



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE

FEBRUARY 2020

A COMPLETE TEACHING KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/
JANUARY

FEBRUARY

MARCH

APRIL

MAY

Let's Hack Some Grammar!

Hi teachers,

If you haven't seen our Grammar Hacks videos (new this year!), you're in for a treat. We take the commonly confused words in our grammar feature (pages 2-3) and whip them into a super-short, super-fun video to help your students remember which word is which.



That's me, recording this month's Grammar Hack video!

So many of you have written to me about the need for fresh and fun approaches to grammar that won't eat up oodles of class time. So we created these adorable videos just for you. I recommend showing them to your students as part of the grammar activity in the magazine or encouraging students to watch them on their own as needed.

I'd love to hear how these videos work in your classroom—and what grammar challenges (or any challenges!) you want us to tackle for you next!

Warmly,

Kristin Lewis, Editorial Director

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OUR FAVES



I adore
Jennifer



Dignan's poem (p. 15). It offers a different point of view of the Icarus myth that your students will really get into."

—Adee Braun, Managing Editor



The nonfiction
feature



(pp. 4-9) about
explorer Matthew

Henson is part adventure, part biography, part history. I can't wait for your students to read this riveting story."

—Mackenzie Carro, Senior Editor



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YOUR FEBRUARY 2020 ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar’s Cats”	Students practice using <i>who’s</i> and <i>whose</i> while learning what’s behind certain (strange) cat behaviors.	<ul style="list-style-type: none"> Conventions of standard English
Narrative Nonfiction, pp. 4-9 “Frozen Dreams”	This gripping article tells the incredible story of Matthew Henson, a co-discoverer of the North Pole who has largely been ignored by history.	<ul style="list-style-type: none"> Featured Skill: Key ideas and details Author’s craft Compare and contrast Key ideas Text features Figurative language
Drama, pp. 10-15 <i>Into the Burning Sun</i>	Students will love performing our thrilling play about the myth of Daedalus and Icarus. We’ve paired it with an original poem that offers a different take on the story.	<ul style="list-style-type: none"> Featured Skill: Theme Text structure Structure Character Characterization
Paired Texts, pp. 16-19 “The Rise of Fandoms” and “Is Fandom Good for You?”	Two fascinating nonfiction articles explore the rise of fandoms and how these groups impact our society.	<ul style="list-style-type: none"> Featured Skill: Synthesis Author’s craft Text structure Central ideas and details Interpreting text
Fiction, pp. 20-25 “Aftershocks”	This moving work of fiction tells the story of a young girl living in Tokyo when Japan was devastated by the earthquake and tsunami of 2011. Don’t miss the infographic about Tokyo on page 32!	<ul style="list-style-type: none"> Featured Skill: Figurative meaning Inference Character Imagery Symbolism
Short Read, pp. 26-27 “The Day We Sent a Message to Aliens”	This bite-sized nonfiction article explores the fascinating story of NASA’s Golden Record, a message sent into space for aliens to find.	<ul style="list-style-type: none"> Text Structure Central ideas and details Text evidence
Debate, pp. 28-29 “Does TikTok Belong in School?”	Elmwood Middle School is debating whether to allow TikTok at school. Two students wrote opinion essays for the school newspaper. Who makes the stronger argument? Your students decide.	<ul style="list-style-type: none"> Supporting a claim Central ideas and details
You Be the Editor, pp. 30-31 “Alligator on the Loose”	Students hone their writing and revision skills while learning about an alligator that was living in a public park in Chicago.	<ul style="list-style-type: none"> Descriptive writing Revision
Infographic, p. 32 “Your Ultimate Vacation: Tokyo”	Students use our infographic about Tokyo as a model for their own destination infographic.	<ul style="list-style-type: none"> Interpreting visual text

