

TEACHER'S
GUIDE

OCTOBER 2018

A
COMPLETE
TEACHING
KITISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/
JANUARY

FEBRUARY

MARCH

APRIL

MAY

Current Obsession? Do-Nows!

Here at *Scope*, we are always looking for ways to engage and inspire your students—and to help YOU make the most of every minute of your precious class time. We know that time is one of the biggest challenges you face as you work through standards, build skills and knowledge, and support all your levels of learners.

That is why the “do-now” activities we’ve incorporated into each lesson plan are among my favorite additions to *Scope* this year. We designed these to be quick (5 minutes!) and effective ways to introduce complex stories. These activities may challenge students to consider a big idea or question they will explore in an article, to activate prior knowledge on a particular subject, or to build empathy for a person they will be meeting in the pages of the magazine. Our goal is for each do-now activity to spark your students’ curiosity and make them excited to read—from the moment they step into your classroom.

Find the do-now activities at the beginning of each lesson plan. My personal favorite? The one that kicks off the paired-text lesson about smartphone addiction. I predict there will be lively discussions on this topic!

Send me an email or a tweet and tell me how these do-nows go in your classroom. I’d love to connect.

Happy teaching!

Kristin



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EDITOR FAVES

“*Frankenstein* raises moral questions that have been debated for centuries. Combined with a pairing about AI, it’s sure to spark some amazing discussions.”



—Christy Damio

“Reasons to love the You Write It interview on p. 30: (1) Virgil Smith is an awesome kid; (2) it provides great practice for expository writing; (3) it’s got a great new look!”



—Jennifer Dignan

“As a bit of a phone addict myself, I was fascinated by my research into phone addiction for this issue. It’s such an important topic for us all.”



—Mackenzie Carro

Bettmann/Getty Images



YOUR OCTOBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar’s Jellyfish Invasion”	Students practice using <i>its</i> and <i>it’s</i> while learning about jellyfish.	• Conventions of standard English
Narrative Nonfiction, pp. 4-10 “The Race Against Death”	This article tells the incredible true story of a remote Alaskan town suffering from a deadly epidemic in 1925 and the dogsled relay that delivered desperately needed medicine across a frozen wilderness.	• Featured Skill: Key Ideas and Details • Literary devices • Author’s craft • Inference • Figurative language • Mood
Drama, pp. 11-19 <i>Frankenstein</i>	Students will love this thrilling adaptation of Mary Shelley’s classic horror story. We’ve paired the play with an editorial about the possible ramifications of developing super-smart artificial intelligence.	• Featured Skill: Synthesis • Inference • Interpreting text • Key ideas • Author’s craft
Paired Texts, pp. 20-25 “Are Phones Making Us Zombies?” and “Should Your Parents Control Your Phone?”	Two nonfiction texts explore the problem of smartphone addiction and what can be done about it.	• Featured Skill: Key Ideas and Details • Author’s craft • Inference • Tone
Debate, pp. 26-27 “Is It OK to Lie?”	Is it ever OK to lie? Students read arguments on both sides of the debate and take a stand.	• Supporting an argument • Central ideas and details
Short Read, pp. 28-29 “Searching for Wakanda”	This bite-sized nonfiction text explores what it is like to be a movie location manager.	• Supporting a claim • Central ideas and details • Text evidence
You Write It, pp. 30-31 Interview: “This Texas Hero Saved 17 Lives”	Students turn our interview with 14-year-old Virgil Smith, who rescued 17 people during Hurricane Harvey, into an article.	• Summarizing • Central ideas and details
Contest, p. 32 “Write-a-Story Contest”	Students choose one of three first lines provided by famous author Jason Reynolds and use it to write an original piece of fiction to enter our annual contest.	• Narrative writing

