

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

# Exploring Text Structures

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

**Directions:** Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "The Man Who Saved a Thousand Babies."

1. The section "A Time of Prejudice" describes segregation during the 1940s. What is the author helping the reader understand?

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2. A. Circle the main text structure used in the section "Shattered Plans."

**problem and solution**                      **sequence of events**

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

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## Description or List

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

## Cause and Effect

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

## Problem and Solution

Presents a problem and explains how it is solved

## Compare and Contrast

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

## Sequence of Events

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

**3.** In the section "No Ordinary Worker," the author explains a series of causes and effects.

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

**Cause:** Blalock realized that Thomas was extremely intelligent.

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

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

**Effect:** Blalock was invited to become chief of surgery at Johns Hopkins Hospital.

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

**4.** The section "A Call to Action" contains several text structures. Identify one and explain your choice.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5.** One of the main text structures the author uses in the article is problem and solution. Explain one problem described in the article and how it was solved.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Summarizing

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

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**Directions:** Answer the questions below to help you write an objective summary of “The Man Who Saved a Thousand Babies.”

1. Who is the article mainly about?

\_\_\_\_\_

2. What details about this person are most important to the article? (Consider when and where this person lived, his goals, etc.)

\_\_\_\_\_

\_\_\_\_\_

3. What problem did he face?

\_\_\_\_\_

\_\_\_\_\_

4. What happened that changed things for him?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What did he do that “saved a thousand babies”?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. In what way did he “blaze a trail”?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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**Directions:** Your turn! Write an objective summary of “The Man Who Saved a Thousand Babies.” 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 any details you find unnecessary.

# Summary of “The Man Who Saved a Thousand Babies”

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

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# Summarizing

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

**Directions:** Follow the prompts in the margins to complete the summary of “The Man Who Saved a Thousand Babies.”

## Summary

“The Man Who Saved a Thousand Babies” is about \_\_\_\_\_.

He was an African-American man who lived \_\_\_\_\_.

He wanted to \_\_\_\_\_.

He worked and saved money for his education, but he lost it when \_\_\_\_\_.

Then Thomas found a job with \_\_\_\_\_ who

quickly realized \_\_\_\_\_.

\_\_\_\_\_. Together they developed

\_\_\_\_\_.

\_\_\_\_\_.

Though Thomas faced \_\_\_\_\_,

he blazed a trail for \_\_\_\_\_.

\_\_\_\_\_.

2. Where and when did he live? What was life like for African-Americans at that time?

4. What historical event caused him to lose his money?

6. What treatment did they develop, and for whom?

8. Who did he help by doing this?

1. What is the name of the man featured in the article?

3. What career did he want to have?

5. Who hired Thomas? What did he discover about Thomas?

7. What did he have to deal with during his life and career?

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# Key Ideas and Details

**Directions:** Fill in the boxes below using details from the article. When you are finished, you can use this activity to help you complete the writing prompt on page 8.

## 1. How did Vivien Thomas overcome the obstacles he faced in his life?

We found one example from the text that helps answer this question. Find one more obstacle Thomas faced and explain how he overcame it.

**Obstacle:**

Vivien Thomas could not afford to go to medical school because he had lost his life savings.

**How he overcame the obstacle:**

He took a low-paying job as Blalock's lab assistant and worked incredibly hard to learn as much as he could about medicine.

**Obstacle:**

**How he overcame the obstacle:**

## 2. What did Vivien Thomas contribute to society?

Find at least two examples from the text to answer this question.

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Man Who Saved a Thousand Babies.” 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 images on pages 4-5 and read the **headline** and **subheading** of the article. Describe the pictures.

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

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

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

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## During Reading

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

5. In the section “A Time of Prejudice,” the **tone** shifts with the line that begins “Yet in the operating room that November day. . . .” What does the tone shift from, and what does it shift to? Explain your answer.

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6. The description of the Great Depression and its effects creates what kind of **mood** in the section “Shattered Plans”?

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7. Check ( ☒ ) the statement that BEST describes the **text structure**, or how the author organizes information, in the section “No Ordinary Worker.”

The author explains what happened in the operating room.

The author describes details of Vivien Thomas’s training as a carpenter.

The author compares and contrasts how Thomas was treated inside and outside the lab.

8. The author states that Blalock accepted the job at Johns Hopkins on the condition that Thomas come work with him. What can you **infer** about Blalock’s view of Thomas?

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9. Consider this quote from page 8:

“Thomas died in 1985, but his legacy lives on, beat after beat, in the hearts of the thousands of people he helped save.”

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

- B. What does the word *legacy* help you understand about Thomas?

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

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Man Who Saved a Thousand Babies.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading Text Features and Inference

1. Study the images on pages 4-5 and read the **headline** and **subheading** of the article. Describe the pictures.

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

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

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

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## During Reading

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

5. Circle the word that best describes the **tone** at the end of the section “A Time of Prejudice.”

**confused**

**admiring**

**bossy**

6. Which of the following best expresses how the author creates a **mood** of desperation in the section “Shattered Plans”?

A. She creates this mood by describing the city in Tennessee where Thomas grew up.

B. She creates this mood by explaining why Blalock hired Thomas to work in his lab.

C. She creates this mood by listing the effects of the Great Depression, which cost many people their life savings and their jobs.

7. What does the author compare and contrast in the section “No Ordinary Worker”?

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8. The author states that Blalock accepted the job at Johns Hopkins on the condition that Thomas come work with him. What can you **infer** about Blalock’s view of Thomas?

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9. Consider this quote from page 8:

“By then he was a legend at the medical school, and a highly respected professor.”

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

a person known for doing something extremely well

a list of symbols on a map or a chart

a story from the past that may or may not be true

B. The author could have said *well-known* instead of a *legend*. How does her choice of *legend* affect the meaning of the sentence?

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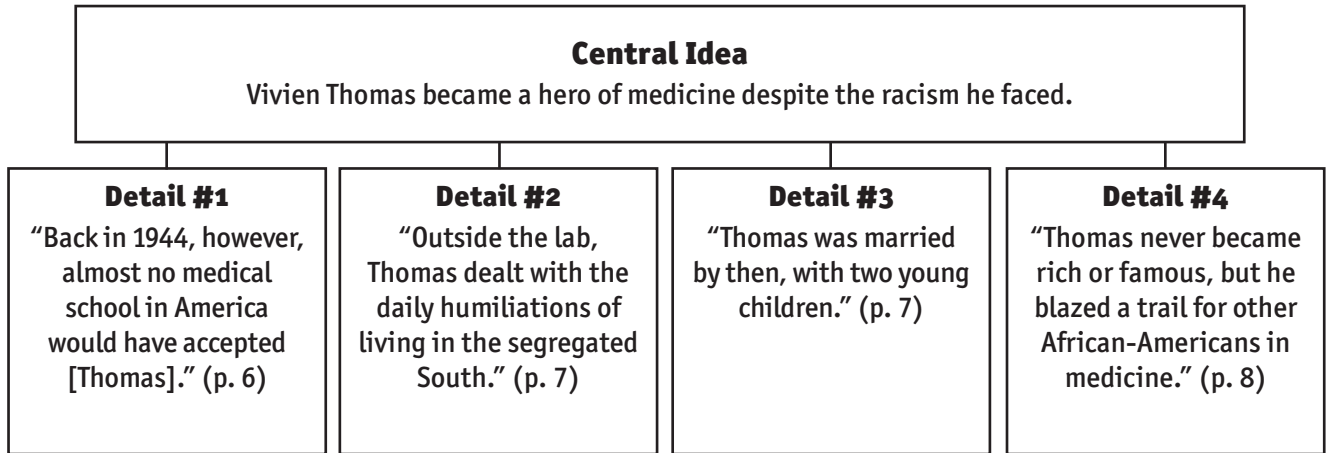


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## After Reading

### Central Idea/Details and Objective Summary

10. Below is a **central idea** of “The Man Who Saved a Thousand Babies” 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 sentences below that should definitely NOT be included in an objective summary of “The Man Who Saved a Thousand Babies.”

1. Vivien Thomas wanted to be a doctor.
2. Thomas found a job working for a surgeon named Alfred Blalock.
3. Blalock and Thomas developed a surgical procedure to save babies with heart defects.
4. I was worried that they wouldn’t be able to save the blue babies.
5. African-Americans experienced a lot of prejudice in the 1930s.
6. Thomas stayed at Johns Hopkins until 1979.
7. Thomas blazed a trail for African-Americans in medicine.

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# Close-Reading Questions

## "The Man Who Saved a Thousand Babies"

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1. The article begins with a dramatic description of a dying baby. Why might Lauren Tarshis have started her story this way? (mood, author's craft)
2. Vivien Thomas was not able to attend medical school. Many medical schools did not accept black students, and Thomas could not afford the schools that did. How did he overcome this challenge? (text evidence)
3. Tarshis writes that in the 1940s, heart surgery was seen as the "Mount Everest" of medicine. Explain the metaphor she is using. What does it help the reader understand about Thomas, Blalock, and Taussig? (figurative language)

**4.** How was Thomas’s life in the lab different from his life outside of it? How was it the same?  
(compare and contrast)

**5.** At the end of the article, Tarshis writes that a portrait of Thomas now hangs across from Blalock’s at Johns Hopkins. Why might she have included this detail? (author’s craft)

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# Vocabulary:

## "The Man Who Saved a Thousand Babies"

1. **brash (BRASH)** *adjective*; A brash person is confident and aggressive, sometimes in a rude or unpleasant way. For example, a brash reporter might offend a celebrity by asking too many personal questions during an interview.
2. **cardiologist (kahr-dee-OL-uh-jist)** *noun*; Cardiology is the study of the heart and diseases that affect the heart. A cardiologist is a doctor who specializes in the treatment of diseases related to the heart.
3. **delicate (DEHL-ih-kit)** *adjective*; Something that is delicate is easily damaged, usually because it is tiny, light, or thin. Flower petals, spiderwebs, and lace are delicate objects. But someone's feelings can be delicate too, if they are easily hurt. An activity can be described as delicate if it is difficult and requires great skill and care to accomplish—in other words, if it can easily go wrong.
4. **menial (MEE-nee-uhl)** *adjective*; A menial task is one that requires little or no training or skill to complete. Washing dishes, sweeping the floor, and scrubbing the toilet are examples of menial tasks.
5. **pediatric (pee-dee-A-trik)** *adjective*; Pediatric is a medical word that means "related to the medical care or illnesses of babies and children."
6. **reluctance (reh-LUHK-tuhns)** *noun*; The adjective reluctant means "feeling or showing doubt, hesitation, or unwillingness." Reluctance is the state of being reluctant. If your little brother is afraid of the dark, he might express reluctance to go on a camping trip in the woods.
7. **rigorous (RIG-er-uhs)** *adjective*; Something that is rigorous is strict and demanding, and demands that the rules be closely followed. A doctor might put a patient on a rigorous diet and exercise program. If a school has rigorous standards, it has high standards and doesn't allow any messing around—you are expected to meet those standards!

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**Directions:** In the space below, list any other words from the article 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(s) of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Vocabulary Practice:

## "The Man Who Saved a Thousand Babies"

**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. menial       | A. stern        |
| _____ 2. rigorous     | B. bold         |
| _____ 3. delicate     | C. lowly        |
| _____ 4. brash        | D. heart doctor |
| _____ 5. reluctance   | E. hesitation   |
| _____ 6. cardiologist | F. dainty       |

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

7. Marissa graduated from nursing school this year. She wants to work in the **pediatric** wing of a hospital because \_\_\_\_\_

\_\_\_\_\_

8. "Practice tomorrow will be especially **rigorous**," said Coach Sims. "Be sure to \_\_\_\_\_

\_\_\_\_\_

9. The **brash** politician stood in the middle of the mall and \_\_\_\_\_

\_\_\_\_\_

10. I took the **delicate** vase off the table before my rowdy younger cousins came over yesterday. I was worried that \_\_\_\_\_

\_\_\_\_\_

11. My grandfather recently went to see a **cardiologist** because \_\_\_\_\_

\_\_\_\_\_

12. Lisa, who does not like crowds, expressed **reluctance** to \_\_\_\_\_

\_\_\_\_\_

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## **“The Man Who Saved a Thousand Babies” Quiz**

**Directions:** Read “The Man Who Saved a Thousand Babies.” Then answer the questions below.

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

- (A) Vivien Thomas trained many heart surgeons.
- (B) Vivien Thomas helped develop a procedure to help babies with a dangerous heart condition.
- (C) At Vanderbilt, Vivien Thomas’s official job title was “janitor.”
- (D) Many people lost their jobs during the Great Depression.

