors contributed to the popularity of candy in America? Support your answer with information from both articles.

**8.** How did sugar become a large part of our diets? What are some ways we could reduce the amount sugar we consume? Use information from both articles to support your ideas.

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

## Paired-Texts Quiz

**Directions:** Read “How Candy Conquered America” and “This Cupcake Is Trying to Hurt You.” Then answer the questions below.

- Which statement best expresses a central idea of “How Candy Conquered America”?
  - Oliver Chase’s lozenge-making machine transformed the candy industry in America.
  - Many classic candies are still popular today.
  - Today, Americans prefer exotic candy flavors.
  - Candy’s “golden age” was the 1920s and 1930s.
- Which line from the text best supports your answer to Question 1?
  - “They were an immediate hit.” (p. 24)
  - “Candymakers have continued to dream up new kinds of candies to surprise and delight us.” (p. 25)
  - “For the first time, American candymakers could produce sweet treats in large quantities and sell them cheaply in stores.” (p. 24)
  - “But Americans still devour \$33.6 billion worth [of candy] a year.” (p. 25)
- Which is likely NOT a reason the author included the sidebar “Candy for Dinner” on page 24?
  - to encourage kids to eat more candy bars
  - to show that ideas about nutrition have changed over time
  - to explain what people knew about sugar around the time of Oliver Chase
  - to discuss the role of advertising in the food industry
- How do the authors of “This Cupcake Is Trying to Hurt You” support their idea that a high-sugar diet is unhealthy?
  - They provide examples of illnesses that have been linked to sugar.
  - They provide a humorous fictional example of what happens to a kid after eating a cupcake.
  - They quote an expert doctor.
  - all of the above
- Instructions on how to read a nutrition label would best fit into which section of “This Cupcake Is Trying to Hurt You”?
  - “Terrifying Diseases”
  - “Why You Have a Sweet Tooth”
  - “A Nation of Soda Guzzlers”
  - “So Now What?”
- Which statement is supported by information in both articles?
  - People once believed that candy was a healthful substitute for a meal.
  - Oliver Chase transformed the candy industry.
  - People enjoy the taste of sugar.
  - Many low-fat and fat-free foods contain more sugar than the regular versions.

## Constructed-Response Questions

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

- According to “How Candy Conquered America,” what factors contributed to the popularity of candy in America? Support your answer with text evidence.
- What are some ways Americans could reduce the amount sugar they consume? Support your answer with information from “This Cupcake Is Trying to Hurt You.”

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

# Video Discussion Questions

## "Beyond the Story: This Cupcake Is Trying to Hurt You"

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1. What is the tone of the beginning segment of the video (:00-:31)? Consider the narration, music, and visuals.
2. In your own words, describe a central idea of the segment about added sugar (1:51-2:42). Provide evidence to support that idea.
3. What is the most likely intended purpose of the segment about the *Scope* readers' low-sugar food picks (4:06-5:08)?
4. How can nutrition labels help shoppers make healthier food choices?

# Sugar Contest

How have our ideas about sweets changed since the days of Chase's lozenges? Answer this question in a short essay. Support your ideas with information from "When Candy Conquered America" and "This Cupcake Is Trying to Hurt You." You may also draw on photos, captions, and sidebars. Five winners will each get *Sugar* by Jewell Parker Rhodes.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

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

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 "Would You Move to Mars?"

## "Would You Move to Mars?"

**1. Choose the pair of words that best describes the tone of the introduction on page 29.**

- Ⓐ descriptive, factual
- Ⓑ joyful, imaginative
- Ⓒ questioning, concerned

**Explain your answer.**

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**2. Consider the following paragraph from the section "Yes: I Would Be Famous!"**

"Can you even imagine what an amazing adventure it would be? I would get to train here on Earth with an elite group of astronauts. I would get to fly through space at lightning speeds. I would get to live in a landscape so wondrous it would be like stepping into my favorite sci-fi movie. And at night, when I stare up at the sky, one of those bright dots would be Earth."

