Central Ideas and Details

A central idea of a text is one of the main points the author is making. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in “The Hunt for Lost Pirate Gold.”

1. Reread the section “The Truth About Pirates.” Which statement below BEST expresses the central idea of this section?
   - A large number of Africans who had been freed from slave ships became pirates.
   - If Sam Bellamy did not treat his crew fairly, his crew could fire him.
   - Life on a pirate ship was in many ways preferable to life on a military or trade ship.
   - “The articles” were a set of rules that pirates followed.

I chose _________ because _______________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

2. Read the central idea of the section “A Treasure Hunt” stated in the box below. Then read the lines listed under it. Which detail does NOT support the central idea stated in the box?

Central Idea:
Hunting for sunken treasure is expensive and complicated.

- “Uncle Bill disagreed. He thought the treasure was still out there in the water. Clifford believed him. And when Clifford grew up, he decided to prove his uncle right.”
- “Clifford would need money—hundreds of thousands of dollars—and special equipment.”
- “He would also need to secure permission from the state of Massachusetts and then adhere to strict rules.”
- “A treasure hunter is not allowed to just jump into the water, search for an ancient wreck, and make off with priceless bounty.”

I chose _________ because _______________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
3. Read the details from the section “A Dream Come True” and the informational text “Who Gets the Treasure?” listed below. In the box, write a central idea that these details support.

**Central Idea:**

**Detail 1:** “Shipwrecks are historical treasures with much to tell us about the past—underwater museums, really.”

**Detail 2:** “But to prevent the pilfering and destruction of these precious pieces of history, most nations require sunken ships to be treated as archaeological sites.”

**Detail 3:** “If he chose to, he could sell the treasure and become a very rich man. But Clifford has kept the collection together so people can understand the *Whydah’s* history.”

4. Consider the central idea of the whole article, stated in the box below. We wrote one detail from the article that supports this idea. Write two more supporting details in the space provided.

**Central Idea:**

Barry Clifford was dedicated and persistent in his search for the *Whydah*.

**Supporting detail 1:**

“He [Clifford] searched local libraries for historical records and maps. It was painstaking work . . .” (p. 7)

**Supporting detail 2:**

**Supporting detail 3:**
1. Read the central idea of the section “The Truth About Pirates,” stated in the box below. Then check the boxes next to THREE details that help support this central idea.

Central Idea:
Life on a pirate ship was in many ways better than life on a military or trade ship.

☐ A. Sailors on military and trade ships could be beaten for making even small mistakes.
☐ B. Barry Clifford learned a lot about pirates while he was researching the Whydah’s location.
☐ C. Food was scarce on military and trade ships.
☐ D. Pirate captains were elected by the crew and could be fired if they treated their men badly.
☐ E. A large number of Africans who had been freed from slave ships became pirates.

2. Read the lines from the section “A Treasure Hunt” listed below. In the box, complete the central idea that these details support.

Detail 1: “He would also need to secure permission from the state of Massachusetts and then adhere to strict rules.”

Detail 2: “Clifford would need money—hundreds of thousands of dollars—and special equipment.”

Detail 3: “A treasure hunter is not allowed to just jump into the water, search for an ancient wreck, and make off with priceless bounty.”
An objective summary is a short statement or paragraph that tells what an article or a story is about. It does not include irrelevant details or the opinions of the person writing it.

**Directions:** Answer the questions below to help you write an objective summary of “The Hunt for Lost Pirate Gold.”

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

2. What details about the main person(s) in the article are most important?
   

3. What problems does the main person(s) face?
   

4. How does the main person(s) overcome these problems?
   

5. What happens after the problems are overcome?
6. Are there any other important details you haven't mentioned? Write them here.

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

Directions: Your turn! Write an objective summary of “The Hunt for Lost Pirate Gold.” You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “The Hunt for Lost Pirate Gold”

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of “The Hunt for Lost Pirate Gold.”

1. What happened to the ship and the people on it?

2. What was the ship carrying?

3. What did Clifford do?

4. What challenges did Clifford and his crew face?

5. What did Clifford and his crew discover?

6. How many artifacts have been found?

7. Where is the treasure now?

On April 26, 1717, the pirate ship Whydah

___________________________________________________________________________________________

Much was lost, including

___________________________________________________________________________________________

Over 250 years later, treasure hunter Barry Clifford began to

___________________________________________________________________________________________

The search lasted for months, and Clifford and his crew faced many obstacles, such as

___________________________________________________________________________________________

Finally, on July 20, 1984,

___________________________________________________________________________________________

Since then, Clifford and his crew

___________________________________________________________________________________________

Instead of selling the treasure, which could be worth as much as $400 million, Clifford has

___________________________________________________________________________________________
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.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in “The Hunt for Lost Pirate Gold.”

1. The author uses description in the first section of “The Hunt for Lost Pirate Gold.” What is the author describing?

__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________

2. A. Circle the text structure used in the section “The Truth About Pirates.”

   sequence of events    compare and contrast

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

__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________

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

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

Problem and Solution
Presents a problem and explains how it is solved

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

Sequence of Events
Describes events in the order in which they happen (also called chronological order)
3. **A.** In the section “X Marks the Spot,” the author describes Clifford’s search for the *Whydah*. What text structure is used in this section?

______________________________________________________________________________________________________________________________________________________________  

______________________________________________________________________________________________________________________________________________________________  

______________________________________________________________________________________________________________________________________________________________  

______________________________________________________________________________________________________________________________________________________________  

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

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______________________________________________________________________________________________________________________________________________________________  

4. Fill in the empty boxes below to identify the cause-effect relationships in the article.

**CAUSE**

Bellamy takes a detour to Cape Cod and gets stuck in a storm.

**CAUSE**

When Clifford was just a boy, his uncle Bill told him about the *Whydah* and the pirate treasure onboard.

**CAUSE**

**EFFECT**

The diver Clifford sent into the water found parts of the *Whydah*. 
Exploring Text Features

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

Directions: Answer the questions below to help you explore the text features in “The Hunt for Lost Pirate Gold.”

1. Read the headline and look at the image on pages 4-5. What mood do the title and image create?
   
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

2. Describe the large photograph and map on pages 6-7. How do these images work together to tell a story?
   
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

3. Consider the captions for “The Food,” “The Work,” and “The Life.” What does the information in these captions contribute to the article?
   
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

4. The subheading of the last section of the article is “A Dream Come True.” What would be another appropriate subheading for this section? Explain your answer.
   
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
## Drawing Conclusions: The Life of a Pirate

**Directions:** Read “The Hunt for Lost Pirate Gold.” Then complete the chart below with examples from the article. (You may leave a box blank if there are no examples in the article.) We have filled in some boxes for you. This activity will prepare you to respond to the writing prompt on page 9.

<table>
<thead>
<tr>
<th>claim</th>
<th>Pirate life was full of adventure.</th>
<th>Pirate life was full of excitement.</th>
<th>Pirate life was full of freedom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>example that supports the claim</td>
<td>“The Whydah was big, fast, and sturdy. Terrified captains surrendered quickly when they saw the Whydah on their tails, her black flag raised, her cannons ready to fire.” (p. 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>example that counters the claim</td>
<td></td>
<td>“Keeping a pirate ship running took a lot of work—sails had to be constantly repaired, leaks had to be sealed, and weapons had to be cleaned.” (p. 8)</td>
<td></td>
</tr>
</tbody>
</table>
Read, Think, Explain
Identifying Nonfiction Elements

Use this activity sheet with “The Hunt for Lost Pirate Gold.” See Scope’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for the definitions of the words that appear in bold.

Before Reading
Text Features, Inferences

1. Read the **headline** and study the large image on pages 4-5. What story does this image tell?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

2. Examine the photograph on pages 6-7. What can you infer about treasure hunting from the photo?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

3. Read the **captions** titled “The Food,” “The Work,” “The Fashion,” and “The Life.” Why do you think they were included?

________________________________________________________________________________________

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________________________________________________________________________________________

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

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
5. A. Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) of the section “X Marks the Spot.”

- The author compares and contrasts the treasure maps of Cyprian Southack and Barry Clifford.
- The author explains Clifford’s problem of attracting investors and explains how he solves it.
- The author gives a chronological account of Clifford’s search for the *Whydah*.

B. Explain how you know.

________________________________________________________________________________________

________________________________________________________________________________________

6. In the section “A Surprising Discovery,” there is a shift in **mood**. Describe how the mood changes throughout the section.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

7. At the end of the section “A Surprising Discovery,” Clifford says, “I think we’ve found a pirate ship.” How does Clifford come to this conclusion?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

8. Do you think author Lauren Tarshis supports Clifford’s decision to keep the collection of *Whydah* artifacts together? Why or why not? Support your answer with text evidence.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
9. Below are three supporting details for a central idea of “The Hunt for Lost Pirate Gold.” In the space provided, write a central idea that these details support.

- **Detail #1:** “Clifford would need money—hundreds of thousands of dollars—and special equipment.” (p. 7)
- **Detail #2:** “He would also need to secure permission from the state of Massachusetts and then adhere to strict rules.” (p. 7)
- **Detail #3:** “Clifford and his crew scoured the frigid waters of Cape Cod for months. But the area’s swirling, murky waters made it almost impossible to see.” (p. 7)

10. Write an objective summary of “The Hunt for Lost Pirate Gold.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
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__________________________________________________________________________________________________
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__________________________________________________________________________________________________
Read, Think, Explain
Identifying Nonfiction Elements

Use this activity sheet with “The Hunt for Lost Pirate Gold.” See Scope’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading
Text Features and Making Inferences

1. Read the **headline** and study the large image on pages 4-5. What story does this image tell?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Examine the photograph on pages 6-7. What can you infer about treasure hunting from the photo?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Read the **captions** titled “The Food,” “The Work,” “The Fashion,” and “The Life.” Why do you think they are included?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

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

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
5. The introduction presents Sam Bellamy and describes how he and his crew sailed on the Whydah and stole treasure from other ships. In the middle of the section, the author writes, “Whatever lured Bellamy to the Cape, he never made it.” (p. 6)

Mood is the feeling the reader gets from a piece of writing. The sentence from page 6 creates a mood of

- relief.
- boredom.
- foreboding.

6. Text structure is the term for how an author organizes information. Information in the section “X Marks the Spot” is structured as a sequence of events.

Which words and phrases in the section help you identify this text structure?

- painstaking; failed; lonely; grumpy; discouraged
- Clifford’s first step; finally, after many months; In May 1983; until September; At this point
- needed to find out; contained clues; attracted investors; began exploring

7. At the end of the section “A Surprising Discovery,” Clifford says, “I think we’ve found a pirate ship.” How does Clifford come to this conclusion?

__________________________________________________________________________________________________
__________________________________________________________________________________________________

8. Do you think author Lauren Tarshis supports Barry Clifford’s decision to keep the collection of Whydah artifacts together? Why or why not? Support your answer with text evidence.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
9. A. Below is a central idea of “The Hunt for Lost Pirate Gold” and three supporting details. Two details DO support the central idea. Cross out the detail that does NOT.

**Central Idea**
Finding sunken treasure is complicated and expensive.

<table>
<thead>
<tr>
<th>Detail #1</th>
<th>Detail #2</th>
<th>Detail #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>“He was an experienced diver, and he knew the waters of Cape Cod well.” (p. 7)</td>
<td>“He would also need to secure permission from the state of Massachusetts and then adhere to strict rules.” (p. 7)</td>
<td>“Clifford would need money—hundreds of thousands of dollars—and special equipment.” (p. 7)</td>
</tr>
</tbody>
</table>

B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

10. An objective summary is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “The Hunt for Lost Pirate Gold.”

   a. I would have been very scared to be on the Whydah during the storm in 1717.

   b. The Whydah was filled with treasure stolen from other ships.

   c. Sam Bellamy’s girlfriend was a farmer’s daughter named Maria Hallett.

   d. Sailors on military and trade ships could be beaten for making small mistakes.

   e. Barry Clifford spent an enormous time and money searching for the Whydah.

   f. On April 26, 1717, a violent storm sank the Whydah off the coast of Cape Cod.
Close-Reading Questions

“The Hunt for Lost Pirate Gold”

1. On page 5, Lauren Tarshis writes, “He and his men had been prowling the waters of the Caribbean Sea and the Atlantic Ocean, preying on ships . . .” What do the words *prowling* and *preying* help you understand about Sam Bellamy and his crew? (word choice, author’s craft)

2. Find at least two details in the introduction that help you understand the terror of the *Whydah*’s sinking. (supporting details)

3. On page 7, Tarshis writes that finding sunken treasure is “complicated.” How does she develop this idea? (analyzing the development of an idea)

4. What is the mood of the first two paragraphs of “A Surprising Discovery”? How does the mood change in the third paragraph? (mood)

5. On page 9, Tarshis writes that after finding the *Whydah*, Clifford wished his Uncle Bill were there with him. Why would Clifford wish this? (inference)
Critical-Thinking Questions
“The Hunt for Lost Pirate Gold” and “Who Gets the Treasure?”

1. Should people who find sunken treasure have the right to decide what to do with it? Explain.

2. Why is it important to preserve historical artifacts? Why is it important that the public have access to these artifacts?

3. Reread the quote from maritime lawyer Jim Goold in “Who Gets the Treasure?” What argument is Goold making about shipwrecks? Is it a strong argument? Why or why not?
**Vocabulary:**

“The Hunt for Lost Pirate Gold”

1. **adhere** (ad-HEER) *verb*; To adhere to something is to stick to it firmly. Mud might adhere to your shoes. You might adhere a fake mustache to your face. You might also adhere to (stick to) rules—which is to say, you might obey them.

2. **cataclysm** (KAT-uh-kliz-uhm) *noun*; A cataclysm is a huge and violent event that results in great damage or change. *Cataclysm* can refer to an event in nature, such as a flood or an earthquake, or to some other event, such as a war, that has a big impact on people’s lives. The adjective **cataclysmic** means “huge, violent, and destructive.”