MAURICE R. ROBINSON, 1895-1982, FOUNDER

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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>its</i> and <i>it's</i> 		L.3
<ul style="list-style-type: none"> • Audio: Article • Vocabulary Slideshow • PW Key Ideas and Details: The Story of Nome • PW Close-Reading & Critical-Thinking Questions • IW PW Quiz (two levels) 	<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 • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.6, W.2, SL.1, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Editorial and vocabulary • PW Synthesis: Frankenstein and AI • PW Close-Reading & Critical-Thinking Questions • PW Literary Elements: Theme Anticipation Guide, Character Thinking Tool, Genre Exploration 	<ul style="list-style-type: none"> • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Core Skills: Inference, Mood (two levels) • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, W.2, W.3, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Articles and vocabulary • Video: Beyond the Story • PW Key Ideas and Details: PSA Prep • PW Video Discussion Questions • PW Close-Reading & Critical-Thinking Questions 	<ul style="list-style-type: none"> • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Core Skills: Text Evidence (two levels), Text Structure • PW Contest Entry Form 	R.1, R.2, R.4, R.5, R.6, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Vocabulary • PW Essay Kit • IW PW Quiz (two levels) 	<ul style="list-style-type: none"> • PW Vocabulary: Definitions & Practice • PW Core Skill: Tone (two levels) • PW Contest Entry Form 	R.1, R.2, R.6, R.8, W.1, W.4, W.5, W.7, SL.1, L.4, 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.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"> • Guide to “You Write It” Activity • Model Text for “You Write It” Activity 	<ul style="list-style-type: none"> • PW Contest Entry Form 	R.1, W.2
<ul style="list-style-type: none"> • PW Contest Entry Form 		W.3

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

The Race Against Death

A deadly disease. A dangerous journey. A team of heroic sled dogs.

About the Story

Lexile: 1000L

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to write a news article, create a video, or record a podcast about the events in a work of historical nonfiction

Key Skills:

literary devices, author's craft, key ideas and supporting details, inference, figurative language, mood

Essential Questions:

- Why do people risk their lives to help others?
- Why do certain events capture national attention?
- How can people work together to overcome challenges?

Standards:

This article and lesson support these Common Core anchor standards:

R.1, R.2, R.3, R.4, R.5, R.6, 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.

Audio:

- The article
- Vocabulary Slideshow

Differentiated article:

- Lower-Lexile version (printable)

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- Vocabulary
- Close Reading and Critical Thinking
- Key Ideas and Details: The Story of Nome
- **Core Skills Workout:** Central Ideas & Details*, Summarizing*, Text Features
- 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: Consider an essential question.

(5 minutes)

Write this question on the board: *What motivates a person to risk his or her life to help someone else?* Give students three minutes to jot down their answers to this question on their own paper. Then spend two minutes discussing their ideas. Finally, explain that they are about to read a story in which many people risked their lives to save an entire town threatened by an outbreak of a deadly disease.

Preview vocabulary.

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Slideshow**. Review the definitions and complete the activity as a class. Highlighted words: *hypothermia, membrane, mishap, plight, rendering, serum, vaccinated*

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 6.
- Create stations in your classroom with one of the close-reading questions listed below at each station. Break students into groups and have each group rotate through each station to discuss the question.

Close-Reading Questions

▶ **Consider the last line of the introduction:** “Unfortunately, the people of Nome would not be that lucky.” What literary device is the author using? What purpose does it serve? (literary devices, author’s craft) *The author is using foreshadowing. This line suggests that there would be a diphtheria outbreak in Nome. The*

author likely uses foreshadowing to draw the reader into the story and make the reader want to keep reading to find out what happens.

▶ **A place that is remote is far away and hard to get to. In the section “A Deadly Outbreak,” how does the author support the idea that Nome, Alaska, was a remote place?** (key ideas and supporting details) *In the section “A Deadly Outbreak,” the author explains that Nome is located on a peninsula surrounded by the Bering Sea, which can partially freeze in the winter. In 1925, the author explains, no ships were able to travel through the frozen sea to Nome. The author also writes that the closest major railroad to Nome was 674 miles away. These details support the idea that Nome was a remote place by showing that there were few ways to travel to and from the town.*

▶ **Why was the trip to Nome so dangerous for the mushers?** (key ideas and details, inference) *The trip to Nome was dangerous for the mushers because they had to take many risks to complete the journey quickly. For example, the author explains, Seppala took a shortcut across thin, unstable ice that could break and send him and his dogs into the sea, and which was “littered with ice rubble” that could injure the dogs. Since the mushers had to make the trip so quickly, they were forced to push their own bodies—and their dogs—to unsafe extremes. For example, the author writes that normally mushers do not travel in temperatures lower than 40 degrees below zero, but Shannon traveled at night when it was 50 below.*

▶ **On page 9, the author writes, “In spite of the risks, Shannon pushed on, pausing for only a few hours near the end to rest his dogs and warm his frozen body.” What does this detail tell you about Shannon?** (inference)

From this detail, you can infer that Shannon was dedicated, strong, and brave. He did whatever it took to get the medicine to Nome in time, even when that meant putting his health at risk.