**2. Reread the last two paragraphs of the section “Shattered Plans.” What does author Lauren Tarshis mean by “Little did he know”?**

- (A) Thomas did not know how much he would earn.
- (B) Thomas did not know that most universities did not accept African-American students.
- (C) Alfred Blalock did not know that Thomas was extraordinarily gifted.
- (D) Thomas did not know that he would work with Alfred Blalock for many, many years.

**3. Which of the photos or captions on pages 6-7 does NOT contribute to an understanding of blue-baby syndrome?**

- (A) the picture of a healthy heart
- (B) the caption “The Heart”
- (C) the pictures of Blalock, Thomas, and Taussig
- (D) the caption “The Surgery”

**4. Tarshis writes, “Heart surgery was considered the Mount Everest of medicine.” This line contains**

- (A) imagery that helps you picture Mount Everest.
- (B) a simile that tells you heart surgeons are tall.
- (C) personification that describes Mount Everest as a person with a strong heart.
- (D) a metaphor telling you that surgeons viewed heart surgery as the ultimate challenge.

**5. The detail that Thomas’s job title was “janitor” after six years of working in the lab with Blalock**

- (A) demonstrates the racism that Thomas and other African-Americans encountered.
- (B) shows that Johns Hopkins made frequent errors in job classifications.
- (C) explains that Thomas worked as a janitor.
- (D) demonstrates that Blalock was unappreciative of Thomas’s contributions.

**6. On page 8, Tarshis states that Thomas expected to watch Eileen Saxon’s surgery from the gallery. Why would Thomas have expected this?**

- (A) Blalock had kept Thomas’s contributions secret.
- (B) Helen Taussig had told Thomas that he would have to watch the surgery from the gallery.
- (C) There was much racism at Johns Hopkins, plus, Thomas was not officially a doctor.
- (D) Thomas had never tried the surgery on a baby.

### **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.** Tarshis writes that “much of the country was segregated” in the 1940s. Give two examples from the text of segregation and explain how each would have affected African-Americans.

**8.** Tarshis writes that Vivien Thomas “blazed a trail for other African-Americans in medicine.” What does she mean? Support your answer with text evidence.

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## "The Man Who Saved a Thousand Babies" Quiz

**Directions:** Read "The Man Who Saved a Thousand Babies." Then answer the questions below.

- Which of the following best expresses a central idea of the article?
  - Vivien Thomas trained many heart surgeons.
  - Vivien Thomas helped develop a procedure to help babies with a dangerous heart condition.
  - At Vanderbilt, Vivien Thomas's official job title was "janitor."
  - Many people lost their jobs during the Great Depression.
- An example of someone treating Thomas unfairly because of the color of his skin would best fit into which of the following sections?
  - the first section
  - "No Ordinary Worker"
  - "A Call to Action"
  - It would not fit into this article.
- Which of the photos and captions on pages 6-7 does NOT contribute to an understanding of blue-baby syndrome?
  - the picture of a healthy heart
  - the caption "The Heart"
  - the pictures of Blalock, Thomas, and Taussig
  - the caption "The Surgery"
- Lauren Tarshis writes that Thomas "blazed a trail" for other African-Americans in medicine. What does she mean?
  - He helped make it possible for other African-Americans to have careers in medicine.
  - He enjoyed hiking and the outdoors.
  - He set fire to a trail.
  - He created a pathway for African-Americans through segregated cities.
- Tarshis writes, "Heart surgery was considered the Mount Everest of medicine." This metaphor tells you that
  - operations were named after mountains.
  - heart surgeons were poor mountain climbers.
  - heart surgery was performed on Mount Everest.
  - doctors viewed heart surgery as the ultimate challenge.
- Which of the following is an example of the racial discrimination Thomas experienced?
  - When he moved to Maryland, he had a hard time finding a place to live.
  - His job title at Vanderbilt was janitor.
  - Johns Hopkins waited 32 years before awarding him an honorary doctorate.
  - 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.

- Tarshis writes that "much of the country was segregated" in the 1940s. Define *segregation*. Give two examples from the text of segregation and explain how each one would have affected African-Americans.
- What kind of a person was Vivien Thomas? Give two words or phrases that describe his character. Support your answer with text evidence.

# Heart Contest

The U.S. Post Office is releasing a new postage stamp. It's looking for a historical figure who overcame obstacles and contributed something important to society. Write an essay arguing that Vivien Thomas should be on the new stamp. Five winners will get *Breakthrough!* by Jim Murphy.

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

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

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# Making Inferences

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

**Directions:** Read each set of lines from *Girl. Fighter. Hero.* Think about the questions in small type on the sides. Then make inferences to answer the question that follows.

## 1. Consider these lines from Scene 1:

Why is Sybil suspicious? What is she worried about?

**Crosby:** And the Colonel? Is he here?

**Sybil** (*suspiciously*): What do you know of my father?

**Crosby:** I know he swore an oath to the crown, yet he commands the local militia against King George.

**Sybil:** I demand to know who you are at once.

**What can you infer from these lines about Sybil's concerns at this moment? Explain.**

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## 2. Read these lines from Scene 3:

What is the Colonel trying to tell the messenger?

**Messenger:** You have sent her to *her doom*.

**Colonel:** You do not know my Sybil.

Why is the messenger so worried?

**What can you infer about how the Colonel feels about his daughter? Explain.**

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**3. Read these lines from Scene 4:**

**Shaw:** Why, Miss Sybil, what are you doing way out here?

**Sybil:** Calling up the militia.

**Shaw** (*helping Sybil up*): A little thing like you shouldn't be out riding in the middle of the night.

What is Mrs. Shaw assuming about Sybil?

**Sybil:** People are depending on me.

**What can you infer about how Mrs. Shaw feels about the role that young women were supposed to play at that time?**

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**4. Consider these lines from Scene 7:**

**Washington:** Forty miles in the dead of night! It was a feat worthy of my best men.

**Sybil:** I am honored to have served our cause. And I hope I have shown you that it is not only the best "men" who can fight for freedom.

**Why do you think Washington compares Sybil to his best men? And why might she respond the way she does?**

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# Central Ideas and Details

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

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

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

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Should Women Do This?"

## 1. Which quote below best expresses the central idea of the section "The Same Training"?

- Ⓐ "During the 62-day program, trainees face intense challenges."
- Ⓑ "Historically, only men have been able to sign up for Ranger School."
- Ⓒ "But this year, the school opened its doors to women, and two of them—First Lieutenant Shaye Haver and Captain Kristen Griest—made history as its first female graduates."
- Ⓓ "So even though they have the same training as their male peers, Haver and Griest can't participate in any Ranger missions."

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

**Women have been able to enlist in the military for nearly 100 years,  
but their role has always been limited.**

- Ⓐ "Back then, women worked mainly as interpreters, messengers, and translators."
- Ⓑ "It wasn't until 1976 that women were permitted to enroll in military academies."
- Ⓒ "Some people argue that though women may be able to accomplish the same physical tasks as their male peers, women are not naturally as strong as men, and that puts them at greater risk of injury."
- Ⓓ "But some 240,000 military positions—including ones leading soldiers during combat, operating tanks, and taking part in special operations such as those undertaken by the Rangers—remain off-limits to female officers."

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

\_\_\_\_\_

\_\_\_\_\_

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

**Detail 1:** "Second Lieutenant Erickson Krogh, who graduated from Ranger School along with Haver and Griest, says that it's a soldier's training, not his or her gender, that should matter."

**Detail 2:** "Others have raised the concern that male soldiers may be distracted by the presence of women in the ranks."

**Detail 3:** "Yet Second Lieutenant Michael Janowski insists that the women were far from a distraction at Ranger School."

4. Consider the central idea of the article "Should Women Do This?" 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.

**Women are proving that they can handle the same military training as men.**

**Supporting detail from "The Same Training":**

But this year, the school opened its doors to women, and two of them—First Lieutenant Shaye Haver and Captain Kristen Griest—made history as its first female graduates.

**Supporting detail from "Equal Opportunities":**

**Supporting detail from "The Debate":**

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# What's the Tone?

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

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

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

**Directions:** Fill in the information below to analyze the tone of "Should Women Do This?"

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

## Word Choice

1. List at least two more words the author uses to describe Ranger training.

*grueling*

2. How do these words reveal the author's admiration for Kristen Griest and Shaye Haver? (Read the answer we filled in for you.)

These words portray the training as very difficult. By describing the training with these words, the author shows how impressive it is that Griest and Haver made it through.

## Details

3. List two more facts about Ranger training that the author includes. (We've added the first one for you.)

Trainees must haul about 75 pounds of gear while marching through water.

4. How does the author's inclusion of these facts show her admiration for Griest and Haver?

## Organization and Structure

Read the second paragraph in "The Debate." Notice how the author starts the sentences:

"Still, there are those who . . ."

"Some people argue . . ."

"Others have raised the concern . . ."

5. What do these sentence starters suggest about the author's attitude? Does it seem like she agrees with these ideas?

6. How does the fact that the author starts the sentences in this paragraph this way show that she supports Griest and Haver becoming Rangers?

7. The author includes three quotes in this article. We described one; you describe the other two.

**Quote 1:**

The author quotes a man who graduated from Ranger School with Haver and Griest stating that he thinks it's a soldier's training that matters, not the soldier's gender.

**Quote 2:**

**Quote 3:**

8. How's does the author's inclusion of these quotes show her admiration for Griest and Haver?

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

# Organize Your Thoughts

**Directions:** Fill in the boxes below using details from the play *Girl. Fighter. Hero.* and the nonfiction article “Should Women Do This?” When you are finished, you can use this activity to help you complete the writing prompt on page 15.

## 1. How did Sybil Ludington prove her capability?

We found one example from the text that helps answer this question.  
Find two more examples.

1. Sybil proved that she was capable of defending herself by successfully fighting off Prosser and his men when she encountered them on the road.

2.

3.

## 2. How did Shaye Haver and Kristen Griest prove their capabilities?

Find at least two examples from the text to answer this question.

1.

2.

# Close-Reading Questions

*Girl. Fighter. Hero.*

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

# Critical-Thinking Question

***Girl. Fighter. Hero.***

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1. In Scene 1, Sybil says to her mother, “You know I am as capable as any boy.” Do Sybil’s actions support this statement?

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

# Critical-Thinking Question

## "Should Women Do This?"

---

1. Should Griest and Haver get to join the Ranger Regiment? Explain.

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

# Vocabulary:

## *Girl. Fighter. Hero.*

- 1. brandish (BRAN-dish)** *verb*; If you brandish something, you hold it up and wave it around in a way that is either threatening or showy. A knight might brandish a sword as he charges into battle. After scoring a touchdown, a football player might brandish the ball, waving it in the air as if to say, “Oh, yeah! Look what I did!”
- 2. capable (KAY-puh-buhl)** *adjective*; If you are capable of doing something, you have the ability to do it. You might say that José is capable of a headstand or that a baseball team is capable of winning the World Series. If you describe someone as capable (as in, “Julianne is a capable young woman”), you mean that he or she is generally able to get things done and get them done well.
- 3. incursion (in-KUR-shuhn)** *noun*; An incursion is a sudden invasion or attack where one group comes into an area controlled by another group. Soldiers might make an incursion into enemy territory. Bears might make an incursion into a campsite.
- 4. muster (MUH-stir)** *verb*; Originally, *muster* meant “to gather soldiers for battle.” Today, *muster* has a more general meaning of “gather up.” You could muster your friends for a basketball game or muster up your courage before doing something scary.
- 5. obscure (uhb-SKYOOR)** *verb or adjective*; To obscure something is to make it difficult to see or understand. Clouds could obscure your view of an eclipse. A poor translation from Spanish to English could obscure the meaning of a speech.  
  