3. **herculean** (ur-kyuh-LEE-uhn or hur-KYOO-lee-uhn) *adjective*; The word **herculean** comes from Hercules, a hero in Greek mythology known for his great strength and courage. A herculean task is one that is extremely difficult. In the photo, a woman faces the herculean task of organizing the papers on her desk. *Herculean* can also mean “like Hercules”—in other words, very strong or brave.

4. **laden** (LAYD-in) *adjective*; Laden means “loaded down with something heavy.” The kid in the photo is laden with an enormous backpack. You can also be laden with something that isn’t physically heavy, but is a burden in some other way. For example, you could be laden with homework.

5. **maritime** (MEHR-ih-tahym) *adjective*; Maritime means “related to the sea or to ships.”

6. **pilfer** (PIHL-fer) *verb*; To pilfer is to steal something that is not very valuable or to steal a small amount of something.

7. **plunder** (PLUHN-duhr) *verb or noun*; To plunder is to steal in a violent or forceful way. *Plunder* can also be used as a noun to refer to items that have been stolen.

8. **salvage** (SAL-vihj) *verb or noun*; To salvage something is to save it before it is destroyed. A losing team might salvage the game by suddenly scoring points, for example. *Salvage* can also mean “to rescue or recover a ship, its cargo, or its crew.” As a noun, *salvage* can refer to the act of recovering a ship or its crew or cargo, or to items that are recovered.
“The Hunt for Lost Pirate Gold” Quiz

Directions: Read “The Hunt for Lost Pirate Gold” and “Who Gets the Treasure?” Then answer the questions below.

1. Lauren Tarshis writes that Sam Bellamy “had been prowling the waters of the Caribbean Sea and the Atlantic Ocean, preying on ships . . . ” The words prowling and preying
   A suggest that Bellamy had a cat-like appearance.
   B tell the reader that Bellamy’s ship was slow.
   C indicate that Bellamy was a thief but not a murderer.
   D imply that Bellamy was powerful, stealthy, and dangerous, like a predatory animal.

2. From the section “The Truth About Pirates,” you can conclude that Tarshis
   A condemns all pirates of the 1700s.
   B admires pirates for their sense of adventure.
   C is sympathetic to the choice some men made to become pirates in the 1700s.
   D feels sorry for pirates.

3. Which best supports your answer to question 2?
   A Tarshis explains that sailors were likely to receive better treatment on a pirate ship than on a regular English ship.
   B Tarshis calls pirates “cruel and ruthless.”
   C Tarshis explains that some pirates were Africans who had been freed from slavery.
   D Tarshis claims that men became pirates so they could become rich.

   A They provide details about the artifacts salvaged from the Whydah.
   B They give the reader a better understanding of what life was like for a pirate like Sam Bellamy.
   C They help the reader understand why Sam Bellamy became a pirate.
   D They show how pirates have changed since Sam Bellamy’s time.

5. The article suggests that Barry Clifford’s motivation for searching for the Whydah was
   A to get rich.  
   B to be on TV.  
   C to annoy his uncle Bill.  
   D to satisfy his own curiosity.

6. Which line from “The Hunt for Lost Pirate Gold” expresses an idea most similar to the main idea of “Who Gets the Treasure?”
   A “But finding sunken treasure is complicated and expensive.” (p. 7)
   B “A treasure hunter is not allowed to just jump into the water, search for an ancient wreck, and make off with priceless bounty.” (p. 7)
   C “Certainly, there were cruel and ruthless pirates.” (p. 8)
   D “Clifford says that finding the Whydah was never about the money.” (p. 9)

Constructed-Response Questions

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

7. Explain three challenges Barry Clifford and his team had to overcome in their search for the Whydah. Support your answer with text evidence.

8. What role did Barry Clifford’s uncle Bill play in the discovery of the Whydah? Support your answer with text evidence.
“The Hunt for Lost Pirate Gold” Quiz

Directions: Read “The Hunt for Lost Pirate Gold” and “Who Gets the Treasure?” Then answer the questions below.

1. Lauren Tarshis writes that Sam Bellamy “had been prowling the waters of the Caribbean Sea and the Atlantic Ocean, preying on ships…” The words prowling and preying tell you that
   A Bellamy looked like a cat.
   B Bellamy’s ship was slow.
   C Bellamy was a thief but not a murderer.
   D Bellamy was powerful, sneaky, and dangerous, like a lion or a tiger.

   A They provide details about the artifacts salvaged from the Whydah.
   B They give the reader a better understanding of what life was like for a pirate like Sam Bellamy.
   C They help the reader understand why Sam Bellamy became a pirate.
   D They show how pirates have changed since Sam Bellamy’s time.

2. From the section “The Truth About Pirates,” you can conclude that Tarshis
   A thinks pirates of the 1700s were horrible men.
   B admires pirates for their bravery.
   C understands why some men decided to become pirates in the 1700s.
   D feels sorry for pirates.

5. According to the article, why did Barry Clifford want to find the Whydah?
   A to get rich
   B to be on TV
   C to annoy his uncle Bill
   D to satisfy his own curiosity

3. Which best supports your answer to question 2?
   A Tarshis explains that sailors usually received better treatment on pirate ships than on other English ships.
   B Tarshis calls pirates “cruel and ruthless.”
   C Tarshis says that pirates were thieves.
   D Tarshis claims that men became pirates so they could become rich.

6. Which best expresses a central idea of “Who Gets the Treasure?”
   A It’s expensive to search for sunken treasure.
   B There are rules about what happens to sunken treasure when it is found.
   C It’s easier than ever to find sunken treasure.
   D Artifacts from the Whydah are worth a lot of money.

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

7. Explain one challenge Barry Clifford and his team had to overcome in their search for the Whydah. Support your answer with text evidence.

8. How does Lauren Tarshis support the idea that Barry Clifford’s uncle Bill inspired Clifford to search for the Whydah? Support your answer with text evidence.
Pirate Contest


Entries will be judged on:

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

My name: __________________________________________________________

My home phone number: ____________________________ My grade: ____________________________

My teacher’s name: ____________________________ My teacher’s e-mail: ____________________________

School name: ____________________________

School address: ____________________________

City: ____________________________ State: ____________________________ ZIP: ____________________________

School phone number: ____________________________

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

Parent’s or legal guardian’s signature: ____________________________

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

ENTRIES MUST BE RECEIVED BY December 20, 2016!
Claudette Colvin: A Dauntless Teen Hero

Directions: To be dauntless is to be brave and determined in the face of something frightening or dangerous. In this activity, you will consider in what ways Claudette Colvin was dauntless in the play This Is What Courage Looks Like. We provided one event from the play during which Claudette was dauntless; you provide the other. Then answer the questions, using text evidence to support your ideas.

Event 1: In Scene 2, Claudette refuses to give up her seat on a public bus to a white woman, as the law in Montgomery, Alabama, requires her to do. Two police officers get on the bus and arrest Claudette.

1. What made this situation frightening or dangerous?

2. In what way was Claudette brave and determined during this event?

Event 2: __________________________

1. What made this situation frightening or dangerous?

2. In what way was Claudette brave and determined during this event?
Close-Reading Questions

This Is What Courage Looks Like

1. In Scene 1, Eddie says, “At the movies, we have to sit in the balcony, a million miles from the screen.” Eddie is using hyperbole. What idea is he expressing? (figurative language)

2. Based on Claudette’s lines in Scene 1, what can you tell about her personality? (character)

3. In Scene 2, Claudette tells her classmates that she wants to “bring the Constitution to Montgomery.” What does she mean? (figurative language)
4. In Scene 2, Claudette twice says, “I paid my fare.” What point is she trying to make? (inference)

5. In Scene 5, when Gray asks Claudette to be a plaintiff in a lawsuit, why does she “inhale sharply”? (inference)

6. In Scene 6, Knabe says to Claudette, “Be honest. Didn’t Reverend King give you the idea that there was something wrong with the buses?” Why does he ask her this question? (character motivation, inference)

7. The play’s final line states that Claudette “had helped bring the Constitution to Montgomery, just as she said she would.” How was her experience similar to her original plan? How was it different? (compare and contrast)
Critical-Thinking Questions

This Is What Courage Looks Like

1. In Scene 1, Miss Nesbitt says, “... history can be careless about who it remembers.” How does this statement relate to the play as a whole?

2. What are some ways that Claudette Colvin’s story could be more widely known?
1. boycott (BOI-kot) *verb or noun*; To *boycott* is to refuse to buy something or take part in something as a way of expressing disapproval. For example, you might boycott a company that tests its nail polish on animals by refusing to buy any of that company’s products. As a noun, *boycott* refers to the act of refusing to buy something or take part in something. If enough people take part in the boycott, the company might decide to stop testing its nail polish on animals.

2. federal (FED-er-ul) *adjective*; *Federal* means “related to the national government.” In the U.S., we have a federal system of government, meaning that power is divided between a national (that is, federal) government and state governments. Some areas of life are under the control of the state governments and others are under the control of the federal government. Federal judges, like the ones that Claudette Colvin testified before in the *Browder v. Gayle* case, hear cases involving the violation of federal laws—laws that are based on the U.S. Constitution and apply to the whole country.

3. integrated (IN-tih-grey-tid) *adjective*; The verb *integrate* means “to combine two or more things into a whole, or to make one person or thing part of another group or thing.” If a recipe tells you to integrate the butter into the dry ingredients, it’s telling you to add the butter to the dry ingredients and mix until it all combines into one ball of dough. The adjective *integrated* means “having different parts working together as a whole.” Things that are integrated have been brought together.

Often, *integrate* is used with the particular meaning of combining different groups of people—of stopping segregation (see *segregation*, below). If you integrate a school, you open it to all students. Likewise, *integrated* is often used to mean “not racially segregated.” An integrated community includes people of different races, ethnicities, religions, etc.

4. plaintiff (PLEYN-tif) *noun*; In a court case, the person or group of people that is accusing another person or group of breaking the law is the plaintiff. (The person or group that the plaintiff is accusing is called the defendant.)

5. segregation (seg-ri-GEY-shuhn) *noun*; *Segregation* is the act of keeping different groups (such as people of different races or religions) apart from one another.
6. **Supreme Court** *(suh-PREEM kohrt)* **noun;** The Supreme Court is the highest and most powerful court in the United States. It has the power to judge whether federal, state, and local governments are following the law. The Supreme Court’s decisions usually affect the whole country.

7. **testimony** *(TES-tuh-moh-nee)* **noun;** Testimony is a spoken or written statement that someone gives—usually in court—after having promised to tell the truth. When you give testimony, you tell what you saw or what you know.

8. **unconstitutional** *(uhn-kon-sti-TOO-shuh-nl)* **adjective;** The Constitution is the highest law in the United States. It gives us our rights and explains how our government works. All other laws come from the Constitution. A law or practice that is constitutional follows the Constitution; a law or practice that is unconstitutional violates (goes against) the Constitution and is therefore illegal. Only the Supreme Court can declare a law unconstitutional.

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

This Is What Courage Looks Like

Directions: Fill in the circle next to the best answer to each question or phrase that best completes the sentence.

1. Which of the following people definitely has a job in the federal government?
   A) the principal of a middle school
   B) the president of the United States
   C) the governor of a state
   D) the mayor of a town

2. If a law is found to be unconstitutional, that means it is ___________.
   A) illegal
   B) legal
   C) unpopular
   D) not important

3. Which event requires the participation of a plaintiff?
   A) a tennis match
   B) a mountain climbing expedition
   C) a criminal court case
   D) an election

4. Choose the sentence that uses integrated correctly.
   A) Steve integrated all of the group members’ research into the presentation.
   B) Amy integrated the cat away from the dogs.
   C) Jen integrated her car into a parking spot.
   D) Harold was integrated after the rainstorm.

Directions: Rewrite each sentence below using one of the words or names in the box. We did the first one for you.

5. According to what Steve said under oath during the trial, he was at home on the night of the robbery.
   According to Steve’s testimony, he was at home on the night of the robbery.

6. The separation of boys and girls at school is common in some parts of the world.

7. Many people decided to stop buying things from the store until it improved conditions for its workers.

8. People across the country waited to hear the decision of the highest court in the United States.
This Is What Courage Looks Like Quiz

Directions: Read This Is What Courage Looks Like. Then answer the questions below.

1. What is the author’s main purpose in This Is What Courage Looks Like?
   A to teach readers about the Constitution
   B to persuade readers that Harriet Tubman is a hero
   C to inform readers about a little-known teenager who stood up to injustice
   D to entertain readers with a suspenseful court trial

2. Which statement best describes the role of the three Historians?
   A They describe the characters’ actions.
   B They tell the audience what the characters are thinking.
   C They provide historical information that helps readers understand the story.
   D They teach Claudette about history.

3. Which statement best describes the purpose of Scene 1?
   A to show how Jim Crow laws restricted the civil rights of African-American students in the South
   B to build suspense through the story of Harriet Tubman
   C to introduce readers to the protagonist
   D both A and C

4. Which word best describes Claudette’s teacher?
   A inspiring
   B cautious
   C strict
   D concerned

5. In Scene 2, what does Claudette mean when she says “I want to bring the Constitution to Montgomery”?
   A She wants the leaders of Montgomery to sign the Constitution.
   B Montgomery does not have a copy of the Constitution and she wants to bring one there.
   C She wants to fight for the black citizens of Montgomery to get them the rights that the Constitution guarantees them.
   D She is worried that Jim Crow laws are going to be added to the Constitution.

6. Which of the following details does NOT belong in a summary of the play?
   A The play is set in Montgomery, Alabama, in the 1950s, when Jim Crow laws enforced racial segregation in the South.
   B Claudette Colvin was arrested for refusing to give up her bus seat to a white passenger.
   C Claudette’s testimony helped win a lawsuit that forced Montgomery to integrate its bus system.
   D Claudette was ironing when she heard the outcome of Browder v. Gayle.