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, MAY and bimonthly DECEMBER/JANUARY, 8 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>who's</i> and <i>whose</i> Video: Grammar Hacks: <i>Who's</i> and <i>Whose</i> 		L.3
<ul style="list-style-type: none"> Video: Behind the Scenes Audio: Article Vocabulary Slideshow Spanish language version Lower-Lexile version PW Making Your Brochure: The Matthew Henson Exhibit PW Close-Reading & Critical-Thinking Questions 	<ul style="list-style-type: none"> IW PW Quiz (two levels) PW Video Discussion Questions PW Nonfiction Elements (two levels) PW Core Skills: Summarizing (two levels), Central Ideas and Details (two levels), Text Features, Text Structure PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.7, W.2, SL.1, L.4, L.5, L.6
<ul style="list-style-type: none"> Audio: Vocabulary, Poem, and Pronunciation Guide PW Preparing to Write: The Myth of Icarus PW Close-Reading & Critical-Thinking Questions PW Literary Elements: Theme Anticipation Guide, Genre Exploration PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> IW PW Quiz (two levels) PW Analyzing Poetry PW Core Skill: Mood (two levels) PW Contest Entry Form 	R.1, R.2, R.3, R.6, R.9, R.10, W.1, W.2, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> Audio: Articles and vocabulary PW Preparing to Write: Exploring Fandom PW Close-Reading & Critical-Thinking Questions IW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> PW Core Skills: Text Evidence (two levels) IW PW Quiz (two levels) PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.7, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> Audio: Story and Informational Text Background Builder Slideshow Story Talk Informational text: “When Bad Things Happen” PW Preparing to Write: Aftershocks PW Close-Reading & Critical-Thinking Questions 	<ul style="list-style-type: none"> PW Literary Elements: Character Thinking Tool PW DIY Vocabulary IW PW Quiz (two levels) 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: Article and vocabulary PW The Short Write Kit PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> IW PW Quiz (two levels) 	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: Debate and vocabulary PW Scavenger Hunt (two levels) PW Essay Kit 	<ul style="list-style-type: none"> PW Vocabulary: Definitions & Practice PW Contest Entry Form 	R.1, R.2, R.4, R.6, R.8, W.1, W.4, W.5, SL.1, L.4, L.6
<ul style="list-style-type: none"> PW Model Text for “You Be the Editor” Activity PW Contest Entry Form 		R.1, W.5, L.3
<ul style="list-style-type: none"> PW Guide to “You Write It” Activity PW Contest Entry Form 		R.1, R.7, W.2

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

Frozen Dreams

The incredible story of an Arctic explorer ignored by history

About the Story

Lexile: 950L

For qualitative complexity factors, go to Scope Online.

Learning Objectives:

to identify key details in an article about Matthew Henson, co-discoverer of the North Pole, and to create a brochure for an exhibit celebrating Henson's life

Key Skills:

author's craft, compare and contrast, key ideas, figurative language, text features

Essential Questions:

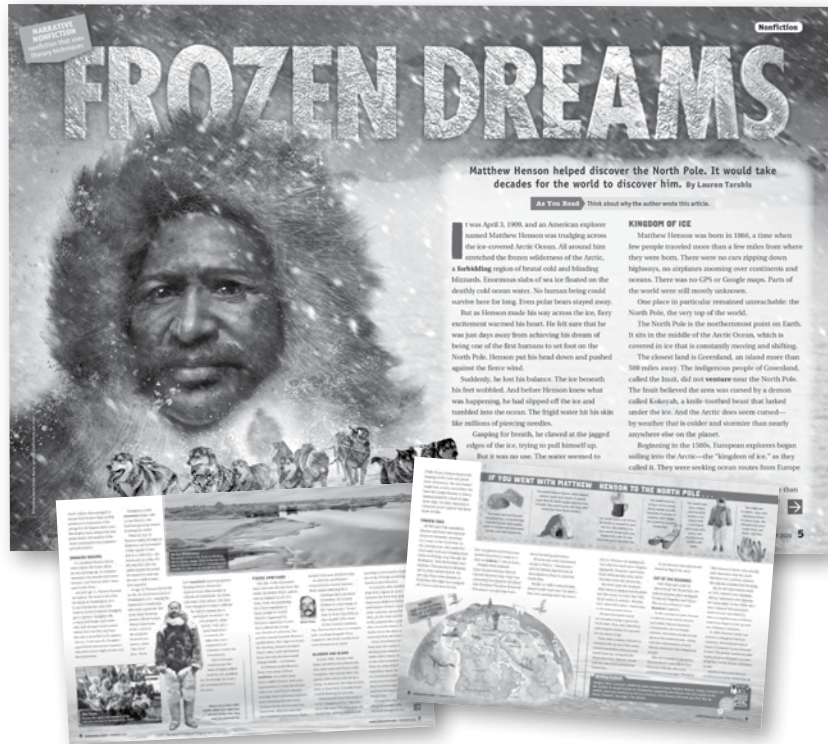
- What drives human exploration?
- How has racism shaped our history?
- How can we right the wrongs of the past?

