

~> ALL ACTIVITIES PREVIEW <~

HI TEACHERS!

This PDF contains a preview of all the activities that come with this issue of *Scope*. Please note that each activity is designed to be interactive, so your students can complete it on a device.

To get the interactive version of the activities in this preview, simply go to that article's story page and click on the ResourcesTab.

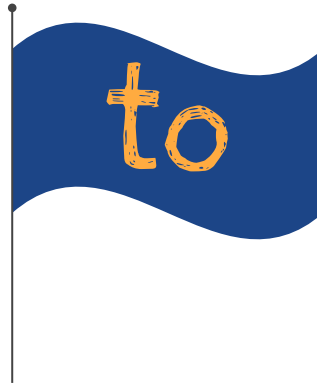
Enjoy!

THE SCOPE TEAM

To, Too, OR Two?

The words **to**, **too**, and **two** are often confused and misused.
Here's what you need to know.

Are you ready? Let's get started. →



To is a preposition. It has many uses, including to indicate a direction or destination; before the infinitive (basic) form of a verb; and to show a range of time.

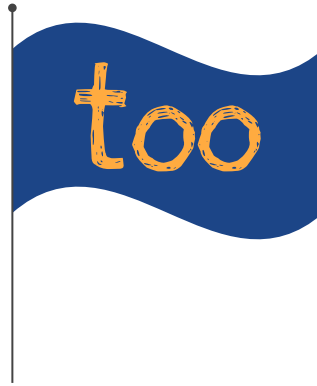
Examples:

*Lisa is going **to** Hawaii next week.*

*Mom asked me **to** take the extra cookies **to** school.*

*This will take 10 **to** 15 more minutes.*

*Write another sentence that uses the word **to**.*



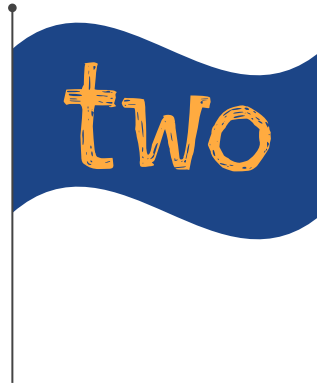
Too means “also” or “excessively.”

Examples:

*“Invite Jack to the party **too**,” Lilly said as I was writing out the invitations.*

*My sister and I made way **too** many cupcakes.*

*Write another sentence that uses the word **too**.*



Two is a number.

Examples:

*The recipe calls for **two** eggs and three sticks of butter.*

*My grandma said I could pick out **two** new shirts at the store.*

*Write another sentence that uses the word **two**.*

Let's Practice!

Directions: Drag the correct word from the box into each blank below.



to

too

two

1. "I want _____ adopt this kitten," Kayla said. "It's _____ cute!"
2. Mark rides his bike _____ school every day. Janey does _____.
3. After a rainy _____ weeks, Liam was excited _____ wake up _____ sunshine.
4. I've made _____ kinds of dip for the party, and I am thinking of making brownies _____.

Name: _____ Date: _____

Vocabulary "From Fear to Hope"

Go to Scope
Online to listen to
the words and
definitions read
aloud.

1. **afflict** (uh-FLIKT) *verb*; *Afflict* means "to cause pain, unhappiness, or suffering." Headaches afflict millions of people every day. Dogs with short noses, like bulldogs, are often afflicted with breathing problems. After watching a scary movie, you might be afflicted by nightmares. (*Afflicted* is often followed by *with* or *by*.)

2. **bout** (bout) *noun*; As it is used in the article, *bout* means "a short period of time during which someone suffers from something." A bout of the flu might leave you feeling weak and tired for a few days. Speaking in front of a crowd can cause an intense bout of anxiety in some people.

3. **crusade** (kroo-SAYD) *noun*; As it is used in the article, *crusade* means "a major effort to change something or make something happen."

For example, the environmental club at your school might lead a crusade against plastic waste, campaigning for reusable plates, napkins, and utensils in the cafeteria, and hanging posters around school to encourage students to pack food and drinks in reusable containers.

4. **encase** (en-KAYSS) *verb*; To encase something is to put it in a case or to completely cover it with something, as if in a case. At a jewelry store, expensive jewels are usually encased in glass display boxes. In medieval times, knights went into battle encased in metal armor.

5. **jubilation** (joo-buh-LAY-shuhn) *noun*; Jubilation is a feeling of great joy and excitement. When a school's basketball team wins a big game, the crowd cheers in jubilation. On New Year's Eve, there is often jubilation as the clock strikes midnight.

6. **loom** (loom) *verb*; The verb *loom* is used when something large or frightening comes into sight. A big building might loom over the street. Storm clouds might loom overhead.

Loom can also mean "to be about to happen." When *loom* is used this way, it's to mean that something unpleasant or scary is about to happen—something that feels like it's hanging over you and about to come down. If Sharon says that a history test is looming, she means that the test is coming up soon—and she's not looking forward to it.

7. **plague** (pleyg) *noun or verb*; As a noun, *plague* can mean "a deadly disease." It can also mean "something that causes harm or destruction," as in "A plague of insects ate all the farmer's crops."

As a verb, *plague* means "to cause trouble, distress, or destruction." A restaurant kitchen might be plagued by rats. You might be plagued by guilt if you forget to wish your grandma a happy birthday.

8. **stride** (strahyd) *noun or verb*; A stride is a long step forward. When you feel confident, you probably walk with smooth, even strides.

Stride can also mean "an advance or improvement that moves you closer to a goal," as in "NASA is making great strides in preparing to send people to Mars—the first humans might land on the planet by 2035!"

As a verb, *stride* means "to walk with very long steps."

Name: _____ Date: _____

Vocabulary Practice

"From Fear to Hope"

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

1. Jamie lost her brother's favorite hat. The knowledge that she would have to tell him **afflicted/loomed** over her.
 2. After learning that his town's public library was closing down, Akito began a **crusade/jubilation** to keep it open.
 3. The bumpy ride brought on a **bout/stride** of carsickness.
 4. There are mosquitoes everywhere! We seem to be **encased/plagued** by them this summer.
-

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

- | | | |
|--------------|---------------|-----------------|
| 5. encase | 7. afflict | 9. plague |
| A. to remove | A. to help | A. to calm |
| B. to wrap | B. to hurt | B. to trouble |
| 6. stride | 8. jubilation | 10. crusade |
| A. progress | A. happiness | A. to fight for |
| B. problem | B. sadness | B. to ignore |

Name: _____

Close-Reading Questions

"From Fear to Hope"

1. What do you learn about Dolly in the introduction? Why might author Lauren Tarshis have chosen to describe Dolly at Tarshis's grandmother's wedding? (text structure, author's purpose)
2. In the section "Polio Mysteries," Tarshis writes that polio was "among the most feared" diseases of the early 20th century. What details in the article help explain why people were so afraid of polio? (key ideas and details)
3. In the section "Polio Mysteries," which details of the polio outbreaks of the past are similar to details of the Covid-19 pandemic we are facing today? (compare and contrast, key ideas and details)
4. Based on information in the section "Fearing the Worst," what can you infer about Dolly's family? (inference)
5. In the section "Polio Pioneers," Tarshis writes that by the time of her grandmother's wedding, "scientists had begun to untangle some of the mysteries of polio." What does Tarshis mean? (interpreting text)

Name: _____

Critical-Thinking Questions

"From Fear to Hope"

1. Why do you think Tarshis decided to tell a personal family story instead of writing a purely informational article about polio?

2. Look at the photos and read the captions in the sidebar "How were polio outbreaks of the past like Covid-19 outbreaks today?" How does this text feature give us hope for what we are facing today?

Name:

LESSONS OF HOPE

Read “From Fear to Hope.” Then use this activity to help you think about the lessons of hope that can be learned from the story of polio. You can draw on the article, the Behind the Scenes video, and your own experiences.

This activity will help you respond to the writing prompt that appears at the end of the story.

1 FIRST, LET'S THINK ABOUT *HOPE*. WHAT IS HOPE? DEFINE IT IN YOUR OWN WORDS BELOW.

2 NOW THINK ABOUT WHAT WE FACE TODAY WITH COVID-19. WHAT DO YOU HOPE FOR?

ON THE FOLLOWING SLIDES, YOU WILL COMPARE POLIO AND COVID-19
TO HELP YOU IDENTIFY REASONS FOR HOPE.

Are you ready? Let's get started.



3 WHAT WAS SCIENTISTS' UNDERSTANDING OF THE VIRUS LIKE IN THE BEGINNING?

POLIO

COVID-19

4

WHAT DOES AUTHOR LAUREN TARSHIS SAY PEOPLE FELT DURING THE OUTBREAK?

POLIO

COVID-19

5

WHAT PLACES CLOSED OR WHAT EVENTS WERE CANCELED BECAUSE OF OUTBREAKS?

POLIO

COVID-19

6 WHEN SCHOOLS CLOSED, HOW DID KIDS LEARN?

POLIO

COVID-19

7 HOW DID PEOPLE PROTECT THEMSELVES AND OTHERS FROM CATCHING THE VIRUS?

POLIO

COVID-19

8

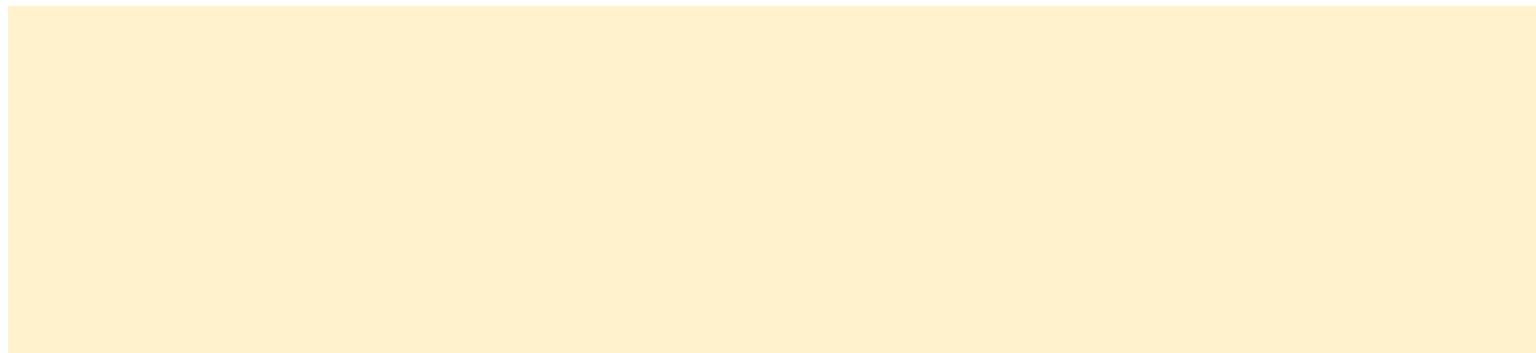
DESCRIBE THE RACE FOR A VACCINE.

POLIO

COVID-19

9 FINISH THE SENTENCE BELOW:

*Knowing that we have experienced a similar time in the past
can make the present seem...*



CHOICE BOARD

"FROM FEAR TO HOPE"

Create a sidebar similar to the one on pages 6-8 (or a slideshow similar to "How were polio outbreaks of the past like Covid-19 outbreaks today?" if you're reading the article online). Use the same caption headings, but replace the images and the captions themselves with your own to show the experience of living during the Covid-19 pandemic.

With at least one classmate, go to Scope Online to read or listen to another story that touches on polio:

[Go!](#)
["A Sweet Treat in a Tough Time"](#)

Then discuss: How can a serious illness spur hope and innovation?

The article ends with the sentence "Perhaps one day, you will pass stories on to your grandchildren, with lessons that fill their hearts with hope." Write your own story of the past year. With a parent or guardian's permission, you can send it to [Scholastic's My History Project](#).

Create an infographic that teaches people about the polio epidemic, drawing on information from the article and the video. You can draw it on paper or on a poster, or create it using a digital tool of your choosing.

The last section of the article is called "Lessons of Hope." What lessons of hope does the story of polio contain? Use details from the article to support your ideas.

Note: This is the contest prompt that appears at the end of the article.

In your journal or on a piece of paper, respond to the following prompt:

Resilience is the capacity to adapt well in the face of difficulty. How did Dolly show resilience after having polio? How have you shown resilience during the Covid-19 pandemic?

Name: _____

“From Fear to Hope” Quiz

Directions: Read “From Fear to Hope” from the April issue of *Scope*. Then answer the questions below.

- Author Lauren Tarshis describes Dolly’s steps at the wedding as “slow” and “halting.” Context clues reveal that *halting* means
 - graceful.
 - steady.
 - hesitant.
 - confident.
- Which section best helps readers understand how polio affected individuals and communities?
 - the introduction
 - “A Looming Threat”
 - “Polio Mysteries”
 - “Lessons of Hope”
- Tarshis writes that “polio was among the most feared” diseases of the early 20th century. Which lines help explain why? Choose TWO.
 - “If polio attacked the muscles needed for breathing, the disease could be fatal.”
 - “My grandmother had vivid memories of when polio struck Chester.”
 - “Fortunately, most people suffered only mild symptoms . . .”
 - “Nobody knew what caused polio or how it spread—and there was no cure.”
- Tarshis writes, “Starting in the late 1800s, outbreaks occurred in the U.S. every few years, seeming to explode out of nowhere like monsters in movies.” This line contains
 - symbolism that emphasizes how contagious polio is.
 - a simile that emphasizes how sudden and frightening polio outbreaks could be.
 - a metaphor that shows the high number of polio outbreaks that used to occur.
 - a simile that helps readers understand why polio outbreaks were so frequent.
- The sidebar “How Does the Polio Vaccine Work?” _____.
 - helps readers understand why polio was so dangerous
 - helps readers understand how a vaccine was able to help the U.S. defeat polio
 - explains how polio spreads
 - explains why viruses can make you sick
- Tarshis most likely wrote this article to _____. Choose TWO.
 - provide a detailed account of her family history
 - give readers hope for what we are facing today with Covid-19
 - provide a detailed history of vaccines
 - inform readers about polio and how the disease affected America in the early 20th century

Directions: Write your answers in the space provided or use your own paper or document.