Constructed-Response Questions

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

7. Jim Crow laws enforced segregation in the South. How did these laws affect the lives of citizens in places like Montgomery? Use text evidence to support your answer.

8. Thomas Jefferson once said, “When injustice becomes law, resistance becomes duty.” What did he mean? How does this idea apply to Claudette Colvin?
This Is What Courage Looks Like Quiz

Directions: Read This Is What Courage Looks Like. Then answer the questions below.

1. What is the author’s main purpose in This Is What Courage Looks Like?
   A) to teach readers about the Constitution
   B) to persuade readers that Harriet Tubman is a hero
   C) to inform readers about a teenager who stood up to a racist, unjust law
   D) to entertain readers with an exciting court trial

2. What do the three Historians do in the play?
   A) They tell what happened to Claudette Colvin when she grew up.
   B) They tell the audience what the characters are thinking.
   C) They provide historical information that helps readers understand the story.
   D) They teach Claudette about history.

3. Scene 1 introduces the main character, Claudette Colvin. What else does Scene 1 do?
   A) It compares Claudette to Rosa Parks.
   B) It builds suspense about what happens to Harriet Tubman.
   C) It shows where the idea for the Montgomery Bus Boycott got started.
   D) It shows how Jim Crow laws affected African-American students in the South.

4. Which word best describes Claudette’s teacher?
   A) inspiring
   B) worried
   C) strict
   D) old-fashioned

5. In Scene 2, what does Claudette mean when she says “I want to bring the Constitution to Montgomery”?
   A) She wants the leaders of Montgomery to sign the Constitution.
   B) Montgomery does not have a copy of the Constitution and she wants to bring one there.
   C) She wants to fight for the black citizens of Montgomery to get them the rights that the Constitution guarantees them.
   D) She is worried that Jim Crow laws are going to be added to the Constitution.

6. Which of the following details does NOT belong in a summary of the play?
   A) The play is set in the 1950s, when the South had unfair, racist laws called Jim Crow.
   B) Claudette Colvin was arrested for refusing to give up her bus seat to a white passenger.
   C) Claudette helped win a lawsuit that forced Montgomery to integrate its bus system.
   D) Claudette was ironing when she heard the outcome of the trial.

7. Jim Crow laws enforced segregation in the South. How did these laws affect the lives of citizens in places like Montgomery? Use text evidence to support your answer.

8. Claudette was inspired by Harriet Tubman. Explain how both women placed themselves in danger for the sake of freedom. Use text evidence to support your answer.
Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand *This Is What Courage Looks Like*. See Scope’s “Glossary of Literary Terms” for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Claudette Colvin, Miss Nesbitt, and one other character of your choice: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. **CLAUDETTE COLVIN** is a [ ] major [ ] minor (check one) character.

Description: ____________________________________________________________

_______________________________________________________________________

She is a [ ] static [ ] dynamic (check one) character. I think so because

_______________________________________________________________________

B. **MISS NESBITT** is a [ ] major [ ] minor (check one) character.

Description: ____________________________________________________________

_______________________________________________________________________

She is a [ ] static [ ] dynamic (check one) character. I think so because

_______________________________________________________________________

C. ____________________________________ is a [ ] major [ ] minor (check one) character.

Description: ____________________________________________________________

_______________________________________________________________________

He/She is a [ ] static [ ] dynamic (check one) character. I think so because
2. What is the purpose of the Historians in the play? Support your answer with details from the text.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Section 2: Setting

3. A. Where and when does the story take place? ______________________________________________________

B. What does the reader learn from the photos and captions about what life was like during this time?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Section 3: Plot and Structure

4. A. What is the main conflict the protagonist faces? Explain it briefly.
__________________________________________________________________________________________________
__________________________________________________________________________________________________

B. Is this conflict internal or external? _______________________

C. Another way to describe this conflict is: person vs. ______________.

5. How is the conflict resolved?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
In each quote from the story below, underline the example of figurative language. Check one of the choices provided to show which type of figurative language it is. Then explain the effect of the figurative language—what it helps the reader understand or what it adds to the story.

6. “At the movies we have to sit in the balcony, a million miles from the screen, even when the seats for white people down below are empty.” (p. 18)
   - [ ] hyperbole
   - [ ] metaphor
   - [ ] personification
   What the figurative language helps the reader understand or what it adds to the story:

   ________________________________________________________________

   ________________________________________________________________

7. “Indeed they did. But history can be careless about who it remembers.” (p. 18)
   - [ ] simile
   - [ ] idiom
   - [ ] personification
   What the figurative language helps the reader understand or what it adds to the story:

   ________________________________________________________________

   ________________________________________________________________

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Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand *This Is What Courage Looks Like*. See Scope’s “Glossary of Literary Terms” for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Claudette Colvin, Miss Nesbitt, and one other character of your choice: (1) decide whether the character is major or minor; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is static or dynamic and explain why.

A. **CLAUDETTE COLVIN** is a [ ] major [x] minor (check one) character.

   Description: Claudette Colvin is a 15-year-old African-American girl. She is courageous and determined. She stands up to injustice by refusing to give up her seat on a bus to a white person and testifies against the city in federal court.

   She is [ ] static [x] dynamic (check one) character. I think so because she changes from a girl who dreams of standing up to Jim Crow laws to a civil rights protester. Over the course of the play, she gains courage and conviction and develops into the person she always hoped she would be.

B. **MISS NESBITT** is a [ ] major [ ] minor (check one) character.

   Description: ______________________________________________________

   She is [ ] static [ ] dynamic (check one) character. I think so because ______________________________________________________

C. ____________ is a [ ] major [ ] minor (check one) character.

   Description: ______________________________________________________

   He/She is a [ ] static [ ] dynamic (check one) character. I think so because ______________________________________________________
2. What type of information do the Historians provide? Support your answer with details from the text.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

3. A. Where and when does the story take place? __________________________________________________________

B. What does the reader learn from the photos and captions about what life was like during this time?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Section 2: Setting

4. A. Describe the conflict Claudette faces that has to do with riding the bus.
__________________________________________________________________________________________________
__________________________________________________________________________________________________

B. This conflict is external. Another way to describe this conflict is: person vs. ____________________

Section 3: Plot and Structure

5. How is this conflict resolved?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

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Section 4: Figurative Language

In each quote from the story below, an example of figurative language is underlined. Check one of the choices provided to show which type of figurative language it is. Then explain the effect of the figurative language—what it helps the reader understand or what it adds to the story. We’ve done the first one for you.

6. “At the movies we have to sit in the balcony, a million miles from the screen, even when the seats for white people down below are empty.” (p. 18)
   - [ ] hyperbole
   - [ ] metaphor
   - [x] personification

   What the figurative language helps the reader understand or what it adds to the story:
   
   This exaggeration helps readers understand how Eddie feels about where black people are required to sit in a movie theater. It reveals that Eddie feels the distance he must sit from the movie screen is needlessly long and unfair.

7. “Indeed they did. But history can be careless about who it remembers.” (p. 18)
   - [ ] simile
   - [ ] idiom
   - [ ] personification

   What the figurative language helps the reader understand or what it adds to the story:
   


Video Discussion Questions

 Scope Time Machine: The 1950s

1. What is the mood of the first half of the video, about life in America in the 1950s (0:13-2:04)? Consider the narration, music, and visuals.

2. How does the mood of the video change for the segment about segregation (starting at 2:05)? Consider the narration, music, and visuals.

3. The narrator says Americans in the 1950s were chasing a new “American Dream” (1:52). In your own words, explain what the “American Dream” is. According to information in the second half of the video, does it seem like the “American Dream” was available to all Americans in the 1950s?
Claudette Contest

To be dauntless is to be brave and determined in the face of something frightening or dangerous. In what way was Claudette Colvin dauntless? Answer this question in a short essay. Use text evidence. Five winners will each get Claudette Colvin: Twice Toward Justice by Phillip Hoose.

Entries will be judged on:

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

My name: _________________________________________

My home phone number: ____________________________ My grade: _____________________________

My teacher’s name: _____________________________ My teacher’s e-mail: ______________________________

School name: _____________________________________________

School address: _____________________________________________

City: _____________________________ State: __________ ZIP: __________

School phone number: _____________________________

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

Parent’s or legal guardian’s signature: _____________________________

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

ENTRIES MUST BE RECEIVED BY December 20, 2016!
Making Inferences

When you make an inference, you use clues from the text to figure out something the author doesn’t tell you directly.

**Directions:** Answer the questions or follow the directions that appear in italics to fill in what’s missing from the chart. We completed the first row for you.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> “When the train arrives in Meadows, it seems to Luke to be just like all the other forlorn places they’ve stopped along the way.” (p. 24) “Luke looks back at the train, the rolling torture chamber that’s been taking them across the country.” (p. 24)</td>
<td>What do these lines reveal about how Luke feels about the trip with his father so far? You can infer from the descriptions “forlorn places” and “rolling torture chamber” that Luke is having a miserable time on the trip.</td>
</tr>
<tr>
<td><strong>2.</strong> When Luke and his father walk into the museum, Luke says, “Maybe there’s a cowboy hat you can buy.” In response, his father gives him “a withering look.” (p. 25)</td>
<td>“Withering” means harsh or severe. What can you infer Luke’s father is feeling at this moment?</td>
</tr>
<tr>
<td><strong>3.</strong> Find two lines that support the inference on the right.</td>
<td>Luke feels uneasy around Mr. Klack.</td>
</tr>
</tbody>
</table>

"November 2016"
<table>
<thead>
<tr>
<th>Clues</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Find a moment in the story that supports the inference on the right.</td>
<td>Luke feels bad for the ghost boy.</td>
</tr>
<tr>
<td>6. “[Luke] steps forward and puts his hand on the ghost boy’s shoulder. Cold numbs his fingers. He sees a mountain, feels its ice-cold breath. Workers with tools step toward a hole in the rock face, and a terrible sensation of dread wells from it.” (p. 27)</td>
<td>What do these passages reveal about the ghost boy’s experience of working on the railroad?</td>
</tr>
<tr>
<td>“There is a terrible sound, and the smoke and grit boil past . . . Without warning, a second explosion bowls them over, and a thunderclap comes from the rock above before it collapses.” (p. 29)</td>
<td></td>
</tr>
</tbody>
</table>

Core Skills Workout: Making Inferences
November 2016
Exploring Mood

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

In this activity, you will consider the mood of a passage from “The Ghost Boy” by Kenneth Oppel.

Here is the passage, which is from the beginning of the story on page 23:

1. When the train arrives in Meadows, the town seems to Luke to be just like all the other forlorn places they’ve stopped at along the way. Over the speaker a woman says, “Ladies and gentlemen, due to a derailed train, our stop at this station will be longer than scheduled. We’ll be here roughly five hours.”
2. “Want some fresh air?” his father asks.
3. Luke looks out the window. There is a gravel parking lot beside the weather-beaten train station; beneath curling shingles, water drips from a busted downspout. Across the road are several bleak houses whose front windows look onto the tracks. In one window he spots an elderly couple sitting side by side on lawn chairs, peering out. The man raises a pair of binoculars to his eyes.
4. “See that?” Luke says to his dad. “This is big excitement in Meadows.”
5. They step off the train. The air has a bite to it. There is snow on the rooftops and on the grass. Luke looks back at the train, the rolling torture chamber that’s been taking them across the country. He’s spent two nights aboard it already.

Here are three words that could be used to describe the mood of the passage:

dreary, miserable, glum

Now let’s look at what creates this mood.

1. Read the first sentence of paragraph 1. Which of the following does NOT state a way that this sentence creates a dreary, miserable, glum mood?

   A. The word forlorn characterizes Meadows as a dreary place.
   B. Because the opinion that Meadows is forlorn reflects Luke’s point of view, the reader learns that Luke feels glum.
   C. The reference to “all the other forlorn places they’ve stopped at” tells you that Meadows isn’t the first place Luke and his dad have stopped.
   D. That Meadows seems to Luke “just like all the other forlorn places” he’s stopped at during the trip creates a feeling of ongoing misery.
2. Now let’s look at paragraph 2. We’ve listed two phrases from paragraph 2 that describe the setting and help create a dreary, miserable, glum mood. List two more.

“weather-beaten train station” ________________
“curling shingles” ________________

3. Briefly explain how the details about the setting listed in the answer to question 2 help create a dreary, miserable, glum mood.

________________________________________________________________________
________________________________________________________________________

4. Noticing an elderly couple watching the train from their living room, Luke says, “See that? This is big excitement in Meadows.” Which of the following best describes the tone of Luke’s remark?

☐ A. excited
☐ B. sympathetic
☐ C. sarcastic

5. How does Luke’s comment in paragraph 4 help create a dreary, miserable, glum mood?

________________________________________________________________________
________________________________________________________________________

6. In paragraph 5, the narrator notes that “the air has a bite to it” and that “there is snow on the rooftops and on the grass.” How do these details about the setting contribute to the mood? *Hint: Think about how the mood would be different if it were a warm and sunny summer day.*

________________________________________________________________________
________________________________________________________________________

7. What phrase does the narrator use to describe the train in paragraph 5?

________________________________________________________________________

8. How does the phrase that the narrator uses to describe the train in paragraph 5 affect the mood?

________________________________________________________________________
Exploring Mood

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

In this activity, you will consider the mood of a passage from “The Ghost Boy” by Kenneth Oppel. Here is the passage, which is from the beginning of the story on page 9:

When the train arrives in Meadows, the town seems to Luke to be just like all the other forlorn places they’ve stopped at along the way. Over the speaker a woman says, “Ladies and gentlemen, due to a derailed train, our stop at this station will be longer than scheduled. We’ll be here roughly five hours.”

“Want some fresh air?” his father asks.

Luke looks out the window. There is a gravel parking lot beside the weather-beaten train station; beneath curling shingles, water drips from a busted downspout. Across the road are several bleak houses whose front windows look onto the tracks. In one window he spots an elderly couple sitting side by side on lawn chairs, peering out. The man raises a pair of binoculars to his eyes.