**Which pair of words best describes the tone of this paragraph?**

- Ⓐ excited, amazed
- Ⓑ unapologetic, serious
- Ⓒ scared, arrogant

**Explain your answer.**

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**3. How does the tone shift in the third paragraph of "Yes: I Would Be Famous!" and then again in the fourth paragraph? Explain.**

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**4. Consider the following paragraph from the section "No: Have You Lost Your Mind?"**

"Now I'm the one who can't sleep. I've been lying in bed, staring at the ceiling, wondering if my friend Alex has COMPLETELY LOST HER MIND. Did you see the 'Risks and Challenges' page on the Mars One website? I quote: 'Mars is an unforgiving environment where a small mistake or accident can result in large failure, injury, and death.' Alex!!!!!!!!!"

**Which pair of words best describes the tone of this paragraph?**

- Ⓐ admiring, envious
- Ⓑ distressed, appalled
- Ⓒ helpful, supportive

**Explain your answer.**

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**5. Explain how the author shifts tactics in the final three paragraphs of "No: Have You Lost Your Mind?" to try to convince his friend not to go to Mars. What tone does he use?**

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the authors of the letters in "Would You Move to Mars?" develop their arguments. We have filled in some information for you.

	Alex	Mark
line(s) that express the central idea, or central claim	"Can you even imagine what an amazing adventure it would be?" (p. 30)	
two pieces of evidence that support the central idea, or central claim		
line(s) that express the counterargument		"And while I read all about how careful Mars One is being in putting together groups of colonists who can work together . . ." (p. 31)
line(s) that contain the rebuttal to the counterargument		

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

# Vocabulary:

## "Would You Go to Mars?"

**1. appeal (uh-PEEL)** *noun or verb*; As a noun, *appeal* means a request or plea for something badly needed or wanted. A country may put out an appeal for help during a crisis.

If something appeals to you, it attracts or interests you. *Appeal* can also mean to ask for something you badly want or need. For example, you might appeal to your parents to let you adopt a pet.

**2. colonize (KOL-uh-nahyz)** *verb*; To *colonize* is to establish a colony—that is, a settlement—in a new place by sending a group of people to live there. The term is most often used when people create a community in a place where there are few or no people already living.

**3. cosmic radiation (K0Z-mik rey-dee-EY-shun)** *noun*; *Cosmic* is an adjective that means "related to or having to do with outer space." *Radiation* is a type of energy that is released in the form of waves or rays. *Cosmic radiation* is radiation found in space. It is dangerous for humans to be exposed to cosmic radiation.

**4. elite (ih-LEET)** *noun or adjective*; The elite is the group thought to be the best or most important. At a movie premiere, you might find yourself among the elite of the entertainment industry. When people talk about "the elite," they mean the richest, most powerful people in society.

As an adjective, *elite* means "seen as being the best in quality." An elite dance school, for example, is one that accepts only the best dance students and is known for its excellent teachers.

**5. innovation (in-uh-VEY-shun)** *noun*; An innovation is a new device, idea, or way of doing something. Steve Jobs, who was in charge of Apple, was responsible for a great number of innovations in the computer industry.

**6. plot (PLOT)** *noun or verb*; A plot is a plan or scheme to accomplish something, especially something mischievous or evil. If you are an evil scientist in a comic book, you might develop a plot to take over the world. As you probably know, *plot* can also refer to the sequence of events in a story.

As a verb, *plot* means "to make a plan"—and in particular, a secret or sinister plan. You and your little brother might plot to swipe a couple of brownies from the kitchen.

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

# Vocabulary Practice:

## "Would You Go to Mars?"

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

### Book Titles

- A. *The Elite*   B. *Colonize!*   C. *Innovation Nation*  
D. *The Plot*   E. *Cosmic Radiation and Other Hassles*

### Book Summaries

1. After two failed campaigns, Melissa is determined to be this year's student council president. How far will she go to win?

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

\_\_\_\_\_

2. The harrowing tale of one astronaut's journey though space.

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

\_\_\_\_\_

3. Liza didn't believe the rumors she'd heard about a secret club for the smartest kids at school—until she received an invitation to join.

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

\_\_\_\_\_

4. A brief, delightful history of America's greatest inventions.

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

\_\_\_\_\_

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

5. Jamie loves any activity that gets her heart pumping. Her friend Tim suggested that they go skydiving together on Jamie's birthday. Jamie loved the idea; she immediately started researching places to skydive.