7. How do the photographs throughout the article help you understand how polio affected America in the early 20th century?
8. Describe the mood of the introduction. Explain how author Lauren Tarshis creates this mood.

Name: _____

“From Fear to Hope” Quiz

Directions: Read “From Fear to Hope” from the April issue of *Scope*. Then answer the questions below.

1. Author Lauren Tarshis describes Dolly’s steps at her grandmother’s wedding as “slow” and “halting.” She means that Dolly was walking slowly and
 - A. gracefully.
 - B. steadily.
 - C. with uncertainty.
 - D. with confidence.
2. The section “Polio Mysteries” helps readers understand
 - A. how polio can be treated.
 - B. what causes polio.
 - C. how polio affected people in America.
 - D. why polio is so contagious.
3. Tarshis writes, “Nobody knew what caused polio or how it spread—and there was no cure.” This line helps explain why people were particularly scared of polio. Which other lines from the story serve a similar purpose? Choose TWO.
 - A. “If polio attacked the muscles needed for breathing, the disease could be fatal.”
 - B. “My grandmother had vivid memories of when polio struck Chester.”
 - C. “Fortunately, most people suffered only mild symptoms . . .”
 - D. “But the disease most often afflicted children.”
4. Tarshis writes, “Starting in the late 1800s, outbreaks occurred in the U.S. every few years, seeming to explode out of nowhere like monsters in movies.” This line contains a simile that
 - A. emphasizes how deadly polio was.
 - B. emphasizes how sudden and frightening polio outbreaks could be.
 - C. shows the high number of polio outbreaks that used to occur.
 - D. helps readers understand why polio outbreaks were so frequent.
5. The sidebar “How Does the Polio Vaccine Work?” _____.
 - A. helps readers understand why polio was so dangerous
 - B. helps readers understand how a vaccine was able to help the U.S. defeat polio
 - C. explains how polio spreads
 - D. explains why viruses can make you sick
6. Tarshis most likely wrote this article to _____. Choose TWO.
 - A. provide a detailed account of her family history
 - B. try to give readers hope for what we are facing today with Covid-19
 - C. explain the history of vaccines
 - D. inform readers about polio and how the disease affected America in the early 20th century

Name: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. How do the photographs throughout the article help you understand how polio affected America in the early 20th century?
8. The mood of the introduction changes from warm and touching to sad and serious. Explain how author Lauren Tarshis creates this shift in mood.

Name: _____

Video Discussion Questions

"Behind the Scenes: From Fear to Hope"

1. In the first section of the video (0:05 to 1:12), author Lauren Tarshis says that "there are a lot of similarities between the polio outbreaks and what we're facing today with Covid-19." How do the narration and images in this section support her statement?
2. According to the video, what are primary sources? How did primary sources help Tarshis write her article?
3. In the video, Tarshis encourages you to interview people in your life about their experiences and then write about what you learn. Why is learning about and sharing other people's stories in this way important?

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author makes. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text. Follow the prompts below to explore the central ideas and supporting details in "From Fear to Hope."

1. Reread the section "Polio Mysteries." Check the box next to the statement that BEST expresses the central idea of this section.

- ☐ A. Polio outbreaks had a devastating effect on communities in the early 20th century.
- ☐ B. The cause of polio was unknown in the early 20th century.
- ☐ C. Polio could be fatal.
- ☐ D. Polio outbreaks started occurring in the late 1800s in the U.S.

2. Read the central idea of the section "Polio Pioneers" in the box below. Then read the lines from the article listed under it. Check the box next to the detail that does NOT support the central idea.

Central Idea:

Many people came together in the effort to beat polio.

- ☐ A. "People across the country volunteered to help raise money for research." (p. 9)
- ☐ B. "Within a few years, polio cases in America had plummeted." (p. 9)
- ☐ C. "Disney characters like Mickey Mouse paraded across movie screens, urging audience members to contribute." (p. 9)

Explain your choice.

3. Read the details from the article listed below. In the box, complete the central idea that these details support.

Central Idea:

What people experienced with polio in the early 20th century is _____

Detail 1: "Like polio, Covid-19 was a mystery to scientists when it first appeared, in December 2019." (p. 9)

Detail 2: "Indeed, while I was working on this story, the first vaccines against Covid-19 were being approved." (p. 9)

Detail 3: "And, like polio, Covid-19 has been a source of tremendous fear and uncertainty." (p. 9)

Name: _____

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. Follow the prompts below to explore the central ideas and supporting details in "From Fear to Hope."

1. Read a central idea of the section "Polio Pioneers" below. Check the boxes next to the THREE details that best support this central idea.

Central Idea:

Many people came together in the effort to beat polio.

- ☐ A. "People across the country volunteered to help raise money for research." (p. 9)
- ☐ B. "Within a few years, polio cases in America had plummeted." (p. 9)
- ☐ C. "Disney characters like Mickey Mouse paraded across movie screens, urging audience members to contribute." (p. 9)
- ☐ D. "Millions of dollars poured into laboratories where researchers raced to develop a vaccine." (p. 9)

2. Read the details from the article listed below. In the box, complete the central idea that these details support.

Central Idea:

What people experienced with polio in the early 20th century is _____

Detail 1: "Like polio, Covid-19 was a mystery to scientists when it first appeared, in December 2019." (p. 9)

Detail 2: "Indeed, while I was working on this story, the first vaccines against Covid-19 were being approved." (p. 9)

Detail 3: "And, like polio, Covid-19 has been a source of tremendous fear and uncertainty." (p. 9)

Name: _____

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.

Answer the questions below to help you write an objective summary of "From Fear to Hope."

1. Who or what is the article mainly about?

2. What significant event does the article describe?

3. Who or what caused this event?

4. How did this event affect the main person or people in the article?

5. Write any other important details you haven't mentioned.

Your turn! Write an objective summary of “From Fear to Hope.” You can use the information in your answers from questions 1-5 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 “From Fear to Hope.”

[illegible]

Name: _____

SUMMARIZING

An **objective summary** is a short statement or paragraph that tells what a story is about. It includes only the most important details. It does not include the opinions of the person writing it.

Directions: The sentences below can be rearranged to create an objective summary of "From Fear to Hope." Write numbers in the gray boxes to show the order the sentences should go in. There are two sentences you should NOT use in your summary, because they are irrelevant or opinions. Write an X next to those sentences.

Then, in the 1940s and '50s, Americans mobilized to beat polio.

Dolly Yasnitz had an adorable smile.

Dolly became infected with polio when she was 6 and spent weeks in the hospital.

Finally, in 1953, a vaccine was created, and by the 1960s, polio was mostly gone in the U.S.

Fortunately, she recovered, but she was left needing braces and crutches to help her walk.

Outbreaks of measles and mumps were common when Dolly was growing up.

Tarshis hopes that her family's stories of polio can be used as a source of hope for what we are facing today with the Covid-19 pandemic.

When Dolly was infected, scientists did not know what caused polio, how it spread, or how to prevent people from getting it.

In "From Fear to Hope," author Lauren Tarshis explains how the deadly polio outbreaks of the 1920s and '30s affected her family—especially her grandmother Jennie Ross and her grandmother's cousin Dolly Yasnitz.

Name: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read "The Vanishing Beasts." Then complete this activity.

Imagine you are writing a paragraph about the role buffalo played in the survival of many American Indian tribes on the Great Plains.

1. Which sentence would be the best topic sentence for your paragraph?

- ☐ **A.** Many American Indian tribes had a deep respect for the buffalo.
- ☐ **B.** Millions of buffalo once roamed the Great Plains.
- ☐ **C.** Buffalo were key to the survival of many American Indian tribes on the Great Plains.

2. Which text evidence BEST supports the sentence you chose in Question 1?

- ☐ **A.** "The buffalo's meat was an important source of food, and the bones and skin were used to make clothing, shelter, and tools."
- ☐ **B.** "Many tribes honored this important creature with special dances and ceremonies."
- ☐ **C.** "More than 30 million of these majestic beasts once ruled the continent."

3. Which line explains why the text evidence you chose in Question 2 is relevant?

- ☐ **A.** It provides examples of how buffalo helped American Indians on the Great Plains survive.
- ☐ **B.** It explains how some American Indians showed respect for the buffalo.
- ☐ **C.** It shows how plentiful buffalo once were on the Plains.

4. Choose the piece of text evidence that BEST supports the statement below.



Statement:

The world was very different during the Ice Age.

- ☐ A. "Most [buffalo] settled in the region we now call the Great Plains, which extends in a band from Texas all the way up into Canada."
- ☐ B. "Then, about 11,000 years ago, Earth began warming."
- ☐ C. "This was during the Ice Age, when slow-moving rivers of ice called glaciers covered much of North America."

Explain your answer to Question 4. How does it support the statement?

5. Choose the TWO pieces of text evidence that BEST support the statement below.



Statement:

The buffalo helped to develop the ecosystem of the Great Plains.

- ☐ A. "Few animals dared take on the buffalo."
- ☐ B. "When a buffalo died, its body became food for foxes and coyotes . . ."
- ☐ C. "Their pounding hooves stomped grass seeds into the ground and loosened the dirt, allowing oxygen and rainwater to reach the grass's roots."
- ☐ D. "But buffalo were adaptable."

Choose one piece of text evidence from Question 5 and explain why it does NOT support the statement.

6. Which paragraph correctly uses text evidence from the article in the form of a quotation?

- ☐ A. American Indian tribes and nations of the Great Plains had great respect for the buffalo. For example, Cowen writes, "Humans hunted just enough buffalo to keep herds from overtaking the land" (15). In other words, tribes did not hunt more buffalo than was necessary.
- ☐ B. American Indian tribes and nations of the Great Plains had great respect for the buffalo. "Humans hunted just enough buffalo to keep herds from overtaking the land." In other words, tribes did not hunt more buffalo than was necessary.
- ☐ C. American Indian tribes and nations of the Great Plains had great respect for the buffalo. For example, Cowen writes, "Humans hunted just enough buffalo to keep herds from overtaking the land" (15).

Explain why the two answers you did NOT choose are incorrect.

7. Which paragraph correctly uses text evidence from the article in the form of a paraphrase?

- ☐ **A.** The U.S. Army used the buffalo to force American Indians off their lands. Cowen writes that when the Plains peoples refused to leave, a leader of the Army said to "let them kill, skin, and sell until the buffaloes are exterminated" (15). In other words, the Army understood that without buffalo on the Plains, the American Indians could not survive.
- ☐ **B.** The U.S. Army used the buffalo to force American Indians off their lands. When the Plains peoples refused to leave, a leader of the Army told soldiers and hidemen to kill as many buffalo as possible until there were no more left.
- ☐ **C.** The U.S. Army used the buffalo to force American Indians off their lands. Cowen explains that when the Plains peoples refused to leave, an Army leader told soldiers and hidemen to kill as many buffalo as possible until none remained (15). In other words, the Army understood that without buffalo on the Plains, the American Indians could not survive.

Explain why the two answers you did NOT choose are incorrect.

8. Now it's your turn. On the lines below, write a paragraph explaining how American Indians viewed and treated buffalo that lived on the Plains. Be sure to include:

- ✓ a topic sentence
- ✓ at least one piece of text evidence in the form of a paraphrase or a direct quotation
- ✓ a sentence that states how that evidence supports your central idea

Name: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read "The Vanishing Beasts." Then complete this activity.

1. Choose the TWO pieces of text evidence that BEST support the statement below.



Statement:

The buffalo helped to develop the ecosystem of the Great Plains.

- ☐ A. "Their pounding hooves stomped grass seeds into the ground and loosened the dirt, allowing oxygen and rainwater to reach the grass's roots."
- ☐ B. "Few animals dared take on the buffalo."
- ☐ C. "When a buffalo died, its body became food for foxes and coyotes; what remained melted into the earth, feeding the soil."
- ☐ D. "But buffalo were adaptable."

2. Choose the piece of text evidence that BEST supports the statement below.



Statement:

The world was very different during the Ice Age.

- ☐ A. "Most [buffalo] settled in the region we now call the Great Plains, which extends in a band from Texas all the way up into Canada."
- ☐ B. "Then, about 11,000 years ago, Earth began warming."
- ☐ C. "This was during the Ice Age, when slow-moving rivers of ice called glaciers covered much of North America."

Explain your answer to Question 2. How does it support the statement?

3. Read the lines from the article that appear below. Write a statement that they all support.



Statement:

- ☒ A. "The buffalo's meat was an important source of food, and the bones and skin were used to make clothing, shelter, and tools."
- ☒ B. "Many tribes honored this important creature with special dances and ceremonies."
- ☒ C. "Humans hunted just enough buffalo to keep herds from overtaking the land."

Name: _____

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.

Answer the questions below to explore the text features in "From Fear to Hope."

1. Study the photos on pages 4-5 or at the top of the story page at Scope Online. From left to right, what story do they tell? How do you think they relate to the title of the article?

2. Answer the question in the title of the sidebar on pages 6-8: How were the polio outbreaks of the past like Covid-19 outbreaks today?

3. Study the image and caption titled "Kids Learned Remotely." How is the remote learning kids experienced during polio different from the remote learning kids have experienced during Covid-19?

4. Consider the subheadings throughout the article along with the text features you explored in questions 1-3. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

Name: _____

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 often has multiple text structures.

Common text structures are listed in the blue boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "From Fear to Hope."

1. The introduction uses **description. What is the author describing? For what purpose?**

Description or List

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

Cause & Effect

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

2. Circle the text structure used in the last four paragraphs of the section "Polio Pioneers."

compare/contrast sequence of events

Explain how you know, using evidence from the text.

Problem & Solution

Presents a problem and explains how it is solved

Compare & 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. A. Which text structure does the author use in the section "Lessons of Hope"?

B. Explain how you know. Use text evidence to support your answer.

Description or List

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

Cause & Effect

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

Problem & Solution

Presents a problem and explains how it is solved

Compare & 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)

Name: _____

IDENTIFYING NONFICTION ELEMENTS

Directions: Use this activity as you read "From Fear to Hope."

For definitions of the words in bold, see the Glossary of Nonfiction Terms on the last two pages.



BEFORE READING

Analyze Text Features

1. Study the photos on pages 4-5 or at the top of the story page at Scope Online. From left to right, what story do they tell?

