



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE

SEPTEMBER 2018

A COMPLETE TEACHING KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/
JANUARY

FEBRUARY

MARCH

APRIL

MAY

It's Going to Be an Amazing Year!

As I write this note, I am sitting at my desk with two empty coffee mugs (OK, three empty mugs) and a mountain of research for upcoming *Scope* stories that is threatening to take over my office.

Just as out of control as that stack? My excitement for everything we are planning to create for you and your students this year! **In addition to a lineup of unforgettable stories and articles, we've got a gorgeous new website that I cannot wait for you to explore.** It's easy to use (yes, "search" at last!), integrates with Google Classroom, and has a host of lovely tools to make using your *Scope* materials simple and delightful.

I hope that you have a similar feeling of excitement as you step into your classrooms and get to know the students you will be guiding through a year of learning. Please know that *Scope* will be with you every step of the way to support you in the important work you do.

In the meantime, please enjoy this first issue of the year. I am particularly enthusiastic about the cover story. It's about an incredible teen in Puerto Rico named Salvador who is bringing much-needed help to his community following the devastation of Hurricane Maria. I hope your students will be as inspired and moved by Salvador as I am.

As always, drop me an email or tweet anytime. I'd love to connect!

Fondly,

Kristin



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Twitter: @_KELewis

EDITOR FAVES

“After reading our powerful cover story, students will realize it IS possible to make a difference—even in the most dire circumstances.”



—Mackenzie Carro

“This issue's fiction is about two teens applying to be colonists on Mars—but like all great fiction, it is also the story of what it's like to be human. Your students are going to love it.”



—Jennifer Dignan

“The history of pizza in America is so fascinating! The only problem is that each time I read the article, I had to go eat pizza.”



—Adele Braun



scope.scholastic.com

YOUR SEPTEMBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar’s Gassy Cows”	Students practice using <i>their</i> and <i>there</i> while learning about a surprising solution to the problem of high methane emissions from cows.	<ul style="list-style-type: none"> • Conventions of standard English
Narrative Nonfiction, pp. 4-9 “Island of Sorrow”	This powerful article tells the story of Puerto Rico after Hurricane Maria through the eyes of 15-year-old Salvador Gómez-Colón, who took extraordinary measures to help his community after the storm.	<ul style="list-style-type: none"> • Featured Skill: Central Ideas and Details • Tone • Author’s craft • Text structure • Inference • Text evidence
Short Read, pp. 10-11 “Are Your Fave Instagram Stars Trying to Trick You?”	Should celebrities be allowed to promote products on Instagram? This bite-sized nonfiction text explores the ethics of sponsored advertising on social media.	<ul style="list-style-type: none"> • Supporting a claim • Central ideas and details • Text evidence
Drama, pp. 12-17 <i>Hunting a Snake-Headed Monster</i>	Students will love performing this thrilling play based on the Greek myth of Perseus and Medusa.	<ul style="list-style-type: none"> • Featured Skill: Character • Character motivation • Inference • Text evidence • Interpreting text
Fiction, pp. 18-25 “The Mission”	Philip is convinced he is ready for a one-way mission to Mars—but first he’ll have to survive the next 24 hours. In this beautiful work of fiction, students explore themes of courage, confidence, and the importance of failure—perfect for the start of the school year.	<ul style="list-style-type: none"> • Featured Skill: Synthesis • Author’s craft • Character • Setting • Text structure • Inference • Theme
Debate, pp. 26-27 “Should Alicia Give Up <i>Fortnite</i> ?”	Jeremy thinks Alicia should stop playing <i>Fortnite</i> . Alicia disagrees. Who makes the better argument? Your students decide!	<ul style="list-style-type: none"> • Supporting an argument • Central ideas and details
Paired Texts, pp. 28-31 “How Pizza Conquered America” and “Sushi Takes Over”	In this fascinating paired texts package, students will explore how two very different dishes—pizza and sushi—became popular in America.	<ul style="list-style-type: none"> • Featured Skill: Synthesis • Inference • Key ideas and details • Summarizing • Cause and effect • Text evidence • Text features
You Write It, p. 32 Poem: “What My Name Means”	Students read a beautiful poem about identity by Jennifer Dignan, then use it as a model to write their own poems.	<ul style="list-style-type: none"> • Featured Skill: Writing Poetry • Analyzing poetry • Close reading • Theme • Key ideas and details • Inference

MAURICE R. ROBINSON, 1895-1982, FOUNDER

POSTAL INFORMATION: SCHOLASTIC SCOPE (ISSN 0036-6412; in Canada, 2-c no. 9230) is published Monthly in SEPTEMBER, OCTOBER, NOVEMBER, FEBRUARY, MARCH, APRIL, AND MAY and Bimonthly DECEMBER/JANUARY. 6 issues total, by Scholastic Inc., 2931 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102. CANADIAN ADDRESS: Scholastic Canada Ltd., 175 Hillmount Rd., Markham, Ontario, Canada L6C 1Z7. Periodical postage paid at Jefferson City, MO 65102 and at additional mailing offices. POSTMASTER: Send notice of address changes and undeliverable copies to SCHOLASTIC SCOPE, 2931 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102.