“See that?” Luke says to his dad. “This is big excitement in Meadows.”

They step off the train. The air has a bite to it. There is snow on the rooftops and on the grass. Luke looks back at the train, the rolling torture chamber that’s been taking them across the country. He’s spent two nights aboard it already.

Here are two words that could be used to describe the mood of the passage:

dreary, miserable

Psst!

*Dreary* means “depressing and discouraging.”

Psst!

*Miserable* means “very unhappy.”

Now let’s look at what creates this mood.
1. Read the first sentence of paragraph 1. Which of the following does NOT state a way that this sentence creates a dreary, miserable mood? Check one box.

☐ A. The word forlorn characterizes Meadows as a dreary place.

☐ B. Because the opinion that Meadows is forlorn reflects Luke’s point of view, the reader learns that Luke feels very miserable.

☐ C. The reference to “all the other forlorn places they’ve stopped at” tells you that Meadows isn’t the first place Luke and his dad have stopped.

2. Now let’s look at paragraph 2. We’ve listed three phrases from paragraph 2 that describe the setting and help create a dreary, miserable mood. List one more.

“weather-beaten train station”  “bleak houses”
“curling shingles”  ______________________________

3. How do the details about the setting in paragraph 2 help create a dreary mood? Check the best answer.

☐ A. The details about the setting help you picture Meadows in your mind. You learn that the train station has been beaten by the weather.

☐ B. The details about the setting in paragraph 2 portray Meadows as run-down and dreary. Everything is in poor condition, from the “weather-beaten” train station to “curling” shingles and a “busted” downspout.” The houses are described as “bleak.” These details create a dreary mood.

☐ C. The details create a mood of dreariness.

4. Luke sees an elderly couple watching the train from their living room. In paragraph 4, he says, “See that? This is big excitement in Meadows.” Which of the following best describes the tone of Luke’s comment?

☐ A. excited   ☐ B. impressed   ☐ C. sarcastic

5. Complete the sentence below to explain how Luke’s comment in paragraph 4 helps create a dreary, miserable mood.

When Luke says “This is big excitement in Meadows,” he means that Meadows is _______________________
___________________________ His comment shows that Luke is feeling ____________________________
_________________________________________________________________________________
6. In paragraph 5, the narrator notes that “the air has a bite to it” and that “there is snow on the rooftops and on the grass.”

How do the details about the cold air and the snow help create a dreary, miserable mood? Check the best answer.

☐ A. These details create a feeling of coldness and discomfort. Also, winter is a dreary time of year, when many plants die, certain animals hibernate, and there is less daylight.

☐ B. These details create a dreary, miserable mood because they tell you that Luke is on winter break from school.

☐ C. These details create a dreary, miserable mood because they describe what the setting looks like near the train station.

7. What phrase does the narrator use to describe the train in paragraph 5?

8. Complete the sentence below to answer this question: How does the phrase that the narrator uses to describe the train in paragraph 5 affect the mood?

When the narrator describes the train as a “__________________________,” the reader understands that Luke ________________________________________________________________________________________________.
**Drawing on Historical Events**

**Directions:** Below are boxes for different parts of the plot of “The Ghost Boy.” Answer the questions in each box to help you respond to the writing prompt on page 31. We’ve filled in some information for you.

### Introduction

Luke is having a miserable time on a train trip with his father. When the train makes a stop in a small town called Meadows, Luke and his dad decide to visit a local museum.

1. **Does the author use historical events in this section?**
   - [ ] Yes
   - [X] No

2. **If yes, explain what historical event(s) are used in this part of the story and how they are used.**
   - n/a
   - *NOTE: The letters “n/a” stand for “not applicable.” This question does not apply because no historical events are used in this part of the story.*

3. **If yes, what information in “This Railroad Changed America” helps you understand more about the historical events in this part of the story?**
   - n/a

### Meeting the Ghost Boy

At the Klack Brothers Museum, Luke and his father and meet a ghost boy. When Luke touches the ghost, he sees visions of what happened to the ghost boy when he was alive.

1. **Does the author use historical events in this section?**
   - [X] Yes
   - [ ] No

2. **If yes, explain what historical event(s) are used in this part of the story and how they are used.**
   - When Luke touches the ghost boy, he sees a mountain and workers with tools and feels a sense of dread. We find out later that what Luke is seeing is the construction of a railroad, which we can infer is the Transcontinental Railroad.

3. **If yes, what information in “This Railroad Changed America” helps you understand more about the historical events in this part of the story?**
   - Author Kristin Lewis explains in “This Railroad Changed America” that thousands of Chinese workers were brought over to work on the Transcontinental Railroad. This helps you understand why the ghost boy is Chinese. Lewis also explains that to construct the railroad, the workers had to blast through mountains with dynamite and often faced harsh and difficult living conditions. This helps you understand what Luke saw when he touched the ghost boy.
Returning to the Train

Back on the train, Luke’s father reveals that he has stolen the ghost boy’s ashes, which means the ghost is now on the train too. Luke’s dad wants Luke to talk to the ghost boy and get his story. Luke does not want to do this.

1. Does the author use historical events in this section?
   - Yes ☐  No ☐

2. If yes, explain what historical event(s) are used in this part of the story and how they are used.

3. If yes, what information in “This Railroad Changed America” helps you understand more about the historical events in this part of the story?

Luke Hears the Ghost’s Story and Releases the Ghost


1. Does the author use historical events in this section?
   - Yes ☐  No ☐

2. If yes, explain what historical event(s) are used in this part of the story and how they are used.

3. If yes, what information in “This Railroad Changed America” helps you understand more about the historical events in this part of the story?
1. Does the author use historical events in this section?
   □ Yes  □ No

2. If yes, explain what historical event(s) are used in this part of the story and how they are used.

3. If yes, what information in “This Train Changed America” helps you understand more about the historical events in this part of the story?

In 1-3 sentences, summarize what happens at the end of the story.
# Drawing on Historical Events

**Directions:** Below are boxes for different parts of the plot of “The Ghost Boy.” Answer the questions in each box to help you respond to the writing prompt on page 31. We’ve filled in some information for you.

## Introduction

Luke is having a miserable time on a train trip with his father. When the train makes a stop in a small town called Meadows, Luke and his dad decide to visit a local museum.

<table>
<thead>
<tr>
<th>1. Does the author use historical events in this section?</th>
<th>□ Yes</th>
<th>✅ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. If yes, explain what historical event(s) are used in this part of the story and how they are used.</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> The letters “n/a” stand for “not applicable.” This question does not apply because no historical events are used in this part of the story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. If yes, what information in “This Train Changed America” helps you understand more about the historical events in this part of the story?</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

## Meeting the Ghost Boy

At the Klack Brothers Museum, Luke and his father and meet a ghost boy. When Luke touches the ghost, he sees visions of what happened to the ghost boy when he was alive.

<table>
<thead>
<tr>
<th>1. Does the author use historical events in this section?</th>
<th>✅ Yes</th>
<th>□ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. If yes, explain what historical event(s) are used in this part of the story and how they are used.</td>
<td>When Luke touches the ghost boy, he sees a mountain and workers with tools and feels a sense of dread. We find out later that what Luke is seeing is the construction of a railroad, which we can infer is the Transcontinental Railroad.</td>
<td></td>
</tr>
<tr>
<td>3. If yes, what information in “This Railroad Changed America” helps you understand more about the historical events in this part of the story?</td>
<td>Author Kristin Lewis explains in “This Railroad Changed America” that thousands of Chinese workers were brought over to work on the Transcontinental Railroad. This helps you understand why the ghost boy is Chinese. Lewis also explains that to construct the railroad, the workers had to blast through mountains with dynamite and often faced harsh and difficult living conditions. This helps you understand what Luke saw when he touched the ghost boy.</td>
<td></td>
</tr>
</tbody>
</table>
Returning to the Train

Back on the train, Luke’s father reveals that he has stolen the ghost boy’s ashes, which means the ghost is now on the train too. Luke’s dad wants Luke to talk to the ghost boy and get his story. Luke does not want to do this.

1. Does the author use historical events in this section?
   - Yes
   - No

2. If yes, explain what historical event(s) are used in this part of the story and how they are used.
   - n/a

3. If yes, what information in “This Train Changed America” helps you understand more about the historical events in this part of the story?
   - n/a

Luke Hears the Ghost’s Story and Releases the Ghost


1. Does the author use historical events in this section?
   - Yes
   - No

2. If yes, explain what historical event(s) are used in this part of the story and how they are used.

3. If yes, what information in “This Railroad Changed America” helps you understand more about the historical events in this part of the story?
Luke Returns to His Cabin

Luke returns to the cabin he’s sharing with his dad. Luke refuses to tell his dad the ghost boy’s story.

1. Does the author use historical events in this section?
   - Yes
   - No

2. If yes, explain what historical event(s) are used in this part of the story and how they are used.

3. If yes, what information in “This Railroad Changed America” helps you understand more about the historical events in this part of the story?
Critical-Thinking Questions

“The Ghost Boy” and “The Railroad Changed America”

1. After he takes the ghost boy from the museum, Luke’s dad justifies his action by saying, “You can’t own a ghost.” Is this a valid justification?

2. What do you learn in the informational text that helps you better understand the tragedy of the ghost boy’s past?
Close-Reading Questions

“This Railroad Changed America”

1. In the informational text, Kristin Lewis writes, “And perhaps nothing better symbolizes the unifying of America than this railroad” (p. 17). In what way does the Transcontinental Railroad symbolize the unifying of America? (symbolism)

2. Lewis says that traveling across the country before the railroad was “nightmarish.” What details does she use to support her claim? (text evidence)

3. One of the story’s section titles is “A New Day.” What “day” does this title refer to? (figurative language)
4. Lewis writes that the building of the railroad had a “dark side.” What was the dark side? (key ideas, figurative language)

5. What is the mood of the last two paragraphs? What words help to create the mood? (mood)
Vocabulary:
“This Railroad Changed America”

1. **contend (kuhn-TEND)** *verb*; To contend is to argue or state a belief in a strong way—to insist that something is true. You might, for example, contend that your friend never told you he was spending the summer in Japan, even though he swears that he did. Or you might contend that your favorite football team has a great chance of making it to the Super Bowl this year. *Contend* can also mean “struggle with” when you’re talking about trying to overcome a difficulty or a threat. A coffee shop that runs out of coffee would have to contend with angry customers. Finally, *contend* can mean “compete with someone or for something.” A team can contend for the championship. Candidates contend for the presidency.

2. **disperse (dih-SPURSS)** *verb*; To disperse is to spread out or move in different directions. If a crowd disperses, it breaks up: The people leave and go their separate ways. *Disperse* can also mean “to cause to spread apart.” A skunk walking into a backyard barbecue might cause the guests to disperse.

3. **encroach (EN-krohch)** *verb*; To encroach is to gradually move into or take over an area that belongs to someone else. If John’s neighbor builds a shed that is partially in John’s yard, the neighbor is encroaching on John’s property. Encroachment isn’t always into a physical space; it’s also possible to encroach on someone’s rights.

4. **sabotage (SAB-uh-tahzh)** *verb or noun*; To sabotage something is to damage or destroy it so that it fails or doesn’t work correctly. Imagine that Roger is angry at his neighbor for mowing his lawn early in the morning and making a lot of noise. Roger might sabotage his neighbor’s lawn mower by pouring sand into the gas tank. As a noun, *sabotage* refers to the act of destroying or damaging something on purpose, so that it does not work correctly.

5. **transcontinental (trans-kahn-tn-EN-tuhl)** *adjective*; Something that is transcontinental goes across a continent. Just remember that the prefix *trans* means “across” and the suffix *al* means “relating to” or “of,” and you’ve got the meaning of *transcontinental*.

6. **unify (YOO-uh-fahy)** *verb*; To unify people or things is to bring them or join them together. Working toward a shared goal or love for a local sports team can unify people; both can bring together people who are otherwise very different and make them feel connected to one another.
7. **vision** *(VIZH-uhn)* *noun*; As you probably know, vision is sight (the ability to see with your eyes). A vision can also be something that you see in your head—something that you imagine. People often use the word *vision* to talk about an idea for how something could be or should be. For example, you might have a vision of a future in which robots do all of your chores.

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

“When This Railroad Changed America”

Directions: Choose the best answer to each question.

1. When would a crowd be more likely to disperse?
   A at the beginning of a concert
   B at the end of a concert

2. Which is an example of sabotage?
   A Kaitlyn and Ella are competing in a big bicycle race. The night before the race, Kaitlyn secretly messes with Ella’s bicycle so that it doesn’t work properly.
   B Kevin and Ethan are competing in a marathon. They are running side by side for a while, but then Ethan pulls ahead and loses sight of Kevin. Ethan never sees Kevin again during the race, but when Ethan crosses the finish line, he discovers that Kevin has already finished. How could this be? Because Kevin totally cheated and took a shortcut!

3. Who would contend that Kevin cheated?
   A Ethan, who is sure that Kevin must have cheated
   B Kevin’s grandma, who is sure that Kevin would never do something so terrible

4. Who took a transcontinental trip?
   A Logan, who drove from Columbus, Ohio, to Cleveland, Ohio
   B Marta, who drove from San Francisco, California, to Boston, Massachusetts

5. Which is an example of encroachment?
   A Jakes’s younger brother, Seth, borrowed Jake’s sweatshirt without asking and spilled spaghetti sauce all over it. Seth put the sweatshirt back in Jake’s closet, and when asked, he denied having any idea how the sweatshirt got stained.
   B Jake’s older brother, Chase, started storing some of his stuff in Jake’s room even though he had his own room and was not supposed to enter Jake’s room without permission.

6. Who unified?
   A the residents of Waterville, who divided into two bitterly opposed groups over the question of whether a new shopping center should be built in town
   B the residents of Elmwood, who came together to try to block the building of a new shopping center in their town

7. When did Ryan have a vision?
   A at lunch, when he looked around the cafeteria and imagined everyone switching seats and getting to know someone new
   B at dinner, when he looked at his bowl of pasta and thought “yum”
“The Ghost Boy” Quiz

Directions: Read “The Ghost Boy” and “This Railroad Changed America.” Then answer the questions below.