2. Read the sidebar on pages 6-8. Then answer the question in the title: How were the polio outbreaks of the past like Covid-19 outbreaks today?

3. Consider the **subheadings** throughout the article along with the text features you explored in questions 1 and 2. What tone is expressed through the words and details included in these text features?

4. Read the **headline**, subtitle, and **subheadings** in the article. What do they suggest the article will be about?

DURING READING

Text Structure, Text Evidence

5. A. Put a ✓ in the box that BEST describes the **text structure** of the section "Lessons of Hope."

cause and effect

compare and contrast

sequence of events

B. Explain how you know.

6. A. Imagine you are writing a paragraph about how the polio outbreaks of the early 20th century compare to Covid-19 outbreaks today.

Which sentence would be the best topic sentence for your paragraph? Put a ✓ next to the answer.

- ☐ A. Polio outbreaks caused hospitals to become overwhelmed.
- ☐ B. The polio virus mostly afflicted children.
- ☐ C. What we are facing today with Covid-19 is not unlike what people in the past faced with polio.

B. Find a piece of text evidence that supports the sentence you chose in part A.

AFTER READING

Central Ideas and Details

7. Below are three **supporting details** for a **central idea** of the article. In the space provided, write a central idea that these details support.

Central Idea		
Detail #1 "People across the country volunteered to help raise money for research."	Detail #2 "Disney characters like Mickey Mouse paraded across movie screens, urging audience members to contribute."	Detail #3 "Millions of dollars poured into laboratories where researchers raced to develop a vaccine."

Objective Summary

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

[illegible]

GLOSSARY OF NONFICTION TERMS

CENTRAL IDEA:

A main point that the author is making (also called a main idea). In other words, it’s what the article is about—similar to an objective summary, but even more basic. You can think of a central idea as a thesis statement: one sentence that states what the rest of the article is about. A text may have more than one central idea. A central idea can always be supported with details from the text, which can be in the form of a direct quotation or paraphrase (put into your own words). See also: *objective summary* and *supporting details*.

HEADLINE:

The title of an article in a newspaper or magazine or on a website. The headline is generally in larger type than the rest of the text on the page.

OBJECTIVE SUMMARY:

Objective means “not influenced by personal feelings or interpretation,” and a summary is a short statement that gives the main points or ideas of something. So an objective summary is a short statement or paragraph that tells what an article is about and does not include your opinions.

SUBHEADING (or SUBHEAD):

The heading, or title, of a section of a text, sometimes called a “subtitle.” It’s a title that comes after the headline and is usually in smaller print than the headline.

GLOSSARY OF NONFICTION TERMS

SUPPORTING DETAILS:

Information used to support an argument or a claim (also called “supporting evidence”). If you are writing about something you have read, you need to use supporting details to back up or prove whatever point you are making. Most of your supporting details will be from the text you are writing about, in the form of either direct quotations or paraphrases. Supporting details that come directly from the text you are writing about are also called “text evidence.”

TEXT STRUCTURE:

The way an author organizes information in a text. An entire text may have the same structure, but in many cases, different sections or paragraphs of a text have different structures—in other words, one text may contain multiple structures. There are five main text structures: description, sequence of events, problem and solution, cause and effect, and compare and contrast.

TEXT FEATURES:

Parts of a newspaper article, magazine article, textbook, web page, or other type of text, beyond the main article or story, that help you better understand what you read. Text features may include information that is not included in the main text. Photographs, illustrations, captions, maps, sidebars, headlines, special types of print (such as print that appears in bold, capital letters, in italics, or that is underlined), subheads, tables of contents, charts and graphs, bullet points, and glossaries are all examples of text features.

Name: _____

IDENTIFYING NONFICTION ELEMENTS

Directions: Use this activity as you read "From Fear to Hope."

For definitions of the words in bold, see the Glossary of Nonfiction Terms on the last two pages.



BEFORE READING

Analyze Text Features

1. Study the photos on pages 4-5 or at the top of the story page at Scope Online. From left to right, what story do they tell?

2. Read the sidebar on pages 6-8. Then answer the question in the title: How were the polio outbreaks of the past like Covid-19 outbreaks today?


3. Consider the **subheadings** throughout the article along with the text features you explored in questions 1 and 2. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

4. Read the **headline**, subtitle, and **subheadings** in the article. What do they suggest the article will be about?

DURING READING


Text Structure, Text Evidence

5. In the section "Lessons of Hope" the author uses a compare-and-contrast structure.

Which words and phrases could help you identify this **text structure**? Put a  next to the answer.

- ☐ A. *echoing loudly, miss her deeply, fill their hearts with hope*
- ☐ B. *like polio, a different disease, so many similiarities*
- ☐ C. *at the age of 92, in December 2019, in 1999*

6. Imagine you are writing a paragraph about how the polio outbreaks of the early 20th century compare to Covid-19 outbreaks today.

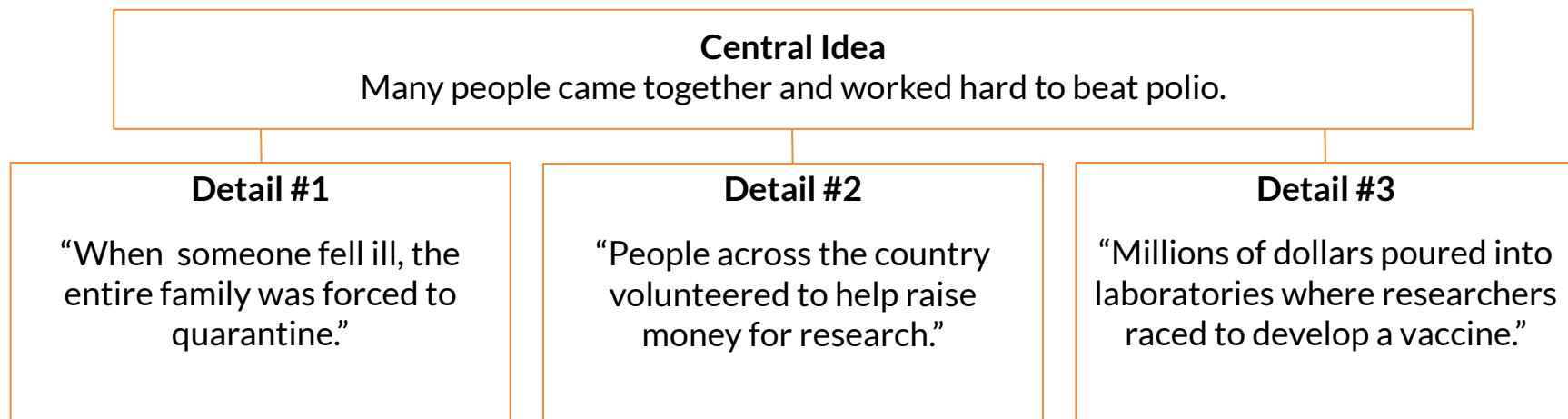
Which sentence would be the best topic sentence for your paragraph? Put a  next to the answer.

- ☐ A. Polio outbreaks caused hospitals to become overwhelmed.
- ☐ B. The polio virus mostly afflicted children.
- ☐ C. What we are facing today with Covid-19 is not unlike what people in the past faced with polio.

AFTER READING


Central Ideas and Details

7. A. Below is a **central idea** of "From Fear to Hope" and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



B. Explain why the detail you crossed out DOES NOT support the central idea above.

Objective Summary

8. An **objective summary** is a short statement or paragraph that tells what an article is about. Place an  next to the three sentences below that should NOT be included in an objective summary of "From Fear to Hope."

- a. Dolly Yasnitz became infected with polio when she was 6 and spent weeks in the hospital. She was left needing leg braces and crutches to walk.
- b. A vaccine for polio was created in 1953 after Americans mobilized an effort to beat the disease.
- c. I really admire Lauren Tarshis for sharing her family's story.
- d. Polio outbreaks were common in America in the early 20th century.
- e. Dolly had an adorable smile.
- f. Polio can attack the nerves that control muscles and leave people paralyzed. If it attacks the muscles that control breathing, it can be fatal.
- g. When polio outbreaks first began occurring, scientists did not know what caused the disease or how it spread.
- h. Outbreaks of measles and mumps were also common in the early 20th century.

GLOSSARY OF NONFICTION TERMS

CENTRAL IDEA:

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GLOSSARY OF NONFICTION TERMS

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Lessons of Hope Contest

The last section of the article is called "Lessons of Hope." What lessons of hope does the story of polio contain? Use details from the article to support your ideas. Send your response to Lessons of Hope Contest. Three winners will each get

Chasing Secrets by Gennifer Choldenko.

Entries will be judged on:

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

Student name: _____

Student mailing address: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopescopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY May 24, 2021.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

The Golden Curse

Pronunciation Guide

King Midas [MYE-duhss]

Marigold [MAR-ih-gohld]

Silenus [sye-LEE-nuss]

Dionysus [dye-uh-NYE-suss]

Lady Tas [TAHS]

Lady Ates [AH-teez]

Lady Baba [BAH-bah]

Lord Dymas [DOO-mahs]

Phrygia [FRIHJ-ee-uh]

Phrygian [FRIHJ-ee-uhn]

River Pactolus [pak-TOH-luss]

Go to Scope
Online to listen
to these names
pronounced
aloud.



The Golden Curse

Directions: Respond to each statement by checking “Agree” or “Disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. The more money you have, the happier you are.		
2. There are ways to be wealthy other than having a lot of money.		
3. People can change.		
4. A great gift can also be a great curse.		
5. Greed is destructive.		
6. You should be careful what you wish for.		

Name: _____

Close-Reading Questions

The Golden Curse

1. Based on information in Scenes 1 and 2, what can you conclude about King Midas and what he values? (character, inference)

2. In Scene 3, Midas wishes for everything he touches to turn to gold. Dionysus agrees to grant this wish, and Chorus 1 says, "For that is what Midas truly deserved." What does Chorus 1 mean? What purpose does this line serve? (interpreting text, text structure)

3. In Scene 5, Marigold is upset when Midas turns her roses to gold. Midas says, "But they are worth a fortune." Marigold replies, "They are ruined—as I fear are you." What do these lines reveal about the two characters and how they differ? (character, inference)

4. In Scene 1, Chorus 1 says, "Behold King Midas of Phrygia, the richest man in all the land." At the end of Scene 6, Chorus 1 says nearly the same thing: "Behold, the richest man in all the land." How do the two lines differ in tone? Why might the authors have included this repetition? (tone, author's craft)

Name: _____

Critical-Thinking Questions

The Golden Curse

1. In Scene 7, why does Dionysus decide to help Midas? If you were Dionysus, would you have helped Midas?

2. Answer the question posed in the caption titled "The Midas Touch": What do you think King Midas would say about how we use the phrase "the Midas touch" today?

Name: 

WHAT MIDAS LEARNS

Read *The Golden Curse*. Then use this activity to help you understand and identify a theme expressed in the play.

This activity will help you respond to the writing prompt that appears at the end of the play.

FIRST, LET'S REVIEW THEME.

In a work of literature, a **THEME** is a message or big idea that the author conveys through the story.

REMEMBER:

- There can be more than one theme.
- A theme is not specific to the story you are reading. It is universal.
 - A theme can be supported with text evidence.

To turn a **TOPIC** into a **THEMATIC STATEMENT**, ask yourself:

what is the story trying to say about this topic?
what message does the author want me to consider?

SEE SOME
EXAMPLES



A theme in a work of literature is never just one word, like:

power

courage

love

friendship

family

greed

These are **TOPICS**.

Topic	Thematic Statement
power	Power often corrupts those who have it.
courage	Courage can be found in unlikely people.
love	Love can help us to be our best selves.

One topic explored in *The Golden Curse* is **wealth**.

Answer the questions on the following slides to help you identify **what message about wealth the myth wants you to consider**.
(Be sure to use text evidence to support your responses.)

LET'S GO!



1

In Scene 1, Chorus 1 introduces King Midas as “the richest man in all the land.” Based on Scenes 1 and 2, how does Midas feel about wealth? How does this affect Marigold? His kingdom?

2

How do Dionysus and Chorus 1 feel about humans’ desire for wealth? How do you know?

3

In Scene 5, Marigold says to King Midas of her roses, “They are ruined—as I fear are you.” What does she mean? What does King Midas do in this scene that supports the idea that he is ruined?

4

In Scene 6, why does Midas turn pale, tremble, and look ill? What does he realize in this moment?

5

At the end of Scene 6, as Midas weeps next to the golden statue that is his daughter, Chorus 1 says again, "Behold, the richest man in all the land." What idea about wealth is the Chorus expressing?

6

In Scene 7, how has Midas changed? How does he feel about wealth now?

Based on your responses to questions 1-6, write a thematic statement for the topic of wealth in *The Golden Curse*.

Wealth _____.

Pssst! Remember, to turn a **TOPIC** into a **THEMATIC STATEMENT**, ask yourself:

What is the story trying to say about this topic?
What message does the author want me to consider?

Here's a tip: Complete the sentence below

This story expresses the idea that wealth...

Then cross out the sentence stem and you're left with a thematic statement!

CHOICE BOARD

THE GOLDEN CURSE

Create a talk show in which the characters in the play are invited to discuss the events of the play. Your talk show can be a video conference (like Zoom or Google Meet), a podcast, or a written transcript.

With at least one classmate, go to Scope Online to read another play based on a Greek myth:

- [*The Monster in the Cave*](#)
- [*Into the Burning Sun*](#)
- [*Hunting a Snake-Headed Monster*](#)

Then discuss: What do you notice about the relationship between gods/goddesses and mortals in the play you read and in *The Golden Curse*?

Make a meme in response to the play. It could be about a character, the conflict, an event or scene, etc. Use an image of your own or one from a popular meme using an online meme generator.

Choose any story; it could be a fairy tale, a novel, a different play, or a movie. Rewrite one scene from the story in the format of a play that includes a Greek Chorus commenting on the action.

What big idea about wealth does the story of King Midas convey? Do you agree with it? Answer both questions in the form of a written essay or slideshow. Support your ideas with evidence.

Note: This is the contest prompt that appears at the end of the play.