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ONLINE RESOURCES (scope.scholastic.com)		COMMON CORE ELA ANCHOR STANDARDS*
<ul style="list-style-type: none"> • PW More practice with <i>their</i> and <i>there</i> 		L.3
<ul style="list-style-type: none"> • Audio: Article and vocabulary • Video: Behind the Scenes • PW Central Ideas and Details: What One Person Can Do • PW Video Discussion Questions • PW Close-Reading & Critical-Thinking Questions • IW PW Quiz (two levels) • PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • PW Nonfiction Elements (two levels) • PW Core Skills: Summarizing (two levels), Central Ideas and Details (two levels), Text Features, Text Evidence (two levels), Tone (two levels) • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.6, R.7, W.2, SL.1, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Article and vocabulary • PW The Short Write Kit • PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW Contest Entry Form 	R.1, R.2, R.4, R.6, W.1, W.4, W.5, L.4, L.6
<ul style="list-style-type: none"> • Audio: Vocabulary and pronunciation guide • PW Character: Analyzing Perseus • PW Close-Reading & Critical-Thinking Questions • PW Literary Elements: Theme Anticipation Guide, Character Thinking Tool, Genre Exploration 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW Core Skill: Mood (two levels) • PW Pronunciation Guide • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, W.2, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Story and informational text • PW Synthesis: Evaluate Philip • PW Close-Reading & Critical-Thinking Questions • PW Literary Elements: Theme Anticipation Guide, Character Thinking Tool 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW DIY Vocabulary • PW Core Skill: Inference • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.9, W.2, W.9, SL.1, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Vocabulary • PW Scavenger Hunt (two levels) • PW Essay Kit 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW Contest Entry Form 	R.1, R.2, R.4, R.6, W.1, W.4, W.5, L.4, L.6
<ul style="list-style-type: none"> • Audio: Articles • Vocabulary Slideshow • PW Synthesis • PW Close-Reading & Critical-Thinking Questions 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW Core Skill: Text Structure • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Poem • PW Poetry Analysis • PW Guided Writing: Poetry 	<ul style="list-style-type: none"> • PW Contest Entry Form 	R.10, W.3

* To find grade-level-specific Common Core standards as well as Texas State Standards, go to Scope Online.

Island of Sorrow

How a teenage boy brought hope to hurricane-ravaged Puerto Rico

About the Story

Lexile: 930L

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to explain how the idea that anyone can make a difference is supported in the article

Key Skills:

tone, author's craft, text structure, inference, central ideas and details, text evidence

Essential Questions:

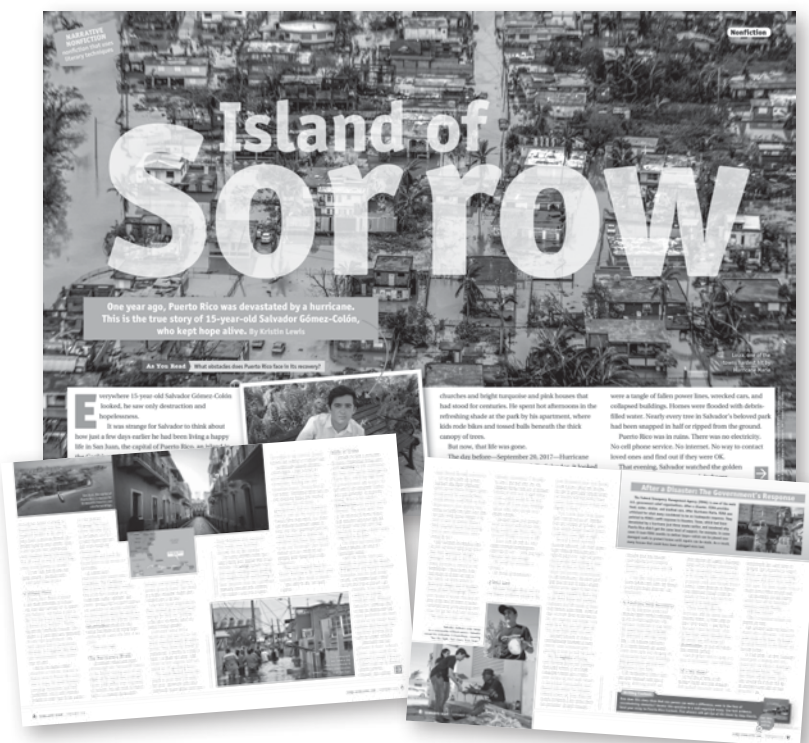
- What is the value of hope?
- What role does infrastructure play in our lives?
- How can one person make a difference?

Standards:

This article and lesson support these Common Core anchor standards:

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

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Video: “Behind the Scenes”

Audio:

- The article
- Vocabulary

Differentiated article:

- Lower-Lexile version (printable)

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- Vocabulary
- Video Discussion Questions
- Close Reading and Critical Thinking
- Central Ideas and Details: What One Person Can Do
- **Core Skills Workout:** Central Ideas & Details*, Summarizing*, Text Features, Text Evidence*, Tone*
- Quiz*
- Nonfiction Elements*
- Contest Entry Form

**Available on two levels*

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Make a list.