Standards:

This article and lesson support these Common Core anchor standards:

R.1, R.2, R.3, R.4, R.5, 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:
“Frozen Dreams”

Audio:

- The article
- Vocabulary Slideshow

Differentiated articles:

- Lower-Lexile version (printable)
- Spanish version (printable)

Literature Connections: ideas for connecting to curricular texts

Skill Builders to print or project:

- Video Discussion Questions
- Close Reading and Critical Thinking
- Making Your Brochure: The Matthew Henson Exhibit
- **Core Skills Workout:** Summarizing*, Text Features, Text Structure, Central Ideas and Details*
- 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

Watch the video.

(15 minutes)

Project or distribute the **Video Discussion Questions** and preview as a class. Then watch the **Behind the Scenes video** and discuss the questions.

Preview vocabulary.

(8 minutes, activity sheet online)

Project the **Vocabulary Slideshow**. Highlighted words: *ambitions, arduous, forbidding, illustrious, mandated, resonated, venture*

2 Reading and Discussing

Read and discuss the article.

(45 minutes, activity sheets online)

- Have a volunteer read aloud the As You Read box on page 5.
- Play the audio at Scope Online while students follow along in their printed magazines.
- Have students work in groups to discuss the following close-reading questions.

Close-Reading Questions

In the first section, what details about the Arctic does author Lauren Tarshis include?

Why is this information important to the story? (author's craft) *Tarshis includes many details that convey how dangerous the Arctic is. For example, she writes that there are "blinding blizzards" and "frigid water" (5). She also explains that not even polar bears—creatures that thrive in the cold—go there, which shows just how inhospitable the region is. These details are important to the story because they help the reader understand what Matthew Henson was facing as well as how courageous he was to have braved such a dangerous place.*

Reread the section "Fierce Ambitions." In what ways were Henson and Peary different and similar? (compare and contrast) *As a white man, Peary had many opportunities and was educated as an engineer. Henson did not have the same opportunities and battled constant discrimination. He was largely self-educated and had to take low-level jobs for which he was overqualified. But both men were adventurous, and determined, and dreamed of exploring the world and reaching the North Pole.*

How did Henson's friendships with the Inuit help him and Peary in their Arctic expeditions? (key ideas) *Because of these friendships, Henson learned important survival skills from the Inuit that "no other American or European Arctic explorer" had (8). The Inuit taught Henson to hunt, to ice-fish, and to drive a sled. This knowledge would be key to success in Henson and Peary's Arctic exploration.*

What does the illustrated map on page 8 help you understand? (text features) *The illustrated map shows where the North Pole is located on a three-dimensional illustration of the globe. The map also shows Henson and Peary's route, features some of the animals that live in the Arctic, and indicates how Henson and Peary's expedition traveled (by boat and by dogsled).*

On page 9, Tarshis writes that in the 1960s, "the accomplishments of African Americans began to rise up and out of history's shadows." What does she mean by "history's shadows"? (figurative language) *She means events and accomplishments that have gone unrecognized. She means it is as though these events are in the dark, shadowy corners of a room where no one can see them.*

Analyze the title of the article. How can a dream be frozen? How does the title relate to Henson? (text features) *The title has two*

meanings. On one level, it refers to Henson's dream of reaching the North Pole—a frozen land. On another level, it refers to how Henson's dream was almost stopped, or "frozen," by the injustices that he endured: He was not given a proper job title or acknowledgment of his skill, and he received little recognition for his achievements.

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

Critical-Thinking Questions

Why is it important to learn about figures from the past who have been left out of history books? *Answers will vary. Students*

may say it is unjust that men and women who made enormous contributions to the world have been overlooked or ignored because of discrimination. By learning about these people, we ensure that they become a part of our acknowledged history and are honored and remembered. Learning about their lives also gives us a more complete understanding of our past.