Rewrite a scene from the play or the play in its entirety in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

Name: _____

CHARACTER THINKING TOOL

The questions in this activity are about the character of
KING MIDAS

1. Based on Scenes 1 and 2, what kind of person is King Midas? (What does he value? What is not important to him?)

2. A. In Scene 3, Dionysus asks Midas what he will do with all his gold. Midas responds, "I will treasure it, of course." What could Midas do with the gold other than treasure it?

B. Dionysus then says, "Ah, humans." What do you think he means by this?

3. After Dionysus agrees to grant Midas's wish, Chorus 1 says, "For that is what Midas truly deserved." Do you agree? Explain.

4. If Dionysus offered to grant you your heart's desire, what would you ask for? Why?

5. Consider Scene 5. How does it support the idea that Midas is selfish and greedy, even after he is granted his heart's greatest desire?

6. In Scene 6, why does Midas turn pale, tremble, and look ill? What does he realize at this moment?

7. At the end of Scene 6, as Midas weeps next to the golden statue that is his daughter, Chorus 1 says, "Behold, the richest man in all the land." What big idea about wealth are they expressing in this moment?

8. Imagine you are King Midas after Dionysus has undone the golden curse. Choose one of the claims below and respond to it based on your experience:

The more treasures and riches you have, the happier you are.

Greed is destructive.

You should be careful what you wish for.

Name: _____

The Golden Curse Quiz

Directions: Read the play. Then answer the questions below.

1. Which line from Scene 1 foreshadows what happens to King Midas after his wish is granted?
 - A. **SD3:** He tosses a handful of coins into the air.
 - B. **Chorus 1:** Behold King Midas of Phrygia, the richest man in all the land.
 - C. **Chorus 2:** Oh, misguided Midas, do you not know that a person cannot be nourished by treasure alone?
 - D. **Midas:** Why would I leave? My precious gold shines brighter than the sun.

2. In Scene 3, Chorus 1 says, “For that is what Midas truly deserved.” The chorus means that
 - A. Midas was a good man and deserved to be very rich.
 - B. Midas made a foolish wish so he deserved whatever happened as a result.
 - C. Dionysus owed Midas a favor.
 - D. Midas did not deserve to have a wish granted.

3. Which words best describe Midas in Scenes 4 and 5?
 - A. ecstatic and giddy
 - B. somber and distracted
 - C. calm and pensive
 - D. anxious and skeptical

4. Which lines best support your answer to Question 3? Choose TWO.
 - A. **Midas** (*looking around*): What? Was it all a dream?
 - B. **SD1:** Midas bursts into the garden.
 - C. **SD2:** Midas stands and shuffles toward the door.
 - D. **Midas:** My torches: gold! My windows: gold! My tapestries: gold! Gold! Gold! Gold!

5. Which line reveals that Midas is beginning to regret his wish?
 - A. **Marigold:** They are ruined—as I fear are you.
 - B. **SD2:** Midas turns pale. His hand trembles as he reaches for a hunk of bread.
 - C. **Midas:** See how beautiful your roses are now!
 - D. **SD1:** Before their eyes, King Midas transforms everything on the table.

6. By the end of the play, with which of the following statements would Midas likely agree? Choose TWO.
 - A. Greed can lead to terrible consequences.
 - B. Beauty is in the eye of the beholder.
 - C. Money can’t buy happiness.
 - D. Appearances can be deceiving.

Name: _____

Constructed-Response Questions

Directions: Write your answers in the spaces provided or use your own paper or document.

7. Explain how Midas changes over the course of the play. Support your answer with text evidence.
8. How does the mood of Scene 7 change over the course of the scene? How do the authors create the different moods? Explain using text evidence.

Name: _____

The Golden Curse Quiz

Directions: Read the play. Then answer the questions below.

1. Which line from Scene 1 foreshadows, or hints at, what happens to King Midas after his wish is granted?
 - A. **SD3:** Midas turns back to his treasure.
 - B. **Chorus 1:** Behold King Midas of Phrygia, the richest man in all the land.
 - C. **Chorus 2:** Oh, misguided Midas, do you not know that a person cannot be nourished by treasure alone?
 - D. **Midas:** Why would I leave? My precious gold shines brighter than the sun.
2. In Scene 3, Chorus 1 says, “For that is what Midas truly deserved.” The chorus means that
 - A. Midas was a good man and deserved to be very rich.
 - B. Midas made a foolish wish so he deserved whatever happened as a result.
 - C. Dionysus owed Midas a favor.
 - D. Midas did not deserve to have a wish granted.
3. Which words best describe Midas in Scenes 4 and 5?
 - A. joyful and excited
 - B. sad and distracted
 - C. calm and thoughtful
 - D. anxious and regretful
4. Which lines best support your answer to Question 3? Choose TWO.
 - A. **Midas** (*looking around*): What? Was it all a dream?
 - B. **Midas:** See how beautiful your roses are now!
 - C. **SD2:** Midas stands and shuffles toward the door.
 - D. **Midas:** My torches: gold! My windows: gold! My tapestries: gold! Gold! Gold! Gold!
5. In Scene 5, after Midas’s drink turns to gold, SD2 says, “Midas turns pale. His hand trembles as he reaches for a hunk of bread.” This line reveals that Midas is
 - A. feeling sick after eating too much.
 - B. beginning to regret his wish.
 - C. excited to turn his bread into gold.
 - D. still shocked by his power.
6. Which ideas are developed in the play? Choose TWO.
 - A. Greed can lead to terrible consequences.
 - B. Beauty isn’t everything.
 - C. Money can’t buy happiness.
 - D. Appearances can be deceiving.

Name: _____

Constructed-Response Questions

Directions: Write your answers in the spaces provided or use your own paper or document.

7. At the beginning of the play, King Midas values money and wealth above all else. How does his view change by the end of the play? Support your answer with text evidence.
8. How does the mood of Scene 7 change over the course of the scene? How do the authors create the different moods? Explain using text evidence.

Midas Contest

What big idea about wealth does the story of King Midas convey? Do you agree with it? Answer both questions in the form of a written essay or slideshow. Support your ideas with evidence. Send your entry to Midas Contest. Three winners will each get

Aru Shah and the Tree of Wishes by Roshani Chokshi.

Entries will be judged on:

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

Student name: _____

Student mailing address: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopescopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY May 24, 2021.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____ Date: _____

Vocabulary

"The Vanishing Beasts"

Go to Scope
Online to listen to
the words and
definitions read
aloud.

- 1. adaptable** (uh-DAP-tuh-buhl) *adjective*; *Adapt* means "to adjust to new conditions." If you move to a new school, it might take a while to adapt, or get used to it. *Adapt* can also mean "to change something to make it work for a new use or purpose." A writer might help filmmakers adapt his or her novel into a movie.

If something is adaptable, it can change or be changed to better suit a situation, as in "This is a highly adaptable plant. It can survive in almost any climate."

- 2. behemoth** (bih-HEE-muhth) *noun*; A behemoth is a huge, powerful creature. An elephant is a behemoth. A mouse is not.

Behemoth can be used figuratively to refer to anything that is enormous or powerful. Facebook is a social media behemoth; it's hard for similar companies to compete with it. Redwood trees are nature's behemoths, growing more than 250 feet tall and up to 30 feet around.

- 3. ecosystem** (EE-koh-sis-tuhm) *noun*; An ecosystem is all the living and nonliving things in a particular environment. A pond's ecosystem, for example, includes the plants, animals, bacteria, and water in the pond, as well as the soil at the bottom of the pond and the sunlight and the rainfall that the pond receives. Each part plays an important role in helping the system function.

- 4. fell** (fell) *verb*; As used in the article, *fell* means "to cut down or knock down," as in "The boxer felled his opponent in 30 seconds" or "I used an ax to fell a tree."

- 5. hide** (hahyd) *noun*; As used in the article, *hide* means "the large, heavy skin of an animal," as in "Those boots are made from cow hide."

Name: _____ Date: _____

Vocabulary Practice

"The Vanishing Beasts" and "Return of the Buffalo"

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

- Sharks play an important role in ocean **ecosystems/hides**.
 - Before dicing the apples for the pie, we should **cull/oppose** the bruised and mushy ones.
 - Long ago, sailors told stories about **behemoths/ecosystems** that could swallow their ships. Today, we know those creatures were whales.
 - The soup recipe is **adaptable/undaunted**. You can use whatever kind of vegetables and canned beans you happen to have around.
 - Animal **hides/ecosystems** are used to make leather.
-

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

- | | | |
|------------------|---------------------|----------------------|
| 6. oppose | 8. undaunted | 10. adaptable |
| A. agree | A. brave | A. flexible |
| B. disagree | B. cowardly | B. stiff |
| 7. fell | 9. enable | 11. cull |
| A. knock down | A. allow | A. add to |
| B. build | B. prevent | B. thin out |

Close-Reading Questions

“The Vanishing Beasts”

1. In the first section of the article, what techniques does the author use to bring readers into the world of the story? Explain. (author's craft)
2. How did buffalo contribute to the Great Plains ecosystem? (cause and effect)
3. Compare how American Indians viewed and treated buffalo with how newcomers to the land viewed and treated buffalo. (compare and contrast)

Name: _____

Close-Reading Questions

"Return of the Buffalo"

1. Author Elise Broach writes, "On American Indian land in Montana, after a 120-year-absence, these buffalo are coming home." Why does she use the phrase "coming home"? (key ideas)

2. What problem initially prevented the Fort Peck tribes in Montana from bringing buffalo back to tribal lands? How was this problem resolved? (problem and solution)

Name: _____

Critical-Thinking Questions

“The Vanishing Beasts” and “Return of the Buffalo”

1. What do we lose when an animal goes extinct?

2. Broach writes, “For the Assiniboine and Sioux, the buffalo bring joy, pride, and hope . . .”
Why do you think these tribes feel joy, pride, and hope over the return of the buffalo?
What does the buffalo represent to them?

Name: _____

PROTECTING THE BUFFALO

Read “The Vanishing Beasts” and “Return of the Buffalo.” Then fill in the charts on the following slides to help you organize your ideas for a buffalo awareness campaign.

This activity will help you respond to the writing prompt that appears at the end of the articles.

QUESTION	"THE VANISHING BEASTS"	"RETURN OF THE BUFFALO"
<p>Why are buffalo important to the ecosystem of the Great Plains?</p>		

QUESTION	"THE VANISHING BEASTS"	"RETURN OF THE BUFFALO"
<p>Why are buffalo important to the people of the Great Plains?</p>		

NOW YOU'RE READY TO RAISE AWARENESS ABOUT BUFFALO!

The prompt at the end of the article says:

Imagine that you work for a conservation group focused on raising public awareness about buffalo. Design a slideshow, a social media campaign, or a poster for the group that explains why buffalo are important and why they should be protected.

Which format will you use?

Go to the next slide for questions to jump-start your thinking.



Social Media Campaign

- Which social media platform(s) will you use?
- Will you include video, images, or links to outside resources in your posts?
- What hashtags will you use throughout your campaign?

Slideshow

- What will be the title of your slideshow?
- Will you include video? Audio? Photographs?
- What will you call on your audience to do?

Poster

- How will you capture people's attention?
- Will you use illustrations? Photos? Facts and figures in an infographic style?
- What information will be most important to include?

USE THE NEXT SLIDE TO JOT DOWN YOUR IDEAS!

MY IDEAS:

CHOICE BOARD

"THE VANISHING BEASTS" AND "RETURN OF THE BUFFALO"

Imagine that you work for a conservation group focused on raising public awareness about buffalo. Design a slideshow, a social media campaign, or a poster for the group that explains why buffalo are important and why they should be protected.

Note: This is the contest prompt that appears at the end of the articles.

Watch [The Path Back](#), a unique animated film from the World Wildlife Fund. The film features Jonny BearCub Stiffarm, who is featured in "Return of the Buffalo" as the narrator of the film. Afterward, discuss the following questions with a classmate:

What important messages does Stiffarm impart in the film? Which lines or images from the film stuck with you? Who do you think is the target audience for this film and what makes you think so?

Imagine you have the chance to write a letter to Jonny BearCub Stiffarm. What would you tell her? Here are some ideas: You could tell her why you think the Fort Peck Buffalo Program is important. You could share what the story of the buffalo's history and its return made you think about or what it made you question.

You could ask her about her community, her culture, buffalo, or anything else you wonder about.

Write a poem inspired by the buffalo's story using one of the titles below, or come up with your own title.

"The World Without Buffalo"
"Coming Home"
"Living Side By Side"
"Thundering Giants"

Incorporate words, phrases, lines, or quotes from the articles that you find particularly captivating, powerful, or interesting.

Name: _____

Paired Texts Quiz

Directions: Read the paired texts “The Vanishing Beasts” and “Return of the Buffalo” from the April issue of *Scope*. Then answer the questions below.

1. **The main purpose of the article “The Vanishing Beasts” is to _____, whereas the main purpose of the article “Return of the Buffalo” is to _____.**
 - A. teach readers about the Ice Age; detail the life of Jonny BearCub Stiffarm
 - B. highlight the work of conservationists; raise awareness about brucellosis
 - C. explore the history of the buffalo in America; learn how one program is working to bring the buffalo back
 - D. show what the Great Plains are like; persuade readers to visit Yellowstone
2. **In “The Vanishing Beasts,” which section helps readers understand American Indians’ relationship with the buffalo?**
 - A. the introduction
 - B. “Deadly Hunters”
 - C. “Bloody Clashes”
 - D. “Pounding Hooves”
3. **A caption in “The Vanishing Beasts” states that artist Martin S. Garretson “documented the dwindling herds through his art.” Which is the definition of *dwindling*?**
 - A. showing impressive beauty or dignity
 - B. very large in size, quantity, or extent
 - C. able or likely to cause harm or injury
 - D. decreasing in size, amount, or strength
4. **The newcomers to the Great Plains valued buffalo for**
 - A. their power and beauty.
 - B. the money their hides were worth.
 - C. the food and medicine they provided.
 - D. their important role in the Plains ecosystem.
5. **Based on information in the article “Return of the Buffalo,” which best describes the work of the Fort Peck Buffalo Program?**
 - A. studying a large buffalo herd in Yellowstone National Park
 - B. advocating for legislation that protects the environment in Montana
 - C. establishing wild buffalo herds on American Indian lands
 - D. treating cattle who have caught brucellosis
6. **Which claims can be supported by information in BOTH articles? Choose THREE.**
 - A. Buffalo are critical to the health of the grassland ecosystem.
 - B. Buffalo numbers are increasing today.
 - C. The construction of railroads changed America.
 - D. Buffalo are sacred to many American Indian peoples of the Plains.