As an adjective, *obscure* means “not well known or difficult to understand.” If Sylvia listens to obscure bands, it means she listens to bands that not many people have heard of.
- 6. regiment (REJ-uh-muhnt)** *noun*; In the military, a regiment is a large group of soldiers, often 1,000 or more.
- 7. solemn (SOL-uhm)** *adjective*; Something that is solemn is serious and formal. For example, a funeral is a solemn occasion.  
  
The adverb *solemnly* means “done in a serious and formal way.”

---

**Directions:** In the space below, list any other words from either the play 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(s) of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Vocabulary Practice:

## *Girl. Fighter. Hero.*

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

**1. Which of the following would most likely be described as obscure?**

- Ⓐ a famous actor who is in a lot of movies
- Ⓑ an author who wrote one book that hardly anyone has read
- Ⓒ a bright light that turns on suddenly
- Ⓓ a ceremony attended by hundreds of people

**2. Justin sees the photographs Brianna took and posted on Instagram. He tells his friends that she is a capable photographer. What does Justin think?**

- Ⓐ He thinks Brianna is an awful photographer.
- Ⓑ He thinks Brianna takes odd photographs.
- Ⓒ He thinks Brianna takes a lot of photographs.
- Ⓓ He thinks Brianna is a talented photographer.

**3. Country A makes an incursion into Country B. How does Country B probably react?**

- Ⓐ Country B thanks Country A.
- Ⓑ Country B answers all of Country A's questions.
- Ⓒ Country B defends itself from Country A.
- Ⓓ Country B welcomes all of the new people who just moved there from Country A.

**4. Denise is a member of a regiment. In other words, Denise**

- Ⓐ is in the military.
- Ⓑ plays in her school jazz band.
- Ⓒ is a police officer.
- Ⓓ is very strict and disciplined.

**5. Which of the following describes an object being brandished?**

- Ⓐ Josh raises his hand in class.
- Ⓑ A soldier raises his rifle and waves it in front of his enemy.
- Ⓒ Liz raises the bat and hits a home run.
- Ⓓ all of the above

**6. Which of the following would most likely be described as solemn?**

- Ⓐ a moment of silence to remember the victims of a disaster
- Ⓑ a child's birthday party
- Ⓒ a concert by your favorite band
- Ⓓ an afternoon at the beach

**7. Diamond is visiting her old neighborhood and wants all of the friends she hasn't seen in years to get together. What does Diamond need to do?**

- Ⓐ create a regiment for her friends
- Ⓑ brandish her friends
- Ⓒ obscure her friends
- Ⓓ muster her friends

**8. The bright lights of the city obscured the stars in the night sky. In other words,**

- Ⓐ the lights looked very similar to the stars.
- Ⓑ the lights made it hard to see the stars.
- Ⓒ the lights made it easy to see the stars.
- Ⓓ the lights made the stars look more beautiful.

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

# Vocabulary:

## "Should Women Do This?"

1. **active-duty military (AK-tiv D00-tee MIL-i-ter-ee)** *noun*; A person who is on active duty in the military serves in the military as his or her full-time job. The *active-duty military* is all of the people on active duty. (There are also people on reserve duty. They have jobs outside of the military and serve with the military only when they are needed, such as during a war or an emergency when the military needs extra people.)
  
2. **brackish (BRAK-ish)** *adjective*; Brackish water is slightly salty. It can be found in places where salty seawater mixes with fresh water, such as in a swamp or pond that is near the ocean. The word *brackish* can also be used to describe a liquid with a harsh, unpleasant taste or smell. If you take a sip of tea that has been sitting around all day and you spit it out because it's super-strong and disgusting, that tea is brackish.
  
3. **eligible (EL-uh-juh-buhl)** *adjective*; If you are eligible for something, you are qualified to be chosen for it or participate in it. The rules for a contest might state that all children in grades 6-8 are eligible to enter. To be eligible to be a U.S. senator, you must have been a U.S. citizen for at least nine years and be at least 30 years old.
  
4. **enlist (en-LIST)** *verb*; If you enlist in the military, you sign up on your own to join. In other words, you are not forced to join—you decide to join. If you enlist someone *else* in the military, you sign that person up to join. To enlist can also mean "to get the help and support of someone or something." For example, you might enlist some friends to help rake the leaves in your yard.
  
5. **prestigious (pre-STEEJ-uhss)** *adjective*; Something prestigious is greatly respected and admired; it has a glowing reputation and is seen as important. A prestigious college is one with a reputation as a great school. A prestigious award is an important and impressive award.
  
6. **treacherous (TRECH-er-uhss)** *adjective*; One meaning of *treacherous* is "untrustworthy." A treacherous friend might reveal your secrets. *Treacherous* can also mean "dangerously unstable or unpredictable." On a treacherous hike, for example, you might find yourself walking across loose rocks on a steep trail.

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**Directions:** In the space below, list any other words from the article 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(s) of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Vocabulary Practice:

## "Should Women Do This?"

**Directions:** For each pair of words below, write **S** if the words are synonyms (have a similar meaning) or **A** if the words are antonyms (have opposite meanings).

- |                         |                    |       |
|-------------------------|--------------------|-------|
| 1. active-duty military | full-time soldiers | _____ |
| 2. brackish             | delicious          | _____ |
| 3. eligible             | unqualified        | _____ |
| 4. enlist               | join               | _____ |
| 5. prestigious          | unimportant        | _____ |
| 6. treacherous          | trustworthy        | _____ |

**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. During the winter, the road up the mountain was **treacherous**. The road was \_\_\_\_\_.
8. Angie fell out of the canoe and got a mouthful of **brackish** water. "Ugh!" she exclaimed. "This water \_\_\_\_\_."
9. When Luca's classmates heard that he had been accepted into a **prestigious** ballet school, they \_\_\_\_\_.
10. Last Saturday, the school band held a car wash to raise money for new uniforms. It was a huge success, partly because the band members **enlisted** \_\_\_\_\_.
11. Adam is not **eligible** to play on our school's basketball team because \_\_\_\_\_.
12. \_\_\_\_\_.

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

## ***Girl. Fighter. Hero. Quiz***

**Directions:** Read *Girl. Fighter. Hero.* and “Should Women Do This?” Then answer the questions below.

1. In Scene 1, Crosby says the following about Colonel Ludington: “I know he swore an oath to the Crown, yet he commands the local militia against King George.” What does Crosby mean?
  - (A) Ludington was supposed to become the king of England but he moved to America instead.
  - (B) Ludington swore his loyalty to England, but now he is a leader in the war against England.
  - (C) Ludington is the leader of a Patriot militia, but he is secretly helping King George.
  - (D) Ludington is supposed to wear a crown but he refuses because it reminds him of King George.
2. In Scene 3, the messenger says, “I’ve ridden 20 miles, and I am utterly spent.” As used in this sentence, what does *spent* mean?
  - (A) out of money      (C) terrified
  - (B) out of time      (D) drained of energy
3. Which of the following provides a clue about the meaning of *spent* as used in question 2?
  - (A) N2: “The family is preparing for bed when there’s a pounding on the door.”
  - (B) N1: “The messenger collapses on a bench, exhausted.”
  - (C) Messenger: “General Wooster says to march to Danbury at once.”
  - (D) Messenger: “You have sent her to her doom.”
4. Why does Colonel Ludington agree to let Sybil muster the militia?
  - (A) He is following orders from General George Washington.
  - (B) He believes women should be allowed to fight with the militia.
  - (C) He has confidence in Sybil’s abilities.
  - (D) He doesn’t realize how far Sybil will have to ride.
5. In Scene 5, Mr. Prosser calls Sybil a *traitor*. Why?
  - (A) He is accusing her of being disloyal to England.
  - (B) He is disgusted that she is doing a “man’s job.”
  - (C) He thinks she is secretly a Loyalist.
  - (D) He is angry about the night she and her siblings fooled him and his henchmen.
6. Which of the following best summarizes “Should Women Do This?”
  - (A) Ranger School is one of the military’s most difficult and elite training programs.
  - (B) Some people argue that because women are not naturally as strong as men, women should be kept out of combat roles.
  - (C) Two women just made history as the first female graduates of Ranger School, but they may not be able to go on any Ranger missions.
  - (D) Women make up about 15 percent of the active-duty military.

### **Constructed-Response Questions**



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

7. Consider what Sybil Ludington says to George Washington in the last line of the play. Where is a similar idea expressed in “Should Women Do This?” Explain.
8. In what ways could Sybil Ludington, Kristen Griest, and Shaye Haver be an inspiration to others? Support your answer with details from *Girl. Fighter. Hero.* and “Should Women Do This?”

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

## ***Girl. Fighter. Hero. Quiz***

**Directions:** Read *Girl. Fighter. Hero.* and “Should Women Do This?” Then answer the questions below.

- In Scene 3, the messenger says, “I’ve ridden 20 miles, and I am utterly spent.” As used in this sentence, what does *spent* mean?**
  - out of money
  - out of time
  - terrified
  - drained of energy
- Which of the following provides a clue about the meaning of *spent* as used in question 2?**
  - N2: “The family is preparing for bed when there’s a pounding on the door.”
  - N1: “The messenger collapses on a bench, exhausted.”
  - Messenger: “General Wooster says to march to Danbury at once.”
  - Messenger: “You have sent her to her doom.”
- Why does Colonel Ludington agree to let Sybil muster the militia?**
  - He is following orders from General George Washington.
  - He believes women should be allowed to fight with the militia.
  - He believes that Sybil can do it.
  - He doesn’t realize how far Sybil will have to ride.
- Which does Sybil NOT give as a reason why she keeps riding even after she is tired and hurt?**
  - She cares deeply about America’s freedom.
  - She feels responsible for people’s lives.
  - She wants to prove that girls should be allowed to join the militia.
  - She is worried about her father’s safety.
- In Scene 5, Sybil encounters a group of Cowboys. What does this scene add to the play?**
  - It develops Sybil’s character as brave and tough.
  - It creates drama and excitement.
  - It develops the idea that there was a lot of anger between the Loyalists and the Patriots.
  - all of the above
- Which statement best summarizes “Should Women Do This?”**
  - Ranger School is one of the military’s most difficult and elite training programs.
  - Some people argue that because women are not naturally as strong as men, women should be kept out of combat roles.
  - Two women just made history as the first female graduates of Ranger School, but they may not be able to go on any Ranger missions.
  - Women make up about 15 percent of the active-duty military.

### **Constructed-Response Questions**



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

- Consider what Sybil says to George Washington in the last line of the play. How is it similar to what Kristen Griest says in “Should Women Do This?” at the end of the section “Equal Opportunities”?
- In what ways could Sybil Ludington, Kristen Griest, and Shaye Haver be an inspiration to others? Support your answer with details from *Girl. Fighter. Hero.* and “Should Women Do This?”

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

## Section 1: Characters

1. For the characters of Sybil Ludington, Colonel Ludington, 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. SYBIL LUDINGTON is a ☐ **major** ☐ **minor** (check one) character.

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

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

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

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

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

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

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

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

2. Consider the **characterization** of Sybil and Colonel Ludington.

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

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

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## Section 2: Setting

3. Where and when does the play take place?

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4. What major event in U.S. history was going on?

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5. Identify three things you learn about life during the American Revolution from the play.

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### Section 3: Plot

6. One major **conflict** of the story is person versus society. Explain how this conflict is demonstrated in the play as well as how that conflict is resolved.

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7. What is the **climax** of the play? How do you know?

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### Section 4: Author's Craft

8. In literature, suspense is a sense of anxiety and uncertainty about what will happen next that the author creates for the reader. Find an example of suspense in the play. Explain your choice.

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### Section 5: Theme

9. A **theme** of this play is that girls are just as capable as boys. Explain how the play illustrates this **theme**, using details from the text to support your answer.