► **Personification is the assignment of human qualities or emotions to nonhuman animals, objects, or ideas. What is the author personifying in the following line on page 10: “The minutes crawled by as Balto sniffed through several feet of snow . . .” What effect does this personification create?** (figurative language, mood) *The author is personifying time. By describing time as “crawling,” the author highlights the idea that because the situation was so tense, it felt like time was moving very slowly as Balto tried to find the trail. This creates a feeling of anxiety within the reader and adds to the drama of the moment as readers wait to find out if Balto got his team back on track.*

- Reconvene as a class to discuss each group’s responses to the questions. Then discuss the following critical-thinking questions as a class.

Critical-Thinking Questions

► **Why is it unlikely that the people of Nome would face the same crisis today that they faced in 1925?** *Today most Americans are*

vaccinated against diphtheria, so a diphtheria outbreak in Alaska is highly unlikely. Plus, modern forms of transportation such as jet airplanes, helicopters, and ice-cutting ships would likely be able to reach Nome even in the winter.

► **Why do you think the story of Nome captured national attention?** *Answers will vary. Students may say that it captured national attention because it was dramatic and suspenseful—many lives were at stake. The plan to save Nome was also daring and involved many people working together toward a common goal.*

3 Skill Building

Featured Skill: Key Ideas and Details

(15 minutes, activity sheet online)

Have students work in groups to complete the activity sheet **Key Ideas and Details: The Story of Nome**. They will identify the most important ideas and details to include in the article, podcast, or video that the prompt on page 10 instructs them to create. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

In one paragraph, summarize how Nome was saved from a deadly diphtheria outbreak.

For Advanced Readers

Research another crisis that brought many people together (for example, the cave rescue of the soccer team in Thailand last summer). Create a news program in which “characters” from that crisis as well as from “The Race Against Death” are interviewed about what happened and how they helped.

For Social Media Gurus

Tweet about the events of 1925 as though they were happening today. Create a series of live tweets with accounts from various people—the mushers, Dr. Welch, families in Nome, journalists, and anyone else you’d like to include.

For Poets

Retell the story of “The Race Against Death” as a poem written from the point of view of any person or dog in the article—Dr. Welch, Balto, Seppala, Kaasen, etc.

Frankenstein

Our thrilling adaptation of Mary Shelley's classic horror story

About the Story

Lexile: 970L (editorial)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to read a play and an editorial and then consider the implications of creating intelligent life

Key Skills:

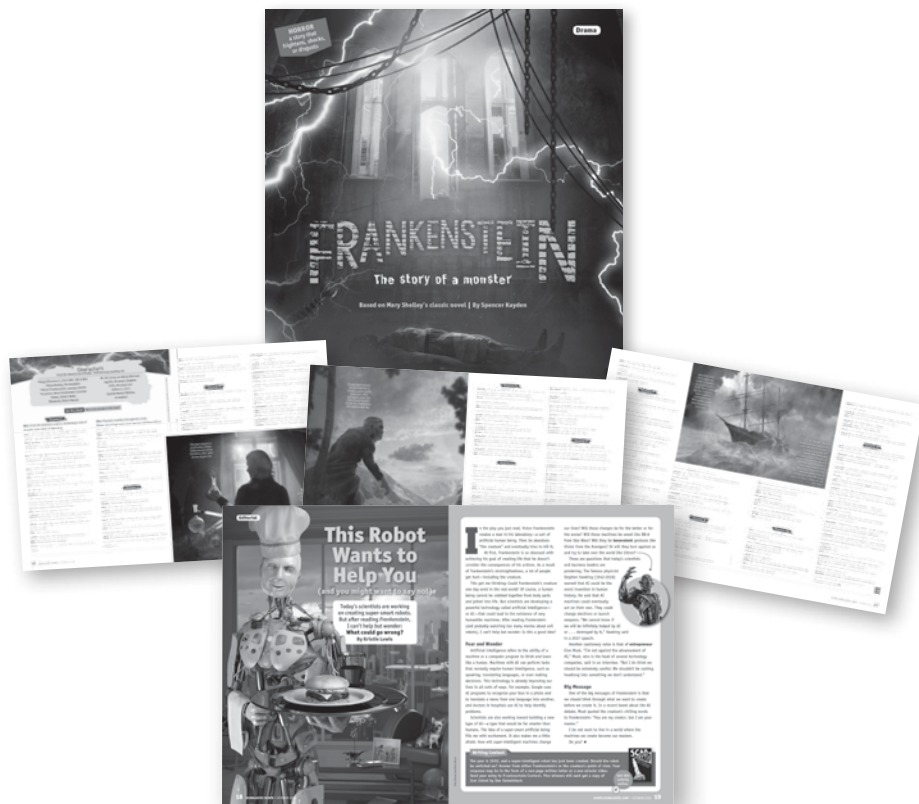
inference, interpreting text, key ideas, synthesis, author's craft