Name: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

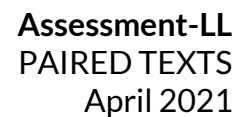
7. How have humans impacted the Great Plains ecosystem? Support your answer using details from both articles.
8. Why is it important to American Indian tribes and nations to form buffalo herds on tribal lands? Draw on details from both articles to support your answer.

Name: _____

Paired Texts Quiz

Directions: Read the paired texts “The Vanishing Beasts” and “Return of the Buffalo” from the April issue of *Scope*. Then answer the questions below.

1. **The main purpose of the article “The Vanishing Beasts” is to**
 - A. persuade readers to visit the Great Plains.
 - B. introduce readers to the Fort Peck Sioux.
 - C. tell the history of the buffalo in America.
 - D. explain what causes ice ages.
2. **The section “Deadly Hunters” helps readers understand that American Indians _____ the buffalo.**
 - A. sold
 - B. respected
 - C. exterminated
 - D. neglected
3. **Talia Cowen writes of buffalo, “More than 30 million of these majestic beasts once ruled the continent.” Her use of the word *majestic* shows that she thinks buffalo are _____.**
 - A. threatened
 - B. dangerous
 - C. ancient
 - D. impressive
4. **European newcomers to the Great Plains valued buffalo for**
 - A. the food and medicine they provided.
 - B. the money their hides were worth.
 - C. their spiritual significance.
 - D. their role in the Plains ecosystem.
5. **Based on the article “Return of the Buffalo,” which best describes the work of the Fort Peck Buffalo Program?**
 - A. studying buffalo in Montana
 - B. getting environmental laws passed
 - C. establishing wild buffalo herds on American Indian lands
 - D. treating cattle infected with brucellosis
6. **Which claims can be supported by information in BOTH articles? Choose THREE.**
 - A. Buffalo help keep grasslands healthy.
 - B. Buffalo numbers are increasing today.
 - C. The construction of railroads changed America.
 - D. Buffalo are sacred to many American Indian peoples of the Plains.



Constructed-Response Questions

7. Support the following claim using details from “Return of the Buffalo”: Humans have the ability to help damaged ecosystems recover.

- 8.** Why is it important to American Indian tribes and nations to re-establish buffalo herds on tribal lands? Draw on both articles to support your answer.

Buffalo Contest

Imagine that you work for a conservation group focused on raising public awareness about buffalo. Design a slideshow, a social media campaign, or a poster for the group that explains why buffalo are important and why they should be protected. Send your design to Buffalo Contest. Three winners will each get *A Whale of the Wild* by Rosanne Parry.

Entries will be judged on:

- ✓ use of information from both texts
- ✓ clarity and good organization
- ✓ creativity

Student name: _____

Student mailing address _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopescopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY May 24, 2021.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____ Date: _____

Vocabulary

"Dear Future"

Go to Scope
Online to listen to
the words and
definitions read
aloud.

1. **blanch** (blanch) *verb*; If a recipe tells you to blanch a tomato, you are supposed to put the tomato in boiling water for just a short time so that its skin becomes easier to peel off.

Blanch can also mean "to turn pale or lose color in your face because you are embarrassed, scared, surprised, or sick," as in "Serena blanched when she realized she had texted the wrong person."
2. **detach** (dih-TACH) *verb*; *Attach* means "to connect one thing to another thing." *Detach* means the opposite: "to disconnect or separate one thing from another thing." Some jackets have hoods that you can detach. The straps on some bags are detachable. If you detach yourself from a group, you leave the group.
3. **grisly** (GRIZ-lee) *adjective*; Something that is grisly is shocking and disturbing, and causes a feeling of horror. You might quickly look away from the scene of a grisly car crash. If a friend starts to tell you *all* about how he cut his hand and blood started gushing from his wound, you might ask him to spare you the grisly details.
4. **minuscule** (MIN-uh-skyool) *adjective*; Something that is minuscule is very small. A mouse is a minuscule animal. The likelihood of being struck by lightning is minuscule.
5. **musty** (MUHS-tee) *adjective*; If something is musty, it has an unpleasant odor because of dampness, decay, or lack of fresh air. Wet towels left on the floor will smell musty in a day or two. Sometimes old books have a musty smell.
6. **rummage** (IRUHM-ij) *verb*; To rummage is to search for something by moving other things around. You might rummage through a drawer as you look for a pen. Or you might rummage through the laundry basket looking for a certain T-shirt.

Name: _____ Date: _____

Vocabulary Practice

"Dear Future"

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

1. Some people are terrified of flying. They **blanch/rummage** at the thought of getting on a plane.
 2. The audience screamed in horror during the **grisly/minuscule** scene in the movie.

Joe had to **detach/rummage** through his backpack for several minutes to find his
 3. keys.
 4. "Ew!" Tina teased her brother. "You'll never get the **minuscule/musty** odor out of those socks."
 5. To enter the contest, fill out the bottom of the form, **blanch/detach** it, and then mail it in.
-

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

- | | | |
|-------------|-------------|---------------|
| 6. rummage | 8. grisly | 10. minuscule |
| A. search | A. gruesome | A. tiny |
| B. hide | B. furry | B. complex |
| 7. detach | 9. musty | |
| A. join | A. fresh | |
| B. separate | B. smelly | |

Close-Reading Questions

“Dear Future”

1. How does the setting help create the mood at the beginning of the story? (mood)
2. Consider what James says about "The Night." How does what he says help develop the big ideas of "Dear Future"? (theme)
3. Describe how the author creates rhythm in these lines. How does this rhythm help reveal James's emotions? (author's craft)

4. What has made James's day better, and how? (inference)

5. Why does Mom say this? What does it connect to earlier in the story? (inference)

6. What do you think James wants to remember and miss about this day? (theme)

Name: _____

Critical-Thinking Questions

"Dear Future"

1. Why do you think Annie started her journal entries "Dear Future" and signed them "The Past"?
2. In your own words, explain what you think James's parents mean by what they tell him at the end of the story. Do you agree with them?
3. What do you think it means to "not be a kid anymore"? What do you think the main differences are between being a kid and being an adult?

Name: _____

JAMES'S JOURNAL

Read "Dear Future." Then use this planner to help you write an entry in James's
"Dear Future" journal.

This activity will
help you respond to
the writing prompt
that appears at the
end of the story.

Illustration by Dave Wheeler



FIRST, LET'S CONSIDER SOMETHING JAMES SAYS ABOUT ANNIE'S JOURNAL:

True, I'm not reading the story of someone who lived through a war or some important historical event. **It's just the everyday thoughts and fears and hopes of some girl, and I can't imagine anything more interesting.**



Illustration by Dave Wheeler

1 WHAT WERE SOME OF ANNIE'S
EVERYDAY THOUGHTS, FEARS, AND HOPES?

2 BASED ON THE STORY, WHAT ARE SOME OF JAMES'S EVERYDAY THOUGHTS, FEARS, AND HOPES?

THOUGHTS

FEARS

HOPES

Illustration by Dave Wheeler



3

WHY DID ANNIE KEEP A JOURNAL?



4

HOW DOES ANNIE'S JOURNAL AFFECT JAMES? HOW DO YOU KNOW?

Illustration by Dave Wheeler

5 IMAGINE YOU ARE JAMES. WRITE AN ENTRY IN YOUR "DEAR FUTURE" JOURNAL BELOW.

(It can be about anything you mentioned on the previous slides or something else entirely, as long as you stay true to James's character.)

CHOICE BOARD

"DEAR FUTURE"

Imagine that James has decided to keep his own "Dear Future" journal. Write one of his entries.

Note: This is the contest prompt that appears at the end of the story.

Go to Scope Online to watch [this Author Read-Aloud video](#) in which poet Jennifer Dignan recites her poem "Advice for Eighth Grade." Take up her challenge at the end of the video, writing your own "Advice for _____" poem modeled after hers, but with a twist: Imagine you are James, looking back and giving advice to your younger self.

With at least one classmate, go to Scope Online to read or listen to these paired texts about growing up: [the story "13 and a Half"](#) and the poem "On Turning 10."

Afterward, discuss:

- Compare Ashley's attitude about being 13 and a half with the attitude about turning 10 expressed in the poem.
- How do these attitudes relate to those of the characters in "Dear Future"?
- How do you think life changes from childhood to adulthood?

Pick a line or excerpt from the story that you found particularly interesting, powerful, or relatable and illustrate it. Include the line or excerpt within or beneath your illustration. In a separate document, explain why you chose that line or excerpt.

Name: _____

MAKING INFERENCES

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

Directions: Read "Dear Future." Then fill in the chart below by answering the questions that appear in italics. We filled in the first row for you.

Clues	Inference
<p>Consider what James says about the story "The Night":</p> <p>"Everything turns out all right, but the boy realizes that someday something won't turn out all right, and it's like the end of childhood for him, in a way, and the story makes me feel something I can't name."</p>	<p>1. What kinds of feelings does "The Night" give James?</p> <p>Though James says he can't name what the story makes him feel, you can infer it is an uncomfortable feeling. He seems to be dealing with the same emotions as the boy in "The Night": worry and anxiety about reaching the end of childhood.</p>
<p>2. Find two more lines from the story (that is, besides the lines in the box above) that support the inference on the right.</p>	<p>James is worried and anxious about reaching the end of childhood.</p>

Clues	Inference
<p>Consider what James says about his note to Annie:</p> <p>"I just write that I'm glad I discovered her in that room filled with books."</p>	<p>3. What does James mean? Why is he glad he discovered Annie?</p>
<p>Consider what Mom and Dad say after James tells them about Annie's journal:</p> <p>"I was very unhappy when I was 13,' Mom says. I thought being 13 meant I wasn't a kid anymore. I wasn't ready for that.'</p> <p>'I'm still not ready,' Dad says."</p>	<p>4. What do James's parents want him to understand?</p>
<p>5. Find a line in the story that supports the inference on the right.</p>	<p>James's dad values James and his mom.</p>

Dear Future Contest

Imagine that James has decided to keep his own “Dear Future” journal.
Write one of his entries. Send your work to Dear Future Contest.
Three winners will each get *Clues to the Universe* by Christina Li.

Entries will be judged on:

- ✓ creativity
- ✓ strength of character development
- ✓ clarity
- ✓ grammar, spelling, and punctuation

Student name: _____

Student mailing address: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopescopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY May 24, 2021.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____ Date: _____

Vocabulary

"Is It Ever OK to Quit?"

Go to Scope
Online to listen to
the words and
definitions read
aloud.

- 1. apathetic** (a-puh-THEH-tik) *adjective*; To be apathetic is to show little or no interest or emotion, especially in something that others think is important. If your sister is apathetic about what movie your family watches, she might say "Whatever, I don't care," to every suggestion that's made.
- 2. integrity** (in-TEH-gruh-tee) *noun*; Someone who has integrity is honest, fair, and always tries to do the right thing. If a cashier gives you too much change, immediately handing back the extra money shows that you have integrity. Keeping your promises shows that you have integrity too.
- 3. misconception** (mis-kuhn-SEP-shuhn) *noun*; A conception is an idea about something. The prefix *mis-* means "wrong." A misconception is a wrong idea about something. One common misconception is that eating carrots will improve your eyesight. (While carrots are a healthy food in general, they won't make your vision any better.)
- 4. obligate** (AH-blih-gayt) *adjective*; *Obligate* means "to cause someone to have to do something." The contracts that professional athletes sign usually obligate them to attend practice.

Obligate is often used with a form of *to be*: Pet owners *are* obligated to take good care of their pets. Washing dishes might be a chore you *are* obligated to perform.
- 5. reap** (REEP) *noun*; *Reap* can mean "to cut and collect crops from the fields." Farmers plant their crops; a few months later, they reap the fully grown plants to sell.

Reap can also mean "to get something as a result of what you have done." If you worked hard to improve your basketball skills and now you are an outstanding player, you are reaping the rewards of your efforts.

Name: _____ Date: _____

Vocabulary Practice

"Is It Ever OK to Quit?"

Directions: Fill in the blanks with the word that best completes each sentence. There is one word you will not use.

apathetic**integrity****misconception****obligated**

1. The principal praised Enrico for his _____ after he turned in an Apple Watch to the lost and found.
2. Sara was pretty _____ about recycling until she watched a film about the effect of plastic on ocean animals. Now she's a recycling maniac!
3. Some people think that if a cat is purring, it must be happy. But that is a _____. Cats do purr when they're happy—but they purr at other times too, including when they are stressed, hungry, or in pain.

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

4. **reap**

A. lose

B. gain

6. **obligate**

A. require

B. help

8. **integrity**

A. goodness

B. wickedness

5. **misconception**

A. fact

B. error

7. **apathetic**

A. uninterested

B. confused

Name: _____

Write An Argument Essay

Directions: Read "Is It Ever OK to Quit?" Complete the essay kit at the end of the digital article. Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should Alex quit the saxophone?

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!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the article support your opinion? What other information supports your opinion?
List three supporting details below.

Here's an example: If you think Alex should quit the saxophone, one of your supporting details might be that Alex doesn't have fun playing the saxophone and experts say it's OK to stop doing something you don't enjoy anymore.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that Alex **SHOULD** quit the saxophone, summarize the strongest arguments for sticking something out that the author presents in the article. If you think that Alex **SHOULD NOT** quit, summarize the strongest arguments in favor of quitting that the author presents.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell 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.

STEP 5: WRITE YOUR HOOK

The 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:

- 1. An anecdote** (a very short story): Have you ever quit a sport or activity? Describe the experience. Did you regret the decision? Or did it end up improving your life? If you've never quit something, describe a time you stuck with something even though it was difficult. Was it worth it?
- 2. A 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. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question: "Is sticking with something you don't enjoy really _____?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook below.

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 brief summary of the issue. Below is the beginning of a summary of the debate over quitting. Finish it in the space provided.