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

# Video Discussion Questions

## *"Scope Time Machine: American Revolution"*

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1. The narrator says that life in the thirteen colonies was "good, but hard" (0:49-:52). Give two pieces of evidence from the video that support this statement.
2. Describe the difference between the mood at the beginning of the video (0:12-1:16) and the mood of the following section (1:18-1:56). Consider the narration, music, and visuals.
3. What is the likely intended effect of the map shown on screen from 1:48-1:57?
4. How is life in America during the American Revolution portrayed in the video? Consider the narration, music, and images.

# Sybil Contest

If you are *capable*, you have the ability to do something. How did Sybil Ludington prove her capability? How did Shaye Haver and Kristen Griest prove their capabilities? Answer both questions in a short essay. Use text evidence to support your ideas. Five winners will get *A Soldier's Secret* by Marissa Moss.

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

**ENTRIES MUST BE RECEIVED BY December 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 "Attack of the Man-Eaters."

1. Look at the image and read the title and subheading on pages 16–17. What mood do the title, subheading, and photograph create? Explain your answer.

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2. In the photo on page 19, the dead lion next to Patterson is propped up with sticks. Why might Patterson have posed with the lion this way?

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3. Look at the photos of Richardson and the lions on pages 20 and 21. What can you infer about their relationship?

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4. List three adjectives to describe the lion on page 22. Why do you think the editors included this image and caption in the article?

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

# Exploring Mood

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

1. The mood at the end of the first section could be described as **terrifying**. All of the following lines from the text help to create this mood EXCEPT:

- Ⓐ "The noise of hammers, sledges, drilling, and blasting echoed merrily through the district," Patterson wrote in his journal."
- Ⓑ "Soon, however, another sound was echoing through the Tsavo forest: screams."
- Ⓒ "Night after night, two male lions were stalking into the camp, dragging men away, and eating them."
- Ⓓ "Rather, they thought the lions were evil spirits, devils in lion form."

2. In "Gruesome Attack," the mood shifts from **horrifying** to **determined**. At what point does this shift occur? Explain how you know.

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3. How does the mood shift when the historical story about Patterson ends and the article moves into present day?

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4. The author ends the article by writing that "the events of 1898 were tragic not only for the lions' victims, but also for the lions." What mood does this statement create? Explain.

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

# Finding and Using Text Evidence

**Directions:** Read "Attack of the Man-Eaters" and "Meet the Lion Whisperer." Then complete the activity below.

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**1. Imagine that you are writing a paragraph explaining why the lions of Tsavo attacked humans.**

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

- Ⓐ The lions of Tsavo behaved ferociously, killing 75 men over nine months.
- Ⓑ One of the lions had injuries to its teeth and jaws, which made hunting large animals difficult.
- Ⓒ The lions of Tsavo attacked humans because they were struggling to survive.

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

- Ⓐ "They were naturally aggressive animals suffering from a variety of problems—injuries, drought, and a shortage of prey." (p. 19)
- Ⓑ "[The lions of Tsavo] kill people from surrounding villages every year." (p. 19)
- Ⓒ "The lions eluded Patterson, and continued feasting on workmen, always attacking in different areas of the camp." (p. 18)

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

- Ⓐ It proves that the lions were cunning.
- Ⓑ It explains why the lions were desperate for food.
- Ⓒ It demonstrates the lions' savagery.

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

**We understand the lions of Tsavo better now than we did in the past.**

- Ⓐ “For more than a century, the story of the man-eaters of Tsavo has captivated scientists.” (p. 19)
- Ⓑ “The lions of Tsavo, it is now believed, were not rogues.” (p. 19)
- Ⓒ “When you stare into their majestic faces, it’s easy to imagine the terror Patterson’s men must have felt on those dark nights more than a century ago.” (p. 19)

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

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**3. A. Choose three pieces of text evidence from “Meet the Lion Whisperer” that BEST support the statement below.**

**Lions raised in petting farms often have difficult lives.**

- Ⓐ “These lions cannot be released into the wild; born and raised in captivity, they often cannot survive on their own.” (p. 21)
- Ⓑ “So what happens to the lions from petting farms?” (p. 21)
- Ⓒ “Some end up in zoos and circuses; others are sent to Asia, where their bones are used in folk medicine.” (p. 21)
- Ⓓ “The rest end up as trophies in what are known as ‘canned hunts,’ in which lions are placed in fenced-in areas and sometimes sedated to make them easier targets.” (p. 21)
- Ⓔ “In South Africa, such hunts bring in nearly \$100 million a year.” (p. 21)

**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 describes Kevin Richardson as caring deeply for animals raised in captivity at Lion Park. For example, she points out that when Richardson realized he was part of a cycle that was dooming lions, he “created a sanctuary for 32 lions (including Meg and Ami and Tau and Napoleon), 15 hyenas, and four black leopards from Lion Park.”
- Ⓑ The author describes Richardson as caring for animals. She writes, for example, about how he created a sanctuary for lions (p. 21).
- Ⓒ The author describes Richardson as caring deeply for animals raised in captivity at Lion Park. She writes, “Richardson created a sanctuary for 32 lions (including Meg and Ami and Tau and Napoleon), 15 hyenas, and four black leopards from Lion Park” (p. 21). This shows how Richardson took action to protect the animals.

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.**

- Ⓐ Colonel Patterson was a determined man. “He vowed to hunt the lions down,” the author writes (p. 18). He stationed himself in trees at night, scanning the darkness for the lions, and even after months had passed with no success, Patterson continued to hunt the lions (p. 18).
- Ⓑ Colonel Patterson was a determined man. He vowed to hunt the lions down after they’d killed his men (p. 18). According to the author, Patterson stationed himself in trees at night, scanning the darkness for the lions, and even after months had passed with no success, he refused to give up until he had caught the lions. This shows Patterson’s determination.
- Ⓒ Patterson was a determined man who vowed to hunt down the lions.

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:** 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 “Attack of the Man-Eaters” that BEST support the statement below.**

**The lions of Tsavo attacked humans because the lions were struggling to survive.**

- Ⓐ “The lions eluded Patterson, and continued feasting on workmen, always attacking in different areas of the camp.” (p. 18)
- Ⓑ “They learned that one of the lions suffered from injuries to its teeth and jaws, which would have made hunting large animals more difficult.” (p. 19)
- Ⓒ “[The lions of Tsavo] kill people from surrounding villages every year.” (p. 19)
- Ⓓ “They were naturally aggressive animals suffering from a variety of problems—injuries, drought, and a shortage of prey.” (p. 19)

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

**Lions from petting farms have difficult lives.**

- Ⓐ “So what happens to the lions from petting farms?” (p. 21)
- Ⓑ “The rest end up as trophies in what are known as ‘canned hunts,’ in which lions are placed in fenced-in areas and sometimes sedated to make them easier targets.” (p. 21)
- Ⓒ “In South Africa, such hunts bring in nearly \$100 million a year.” (p. 21)

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

\_\_\_\_\_

3. Below is a statement and two pieces of supporting evidence. Find another piece of evidence and write it on the lines below.

**Colonel Patterson was a determined man.**

Ⓐ “[Patterson] vowed to hunt the lions down.” (p. 18)

Ⓑ “Each night, he stationed himself in the branches of a different tree, where he scanned the darkness for hours at a time.” (p. 18)

Ⓒ \_\_\_\_\_  
\_\_\_\_\_

.....

4. Read the text evidence below. Then write a statement that they all support.

Ⓐ “Richardson realized he was part of a cycle that was dooming endless numbers of animals.” (p. 21)

Ⓑ “Richardson tries to make up for that by taking them out in the park frequently, letting them roam under his supervision.” (p. 22)

Ⓒ “[Richardson] imagines a world in which humans do not interfere with wild animals at all, where cub petting and canned hunting do not exist.” (p. 22)

.....

5. Now it’s your turn. Write a statement based on “Attack of the Man-Eaters” and/or “Meet the Lion Whisperer.” Then list two pieces of text evidence that support the statement.

Ⓐ \_\_\_\_\_  
\_\_\_\_\_

Ⓑ \_\_\_\_\_  
\_\_\_\_\_

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

# Drawing Conclusions

**Directions:** Read "Attack of the Man-Eaters" and "Meet the Lion Whisperer." Then use this activity to help you gather ideas and information to include in your response to the writing prompt from page 22.

1. In "Attack of the Man-Eaters," Lauren Tarshis writes, "But it's also clear that the events of 1898 were tragic not only for the lions' victims, but also for the lions." Explain what she means in the box below.

2. "Meet the Lion Whisperer" contains information about the plight of lions today. Find at least three problems facing lions mentioned in the article. We've written one for you.

• Many lions that age out of cub petting end up in "canned hunts," where they are placed in cages to be hunted by tourists for sport.

3. Choose two of the problems you listed above and explain how they could be addressed. You may draw on the article as well as your own ideas.

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

# Close-Reading Questions

## "Attack of the Man-Eaters"

1. Which details on pages 17 and 18 help you understand that the behavior of the two man-eating lions was unusual? (inference)
2. What is the mood of the section “Fear and Sleeplessness”? How does the author create this mood? (mood)
3. In the section “Modern Answers,” what attitude about the lions of Tsavo does author Lauren Tarshis express? Does she show sympathy for the lions? Explain. (tone)

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

## Close-Reading Questions

*“Attack of the Man-Eaters” and “Meet the Lion Whisperer”*

1. Susan Orlean describes watching the lions Gabby and Bobcat walk through Dinokeng as “a beautiful illusion.” What does she mean? (interpreting text)
2. Compare the images on pages 16 and 20. What ideas or feelings about lions does each photo bring up? (text features)

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

# Critical-Thinking Questions

## "Attack of the Man-Eaters" and "Meet the Lion Whisperer"

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1. *Encroachment* is gradual intrusion into an area that belongs to someone or something else. How does the idea of human encroachment on wildlife appear in both articles?

2. Tarshis writes that people all over the country wrote to Patterson congratulating him after he killed the first lion. If something similar were to happen today, with someone killing a pair of man-eating lions, do you think people would react the same way they reacted in Patterson's time?

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

# Paired Texts Vocabulary

- 1. captivity (kap-TIV-ih-tee)** *noun*; If an animal is being held in captivity, it is being kept in a place (such as a cage, a building, or a fenced-in area) and is not able to leave. Animals at a zoo are in captivity. People can be held in captivity too. Prisoners, for example, are in captivity.
- 2. elude (ih-LOOD)** *verb*; To elude is to avoid or escape by being quick or tricky. A criminal might try to elude capture; you might try to elude your nosy little sister. *Elude* can also mean "escape the understanding of." If Tim just can't understand what it is about the Minions that Ana finds so delightful, he might say to Ana, "The appeal of the Minions continues to elude me."
- 3. hunker (HUN-ker)** *verb*; To hunker is to crouch, squat, or otherwise bend your body so that you are small and low. To hunker down is to settle in and stay somewhere for a long time. If a snowstorm looks like it will last all afternoon, you might want to hunker down in your house with a cup of hot chocolate.
- 4. jubilant (JOO-buh-lunt)** *adjective*; To be jubilant is to be full of joy, especially over an exciting triumph. When the Red Sox won the World Series in 2013, the fans were jubilant.
- 5. pride (prahyd)** *noun*; You probably know of pride as the feeling of being proud, or feeling satisfaction over something you have achieved. *Pride* is also the name for a group of lions (in the way that *flock* is the name for a group of birds).
- 6. rogue (rogh)** *adjective or noun*; A rogue animal is an animal that is vicious and lives alone because it has been rejected by the other animals in its group. If you call a person a rogue, you mean that he or she is sneaky and dishonest.
- 7. sedate (sih-DEYT)** *verb or adjective*; To sedate a person or an animal is to cause it to be calm and quiet by giving it a drug called a sedative. You might sedate your cat before taking her on an airplane. A doctor will often sedate a patient before an operation.  
As an adjective, *sedate* means calm and quiet.
- 8. transfixed (trans-FIKST)** *adjective*; To be transfixed is to be so completely amazed or scared by something that you can't pull your attention away from it—as though a spell has been cast on you. *Transfixed* is the adjective form of the verb *transfix*: to cause someone to stand or sit without moving because they are so full of amazement, terror, shock, etc.