**Which of the following describes Jamie's reaction to Tim's idea?**

- Ⓐ She thought it was an elite idea.  
Ⓑ She found it very appealing.  
Ⓒ She wanted to colonize the idea immediately.

6. Scientists have predicted that five years from now, a large dust storm will cover America, killing everyone. Don't worry, though: The government is going to send a group of brilliant engineers—the best in the world!—to the moon to set up a city. A few regular people might even get to go too, if there's time.

**What is happening?**

- Ⓐ The government is sending an elite group of engineers to colonize the moon.  
Ⓑ The government has found an elite way to save Americans.  
Ⓒ Elite engineers are appealing to the government for help.

7. "I'll shut the lights off and everyone will hide behind their desks," Joe says.

"Then I'll walk in with Ms. O'Dowd and you can all jump out and yell 'SURPRISE!'" Amanda replies.

**Joe and Amanda are . . .**

- Ⓐ plotting a surprise party for their teacher.  
Ⓑ innovating a surprise party for their teacher.  
Ⓒ colonizing a surprise party for their teacher.

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

## “Would You Move to Mars?” Quiz

**Directions:** Read “Would You Move to Mars?” Then answer the questions below.

**1. What is the central idea of Alex’s letter?**

- (A) The humans who get chosen to go to Mars will be exceptional.
- (B) It is now possible to go to Mars.
- (C) The risks of going to Mars outweigh the rewards.
- (D) It would be wonderful to go to Mars.

**2. Which detail from Alex’s letter does NOT support the central idea?**

- (A) Going to Mars would be a chance to be a part of history.
- (B) Traveling to Mars is a one-way trip.
- (C) Research done on Mars would help improve life on Earth.
- (D) Living on Mars would be an amazing adventure.

**3. What is Mark’s attitude about Alex’s decision to go to Mars?**

- (A) skeptical
- (B) suspicious
- (C) horrified
- (D) indifferent

**4. Mark writes, “Can you take cosmic radiation, though?” Which literary device is he using?**

- (A) metaphor
- (B) symbolism
- (C) rhetorical question
- (D) alliteration

**5. Alex writes “If we want our species to survive, we need to colonize other planets, because we are going to run out of space and resources here on Earth.” Context clues reveal that *colonize* means**

- (A) set up a new community far from home.
- (B) destroy a place.
- (C) stay far away from a place.
- (D) search for a new home.

**6. Mark likely mentions the time delay in sending and receiving messages from Mars**

- (A) as a rebuttal to Alex’s statement that Mars colonists will be able to stay in touch with people on Earth.
- (B) to support his point that you don’t have to travel all the way to Mars to improve life on Earth.
- (C) as an example of how dangerous Mars is.
- (D) to show that the other colonists might be untrustworthy.

### Constructed-Response Questions

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

**7.** Compare what Alex and Mark say about the fact that the mission to Mars is a one-way trip. Use at least one detail from each letter in your answer.

**8.** Do Alex and Mark make convincing arguments? How could their arguments be improved? Explain.

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

## “Would You Move to Mars?” Quiz

**Directions:** Read “Would You Move to Mars?”. Then answer the questions below.

1. What is the central idea of Alex’s letter?

- (A) The humans who go to Mars will be exceptional.
- (B) It is now possible to go to Mars.
- (C) The risks of going to Mars outweigh the rewards.
- (D) It would be wonderful to go to Mars.

2. Which line best supports Alex’s central idea?

- (A) “. . . it would be like stepping into my favorite sci-fi movie.”
- (B) “I’d miss you—and my family and all my other friends too . . .”
- (C) “I would get to fly through space at lightning speeds.”
- (D) both A and C

3. Mark is horrified by Alex’s plan. Which line best expresses his horror?

- (A) “Your sense of adventure is one of the things I love about you”
- (B) “. . . my friend Alex has COMPLETELY LOST HER MIND.”
- (C) “And if you really want to improve recycling and solar power and all that—you can do it from home.”
- (D) “Earth is your home, Alex.”