Why do humans have a desire to explore the world, and in particular, dangerous places like the Arctic? *Answers will vary.*

Students may say that humans explore because we are curious about our world. Another reason could be that we are looking for something in particular, the way early European Arctic explorers wanted to find an ocean route to Asia. Humans may also want to explore because they crave fame and accolades.

3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students work in small groups to complete **Making Your Brochure: The Matthew Henson Exhibit**. This activity will help students organize their thinking before responding to the writing prompt on page 9. (Note: This activity requires a deep understanding of the key ideas of the article. For students who need additional support, we recommend they complete the **Core Skills Workout: Central Ideas and Details** activity first.) *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, explain why Matthew Henson has been ignored by history and why it's important to learn about his story.

For Advanced Readers

Research someone from history who, like Matthew Henson, has been overlooked (such as Bessie Coleman, Vivien Thomas, or George W. Gibbs Jr.). Create a museum exhibit and brochure about that person.

For Poets

Write a poem about Matthew Henson. Choose a title from the following list: "Who I Am," "What I Want You to Know," or "Frozen Dreams."

For Researchers

Research the history of Arctic exploration from Henson's time to today. How has exploration changed? What have we learned about the Arctic? What are we still learning? Present your findings in an essay or a slideshow.

Into the Burning Sun

The classic Greek myth of Icarus and Daedalus

About the Story

Lexile: 910L (captions)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to analyze the theme of a classic myth and compare it with the ideas in a poem

Key Skills:

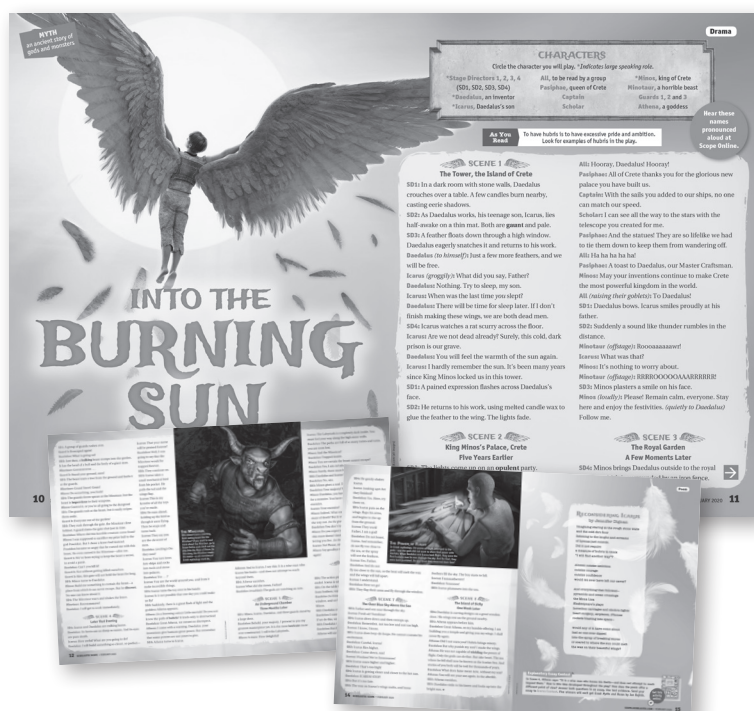
text structure, structure, character, characterization, theme

Essential Questions:

- How do a culture's myths reflect its values?
- What is the price of ambition?
- What is the relationship between risk and progress?

Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.5, R.9, R.10, W.1, W.2, SL.1, SL.2, L.4, L.6.** For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

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Audio:

- Vocabulary
- Poem
- Pronunciation Guide for character names

Literature Connections: Ideas for connecting to curricular texts

Recommended pairings from the Scope Archives:

- *Into the Maze of Doom*
- *Frankenstein*

Skill Builders to print or project:

- Vocabulary
- Preparing to Write: The Myth of Icarus
- Close Reading and Critical Thinking
- Quiz*
- **Core Skills Workout: Mood***
- **Literary Elements:** Theme Anticipation Guide, Genre Exploration
- Analyzing Poetry
- 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

(3 minutes, activity sheet online)

Project the **Theme Anticipation Guide**. As students enter the classroom, have them write down whether they agree or disagree with each statement. Then ask volunteers to explain their responses.

Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Words: *discreet, gaunt, hubris, hulking, impervious, incur, intricate, opulent, wielding*

Listen to the character names.

(3 minutes)

Listen to the **Pronunciation Guide** to the character names. It is structured as a call and response, so your students can chime in.

2 Reading and Discussing

(45 minutes, activity sheet online)

- Read aloud the As You Read box on page 11.
- Assign parts and read the play as a class. Finish by reading the image captions.
TIP: If you have more students than parts, break students into groups to each produce a scene. And/or enlist students without speaking parts to produce sound effects, props, and backdrops.
- Discuss the following close-reading questions in groups.

Close-Reading Questions

In the chronology of the story, when do the events of Scene 1 take place? Why might the playwright have chosen to start

the play this way? (text structure) *In terms of chronology, the events in Scene 1 take place near the end of the story. The playwright likely begins this way to build suspense and give clues about the story and the characters. We learn, for example, that a father and son are trapped in a prison and are planning an escape. We also learn that King Minos put them there, so when we meet Minos in the next scene, we are suspicious of him.*

In Scene 4, Icarus has a mechanical toy

bird. What is the significance of this toy?

(structure) *The toy is significant to the story because it foreshadows Icarus's doomed flight. It also shows that he is fascinated by the idea of flying.*

To be reckless is to do something without thinking or caring about the possible

negative consequences of your action. In

what way is Icarus reckless? (character) *Icarus is reckless when he takes flight because he lets himself be carried away by the thrill and ignores the obvious danger of flying so close to the sun.*

How are the gods portrayed in the story?

(characterization) *The gods are portrayed as demanding, vengeful, commanding, and powerful—but also as compassionate. Poseidon is demanding when he requires Minos to sacrifice his prize bull, and he is vengeful and powerful when he punishes Minos by sending him the Minotaur. Athena is commanding and asserts her authority when she issues Daedalus and Icarus a strict warning not to attempt to wield the powers of the gods, but she also shows compassion by warning them; had Daedalus and Icarus listened, Icarus would have lived. Athena also shows compassion when she offers comfort to Daedalus in the final scene.*

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

Critical-Thinking Questions

Based on what happens to Icarus, what big idea or message do you think the myth conveys? *Answers will vary but could be similar to one of the following: We should not attempt more than we can achieve; humility is admirable; humans should respect their natural limits and not try to take on the role of gods; we shouldn't let emotion cloud our reason; we should listen to our parents.*

Answer the question in the caption on page 14: Do you think Daedalus and Icarus deserved their fate? *Some students may say that no, they did not deserve their fate because they were being unfairly held prisoner by an evil king. Other students may say that the pair did deserve their fate because Athena issued them a clear warning and they ignored it.*

A tyrant is a ruler who has complete power and who uses that power in a way that is cruel and unfair. On page 13, Daedalus calls Minos a tyrant. Is this a fair description?

Answers will vary, but students will likely say yes. Minos imprisons Daedalus and Icarus even though they have committed no crime.

3 Read the Poem

(30 minutes, activity sheet online)

- Play the read-aloud at Scope Online while students follow along in their magazines.
- Have students work in groups or as a class to complete the **Analyzing Poetry** activity.
- Return to the Anticipation Guide. Have students consider the statements from different points of view: the poem's speaker; characters in the play; characters they've encountered in novels or pop culture, such as Tony Stark; or figures from history.

4 Skill Building: Theme

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: The Myth of Icarus**. This theme activity will prepare them to respond to the writing prompt on page 15. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

Do you think Icarus deserved what happened to him? Explain why or why not in a well-organized paragraph.

For Advanced Readers

Choose one statement from the Theme Anticipation Guide. Write an essay from the point of view of Athena, Icarus, Daedalus, Minos, or the speaker of the poem that explains why you either agree or disagree with the statement.

For Actors

As a group, rehearse and then perform *Scope's* play *Into the Maze of Doom*, which tells the story of what happens on Crete after Daedalus and Icarus escape.