---

**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(s) of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Paired Texts Vocabulary Practice

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

1. Debbie was sedated during her dental procedure. In other words,

- Ⓐ Debbie had been given medicine to make her feel very relaxed.
- Ⓑ Debbie was totally freaking out.
- Ⓒ Debbie was bored.
- Ⓓ Debbie had been given a shot that numbed her mouth.

3. The soldier was held in captivity. In other words, he

- Ⓐ was given a place to stay while he waited to be picked up.
- Ⓑ was locked up in a zoo.
- Ⓒ was in a foreign country.
- Ⓓ was a prisoner.

2. Who would be considered a rogue?

- Ⓐ a woman who plays the piano poorly
- Ⓑ a man who cheats when playing cards
- Ⓒ a messy eater
- Ⓓ someone who loves bungee jumping

4. If you were looking at a pride of lions, what would you be looking at?

- Ⓐ a baby lion
- Ⓑ a group of lions
- Ⓒ an enormous lion with a big mane
- Ⓓ an area where lions hunt

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

- |    |            |          |            |            |
|----|------------|----------|------------|------------|
| 5. | dodge      | avoid    | elude      | confront   |
| 6. | hunker     | duck     | rise       | huddle     |
| 7. | sad        | jubilant | triumphant | thrilled   |
| 8. | mesmerized | bored    | transfixed | fascinated |
| 9. | excited    | nervous  | sedate     | jumpy      |

**Directions:** Write a sentence that includes **two words** from the list of vocabulary words on page 1 of this activity (including the words you chose).

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

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

## Paired Texts Quiz

**Directions:** Read “Attack of the Man-Eaters” and “The Lion Whisperer.” Then answer the questions below.

1. What does *eluded* mean as it is used on page 18?

- (A) dodged
- (B) annoyed
- (C) scared
- (D) followed

2. Which phrase from the text provides the best clue to the meaning of *eluded*?

- (A) “. . . the rustle of a large animal pushing through the brush.”
- (B) “The lions seemed to be purposefully avoiding him.”
- (C) “. . . the lion heaved him out of the tent.”
- (D) “. . . a crouched lion that seemed ready to pounce.”

3. On page 19, the section “Modern Answers”

- (A) reveals how modern science has led to a greater understanding of the lions’ behavior.
- (B) provides historical context for the lions’ attacks.
- (C) helps readers understand the lions’ habitat.
- (D) shows Patterson’s determination to kill the lions.

4. Which statement best describes Richardson’s relationship with the lions in his sanctuary?

- (A) He is careful not to forget that they are wild animals and can be dangerous.
- (B) He relates to the lions as if he were one of them.
- (C) He is frightened of the lions.
- (D) The lions are frightened of him.

5. Which piece of evidence from the article best supports the answer to question 4?

- (A) “Gabby flung herself on Richardson, wrapping her massive front legs around his shoulders.” (p. 22)
- (B) “The lions jumped down, landing without a sound.” (p. 22)
- (C) “Richardson raced to retrieve them and was shocked by what he saw.” (p. 21)
- (D) “Gabby and Bobcat moved quickly, confidently, and for a moment it looked as if they were on their own, lording over the landscape.” (p. 22)

6. Which statement best summarizes the articles?

- (A) “Attack of the Man-Eaters” illustrates the danger of wild lions; “The Lion Whisperer” shows how lions can be as tame as house cats.
- (B) “Attack of the Man-Eaters” reveals how little scientists once knew about lions; “The Lion Whisperer” shows how much they know today.
- (C) “Attack of the Man-Eaters” describes how Colonel J.H. Patterson shot a lion; “Meet the Lion Whisperer” explore why zoos are popular.
- (D) “Attack of the Man-Eaters” provides a historical account of two lions that terrorized railroad workers; “The Lion Whisperer” describes one man’s quest to provide a better life for lions, with which he has a unique bond.

## 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. Richardson thinks that the practice of cub petting should end. Do you agree? Use details from the text to support your answer.

8. *Development* is the building of houses, roads, and other structures. What role did development play in the story of the lions of Tsavo? What role has development played in the plight of lions today?

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

## Paired Texts Quiz

**Directions:** Read “Attack of the Man-Eaters” and “The Lion Whisperer.” Then answer the questions below.

1. What does *eluded* mean as it is used on page 18?

- (A) dodged
- (B) annoyed
- (C) scared
- (D) followed

2. Which phrase from the text provides the best clue to the meaning of *eluded*?

- (A) “. . . the rustle of a large animal pushing through the brush.”
- (B) “The lions seemed to be purposefully avoiding him.”
- (C) “. . . the lion heaved him out of the tent.”
- (D) “. . . a crouched lion that seemed ready to pounce.”

3. The purpose of the section “Sad Fate” on p. 21 is

- (A) to explain Richardson’s unique connection to lions.
- (B) to discuss the impact of Richardson’s sanctuary.
- (C) to describe the plight of lions who become too old for petting farms.
- (D) to outline the reasons people are afraid of lions.

4. Which statement describes Kevin Richardson’s relationship with the lions in his sanctuary?

- (A) He is careful to remember they are dangerous.
- (B) He relates to the lions as if he were one of them.
- (C) He is frightened of the lions.
- (D) The lions are frightened of him.

5. Which piece of evidence from the article best supports the answer to question 4?

- (A) “Gabby flung herself on Richardson, wrapping her massive front legs around his shoulders.” (p. 22)
- (B) “Richardson raced to retrieve them and was shocked by what he saw.” (p. 21)
- (C) “Gabby and Bobcat moved quickly, confidently, and for a moment it looked as if they were on their own, lording over the landscape.” (p. 22)
- (D) “Just after college, he was working as a trainer in a gym.” (p. 20)

6. Which statement best summarizes the articles?

- (A) “Attack of the Man-Eaters” illustrates the danger of wild lions; “The Lion Whisperer” shows how lions can be as tame as house cats.
- (B) “Attack of the Man-Eaters” reveals how little scientists once knew about lions; “The Lion Whisperer” shows how much they know today.
- (C) “Attack of the Man-Eaters” describes how Colonel J.H. Patterson shot a lion; “Meet the Lion Whisperer” explore why zoos are popular.
- (D) “Attack of the Man-Eaters” provides a historical account of two lions that terrorized railroad workers; “The Lion Whisperer” describes one man’s quest to provide a better life for lions, with which he has a unique bond.

## 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 how the lions of Tsavo were viewed during Patterson’s time with how they are viewed today. Use details from the text to support your answer.

8. On page 21, Susan Orlean writes, “Richardson realized he was part of a cycle that was dooming endless numbers of animals.” Explain what she means by this.

# Lion Contest

In "Attack of the Man-Eaters," Lauren Tarshis writes that "the events of 1898 were tragic not only for the lions' victims, but also for the lions." What does she mean? What is tragic about the plight of lions today, and what can be done to help them? Five winners will get *Scat* by Carl Hiaasen.

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

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

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

# Synthesizing

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**Directions:** Answer the questions to synthesize information from the story "Game Over" and the short essay "Why You Don't Need to 'Fit In'."

1. According to Brené Brown, what is the difference between fitting in and belonging?
  
  
  
  
  
  
  
  
  
  
2. Brown describes fitting in as "twisting yourself into a human pretzel." How does Ryan twist himself into a human pretzel?
  
  
  
  
  
  
  
  
  
  
3. Brown states that "fitting in is the greatest barrier to belonging." (A barrier is an obstacle.) Would Ryan agree? Explain.
  
  
  
  
  
  
  
  
  
  
4. Brown tells us that belonging involves being "authentic, vulnerable, and imperfect." Define these words below.  
  
Authentic:  
  
Vulnerable:  
  
Imperfect:
  
  
  
  
  
  
  
  
  
  
5. At the end of the story, Ryan finally allows himself to be authentic, vulnerable, and imperfect when he admits that he doesn't speak Russian. How does his situation change as a result?

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

# Critical-Thinking Questions

## "Game Over" and "Why You Don't Need to Fit In"

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1. Brené Brown says that "fitting in is the greatest barrier to belonging." Is that true in Ryan's case?
2. What important idea does the quote from the neurophysicist add to the article?
3. Reread this sentence from the article: "Believing that you're enough is what gives you the courage to be authentic, vulnerable, and imperfect." Why do these qualities require courage? Would Ryan agree with the statement?

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

## “Game Over” Quiz

**Directions:** Read “Game Over” by Eric Kahn Gale. Then answer the questions below.

**1. Which statement best describes what Ryan learns in “Game Over”?**

- (A) Friendship is overrated.
- (B) Playing tennis improves your health.
- (C) Learning to speak another language is difficult.
- (D) The key to being accepted by others is to accept yourself.

**2. On page 26, Ryan says, “I had gone from the worst tennis player in the class to the worst tennis player on Earth.” This line contains**

- (A) a simile that shows Ryan’s hatred of tennis.
- (B) a fact about Ryan’s record as a tennis player.
- (C) hyperbole that emphasizes how badly Ryan felt he was doing in tennis class.
- (D) a metaphor that shows how little Ryan was learning.

**3. At the end of the story, Ryan refers to Vera as “someone I could trust.” Why does he trust her?**

- (A) They have a lot in common.
- (B) She makes him laugh.
- (C) She writes a love note to him.
- (D) She is kind to him.

**4. Which line supports your answer to question 3?**

- (A) “I strode over to the group of kids like we were already friends.” (p. 24)
- (B) “I chuckled awkwardly.” (p. 24)
- (C) “She was looking me right in the eye, expecting me to answer.” (p. 25)
- (D) “‘It’s not a big deal, Ryan,’ Vera said, finally. ‘Why didn’t you just say so?’” (p. 27)

**5. With which statement would Brené Brown agree?**

- (A) Ryan would have fit in better if he hadn’t pretended to speak Russian.
- (B) Ryan was happier when he learned to fit in.
- (C) Ryan was miserable because he tried to change himself to fit in.
- (D) Ryan should have focused on fitting in instead of on belonging.

**6. Brené Brown’s main purpose in writing the informational text was probably to**

- (A) help readers understand the problem of changing who you are to please others.
- (B) encourage readers to watch *Star Trek* and dress up as their favorite characters.
- (C) show readers the value of working hard to fit in with their peers.
- (D) inspire readers to become scientists or artists.

### 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 does the title of the story mean? Explain using text evidence to support your ideas.**

**8. If you are passive, you don’t take control—you just let things happen to you. In what way is Ryan a passive character? How does being passive work against him?**

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

## “Game Over” Quiz

**Directions:** Read “Game Over” by Eric Kahn Gale. Then answer the questions below.

**1. Which statement best describes what Ryan learns in “Game Over”?**

- (A) Friendship is overrated.
- (B) Playing tennis improves your health.
- (C) Learning to speak another language is difficult.
- (D) True friends accept you for who you are.

**2. On page 26, Ryan says, “I had gone from the worst tennis player in the class to the worst tennis player on Earth.” This sentence tells the reader that**

- (A) Ryan is being modest; he is actually a good tennis player.
- (B) Ryan is making no effort to learn how to play tennis.
- (C) Ryan feels that his performance is even poorer than when he started.
- (D) Ryan is worse than every other tennis player in the entire world.

**3. On page 26, Ryan says, “I spent a lot of time in the bathroom.” This line shows that**

- (A) tennis players have to wash their hands frequently.
- (B) Ryan must work hard to maintain his secret.
- (C) Ryan is always trying to avoid Marta.
- (D) all of the above

**4. Which line expresses an idea similar to the idea in question 3?**

- (A) “As it happened, I was pretty popular in the Russian tennis class.” (p. 25)
- (B) “Vera told me a joke every session (though I didn’t know if it was the same one or not), and I always laughed on cue, louder than everyone else to prove that I really got it.” (p. 25)
- (C) “I even got what looked like a love note from Marta.” (p. 26)
- (D) “Vera served the ball, and I fell flat on my face trying to hit it.” (p. 26)

**5. With which statement would Brené Brown agree?**

- (A) Ryan would have fit in better if he hadn’t pretended to speak Russian.
- (B) Ryan was happier when he learned to fit in.
- (C) Ryan was miserable because he tried to change himself to fit in.
- (D) Ryan should have focused on fitting in instead of on belonging.