(5 minutes)

Ask students to make a list of everything they do each day that requires electricity. Invite them to share their lists. Then say: Now imagine the power goes out and you have no idea when it might be restored. What would you do? How would you survive? Discuss students' ideas. Then explain that they are going to read a story about an island where that is exactly what happened.

Watch the video.

(15 minutes, activity sheet online)

Project or distribute the **Video Discussion Questions**. Show our **Behind the Scenes video**. Then, as a class, answer the discussion questions.

Preview vocabulary.

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions** and review the words as a class. Optionally, play the audio version of the words at Scope Online. Highlighted words: *careened, daunting, deluge, infrastructure, intermittently, logistics, meteorologists*

2 Reading and Discussing

Read and discuss the article.

(45 minutes, activity sheet online)

- Have a volunteer read aloud the As You Read box on page 4.
- Have students work in groups to discuss the following close-reading questions.

Close-Reading Questions

- Find places in the article where author Kristin Lewis describes Puerto Rico before Hurricane Maria. Does she describe the island in a mostly positive, neutral, or negative way? Support your answer with text evidence. (tone)

Lewis describes Puerto Rico in a mostly positive way, mentioning its “beautiful churches and bright turquoise and pink houses” (4-5) and writing that the island “has long been famous for its beauty and vibrancy,” with “sandy beaches, sweeping mountains, and lush rainforests” (6). In the city of San Juan, she writes, you can eat “mouthwatering” food and watch people dance in the streets to live music (6). She makes the island seem like a beautiful and fun place to be.

- Think about what the article would be like if Lewis had not included the descriptions of Puerto Rico before Hurricane Maria. Then explain how her descriptions of pre-hurricane Puerto Rico affect your reaction as you read about the storm's destruction. (author's craft, text structure) *Students may answer that Lewis's portrayal of Puerto Rico before Maria makes the storm's destruction seem extra devastating—that knowing what was destroyed makes you feel the loss more deeply.*

- On page 7, Lewis writes that Puerto Rico faced special challenges in its recovery: unemployment and poverty, a failing economy, and infrastructure in disrepair. Why would these factors have made the recovery particularly challenging? (inference) *Cleaning up and rebuilding after a hurricane cost a lot in materials and labor. The fact that so many people are impoverished and that the economy was failing means that neither individuals nor the government had the money needed for recovery. The condition of the infrastructure likely made it more susceptible to damage.*

- On page 7, Lewis writes that dozens of people died during Hurricane Maria and that thousands more died in the weeks and months that followed. Why did so many people die after the storm ended? (central ideas and details,

inference) *The hurricane created dangerous conditions: Hospitals and pharmacies could not operate; food could not be refrigerated; and faucets, toilets, and sewers stopped working. On page 9, Lewis explains that restoring power to Puerto Rico has been challenging and slow; you can infer that many of the dangerous conditions that existed immediately after the storm persisted for months, leading to many deaths.*

► **What kind of person is Salvador? Support your answer with details from the article.** (inference, text evidence) *Students may say that Salvador is caring and empathetic; he said that “It was scary thinking about what other people were going through,” and he decided to do something to help (8). Students might also describe Salvador as determined, optimistic, generous, and resourceful for figuring out a way to help those in need, donating his time and energy to the project, believing that he could make a difference, and following through.*

- Reconvene as a class to discuss the following critical-thinking questions.

Critical-Thinking Questions

► **Consider his mom’s advice when Salvador told his mom his idea for the solar lamps and washing machines: that he must finish**

what he starts. Why do you think she gave Salvador this advice? *Answers will vary. Perhaps she sensed that the mission was going to be more difficult than Salvador anticipated, and she was trying to warn him. Or perhaps she was telling him not to get people’s hopes up and then disappoint them.*

► **Salvador says hope helps him and others in Puerto Rico face challenges and uncertainty. Where do you think hope comes from, and what keeps it going?** *Answers will vary. Students might say that it is human nature to have hope—perhaps because we need it to keep going when times are hard. Students might also connect hope to religious belief. Possible answers about what keeps hope going include: any small sign of improvement, support and encouragement from others, and religious faith.*

3 Skill Building

Featured Skill: Central Ideas and Details

(15 minutes, activity sheet online)

Have students complete the activity sheet **Central Ideas and Details: What One Person Can Do**. This activity will prepare students for the writing prompt on page 9. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, summarize how Salvador helped people in Puerto Rico after Hurricane Maria. Support your answer with text evidence.

For Advanced Readers

Write an essay called “One Kid Can Make a Difference” in which you profile three young people who have helped solve a big problem. Draw on “Island of Sorrow” and at least two other sources of your choosing.

For Artists

Create a mural that tells the story of Puerto Rico before, during, and after Hurricane Maria. Be sure to include Salvador Gómez-Colón in your mural. (This project can be done alone or in a group.)

For Volunteers

Identify a problem in your community—anything from hunger to the need for park space. Make a plan for how to help, and take action. Record your project in a journal or blog. After six months, give a class presentation about your project.