For Debaters

Choose a statement from the Anticipation Guide.

Cast students as characters from the play, the poem's speaker, and any other relevant characters they've "met" this year. Have students debate the statement in character.

The Rise of Fandoms

Superfans today have more power than ever. Is that a good thing?

About the Story

Lexile: 1040L

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to synthesize information about fandoms from two nonfiction articles

Key Skills:

author's craft, text structure, central ideas and details, interpreting text, synthesis

Essential Questions:

- What does it mean to be a fan?
- How does pop culture reflect our values?
- How do the movies, books, and celebrities we love shape our identity?

Standards:

The articles and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, R.7, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6.** For more standards information—including TEKS—go to Scope Online.



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Audio:

- The articles
- Vocabulary

Literature Connections: ideas for connecting to curricular texts

Skill Builders to print or project:

- Vocabulary
- Preparing to Write: Exploring Fandom
- Close Reading and Critical Thinking
- Core Skills Workout: 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: Brainstorm

(7 minutes)

Post the following on the board for students to respond to as they walk into the classroom: *When you think of a superfan, what words come to mind?* Invite volunteers to share their ideas.

Preview vocabulary.

(10 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Highlighted words: *advocacy, canon, cater, discord, disgruntled, divisive, haggard, moderation, primal, savvy*

2 Reading and Discussing “The Rise of Fandoms”

(30 minutes, activity sheets online)

- Read aloud the As You Read box on page 16.
- Read the article as a class. Optionally, play the audio from Scope Online.
- Discuss the following questions as a class.

Close-Reading Questions

How does author Kristin Lewis draw you into her article? (author’s craft) *Lewis draws you into her article by describing a scene that is likely to be familiar and interesting to most readers: fans waiting for the arrival of “America’s favorite celebrity.” Then Lewis surprises readers by revealing that the celebrity is not a current star but Charles Dickens, a writer from the past. This surprise helps create interest and makes readers want to learn more.*

In the section “Fans Unite,” the author includes a list of fandoms that exist today. Why might the author have included this list? (author’s craft, text structure) *The author*

likely included this list to support the idea that there are many fandoms.

What text structure does the author use in the section “Tight-Knit Tribes”? What does the author use this structure to show? (text structure) *The author uses a compare-and-contrast structure. She compares what it was like to be a fan in the past with what it is like to be a fan today. The author uses this structure to show how the fan experience has changed over time.*

Lewis writes that superfans will defend the thing they love “with the ferocity of a mama bear protecting her cubs” (18). What does this comparison help you understand about superfans? (author’s craft) *This comparison helps you understand how intense the passion of a superfan can be.*

The author includes details about Charles Dickens’s fans in her article as well as details about fandoms throughout time in a sidebar. How do these details contribute to the article? (central ideas and details) *The details about Charles Dickens and the fandoms described in the sidebar contribute to the article by supporting the idea that superfans and fandoms are not new. They also contribute to the article by showing how fan culture has changed.*

“Is Fandom Good for You?”

(15 minutes, activity sheets online)

- Read the article as a class and respond to the following questions. Some refer to both texts.

Close-Reading Question

On page 19, Lewis writes, “fandoms can be a bright spot in a world that can sometimes seem divisive.” What does she mean? (interpreting text) *Lewis means that fandoms*

can be a source of joy and relief when the world feels cruel or frightening. Fandoms can lift you up by channeling your energy and focus into something positive.

Critical-Thinking Questions

▶ On page 18, Lewis writes, “Thanks to the internet and social media, [finding other superfans] is no longer a problem.” What are some other ways social media has changed fandom? Answers will vary, but students may say that social media has also made it easier for fans to interact with celebrities. For example, fans can now send tweets or direct messages to celebrities—and some celebrities will respond and have conversations with their fans. Social media has also enabled fans to display their passion on a public platform. For example, fans can post fan art and fan fiction that they create.

▶ Lewis writes that “fandom gives you a sense of community.” Do you agree? Have you had an experience where being a fan made you feel accepted? Explain. Answers will vary.

