

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Shattered Lives.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

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

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

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

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

During Reading

Text Structure, Mood, Vocabulary, Tone, and Inference

5. Check (✓) the statement that BEST describes the **text structure**, or how the author organizes information, in the section “On the Front Lines.”

The author compares Syrian refugees with refugees from other countries.

The author describes the effect that refugees have had on different regions around the world.

The author explains how the UNHCR was established to solve the refugee problem after World War II.

6. Describe the **mood** in the section “Dire Conditions.” Which words or phrases help create this mood?

7. Consider this sentence from page 8:

“Today, it is the sprawling Zaatari [ZAT-ur-ee] Refugee Camp, home to about 120,000 Syrian refugees.”

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

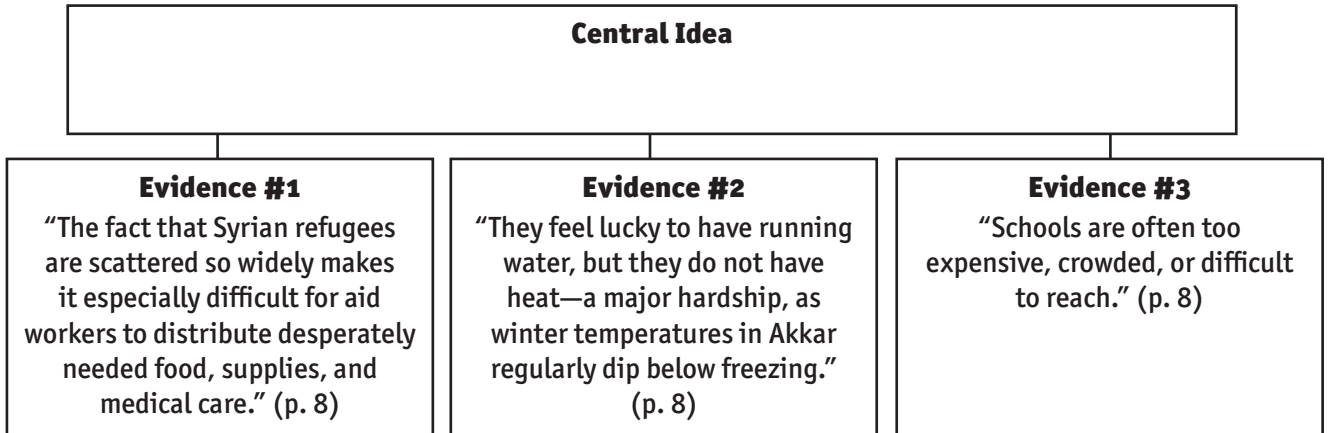
- B. The author could have used another word instead of *sprawling*. How does her choice of *sprawling* affect the meaning of the sentence?

8. Identify the **tone** of the section “Looking Ahead.” What are some words and phrases that establish the tone?

9. What can you infer about Dania from her quote “I won’t take any money from the poor and will treat them for free”?

After Reading
Central Ideas and Objective Summary

10. Below are three pieces of **supporting evidence** for a central idea of “Shattered Lives.” In the space provided, write a **central idea** that this evidence supports.



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