1. The author describes the train that Luke and his father are traveling on as a “rolling torture chamber.” (p. 24) This description
   A. reveals that the train is slow.
   B. tells the reader that Luke is not enjoying the trip with his dad.

2. Which line expresses an idea similar to the idea in question 1?
   A. “’Cause you’re blocked.” (p. 24)
   B. “Eagerly, Luke moves from stall to stall.” (p. 26)
   C. “’You’re loving this trip,’ his father says.” (p. 24)
   D. “’I didn’t want to come on this trip,’ Luke says.” (p. 24)

3. The author writes, “In movies, men like Mr. Klack unexpectedly produce deboning knives, or needles filled with lethal drugs.” (p. 28) What does he mean?
   A. Mr. Klack is a butcher.
   B. Mr. Klack is an actor.
   C. Mr. Klack seems dangerous.
   D. Mr. Klack is not actually the owner of the museum.

   A. Luke feels bad for the ghost and is considering trying to help him.
   B. Luke is annoyed by the ghost boy and wants to get rid of him.
   C. Luke doesn’t want to return to his dad’s berth.
   D. Luke is scared to leave the ghost boy alone.

5. On page 30, Kristin Lewis writes, “Men give speeches. Musicians blare their trumpets. Photographers set up giant cameras.” What does this information help you understand?
   A. Trains were invented in the 1860s.
   B. The completion of the Transcontinental Railroad was a big deal.
   C. Cameras used to be very large.
   D. Women couldn’t give speeches in the 1860s.

6. Both “The Ghost Boy” and “This Railroad Changed America” support which idea?
   A. The Klack Bros. Museum is a scary place.
   B. The Transcontinental Railroad united America.
   C. No one can own a ghost.
   D. Workers on the Transcontinental Railroad were subjected to dangerous conditions.

Constructed-Response Questions

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


8. What does the information about Chinese workers in “This Railroad Changed America” help you understand about the ghost boy in the Klack Bros. Museum?
"The Ghost Boy" Quiz

Directions: Read “The Ghost Boy” and “This Railroad Changed America.” Then answer the questions below.

1. Which pair of words best describes Luke's feelings about the trip he's on with his father?
   - A worried and upset
   - B unhappy and bored
   - C sad and regretful
   - D excited and happy

2. Which line from the story provides evidence for your answer to question 1?
   - A “When the train arrives in Meadows, the town seems to Luke to be just like all the other forlorn places they've stopped at along the way.” (p. 24)
   - B “Luke looks back at the train, the rolling torture chamber that's been taking them across the country.” (p. 24)
   - C “'You're loving this trip,' his father says.” (p. 24)
   - D both A and B

3. The author develops the idea that Mr. Klack is strange and scary in all of the following ways EXCEPT which?
   - A He describes Mr. Klack's face as a “puppet mask.”
   - B He compares Mr. Klack to dangerous characters in movies.
   - C He explains that Mr. Klack inherited his museum from his great-grandfather.
   - D He mentions the tense expression on Luke's father's face as he and Luke exit the museum.

   - A Luke feels bad for the ghost and is thinking about trying to help him.
   - B Luke wants to get rid of the ghost boy.
   - C Luke doesn't want to return to his dad's cabin.
   - D Luke is scared to leave the ghost boy alone.

5. “This Railroad Changed America” helps readers understand
   - A why Kenneth Oppel wanted to write a story about a ghost.
   - B how the Transcontinental Railroad was built and how it affected the lives of Americans.
   - C how railroad construction has changed over time.
   - D what it was like to ride a train in the 1800s.

6. Which idea do both “The Ghost Boy” and “This Railroad Changed America” support?
   - A The Klack Bros. Museum is a creepy place.
   - B The Transcontinental Railroad united Americas.
   - C No one can own a ghost.
   - D Workers on the Transcontinental Railroad had to work under dangerous conditions.

Constructed-Response Questions

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

7. Why is Luke so angry at his father for stealing the jar of ashes? Support your answer with text evidence.

8. What does the information about Chinese workers in “This Railroad Changed America” help you understand about the ghost boy in the Klack Bros. Museum?
Section 1: Characters

1. For the characters of Luke, Luke’s dad, and one other character of your choice: (1) decide whether the character is major or minor; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is static or dynamic and explain why.

A. LUKE is a            minor (check one) character.

Description: ____________________________________________

He is a            dynamic (check one) character. I think so because ____________________________________________

B. LUKE’S DAD is a            minor (check one) character.

Description: ____________________________________________

He is a            dynamic (check one) character. I think so because ____________________________________________

C. is a            minor (check one) character.

Description: ____________________________________________

He/She is a            dynamic (check one) character. I think so because ____________________________________________
2. Give an example of something Luke says or does. What does this reveal about his character?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Section 2: Point of View

3. “The Ghost Boy” is told from the **third-person point of view**. There are two kinds of **third-person point of view**:
   (a) third-person omniscient: The narrator knows the thoughts and feelings of all the characters in the story. The reader understands the points of view of multiple characters.
   (b) third-person limited: The narrator knows the thoughts and feelings of just one character in the story. Though the story is told in third person, it closely follows one character’s perspective.

A. From which perspective is “The Ghost Boy” told? Check one:
   - [ ] *third-person limited*  
   - [x] *third-person omniscient*

B. How do you know? Support your answer with text evidence.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Section 3: Text Structure

4. A. There are two **flashbacks** in the story. On which pages do they appear, and what is going on when they happen?
________________________________________________________________________________________
________________________________________________________________________________________

B. What is the purpose of these **flashbacks**? What information do they provide, or what do they help the reader understand?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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5. A **simile** is a comparison that uses *like* or *as* to compare two unlike things and highlights a special quality of one of those things. Identify one simile in the play and explain what it is being used to highlight.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

6. On page 26, the author could have written this:

   Luke feels scared as he walks into the room. Inside, there is a red light and the room smells bad.

Instead, he wrote this:

   “. . . but he feels a haunted-house thrill as Mr. Klack unlocks the door with his shaky hand. Inside, a single bulb casts pale red light through a Chinese lantern. Incense can’t quite hide the smell of mildew.”

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

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better.
Use this activity to help you understand “The Ghost Boy.”
See Scope’s “Glossary of Literary Terms” for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Luke, Luke’s dad, and one other character of your choice: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. **LUKE** is a [ ] major [ ] minor (check one) character.

   Description: ________________________________________________________________
   ________________________________________________________________
   He is a [ ] static [ ] dynamic (check one) character. I think so because
   ________________________________________________________________
   ________________________________________________________________

B. **LUKE’S DAD** is a [ ] major [ ] minor (check one) character.

   Description: ________________________________________________________________
   ________________________________________________________________
   He is a [ ] static [ ] dynamic (check one) character. I think so because
   ________________________________________________________________
   ________________________________________________________________

C. ___________________________ is a [ ] major [ ] minor (check one) character.

   Description: ________________________________________________________________
   ________________________________________________________________
   He/She is a [ ] static [ ] dynamic (check one) character. I think so because
   ________________________________________________________________
   ________________________________________________________________

We filled in the info for the first character as an example!
2. Give an example of something Luke says or does. What does this tell you about Luke?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Section 2: Point of View

3. “The Ghost Boy” is told from the **third-person point of view**, meaning that the narrator is NOT a character in the story. There are two kinds of **third-person point of view**. One is called “third-person omniscient,” in which the narrator knows the thoughts and feelings of all the characters in the story. The other is called “third-person limited,” in which the narrator knows the thoughts and feelings of just one character.

A. “This Ghost Boy” is told from the **third-person limited point of view**. Which character’s thoughts and feelings does the narrator know? _________________

B. Give an example of where the narrator describes the thoughts or feelings of the character you named in part A of this question.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Section 3: Text Structure

4. There are two **flashbacks** in the story—moments when Luke sees things that occurred in the past. These **flashbacks** occur on pages 27 and 29, when Luke touches the ghost boy.

What information do these **flashbacks** provide? What do they help the reader understand?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
5. A **simile** is a comparison that uses *like* or *as* to compare two unlike things and highlights a special quality of one of those things.

A. Which of the following lines from the story contains a **simile**?

① “It rises from the empty prairie like a mirage, a perfect little village of stone buildings and fences and barns.” (p. 26)

② “The cold pulls him in.” (p. 29)

③ “Luke looks back at the train, the rolling torture chamber that’s been taking them across the country.” (p. 24)

B. What is the simile you chose in Part A being used to highlight or explain?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

6. On page 26, the author could have written this:

> Luke feels scared as he walks into the room. Inside, there is a red light and the room smells bad.

Instead, he wrote this:

> “. . . but he feels a haunted-house thrill as Mr. Klack unlocks the door with his shaky hand. Inside, a single bulb casts pale red light through a Chinese lantern. Incense can’t quite hide the smell of mildew.”

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

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Railroad Contest

Consider the historical events described in “This Railroad Changed America.” How does author Kenneth Oppel use these events to develop the plot of “The Ghost Boy”? Answer this question in a well-organized essay. Use text evidence. Five winners will each get Kenneth Oppel’s The Boundless.

Entries will be judged on:

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

My name: __________________________________________________________________________________________

My home phone number: _____________________ My grade: ___________________________________________

My teacher’s name: _____________________________ My teacher’s e-mail: _____________________________

School name: _______________________________________________________________________________________________________________

School address: ______________________________________________________________________________________

City: _____________________________________________ State: ___________________ ZIP: _________________

School phone number: _______________________________________________________________________________

My parent or legal guardian consents to my participation in this contest. Parent’s or legal guardian’s signature: ________________________________________________________________

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

ENTRIES MUST BE RECEIVED BY December 20, 2016!

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Finding and Using Text Evidence

Directions: Read “Swimming for Her Life.” Then complete the activity below.

1. Imagine that you writing a paragraph explaining the challenges refugees from Syria face.

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

      A. Some countries, like Germany, have opened their doors to Syrian refugees.
      B. Syrian refugees may still face many hardships after they escape from Syria.
      C. Hundreds of thousands have died in Syria.

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

      A. Nearly 11 million Syrians have fled the country. (p. 11)
      B. Refugees sometimes have trouble finding a job and housing in a new country. (p. 11)
      C. Many Syrians escaped to neighboring countries and others headed to Europe. (p. 11)

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

      A. It explains the role of smugglers in the movement of people out of Syria.
      B. It provides examples of the kinds of difficulties refugees can face while settling in a new place.
      C. It describes how the deadly violence of the civil war forced Syrians out of their country.
2. Choose the piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.

**Olympic athletes must make sacrifices to compete.**

A. “Every athlete at the Olympic Games has a story.” (p. 13)
B. “Instead of going on family vacations, they [Olympic athletes] attend clinics and workshops. They give up after-school activities to train.” (p. 13)
C. “The International Olympic Committee (IOC) was putting together the first-ever team of refugees for the 2016 Games in Rio.” (p. 13)

I chose ___ because ________________________________________________________________

3. A. Choose THREE pieces of text evidence from “Swimming for Her Life” that BEST support the statement below.

**Yusra and Sarah took great risks to escape from Syria.**

A. “Both sisters [Yusra and Sarah] dreamed of swimming in the Olympics one day.” (p. 11)
B. “The sisters knew the journey would be extremely dangerous, but that did not deter them.” (p. 11)
C. “‘Maybe I’m going to die on the way,’ Yusra said, ‘but I’m almost dead in my country. I can’t do anything.’” (p. 11)
D. “Yusra and Sarah were sent to a refugee camp in Berlin, where they secured special permission from the government to be there.” (p. 12)
E. “From there, they joined a group of about 30 other refugees and hired armed smugglers to help them get to Greece. It is against the law to enter another country without official permission, so they had to be careful not to get caught by local authorities.” (pp. 11-12)

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

Evidence ____ does not support the statement because ________________________________

________________________________________________________________________________
4. Choose the paragraph that correctly uses text evidence from “Swimming for Her Life” in the form of a direct quotation.

A Although Yusra Mardini didn’t swim fast enough to advance to the semifinals, competing at the 2016 Olympic Games was a big deal for her. For Yusra, “simply being at the Olympics was a victory and a chance to shine a light on the plight of the world’s refugees.”

B Although Yusra Mardini didn’t swim fast enough to advance to the semifinals, competing at the 2016 Olympic Games was a big deal for her. Her mere presence at the Games was a victory, writes author Kristin Lewis, and an opportunity to highlight the plight of the world’s refugees (p. 13). Hearing Yusra’s story helped people better understand the hardships faced by refugees.

C Although Yusra Mardini didn’t swim fast enough to advance to the semifinals, competing at the 2016 Olympic Games was a big deal for her. For Yusra, writes author Kristin Lewis, “simply being at the Olympics was a victory and a chance to shine a light on the plight of the world’s refugees” (p. 13). In other words, Yusra’s presence at the Olympics drew attention to the hardships faced by refugees.

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

5. Choose the paragraph that correctly uses text evidence from “Swimming for Her Life” in the form of a paraphrase.

A Even when Syrian refugees are able to escape the dangers of Syria, they may face hardships in other countries. “They had money, but some businesses refused to sell them food,” writes Kristin Lewis in her article “Swimming for Her Life” (p. 11). This demonstrates that refugees can encounter difficulties such as discrimination in other countries.

B Even when Syrian refugees are able to escape the dangers of Syria, they may face hardships in other countries. For example, in her article “Swimming for Her Life,” Kristin Lewis explains that while Yusra and her sister were traveling from Greece to Germany, some business refused to sell them food (p. 11). This demonstrates that refugees can encounter difficulties such as discrimination in other countries.

C Even when Syrian refugees are able to escape the dangers of Syria, they may face hardships in other countries. When Yusra and her sister were traveling from Greece to Germany, some business refused to sell them food.