▶ Lewis explains that Star Wars fans signed a petition to remove *Star Wars: The Last Jedi* from the Star Wars canon. Do you think this

is acceptable fan behavior? Some may say it's fine for fans to express their opinions; others may say that the Star Wars fans went too far.

▶ Consider the anecdote about Sonic the Hedgehog on page 18. How much should movie studios and artists take their fans' opinions into consideration when making work? Answers will vary. Some students may say artists should express themselves however they want, regardless of their fans' opinions. Others may say that keeping a fan base happy is important to being successful.

▶ Do you think fandoms contribute to society in a positive way? Answers will vary. Students may say that while fandoms do contribute to society in many positive ways, when these groups get out of control, they can also affect society in negative ways.

3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Exploring Fandom**. This synthesis activity will prepare students for the prompt on page 19. For alternate culminating tasks, see below.

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, explain how fandom is affecting the world in both positive and negative ways. Use details from both articles to support your ideas.

For Advanced Readers

In a well-organized essay, explain the role that fandom plays in our culture. Use information from both articles as well as from two additional sources.

For Filmmakers

Create a documentary about the rise of fandoms and how they affect our culture. Your documentary can be in the form of a written script, a video, or a slideshow.

For Artists

Imagine you are planning an exhibit about fandom through time. Make a list of the images and objects you will include. Explain why you would include each item.

Aftershocks

A story set in the aftermath of the 2011 earthquake and tsunami in Japan

About the Story

Lexile: 930L

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to analyze the title of a work of fiction and explain its literal and figurative meanings and how it connects to the story

Key Skills:

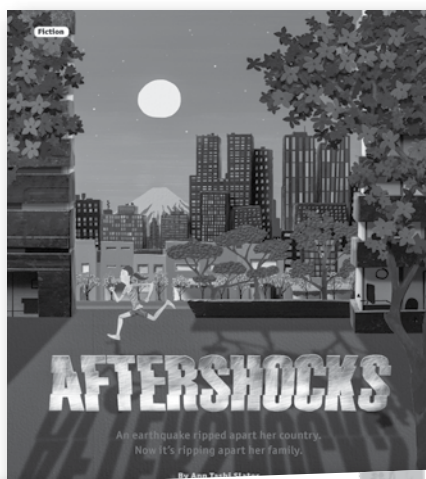
inference, character, imagery, symbolism, figurative meaning

Essential Questions:

- How do we cope when bad things happen?
- How do we grow and change as people?
- What truths can we learn from fiction?

Standards:

The text 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.

Before You Read Tools:

- Background Builder Slideshow
- Story Talk

Audio:

- Story
- Informational text

Connected Reading: "When Bad Things Happen" (online only)

Literature Connections: Ideas for connecting to curricular texts

Skill Builders to print or project:

- Close Reading and Critical Thinking
- Preparing to Write: Aftershocks
- Quiz*
- **Core Skills Workout:** Inference
- **Literary Elements:** 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: Read an infographic.

(5 minutes)

As students come into class, have them read the infographic about Tokyo on page 32 of their magazines. Then let them know they are about to read a story that takes place in Tokyo.

Build background. (10 minutes)

This story contains references that students may be unfamiliar with: radiation, power plants, and the 2011 earthquake in Japan. To help students access the story, project the **Background Builder slideshow** before reading. **Differentiation tip!** Have students read the **Story Talk** at Scope Online. This short passage will introduce key plot elements to build engagement and support developing readers.

2 Reading and Discussing

(45 minutes, activity sheet online)

- Read the story once through as a class, starting with the As You Read box and the What To Know sidebar on page 21.
- Divide students into groups to read the story again, pausing to discuss the close-reading questions in the margins. Have students write their answers in the margins or on the **Close-Reading Questions** handout.