Alex is thinking about quitting the saxophone. He started playing because his grandpa plays, but now

STEP 7: START WRITING

On the next page, you'll find an outline to help you write your essay.

1

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether Alex should quit the saxophone. (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.

2

BODY PARAGRAPH(S)

Now 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.

Tip! Order your
supporting points from
weakest to strongest.
Readers will best
remember details that
are presented last.

3

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.

4

CONCLUSION

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

Finish with a strong final sentence.

Need an idea?
Refer to your hook,
find a quote, or give a
call to action.

5

READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written.

Name: _____

“Is It Ever OK to Quit?” Quiz

Directions: Read the debate. Then answer the questions below.

1. **The main purpose of this article is to**
 - A. share an interesting story about a boy and his grandpa.
 - B. offer readers advice on how to decide whether it is time to quit an activity.
 - C. warn readers about the consequences of quitting.
 - D. encourage readers to play an instrument.
2. **Author Mackenzie Carro writes, “After all, middle school is the time to explore different interests—to figure out what you’re passionate about, what you enjoy.” This line**
 - A. provides a counterargument to the idea that quitting is OK.
 - B. supports the statement that most middle schoolers decide to quit something at some point.
 - C. supports the idea that quitting one activity to explore another is a healthy thing to do.
 - D. shows the drawbacks of quitting.
3. **Consider this line: “In most situations, however, it is a good idea to honor your commitments—such as by finishing up the season or not dropping out two weeks before the big show.” As it is used here, to honor means to**
 - A. praise.
 - B. put off.
 - C. ignore.
 - D. fulfill.
4. **Which claim can NOT be supported by information in the article?**
 - A. There are many factors to consider when deciding whether to quit.
 - B. There are benefits to sticking with something even when it is difficult.
 - C. The majority of kids end up quitting something.
 - D. Sometimes it is OK to quit.

Name: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

5. Based on information presented in the article, what should you do if you are thinking about quitting something? Support your answer with details from the text.

Name: _____

“Is It Ever OK to Quit?” Quiz

Directions: Read the debate. Then answer the questions below.

1. **The main purpose of the article is to offer readers advice on**
 - A. how to make your family proud.
 - B. how to decide when it is time to quit an activity.
 - C. what kinds of activities to try in middle school.
 - D. how to start playing an instrument.
2. **Mackenzie Carro writes, “After all, middle school is the time to explore different interests—to figure out what you’re passionate about, what you enjoy.” This line supports the idea that**
 - A. quitting is never OK.
 - B. most middle schoolers enjoy music lessons.
 - C. quitting one activity to pursue another is a healthy thing to do.
 - D. quitting has its drawbacks.
3. **Consider this line: “In most situations, however, it is a good idea to honor your commitments—such as by finishing up the season or not dropping out two weeks before the big show.” As it is used here, to honor means to**
 - A. praise.
 - B. put off.
 - C. ignore.
 - D. fulfill.
4. **Which claim can NOT be supported by information in the article?**
 - A. There are many factors to consider when deciding whether to quit.
 - B. There are benefits to sticking with something even when it is difficult.
 - C. The majority of kids end up quitting something.
 - D. Sometimes it is OK to quit.

Name: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

5. Based on information presented in the article, what should you do if you are thinking about quitting something? Support your answer with details from the text.

TIME TO REFLECT

The phrase "pros and cons" is an abbreviation of the Latin phrase *pro et contra*: "for and against."

When making big decisions, it's worth taking time to reflect first. One helpful reflection tool is a pros and cons list—a T-chart that lists reasons both for and against doing something. Practice creating one by putting yourself in the place of Alex in "Is It Ever OK to Quit?" and filling out the chart below. You can then use this template to help you make decisions in your own life.

Should I ...

PROS

*If you decide "yes," what could the **positive** outcomes of your decision be? List all the benefits associated with this course of action.*

CONS

*If you decide "yes," what could the **negative** outcomes of your decision be? List all costs, risks, or challenges associated with this course of action.*

Compare the lists. How does this tool help you visualize the potential impact of your decision? Would it help to discuss your list with a neutral party? Who could that be?

Note: Just because one side has more points than the other doesn't necessarily mean that it is the better decision. For example, a single "con" point could be more significant to you than all of the "pro" points.

Name: _____ Date: _____

Go to Scope
Online to listen to
the words and
definitions read
aloud.

Vocabulary

"Her Designs Are Helping the Planet"

- consumer** (kuhn-SOO-mer) *noun*; Consumers are people who buy, eat, drink, or use something. In business, a consumer is someone who buys goods or services.
- emissions** (ee-MIH-shunz) *noun*; The verb *emit* (ee-MIT) means "to send out from a source." A flashlight emits light. Your cat might emit a screech if you step on his tail.

Emission means "the act of giving off" or "something that is given off." As it is used in the article, emissions refers to harmful gases that are released into the air, such as from factories or cars.

- mend** (mend) *verb*; To mend is to make something that is broken or damaged usable again—to repair it. You might mend a hole in the knee of your jeans with a patch or mend a broken toy with some glue. Or you might mend your relationship with a friend by talking things out.
- sustainability** (suh-stey-nuh-BIH-luh-tee) *noun*; Something that is sustainable is able to last or continue for a long time. An all-out sprint would not be a sustainable pace for running a marathon (26.2 miles).

Sustainable can also mean "involving methods that do not use up or destroy natural resources." Wind is a sustainable energy source; its supply is endless.

As it is used in the article, *sustainability* refers to the quality of not being harmful to the environment—the ability to meet our needs now without hurting the ability of future generations to meet their needs.

If a company makes sustainability a priority, it uses Earth-friendly practices. For example, it might use as little packaging as possible for its products, use recycled materials, rely on sustainable energy, and avoid using chemicals that damage the environment.

- vintage** (VIN-tij) *adjective*; If something is vintage, it is old but it is valued for its attractive design and good condition. Vintage clothing stores sell trendy second-hand items from other eras, like flared jeans from the 1970s or baggy flannel shirts from the 1990s. Vintage cars are admired because they are considered to be the best of their kind.

Name: _____ Date: _____

Vocabulary Practice

"Her Designs Are Helping the Planet"

Directions: Rewrite each sentence below using one of the words in the box. There is one word you will not use.

emissions	mend
consumers	sustainability

1. The CEO of Jeans Inc. wants to figure out how to make the brand more appealing to young shoppers.
2. One way we can reduce the amount of vehicle exhaust in our city is by carpooling.
3. The plumber came to fix the burst pipe.

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

- | | |
|---|---|
| 4. mend
A. damage
B. rebuild | 6. consumer
A. seller
B. user |
| 5. vintage
A. antique
B. expensive | 7. sustainability
A. ability to last
B. cost |

Name: _____

Constructing a Response

Directions: Read "Her Designs Are Helping the Planet" and complete the activity at the end of the article. Then follow the steps in this activity to write a response to the question below.

Question:

How can clothes made from reused materials help the environment?

Step 1: Write your claim.

Complete the sentence below to write your claim in response to the question.

Clothes made from reused materials can help the environment by ...

Step 2: Provide text evidence with commentary.

Write two details from the article that support your claim. You can write them in the form of direct quotations or paraphrases. Include a citation for each detail. Explain how each detail supports your claim.

Detail 1:

Sentence explaining how this detail supports my claim:

Detail 2:

Sentence explaining how this detail supports my claim:

Step 3: Write a conclusion.

Wrap it all up. End your paragraph with a strong sentence or two that will give your readers something to think about. One option is to refer to your central claim. Or come up with an idea of your own.

Now it's time to put it all together. And guess what? You've already done the hardest part: organizing your ideas. All that's left to do is to take what you just wrote and put it together into one flowing paragraph. Write your final response on a separate sheet of paper or in your own document.

Remember to:

- ✓ Use transitions between sentences.
- ✓ Read your paragraph to make sure your ideas are clear. Revise as needed.
- ✓ When you are satisfied with your paragraph, read it again to make sure there are no spelling or punctuation mistakes.

Name: _____

“Her Designs Are Helping the Planet” Quiz

Directions: Read “Her Designs Are Helping the Planet.” Then answer the questions below.

1. Which sentence expresses a central idea of the section “Pollution Problem”?
 - A. It takes a lot of resources to produce just one cotton T-shirt.
 - B. Pollution is a serious problem in America.
 - C. Manufacturing clothing is hard work.
 - D. The fashion industry is putting a strain on the environment.
2. In the section “The Right Direction,” the authors’ tone could BEST be described as _____.
 - A. indifferent
 - B. hopeful
 - C. somber
 - D. cautionary
3. Which line BEST illustrates the tone you identified in Question 2?
 - A. “Today, in addition to running Maya’s Ideas, Penn advises other fashion companies on how to reduce their environmental impact.”
 - B. “Research how your clothes are made and identify companies committed to sustainability.”
 - C. “The fact is, we can all make a difference when it comes to clothing and the environment.”
 - D. “A takeback program collects old items and has them recycled into new ones.”
4. Which of the following best describes the overall text structure of this article?
 - A. problem and solution
 - B. list
 - C. compare and contrast
 - D. sequence of events

Name: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

5. According to information in the article, what kind of an impact does the fashion industry have on the environment? How is fashion designer Maya Penn working to change this? Support your answer with text evidence.

Name: _____

“Her Designs Are Helping the Planet” Quiz

Directions: Read “Her Designs Are Helping the Planet.” Then answer the questions below.

1. The section “Pollution Problem” is mainly about how the fashion industry affects _____.
 - A. the water supply
 - B. the economy
 - C. people’s health
 - D. the environment
2. Tone is the author’s attitude toward the subject they are writing about. In the section “The Right Direction,” the authors’ tone could BEST be described as _____.
 - A. uninterested
 - B. hopeful
 - C. sad
 - D. worried
3. Which line BEST illustrates the tone you chose in your answer to Question 2?
 - A. “Today, in addition to running Maya’s Ideas, Penn advises other fashion companies on how to reduce their environmental impact.”
 - B. “Research how your clothes are made and identify companies committed to sustainability.”
 - C. “The fact is, we can all make a difference when it comes to clothing and the environment.”
 - D. “A takeback program collects old items and has them recycled into new ones.”
4. Which best describes the overall text structure of this article?
 - A. Problem and solution: It presents a problem and explains how it is solved.
 - B. List: It gives information in the form of a list.
 - C. Compare and contrast: It presents the similarities and/or differences between two things.
 - D. Sequence of events: It describes events in the order in which they happened.

Name: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

5. How does fashion designer Maya Penn's work help the environment? Support your answer with text evidence.

CHOICE BOARD

"TRUTH"

Imagine that you have been hired to create an illustration to be printed with "Truth" in *Scope*. Create the illustration using whatever medium you like (such as pencil, ink, colored pencils, paint, pastels, or collage), or create the illustration on a computer.

Find a song or a piece of music that gives you a similar feeling to "Truth." Make an audio recording or video of yourself explaining what music you chose and why, or write up that information in a short essay.

Choose a different poem and create an illustration to go with it. Create the illustration using whatever medium you like (such as pencil, ink, colored pencils, paint, pastels, or collage), or create the illustration on a computer.

Choose a line from a poem or work of fiction that you love, and incorporate it into your own poem, using Nikki Grimes's "Truth" as a model.

Note: This is the contest prompt that appears at the end of the poem.

In "Truth," Nikki Grimes uses a simile that compares each new day to a clap of thunder. Think of your own simile that compares an experience in life to something in nature. Use your simile to write a poem or the lyrics to a song.

Imagine that you are the host of a podcast called *Author Talk* and Nikki Grimes is going to be a guest on your podcast. Write a list of at least six questions you would ask her.

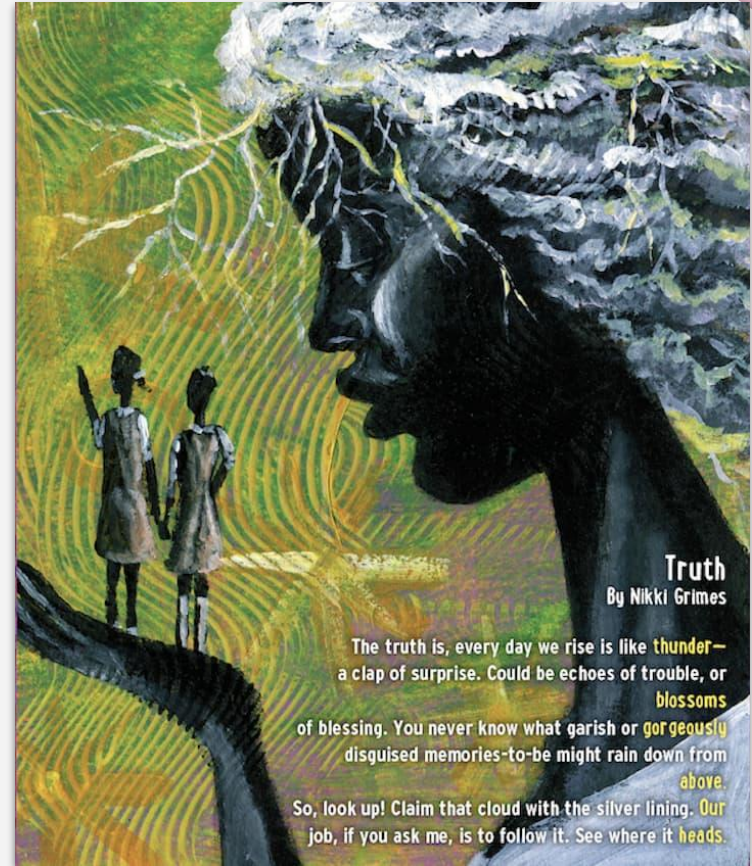
Name: _____

Poetry Analysis Questions

"Truth"

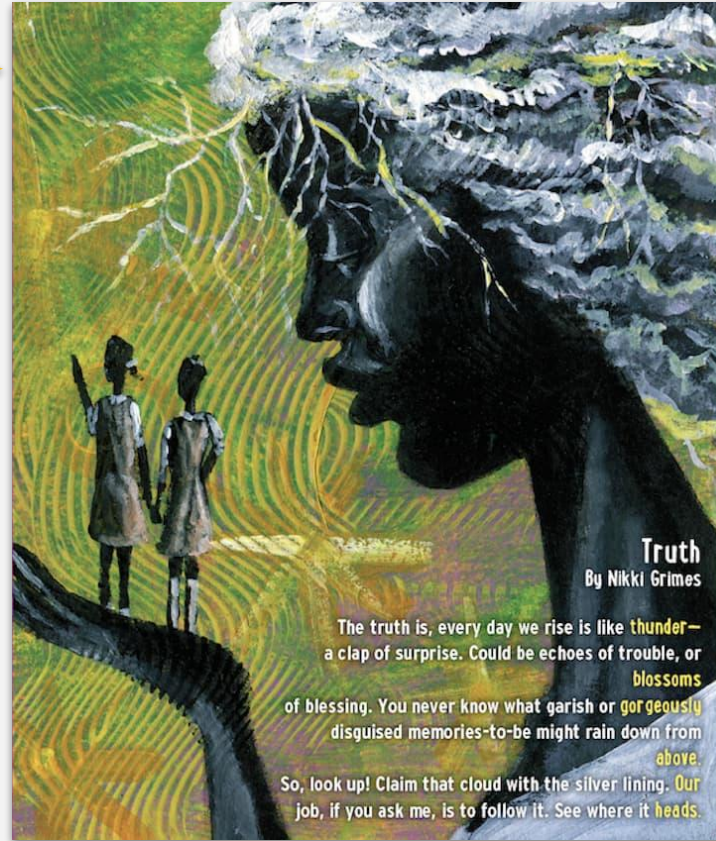
1. The poet develops a simile throughout this poem. What two things is she comparing?
2. According to the poem, in what way is every day like thunder?
3. In line 5, the poet refers to "memories-to-be." Explain what she means.
4. What do you think the poet means when she refers to memories-to-be being "garish or gorgeously disguised"?
5. What do you think the poet means when she instructs readers to "Claim that cloud with the silver lining"? Explain how that line relates to what comes next: "Our job, if you ask me, is to follow it. See where it heads."