Hunting a Snake-Headed Monster

A riveting retelling of the myth of Perseus and Medusa

About the Story

Lexiles: 960L (captions)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to identify the character traits
of a hero of Greek mythology

Key Skills:

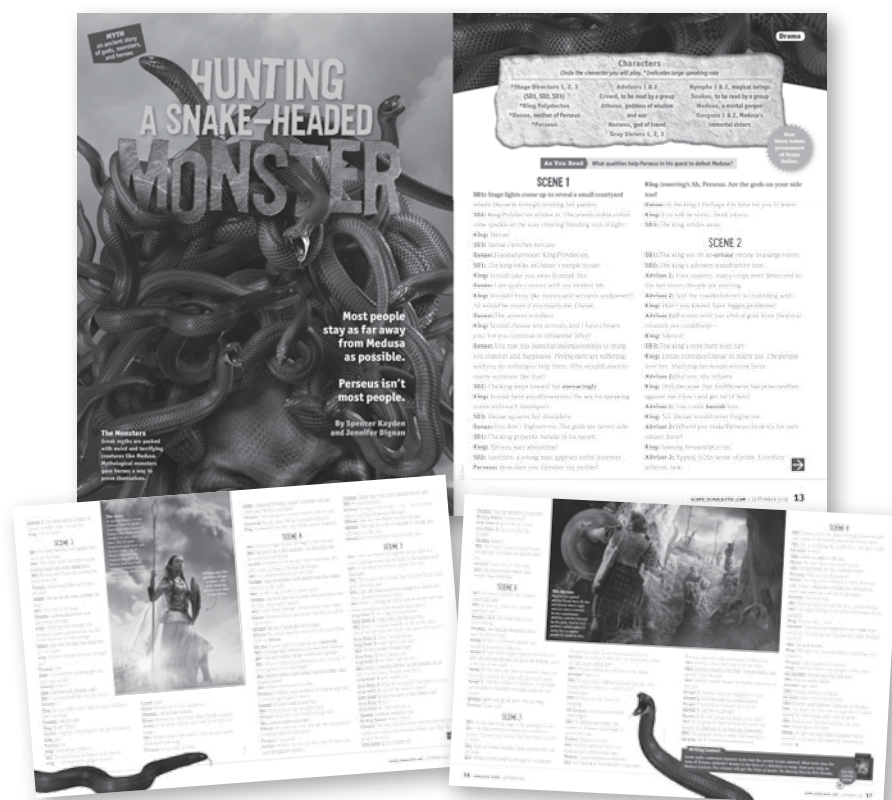
character motivation,
inference, character, text
evidence, interpreting text

Essential Questions:

- What is a hero?
- What is a monster?
- What character traits does our society most admire?

Standards:

The texts and the lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, W.2, SL.1, SL.2, L.4, L.5, L.6.** *For more standards information—including TEKS—go to Scope Online.*



Your Teaching Support Package

**Find your full suite of materials at
scope.scholastic.com.**

Audio:

- Vocabulary
- Pronunciation guide for character names

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- Vocabulary
- Close Reading and Critical Thinking
- Character: Analyzing Perseus
- Quiz*
- **Core Skill:** Mood*
- **Literary Elements:** Theme
Anticipation Guide, Character
Thinking Tool, Genre Exploration
- Contest Entry Form

**Available on two levels*

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Theme Anticipation Guide

(5 minutes, activity sheet online)

As a class, complete the **Theme Anticipation Guide** to activate prior knowledge and build curiosity. Have students explain their responses.

Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review the words as a class: *banish, demise, immortal, intervene, lavish, menacingly, ornate, ruse, writhe*

2 Reading and Discussing the Play

(30 minutes, activity sheet online)

- As a class, listen to the pronunciations of the character names at Scope Online. Have students practice saying each name.
- Ask a volunteer to read aloud the “As You Read” box on page 13.
- Assign parts and read the play as a class.
- Discuss the following questions as a class.

Close-Reading Questions

In Scene 3, why does King Polydectes tell Perseus he wants Medusa’s head? Why does Perseus agree to get it for him? (character motivation) *The king asks Perseus for Medusa’s head because he thinks Perseus will die trying to get the head. Perseus agrees out of a sense of pride; he wants to prove that he’s neither lazy nor afraid.*

At the beginning of Scene 4, how is Perseus feeling? How can you tell? (inference) *Perseus feels exhausted and discouraged. He “trudges” across the stage and “collapses” under a*

tree. He says he’s searched for Medusa for 80 days with no luck. He describes himself as “in agony” and wonders if he’s going to die.

What kind of person is King Polydectes?

Support your answer with details from the play. (character) *Students will likely say that the king is selfish and cruel; they might describe him as a bully or a jerk. He’s only interested in getting what he wants and seems to have no concern for the needs of his people. He pressures Danae to marry him even though she has repeatedly told him she doesn’t want to, threatens her when she refuses him again, and later forces her to become a servant in his palace. Polydectes also sends Perseus on a quest that Polydectes believes will kill him.*

In Scene 4, Hermes tells Athena that Perseus is “full of pride.” How do Perseus’s words and actions in this scene support Hermes’s statement? (text evidence, character)

When Athena and Hermes offer their help, Perseus throws his shoulders back and says he was “merely having a rest”; he wants them to think he’s doing fine without help. When he accepts the shield from Athena, he says, “If you insist,” suggesting that he doesn’t really need it—though it is clear that he does. And when he asks how to find Medusa, he makes it seem like an afterthought rather than what it is: information he is desperate to have.