4. Mark writes, “Can you take cosmic radiation, though?” Which literary device is he using?

- (A) metaphor
- (B) symbolism
- (C) rhetorical question
- (D) alliteration

5. Alex writes that “If we want our species to survive, we need to colonize other planets, because we are going to run out of space and resources here on Earth.” Context clues reveal that *colonize* means

- (A) set up a new community far from home.
- (B) destroy a place.
- (C) stay far away from a place.
- (D) search for a new home.

6. Alex claims that on Mars, it will be easy to stay in touch with friends and family on Earth. What is Mark’s rebuttal?

- (A) Living on Mars has many risks.
- (B) You don’t have to travel all the way to Mars to improve life on Earth.
- (C) It won’t be the same—real-time communication won’t be possible, for example.
- (D) The other colonists might be untrustworthy.

### Constructed-Response Questions

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

7. Compare what Alex and Mark say about the fact that the mission to Mars is a one-way trip. Use at least one detail from each letter in your answer.

8. Does Mark make a convincing argument? How could his argument be improved? 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: \_\_\_\_\_

# Pronoun Power

A *pronoun* is a word that replaces a noun. The noun or noun phrase that the pronoun refers to or replaces is the *antecedent*. Check out the following sentence:

George was racing down the street when he crashed and flew off his bicycle.

The pronouns *he* and *his* refer to *George*, so the antecedent is *George*.

A pronoun must agree with, or match, its antecedent in:

- ✓ **number** (a singular pronoun replaces a singular noun; a plural pronoun replaces a plural noun)
- ✓ **person** (referring to first, second, or third person)
- ✓ **gender** (*he, him, or his* replaces a masculine noun; *she, her, or hers* replaces a feminine noun)

**There are a few situations that can trip you up if you are not careful. Watch out for:**

**1. Indefinite pronouns (pronouns that refer to unknown people, places, or things) as antecedents**

These words are always replaced by  
a **singular** pronoun:

<i>each</i>	<i>anybody</i>	<i>nothing</i>	<i>everyone</i>
<i>either</i>	<i>anything</i>	<i>someone</i>	<i>everybody</i>
<i>neither</i>	<i>no one</i>	<i>somebody</i>	<i>everything</i>
<i>anyone</i>	<i>nobody</i>	<i>something</i>	

**Examples:**

Each girl who danced wore a flower in her hair.

Everyone should proofread his or her work  
before handing it in.

These words are always replaced by  
a **plural** pronoun:

*both*      *few*      *many*      *several*

**Examples:**

Many are still waiting for their lucky break.

Several promised me that they would be there.

**2. Phrases that come after the antecedent.** Don't let them confuse you! Identify the antecedent and make sure the pronoun agrees with it. For example:

The collection of paintings is on display at the museum. It will be there until June.

*It* refers to *collection*, and *collection* is singular.

The soccer team, made up of players from all over the state, won its final match.

*Its* refers to *team*, and *team* is singular.

**An activity to test your pronoun power begins on the next page.**

---

**Directions:** In each sentence or pair of sentences below, identify the antecedent to which the underlined pronoun refers. We did the first one for you.

1. If you are finished using those colored pencils, please put them back in the box.

antecedent: pencils

2. A few arrived early. They are waiting outside.

antecedent: \_\_\_\_\_

3. "If nobody raises his or her hand, I'm just going to pick someone," said Ms. Davis.

antecedent: \_\_\_\_\_

4. "I moved that pile of papers to your bedroom," said Kendra's mom. "I was tired of looking at it."

antecedent: \_\_\_\_\_

5. I'm hoping that either Sara or Kaylin will share her notes from yesterday with me.

antecedent: \_\_\_\_\_

6. At the beginning of this month, my family bought new juice glasses. Three of them are already broken!

antecedent: \_\_\_\_\_

---

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

7. **a** \_\_\_\_ Everyone has a right to his or her own opinion.

**b** \_\_\_\_ Everyone has a right to their own opinion.

8. **a** \_\_\_\_ Where is that can of black beans we bought yesterday? I can't find them.

**b** \_\_\_\_ Where is that can of black beans we bought yesterday? I can't find it.

9. **a** \_\_\_\_ Neither Aaron nor Travis answered their phone.