**6. Brené Brown’s main purpose in writing the informational text was probably to**

- (A) encourage readers to accept themselves and pursue their true interests.
- (B) encourage readers to watch *Star Trek*.
- (C) encourage readers to work hard to fit in.
- (D) explain how scientists are similar to artists.

### 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.** If you are passive, you don’t take control—you just let things happen to you. In what way is Ryan a passive character?

**8.** Consider the title of the story: “Game Over.” What “game” comes to an end in the story?

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

## Section 1: Characters

1. For the characters of Ryan, Vera, 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. RYAN is a ☐ **major** ☐ **minor** (check one) character.

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

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

B. VERA 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. Indirect Characterization**

**A.** When Vera first meets Ryan, she greets him with a smile and then tells him a joke. This is an example of indirect characterization because it reveals something about Vera as a character without stating it explicitly. What does it reveal?

**B.** Find another example of indirect characterization. Explain what it reveals about the character.

## Section 2: The Conflict

**3. A.** What is the main **conflict** the **protagonist** faces?

**B.** This **conflict** is:

- ☐ internal  
☐ external

**C.** Another way to describe this **conflict** is:

person vs. \_\_\_\_\_

Choose the best word to fill in the blank:

self person nature  
society technology

**4.** How is the main conflict resolved?

## Section 3: Descriptive Writing

5. **A.** On page 26, Ryan says he is "the worst player on Earth."  
**B.** Explain your answer.

This is an example of:

- ☐ alliteration  
☐ imagery  
☐ hyperbole

## Section 4: Theme

6. Below are three themes of the story. Pick one theme and write a short paragraph explaining how the story conveys this theme. Use details from the text to support your answer.

- True friends like you for who you are.
- People are more accepting than you might think.
- A little confidence goes a long way.

# Ryan Contest

How did Ryan confuse his desire to belong with his desire to fit in? What advice would Brené Brown give him? Support your answer with text evidence. Five winners will get *The Bully Book* by Eric Kahn Gale.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

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

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

# Write an Argument Essay

**Directions:** Read "Is Boredom Really *That* Bad?" Complete the essay kit on page 29. Then follow the steps below to write an argument essay.

## STEP 1: DECIDE WHAT YOU THINK

Do we need more boredom in our lives? Consider what you read in the article, as well as your own viewpoints. **Check the box next to the point of view you will argue in your essay. Or write your own opinion in the space provided.**

☐ Yes! Boredom is important.

☐ No! Boredom is the worst.

☐ \_\_\_\_\_

## STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 29 support your opinion? What other information supports your opinion? List at least three supporting details here:

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## STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think we need more boredom in our lives, summarize the strongest arguments of those who disagree with you. Alternatively, if you think boredom is a bad thing, summarize the main reasons some people think it's important.

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

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

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

### STEP 5: WRITE YOUR HOOK

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

- 1. ANECDOTE:** Describe a time when you were bored. How did you feel? What did you do to occupy yourself?
- 2. SURPRISING FACT:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. RHETORICAL QUESTION:** Ask your readers a question that reflects your point of view about boredom. The title of the debate, "Is Boredom Really *That* Bad?" is an example of a rhetorical question.

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

### STEP 6: SUMMARIZE THE ISSUE

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

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

### STEP 7: START WRITING

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

**Directions:** Follow the guidelines below to write a strong essay on whether we need more boredom in our lives. You will use what you wrote on the first two pages of this activity.

## INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether we need more boredom in our lives. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

## BODY PARAGRAPH(S)

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

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

## ACKNOWLEDGE THE OTHER SIDE

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

## CONCLUSION

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



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

## READ AND REVISE

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

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

## **“Is Boredom Really *That* Bad?” Quiz**

**Directions:** Read “Is Boredom Really *That* Bad?” Then answer the questions below.

- The author develops the idea that boredom is important in each of the following ways EXCEPT**
  - by explaining how boredom can fuel creativity and imagination.
  - by describing how unpleasant boredom feels.
  - by explaining what happens to our brains if we never experience boredom.
  - by quoting an expert.
- On page 28, the author writes, “Ever heard the expression ‘bored to death’?” Which literary device is she using?**
  - irony
  - onomatopoeia
  - rhetorical question
  - simile
- The purpose of the literary device in question 2 is**
  - to support the idea that boredom has been considered a bad thing for a long time.
  - to convince the reader of the value of boredom.
  - to emphasize how painful boredom can be.
  - both A and C
- Which word could BEST replace *agony* as it is used on page 29?**
  - misery
  - sickness
  - gloom
  - sadness
- Consider this line from page 29: “Some studies show that people who can’t cope with boredom are more likely to abuse alcohol and drugs.” How does this line contribute to the article?**
  - It offers a rebuttal to the argument that boredom can be destructive.
  - It supports the claim that boredom is harmful but necessary.
  - It supports the argument that boredom is bad for the brain.
  - It supports the idea that boredom can be destructive.
- Which of the following claims could NOT be supported with information from the article?**
  - Being too busy all the time can negatively affect your brain.
  - Many inventors make time to do nothing.
  - Doing nothing can help inspire creativity.
  - Boredom can be hard to deal with, but it is something that you can practice.

### **Constructed-Response Questions**



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

- How does Kristin Lewis draw readers in at the beginning of the article? What idea does the first paragraph help the reader understand?
- Explain why making time to “do nothing” can be good for the brain.

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

# Vocabulary:

## "Is Boredom Really *That* Bad?"

1. **at bay (at bey)** *adjective/idiom*; To keep or hold something at bay means to prevent it from getting too close. A barking dog might keep intruders at bay. Keeping the kitchen clean can help keep insects at bay. Participating in lots of group activities can help keep loneliness at bay.
2. **destructive (dih-STRUHK-tiv)** *adjective*; Something that is destructive causes a lot of damage. A hurricane can be destructive because its strong winds and rains can destroy homes. A mean comment can be destructive too: It can damage someone's feelings.
3. **introspection (in-truh-SPEK-shuhn)** *noun*; Introspection is the process of looking inside yourself and thinking about your inner thoughts and feelings—examining how the things you do, say, feel, and think affect you and other people.
4. **neuroscientist (nyur-OH-siy-un-tist)** *noun*; A neuroscientist is a scientist who studies the body's nervous system. Your nervous system includes your brain, spinal cord, and nerves. It controls how you think, feel, and move.

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**Directions:** In the space below, list any other words from the text 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 Boredom Really *That* Bad?"

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

1. Which of the following is an example of introspection?
  - Ⓐ playing *Minecraft*
  - Ⓑ texting your mom
  - Ⓒ watching a movie
  - Ⓓ thinking about whether you still enjoy being on the swim team
  
2. Which of the following is an antonym for *destructive*?
  - Ⓐ harmless
  - Ⓑ damaging
  - Ⓒ awful
  - Ⓓ beautiful
  
3. Which of the following would you likely want to keep at bay?
  - Ⓐ nervousness
  - Ⓑ a skunk
  - Ⓒ a cold
  - Ⓓ all of the above
  
4. Which of the following might a neuroscientist study?
  - Ⓐ new treatments for broken bones
  - Ⓑ how the brain heals after an injury
  - Ⓒ how stars are formed
  - Ⓓ heart defects

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

5. Katie tried to keep the neighbor's cat **at bay** by

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6. Dr. Strasser became a **neuroscientist** because she

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---

7. The computer virus was incredibly **destructive**.

It

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---



---

8. \_\_\_\_\_ is the perfect place for **introspection** because

---



---

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:

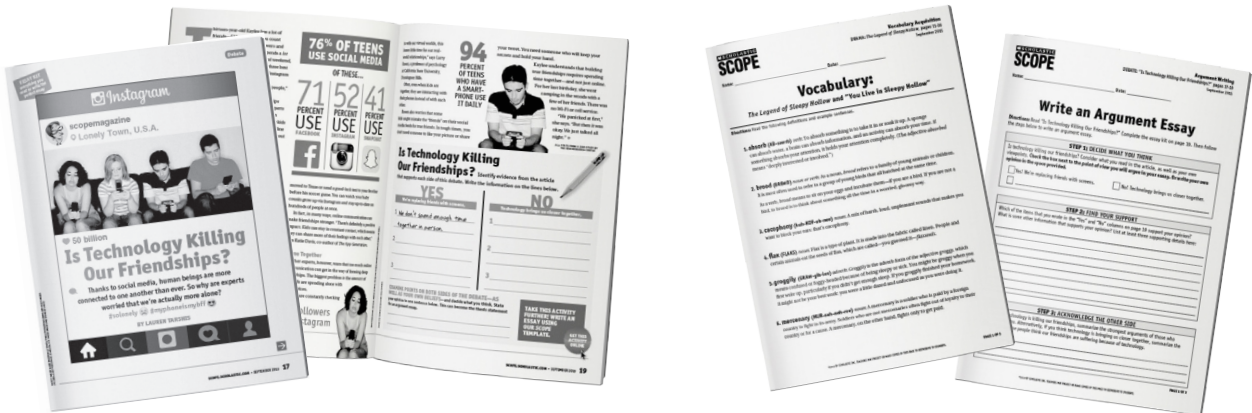
- as a result
- consequently
- so
- it follows that
- therefore
- eventually

## If you want to add emphasis:

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

# How to Use the Debate/Essay Kit

## Bring this activity to life in your classroom



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

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

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

## Step-by-Step Lesson Plan

### Text Marking, Debate, Argument Writing

### 1 Preparing to Read

(5 minutes, activity sheet online)

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

### 2 Reading and Text Marking

(30 minutes)

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

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

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

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

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

### 3 Debate

(15 minutes)

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

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

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

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

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

### 4 Writing

(15 minutes, activity sheet online)

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

#### Common Core State Standards:

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

## Differentiation

#### For Struggling Readers

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

#### For Advanced Readers

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

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

# Adverb Endings

Most adjectives can be easily turned into adverbs by adding *-ly* to the end. However, adjectives ending in *-e*, *-l*, *-le*, and *-ic* work a little differently. Here are some spelling rules to remember:

**When an adjective ends in *-e* or *-l*, add *-ly* to form the adverb:**

Mike unfortunately missed the bus.  
Jenny sang beautifully.

**When an adjective ends in *-le*, remove the *-e* and add *-y* to form the adverb:**

Karen was simply too tired to go to basketball practice.  
Robert slept miserably.

**When an adjective ends in *-y*, remove the *-y* and add *-ily* to form the adverb:**

Tim happily jumped into the pool.  
Anne was cozily wrapped in her sweater.

**When an adjective ends in *-ic*, add *-ally* to form the adverb:**

Rome is a historically important city.  
The two dresses basically looked the same.

## Some exceptions:

Jamie felt truly happy. (remove the *-e* before adding *-ly*)  
Emma did not fully understand the math problem. (do not add *-l*, only *-y*)  
Not all words that end in *-ly* are adverbs, such as *elderly* and *friendly*.

**Directions:** In each sentence below, circle the adverb that is spelled correctly. We did the first one for you.

- The clouds were gathering; it would likely/likly rain soon.
- They knew that they would **probabll**y/probably lose the game, but they played anyway.
- "You're late," Dan said **grumpal**y/grumpily to Steve after he had been waiting for 45 minutes.
- There were **simple**y/simply too many toys to choose from.
- She **accidentall**y/accidentily hit her head on the low door frame.

---

**Directions:** Read each sentence. If there are no adverb mistakes, write *C*, for "correct," next to the sentence. If there are mistakes, cross out each misspelled word and write the correct spelling above it. Note: Some sentences have more than one error.

6. If we pack quickly, we will probably get to the airport on time.
7. This was definitely the best birthday Diego had ever had.
8. Emma was terribley sorry for making her little brother cry so badly.
9. Kyle knew he would understand algebra eventually; he would just have to keep on trying.
10. The movie ended dramatically, with the main character narrowlly saving the world from an alien invasion.

---

**Directions:** Read each section below. Fill in the blank by turning the adjective into an adverb. We did the first one for you.