In Scene 5, what do Perseus’s actions reveal about his character? (character)

His actions reveal that he is bold and clever: He watches the Gray Sisters and comes up with a way to trick them into giving him the information he needs.

In Scene 8, Danae tells Perseus, “You have killed a monster with a monster.” What does

she mean? (interpreting text) *Danae is calling King Polydectes a monster and noting that Perseus used the head of another monster—Medusa—to kill Polydectes.*

Critical-Thinking Questions

▶ **Do you think Perseus was right to accept the king's quest? Why or why not?** *Answers may vary. Some students might say yes, because Perseus had to defend his honor and his mission was ultimately successful. Others might say no, because Perseus was motivated by pride rather than by responsibility or generosity.*

▶ **In Scene 4, why do Athena and Hermes help Perseus? Do you think Perseus could have succeeded without their help?** *Athena and Hermes want Perseus to survive. As Athena says, he's strong and brave and will be a great hero one day—and also, he's the son of Zeus, the king of the gods. Perseus probably couldn't have succeeded without the gods' help; he seems to be in serious trouble when they appear, and he clearly needs their guidance and tools to find and defeat Medusa.*

▶ **Did King Polydectes deserve what happened to him at the end of the play? Why or why not?** *Answers may vary. Some students might say yes; the king was a bad person and a terrible leader and therefore he*

deserved what he got. Other students might say no; Polydectes did not actually commit murder or force Perseus to accept the quest for Medusa's head.

▶ **At the end of the play, Danae tells Perseus that his name will be remembered forever. Do you think having your name remembered forever is a good goal? Explain.** *Answers will vary. Students might say that having your name remembered is a good goal as long as you are striving to have your name remembered for something good that you contributed to the world—that the desire for this type of immortality could motivate you to work hard and accomplish something important. On the other hand, some may say the desire to be remembered comes from pridefulness and is not admirable. What is important is what you do, not whether others know you do it.*

3 Skill Building: Character

(15 minutes, activity sheet online)

Break students into small groups to complete the activity sheet **Character: Analyzing Perseus**. This activity will prepare students to respond to the writing prompt on page 17. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

Name one character trait that Perseus displays in the play. Give two examples of when he displays the trait.

For Advanced Readers

In an essay, explain why Perseus was considered a hero in ancient Greek times. Then give your personal definition of a hero and explain whether Perseus fits that description.

For Theater Lovers

Choose a scene from the play and bring it to life. Choose a director, a costume designer, a set designer, a sound designer, and actors. Rehearse and perform the scene for your class.

For Myth Fans

Choose another Greek myth and compare it to the myth of Perseus and Medusa. What do the two stories have in common?

The Mission

Is a one-way trip to Mars the solution to Philip's problems?

About the Story

Lexile: For info about the Lexile of this story and the informational text as well as qualitative complexity factors, go to Scope Online.

Learning Objective:

to synthesize ideas from a story and an article about the desirable traits of a Mars colonist

Key Skills:

author's craft, character, setting, text structure, inference, theme, synthesis

Essential Questions:

- How can we get through difficult situations?
- Why do humans explore space?
- What would it be like to live on another planet?

Standards:

This article and lesson support these Common Core anchor standards:

R.1, R.2, R.3, R.4, R.5, R.9, W.2, W.9, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Audio:

- Story
- Informational text

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- DIY Vocabulary (for fiction)
- Close Reading and Critical Thinking
- Synthesis: Evaluate Philip
- **Core Skills Workout:** Inference, Quiz*
- **Literary Elements:** Theme Anticipation Guide, Character Thinking Tool
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Theme Anticipation Guide

(5 minutes, activity sheet online)

As a class, complete the **Anticipation Guide** to activate prior knowledge and build curiosity. Ask students to explain their responses.

2 Reading and Discussing “The Mission”

(40 minutes, activity sheet online)

DIFFERENTIATION: Students who need more support should first listen to the audio version.

- Read the story once through as a class.
- Break students into groups to read the story again and discuss the close-reading questions. Have students write answers in the margins or on the **Close-Reading Questions** handout.

Answers to Close-Reading Questions

▶ **1. Author's Craft** (p. 19) *These paragraphs raise such questions as: What happened at the narrator's school? Why is he worried about being recognized? What interviews is he going on? Why might he never have to choose an outfit again?*

▶ **2. Character** (p. 19) *This line shows that Philip is very self-conscious and hints that something embarrassing recently happened to him.*

▶ **3. Setting** (p. 19) *The story takes place in the near future. The reference to the bot suggests a futuristic setting, but other details (the way the characters are dressed, Blythe's library book, Philip's tablet) reveal a world not very different from the present.*

▶ **4. Text Structure** (p. 21) *This line suggests that Philip is avoiding school activities and that he is very upset about something related to prom. This hints at what he later tells Blythe about the video.*