Explain why the two answers you did NOT choose are incorrect: ____________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
6. Now it’s your turn. Write a paragraph that describes how Yusra’s journey to the 2016 Olympics was different from that of many other elite athletes. Your paragraph should include at least one piece of text evidence in the form of a paraphrase or a direct quotation. Remember to include a sentence that states how that evidence supports your central idea.

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Finding Text Evidence

**Directions:** Read “Swimming for Her Life,” then complete the activity below. Some questions will ask you to select or find pieces of text evidence that support a statement we provide. Other questions will ask you to support your own statement with text evidence.

1. Choose TWO pieces of text evidence from “Swimming for Her Life” that best support the statement below.

   **STATEMENT:**
   Yusra and Sarah are very courageous.

   A  “Yusra grew up in Damascus, Syria. From a young age, she and her older sister Sarah showed incredible talent in the pool.” (p. 11)
   B  “The sisters knew the journey would be extremely dangerous, but that did not deter them.” (p. 11)
   C  “So Yusra and Sarah did the unthinkable: They jumped into the frigid water and started to push the boat through the choppy sea.” (p. 12)
   D  “They could go to school again and move through their lives without fear of guns and bombs.” (p. 12)

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

   **STATEMENT:**
   Olympic athletes must make sacrifices to compete.

   A  “They trade afternoon movies with friends for the balance beam or the diving board.” (p. 13)
   B  “The International Olympic Committee (IOC) was putting together the first-ever team of refugees for the 2016 Games in Rio.” (p. 13)
   C  “Every athlete at the Olympic Games has a story.” (p. 13)

   I chose ___ because ________________________________
3. Below is a statement and two pieces of supporting evidence. Find one more piece of evidence from the article and write it on the lines below.

**STATEMENT:**

The life of a refugee can be difficult.

A “They may have to deal with language barriers and the challenges of finding work and housing in a new country.” (p. 11)

B “They may face discrimination from locals who see them as a drain on resources and on the government’s money.” (p. 11)

C 


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

**STATEMENT:**

A “From there, they joined a group of about 30 other refugees and hired armed smugglers to help them get to Greece. It is against the law to enter another country without official permission, so they had to be careful not to get caught by local authorities.” (pp. 11-12)

B “‘Maybe I’m going to die on the way,’ Yusra said, ‘but I’m almost dead in my country. I can’t do anything.’” (p. 11)

C “The boat was flimsy and small, designed to carry six people. The sisters crammed on board along with 18 others.” (p. 12)
What’s the Tone?

Tone is the author’s attitude toward either the subject he or she is writing about or toward the reader. Words that could describe tone include doubtful, humorous, gleeful, serious, and questioning. Tone is conveyed through the author’s word choice, the information included, and how the text is organized.

In this activity, you will analyze the tone in three sections of the article “Swimming for Her Life” by Kristin Lewis.

1. In the opening section of “Swimming For Her Life,” Kristin Lewis’s tone as she writes about Yusra Mardini could be described as admiring and impressed.

Choose one statement below that does NOT support this claim.

A. Lewis describes Yusra as “powering” through the water. This makes Lewis sound like she sees Yusra as strong and athletic.

B. Lewis includes the detail that the Olympics in which Yusra was competing were in Rio de Janeiro, Brazil. This makes Lewis sound admiring and impressed.

C. Lewis writes that for Yusra, competing in the Olympics was “even more” than the great achievement it is for all Olympic athletes. In writing this, Lewis is complimenting Yusra—saying that Yusra did something remarkable.

D. Lewis writes that “only a year earlier,” Yusra had been fleeing for her life. By using the word only, Lewis emphasizes how little time passed between when Yusra left Syria and when she competed in the Olympics; this emphasis makes Lewis sound amazed and surprised that Yusra was able to come so far so fast.
2. Consider the section “Maybe I’m Going to Die.” In this section, Lewis’s tone as she writes about refugees is sympathetic, concerned, and compassionate. Below is one statement that supports this claim. Write one more statement that supports the claim.

   a. Lewis sounds like she has sympathy for Syrian refugees who have been forced to flee their home country when she writes, “The decision to leave one’s home is never an easy one, but for many Syrians, there wasn’t really a choice: Staying meant risking death.”

   b. ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. Consider the section “Dangerous Journey.” Complete the sentence below with two words that describe Lewis’s tone as she describes Yusra and Sarah on their journey from Syria to Germany.

   In the section “Dangerous Journey,” Lewis’s tone is ______________________________.

4. Write two statements, using text evidence, that support your claim from question 3.

   a. ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   b. ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
What’s the Tone?

Tone is the author’s attitude toward either the subject he or she is writing about or toward the reader. Words that could describe tone include 

doubtful, humorous, gleeful, serious, and questioning.

Authors create tone through word choice, the information they include, and how they organize the text.

In this activity, you will analyze the tone in three sections of the article “Swimming for Her Life” by Kristin Lewis.

1. In the opening section of “Swimming For Her Life,” Kristin Lewis’s tone as she writes about Yusra Mardini could be described as 
admiring and impressed. Choose one statement below that does NOT support the claim that in the introduction, Lewis sounds like she admires and is impressed by Yusra Mardini.

A Lewis describes Yusra as “powering” through the water. This makes Lewis sound like she sees Yusra as strong and athletic.

B Lewis includes the detail that the Olympics in which Yusra was competing were in Rio de Janiero, Brazil. This makes Lewis sound admiring and impressed.

C Lewis writes that for Yusra, competing in the Olympics was “even more” than the great achievement it is for all Olympic athletes. In writing this, Lewis is complimenting Yusra—saying that Yusra did something remarkable.
2. Consider the section “Maybe I’m Going to Die.” Below is one statement that supports the claim that Lewis’s tone as she writes about refugees is sympathetic and concerned.

Complete the sentence we started to write one more statement that supports this claim.

a. Lewis sounds like she has sympathy for Syrian refugees who have been forced to flee their home country when she writes, “The decision to leave one’s home is never an easy one, but for many Syrians, there wasn’t really a choice: Staying meant risking death.”

b. Lewis writes that the life of a refugee is often “difficult” and lists some of the hardships refugees often face. Describing the challenges of being a refugee makes Lewis sound like _____________________________.

3. Consider the section “Dangerous Journey.” Lewis’s tone as she describes Yusra and Sarah on their journey from Syria to Germany is admiring and concerned. Support this claim by completing the sentences we started below.

a. Lewis describes the boat that the girls traveled on as “flimsy and small.” She also notes that though the boat was designed to carry only six people, 20 people “crammed” onto it. Lewis is stressing that Yusra and Sarah’s trip was __________ _______________. This suggests that Lewis feels _____________________________.

b. Lewis provides details about what it was like for Yusra and Sarah to pull the boat to shore, including that _________________. You can sense Lewis thinks that Yusra and Sarah _________________.

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Yusra’s Dreams

Directions: Read the article “Swimming for Her Life” and the poem “Dreams.” Then answer the questions below to help you respond to the writing prompt on page 13.

1. What is Langston Hughes saying about dreams in his poem “Dreams”?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

2. Would Yusra likely agree or disagree with what Langston Hughes says in “Dreams”?  
   A agree  B disagree

3. Kristin Lewis quotes something Yusra says about dreams. Write what Yusra says here:

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

4. If you chose “agree” in question 2, write two reasons why Yusra would likely agree with what Langston Hughes says in his poem “Dreams.” If you chose “disagree” in question 2, write two reasons why Yusra would likely disagree with what Langston Hughes says in “Dreams.”

Reason 1: ________________________________

__________________________________________________________

__________________________________________________________

Reason 2: ________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Yusra’s Dreams

Directions: Read the article “Swimming for Her Life” and the poem “Dreams.” Then answer the questions below to help you respond to the writing prompt on page 13.

1. What is Langston Hughes saying about dreams in his poem “Dreams”? Choose the best answer.
   - Sometimes we have to give up on our dreams. Sometimes other things are more important, or it just doesn’t seem realistic that we will ever achieve our dreams.
   - We need dreams. Dreams give us a reason to get up every day. Without them, our lives can feel empty and useless.
   - Our dreams change over time. What we dream of when we are children is often very different than what we dream of as adults.

2. Would Yusra likely agree or disagree with what Langston Hughes says in “Dreams”?
   - agree
   - disagree

3. On page 13, at the very end of the article, Kristin Lewis quotes Yusra. What does Yusra say about dreams? Write the quote here:

4. If you chose “agree” in question 2, write two reasons why Yusra would likely agree with what Hughes says in his poem “Dreams.” If you chose “disagree” in question 2, write two reasons why Yusra would likely disagree with what Langston says in “Dreams.”

   Reason 1: __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   Reason 2: __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Analyzing Poetry

Below is the poem “Dreams” by Langston Hughes. The notes on the sides define words that you might not know. After you read the poem a few times, complete the activity on the next two pages.

Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

—Langston Hughes

Lanston Hughes was an African-American poet and author. He lived from 1902 to 1967 and is known for his poems, stories, essays, and plays about African-American life.
Directions: Follow the prompts to mark the poem on page 1 of this activity and answer the questions below.

Structure

1. Look at the last word in each line of the first stanza. Circle the two words that rhyme. Then connect the circled words with a line.

2. Look at the last word in each line of the second stanza. Circle the two words that rhyme. Then connect the circles with a line.

3. Fill in the blank:
   In each stanza, the second and ____________ lines rhyme.

4. Choose a colored pen or pencil and use it to underline the first line of the poem. Then find where this line is repeated. Use the same color to underline the repeat of line 1.

5. At the end of each line, write the number of syllables it contains. For example, you would write “7” at the end of line 3, because line seven contains four syllables: Life is a bro-ken-winged bird.

6. Do the lines in the first and second stanzas have a similar pattern of syllables? Explain.

First Stanza

7. Line 1 tells the reader to “Hold fast to dreams.” What do you think it means to hold fast, or tightly, to a dream?

8. Line 2 says, “For if dreams die.” In your own words, briefly explain what it means for a dream to “die.”

9. What might cause a dream to die?
10. Fill in the blank:
The first stanza includes a metaphor: The poet compares life without dreams to _______________________.

11. What feelings or emotions are created by the image of a broken-winged bird that cannot fly? Explain.
   ___________________________________________________________________________________________________
   ___________________________________________________________________________________________________
   ___________________________________________________________________________________________________
   ___________________________________________________________________________________________________

12. In the first stanza, what feelings or ideas do you think the poet is expressing about what life is like if you give up on your dreams?
   ___________________________________________________________________________________________________
   ___________________________________________________________________________________________________

**Second Stanza**

13. Identify the metaphor in this stanza.
   ___________________________________________________________________________________________________

14. What emotions, sensations, or ideas does the image of “a barren field/Frozen with snow” bring up? Explain.
   ___________________________________________________________________________________________________
   ___________________________________________________________________________________________________
   ___________________________________________________________________________________________________
   ___________________________________________________________________________________________________

15. In the second stanza, what ideas do you think the poet is expressing about what life is like if you give up on your dreams?
   ___________________________________________________________________________________________________
   ___________________________________________________________________________________________________

**Whole Poem**

16. In one sentence, summarize the main idea of this poem.
   ___________________________________________________________________________________________________
Paired Texts Vocabulary

1. **culmination** (kuhl-muh-NEY-shuhn) *noun*; The verb *culminate* (KUHL-muh-neyt) means “to end or complete.” *Culmination* refers to the end point, or final and most important stage of something. The culmination of a Fourth of July celebration is often a dazzling fireworks show.

2. **refugee** (REF-yoo-jee) *noun*; A refugee is a person who is seeking *refuge* (REF-yooj), meaning shelter or safety. Refugees flee their homes and countries that have become dangerous places to live, usually because of war or natural disasters.

3. **humanitarian** (hyoo-man-ih-TAIR-ee-uhn) *noun or adjective*; Humanitarians are people devoted to improving the lives of others. They work to end human suffering by donating money or offering a service to help solve problems like poverty, disease, and hunger. *Humanitarian* can also be used as an adjective, to mean “related to humanitarians,” as in “humanitarian aid” or “humanitarian efforts.” When people refer to a “humanitarian crisis,” they mean something slightly different; a humanitarian crisis is an event or a situation that threatens the health or safety of a large group of people.

4. **discrimination** (dih-skrim-uh-NEY-shuhn) *noun*; The verb *discriminate* (dih-SKRIM-uh-neyt) means “to notice and understand how one thing is different from another thing.” You might, for example, be able to discriminate between the scent of a rose and the scent of a daisy. *Discriminate* can also mean “to unfairly treat one person or group of people differently from other people or groups.” Similarly, the noun *discrimination* can refer to the ability to recognize the difference between things, or it can refer to the unfair treatment of one group of people. People can face discrimination because of their race, their religion, or their gender.

5. **magnitude** (MAG-nih-tood) *noun*; Something’s magnitude is its size, extent, or importance. A star with a low magnitude is not a very bright star. An earthquake with a high magnitude is powerful and damaging. If a moment is of great magnitude, it is an important moment.

6. **deter** (dih-TUHR) *verb*; To deter is to discourage or prevent something from happening. A security camera in a store might deter someone from stealing.

7. **smuggler** (SMUHG-lar) *noun*; A smuggler is a person who secretly and illegally moves people or things from one place to another, and in particular, from one country to another.
8. **refugee camp** (REF-yoo-jee kamp) *noun*: A refugee camp is a place where refugees live in tents or other temporary forms of shelter. These camps can house hundreds of thousands of people, and the living conditions in them are often harsh.

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

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

1. I need to find a way to **deter/culminate** deer from eating my garden; maybe I should put up a fence to keep them out.

2. The **culmination/discrimination** of the mountain climber’s career was reaching the summit of Earth’s highest mountain, Mount Everest.

3. The **magnitude/discrimination** of the decision Carol would have to face in the morning kept her wide awake with worry all night.