Essential Questions:

- Why is it important to be loved?
- What does it mean to be a responsible scientist?
- What limits, if any, should we put on technological advancement?

Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, W.2, W.3, 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
- Editorial

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- Vocabulary
- Close Reading and Critical Thinking
- Synthesis: Frankenstein and AI
- Quiz*
- **Core Skills Workout:** Mood*, Inference
- **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 **Anticipation Guide** to activate prior knowledge and build curiosity.

Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review the words as a class: *abomination, benevolent, entrepreneur, ghastly, musters, racks, sallow, shunned*

2 Reading and Discussing the Play

(30 minutes, activity sheet online)

- Read aloud the “As You Read” box on page 12.
- Assign parts and read the play as a class.
- Discuss the following questions in groups.

Close-Reading Questions

▶ **In Scene 2, why does Victor hesitate before he opens the door of his building?** (inference)

Victor dreads seeing the monster and doesn't know what to expect when he returns to his lab. He is gathering his courage.

▶ **In Scene 4, Victor says, “I am the author of a terrible evil.” What does he mean?**

(interpreting text) *Victor means that as an author creates a book, he has created evil: the creature and the murder the creature has carried out.*

▶ **In Scene 6, Mr. De Lacey says, “Most people are friendly—unless they are blinded by prejudice.” What kind of prejudice do people have against the creature?** (key ideas)

Many people are unable to see past the creature's appearance. They assume he is a monster because he is so large and strange looking.

Critical-Thinking Questions

▶ **Is Victor right to refuse to make a**

companion for the creature? *Answers will vary. Some students might say no; Victor owed it to the creature to try to make life more bearable. Others might say yes; Victor is considering the potential harm his actions could cause and rightfully concludes that the risk is too great.*

▶ **The creature says that he's evil because he's unloved. In your opinion, is being treated poorly a valid excuse for the creature's**

crimes? *Answers will vary. Students may say that while there is no excuse for murder, and that we are ultimately responsible for our own actions, the way the creature is treated does make him sympathetic. Students may say that some, most, or all of the responsibility for the creature's crimes lies with Victor, who failed to love, teach, and protect the being he created, and with society, which bullied and rejected the creature.*

- As a class, discuss the questions from the captions:

▶ **How might advances in science and technology have inspired Mary Shelley?**

It seems likely that Shelley was inspired by the fascination and fear surrounding science and technology in her day to write a story about a scientist who pushes science to the limit. She seems to have taken the idea of restoring life to the dead in a creative direction.

▶ **Should scientists conduct research that could lead to harm as well as to good?**

Some students may say that the development of something that could be of great benefit to humankind is worth the risk of that thing doing harm; others may disagree. Students might also point out that some technologies or discoveries

do both harm and good—and students may have differing opinions on whether it's worth tolerating the harm for the sake of the good.

► **What do Frankenstein's creature and the Hulk have in common?** *Both are rejected by society and wonder at times why they were created only to lead such a miserable life.*

► **Why do you think this story is still popular 200 years later?** *Students might say that the frontiers of science fascinate and frighten us as much now as they did in the 1800s. Plus, it is a ripping yarn, full of suspense and drama.*

3 Reading and Discussing the Editorial

(10 minutes, activity sheet online)

As a class, read the editorial and discuss the questions below.