▶ **5. Character** (p. 21) *The way Blythe flings herself down suggests that she is confident and comfortable in her own skin; she does not hold herself back. She dives in and “owns” the space she inhabits. Philip is just the opposite: He sits gingerly on the edge of the bench, as if trying to make himself small and insignificant. The way he sits reveals that he is nervous and insecure.*

▶ **6. Inference** (p. 21) *Blythe uses the fake band name to test people's integrity. She names a fake band to see whether someone will—at the risk of not seeming cool—admit to not having heard of it.*

▶ **7. Text Structure** (p. 23) *The scene reveals that Philip is able to stay calm under pressure, handle emergencies well, and calm others down.*

▶ **8. Inference** (p. 23) *You can infer that VidHub is a video-sharing website similar to YouTube.*

▶ **9. Theme** (p. 23) *Philip took the chance of asking Ava to prom. He also took the chance of applying for the Mars mission. At the end of the story, he takes a chance and addresses VidHub viewers, even though doing so could make things worse. Blythe takes a chance on applying for the Mars mission and, when she is accepted, of going to Mars and leaving her life on Earth behind.*

▶ **10. Character** (p. 23) *Philip's main reason seems to be to escape the attention caused by the VidHub video. He sees going to Mars as a way to avoid being made fun of or criticized by others.*

▶ **11. Character** (p. 24) *At first, Philip is terrified of drawing attention to himself. He is trying to solve his problems by avoiding them. At the end of the story, Philip confronts his problems. He goes live on VidHub in front of 10,000 people. He seems to have gained confidence. He changes because of his relationship with Blythe—her belief in him and her encouraging him to keep taking risks.*

3 Reading and Discussing “Could You Be a Mars Colonist?”

(15 minutes, activity sheet online)

- Read the article as a class.
- Discuss the questions that follow, which draw on both the article and the fiction.

Critical-Thinking Questions

(20 minutes, activity sheet online)

▶ **Did Lauren and the other committee members treat Philip fairly?** *Answers will vary, but students are likely to say no. Lauren and the other committee members got Philip's hopes up, making the news that he wasn't selected for the mission all the more painful.*

▶ **What effects do you think the decision to speak to viewers on VidHub will have—on others and on Philip himself? Why?** *Perhaps the decision will cause people to start supporting Philip instead of making fun of him because they will begin to see him as a human being rather than as a joke.*

▶ **Do you think Philip has good reasons for wanting to go to Mars? What about Blythe?** **Explain.** *Answers will vary. Some students may say that Philip's main reason for wanting to go*

to Mars—to escape the VidHub fiasco—is not a good one, and that confronting his problems, as he does at the end of the story, is the way to improve his life. As for Blythe, some students may see her desire to contribute to a fresh start on Mars as noble, while others may think she should stay and work to solve the problems on Earth.

▶ **Choose one of the traits on page 25. Explain how author Kass Morgan shows in “The Mission” that this trait is important.** *Answers will vary. Students may say that Morgan illustrates the idea of independence when Philip and Blythe talk about not being able to text on Mars, for example. Or students could say that Morgan demonstrates the idea of imagination when Blythe suggests she and Philip have a dance party.*

▶ **Based on what you read in the informational text and the story, would you apply for a mission to Mars? Explain.** *Answers will vary.*

4 Skill Building Featured Skill: Synthesis

(15 minutes, activity sheet online)

To prepare students for the prompt on page 25, have them complete the activity **Synthesis: Evaluate Philip**. For alternate culminating tasks, see the box below.

Differentiate and Customize

For Struggling Readers

Complete the following statement: “*The Mission*” implies that it would be important for Mars colonists to be _____ because _____. Support your completed statement with two details from the story.

For Advanced Readers

Choose yourself or someone you know and explain why that person would or would not be a good candidate for a mission to Mars. Draw on ideas in “The Mission” and “Could You Be a Mars Colonist?”

For Fiction Writers

It's one year after “The Mission” takes place. Blythe has been on Mars for six months. Write an email exchange between Blythe and Philip.

For Future Employees of Mars One

You work for Mars One, a company that sends colonists to Mars. Write or make a video for the “Apply for a Mission” page on the Mars One website. Describe the ideal candidate and what applicants should expect if they are chosen. Draw on ideas in “The Mission” and “Could You Be a Mars Colonist?”

How Pizza Conquered America

Two articles explore how pizza and sushi made their way to the U.S.

About the Story

Lexile: 1000L (combined)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to synthesize information from two articles about how two international dishes became popular in America

Key Skills:

inference, key ideas and details, summarizing, cause and effect, text evidence, text features, synthesis

Essential Questions:

- What role does food play in our lives?
- How have immigrants shaped American culture?
- What makes certain foods popular?

Standards:

The articles and lesson support these Common Core anchor standards:

R.1, R.2, R.3, R.4, R.5, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6 For more standards information—including TEKS—go to Scope Online.