11. Peter got through the test easily and had five minutes to spare.  
Adjective: easy
12. It was 4 a.m., but Ray was \_\_\_\_\_ awake.  
Adjective: complete
13. Martina was \_\_\_\_\_ disqualified because she arrived late.  
Adjective: automatic
14. Matt \_\_\_\_\_ rolled out of bed.  
Adjective: sleepy
15. Erica felt \_\_\_\_\_ lucky that she didn't have to speak in front of the whole class.  
Adjective: true

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

# Master Verb-Tense Consistency

A verb's *tense* indicates when the action that it describes takes place—in the past (*I ran*), in the present (*I run*), or in the future (*I will run*).

The verb tense you use should remain *consistent*, or the same, throughout sentences, throughout paragraphs, and throughout the entire body of whatever you are writing—unless you have a good reason to change it. For example:

**Incorrect:** During tomorrow's performance, we **will dance** and **sang**.  
(*Will dance* is in the future tense, and *sang* is in the past tense—and there is no good reason for the shift.)

**Correct:** During tomorrow's performance, we **will dance** and **sing**.  
(Both verbs are in the future tense.)

So what IS a good reason to change the verb tense you are using? Change tenses when you are describing events that happen at different times. For example:

**Correct:** My mom **drove** an SUV last year, but now she **drives** a small hybrid car.  
(You are describing the car that your mom previously drove, and you are also describing the car she currently drives. The verb tenses should be different.)

**Correct:** Tomorrow we **are going** to a baseball game, and yesterday we **went** to a hockey game.  
(You are describing what will happen in the future, and you are also describing something that happened in the past.)

---

**Directions:** Rewrite the sentences below so that the verb tenses are correct. Remember that in some sentences, verb tenses can be different.

1. Ariana Grande is my favorite singer now, but when I was in fifth grade, I like Justin Bieber. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. I need to go to the dentist tomorrow, because I miss my appointment today. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. When my dad was in middle school, he surfs with his friends every day after school. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The school dance was a total catastrophe. First, we dance to bad music. Then the photographer did not show up. After that, I will spill chocolate cake all over my pink dress. Then my best friend slips on the cake and twisted his ankle. What a nightmare! \_\_\_\_\_

5. When I missed the layup, I will lose the basketball game for my team. My teammates were so cool about it, though. They will tell me to stop beating myself up and that I would get a chance to redeem myself at the next game. \_\_\_\_\_

**Directions:** Rewrite the paragraph below so that the verb tense is consistent. If you shift the verb tense at any point, make sure you have a good reason for doing so!

Storm clouds darkened the blue sky as I ride my bike home from the park. I had never seen clouds like that before, and the wind will shake the trees violently. I couldn't seem to pedal fast enough. Up ahead, I saw my house and breathe a sigh of relief. As soon as I walked in the door, I knew something was up. My mother explains that news reports will be saying that a big storm is coming. Suddenly, I hear a loud pop! Then there was another pop! And another! I will race to look out the window and saw hail the size of golf balls falling all over my street. I am so thankful I made it home before it will start falling!

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

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- "You're late," Dan said **grumpaly**/grumpily to Steve after he had been waiting for 45 minutes.
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**Directions:** Read each sentence. If there are no adverb mistakes, write *C*, for "correct," next to the sentence. If there are mistakes, cross out each misspelled word and write the correct spelling above it. Note: Some sentences have more than one error.

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Adjective: true

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

# Your vs. You're

*Your* and *You're* are often confused and misused. Here's what you need to know to use them correctly:

**YOUR** is a possessive that indicates ownership.

Examples:

"Can I borrow **your** pencil?" Henry asked Raj.  
It's **your** turn to wash the dishes tonight.

**YOU'RE** is a contraction of "you are."

Examples:

"After **you're** finished with soccer practice, let's go out for pizza," Aunt Elise said.  
"**You're** the best!" I exclaimed. "I love pizza!"

Here's a trick: Replace the *your* or *you're* in your sentence with *you are*.  
If the sentence makes sense, *you're* is correct. If it does not, *your* is correct.

**Directions:** Choose the correct sentence in each group below.

1. Ⓐ Your going to have to move your car because it's blocking the exit.  
Ⓑ Your going to have to move you're car because it's blocking the exit.  
Ⓒ You're going to have to move your car because it's blocking the exit.  
Ⓓ You're going to have to move you're car because it's blocking the exit.
2. Ⓐ "That's what your wearing to the dance?" Mom exclaimed. "Your kidding, right?"  
Ⓑ "That's what your wearing to the dance?" Mom exclaimed. "You're kidding, right?"  
Ⓒ "That's what you're wearing to the dance?" Mom exclaimed. "You're kidding, right?"  
Ⓓ "That's what you're wearing to the dance?" Mom exclaimed. "Your kidding, right?"
3. Ⓐ I can't read your handwriting. Can you please type this up on your computer?  
Ⓑ I can't read your handwriting. Can you please type this up on you're computer?  
Ⓒ I can't read you're handwriting. Can you please type this up on you're computer?  
Ⓓ I can't read you're handwriting. Can you please type this up on your computer?
4. Ⓐ Your chances of making the soccer team are really good because your such a skilled player.  
Ⓑ You're chances of making the soccer team are really good because you're such a skilled player.  
Ⓒ You're chances of making the soccer team are really good because your such a skilled player.  
Ⓓ Your chances of making the soccer team are really good because you're such a skilled player.

**Directions:** Fill in each blank with *your* or *you're*. Then write your own sentence using *your* or *you're*—or both!

5. "\_\_\_\_\_ making me laugh so much I almost spilled my lemonade!" said Arianna, giggling.
6. Make sure that \_\_\_\_\_ parents have signed \_\_\_\_\_ permission slip by Friday.
7. \_\_\_\_\_ never too old to enjoy a scoop or two of \_\_\_\_\_ favorite ice cream.
8. \_\_\_\_\_

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

# Master Verb-Tense Consistency

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\_\_\_\_\_

2. I need to go to the dentist tomorrow, because I miss my appointment today. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. When my dad was in middle school, he surfs with his friends every day after school. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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---

**Directions:** Read each sentence. If there are no adverb mistakes, write *C*, for "correct," next to the sentence. If there are mistakes, cross out each misspelled word and write the correct spelling above it. Note: Some sentences have more than one error.

6. If we pack quickly, we will probably get to the airport on time.
7. This was definitely the best birthday Diego had ever had.
8. Emma was terribley sorry for making her little brother cry so badly.
9. Kyle knew he would understand algebra eventually; he would just have to keep on trying.
10. The movie ended dramatically, with the main character narrowlly saving the world from an alien invasion.

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**Directions:** Read each section below. Fill in the blank by turning the adjective into an adverb. We did the first one for you.

11. Peter got through the test easily and had five minutes to spare.  
Adjective: easy
12. It was 4 a.m., but Ray was \_\_\_\_\_ awake.  
Adjective: complete
13. Martina was \_\_\_\_\_ disqualified because she arrived late.  
Adjective: automatic
14. Matt \_\_\_\_\_ rolled out of bed.  
Adjective: sleepy
15. Erica felt \_\_\_\_\_ lucky that she didn't have to speak in front of the whole class.  
Adjective: true

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

# Actually, Is It Really Necessary?

It's tempting to fill your writing with common conversational words, but these words add little or no meaning. In fact, they diminish the quality of your writing. Consider the following paragraph:

Abraham Lincoln actually grew up in a log cabin and most always loved to read. Basically, he sort of preferred learning to playing outside. Lincoln fully became a lawyer and U.S. representative while living in Illinois. After he became president in 1861, many Southern states totally seceded from the Union, and the Civil War began. Lincoln worked really really hard to end slavery in our country. Many consider him to absolutely be America's greatest president ever.

Using that language is OK when you are chatting with a friend, but in writing, all those extra words can make your writing less powerful. What can you do to make your writing more concise and mature? Always reread what you write, and when you see a common word that doesn't need to be there, eliminate it. Read the paragraph again with those unnecessary words gone:

Abraham Lincoln grew up in a log cabin and loved to read. He preferred learning to playing outside. Lincoln became a lawyer and U.S. representative while living in Illinois. After he became president in 1861, many Southern states seceded from the Union, and the Civil War began. Lincoln worked hard to end slavery in our country. Many consider him to be America's greatest president.

Better, right?

**Directions:** Read the advertisement below. Then cross out any unnecessary words and read it again.

**Dear Neighbors,**

**Do you totally worry about your Welsh terrier while you're away at work? Do you fully fret about your pet ferret while you're on vacation? Like, who will feed your fish while you're gone? Never fear, Paulie Peterson is here!**

**I am so completely excited to announce my new pet-care business, Peterson's Pet Patrol. As many of you know, I am a really really devoted animal lover. I have the way good fortune to live with three cats, two dogs, a turtle, a bearded dragon lizard, and a dwarf bunny. I love to take care of them all, and now I'd be very very happy to do the same for your pets!**

**Basically, I will walk your dog and feed and play with your pets. I'll even clean the tanks, cages, and litter boxes. Contact me for sure to set up a complimentary home visit. I actually look forward to hearing from you!**

**Sincerely,  
Paulie Peterson**

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

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**Sincerely,  
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Master Verb-Tense Consistency

A verb's *tense* indicates when the action that it describes takes place—in the past (*I ran*), in the present (*I run*), or in the future (*I will run*).

The verb tense you use should remain *consistent*, or the same, throughout sentences, throughout paragraphs, and throughout the entire body of whatever you are writing—unless you have a good reason to change it. For example:

**Incorrect:** During tomorrow's performance, we **will dance** and **sang**.  
(*Will dance* is in the future tense, and *sang* is in the past tense—and there is no good reason for the shift.)

**Correct:** During tomorrow's performance, we **will dance** and **sing**.  
(Both verbs are in the future tense.)

So what IS a good reason to change the verb tense you are using? Change tenses when you are describing events that happen at different times. For example:

**Correct:** My mom **drove** an SUV last year, but now she **drives** a small hybrid car.  
(You are describing the car that your mom previously drove, and you are also describing the car she currently drives. The verb tenses should be different.)

**Correct:** Tomorrow we **are going** to a baseball game, and yesterday we **went** to a hockey game.  
(You are describing what will happen in the future, and you are also describing something that happened in the past.)

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**Directions:** Rewrite the sentences below so that the verb tenses are correct. Remember that in some sentences, verb tenses can be different.

1. Ariana Grande is my favorite singer now, but when I was in fifth grade, I like Justin Bieber. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. I need to go to the dentist tomorrow, because I miss my appointment today. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. When my dad was in middle school, he surfs with his friends every day after school. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The school dance was a total catastrophe. First, we dance to bad music. Then the photographer did not show up. After that, I will spill chocolate cake all over my pink dress. Then my best friend slips on the cake and twisted his ankle. What a nightmare! \_\_\_\_\_

5. When I missed the layup, I will lose the basketball game for my team. My teammates were so cool about it, though. They will tell me to stop beating myself up and that I would get a chance to redeem myself at the next game. \_\_\_\_\_

**Directions:** Rewrite the paragraph below so that the verb tense is consistent. If you shift the verb tense at any point, make sure you have a good reason for doing so!

Storm clouds darkened the blue sky as I ride my bike home from the park. I had never seen clouds like that before, and the wind will shake the trees violently. I couldn't seem to pedal fast enough. Up ahead, I saw my house and breathe a sigh of relief. As soon as I walked in the door, I knew something was up. My mother explains that news reports will be saying that a big storm is coming. Suddenly, I hear a loud pop! Then there was another pop! And another! I will race to look out the window and saw hail the size of golf balls falling all over my street. I am so thankful I made it home before it will start falling!

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

# Your vs. You're

*Your* and *You're* are often confused and misused. Here's what you need to know to use them correctly:

**YOUR** is a possessive that indicates ownership.

Examples:

"Can I borrow **your** pencil?" Henry asked Raj.  
It's **your** turn to wash the dishes tonight.

**YOU'RE** is a contraction of "you are."

Examples:

"After **you're** finished with soccer practice, let's go out for pizza," Aunt Elise said.  
"**You're** the best!" I exclaimed. "I love pizza!"