**b** \_\_\_\_ Neither Aaron nor Travis answered his phone.

---

**Directions:** Fill in the blanks with the correct pronouns.

10. There were five boys in the group, each with \_\_\_\_\_ own idea of what the group should do first.

11. If nobody wants these last two cookies, I'm going to eat \_\_\_\_\_.

12. Someone left \_\_\_\_\_ phone on the bus. I'm going to give \_\_\_\_\_ to the driver.

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

# Repairing Run-ons and Ramblers

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

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

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

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

## Divide it into separate sentences:

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

## Use a comma and a conjunction such as *for, and, nor, but, or, yet, or so*:

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

## Use a semicolon and a transitional word or phrase such as *however, moreover, furthermore, as a result, meanwhile, first, next, finally, or in addition*:

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

**Directions:** Read each sentence below. If it is a run-on, write "RO" next to it. If it is not a run-on, make a check (✓) next to it.

- \_\_\_\_\_ 1. Phil has never eaten pineapple before, he is in for a treat.
- \_\_\_\_\_ 2. We thought that Oscar, my grandparents' dog, was upstairs, but actually he was in the living room sampling the snacks my grandma had put out for the guests.
- \_\_\_\_\_ 3. You might not expect Kevin and Seth to be friends, they don't seem to have much in common, they are extremely close, almost like brothers.
- \_\_\_\_\_ 4. Shelby forgot her lunch, I gave her half of mine.

**Directions:** Rewrite the following run-on sentences, using one of the solutions on page 1 of this activity.

**5. I would love to have a cat or a dog, I'm allergic to their fur.**

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

6. I go to sleep very late on Saturday nights, I am always really tired on Sundays.

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



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

**My dad and I went hiking on Saturday, and when we started, the sun was shining and it was a beautiful day, but around 12:30 some dark clouds started to appear, and pretty soon it started to rain, so my dad, who is always prepared for anything, quickly put on his rain gear, but I had not packed mine, so I got really wet, but at least it wasn't too cold outside.**

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

**My dad and I went hiking on Saturday. When we started, the sun was shining and it was a beautiful day. Around 12:30, however, some dark clouds started to appear, and pretty soon it started to rain. My dad, who is always prepared for anything, quickly put on his rain gear. I had not packed mine, though, so I got really wet. At least it wasn't too cold outside.**

**Directions:** Rewrite the following rambling sentences.

7. After school, Bridget rides the bus home, and when she gets there, she walks her dog, Fluffy.

*Correct:*

**8.** Yesterday was my school play, *Peter Pan*, and I had a really big part, I was Peter Pan, and I did a great job.

*Correct:*

9. Louisa loves reptiles, so it's no surprise that she has a pet snake, but her brother Brian hates snakes and he wishes Louisa would trade in her snake for a fuzzier pet, like a rabbit or a hamster, but that is never going to happen, for Louisa loves Mr. Smith, her snake, a lot.

*Correct:*

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

# There, Their, and They're

The words **there**, **their**, and **they're** are often confused and misused. Here's what you need to know:

there
Use <i>there</i> to refer to a place or to the existence of something.
<b>Examples:</b> <i>Ann found her book over <b>there</b>, behind the oak tree.</i> <i><b>There</b> will be free ice cream at Scoops' grand opening.</i>

their
Use <i>their</i> to indicate that something belongs to certain people, animals, or things.
<b>Examples:</b> <i>The Kroebers brought <b>their</b> new baby home today.</i> <i>The dogs played with <b>their</b> tennis balls all afternoon.</i>

they're
Use <i>they're</i> as a contraction of "they are."
<b>Examples:</b> <i>I love hanging out with Kim and Carli. <b>They're</b> so funny!</i> <i>Ben and Gabriel say <b>they're</b> trying out for the team.</i>

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

1. The Peters have lived in Madrid for three years, but **there/their/they're** moving back to Seattle next month.
2. Megan already left for the party. Priscilla is meeting her **there/their/they're** after dinner.
3. Anthony carried the twins' birthday cake, and I carried **there/their/they're** presents.
4. Tyler said **there/their/they're** are four kittens sleeping in a box under the porch.