A Closer Look at the Illustration



The illustrator
R. Gregory
Christie created
this painting to go
with the poem.

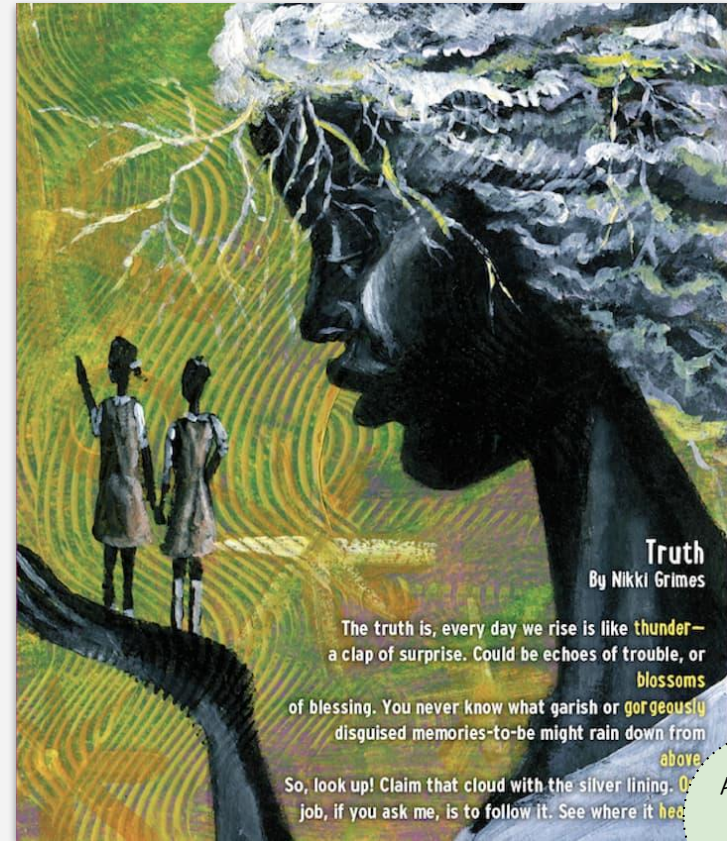
Take a few
minutes to look at
it closely.



Answer
questions.

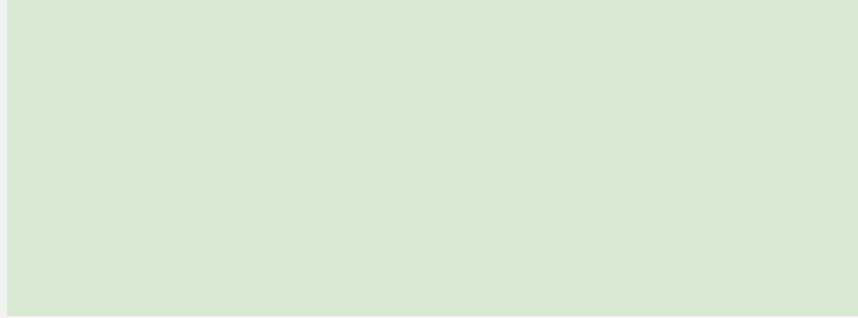
1. Who do you think the woman is? What about the two girls?

2. What is the mood of the illustration? What creates that mood?

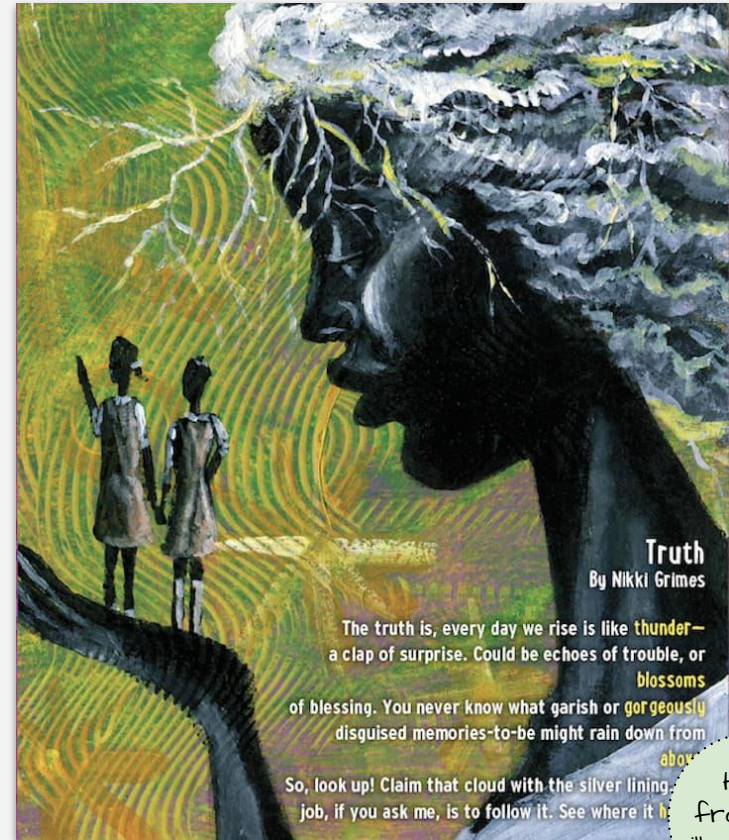
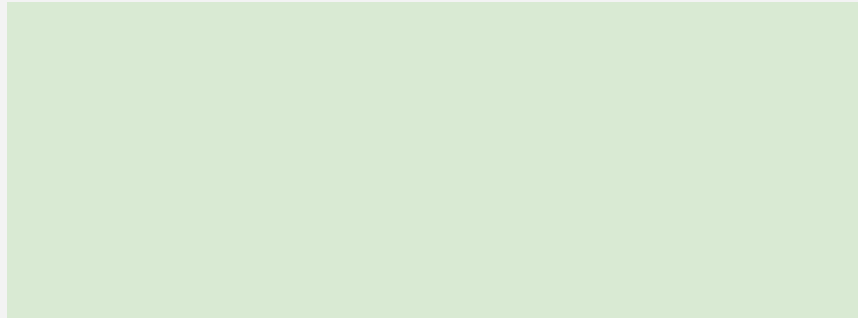


Answer
more
questions.

3. How does the illustration connect to the poem?



4. What stands out to you about the illustration?



Hear
from the
illustrator.



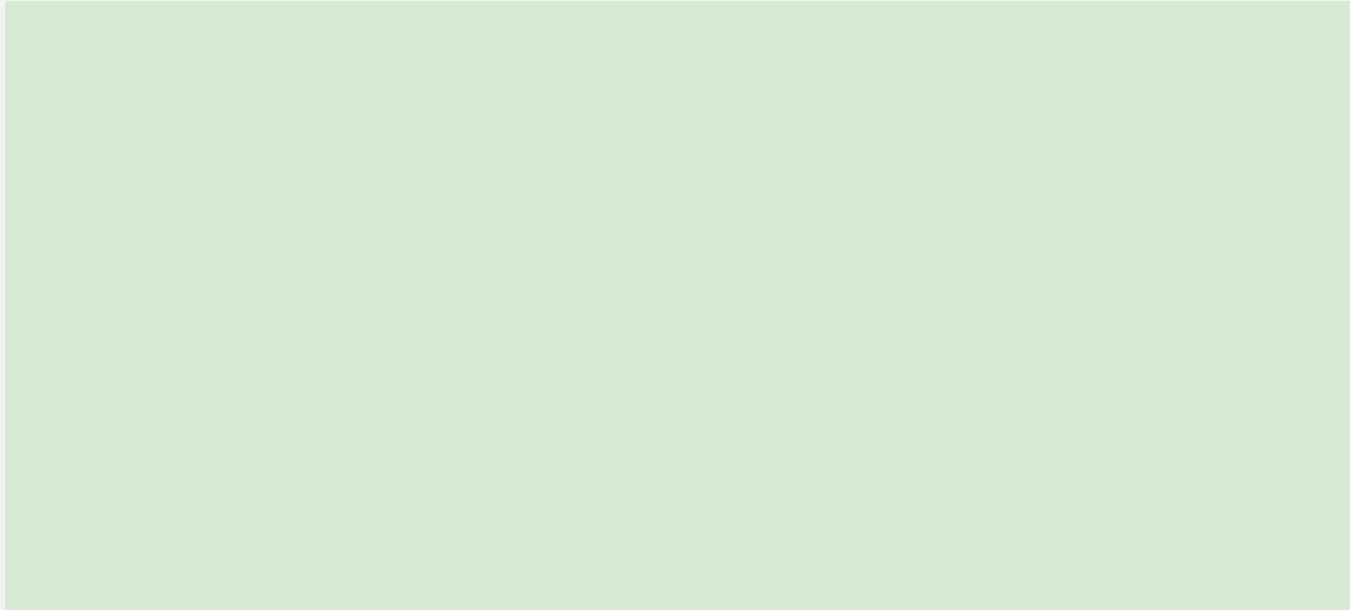
Below is what R. Gregory Christie said about the poem and his ideas for the painting.

The poem's words gave me many ideas, but I decided to focus on the concept of nature as an exciting mother with fantastical powers—powers that are both so protective and scary that her children, the two girls, are not even concerned with them. The two girls are more interested in their next adventure and are much more directed at breaking away from what is normal, into an uncertain adventure. The clouds and lightning as hair are the power, while the open hand and loving look are meant to be the protection.

My favorite theme for my paintings is balance. This balance falls in line with that, and I am proud of the results.

Respond to
his
comments.

5. Did anything the illustrator said surprise you or make you see the painting—or the poem—in a new way? Explain.



Poetry Writing Planner

To write the poem “Truth,” Nikki Grimes used what is called the **golden shovel** form. In this form, you borrow part of one poem and use it as the starting point for a whole new poem.

This activity will teach you how the golden shovel works and help you plan your own golden shovel poem.



The first step is to find a line that you like from a poem. (You can also choose a few lines or even a whole short poem.) This is called the “striking line.”



Write the striking line down the right side of your page, one word per line. Remove any punctuation or capitalization.

We'll use a line from a nursery rhyme as an example.



**twinkle
twinkle
little
star**

The words from the striking line become the last words in the lines of a new poem.



Dog Star

In Maggie's brown eyes I notice a **twinkle**
as she begins to bark. There is no **twinkle**
in my eyes. This barking is more than a **little**
jarring. But still I throw the squeaky sheep; in this show, Maggie is the **star**.

For “Truth,” Nikki Grimes used the first line from the poem “Storm Ending” by Jean Toomer as the striking line. Note how Grimes changed the punctuation and capitalization of the words from the striking line to suit her needs.

Storm Ending

by Jean Toomer

Thunder blossoms gorgeously above our heads,
Great, hollow, bell-like flowers,
Rumbling in the wind,
Stretching clappers to strike our ears . . .
Full-lipped flowers
Bitten by the sun
Bleeding rain
Dripping rain like golden honey—
And the sweet earth flying from the thunder.

Truth

By Nikki Grimes

The truth is, every day we rise is like **thunder**—
a clap of surprise. Could be echoes of trouble, or
blossoms
of blessing. You never know what garish or **gorgeously**
disguised memories-to-be might rain down from
above.
So, look up! Claim that cloud with the silver lining. **Our**
job, if you ask me, is to follow it. See where it **heads**.

OK, Grimes cheated a little, putting *blossoms* and *above* on their own lines. As a poet, you can do that!

Now it's time to start working on your own golden shovel poem!

Find a line from a poem—or a line from a work of fiction—that you love and want to use as the striking line for your poem. Once you've found it, fill in the boxes below.