How Pizza Conquered America
Frank Mastro helped turn an Italian dish into an American classic. So why have you never heard of him? by Anna Stachurski

Sushi Takes Over
How a Japanese businessman convinced Americans to eat raw fish by Kyrie Lewis

Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Audio:

- The articles
- Vocabulary Slideshow

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- Synthesis
- Close Reading and Critical Thinking
- Core Skills Workout: Text Structure
- Quiz*
- Contest Entry Form

* Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Analyze a Quote

(5 minutes)

In a 2012 *New York Times* editorial, Rachel L. Swarns wrote “food is never just food.” Write this quote on the board and ask students to explain what they think it means. What can food do other than provide nourishment? *Students may say that food can reflect the person who made it; raise ethical or environmental issues; bring people together, such as at family get-togethers; provide income for farmers and restaurant owners; or celebrate someone, such as with a birthday meal.*

Preview vocabulary.

(5 minutes, activity sheet online)

Project our **Vocabulary Slideshow**. Review the words and activity as a class. Highlighted words: *flourishing, import, legacy, ritzy, scoffed, sentiment, skeptical*

2 Reading and Discussing

“How Pizza Conquered America”

(30 minutes, activity sheet online)

Read the article as a class. Briefly discuss anything students find interesting or surprising. Then discuss the following questions.

Close-Reading Questions

▶ **According to the article, what was life like in America during the Great Depression?**

(inference, key ideas and details) *According to the article, life in America during the Great Depression was hard. Author Anna Starecheski describes the time as one of the “darkest periods” in America’s history and explains that many people didn’t have enough money to buy food.*

▶ **Why did Frank Mastro invent the gas pizza oven?** (key ideas, summarizing)

At the time, pizza had to be baked in a large coal oven that was difficult to operate. Mastro believed a more convenient and affordable oven would allow more people to become part of the pizza industry, giving struggling families a way to generate income. And more pizza being made, Mastro believed, would give families an inexpensive option for dinner.

▶ **How did Mastro’s gas pizza oven affect the pizza industry in America? Use text evidence to support your answer.** (cause and effect, text evidence)

Mastro’s gas oven contributed to the growth of the pizza industry in America. Starecheski writes on page 30 that after people began using gas pizza ovens, “the number of pizzerias in America soared from 500 to 20,000.”

▶ **How does the information in the timeline contribute to the article?** (text features)

The timeline provides additional details about the history of pizza, including when it was invented and how it became popular around the world.

“Sushi Takes Over”

(15 minutes, activity sheet online)

Read the article as a class and respond to the following questions, some of which refer to both articles.

Close-Reading Questions

▶ **What role did technology play in sushi’s growing popularity in America in the 1960s?**

(key ideas and details) *In the 1960s, air travel became faster and cheaper, which enabled more Americans to travel outside the country and develop tastes for new cuisines. The development of refrigeration technology that allowed frozen food to be shipped great distances likely played a role in expanding Americans’ tastes as well.*

► On page 31, Kristin Lewis writes, “Kanai thought the time was right to put Japanese food on the American dinner plate.” What similar idea does Starcheski express about Frank Mastro in “How Pizza Conquered America”? (key ideas and details) In “How Pizza Conquered America,” Starcheski explains that Mastro believed that the 1930s was a good time to grow the pizza industry in America. Like Kanai, Mastro took into account the social and economic conditions in America as he contemplated introducing a new cuisine.

Critical-Thinking Questions

► On page 31, Lewis writes that sushi came to be seen as a “status symbol” after movie stars started eating it. Why would celebrities eating sushi lead to sushi becoming a status symbol? A status symbol is something a person buys to show wealth or social status. Because celebrities are wealthy and admired, the clothes they wear, the foods they eat, and the cars they drive often become status symbols.

► According to the timeline and “Sushi Takes Over,” different places have put their own spins on sushi and pizza. What are some possible drawbacks to altering a traditional food? What are some benefits? One drawback

could be that we lose the chance to eat a dish in its authentic, traditional form. One benefit could be that the food appeals to a greater number of people.

► What factors can help a dish become popular in a new place? For a dish to become popular in a new place, people must be open to new cuisines. For example, Lewis explains that sushi became popular in America in part because people at the time were traveling more and were interested in trying new and “exotic” foods. Technology can also play a role in a food becoming popular. People started traveling more because of advances in aviation, and, as Starcheski explains, the gas pizza oven helped pizza become popular. The association of a dish with a certain social group can also help make the dish more popular. Lewis explains that sushi became a status symbol after movie stars began eating it.

3 Skill Building

Featured Skill: Synthesis

(15 minutes, activity sheet online)

Have students work in groups to complete the **Synthesis** activity. This will prepare students to respond to the prompt on page 31. For alternate culminating tasks, see the box below.

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, explain two ways the rise of sushi in America is similar to the rise of pizza in America.

For Advanced Readers

Explain how immigrants have shaped American cuisine. Draw on information from both articles as well as at least two additional sources. Your response may be in the form of an essay, a slideshow, or a poem.

For Groups

Stage a live news segment in which a journalist interviews Kanai and Mastro about their contributions to American cuisine.

For Advertisers

Imagine that you work for Frank Mastro. Make an ad for his gas pizza oven. Your ad may be in the form of a billboard or a 30-second video commercial. Alternatively, create an ad for a sushi bar in 1960s Los Angeles.