Close-Reading Questions

► **Think about the statement “You are my creator, but I am your master.” In the editorial, Kristin Lewis calls these words “chilling.” What does she mean?** (interpreting text, synthesis) *Answers will vary but should include the idea that it's scary to imagine losing control of something you created.*

► **What concerns does Lewis express about artificial intelligence?** (key ideas) *Lewis expresses the concern that machines with artificial intelligence might become more powerful than the humans who built them. She worries that these machines could eventually take actions that humans do not support—or that they could even turn against us.*

► **The fifth paragraph contains several questions. Why might Lewis have included these questions?** (author's craft) *Lewis likely wanted to raise them in the reader's mind.*

Critical-Thinking Question

► **Do you think humanity should continue to develop super-smart artificial intelligence? Why or why not?** *Answers will vary. To support their answers, students may draw on the play and the editorial as well as their own ideas.*

4 Skill Building: Synthesis

(15 minutes, activity sheet online)

Break students into small groups to complete the activity sheet **Frankenstein and AI**. This activity will prepare students to respond to the narrative writing prompt on page 19. For alternate culminating tasks, see the box below.

Differentiate and Customize

For Struggling Readers

At the end of the play, the creature says, “The world fed me hate.” Find three examples in the play that support this statement.

For Advanced Readers

The full title of Mary Shelley's novel is *Frankenstein; or, the Modern Prometheus*. Read the Greek myth of Prometheus. In an essay, explain why Shelley may have chosen this title.

For Future Lawyers

Put the creature on trial for the murders he committed. Make sure that the lawyers on both sides, the witnesses, and the creature take time to prepare what they will say in advance.

For Newscasters

Imagine that the events of *Frankenstein* occur today. Make a short news program about what has happened. Be sure to include interviews!

Are Phones Making Us Zombies?

The problem of—and possible solutions to—phone addiction

About the Story

Lexile: 1110L (combined)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to identify the key ideas and details in two nonfiction articles and to create a PSA about how to have a healthy relationship with your phone

Key Skills:

author's craft, key ideas and details, inference, tone

Essential Questions:

- What is addiction?
- What does it mean to have a healthy relationship with technology?
- Whose responsibility is it to make sure kids have a healthy relationship with technology?

Standards:

The articles and lesson support these Common Core anchor standards:
R.1, R.2, R.4, R.5, R.6, R.9, 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

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scope.scholastic.com.

Video: Beyond the Story:

Are Phones Making Us Zombies?

Audio:

- The articles
- Vocabulary

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- Key Ideas and Details: PSA Prep
- Close Reading and Critical Thinking
- Video Discussion Questions
- **Core Skills Workout:** Text Structure, Text Evidence*
- 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: Free Write

(5 minutes)

Hang or project a photo of a smartphone at the front of your classroom. Post these instructions for students to follow as they arrive at the start of class: *You have two minutes to write about your relationship with this object.* When the two minutes are up, ask volunteers to share what they wrote.

Watch the Video.

(8 minutes, activity sheet online)

Project and preview the **Video Discussion Questions** as a class. Then watch the **Beyond the Story video** and answer the questions.

Preview vocabulary.

(5 minutes, activity sheet online)

Project our **Vocabulary Words and Definitions**. Review the words as a class. Highlighted words: *compulsion, deprivation, innovators, lure, rummage, vulnerable, wreaks havoc*

2 Reading and Discussing

“Are Phones Making Us Zombies?”

(30 minutes, activity sheet online)

Read the article as a class. Invite students to share any immediate reactions. Then discuss the following questions.

Close-Reading Questions

▶ In much of this article, author Mackenzie Carro uses the second-person point of view: the pronoun *you*. Why might Carro have chosen to do this? (author’s craft) *Carro may have used second person to help the reader feel involved in the article—to feel like “This situation that’s being discussed is about me.”*

▶ In your own words, explain what causes kids and teens to become addicted to their phones. (key ideas) *Kids and teens become addicted to their phones because phones give them rewards, such as likes on social media. These kinds of rewards cause the brain to release dopamine, creating an urge to check the phone repeatedly. Compared with adults, kids and teens are more vulnerable to phone addiction because the parts of their brains that control pleasure and emotion are more developed than the parts that control logic and reasoning. So it’s especially hard for a young person to ignore his or her phone.*

▶ According to the article, why is being addicted to your phone a problem? (key ideas) *If you’re addicted to your phone, you’re constantly distracted by it, which leads to an inability to concentrate and to trouble getting things done. Phone addiction can cause sleep deprivation, which can lead to moodiness, anxiety, and depression. Phone addiction can also lead to spending less time with friends in person.*

“Should Your Parents Control Your Phone?”

(20 minutes, activity sheet online)

• Read the article as a class and respond to the following questions. The critical-thinking questions refer to both articles.