**Directions:** Write either **there**, **their**, or **they're** on each blank in the paragraph below.

Yesterday, my little sisters challenged me to a game of Scrabble. Usually, I avoid playing games with them because \_\_\_\_\_ terrible cheaters. But \_\_\_\_\_ pleading wore me down, and it was raining, so I agreed. We set up the board on the dining room table, removing Princess, the cat that likes to sleep \_\_\_\_\_. Then we picked our tiles. \_\_\_\_\_ are only two blank tiles, and I got them both! Things were looking good. The girls obviously didn't like \_\_\_\_\_ tiles: They kept trying to sneak \_\_\_\_\_ hands into the tile bag for new ones. \_\_\_\_\_ is not much else to say about the game, except that it went on and on and on. When it finally ended, I was more than ready to get out of \_\_\_\_\_.

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

# Which Word Works?

Yes, the thesaurus is your friend. It can help you find all sorts of interesting words to spice up your writing. But be careful when you use it. Words that are synonyms often have different shades of meaning. This exercise will help you choose words that make sense in context. For example:

**Consider this sentence:** *We always avoided the old, creepy house on Elm Street.*

Here are some synonyms our thesaurus gave us for *old*: aged, ancient, decrepit, elderly, tired, senior  
Do all these words work with the sentence? Well, some do and some don't.

**Successful:** *We always avoided the decrepit, creepy house on Elm Street.* (That sounds good, right?)

**Unsuccessful:** *We always avoided the elderly, creepy house on Elm Street.* (Huh? The house is a senior citizen?)

TIP: If you don't know the meaning of a synonym, look it up in the dictionary.

---

**Directions:** Read each sentence below. Fill in the circles next to all words that could replace the underlined word without significantly changing the basic meaning of the sentence. There may be more than one correct choice for each sentence.

1. Mr. Stevens complimented Michael on his winning essay.

- |               |               |
|---------------|---------------|
| (A) praised   | (C) dignified |
| (B) eulogized | (D) commended |

3. It's unusual to find someone who shares my interest in antique pencil sharpeners!

- |             |                    |
|-------------|--------------------|
| (A) limited | (C) unconventional |
| (B) rare    | (D) uncommon       |

2. Lilly admired the way Jeremy was dressed.

- |               |               |
|---------------|---------------|
| (A) harnessed | (C) exhibited |
| (B) attired   | (D) sported   |

4. The weather will be perfect this weekend.

- |              |              |
|--------------|--------------|
| (A) splendid | (C) sublime  |
| (B) pure     | (D) absolute |

---

**Directions:** Use the thesaurus to find a synonym that could replace each of the crossed-out words. Then write that synonym above the crossed-out word. We've done the first one for you.

Every summer our family goes on a road trip to visit my grandma in Tucson. It takes three days to get there, and even though I don't like being stuck in the <sup>cramped</sup>~~small~~<sub>5</sub> car with my little brother, the trip always ends up being <sup>fun</sup>~~fun~~<sub>6</sub>. This year we stopped in some <sup>cool</sup>~~cool~~<sub>7</sub> places, like the Grand Canyon, where we camped under the <sup>bright</sup>~~bright~~<sub>8</sub> stars, and a water park, where I screamed at the top of my lungs as I <sup>went</sup>~~went~~<sub>9</sub> down the biggest waterslide I'd ever been on. By the time we got to Tucson, I had a lot of <sup>exciting</sup>~~exciting~~<sub>10</sub> stories to <sup>tell</sup>~~tell~~<sub>11</sub> my grandma!

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

# Affect vs. Effect

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

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

**Examples:**

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

*The water shortage **affected** the entire town.*

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

**Examples:**

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

*The new law will go into **effect** tomorrow.*

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

---

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

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

---

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

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

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

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

# Scope's First-Line Contest

Read page 32 of the October 2015 issue of *Scope*. Help Linda Sue Park by writing a riveting first line. If she picks YOUR line to start her story (which will appear in the May 2016 issue of *Scope*), you'll win \$50. Plus, we'll send your teacher a free one-year subscription to *Scope*, and you and your classmates will each get a copy of Linda Sue Park's very beautiful novel *A Long Walk to Water*.

## Entries will be judged on:

- ⇒ how well the line draws the reader in
- ⇒ originality
- ⇒ grammar, spelling, and punctuation
- ⇒ length (one sentence maximum!)

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: First-Line Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

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