4. The **smuggler/refugee** was arrested at the airport for trying to sneak illegal drugs into the United States.

5. Amy’s school is collecting items such as blankets, canned food, and clothing for **refugees/smugglers**.

6. **Anti-discrimination/culmination** laws protect people from being treated unfairly based on the color of their skin.

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

7. Mr. Gates will be honored with an award for his **humanitarian** work. He __________________________

8. The family arrived at the **refugee camp** late in the evening. They __________________________

9. Lisa tried to **deter** Samantha from dyeing her hair blue, but Samantha __________________________
Slideshow Discussion Questions

Photo Slideshow: A Country in Crisis

Directions: After viewing the slideshow and reading the article, answer the following questions.

1. What do you learn in the slideshow that helps you better understand Yusra’s decision to leave Syria?

2. What do the photos and captions in the slideshow reveal about life in the Zaatari refugee camp?

3. What challenges do many refugees face? Answer this question with information from both the slideshow and “Swimming for Her Life.”
Close-Reading Questions
“Swimming for Her Life”

1. How does Kristin Lewis draw the reader in at the beginning of the article? (author’s craft)

2. A central idea of the section “‘Maybe I’m Going To Die’” is that life as a refugee can be difficult. Find two details in this section that support this idea. (central ideas and details)

3. On page 11, Lewis writes, “And all the while, they must cope with the magnitude of what they have lost.” What does she mean? (interpreting text)

4. Describe the author’s tone at the end of the section “Dangerous Journey.” Which words and phrases help create this tone? (tone)

5. What do the photos help you understand about life as a refugee? (text features)
Close-Reading Questions
“Dreams”

1. Consider the metaphor in the first stanza. What is the poet comparing? What does the metaphor mean? (figurative language)

2. What idea about dreams does the poem express? (key ideas)
Critical-Thinking Questions
“Swimming for Her Life” and “Dreams”

1. Lewis writes that for Yusra, being at the Olympics was a chance to “shine a light on the plight of the world’s refugees.” How does Yusra’s story do this?

2. What message does Yusra’s story send about the importance of dreams?
Paired Texts Quiz

Directions: Read “Swimming for Her Life” and “Dreams.” Then answer the questions below.

1. All of the following details from the article help you understand why simply competing in the Olympics was a victory for Yusra EXCEPT which?
   A. Civil war broke out in Syria when Yusra was 13.
   B. Yusra’s coach thought she was a talented swimmer.
   C. Yusra traveled 1,000 miles in 25 days to get from Syria to Germany.
   D. Yusra and her sister swam for 3.5 hours to save themselves and the other refugees.

2. On page 12, the author most likely includes the detail about Yusra losing her shoes in the water to
   A. explain why Yusra was upset.
   B. convey the difficulty and drama of Yusra’s situation.
   C. show that shoes aren’t important.
   D. reveal that Yusra had only one pair of shoes.

3. Which pair of words best describes the mood of the passage about Yusra’s journey to Germany in the section “Dangerous Journey”?
   A. amused, joyous
   B. surprised, confusing
   C. calm, content
   D. tense, anxious

4. The statements below all support the answer to question 3 EXCEPT which one?
   A. The author describes the boat’s motor stopping and the water filling the boat.
   B. The author states that Yusra and her sister slept in fields and churches.
   C. The author writes that some businesses would not sell food to Yusra and Sarah.
   D. The author writes that Yusra traveled with a group of about 30 refugees.

5. Which of the following states the central idea of the poem?
   A. Dreams give our lives meaning.
   B. Dreams are like birds.
   C. People should not follow their dreams.
   D. People should change their dreams.

6. Both the article and the poem
   A. argue that it’s important to let go of dreams.
   B. reveal that under different circumstances, Yusra might have won a medal at the Olympics.
   C. show that having dreams helps give life purpose.
   D. explain that refugees face many challenges.

Constructed-Response Questions

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

7. On page 11, Kristin Lewis writes: “For athletes, competing in the Olympics... is the culmination of years of hard work and sacrifice. For Yusra, [it] was even more than that.” What does Lewis mean?

8. Consider the poem’s first line: “Hold fast to dreams.” Why was it important for Yusra to hold fast to her dreams? Use text evidence in your answer.
Paired Texts Quiz

Directions: Read “Swimming for Her Life” and “Dreams.” Then answer the questions below.

1. Which statement BEST expresses a central idea of “Swimming for Her Life”?
   A Yusra and Sarah’s home in Syria was destroyed.
   B Competing in the Olympics was an accomplishment for Yusra, even though she did not win a medal.
   C Sarah had a shoulder injury and could not swim.
   D Yusra’s coach recognized her talent immediately.

2. Which detail supports your answer to question 1?
   A Elite athletes often train instead of going on vacation or spending time with friends.
   B Yusra traveled 1,000 miles in 25 days to escape Syria and get to Germany.
   C Yusra grew up in Damascus, Syria.
   D From a young age, Yusra showed talent as a swimmer.

3. Information about the refugee camp in Germany where Yusra and Sarah lived would best fit into which section of the article?
   A “A Big Deal”
   B “Dangerous Journey”
   C “A Victory”
   D “Daring to Dream Again”

4. Which BEST helps you understand what life is like for many refugees?
   A the caption titled “Where Do Syrian Refugees Go?” on page 12
   B the photo of the Zaatarari refugee camp on page 12
   C the map on page 12
   D both A and B

5. Which statement BEST describes the central idea of the poem?
   A Dreams give meaning to our lives.
   B Dreams are like birds.
   C People should not follow their dreams.
   D People should change their dreams.

6. Both the article and the poem
   A argue that it’s important to let go of dreams.
   B reveal that Yusra might have won a medal at the Olympics if her circumstances had been different.
   C show that having dreams helps give life purpose.
   D explain that refugees face many challenges.

Constructed-Response Questions

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

7. Pick one character trait that Yusra demonstrates in the article. Use evidence from the text to show how she demonstrates that trait.

8. Consider the poem’s first line: “Hold fast to dreams.” Why was it important for Yusra to hold fast to her dreams? Use text evidence in your answer.
Yusra Contest

Explain what Langston Hughes is saying about dreams in his poem. Would Yusra agree or disagree? Use details from both texts to support your ideas in a well-organized essay. Five winners will each get Return to Sender by Julia Alvarez.

Entries will be judged on:

.Alignment

use of information from both texts

grammar, spelling, and punctuation

clarity and good organization

creativity

My name: ____________________________________________

My home phone number: ____________________________ My grade: ____________________________

My teacher’s name: ____________________________ My teacher’s e-mail: ____________________________

School name: ____________________________________________

School address: ____________________________________________

City: ____________________________ State: ____________________________ ZIP: ____________________________

School phone number: ____________________________

My parent or legal guardian consents to my participation in this contest. Parent’s or legal guardian’s signature: ____________________________

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

ENTRIES MUST BE RECEIVED BY December 20, 2016!
1. **prestigious** (preh-STIJ-uhs or preh-STEJ-juhs) *adjective*; The noun *prestige* (preh-STEJ) means “importance in the eyes of other people.” When something is prestigious, it means that it is well-respected, highly ranked, and famous. J. K. Rowling is a prestigious author. An Olympic gold medal is a prestigious award.

2. **fleeting** (FLEE-ting) *adjective*; If you say that something is fleeting, you mean that it passes quickly—that it lasts for only a very short time. You can catch only a fleeting glimpse of a shooting star, because shooting stars disappear as quickly as they appear.

3. **specialize** (SPESH-uh-lahyz) *verb*; To specialize is to narrow the focus of your studies or job. A doctor might, for example, specialize in pediatrics (the care of children) or cardiology (the care of the heart).

4. **derive** (dih-RAHYV) *verb*; Derive can mean “to take or get from” or “to come from.” You might derive pleasure from reading. Many English words derive from words in other languages. For example, *agriculture* derives from the Latin words *ager*, meaning “field,” and *cultura*, meaning “cultivate.”
Directions: In the space below, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.
Vocabulary Practice
“Can Fame and Fortune Make You Happy?”

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

BOOK TITLES
A. Specializing in Spirits  C. Fleeting Spirits
B. Prestigious Ghosts  D. Derived From the Dead

1. Laura Samuels is sure that ghosts are trying to contact her. The problem is, they disappear so quickly that she never has a chance to figure out who they are or what they want.
   Title (A-D): ______ Why I chose this title: _______
   ________________________________________________
   ________________________________________________

2. Edward Davenport has always been interested in the unusual, whether it’s UFOs or mind reading. The thing he has truly dedicated his life to, though, is ghosts.
   Title (A-D): ______ Why I chose this title: _______
   ________________________________________________
   ________________________________________________

3. Learn about the ghosts of society’s most highly admired and respected citizens.
   Title (A-D): ______ Why I chose this title: _______
   ________________________________________________
   ________________________________________________

4. Pop star Paul Petterson explains that many of his hit songs have come from conversations he’s had with ghosts.
   Title (A-D): ______ Why I chose this title: _______
   ________________________________________________
   ________________________________________________

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

5. derive
   A. give  B. depart  C. obtain  D. invent

6. fleeting
   A. lengthy  B. constant  C. slow  D. disappearing

7. prestigious
   A. famed  B. ordinary  C. unknown  D. humble

8. specialize
   A. broaden  B. narrow  C. improve  D. branch out
“Can Fame and Fortune Make You Happy?” Quiz

Directions: Read “Can Fame and Fortune Make You Happy?” Then answer the questions below.

1. Where in the article does Mackenzie Carro focus on the positive aspects of being a celebrity?
   A in the first paragraph
   B in the section “Holding Steady”
   C throughout the entire article
   D in the last paragraph

2. In the section “Celebrity Lifestyle,” what is the purpose of the quote from Donna Rockwell?
   A to explain why Justin Bieber has been getting into trouble with the law
   B to explain what leads to lasting happiness
   C to support the idea that fame does not bring true happiness
   D to support the idea that buying things doesn’t make people truly happy

3. Consider this sentence: “Indeed, famous people can’t so much as walk their dogs or tie their shoes without being gawked at, photographed, tweeted about, or Instagrammed.” What does this sentence help readers understand?
   A why Jennifer Lawrence feels anxiety “just stepping out her front door”
   B why Beyoncé enjoys attention onstage
   C why most celebrities don’t have dogs
   D how Jennifer Lawrence is managing to hold steady despite the drama she’s encountered

4. Which best describes Carro’s tone as she writes about celebrities?
   A She is jealous of celebrities.
   B She disapproves of celebrities.
   C She is in awe of celebrities.
   D She is sympathetic toward celebrities.

5. Choose the best support for your answer to question 4.
   A Carro writes that Jennifer Lawrence earns more money on one movie than most people make in a lifetime.
   B Carro describes Shia LaBeouf as having “bizarre public meltdowns.”
   C Carro explains what leads to lasting happiness.
   D Carro dedicates most of the article to the challenges of being a celebrity.

6. Carro writes, “Clearly, not all stars crumble under the pressures of fame.” Who does Carro imply has “crumbled under the pressures of fame”?
   A Justin Bieber and Shia LaBeouf
   B Jennifer Lawrence and Beyoncé
   C Selena Gomez and Ariana Grande
   D Will Smith and Justin Timberlake

Constructed-Response Questions

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

7. In the first paragraph, Carro describes Jennifer Lawrence looking happy and then asks, “And why wouldn’t she be?” What reasons does Carro provide in the article for why Lawrence might not be happy?

8. Carro writes that the celebrity lifestyle can make the things that lead to true happiness extremely difficult. What does she mean? Answer using details from the article as well as your own ideas.
“Can Fame and Fortune Make You Happy?” Quiz

Directions: Read “Can Fame and Fortune Make You Happy?” Then answer the questions below.

1. Where in the article does Mackenzie Carro list good things about being a celebrity?
   A. in the first paragraph
   B. in the section “Holding Steady”
   C. in the section “A Lot of Stress”
   D. in the whole article

2. Read the quote from Donna Rockwell in the section “Celebrity Lifestyle.” What is Rockwell’s main point?
   A. Buying a purse can make you happy.
   B. Jennifer Lawrence is not happy.
   C. Fame does not bring long-lasting happiness.
   D. Buying a purse can’t make you happy.

3. Carro writes, “Indeed, famous people can’t so much as walk their dogs or tie their shoes without being gawked at, photographed, tweeted about, or Instagrammed.” What does this sentence help readers understand?
   A. why Jennifer Lawrence feels anxiety every time she goes outside
   B. why Beyoncé enjoys attention
   C. why most celebrities don’t have dogs
   D. how Jennifer Lawrence is managing to hold steady despite the drama she’s encountered

4. Which best describes Carro’s attitude toward celebrities?
   A. She is jealous of them.
   B. She disapproves of them.
   C. She thinks they are boring.
   D. She is sympathetic toward them.

5. Choose the best support for your answer to question 4.
   A. Carro writes that Jennifer Lawrence earns more money on one movie than most people make in a lifetime.
   B. Carro describes Shia LaBeouf as having “bizarre public meltdowns.”
   C. Carro explains what leads to lasting happiness.
   D. Carro spends most of the article describing the challenges of being a celebrity.

6. Carro writes, “Clearly, not all stars crumble under the pressures of fame.” Who does Carro imply has “crumbled under the pressures of fame”? (To imply is to hint at something without directly saying it.)
   A. Justin Bieber
   B. Jennifer Lawrence
   C. Selena Gomez
   D. Justin Timberlake

Constructed-Response Questions

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

7. According to the article, how can fame affect friendships? Use text evidence to support your answer.

8. The title of this article asks, “Can Fame and Fortune Make You Happy?” What answer does Mackenzie Carro give to this question? Support your response with text evidence.
Write an Argument Essay

Directions: Read “Can Fame and Fortune Make You Happy?” Complete the essay kit on page 15. Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Can fame and fortune make you happy?

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! Bring on the cameras. ☐ No! It makes people nuts.

☐ _________________________________________________________________________________

☐ _________________________________________________________________________________

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the “Yes” and “No” columns on page 15. Which points support your opinion? What other information supports your opinion? List at least three supporting details on the lines below.