Close-Reading Questions

▶ Carro writes, “Parent-operated controls could lead to frustration and arguments, and at the end of the day, they might not make you any less addicted to your phone.” Explain what she means. (inference) *Carro means that kids might get angry about their parents limiting access to their phones. She also means that while*

parents might be able to limit the time their kids spend on their phones, this won't necessarily decrease the kids' desire to be on their phones.

► **What attitude or opinion does Carro express about parents using Screen Time and similar tools to control their kids' phone usage? How do you know?** (tone) *Although Carro provides arguments for and against parents using tools like Screen Time to set limits for their kids, she seems to come down in favor of using such apps, particularly if they are used the way that Dr. Frances Jensen suggests: having family members decide together what limits are appropriate. Carro expresses her opinion in the last sentence: "Screen Time is a step in the right direction."*

Critical-Thinking Questions

► **Based on the warning signs of phone addiction listed in the article, do you think YOU are addicted to your phone? Explain.**
Answers will vary.

► **What is your reaction to the five ways to beat smartphone addiction sidebar on page 23? Do these strategies sound doable? Explain.**
Answers will vary.

► **Is it ethical for phone and app developers to create products that are addictive? Why or why not?** *Some students may say that an app*

developer's job is to create products that people will use and enjoy; if people spend too much time using those products, it is not the developer's fault. Other students may say it is unethical to develop technology knowing it will be addictive and could be harmful to children.

• If your students have read the play in this issue and the editorial with which it's paired, help students make cross-text connections by asking:

► **How does the problem of smartphone addiction connect to ideas in *Frankenstein* and in "This Robot Wants to Help You"?** *The play tells the story of a creation that becomes the master of its creator. The editorial asks whether artificial intelligence might similarly take control of us and end up doing us as much harm as good. Smartphones seem to be an example of this sort of situation: A technology that was created to make our lives better has, in a way, taken control of us.*

3 Skill Building

Featured Skill: Key Ideas and Details

(15 minutes, activity sheet online)

Have students work in groups to complete the **PSA Prep** activity. This will prepare students to respond to the prompt on page 25. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, explain two dangers of smartphone addiction and two ways to help solve the problem.

For Advanced Readers

Write an essay about what we as a society should do about smartphone addiction. Draw on the articles to explain what the problem is and what solutions currently exist. Then explain what else, if anything, you think should be done.

For Future Psychologists

Conduct interviews and/or survey kids at your school about their phone habits and how their phones affect them. Then present your findings. Use video or other visuals in your presentation.

For Comic Fans

Create a comic about "smartphone zombies." It should be at least one page long and incorporate information about smartphone addiction from both articles.

Scope's You Write It Interviews

**You may have noticed that our
You Write It interviews got
a makeover!**

Each interview will now take up two pages
of the magazine instead of just one, allowing

us to provide a more robust
and complete Q&A. The
task for the You Write It
interviews remains the
same: Your students take
our interview and turn it
into an expository essay.

Be sure to check out
pages 30–31 in this
month's issue, featuring
our interview with Virgil
Smith, who rescued 17
people during Hurricane
Harvey in August 2017.



Don't miss all the great support materials available for this feature:

1 Lesson Plan

An easy-to-use lesson plan with ideas for
how to use our You Write It interviews in your
classroom

2 Model Text

A You Write It interview and sample
article (expository essay) based on that
interview that you can use as a model for your
students

3 Annotated Model Text

A model text with annotations that help
students see how the text is structured and
how direct quotations from the interview are
integrated into the article

4 Guided Writing Activity

A step-by-step guided writing kit that
takes students through the process of drafting
and revising their expository essays

**You can find all of these materials at Scope Online. Go to the page for the
You Write It interview, then click on the "Lesson Plan" and "Resources" tabs.**

SCOPE IDEABOOK

scopeideabook.scholastic.com

**This fabulous
online resource
is full of fresh,
creative ways
to use *Scope* and
includes:**

- powerful classroom-tested ideas for using *Scope*, written by teachers
- links to resources such as articles, videos, primary sources, and images related to topics in *Scope* so you can keep the learning going
- *Scope* activity spotlights
- previews of upcoming *Scope* articles
- behind-the-scenes peeks at *Scope*

How to Use *Scope*'s Audio Articles

Did you know that each month we provide audio versions of *Scope* articles?

- We recommend you play the audio as students follow along in their magazines, or have students close their magazines and use the audio to build listening-comprehension skills.
- Audio articles are great for building fluency. They are also wonderful for modeling or repeated readings.

**Find all audio articles at
Scope Online.**