Answers to Close-Reading Questions

1. Inference (p. 21) *Katie means that she thinks her family made it through the earthquake without any permanent damage to their lives—in particular, to her parents' marriage—but it's too soon for her to say for sure. She could also be referring to the possibility of her family being hurt during a future aftershock.*

2. Character (p. 21) *Katie's lack of enthusiasm for running is a response to the earthquake. Maybe she doesn't want to be away from her family, maybe she is scared of being outside during an aftershock, or maybe she is feeling sad.*

3. Inference (p. 23) *The earthquake and its aftershocks—some of which may still be to come—are terrifying events over which Katie's mom has no control. Cleaning may give her a sense of control. It may make her feel like she can put everything—including her relationship with Katie's dad—back the way it belongs.*

4. Imagery (p. 23) *It helps you understand how strange and unsettled life in Tokyo is. It brings up feelings of unease, bewilderment, etc., because the sight of a dog on its own in Tokyo is, Katie says, unusual under normal circumstances—and the contrast between this dog's apparent lack of worry and “real life” is disorienting. The contrast highlights the fear and loss that many people are experiencing.*

5. Symbolism (p. 23) *The earthquake's shattering of the glass protecting the happy family photo is symbolic of how the earthquake broke the sense of safety and security that Katie and her parents had about their lives.*

6. Inference (p. 25) *Katie may be using the drifting apart of the continents as a metaphor for the way her parents are drifting apart.*

7. Character (p. 25) *Katie is saying that challenges present us with opportunities to improve. She is saying that if we never had to find a way through difficult experiences, we would never learn anything. This is a very different idea than she expressed earlier, when*

she wished for the Earth to be “one big, smooth ball, turning forever and ever in harmony with the heavens” and questioned the point of trying dangerous things because of the possibility of failure.

Connected Reading

Go to Scope Online for an informational text about how difficult experiences can affect us and some strategies for coping. Discussion questions included.

earthquake can affect the way we feel about everything. It can make us moody, sad, or angry, and can make it hard for us to get along with others.

8. Character (p. 25) The

messy desk could be a sign that Katie's mom is softening in her effort to control everything and is willing to deal with the messy emotions of working things out with Katie's dad. Another way to look at it: Katie sees the messy desk as a sign that her mom is returning to her old self. That Katie's dad's plan is part of the mess may seem like a sign of Katie's parents closing the distance between them.

- Come together as a class and discuss the critical-thinking questions.

Critical-Thinking Questions

(15 minutes, activity sheet online)

Why do you think the earthquake had a negative effect on Katie's parents' relationship?

Answers will vary, but students may offer that a traumatic experience like an

Do you think Katie and her parents became stronger or grew in

some way as a result of the

earthquake? *Students may say that*

Katie and her parents discovered the strength they have inside themselves. And perhaps their relationship will be even stronger after making it through a difficult time; perhaps they have gained an awareness of the fragility of their relationships and of life itself—which will help them appreciate these things even more going forward.

3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students work in groups to complete **Preparing to Write: Aftershocks**. This activity will prepare them to respond to the writing prompt on page 25. For alternate culminating tasks, see the box below.

Differentiate and Customize

For Struggling Readers

Think about what the title of the story means. In a well-organized paragraph, explain how it refers both to the earthquake and to Katie's family.

For Advanced Readers

In a well-organized essay, analyze the central conflict in the story and explain how the conflict is resolved. Use details from the story to support your analysis.

For Graphic Novelists

Retell the story of “Aftershocks” in the form of a graphic novel. Be true to the characters—to how they speak, behave, and interact with each other.

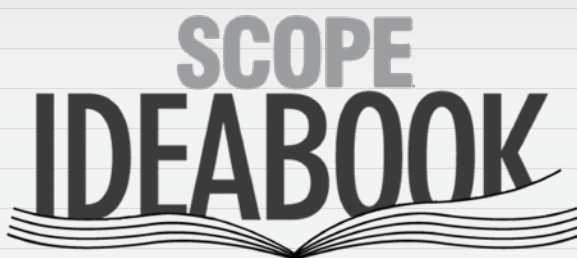
For Creative Writers

Choose a character from another story you've read who goes through a difficult experience. Write a dialogue between that character and Katie. Your dialogue can be in the form of a podcast, video, or written transcript.

**Don't
miss
this!**

Behind the Scenes Video “Frozen Dreams”

Make sure to show your students the powerful Behind the Scenes video that accompanies this issue's nonfiction feature, “Frozen Dreams,” in which author Lauren Tarshis talks to your students about writing the article.



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want to
bookmark
this!**

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- *Scope* activity spotlights
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- Much more!