Here's a trick: Replace the *your* or *you're* in your sentence with *you are*.  
If the sentence makes sense, *you're* is correct. If it does not, *your* is correct.

**Directions:** Choose the correct sentence in each group below.

1. Ⓐ Your going to have to move your car because it's blocking the exit.  
Ⓑ Your going to have to move you're car because it's blocking the exit.  
Ⓒ You're going to have to move your car because it's blocking the exit.  
Ⓓ You're going to have to move you're car because it's blocking the exit.
2. Ⓐ "That's what your wearing to the dance?" Mom exclaimed. "Your kidding, right?"  
Ⓑ "That's what your wearing to the dance?" Mom exclaimed. "You're kidding, right?"  
Ⓒ "That's what you're wearing to the dance?" Mom exclaimed. "You're kidding, right?"  
Ⓓ "That's what you're wearing to the dance?" Mom exclaimed. "Your kidding, right?"
3. Ⓐ I can't read your handwriting. Can you please type this up on your computer?  
Ⓑ I can't read your handwriting. Can you please type this up on you're computer?  
Ⓒ I can't read you're handwriting. Can you please type this up on you're computer?  
Ⓓ I can't read you're handwriting. Can you please type this up on your computer?
4. Ⓐ Your chances of making the soccer team are really good because your such a skilled player.  
Ⓑ You're chances of making the soccer team are really good because you're such a skilled player.  
Ⓒ You're chances of making the soccer team are really good because your such a skilled player.  
Ⓓ Your chances of making the soccer team are really good because you're such a skilled player.

**Directions:** Fill in each blank with *your* or *you're*. Then write your own sentence using *your* or *you're*—or both!

5. "\_\_\_\_\_ making me laugh so much I almost spilled my lemonade!" said Arianna, giggling.
6. Make sure that \_\_\_\_\_ parents have signed \_\_\_\_\_ permission slip by Friday.
7. \_\_\_\_\_ never too old to enjoy a scoop or two of \_\_\_\_\_ favorite ice cream.
8. \_\_\_\_\_

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

# ***Sight vs. Site***

The words **sight** and **site** are often confused and misused. Here's what you need to know:

**SIGHT** refers to the power or act of seeing someone or something, or to something that is seen.

Examples:

Michael lost his **sight** when he was 24.

I was cheered by the **sight** of the sun peeking through the clouds.

Alaska has many incredible natural **sights**.

**SITE** refers to a place or location.

Examples:

Hyde Park is the **site** of President Franklin D. Roosevelt's home.

Hard hats are required at the construction **site**.  
Washington, D.C., is home to many historical **sites**.

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

1. The painter Vincent van Gogh once said, "The **sight/site** of the stars makes me dream."
2. The building **sight/site** is a busy place crawling with construction workers, architects, and bulldozers.
3. The last home of Edgar Allan Poe is a historical **sight/site** in New York.
4. The **sight/site** of soldiers returning from war moves many people to tears.
5. The quarry we visited in Utah is a world-famous **sight/site** for finding dinosaur fossils.
6. Mr. Stern watched the bus drive down the road, over the hill, across the bridge, and finally out of **sight/site**.
7. The Jacksons returned to the **sight/site** where the home of their ancestors once stood.

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

8. Elmwood Park is the \_\_\_\_\_ of our annual family reunion.
9. Nadia went to see the eye doctor when her \_\_\_\_\_ began to fail.
10. With the finish line in \_\_\_\_\_, Maya sprinted the last quarter mile of the race.
11. In ancient Rome, the Colosseum was the \_\_\_\_\_ of public sporting events and other entertainment.
12. \_\_\_\_\_

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

# You Write It

## Turning an Interview Into an Article

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

**1** The headline "How I'm Saving My State" gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

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**2** Rewrite each question-and-answer pair on the lines below. Write from the third-person point of view (using *he*, *she*, or *they* to refer to people—never *I* or *we*), paraphrasing, or rewriting in your own words, what Steven says. We did the first pair for you.

**Q-and-A 1:**

Steven McDowell, 16, lives in California, which is suffering through the fourth year of a severe drought. For his freshman-year science project, Steven wanted to do something that would help.

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**Q-and-A 2:**

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**Q-and-A 3:**

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**Q-and-A 4:**

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**Q-and-A 5:**

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**Q-and-A 6:**

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### **3 Choose two sentences from what Steven said in the interview to use as direct quotes in your article.**

A direct quote is another person's exact words.

*When you include direct quotes in your article, you must put them in quotation marks, and you must make clear who is saying them. Here are three examples of how to do that:*

1. Steven recalls, "I decided to design a project that would help."
2. "I jokingly said to my dad, 'Well, maybe I have to invent something,'" says Steven.
3. "I'm just a teenager," explains Steven, "who acted on his idea."

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

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

### **4** Now it's time to put it all together. Write your three-paragraph article on a separate sheet of paper or type it up, following the guidelines below.

#### **Opening Paragraph:**

- Your first sentence should be a hook—that is, it should grab the reader's attention. One option is to state something that is surprising, interesting, or moving. What detail did you find most interesting from the interview?
- Let readers know what the article is going to be about. In other words, state the central idea of the article.

#### **Body Paragraph:**

- Explain to your readers what Steven is doing to help Californians, using information from the six question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the article. Each idea you include should support the central idea that you wrote in Step 1.
- Don't forget to include the direct quotes that you chose in Step 3.

#### **Conclusion:**

- Wrap it all up. End your article with a strong sentence that will give your readers something to think about. One option is to end with a quote. Another is to refer to your hook from the opening paragraph.

### **WRITING TIPS!**

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

# "You Write It" Sample Article

## Heroic Rescue on the Mountainside

The article is written from the third-person point of view: It's not Hunter telling the story, it's a narrator.

The first three paragraphs summarize the first, second, and third question-and-answer pairs in the interview.

Starting here, each paragraph summarizes one of the question-and-answer pairs from the interview.

Hunter Nelson, 17, watched helplessly as his friend Danny Riat fell silently through the air. He saw Danny land so hard that his shoes fell off. Then Hunter leaped into action, turning what could have been a tale of tragedy into the story of a heroic rescue.

The two friends had been hiking to a beautiful camping spot near Archer Mountain in Washington State. As they made their way through the woods, the trail got steeper and steeper, until it was nearly vertical. Danny was 70 feet above Hunter when Hunter heard rocks falling. He looked up and saw Danny fly past him.

"He didn't make any noise as he fell, so it felt unreal, like I was in a dream," says Hunter. When Danny landed, he was knocked unconscious. "I was sure he was dead," says Hunter.

A wave of adrenaline swept through Hunter as he rushed to reach his fallen friend. Hunter never felt any fear; he just knew he had to get to Danny. It took Hunter only one or two minutes to scramble down the cliff that had taken them 45 minutes to climb up.

When he reached Danny, Hunter's survival training kicked in. He checked Danny's ears and nose for blood, then made sure Danny wasn't paralyzed. Then Hunter called 911. As they waited for help to arrive, Hunter kept Danny warm by wrapping him in camping gear and blew a whistle to guide the 50 rescuers who were searching for them. Later, he lit a signal fire and waved a torch in the air.

After five hours, a Coast Guard helicopter reached Hunter and Danny. The rescuer and Hunter got Danny into a basket and lifted him up into the helicopter. Once Danny was safely on board, Hunter and the rescuer were lifted into the helicopter as well.

Hunter says that the experience on the mountain has changed him. It has made him want to help people, and he is thinking about a career in search and rescue. "I knew what to do," says Hunter, "and it helped save Danny's life."

The first sentence hooks the reader's attention by describing a dramatic moment.

This sentence states the main idea. It tells readers they are going to read about Hunter rescuing Danny.

Here are direct quotes from the interview.

Here's another direct quote. The writer uses it to end the article on a thought-provoking note.

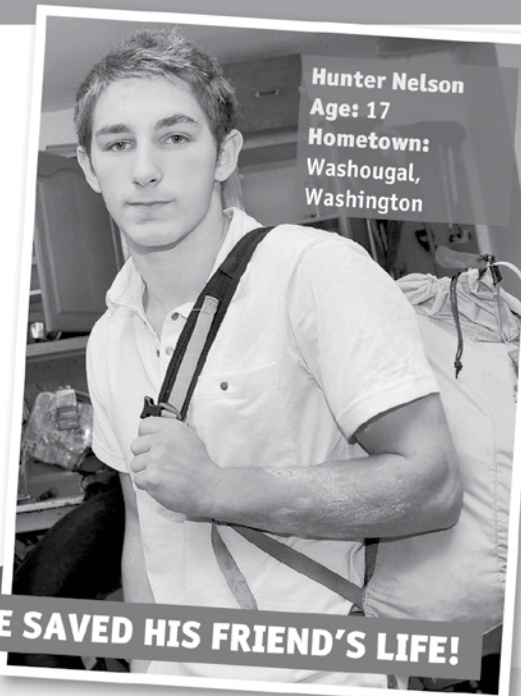
## Main Idea

# You Write It

We did the interview. We wrote the headline. *You* write the article.

## DIRECTIONS:

**1.** Read our interview with Hunter Nelson. **2.** Think about the headline we wrote. That will tell you what the main idea of your article should be. **3.** Write an article about Hunter in your own words. Use quotes from the interview, and make sure you stay focused on the main idea. Your article should be 250 to 500 words.



## The Headline

# Heroic Rescue on the Mountainside

## The Interview

**Scope:** You and your friend Danny Riat had a scary experience on your hiking trip. What was your plan?

**Hunter:** We were going to camp at this place near Archer Mountain in Washington State with beautiful bluffs, waterfalls, and creeks. As we traveled through the woods, it got steeper and steeper. It was nearly vertical.

**Scope:** What happened then?

**Hunter:** Danny was 70 feet above me. I heard rocks falling, looked up, and saw him fly over me. He didn't make any noise as he fell, so it felt unreal, like I was in a dream. I watched him fall and land so hard his shoes fell off. He was knocked out. I was sure he was dead.

**Scope:** You must have been incredibly frightened.

**Hunter:** I felt this rush of adrenaline and thought, "I have to get down there!" I never felt fear. We had spent 45 minutes climbing that cliff, and it took me one minute, maybe two, to get down to him.

**Scope:** What did you do when you reached him?

**Hunter:** I checked his ears and nose for blood, and checked his extremities to make sure he wasn't paralyzed. Then I called 911. While we waited for rescue, I wrapped him in camping gear to keep him warm. There were 50 people looking for us. I blew a whistle to show where we were. As it got dark, I started a signal fire and waved a torch in the air.

**Scope:** Your survival training kicked in. How did they get you out of there?

**Hunter:** After five hours, a Coast Guard helicopter came. We got Danny on a backboard and carried him to a basket that they lifted up first. Then they pulled up the rescuer and me.

**Scope:** Did this experience change you?

**Hunter:** Yes. It makes me think about what's important. It makes me want to help people. After this, I've thought about a career in search and rescue. I knew what to do, and it helped save Danny's life.

**Now you write the article!**

**YOU WRITE IT  
CONTEST**

Send your article to the **You Write It Contest**. Five winning stories will be published in *Scope Online*. See page 2 for details.

POSTAL INFORMATION: SCHOLASTIC SCOPE (ISSN 0036-6412; IN CANADA, 2-C NO. 9230) IS PUBLISHED BIWEEKLY: SEPT., OCT., JAN., AND APR., AND MONTHLY: NOV., DEC., FEB., MAR., AND MAY, 13 ISSUES TOTAL, BY SCHOLASTIC INC., 2931 EAST MCCARTY ST., P.O. BOX 3710, JEFFERSON CITY, MO 65102-3517. PERIODICAL POSTAGE PAID AT JEFFERSON CITY, MO 65102 AND AT ADDITIONAL MAILING OFFICES. POSTMASTER: SEND NOTICE OF ADDRESS CHANGES TO SCHOLASTIC SCOPE, 2931 EAST MCCARTY ST., P.O. BOX 3710, JEFFERSON CITY, MO 65102-3517.

# You Write It Contest

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

### Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

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

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