The line written out normally, the way it appears in the poem or story:

Name of poem, book, or short story
the line is from:

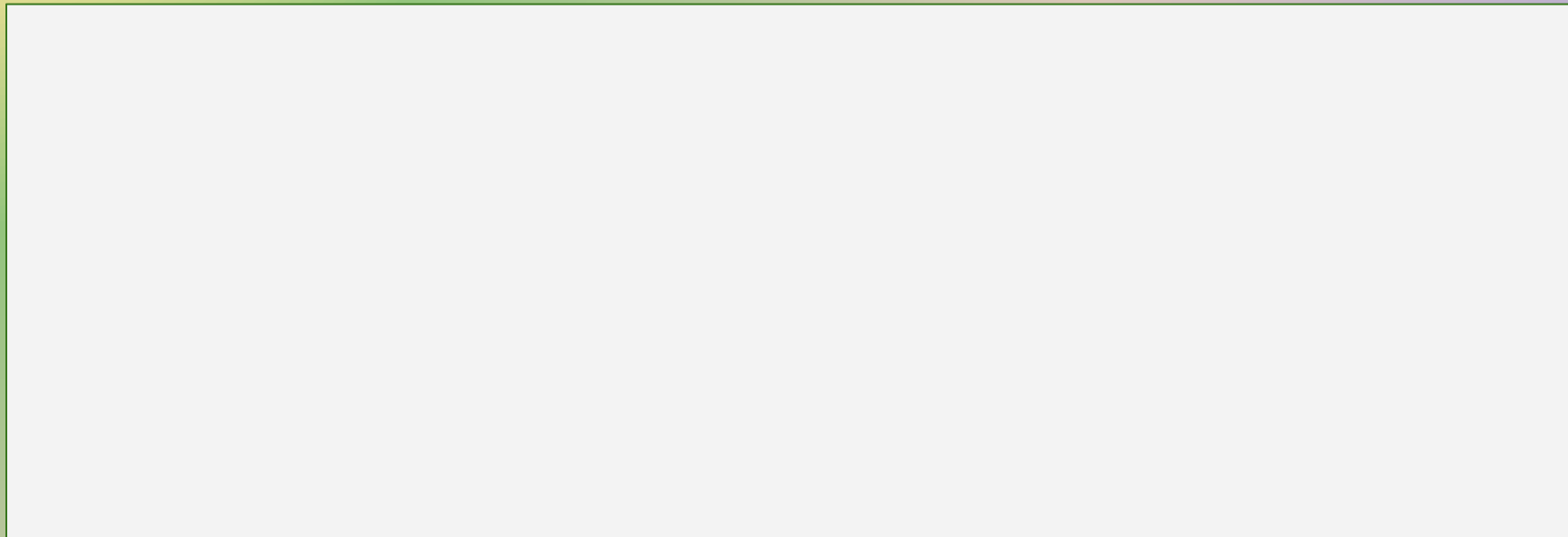
Name of poet or author:

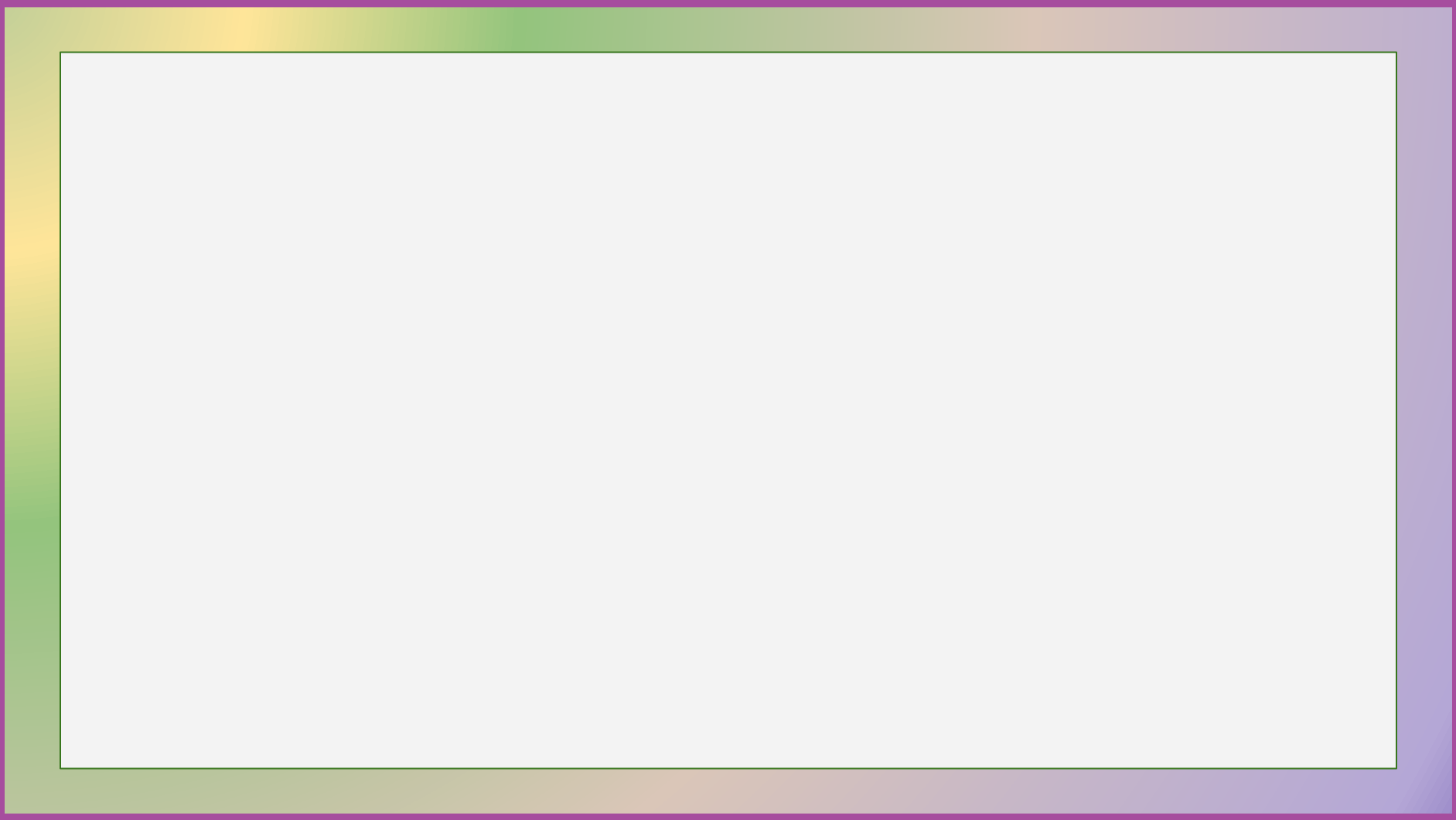
1. Write the words from your striking line down the right side of the box, one word per line.

2. Start working on your poem. You might try to start with an idea that the word at the end of your first line gives you and go from there.

3. Give your poem a title.

There is more space for your poem on the next page.

A large, empty rectangular box with a thin green border, intended for writing a poem. It occupies the lower half of the page.



My Poem Contest

You might have noticed that some words in the poem appear in yellow. Those words form a line from another poem: “Storm Ending” by Jean Toomer. Here’s your task: Choose a line from a poem or work of fiction that you love, and incorporate it into your own poem, using Nikki Grimes’s “Truth” as a model. Send your poem to My Poem Contest. Three winners will each get *One Last Word: Wisdom from the Harlem Renaissance* by Nikki Grimes.

Entries will be judged on:

- ✓ creativity
- ✓ strength of descriptive language
- ✓ clarity

Student name: _____

Student mailing address: _____

Home phone number: _____ Grade: _____

Teacher’s name: _____ Teacher’s email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent’s or legal guardian’s signature:

X _____

Include this form with the entry and send both to: scopescopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY May 24, 2021.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____

REPAIRING RAMBLERS AND RUN-ONS

In this activity, you'll learn about rambling and run-on sentences. Then you'll get some tips for fixing them and practice repairing some on your own.

Are you ready? Let's get started. →

RAMBLING SENTENCES

Rambling sentences may follow the rules of grammar, but they also ramble—that is, they go on and on (and on and on). Ramblers can be hard for your readers to follow.

Read this sentence aloud to see what we mean:

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



Oof! That's a lot of information crammed into one sentence!

Click to the next slide to see how you could edit this sentence to make it easier to read.



HERE'S ONE WAY TO DO IT:

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



See? Breaking it into shorter sentences makes the information easier for your reader to absorb.

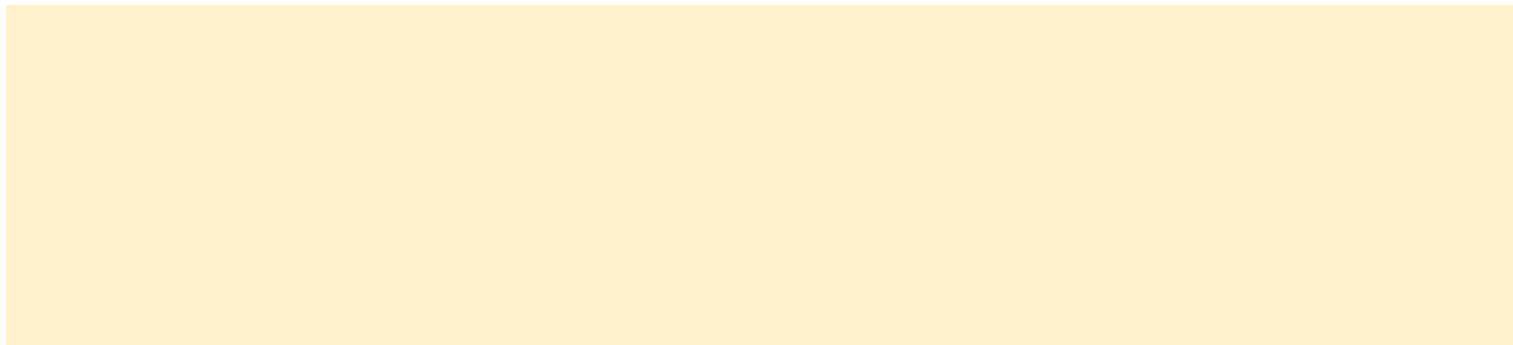
Go to the next slide to fix a rambler on your own.



LET'S PRACTICE!

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

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



RUN-ON SENTENCES

A run-on sentence combines two or more independent clauses incorrectly.

(An **independent clause** is a group of words that contains a subject and a verb, and expresses a complete thought—in other words, a sentence.)

Consider the following run-on sentence:

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

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

subject *verb* *subject* *verb*

Go to the next slide for tips on how to fix this run-on sentence.



3 WAYS TO CORRECT A RUN-ON SENTENCE:

#1 Divide it into separate sentences.

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

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

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

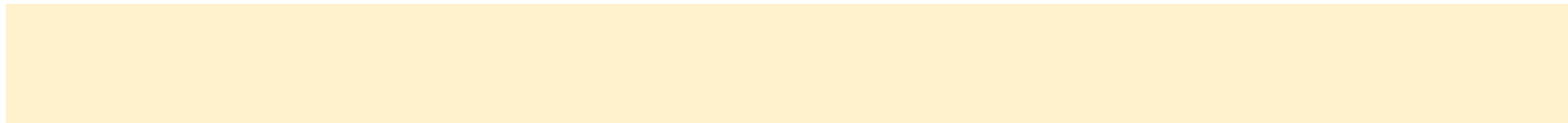
#3 Use a semicolon and a transition word or phrase such as *however*, *moreover*, *furthermore*, *as a result*, *meanwhile*, *first*, *next*, *finally*, or *in addition*.

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

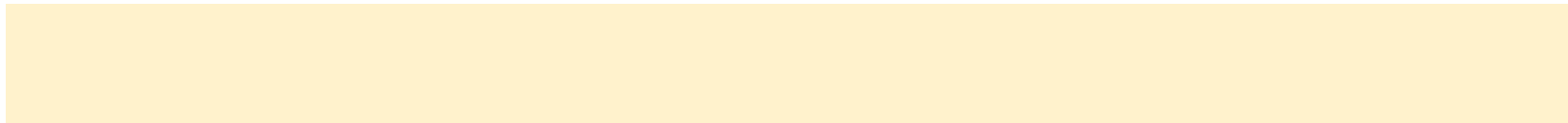
LET'S PRACTICE!

Directions: Rewrite each run-on sentence below so that it is no longer a run-on. (Be careful not to turn it into a rambler! You can break it up into more than one sentence if needed.)

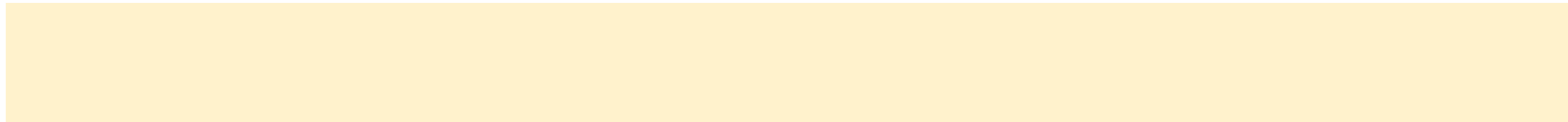
1. I know fruit is healthy, there aren't many kinds of fruit that I like.



2. I saw an adorable puppy on the animal shelter's website, I can't stop looking at him.



3. Kiko and James watched a scary movie, both of them had nightmares for a week.



Name: _____

VARY YOUR SENTENCES

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

Go to the next page to find out how ---->>>

#1

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

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

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

#2

Combine sentences.

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

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

4 Ways to Add **VARIETY** to Your Sentences

#3

Link two sentences to form a compound sentence.

The water was freezing cold.
Seth and Grace dove in anyway.

The water was freezing cold, but Seth and Grace dove in anyway.

#4

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

Peter mixed the cake batter **with a large wooden spoon**.

With a large wooden spoon, Peter mixed the cake batter.

Directions: Read the paragraph below. Then rewrite it in the blank box, so that the sentences vary in length, structure, and rhythm. Use the tips on the previous page to help you.

We went to the mountains last weekend. We brought a lot of stuff. We brought skis. We brought hot cocoa. We brought snow boots. We brought firewood. We brought board games. My mom put sunscreen all over us. My mom said you can get a sunburn in winter. You get burned when the sun reflects off the snow. My mom said that it's important to protect our skin. My mom used the kind of sunscreen that doesn't blend into your skin. We all looked silly. We had a lot of fun anyway.

Moon Contest

Read our article about the strange items that have been left behind on the moon. Then follow the prompts in the circles to revise and polish the writing. Send your revised article to Moon Contest. Three winners will each get a \$25 gift card and have their entries published online.

Entries will be judged on:

- ✓ word choice
- ✓ clarity
- ✓ sentence structure
- ✓ grammar, spelling, and punctuation

Student name: _____

Student mailing address: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopescopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY May 24, 2021.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*