What My Name Means

A beautiful poem about how others see us and how we see ourselves

About the Poem

Lexile: n/a

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to analyze a poem and use it as a model to write an original poem

Key Skills:

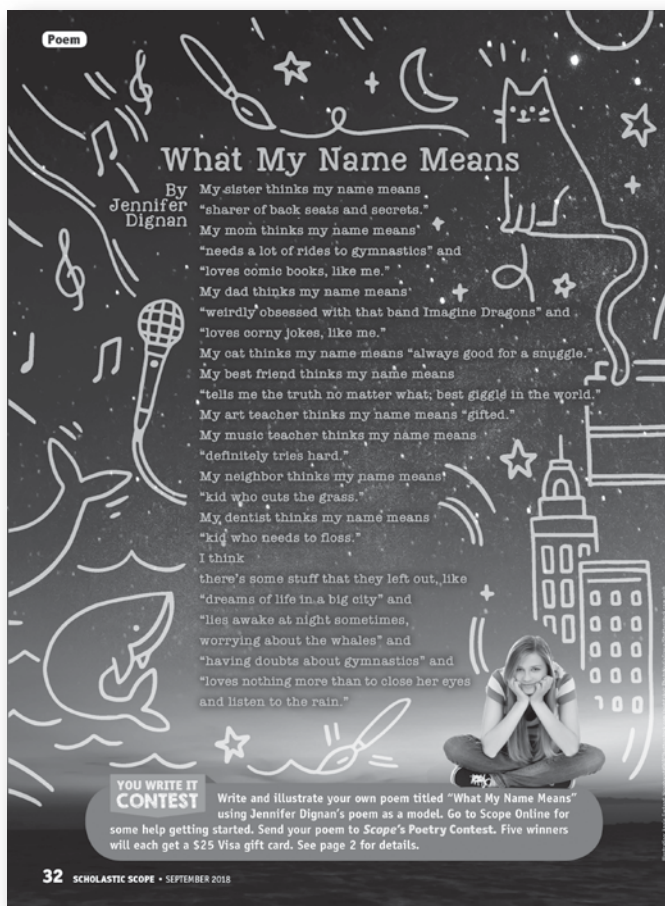
close reading, key ideas and supporting details, inference, theme, poetry writing

Essential Questions:

- What determines identity?
- How do we define and categorize ourselves?
- In what ways are our identities defined by others?

Standards:

The texts and the lesson support these Common Core Anchor Standards: **R.10, W.3.** For more standards information—including TEKS—go to *Scope Online*.



Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Audio:

- The poem

Activities to print or project:

- Analyzing Poetry
- Guided Writing: Poetry
- Contest Entry Form

Step-by-Step Lesson Plan

Poetry Analysis, Poetry Writing

1 Preparing to Read

Discuss the concept of identity.

(15 minutes)

- Write the word *identity* on the board and ask students to come up with a definition for it. Share definitions as a class.

- Project any or all of the following questions to discuss in small groups:

What factors make up a person's identity? What parts of our identities are visible? What parts are invisible? How do we define and categorize ourselves? Is identity constant—or does it change? What shapes identity? How do other people's perceptions of us shape our identities? Do others see you the way you see yourself? Are you the same person to everyone?

2 Reading and Discussing

Read and analyze the poem.

(45 minutes, audio and activity sheet online)

- Listen to and read the poem three times. First, have students close their eyes as they listen to a recording of the poet reading it aloud (available at Scope Online). Then have students follow along in the magazine as they listen to the recording a second time. Finally, have students read the poem to themselves aloud or silently. Discuss how each experience affected them.
- Have students work in pairs or small groups to complete the **Analyzing Poetry** activity. Then come together as a class to share what students discovered. (Alternately, project the activity and complete it as a class.)
- Discuss: Did the poem deepen or change your thinking about the questions discussed at the start of class? How would the speaker of the poem answer those same questions?
- Discuss the artwork that accompanies the poem—the doodles, the girl, and the

background photo. What is the mood of the artwork? Why do you think the designer likely chose these images?

- Have students revisit the definition they wrote for *identity* at the beginning of class. As an exit ticket, have students revise or expand upon their definition based on their discussions and experience with the poem.

3 Skill Building

Guided Writing: Poetry

(55 minutes, activity sheet online)

- Have students work individually to complete the **What Your Name Means** guided writing activity. This graphic organizer walks students through the process of writing their own poem with the title “What My Name Means,” using Jennifer Dignan’s poem as a model.
- Have each student write a first draft of his or her poem. Students should come back to their poems for homework or on the following day of class for revision and editing.
- Have students publish their poems with accompanying artwork, either by following Dignan’s model—adding personal doodles related to their poem—or coming up with their own idea. Or, students could create an audio or video recording or a slideshow of images, or memorize the poem for a live performance.
- Host a poetry slam and invite students to share and perform their poems as a class. Post the poems around the room, play the video and audio recordings, and invite students who would like to read or perform their poems to do so.
- Optionally, send students’ poems to *Scope*’s Poetry Contest using the **Contest Entry Form** found at Scope Online. (For the contest, entries must be written or typed and sent by mail or email. Slideshows, videos, and audio files will not be accepted for the contest.)