Here’s an example: If you DO NOT think fame and fortune can make you happy, one of your supporting details might be: “Stars have to wonder if their ‘friends’ like them for who they are or for what they have.”

1. _________________________________________________________________________________

2. _________________________________________________________________________________

3. _________________________________________________________________________________
**STEP 3: ACKNOWLEDGE THE OTHER SIDE**

If you DO think fame and fortune can make you happy, summarize the strongest arguments of those who disagree. If you DO NOT think fame and fortune can make you happy, summarize the main reasons some people think it can.

___________________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________________________________________________________  

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

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

Your thesis:

___________________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________________________________________________________  

**STEP 5: WRITE YOUR HOOK**

The very beginning of your essay is called the hook because it “hooks” your readers’ attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

1. **An anecdote** (a very short story): Describe a time when you watched a celebrity on TV. Describe what it would be like to be that celebrity.

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 about fame and fortune. Here’s one way you could structure your question: “Celebrities get a lot of attention, but is all of that attention _______?”

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 on the lines provided.**

Your hook:

___________________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________________________________________________________

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### 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. Finish the summary of the issue of fame and fortune on the lines below.

**Despite their fame and fortune, many celebrities may not be as happy as they seem. According to a recent study, true happiness**


### Step 7: Start Writing

On the next page, you’ll find guidelines for how to organize your essay.
Argument Essay Outline

Directions: Use the outline below to write your essay. You will use what you wrote on the first three pages of this activity.

1. INTRODUCTION
   Open with your hook from Step 5.
   Write a transition sentence that relates your hook to the question of whether fame and fortune can make you happy.
   (See Scope’s handout “Great Transitions” for some ways to link your ideas.)
   Write your summary of the issue from Step 6.

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.

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.

5. READ AND REVISE
   Use Scope’s “Argument-Essay Checklist” to evaluate and edit what you have written.

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

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

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

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

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

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

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

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

If you are adding information or showing similarity between ideas:
- additionally
- besides
- so too
- first of all/secondly/thirdly
- in addition
- also
- likewise
- to begin with
- as well as
- another
- furthermore
- finally

If you are showing that one idea is different from another:
- however
- even though
- in contrast
- on the one hand/on the other hand
- yet
- despite
- still
- some people say/other people say
- but
- although
- in spite of
- regardless

If you are showing that something is an example of what you just stated:
- for example
- to illustrate
- this can be seen
- specifically
- for instance
- namely

If you want to show cause and effect:
- as a result
- consequently
- so
- it follows that
- therefore
- eventually

If you want to add emphasis:
- in fact
- of course
- truly
- even
- indeed
Don’t Forget the Comma!

Introductory clauses and phrases do what they sound like they do: They introduce something. In other words, they set the stage for the main action in a sentence. Introductory clauses and phrases cannot stand alone—their meaning is dependent on the rest of the sentence. Here are some examples:

- **These are introductory clauses**
  - When Melanie arrived at the hotel, she headed straight to the pool.
  - If Nick hits one more home run this year, he’ll break a school record.

- **These are introductory phrases**
  - To get to the library, drive down Main Street and turn left on 16th.
  - After visiting California, Claudia decided she wanted to move there.

Introductory clauses and phrases should be followed by a comma. Look again at the examples above. See how a comma follows each underlined phrase or clause?

**Directions:** Insert the missing comma after the introductory clause or phrase in each sentence below.

1. If you want to get the lead in the play be sure to practice your lines before the audition.

2. Determined to get an A on her science test Julie began studying a week in advance.

3. Because she was deathly afraid of spiders Lauren refused to walk within 15 feet of the web.

4. Before eating dinner you should always wash your hands.

5. Excited by her basketball team’s victory Regina couldn’t stop smiling.

6. Despite being a first-time bowler Jenny made three strikes during her first game.

7. Even though she got caught in traffic Marissa arrived at the theater on time.

8. After searching for two hours Joey finally found his pet hamster behind the couch.

9. Once you’ve had your learner’s permit for a year you can get your driver’s license.
Pronoun Power

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

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

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

A pronoun must agree with, or match, its antecedent in:
- **Number** (a singular pronoun replaces a singular noun; a plural pronoun replaces a plural noun)
- **Person** (referring to first, second, or third person)
- **Gender** (he, him, or his replaces a masculine noun; she, her, or hers replaces a feminine noun)

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

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

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

- each
- anybody
- nothing
- everyone
- either
- anything
- someone
- everybody
- neither
- no one
- somebody
- everything
- anyone
- nobody
- something

**Examples:**

- Each girl who danced wore a flower in her hair.
- Everyone should proofread his or her work before handing it in.

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

- both
- few
- many
- several

**Examples:**

- Many are still waiting for their lucky break.
- Several promised me that they would be there.

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

- The collection of paintings is on display at the museum. It will be there until June.
  - *It* refers to *collection*, and *collection* is singular.

- The soccer team, made up of players from all over the state, won its final match.
  - *Its* refers to *team*, and *team* is singular.

An activity to test your pronoun power is on the next page.
Directions: In each sentence or pair of sentences below, identify the antecedent to which the underlined pronoun refers. We did the first one for you.

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

2. A few arrived early. They are waiting outside.
   antecedent: ____________________

3. “If nobody raises his or her hand, I’m just going to pick someone,” said Ms. Davis.
   antecedent: ____________________

4. “I moved that pile of papers to your bedroom,” said Kendra’s mom. “I was tired of looking at it.”
   antecedent: ____________________

5. I’m hoping that either Sara or Jo will share her notes from yesterday with me.
   antecedent: ____________________

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

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

7. a ___ Everyone has a right to his or her own opinion.
   b ___ Everyone has a right to their own opinion.

8. a ___ Where is that can of black beans we bought yesterday? I can’t find them.
   b ___ Where is that can of black beans we bought yesterday? I can’t find it.

9. a ___ Neither Adam nor Anthony answered their phones.
   b ___ Neither Adam nor Anthony answered his phone.

Directions: Fill in the blanks with the correct pronouns.

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

11. If nobody wants these last two cookies, I’m going to eat ___________.

12. Someone left ___________ phone on the bus. I’m going to give ___________ to the driver.
Master Your Modifiers

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

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

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

Correct Option 1: Eva took a bite of her bagel, which was covered in butter and jelly.
Correct Option 2: Eva took a bite of her butter-and-jelly-covered bagel.

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

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

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

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

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

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

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

7. Stained with spaghetti sauce, Ray put his white shirt in the laundry basket.
   Correct: __________________________________________________________
Don’t Forget the Comma!

Introductory clauses and phrases do what they sound like they do: They introduce something. In other words, they set the stage for the main action in a sentence. Introductory clauses and phrases cannot stand alone—their meaning is dependent on the rest of the sentence. Here are some examples:

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   Correct: ____________________________

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   Correct: ____________________________

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

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

7. Stained with spaghetti sauce, Ray put his white shirt in the laundry basket.
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   - nothing
   - everyone
   - either
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   - someone
   - everybody
   - neither
   - no one
   - somebody
   - everything
   - anyone
   - nobody
   - something

   **Examples:**
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   - Everyone should proofread his or her work before handing it in.

   These words are always replaced by a **plural** pronoun:
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   - few
   - many
   - several
   - everybody
   - everyone
   - everything
   - anybody
   - anyone
   - something
   - nobody
   - no one
   - somebody
   - nothing

   **Examples:**
   - Many are still waiting for their lucky break.
   - Several promised me that they would be there.

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

   The collection of paintings is on display at the museum. **It** will be there until June. It refers to collection, and collection is singular.

   The soccer team, made up of players from all over the state, won its final match. Its refers to team, and team is singular.

An activity to test your pronoun power is on the next page.
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   antecedent: **pencils**

2. A few arrived early. **They** are waiting outside.
   antecedent: ____________________

3. “If nobody raises **his** or **her** hand, I’m just going to pick someone,” said Ms. Davis.
   antecedent: ____________________

4. “I moved that pile of papers to your bedroom,” said Kendra’s mom. “I was tired of looking at **it**.”
   antecedent: ____________________

5. I’m hoping that either Sara or Jo will share **her** notes from yesterday with me.
   antecedent: ____________________

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

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

7. a ____ Everyone has a right to his or her own opinion.
   b ____ Everyone has a right to their own opinion.

8. a ____ Where is that can of black beans we bought yesterday? I can’t find them.
   b ____ Where is that can of black beans we bought yesterday? I can’t find it.

9. a ____ Neither Adam nor Anthony answered their phones.
   b ____ Neither Adam nor Anthony answered his phone.

---

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

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

11. If nobody wants these last two cookies, I’m going to eat _______.

12. Someone left _______ phone on the bus. I’m going to give _______ to the driver.
Rambling Sentences
THE LAZY EDITOR: “The History of Ice”
November 2016

Repairing Ramblers and Run-Ons

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

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, and the sun had emerged from the clouds, and the rain had stopped, so before we knew it, we were heading out to sea!

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

On Thursday, my 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!

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

灰色的云层滚滚而来，使原本明亮的蓝天变得阴沉，我们仍在享受乐趣。

“灰色的云层滚滚而来，使原本明亮的蓝天”和“我们仍在享受乐趣”都是独立的句子—每个句子都能独立成句。一个逗号不足以连接两个句子。

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

1. **Divide it into separate sentences.**
   Gray clouds rolled in, darkening what had been a bright-blue sky. We still had fun.

2. **Use a comma and a conjunction such as for, and, nor, but, or, yet, or so.**
   Gray clouds rolled in, darkening what had been a bright-blue sky, but we still had fun.

3. **Use a semicolon and a transition word or phrase such as however, moreover, furthermore, as a result, meanwhile, first, next, finally, or in addition.**
   Gray clouds rolled in, darkening what had been a bright-blue sky; however, we still had fun.

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

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

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

3. Randy meant to stay awake until the end of the movie, he fell asleep during the first 10 minutes.
   Correct: ________________________________________________________________
You Write It
Turning an Interview Into an Article

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

1. The headline “His App Could Save Lives” gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

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

   **Q-and-A #1:**
   Nikhil Gopal, 16, became inspired to help people who are sick with malaria after his aunt was diagnosed with the disease. When Nikhil’s aunt was diagnosed, she was given a medication that did not work. Once she switched medicines, Nikhil’s aunt made a full recovery. Nikhil wants to be able to help more people like his aunt find the right treatment.

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

   **Q-and-A #2:**

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
3 Choose two sentences that Nikhil said in the interview to use as direct quotes in your article.

A direct quote is another person's exact words.

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

1. “The idea is to give the test to patients multiple times to keep track of parasite levels,” explains Nikhil.
2. Nikhil explains, “I wanted to help doctors figure out how to more effectively treat patients like her.”

Direct Quote 1: ____________________________________________

Direct Quote 2: ____________________________________________
Now it’s time to put it all together. Write your three-paragraph article on a separate sheet of paper or type it up, following the guidelines below.

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

**Body Paragraph:**
- Explain to your readers what system Nikhil invented to treat malaria and why he created it, using information from the five question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the interview. Each idea you include should support the central idea that you wrote in Step 1.
- Don’t forget to include the direct quotes that you chose in Step 3.

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

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

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

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

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

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

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

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

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

You Write It

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

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

Heroic Rescue on the Mountainside

The Headline

Hunter Nelson
Ages: 17
Hometown: Washougal, Washington

The Interview

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

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

**Scope:** What happened then?

**Hunter:** Danny was 10 feet above me. I heard rocks falling, looked up, and saw him fly over me. He didn’t make any noise as he fell, so it felt unreal, like I was in a dream. I watched him fall and land so hard his shoes fell off. He was knocked out. I was sure he was dead.

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

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

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

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

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

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

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

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

Now you write the article!

YOU WRITE IT CONTEST

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

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

Entries will be judged on:

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

My name: ________________________________

My home phone number: ________________________ My grade: ________________________

My teacher’s name: ___________________________ My teacher’s e-mail: ________________________

School name: ________________________________________________________________________

School address: ________________________________________________________________________

City: _______________________________________ State: _______________________ ZIP: ________________________

School phone number: ________________________

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

Parent’s or legal guardian’s signature: ____________________________________________________

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

ENTRIES MUST BE RECEIVED BY December 20, 2016!
Good vs. Well

*Good* and *well* are often confused and misused. Here’s what you need to know to use them correctly:

**GOOD** is an adjective.

- Use *good* to modify nouns or pronouns.
  
  *We saw a good movie last night.*
  
  *Mary is a good softball player.*

- Also use *good* to describe the way someone or something is.
  
  *You look good.*
  
  *That tastes good.*

**WELL** can be an adverb or an adjective.

- As an adverb, *well* modifies action verbs. Use it to describe how an action is done.
  
  *She sings well.*
  
  *Emily plays the part well.*
  
  *Thanks to his new glasses, Ben sees well.*

- As an adjective, *well* means “in good health” or “satisfactory.”
  
  *Kate is well today.*
  
  *All is well in the world.*

If someone asks you how you are, it is OK to say either “I’m well” or “I’m good.” Saying “I’m well” means that you are healthy. Saying “I’m good” means that you are happy and everything is fine.

**Directions:** Write the correct word—*good* or *well*—in each blank below.

1. They danced _________ at the party.
2. “Why does a bagel with strawberry cream cheese taste so _________?” asked Anna, taking another huge bite.
3. Brian and Jake are happy to be partners again. They always work _________ together.
4. “No need to yell. I can hear you very _________,” said Veronica, holding the phone away from her ear.
5. The ice-cream sandwiches looked _________ to us.
6. Lindsay always has several _________ ideas for weekend plans.
7. Mrs. Shorter needed one more _________ picture for the yearbook.
8. Jacob did not feel _________; his stomach hurt and he had a fever.
9. Alex got an A on her math test, which made her feel really _________.

**Directions:** Write one sentence using *good* and one sentence using *well*.

11. ______________________________________

   ______________________________________

12. ______________________________________

   ______________________________________